



*PROCEEDINGS OF THE
NATIONAL EDUCATION ASSOCIATION*

1939

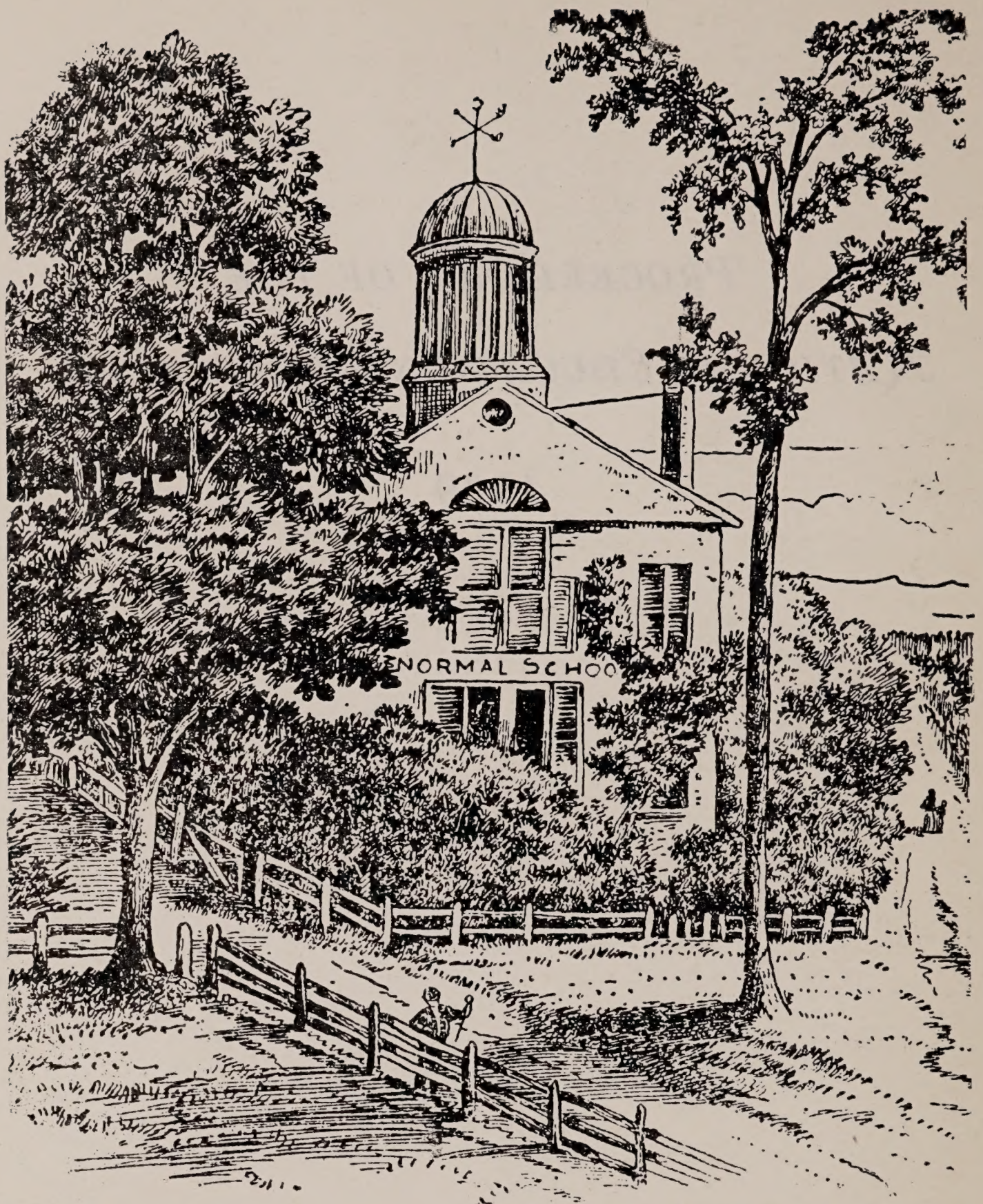
Center, Worcester, Mass.

This year, 1939, marks the one-hundredth anniversary of the founding of the first state normal school at Lexington, Massachusetts. The illustration pictures the old building that was housed for the first three years of its existence. Today there are nearly two hundred four-year teachers colleges. The entire teaching profession has joined in celebration of this notable anniversary.

NATIONAL EDUCATION ASSOCIATION

WASHINGTON, D. C.

WASHINGTON, D. C.



Courtesy Worcester Museum

This year, 1939, marks the one-hundredth anniversary of the founding of the first state normal school at Lexington, Massachusetts. The illustration pictures the old building that was leased for the first three years of its existence. Today there are nearly two hundred four-year teachers colleges. The entire teaching profession has joined in celebration of this notable anniversary.

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

PROCEEDINGS

OF THE
SEVENTY-SEVENTH ANNUAL MEETING
HELD IN SAN FRANCISCO

JULY 2-6

1939

VOLUME 77

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES
WASHINGTON, D. C.

CONTENTS

YESTER SERVICE

A Tribute to the Late R. C. O'Connell of Ohio	—Gardner	19
A Tribute to the Late Charles A. Williams of Indiana	—Murray	20
A Tribute to All Departed Members	—Murray	21
The Tower of the Sun	—Gardner	22

PROFESSIONAL EDUCATIONAL ORGANIZATION

Financing the National Education Association	—Gardner	23
Report of the N.E.A. Department of Finance	—Gardner	24
Work of the N.E.A. Committee on Finance	—Gardner	25

FOREWORD

THIS BOOK comprises the seventy-seventh annual volume of Addresses and Proceedings of the National Education Association of the United States. It contains the papers delivered at the meetings of the Association and its departments in 1939 and the official records of the Association for the year 1938-39.

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.

WILLARD E. GIVENS
Executive Secretary

MODERN ASSEMBLIES

Shaping the World into the Classroom	—Gardner	26
Intelligence—Its Nature and Nurture	—Gardner	27
Intelligence—Its Nature and Nurture	—Gardner	28
Relationships in Mental Development	—Gardner	29
Problems of Present-day Youth	—Gardner	30
Vocational Guidance and Education	—Gardner	31
Youth in a Changing World	—Gardner	32
Career Planning for American Youth	—Gardner	33

DISCUSSION GROUPS

Contents of Sessions of the National Education Association	—Gardner	34
Contents of Sessions of the National Education Association	—Gardner	35
Contents of Sessions of the National Education Association	—Gardner	36

FOREWORD

This book contains the seventh annual report of the Association and Proceedings of the National Education Association of the United States. It contains the papers delivered at the meetings of the Association and its departments in 1934 and the official records of the Association for the year 1934-35.

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

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

WILLIAM E. CHASE
Executive Secretary

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

CONTENTS

VESPER SERVICE

A Tribute to the Late R. E. Offenhauer of Ohio.....	—Saunders	19
A Tribute to the Late Charles O. Williams of Indiana.....	—Mooney	20
A Tribute to All Departed Members.....	—James	21
The Tower of the Sun.....	—Brother Leo...	22

PROFESSIONAL EDUCATIONAL ORGANIZATIONS

Financing the National Education Association.....	—Saunders	26
Report of an N.E.A. Department.....	—Fahy	28
Work of an N.E.A. Committee.....	—DuShane	30
The Educational Policies Commission.....	—Carr	32
Planning N.E.A. Programs for State and Local Meetings...	—Thalman	33
All-Inclusive Membership	—Gayman	34
Local Affiliated Associations	—Joynes	36
Work of a State Classroom Teachers Association.....	—Van Winkle...	37
Program and Problems of a State Association.....	—McIntosh	40
Use of N.E.A. Exhibits.....	—Barnes	41
Programs and Problems of Local Teachers Associations...	—Remy	42
Programs and Problems of Local Teachers Associations...	—Dial	44
Programs and Problems of Local Teachers Associations...	—Batdorf	45
The Work of the Representative Assembly.....	—Shaw	46

GENERAL SESSIONS

Greetings	—Rossi	48
Address of Welcome	—Dexter	49
Greetings	—Brady	50
Address of Welcome.....	—Caulfield	51
Response	—Dahl	52
Responsibilities of Our Profession.....	—Shaw	53
Recognition of Secretaries of State Education Associations...	—Givens	61
It Is Happening Here.....	—Mason	63
Are We Going To Lose Our Heritage of Civil Liberties...	—Thomas	67
Estimates of Lincoln—A Son of American Democracy.....	—Campbell	72
Education for Democracy.....	—Conklin	76
The Motion Picture in Education.....	—Hays	80
Presentation of Award to Caroline S. Woodruff.....	—Shaw	86
Address by the New President.....	—Hinrichs	87

MORNING ASSEMBLIES

<i>Bringing the World into the Classroom</i>		88
<i>Intelligence—Its Nature and Nurture: A Symposium</i>		
Intelligence—Its Nature and Nurture.....	—Freeman	89
Relationships in Mental Development.....	—Jones	90
<i>Problems of Presentday Youth</i>		
Vocational Guidance and Education.....	—Rutledge	91
Youth in a Changing World.....	—Reeves	92
Career Training for American Youth.....	—Williams	95

DISCUSSION GROUPS

<i>Civic Education for a Democracy</i>		
Social Justice	—Knezevich	97
Social Activity	—Jones	98

Critical Judgment	—Tighe	99
Tolerance as a Factor in Civic Education.....	—Thurston	100
Social Applications of Science.....	—Rodes	101
World Citizenship	—Woodruff	103
Law Observance	—Aseltine	104
Economic Literacy	—Hunt	105
Devotion to Democracy	—Avery	107
<i>Social Services and the Schools</i>		
Social Services in American Life.....	—Pence	108
The Sphere of Educational Service.....	—Adams	109
Community Library Service	—Coolidge	110
School Health Program	—Bauer	112
Welfare Program of the Schools.....	—Cohn	113
General Policies in the Administration of Social Services.....	—Allen	114
<i>Cooperation in the Improvement of Teacher Education</i>		
Cooperation in the Improvement of Teacher Education.....	—Bigelow	115
<i>Work Projects Administration Education Program</i>		
Responsibilities of the Public School for Adult Education.....	—Alderman	117
Public School Action in Providing Opportunities for Adults	—Putnam	118
<i>Can America Afford To Educate Her Children</i>		
Must States Choose between Schools for Youth and Pen- sions for the Aged.....	—Larson	119
Reducing the Financial Inequalities between Urban and Rural Schools	—Morgan	122
Shall School Budgets Be Determined by Independent Boards of Education or Shall They Be Submitted to Other Governmental Bodies?.....	—Muller	124
How Important Is the Safeguarding of Local Initiative in the Whole Program of Financing Education?.....	—Samuelson	126
What Federal Aid Means for Public Education.....	—Dawson	127
<i>Cooperatives and Credit Unions</i>		
Current Legal and Legislative Trends in Cooperative Work	—Taylor	130
Operating Problems of Teacher Credit Unions.....	—Stout	131
<i>Salaries and Economic Status of Teachers</i>		
The Nationwide Salary Situation.....	—Davis	133
Estimating the Cost of a Proposed New Salary Schedule.....	—McTaggart	134
The Single-Salary Schedule	—Baxter	137
<i>Tenure Hearing</i>		
The Tenure Program in New York State.....	—Weeks	138
The Tenure Situation in Pennsylvania.....	—Ferguson	140
Problems in California.....	—Everett	141
The Tenure Problems That Idaho Faces.....	—Snyder	142
The Status of Tenure in Connecticut.....	—Harrington	143
<i>Retirement</i>		
What Constitutes a Good Teacher Retirement Law?.....	—Brown	145
What Part Should Teachers Take in a Campaign for Retirement Legislation	—Hayes	146
What Is the Teacher's Responsibility in a Retirement System?	—Merchant	147
What Is the State's Responsibility in a Retirement System?	—Helms	148
<i>Evaluation of Secondary Schools by the Methods of the Coop- erative Study of Secondary School Standards</i>		
From the Point of View of a Large High School.....	—Jensen	149
From the Point of View of a Classroom Teacher.....	—Southworth	150

From the Point of View of an Accrediting Association . . . — <i>Moe</i>	152
From the Point of View of a State Department of Education — <i>Emerson</i>	153

MORNING ASSEMBLIES

Enlightened Public Support for Education as a Professional Responsibility

Enlightened Public Support for Education as a Professional Responsibility — <i>Hunter</i>	155
Support of Education: A Professional Responsibility . . . — <i>Samuelson</i> . . .	158
Enlightened Public Support for Education as a Professional Responsibility — <i>Sears</i>	159

Relationships with Central and South American Countries

The Role of Education in International Cultural Relations — <i>Cherrington</i> . . .	160
Trade Relationships — <i>Mears</i>	164

The Use of Motion Pictures in Forming Attitudes of Children

The Use of Motion Pictures in Forming Attitudes of Children — <i>May</i>	165
--	-----

LIFE MEMBERSHIP DINNER

Historical Note	168
Eleventh Annual Life Membership Dinner	169
Progress thru Teacher Education — <i>Woodruff</i>	169

NATIONAL COUNCIL OF EDUCATION

Historical Note	176
Educational Progress during 1938 — <i>Good</i>	177
The School and the State in American Democracy — <i>Counts</i>	178
The School and the State in American Democracy — <i>Kilpatrick</i>	180
Report of Advisory Committee on Education and Impending Legislation — <i>Reeves</i>	182
Report of Advisory Committee on Education and Impending Legislation — <i>Strayer</i>	183
The Responsibility of Education to the State and to Democracy — <i>Burton</i>	184
What Shall Be the Relation of the School to the State in American Democracy? — <i>Weersing</i>	187
The Relation of the Teacher to America's Changing Pattern — <i>Phelps</i>	189
The Relation of the Teacher to America's Changing Economic Pattern — <i>Frasier</i>	190
Secretary's Minutes	191

ADULT EDUCATION

Historical Note	198
Why Adult Education — <i>Alderman</i>	199
Some New Directions in Adult Education — <i>Cartwright</i>	200
Organization of Education for Literacy — <i>Wiese</i>	203
Selection of Teaching Personnel for Adult Classes — <i>Travers</i>	204
Program of Counseling for Young Adults — <i>Griffin</i>	206
The Place of Consumer Education — <i>Snyder</i>	207
Report of Legislative Committee — <i>Aiton</i>	208
Report of Consumer Education Committee — <i>Buckhart</i>	209
Report of the Committee on Resolutions	210

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

Historical Note	212
President's Message	—Cozens 213
Youth in a Democratic State	—Williams 214
In the Front-Line Trenches in School Health Work	—Nyswander 215
The Challenge of Recreation	—Romney 217
Recreation, the Municipality's Responsibility	—Lloyd 219
Facts and Fancies about the Dance in Education	—Shelly 221
Criteria of Success	—Scott 223
Social Hygiene Education— <i>Discussion</i>	224
The Administration of Health Education	—Shankland 225
Scientific Principles underlying Instruction in Health, Physi- cal Education, and Recreation	—Cureton 227
The Responsibility of the Schools for Recreation	—Samuelson 228
Secretary's Report	229

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Historical Note	232
A United Profession	—Givens 233
Changing Conceptions of Educational Administration	—Strayer 238
The Relation of Administration to Instruction	—Hall 248
Human Resources and Their Development	—McAndrew 252
Conservation and Democracy	—Ickes 260
American Youth Looks at Its Future	—Day 269
Greetings	—Shaw 276
Presentation of the Yearbook	—Corning 279
The Village Revue	—Hatch 287
The Dilemma of Democracy	—Masaryk 307
Secretary's Minutes	315
Resolutions	319

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

Historical Note	324
A Century of Teacher Education	—Smith 325
Committee Reports	334
Report of the Secretary	—Hunt 357
List of Accredited Institutions—1939-40	370

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Historical Note	376
The Stanford Social Education Investigation	—Quillen 377
Hearing: An Educational Problem	—Spencer 381
Science Education and Pupil Prejudice	—Gilbert 386
Comparisons between Classmates' Estimates and Self-Esti- mates of Personality during Adolescence	—Tryon 387
Secretary's Report	388
Report of the Auditing Committee	395
Brief Report of the Committee on Awards	395

ART EDUCATION

Historical Note	398
Creative Design in Bauhaus Education	—Moholy-Nagy 399
The Function of the Museum in the New Art Education	—Munro 400
The Young Art Teacher and the Community	—Myers 401

Art at Greeley, Colorado, State College of Education.....	— <i>Baker</i>	402
Art among the Liberal Arts.....	— <i>Pepper</i>	403
Presentday Tendencies in Elementary Art Education.....	— <i>Glenn</i>	404
Training Tomorrow's Art Teacher.....	— <i>Poore</i>	405
Art in the Village.....	— <i>Church</i>	406

BUSINESS EDUCATION

Historical Note		408
Opening Address	— <i>DeBrum</i>	409
Social Responsibilities of Business Education.....	— <i>Kyker</i>	411
Frauds and the Consumer.....	— <i>Tsvetkoff</i>	411
Will the Pieces Make a Pattern in Consumer Education?...	— <i>Cassels</i>	412
Educated Consumers Make Better Citizens.....	— <i>Montgomery</i> ..	413
Trends in the Merchandising Curriculum.....	— <i>Kenealy</i>	413
Vocabulary Building for Secretarial Students.....	— <i>O'Leary</i>	415
Illustrations and Hints on Making Secretarial Practice Equip- ment Where None Is Available.....	— <i>Seale</i>	416
An Integrated Program of Distributive Education: Its Social and Economic Significance.....	— <i>Shaw</i>	417
The Teaching of Transcription.....	— <i>Bowman</i>	418
Special Class Projects in Shorthand.....	— <i>Sundwall</i>	419
Nonvocational Aspects of High-School Bookkeeping.....	— <i>Clevenger</i>	419
Lost Horizons and Business Education.....	— <i>Slaughter</i>	419
The Voice of Business in Education.....	— <i>Jones</i>	420
What's Ahead in Business Education.....	— <i>Blackstone</i>	420
Business Education on the Junior Level.....	— <i>Travis</i>	421
Testing and Grading	— <i>George</i>	421
Secretary's Report		421

CLASSROOM TEACHERS

Historical Note		424
President's Report and Recommendations.....	— <i>Dahl</i>	425
Analyzing Propaganda	— <i>Graham</i>	428
Rural Teacher Honored		431
Report of the Committee on Academic Freedom.....	— <i>Rockwell</i>	431
Secretary's Minutes		432

ELEMENTARY SCHOOL PRINCIPALS

Historical Note		444
Report of 1939 Editorial Committee.....	— <i>Fertsch</i>	445
A Philosophy for Elementary Education.....	— <i>Heffernan</i>	446
Social Interaction and Implications for the Elementary School	— <i>McSwain</i>	447
The Crisis of World Affairs.....	— <i>Silver</i>	449
Democratic Living—A Program for Schools.....	— <i>Zyve</i>	452
Reorganization of the Elementary School To Meet the Needs of Children	— <i>Betts</i>	454
Accent on Art	— <i>Samuelson</i>	457
What the Teacher Expects of the Principal in the Enrich- ment Program	— <i>Graham</i>	459
Leisure Time of Girls and Boys.....	— <i>O'Connor</i>	461
Use of the Elementary-School Auditorium.....	— <i>Brimskill</i>	462
One Way To Build Character.....	— <i>Smith</i>	463
Board of Health, School, and Community Relationships.....	— <i>Davidson</i>	464
Children's Voices: A Reader for Children by Children.....	— <i>Convery</i>	466
Address	— <i>Fairbanks</i>	466
Secretary's Minutes		470

HOME ECONOMICS

Historical Note	478
Home Economics, an Essential in Education.....— <i>Greer</i>	479
Some Suggestions for Correlating and Integrating Home Economics with Other Subjects.....— <i>Winning</i>	480
Trends in the Basic Curriculum in the Secondary Schools...— <i>Rice</i>	481
Home Economics in the Basic Course.....— <i>Milligan</i>	482
Objectives of Consumer Education for the Several School Levels	483
Differentiation in Materials and Technics in Consumer Education for the Several Schools.....— <i>Smith</i>	484
Practices and Implications of Homemaking Education for Boys and Men on Various School Levels.....— <i>Elliott</i>	486
Morale in Family Life.....— <i>Laws</i>	487

KINDERGARTEN-PRIMARY EDUCATION

Historical Note	490
Reading and Language and Failures.....— <i>Bonsall</i>	491
Character Building To Prevent Failures.....— <i>Warren</i>	491
Contribution of Esthetics to Prevention of Failure.....— <i>Porter</i>	494
What Kindergarten and Primary Teachers Can Do To Prevent Failures in the Middle Grades—An Attempt at Solution	495
Recent Research and Its Implications for Elementary Education	498
We Look About Us.....— <i>Reynolds</i>	499
Secretary's Minutes	499

LIP READING

Historical Note	502
Children—Look, Listen, and Learn.....— <i>Doyle</i>	503
Discussion of Mr. Doyle's Paper.....— <i>Erickson</i>	505
Discussion of Mr. Doyle's Paper.....— <i>Duckles</i>	507
Developing Civic Responsibility thru Lip Reading.....— <i>Hester</i>	507
Developing Civic Responsibility thru Lip Reading.....— <i>Yockey</i>	508
Developing Civic Responsibility thru Lip Reading.....— <i>Scrivner</i>	508
Secretary's Minutes	510

MUSIC EDUCATION

Historical Note	512
-----------------------	-----

NATIONAL ASSOCIATION OF DEANS OF WOMEN

Historical Note	514
Trends in the Position of Dean of Women and Dean of Girls— <i>Strang</i>	515
General Semantics in Education, Counseling, and Therapy...— <i>Campbell</i>	518

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Historical Note	526
Education for Democracy	527
The Purposes and Policies of the Planning Committee.....— <i>Bacon</i>	534

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Historical Note	542
Problems of the Pacific.....— <i>Lasker</i>	543
The Guidance Function of the Social Studies.....— <i>Chaffee</i>	548
Building Social Studies Courses To Meet Pupil Needs.....— <i>Stelter</i>	548

Teaching Devices and Enrichment Materials for Meeting the Needs of Adolescents	— <i>Chapman</i>	549
Secretary's Minutes		550

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

Historical Note		552
Women in Education	— <i>Goodykoontz</i> ..	553
Woman's Place in a Changing World	— <i>Field</i>	555
Secretary's Minutes		557

RURAL EDUCATION

Historical Note		562
The School of Tomorrow	— <i>Young</i>	563
Reorganization of Rural School Districts for Efficiency and Economy—Process and Results in Ohio	— <i>Shanks</i>	564
Reorganization of Rural Districts in West Virginia	— <i>Vawter</i>	565
Responsibilities of the Supervisor Providing for Teacher Growth in Service	— <i>Byers</i>	568
Adapting the Curriculum to the Needs and Experiences of Children in Rural Communities thru Organization	— <i>Heffernan</i>	569
Adapting the Curriculum to the Needs and Experiences of Children in Rural Communities in Organization and Content—The Physically Handicapped	— <i>McIntire</i>	570
Education for the Physically Handicapped Child in an Ohio County	— <i>Coffeen</i>	571
Adapting the Curriculum to the Needs and Experiences of Rural Children for Behavior Problems	— <i>Hyson</i>	573
Community Resources in Rural Schools	— <i>Wofford</i>	576
Transportation—General Plan of Operation in the State of Florida	— <i>Morphet</i>	579
School Bus Transportation in Georgia	— <i>Collins</i>	581
Pupil Transportation in California	— <i>Clifton</i>	583
Transportation—General Plan as Used in Alabama	— <i>Meadows</i>	584
Transportation: General Plan as Used in Wisconsin	— <i>Callahan</i>	586
The Use of the Community as a Source of Instructional Material in the New Providence School, Montgomery County, Tennessee	— <i>Fite</i>	588
The Use of Community Resources in the Essex School	— <i>Wennerberg</i> ..	590
The Status of the Rural Teacher	— <i>Robinson</i>	591
Rural Schools at Work To Improve the Quality of Country Life—The Fallbrook Union High School	— <i>Potter</i>	593
Rural Schools at Work To Improve the Quality of Country Life: Music Program in Placer County, California	— <i>Flood</i>	595
The Land Is the Textbook	— <i>Raymond</i>	597
Rural Schools at Work To Improve the Quality of Country Life: Developing Good Taste at Silverhill, Alabama	— <i>Moore</i>	598
Secretary's Minutes		602
Report of the Committee on Resolutions		604

SCIENCE INSTRUCTION

Historical Note		608
The Organization of the National Committee on Science Teaching	— <i>Davis</i>	609
Science Meets the Needs of Boys and Girls	— <i>Oberholtzer</i> ..	613
A Land Use Program for the Senior High School	— <i>Strong</i>	614

Teaching the Scientific Attitude in the Junior College.....	—Conley	614
Conservation Functions in a School System.....	—Rowan	615
Responsibility of Science in Social Attitudes.....	—Tracy	615
How Science Fulfils the Needs of Boys and Girls in the Chi- cago Schools	—Johnson	616
Secretary's Minutes		618

SECONDARY TEACHERS

Historical Note		620
Unifying the Secondary Curriculum around the Problems of Youth	—Leonard	621
The Core Curriculum.....	—Sparhawk	623
Problems of Integration and Correlation at the Secondary- School Level	—Wahlquist	625
The Significance of the Study of International Relations....	—Winter	627
The Departmental Placement of Junior College Geography....	—Shrode	628
Musical Experiences Appropriate to a Program of Integration—	Hawkinson	629
Secretary's Minutes		630

SPECIAL EDUCATION

Historical Note		634
The California Program of Special Education.....	—Hicker	635
Some New Steps in the Field of Special Education.....	—Horn	636
The Federal Government Must Assume Responsibility for Aiding the Education of Physically Handicapped Chil- dren	—Lee	637
The Personality of the Special Class Child.....	—Richmond	638
The Emotional Factor and the Problems of Children.....	—Pfister	639
A Special Educational Service for Homebound, Physically Handicapped Elementary Youth.....	—Darlington	640
Sight-Saving for Every Child.....	—Blend	642
Parents and Special Education.....	—Laws	642
Secretary's Minutes		645

SUPERVISORS AND DIRECTORS OF INSTRUCTION

Historical Note		648
The Case for Supervision.....	—Hosic	649
Increasing Social Understanding of Teachers.....	—Lamoreaux	656
Using New Educational Tools.....	—Dale	659
Secretary's Minutes		663

VISUAL INSTRUCTION

Historical Note		666
The Administration of Visual Aids in a City System.....	—Edwards	667
Adapting Visual Materials to Instruction.....	—Lake	668
Reporting to the Public thru Motion Pictures.....	—Hart	671
Reporting to the Public thru Motion Pictures.....	—Elliott	671
Photoplay Appreciation in New York City.....	—Lichtman	672
Secretary's Minutes		674

VOCATIONAL EDUCATION

Historical Note		676
Progress in Vocational Education.....	—Wright	677
New Developments in Home Economics Education.....	—Beeman	678
Part-Time Cooperative Classes.....	—Clover	679
Preparation of Teachers for Distributive Education Classes—	Milligan	680

A National Viewpoint on Guidance.....	— <i>Jager</i>	681
A Community Program of Vocational Education in Operation.....	— <i>McClure</i>	681
Industry's Responsibility for Training.....	— <i>Wells</i>	682
The California Plan for Trade and Industrial Education.....	— <i>Beswick</i>	683
Vocational Education and the Community Agencies.....	— <i>Mallary</i>	685
A Program of Job-Finding and Student Placement.....	— <i>Benbow</i>	686
Curriculum Values in Vocational Education.....	— <i>Rutledge</i>	686

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

Historical Note	690
The 1939 World Federation Cruise.....— <i>Monroe</i>	691

ASSOCIATIONAL RECORDS AND INFORMATION

Charter and Act of Incorporation.....	697
Bylaws	701
Standing Rules	712
Calendar of Meetings.....	717
Officers—1938-39	719
Officers—1939-40	725
Headquarters Staff	731
Committees, Commissions, and Councils.....	732
Minutes of the Nineteenth Representative Assembly.....	770
Minutes of the Meetings of the Board of Directors.....	809
Minutes of the Meetings of the Executive Committee.....	817
Minutes of the Meetings of the Board of Trustees.....	837
Financial Report 1938-39.....	841
Budget Committee Report	— <i>Collins</i> 861
Summary of Reports of Committees, Commissions, and Councils	
National Council of Education.....	— <i>Pechstein</i> 870
Academic Freedom	— <i>Smith</i> 872
All-Inclusive Membership	— <i>Gayman</i> 873
American Legion and Other Service Organizations.....	— <i>Dienst</i> 874
American Library Association.....	— <i>Parks</i> 875
American Teachers Association.....	— <i>Smith</i> 876
Appraisal Committee	— <i>Pratt</i> 878
Bylaws and Rules.....	— <i>Adair</i> 879
Cooperatives	— <i>Shaw</i> 879
Credit Unions	— <i>Moran</i> 880
Economic Status of the Rural Teacher.....	— <i>Robinson</i> 882
Educational Policies Commission.....	— <i>Carr</i> 883
Equal Opportunity	— <i>Bradley</i> 884
Ethics	— <i>King</i> 885
Health Problems in Education.....	— <i>Wilson</i> 885
Individual Guidance	— <i>Stolz</i> 887
International Relations	— <i>Woodward</i> 888
Legislative Commission	— <i>Hall</i> 889
National Congress of Parents and Teachers.....	— <i>Pettengill</i> 899
National Council on Teacher Retirement of the N.E.A.....	— <i>Hougham</i> 900
Necrology	— <i>James</i> 901
Resolutions	— <i>Hall</i> 910
Salaries	— <i>Elsbree</i> 916
Supply, Preparation, and Certification of Teachers.....	— <i>Jaggers</i> 916
Tax Education	— <i>Wilson</i> 918
Tenure	— <i>DuShane</i> 920
Annual Report of the Secretary.....	— <i>Givens</i> 922
The Nineteenth Representative Assembly.....	959
Index	983

The work on this volume, including the gathering of materials, editing, proofreading, and makeup, has been done under the direction of Lyle W. Ashby, assistant director of the Division of Publications, with the assistance of Ruth Hirst, Jessie M. Robbins, and Marjorie Starr.

JOY ELMER MORGAN, *Director*
Division of Publications

GENERAL SESSIONS

VESPERS

A TRIBUTE TO THE LATE R. E. OFFENHAUER OF OHIO

JOSEPH H. SAUNDERS, CHAIRMAN, BOARD OF TRUSTEES; AND SUPERINTENDENT OF SCHOOLS, NEWPORT NEWS, VA.

R. E. OFFENHAUER, treasurer of the National Education Association since 1934, died on December 29, 1938, as a result of injuries sustained in an automobile accident.

Mr. Offenhauer was born in Montezuma, Mercer County, Ohio, on August 10, 1881, graduated from Otterbein College in 1905, and took post-graduate work at Columbia and Harvard Universities. He became president of Bowling Green State University, August 25, 1937, after serving nineteen years in the Lima, Ohio, public schools, six years as principal of Central High School, and thirteen years as superintendent of schools. Previously he had been superintendent of the Erie County schools and principal in Sandusky and Mt. Vernon. As principal of the Sandusky High School, he served under Superintendent H. B. Williams who became the first president of Bowling Green State University at the time Mr. Offenhauer was doing graduate work at Harvard.

Mr. Offenhauer was a member of many educational groups, and in addition was a member of the Masonic Lodge at Lima, the Shawnee Commandery, the Toledo Consistory, the Scottish Rite; also the Torch Club of Toledo and Lima, the Kiwanis Club, and the Chamber of Commerce. He was prominent in many affairs of the city. He was chairman of the Community Chest, a member of the Methodist Church and its Sunday school superintendent for many years.

During his term as president of Bowling Green University, the student enrolment increased 18 percent, to nearly 1900, and he was directing an extensive construction program for which the state and the PWA provided nearly a million dollars. He personally created a vast amount of goodwill thru his sincere understanding and appreciation of human nature and attentive ear to the problems of students and friends of the institution.

Tho president of Bowling Green University for but a year and a half, three new buildings, a new athletic field, and a new spirit which came thru his leadership are left as monuments. He was a gentleman, a scholar, an administrator, and executive, loved and esteemed by all for his considerate methods.

For four and one-half years, Mr. Offenhauer was treasurer of the National Education Association, and as such, a member of the Executive Committee. His accounts were accurately and meticulously kept and, governed by his high ideals, his voice and his vote were always used to further those constructive and progressive measures which, in his judgment, would advance the cause of education in the nation.

I knew him only a short while, as time goes, but only a short while was sufficient to admire his comprehension, his breadth of view, his toleration, his kindly and generous spirit, and his uniform courtesy to those with views different from his own. He never raised his voice in anger, and his reproof, if occasion required it, was as mild and gentle as that of a kindly father to a well-beloved son.

He was a sincere friend. His friendship was of the type I like to call disinterested. He loved not because of one's virtues but in spite of one's faults. Such friendship requires magnanimity and generosity, faith in oneself and faith in one's fellowman. Such friendship is the rarest and greatest of human virtues. Its essence is loyalty which Mr. Offenhauer possessed in the highest degree. He won the admiration and esteem of all who knew him. "None knew him but to love him, none named him but to praise." Pessimists would have us believe that our public and private life is full of duplicity, lack of stamina, and want of character. The lives of such men as R. E. Offenhauer deny the truth of such an assertion and give us hope, faith, and courage for the future of mankind. Despite any apparent evidence to the contrary, the spirit of Christ as exemplified by Mr. Offenhauer is still the most potent force in the world today in creating that respect for the opinions of mankind which mold the individual, community, and national life of civilized people everywhere.

Mr. Offenhauer was a man who will be missed in the councils of this Association, by the community he served, by a myriad of friends everywhere, and by the family to whom he was a devoted husband and a loving father. May the peace of God which passeth all understanding abide with him forevermore.

His life was gentle, and the elements
So mix'd in him that Nature might stand up
And say to all the world, "This was a man!"

A TRIBUTE TO THE LATE CHARLES O. WILLIAMS OF INDIANA

W. B. MOONEY, EXECUTIVE SECRETARY, COLORADO EDUCATION ASSOCIATION,
DENVER, COLO.

Charles Otis Williams was born on a farm in Wayne County, Indiana, September 19, 1874. He died at his home in Indianapolis on September 13, 1938. Mr. Williams secured his early training in the public schools of his native county and later graduated from Valparaiso University. He studied law and was admitted to the bar in the states of Indiana, Illinois, and Kentucky. However, he selected the profession of teaching rather than that of law, and for a period of more than forty years Charley Williams devoted his life to the cause of training children for more complete living. That he never repented this choice of human service is evidenced by the fact that his epitaph, selected by himself, and carved in stone on his tomb, reads:

A School Teacher
Charles Otis Williams
1874-1938

Obviously, it would be difficult to agree upon all the items by which we may measure the success of a man's life. However, we venture to say that most of us will agree that one has lived a successful life who has been a successful parent, who has been a good neighbor, a good friend of those with whom he has lived his life, and who has contributed something to the social welfare and progress of his time. The lives of his three sons, the great confidence and affection of his fellow workers in Indiana and his associates in the work of the National Education Association, the services he rendered the several communities in which he lived and taught and especially his services as county superintendent of Wayne County, Indiana, and his services as executive secretary of the Indiana State Teachers Association speak for themselves and in a loud voice pronounce the life of Charles Otis Williams a success.

In one of his sermons Dwight L. Moody once said: "Some day you will read in the papers that Dwight L. Moody is dead. Don't you believe a word of it." Last September we read in the papers that Charles O. Williams had died. We do not believe a word of it. Because of the life he lived, Charles O. Williams will live among us for uncounted years to come.

A TRIBUTE TO ALL DEPARTED MEMBERS

WILLIAM ALONZO JAMES, CHAIRMAN, COMMITTEE ON NECROLOGY; AND
PRINCIPAL, BALL HIGH SCHOOL, GALVESTON, TEXAS

How fitting that we first assemble here in vespers for "The Hour of Remembrance." Since this Association met in annual session a year ago more than two thousand members of our profession have passed to the Great Beyond. These have been taken from every section of our nation and from every rank of service. Teachers of little children, teachers of youth, college instructors, great leaders in educational thought have all alike laid down their burdens to join the ranks of the immortal. It is to the living to carry on the work of these noble souls.

The names of these have been collected and listed by the Committee on Necrology and will be written into the permanent records of the Association and filed in the archives of the national headquarters building in Washington.

You have just heard a special tribute to two of these great men; but, since it is not practical to speak individually of each of all the rest, let us, now, therefore, pay general, yet sincere, tribute to them all. In appreciation of all our departed fellow teachers and in gratitude to them for the lives they have lived, may we, in recognition of their many virtues, stand for a moment with heads bowed in silent meditation.

(The Necrology List will be found on page 901 of this volume.)

THE TOWER OF THE SUN

BROTHER LEO, PROFESSOR OF LITERATURE, ST. MARY'S COLLEGE, CALIF.

It would be a pleasant experience for the strangers within our gates whom we greet in a spiritual vein, and it would be likewise a happier remembrance to those of us who, we think, are favored by living here permanently, if all of us could go some evening to Treasure Island which, as the President of the United States said on the day of its official dedication, represents one territorial acquisition in the modern world that is not the result of bloodshed and aggression. Treasure Island, which literally was pumped from the bottom of the Bay and labored upon by all manner of experts in their trades and professions, came thru the months to be a dream city, fair to look upon and lovely to explore. Here we have, not precisely in copious plenty, for we of the West believe in nothing of excess, just as the ancient Greeks did, if not everything the world supplies, manifestations of human ingenuity and human enterprise and human idealism, the latest developments in machinery, in agriculture, in business life and procedure; and not only the latest, for to be interested solely in the latest is a sure mark of vulgarity.

We have likewise samples, at least, of the best that the past has handed to us in the transmission of our intellectual and artistic and spiritual inheritance. And these things are there that we who guide the steps of the young and the young who are guided by us may not forget that the essence of civilization is not wearing clothes, is not eating cooked food, or is it reading newspapers and pounding typewriters. But they are there to remind us and those whom we direct and mold and form and stimulate that civilization is basically a transmission of human experience.

In all ages it may be said, whether we like it or not, for the truth has nothing to do with our likes, most men have been failures; in all ages most men have possessed extremely limited vision; in all ages, most men have been characterized by greed and sensuality and vanity and, in general, the seven deadly sins; in all ages, there have been blunders and confusions and perplexities and a dread lack of security; and in all ages the thoughtful have arisen, lifted their heads above the mass, and have cried out to the patient stars, "Watchman, what of the night?"

And those few in each age have garnered some precious fruits of human thought and human living, some imperfect reflection of the image of human beauty, and these things they have transmitted to other ages, and succeeding ages, building from that precious transmission, enriching it with increments of their own, have so handed the torch to us. So on Treasure Island we can see something of the transmission of the torch, but the significant thing is the thing we cannot help seeing.

A world's fair has obviously many elements. There are cafes and there are those institutions correctly known as hotdog stands. The Fair has its vast buildings, its elephant trains; it has its other means of locomotion; it has its illumination, a marvel of modern science and a marvel, let me add

not less definitely, of modern art. It has all these. But above all these there towers a symbol which, like all symbols of worth, is intrinsically beautiful but derives its value from that which it represents, the Tower of the Sun. We who pause in convention assembled during these days might allow our minds and our thoughts to cross the little stretch of water to Treasure Island and consider the Tower of the Sun.

From more than one hill in this city of hills, you can gaze out at night, when the lights shine in all their splendor, and you will find above the base line of the exposition the tower rising, the phoenix at its top, and in the daytime or in the night-time, if you explore the island itself, you will find that all paths on Treasure Island lead to the Tower of the Sun.

Is not that in a sense the process of education? It was said of Thomas Carlyle, who manufactured something of a personal philosophy of life, that he was like Moses; he led the people into the wilderness and left them there. Perhaps, accurately, that does not apply to Moses, perhaps it does not apply to Carlyle, but it does most emphatically apply to a good many modern prophets, and you, I know, particularly prophets in the domain of education and particularly prophets who bear the appellation of college professor.

Is not modern education in some respects and in some of its manifestations a tendency to follow the false prophet, to lead a whole generation into the wilderness and leave them there, everlastingly to experiment on fifty million guinea pigs for the glory of the experimenter? The true prophet in education and in life is not one who leads into the wilderness, but one who finds a path or makes a path that leads to light and sanity. And the external fact that the Tower of the Sun is the point to which all paths lead should give us renewed courage in our recognition that there are central points in education, too, to which all paths lead, and the value of the paths is determined by the degree and the extent to which they lead to those culminating centers.

But, more than that, the Tower of the Sun stands for you and for me as a symbol of two things without which civilization as we know it cannot endure. Those two things are our American standards and our recognition of spiritual values.

This afternoon I am an American speaking to Americans. We are not concerned at the moment with peoples of other cultures, with peoples of other national allegiance. We as Americans are the only persons who can rightly understand our American standards and who can rightly live in accordance with those American standards. We do not know it all. We have made frequent mistakes. We can beat our breasts and say, "Mea culpa," and sometimes "Mea maxima culpa," but this is clear: We do not need and we do not want advice from abroad. We do not want any kind of propaganda from abroad, be it from the party of the left or from the party of the right. We do not want it from any kind of aggressors, either those who are now striving to expand at the expense of others, or those who in the nineteenth and preceding centuries expanded at the expense of others. You can call some of them democracies and you can call some of them

dictatorships, but they are all tarred with the same brush, and essentially and basically their way is not the American way, their standards of democracy are not the American standards of democracy. If we would save our soul, it may well be that we first have to isolate our soul.

The second thing for which the tower stands is our recognition of spiritual values. Centuries ago the great Dante Alighieri drew the distinction between material and spiritual things. Let me paraphrase the explanation he gives in "The Purgatorio." If I have a loaf of bread, and I meet a hungry man and break that loaf in two and give him half a loaf, obviously I have only half a loaf left. That is clear, because a loaf of bread is a material thing. There is an old legend dating from the early centuries of our era which I think should be a part of the intellectual inheritance of all our children. It tells of the great St. Martin of Tours. As a young man he was an officer in the Roman army, and one bitterly cold day, clad in his great scarlet Roman cloak, he was entering the gate of a city when he saw an ill-clad beggar shivering in the cold. Martin took the cloak from his shoulder, with his sword cut it in half and gave half the cloak to the beggar. That night, according to the beautiful story, Christ appeared to Martin in sleep, wearing the half cloak that Martin had given to Christ's poor, and said, "Whatsoever you do for the least of these, my brethren, you do it to me."

The legend is beautiful and timely, but the point I wish to call your attention to is this: When he gave away half his cloak he had only half a cloak left, because a cloak is a material thing. In other words, wherever you have a material thing you have the element of quantity entering it. But spiritual things are otherwise, and in the spiritual domain no element of quantity occurs. For example, that little story of St. Martin, with its beautiful application, is not a material thing; it is a spiritual thing. Coming here today, it was mine. I give it to you. Some of you may have never heard it before. Each one has it to the extent of his capacity and willingness to absorb, but those of us who had it before have not lost it. The story is as much mine as it ever was, and even if there were fifty or one hundred people in this audience to whom that story has come for the first time, their possession and enjoyment of it does not detract in the least from the possession and enjoyment of those who have had it for months or for years.

Any system of education, any philosophy of education, any attitude toward education which overemphasizes the material is misleading and pernicious. There is a material element in our life. Most of us wear shoes, some of us wear trousers, others wear skirts. We all need bread and we all feel the necessity of economic security, and when we get a raise in salary we are not particularly displeased. But not by these things only can we endure.

If our children, our students, our pupils learn merely to recognize the material concomitants of life, the necessity of preparing for a job, of doing material work in the world, of developing their material powers usually by overdeveloping their muscles, then the system which has brought them into being has been tried and found wanting.

Our great privilege, our great opportunity, and surely our great incentive and inspiration is to realize that we are part of that transmission of

civilization of which I spoke earlier; that into our hands, however intrinsically unworthy and weak, have been placed the precious increments of preceding trials and sufferings and heroisms and perceptions of beauty on the part of men and women, many of them wiser far and better far than we. This flaming torch, the spirit, has been placed in your hands and in mine, not merely for our personal satisfaction and aggrandizement but in order that we in turn may transmit the torch to those younger than we, to those more receptive than we, to those who perchance are destined to do in the world a greater and more important work than ours.

Many of you have read the biography of William Lyon Phelps of Yale. Nothing in that book is more impressive than his statements: "As a teacher I have tried to make my students, from every point of view, better than I am. I want them to have more brains than I have, I want them to have more character than I have, I want them to have more happiness than I have, and I want them to do a bigger work than I have done." There spoke a true teacher, a teacher possessed of the ancient and immemorial and every necessary natural virtue of magnanimity, bigness of soul. How can we instil magnanimity, how can we prepare our students to be bigger and better and finer and nobler than we are if we do not stress the spiritual values? With the material values only, we are lost.

Europe today has to a large extent turned her back upon spiritual values, and you see the result. You see the result that was prophesied nearly fifty years ago by the English poet Kipling, a man who did respect spiritual values, when in the great "Recessional" he wrote:

For heathen heart, who puts her trust
In reeking tube and iron shard,
All valiant dust that builds on dust,
And guarding, calls not Thee to guard.

Look at the turmoils and confusions and alarms of Europe today. Everywhere, except in a few isolated spots, such as Switzerland and Ireland, you see the fulfilment of that prophecy, for great poets—and Kipling, in a measure, was a great poet—are likewise great prophets, and it is unfortunate that too often they are Cassandra's telling the truth, the tragic truth, but not receiving credence.

The world is made up of the individuals composing the world. The nation is made up of the individuals composing the nation, and national morality never rises higher than individual morality. This may be criticism or eulogy when I say that we get the government we deserve, we get the leaders we deserve, and we get the support we deserve. You cannot have a high-minded nation unless you have individual citizens who are high-minded; not all of them of course—that is asking too much of human nature—but enough to have an influence, enough to turn the current of events, and especially enough to lift their faces to the stars.

I like to think that thru the months and thru the years, when you and I return refreshed and invigorated to our professional work, the memory of Treasure Island and especially the memory of the Tower of the Sun will remain with us as a fruitful, quiet, steadying, and constructive influence.

Every mind and every character in our classroom is a potential Treasure Island. We pump the mud of human nature out of infancy, out of adolescence, and we make something of it. Thanks to our enthusiasm, our knowledge, and our cooperation, in every mind there appears some kind of a world's fair. And then we fill that island as best we can with beauty and with light, and we encourage the possessor of it to adorn that magnificent conception with everything that is fine and sweet and high and glorious. Therefore, we teach science, for science has its wonders; and therefore we teach art, for art is a vision of beauty; and therefore we teach literature, because in literature is recorded the heart throbs of humanity thru all the centuries; and therefore we teach patriotism and therefore we teach morality and therefore we teach religion and therefore we teach all that ministers to our perception of spiritual reality.

We differ about details. Sometimes we fight about details, and while that is unfortunate at least it is significant of this truth that we think enough about them to lose our temper over them. But beneath those surface irritations lies this profound truth, that in every age of the world the greatest men have been believers in and devotees to spiritual reality.

Once said the great Goethe, "Those ages of the world that we now call the great ages have been ages characterized by robust and dynamic faith, and those ages of the world that we recognize as ages of retrogression are ages of spiritual decadence."

The Tower of the Sun!

Say not that beauty is an idle thing
And gathered lightly as the wayside flower
That on the trembling verges of the spring
Knows but the sweet survival of an hour.
For 'tis not so. Through dedicated days
And foiled adventure of deliberate nights
We lose and find and stumble in the ways
That lead to the far confluence of delights.
Not with the earthy eye and fleshly ear,
But lifted far above mortality.
We see at last the eternal hills, and hear
The sighing of the universal sea;
And kneeling breathless in the holy place
We know immortal Beauty face to face.

The Tower of the Sun!

PROFESSIONAL EDUCATIONAL ORGANIZATIONS

FINANCING THE NATIONAL EDUCATION ASSOCIATION

JOSEPH H. SAUNDERS, CHAIRMAN, BOARD OF TRUSTEES; AND SUPER-
INTENDENT OF SCHOOLS, NEWPORT NEWS, VA.

The problem of financing any organization, institution, or business depends on the size of the organization, its invested capital, its products, and the services which it renders.

The National Education Association consists of over 200,000 members and maintains a highly competent professional staff of 135, consisting of an executive secretary, directors of divisions and departments, assistants, stenographers, clerks, and building maintenance personnel.

Its products consist of:

1. A monthly journal distributed to all its members
2. Research bulletins dealing with all phases of education, organization and administration, finance, salaries, legislation, professional standards, accrediting, tenure, health, safety, etc., which are distributed to certain classes of members and sold at a nominal cost to all others who desire them
3. Committee studies, investigations, and reports freely circulated to its members
4. News and informational bulletins freely circulated to interested groups
5. Six national weekly radio programs
6. Press releases to stimulate public thought and action
7. An annual volume of PROCEEDINGS, the pronouncements of the Educational Policies Commission, and the yearbooks issued by the departments and sold to the profession and to the public.

Its services rendered consist of:

1. The production and distribution of the above-mentioned publications
2. A legislative service at Washington which carefully examines all bills affecting education introduced in the Congress of the United States, promoting such proposed laws when they would advance the cause of education or the welfare of our profession and opposing such bills if they adversely affect such interests
3. Statistical and other documentary aid similarly furnished the state association to aid in their state legislative campaigns
4. A field service that stimulates the growth of a unified educational association in the nation as a whole
5. Two great conventions annually at which it brings together for consultation, advice, inspiration, and dissemination of new discoveries and new methods of procedure the leaders in education, government, and religion.

To finance our organization and its services for the past year the sum of \$547,078 was required. Our income was \$554,266.

Our net equity in our headquarters and other real estate in Washington amounts to \$565,000 and we own cash and bonds valued at \$149,000, making our total net assets in our permanent fund \$714,000, which earned for us last year \$46,238, or nearly 6½ percent.

There is a pressing and a constantly increasing demand thruout the country from individual teachers and from local and state associations for an extension and enlargement of the services now being rendered by the National Education Association and for additional services. If this Macedonian cry is to be met, there is but one way to do it. We must increase our membership. Under present economic conditions all of our sources of income are practically at a maximum except membership fees. We will not consider increasing the fee; therefore we must have more members. We have 200,000 members, the largest educational organization in the world, but we enrol only one teacher out of every five. At the least, we should enrol one-half of all the teachers. If each of us will make the effort to secure one new member, we can double our membership in one year and thereby secure sufficient funds to enlarge and increase our services to meet the urgent demands pressing upon us from all sections of the nation.

REPORT OF AN N.E.A. DEPARTMENT

MILDRED FAHY, PRESIDENT, DEPARTMENT OF SCIENCE INSTRUCTION ; AND
PRINCIPAL, PEIRCE ELEMENTARY SCHOOL, CHICAGO, ILL.

The Department of Science Instruction of the National Education Association was organized in 1895 at its summer convention in Denver. The great parent organization, the National Education Association, stands as a friend and champion of the teacher no matter whether in a one-room school-house, of which America still has 130,000, or in a large school in a modern metropolis.

Subjectmatter is a significant part of the school program. Thru its departments, the National Education Association appeals to those interested in particular fields of subjectmatter or certain phases of supervision and administration. The best thought regarding special fields is what the department should be providing for its members. Bibliographies of the latest materials published should be furnished. The finest in methods, economy in practice, and professional growth and development should be demonstrated and encouraged by the Department. So much activity should be provided by the Department that people not primarily interested in that field will be attracted to it. This emphasis of subjectmatter has reached a fine climax in the Department of Science Instruction.

Under the able leadership of President Ira C. Davis, the Department began to fulfil one of the duties a department should have. Proceedings were printed in 1935 for the first time. Contacting the members in this concrete manner was very desirable. These little books have carried the excellent ideas of the leaders in science who have spoken at the conventions. Group meetings and discussions were possible at many places distant from the convention city. The many members of the Department were thus benefited whether they attended the convention or not and were made cognizant of the progress in science teaching.

Thru teaching its own members, the Department proved a valuable means of widening the scope of the N.E.A. This should definitely be the work of each and every department of the Association. Each branch derives its strength from the integrity of the trunk.

Science teachers everywhere became impressed with the need of a great national investigation into what science could do for the schools. A fourteen-year program in which science is taught from kindergarten thru junior college is one of the special aims of the Department. Science is seeping downward thru the schools and it must be handled wisely and with a sense of the special needs of the pupils at the various levels. The social significance of science is overwhelming, and both the beneficial effects as well as the terrible aspects need to be understood better. For many reasons, the officers of the Department petitioned the Executive Committee of the National Education Association in February 1938 for a sum of money for the basis of such a study.

The financial part of such a nationwide movement is the most important phase. The Department had a membership of several thousand but its small membership fee only printed its proceedings. Very generously and with understanding the Executive Committee expressed approval of such a committee.

After the core committee was assured of life, all the national groups of science teachers were invited to cooperate. Nine organizations have sent a delegate to the committee. For the best results, a small committee is necessary. For dissemination of information and exchange of ideas, a large group representative of a wide number of people and places is most important. There are now 150 consultants at various places scattered thruout the country. It is certain that about 50,000 teachers of science can be easily reached thru the ramifications and contacts of the main committee and its consultants.

The first committee meeting, held in Cleveland, February 23 and 24, 1939, was principally devoted to enlisting affiliated organizations and to general considerations of what the divisions of the group should be. On May 12 and 13, the National Committee on Science Teaching met again. At this meeting progress began to be made as the consultants and committees divided into five major sections and serious consideration was given to their individual problems. One group studying "The Philosophy of Science Teaching," with Nathan A. Neal as chairman, is attempting to discover whether boys and girls thru their experiences in science classes achieve desirable attitudes for living in a democracy which they could not achieve otherwise. It is using the work of the Educational Policies Commission as a starting basis. W. C. Croxton and his subcommittee on "Personal and Social Needs of Children" are sending questionnaires to teachers everywhere to determine desirable functional outcomes and useful procedures in science teaching. "Evaluation of Materials, Methods, and Results," under the direction of C. E. Preston, has an enormous task. This group must discover the minimum requirements at various levels in attitudes and habits of thought, and other mental operations for which science is responsible.

"Teacher Training" is the paramount issue in the schools of tomorrow. S. R. Powers and his associates are discussing whether specialization is necessary for science teachers. What are the best practices in teacher education? The work of this subcommittee will be most significant.

"Administration of the Science Program" at all levels is being considered by Ira C. Davis and his subcommittee. Science holds in its possession the opportunity to make a vast contribution to the ideal democratic school administration. Clear and unbiased thinking after gathering all the pertinent facts, careful checking of all results, and the maintaining of an open-minded attitude on all debatable questions are vital factors in the scientific method. This method of thinking which we are attempting to develop in students of science should be utilized in all fields of adminis-

tration. This scientific method can be applied at such times as those when teachers and pupils are cooperatively planning their activities, when principal and teachers are planning building procedures and large units of work, or when all are working together to write a course of study or to select reference books or equipment.

In the schools of tomorrow science will become a significant factor. The report of the National Committee on Science Teaching will bring the best in philosophy and practice to the teachers of America by virtue of the fine support of the N.E.A. to one of its departments.

WORK OF AN N.E.A. COMMITTEE

DONALD DUSHANE, CHAIRMAN, TENURE COMMITTEE; AND SUPERINTENDENT OF SCHOOLS, COLUMBUS, IND.

The Committee on Tenure is composed of about one hundred members resident in practically all of the states and some of the territories. This is a very large committee and is a consulting committee. The actual, intensive work is carried on by an executive committee composed of six members, including the chairman.

Historically, the work of the Committee consisted of study and investigation of tenure. The National Education Association has maintained a Tenure Committee for many years, and numerous phases of tenure have been studied during that time. Publications on tenure have been issued by the N.E.A., which form perhaps the finest body of tenure material in existence.

The studies of the Committee have been carried on very largely thru the Research Division of the N.E.A. The Committee is constantly confronted with new problems. It studies them, outlines them, and, if possible, secures the cooperation of the Research Division in carrying out its investigations. These investigations are not confined strictly to tenure, but to studies involving questions of effective minimum wage laws and the different types; schoolboard rules and their effects; teachers' contracts, their weaknesses and strong points and changes that are needed; as well as studies of various tenure laws.

The original program of the Tenure Committee had quite an expansion in 1933. In 1929 the great depression swept over the country and brought with it the dismissal of thousands upon thousands of teachers in almost all states. That tremendous crisis which confronted the schools compelled the Tenure Committee to extend its activities, and it was about 1933 that the Tenure Committee began to do more than study tenure. It began actively to advocate the passage of tenure laws in the various states and to offer advice and services to the different states interested. That advice consisted of criticizing the various proposed bills that the states passed on to the Committee, advising the various tenure committees as to how to proceed, how to secure legislation, and how to get the professional backing for tenure.

Fortunately, the executive committee of the Tenure Committee has stayed intact during these years, and a great deal of information has been accumulated in regard to the value of different tenure devices and in regard to the methods of securing professional and legislative support. That advice is available to any state organization that asks for it. For about two and one-half years after 1933, it was found that just the assistance to states and state organizations was not enough. There came before the Committee so many alarming, shocking cases of the dismissal of teachers and, at the same time, there came statements to the effect that "tenure is not needed in our state," or "tenure is not needed in our city," that it seemed necessary that the entire Committee go out and make investigations to find out whether teachers were really being unjustly treated and, if possible, secure those teachers' jobs for them again where they had been unjustly treated.

In about 1935-36, the Tenure Committee, after full authorization by the delegate body, began investigations of the discharge of teachers. Such cases as those at Highland Park, Michigan, Oklahoma City, and San Antonio, Texas, are significant and definite proofs of the need of tenure. (See report of the Committee on Tenure elsewhere in this volume.)

The need for investigation is far beyond the capacity of the Committee. We are all members of the teaching profession actively engaged, and we steal what time we can week-ends and vacations to do what investigating is possible. We must select a few of the most appealing, the most important, and the most significant from a professional standpoint.

This field of investigation is new in the N.E.A., but it was begun, in my opinion, none too soon. The time is here when the N.E.A. must do more than study and make reports. It must go out in the field actively and support teachers and help them when need arises. We are merely teachers and have no particular distinction, but the name of the N.E.A. back of us gives us real authority when we go into communities. The N.E.A. has potential power which it can turn loose for the protection and the building of the teaching profession, and I hope that power will be increasingly used. If we are to have a teaching profession, we must depend upon organization. We must become more closely and more fully organized, and then we must not be afraid to take a stand against the enemies of teachers and of the public schools. The Tenure Committee is one vehicle for that opposition to the enemies of the schools; there are many others. I am not saying that is the sole function of the N.E.A., but it is an important and a growing function to render direct and needed assistance to those worthy teachers who are being unjustly treated in the various communities of this country.

It is our hope that very soon every state will have an effective tenure law. When that time comes, the work of the Committee will not be needed. It is our hope, also, that every state will have a tenure committee of its own, making investigations of unjust treatment of teachers, because we are absolutely inadequate to cover forty-eight states. We hope this pioneer movement will spread, so that the N.E.A. may back up and help the various local tenure committees of each state in the Union.

THE EDUCATIONAL POLICIES COMMISSION

WILLIAM G. CARR, EXECUTIVE SECRETARY, EDUCATIONAL POLICIES
COMMISSION, WASHINGTON, D. C.

I would like to tell you about a new project of the Educational Policies Commission. This is the project which involves a nationwide effort in the field of civic education, an effort to improve the efficiency with which our public schools create in young people an abiding, intelligent, active, and appreciative loyalty to democracy—nothing else. Thru the generosity of the General Education Board, which finances all of the work of the Educational Policies Commission as far as cash outlay is concerned, we have been allocated an additional grant of \$20,000, beginning at midnight last night, and to run for twelve months thereafter, for a nationwide effort in which the Educational Policies Commission will try to give leadership to improve the efficiency of American schools in the field of citizenship education.

The essential element of the plan involves the preparation of a case book of successful practices in citizenship education. The previous publications of the Commission have been in a sense hothouse products; that is to say, altho they have drawn on the wide experience of the Commission and its staff and on research, they have been written in philosophical terms. The new effort is an attempt to translate into the best practice available some of the principles laid down in the Commission's previous publications. It will involve an intensive study of forty or fifty school systems by a competent staff of five or six people, including sociologists, psychologists, school administrators, teachers, and experts in the social studies. These people will visit the selected effective school systems. They will ask a number of questions. They will try to find out why these school systems are doing these effective things in citizenship education. They will try to find out why they became interested in doing these things, what resistance they had to encounter in doing them, and how they overcame that resistance, what their problems are now and how they plan to overcome them. They will confer with teachers, administrators, parents, and pupils.

After they have thus thoroly examined these forty or fifty schools they will prepare, each of these experts from his own angle, a description of what the school is doing. This description will be concise. We want to put in this case book the very heart of the best things that are being done in American education today for citizenship education.

If the Commission is successful in this enterprise, if it is able to encourage in the development of our schools a real program of citizenship education, it will be necessary to have the support of all the teaching profession. There is one thing that each one of you can do now to help in that project. You can make a mental or written memorandum to send to the Commission a couple of sentences naming a school which, in your opinion, is doing an effective job in citizenship education; and I do not mean just social studies, I include student government. Name your school, tell the name of the

principal and the address of the school, and give a sentence or two of description as to why you think that school is doing a good job. Send that in to the officers of the Educational Policies Commission in Washington. It will be extremely helpful. Certainly if the Commission is going to move the inertia of this great public school system of ours on to finer things in civic education, it will have to have the cooperation of all of you.

PLANNING N.E.A. PROGRAMS FOR STATE AND LOCAL MEETINGS

JOHN W. THALMAN, STATE N.E.A. DIRECTOR; AND SUPERINTENDENT,
WAUKEGAN TOWNSHIP SECONDARY SCHOOLS, WAUKEGAN, ILL.

If this were a meeting of doctors or attorneys or members of any one of half a dozen other professional groups, my part of this program could be eliminated. In their case, membership in their local groups automatically carries membership in their national groups. There is a solidarity in their professions about which we as teachers seem to know nothing at all. In our organization, one can be a member of a local teachers group and belong to neither the state nor national association. Why the difference between those groups and ours? Is it because they are more interested in their professions, or more loyal, or could it be because their standards are more nearly uniform? Perhaps this last question can help us to find a solution to our situation. We all know that teacher standards vary with states, with cities, and even with small districts. One might be licensed to teach in one section of the country and refused a license to teach in another. One might be licensed to teach in a certain type of school and refused a license to teach in another type of school. In other words, our teacher interests are not always the same and because of that it will mean different viewpoints concerning the possibility of automatic membership in our state and national organizations.

Undoubtedly President Shaw had some such idea in mind when he spent practically this entire past year in going from place to place, from ocean to ocean, and from the Great Lakes to the Gulf, in setting forth the advantages accruing to teachers in belonging to our national organization, and in setting forth the advantages gained by unity and solidarity in our profession. No doubt he has had many and varied experiences during this past year. I do not know what those experiences have been; I do know one of my own experiences that will indicate the lack of interest or perhaps the lack of knowledge on the part of teachers of our organization.

In the month of June not so many years ago, I was introduced to a certain superintendent in a certain state and after a general discussion of the topics of the day, he asked me what I intended to do during the summer vacation. I responded that I was going to attend the N.E.A. convention. He said: "N.E.A.? What's that?" This is not an isolated case. This occurred in a metropolitan area where everyone should know our organization.

Who is at fault for the existence of conditions such as I mentioned? Surely superintendents should know of the National Education Association. Superintendents should be the leaders to aid in the education of the general teaching staff. Does not the responsibility rest upon those who would be leaders? Do not we who have caught the vision of the necessity of cooperation and coordination have the responsibility of passing this information along and of asking others to join with us in a more perfect organization of teachers?

Regretfully I must admit that Illinois cannot boast of great success. We have been trying hard and have been using every means at our disposal, but with all our efforts you will note that Illinois was unable to reach the Victory Honor Roll this year. However, there are many things that we are doing to bring about closer cooperation among our teachers. In other words, we are trying to sell the N.E.A. to our members. This past year we have been very fortunate in having the president of our national organization appear on many of our programs, not only the regular state programs but also division and local programs. In fact, he met with individual teacher groups and everywhere he went a seed was sown even tho it did not always fall upon fertile ground. Another thing we did that we believe will do much to gain the interest of our teachers was to arrange to furnish at our division meetings the first three reports of the Educational Policies Commission for the nominal price of \$1. We also had exhibits of pamphlets describing the work done by the various committees, not only of the state but also of the national association. At Springfield during the Christmas meeting of the state association, we again had an exhibit of the national association which created much interest during our three-day session. Crowds constantly gathered around the exhibit to inspect the various pamphlets and publications.

The harvest this year may not seem so plentiful, but I am sure the right kind of seed has been sown and I believe that in the near future the results will justify the efforts.

ALL-INCLUSIVE MEMBERSHIP

HARVEY E. GAYMAN, STATE N.E.A. DIRECTOR; AND EXECUTIVE SECRETARY,
PENNSYLVANIA STATE EDUCATION ASSOCIATION, HARRISBURG, PA.

John W. Studebaker, United States Commissioner of Education, in an article "If Teachers Were Bricklayers" concludes with this significant paragraph:

If teachers are ever to achieve the goals for which they are working, they must learn the art of organized cooperation, and if they are ever to secure a fully organized profession a plan of simplified enlistment facilitating the enrolment of every teacher quickly and easily will be one of the factors in its achievement. . . . What an irresistible force for the welfare of the nation this great army of one million picked people might exert if they were enrolled 100 percent in vigorous local, state, and national associations.

No one questions the need of enlarging the scope of professional organizations, of making such organizations more effective, or of increasing their membership. True it is that local associations have programs and issues that may not at times command the attention of either the state or the national professional organization. Likewise, state professional associations at times will deal with particular issues that may not be either national or local in their significance. But certainly it is a truism that as the function and processes of education in our democracy become more and more of national significance, issues and problems in education present themselves that are of concern to educational workers nationwide. The solution of these lies only in a unified and coordinated national organization, supported in turn by state professional organizations, supported in turn by local organizations, each in its individual way making specific contributions. This concept of organization is not that of the submergence of any one of the three organizations to the control or domination of the other. It is rather organic functioning of the local, state, and national organizations into planned, directed, and unified cooperative effort.

In recent years attempts have been made to symbolize this relationship. One of the symbols used was that of the three links typifying the union of the local, state, and national. Still another is that of the triangle in which education associations are holding aloft the torch of education supported on the base by the national association, on the right by the state associations, and on the left by the local associations.

I desire to direct your attention to a third symbolism. It is not inappropriate that on a Sunday evening we should select words from one of the wise Hebrew prophets, "Enlarge the place of thy tent, lengthen thy cords, and strengthen thy stakes." In this symbol it seems that without any great stretch of the imagination we can find elements that are inherent also in the effective coordination and extension of professional education associations. "Enlarge the place of thy tent" naturally can signify an expansion of both members and function. "Lengthen thy cords" implies extension of supporting arms, whether these be the arms of the state or of the local association. "Strengthen thy stakes" could well mean such increase in membership or integration of activities as is necessary to uphold and expand the program of professional organizations.

The issue then is clear, Do we care enough as members of a profession to "enlarge the place of our tent," "to lengthen the cords" that bind us within our profession, and "to strengthen those stakes" which have been driven for the well-being of ourselves, our families, the children, the community in which we live, and of our local, state, and national life?

Do we care enough to work as members of a unified and cooperating group capable of generating and directing power far beyond the possibility of any individual, of any local or state association, or of divided segments of a larger organization? Do we care enough to promote a very simple idea which seems to have inherent in it unlimited possibilities of unification and enlargement of our professional organizations? Can we become enthu-

siastic about coinclusive membership—the actual active identification of every member of the teaching profession with the local, state, and national professional organizations?

If we, as leaders within the respective states, can attain these enthusiasms, we will demand and accept a simplified method of enrolment so that every teacher quickly and easily may join at one and the same time the local, state, and national professional education associations.

An all-inclusive professional enrolment card has been designed to supply such a simplified method of enrolment. Likewise there has been specially designed for the member an all-inclusive membership card to be retained by him as a receipt and identification record.

Certainly it is not the desire of the national office or of the Committee on Coinclusive Membership to impose this method in any instance where there are local or state objections to the plan. However, the experience in states where similar methods have been used demonstrates conclusively its possibilities. We ask that you experiment with it and that you give it a trial so that as each member of the profession has an opportunity to join the local or state association, he has at the same time an opportunity to drive a stake in the big tent of the profession, the National Education Association.

LOCAL AFFILIATED ASSOCIATIONS

MRS. EDITH B. JOYNES, STATE N.E.A. DIRECTOR; AND PRINCIPAL,
WASHINGTON-GATEWOOD SCHOOLS, NORFOLK, VA.

Affiliation is a continuous relationship which does not require renewal from year to year as membership does. When the local association applies to the national for affiliation and is accepted, a charter is granted signifying that the group has become a local unit in the National Education Association, which entitles them to all rights and privileges guaranteed by the charter and bylaws of the national association. They also have a right to elect delegates to the Representative Assembly of the N.E.A. The number of delegates is based on the individual membership of the local association—one representative for every one hundred of its members, or major fraction thereof (51 N.E.A. members). The local association becomes a part of the great national organization in being represented in the Assembly, thus taking part in forming the policies of the N.E.A.

Teachers, more than any other professional group, continue to grow in service, but up to the present time, the majority are not interested in the growth of the profession but in their own individual growth. Leaders in education have failed to create a group consciousness, and individual members of a local association are unable to see this group growth which is necessary and is brought about only by being a member of the local, state, and national associations and by having the local association affiliated.

The individual teacher receives the *Journal* but the affiliated association receives not only the *Journal* but also the *Research Bulletin*, the annual

volume of PROCEEDINGS, the *News Bulletin* of the Department of Classroom Teachers, and other helpful material. This material should be made available to all local members.

Membership in any organization does not mean that all members will be forced to think alike, but membership in a group that has a common interest tends to shape and strengthen one's convictions. As a result of cooperative effort, the entire group is able to present a united front to a large society of which all are members.

An educated and enlightened citizenry is absolutely essential to the functioning of a democracy. There is no better way for teachers to be enlightened than thru the official publications of the N.E.A. The N.E.A. has material prepared which is impossible to obtain from any other source. Its Research Division is constantly preparing new bulletins setting forth the facts which relate to the many problems of our profession. This Research Division renders a service worth far more to each teacher than what he pays in dues, but the majority of teachers does not know that this material is available. Last week an association asked me where a collection of report cards could be obtained, as they were planning to change the form of theirs. I suggested that they write to the Department of Elementary School Principals for its collection. This association, after receiving the material, has been able to increase its membership.

The teachers as well as the public need to be enlightened, but if one portion of our group informs the public one way and another group another way, confusion is the result. This can be avoided as accurate, up-to-the-minute information is available thru the Research Division and the twenty-four departments of the National Education Association.

PROGRAMS AND PROBLEMS OF A STATE CLASSROOM TEACHERS ASSOCIATION

EDITH VAN WINKLE, TEACHER; AND PRESIDENT, INDIANA STATE
FEDERATION OF PUBLIC SCHOOL TEACHERS, TERRE HAUTE, IND.

Since I am not familiar with any great number of state teachers organizations, I shall limit this brief discussion to the problems of the Indiana State Federation of Public School Teachers.

The word "federation" in our name is sometimes misconstrued. Our state classroom teachers organization is merely a federation of local organizations and has no trade-union affiliations. The machinery of our organization is rather simple. An organized local group offers itself as an affiliate and sends the required amount of dues for each of its members to the state treasurer. Each local member thereby becomes a member of both the local and state associations. Our members must be active classroom teachers in order to serve on committees or hold office. The local groups elect delegates who serve as members of the representative body and other state governing boards and committees. Any member may attend any meet-

ing and speak on any subject under discussion. Only delegates vote. Since we have only classroom teachers in our organization and no one has authority over another's teaching position, we have a thoroly democratic organization.

The Indiana State Federation of Public School Teachers was organized by leaders of local teacher organizations to do several things. These have since become our aims:

1. To assist in securing legislation that would solve certain educational problems that were statewide in scope
2. To serve as a clearinghouse for information dealing with local, state, and national educational problems
3. To further the growth of local organizations
4. To raise the status of the teaching profession in the eyes of the members and the public.

To accomplish these ends the federation has had committees, the members of which represent all geographic sections of the state. The Legislative Committee is one of the important committees. Thru the years it has had both a defensive and offensive program. Particularly in relation to our tenure and retirement systems we have found that eternal vigilance is needed. This committee meets and forms a tentative program, which is sent to the local groups to be discussed and ratified or rejected. The decision of the majority is accepted and sent out to all local groups. They then set about educating prospective legislators. All this is done before the primary elections are held, and for the past several years the prospective candidates have been glad to be informed on needs in educational legislation. Almost without exception the legislators from communities where local teachers are organized, and where the materials and suggestions sent out by the state federation have been used, have been 100 percent in favor of our legislative program. During the recent session of our state legislature the state federation sponsored a legislative luncheon to which eight hundred teachers came from all parts of the state to sit with their legislators and hear our professional problems ably discussed by Myrtle Hooper Dahl, our national classroom president.

I dwell on this legislative work because I know it is one problem common to all states. We have several educational organizations in Indiana but it is thru the activities of the local organizations, plus the unifying capacity of the state federation, that our tenure laws, retirement system, uniform contract law, minimum wage law, and other valuable legislation have been secured. During the recent session our local groups had machinery set up for reaching every building in the organization within ten minutes after a call came from the state federation legislative workers on duty in the state house. We used it twice during the session. The state organization and the local are interdependent; neither could secure great results alone.

On our second issue, that of extending membership, we have done a great deal. Before our organization in 1915, the state executive board meeting and the minutes of the meeting sent out served as our only disseminators of ideas for local groups in securing sick leave, pay days, salary adjustments, group insurance, credit unions, and professional and cultural meetings. Since 1938 we have had a state magazine to carry discussions of all these and other problems. This is most important since an informed electorate is the basis on which democracy rests.

The state federation Membership Committee has labored well thru the years. We now have in Indiana about eighty local units and 12,000 of our 20,000 teachers as members. The past year saw a great increase, particularly among rural teachers.

The third issue, raising the status of the profession, is in a way a concomitant value of the other activities. But we keep driving away at teacher ethics and pride in our profession thru our magazine and by any means at hand.

We also have a program for encouraging professional activity on a national basis. During the past year, under the supervision of our N.E.A. committee, our membership in that organization increased greatly; indeed, the N.E.A. director for Indiana quite frankly calls attention to the fact that wherever teachers have a local affiliated federation, the membership in N.E.A. is increased many times over unorganized districts. During the past year at the suggestion of the state federation, our local groups contributed the sum of \$256 to the World Federation of Education Associations to carry on the goodwill program with the South American republics. This money was raised in response to Mr. Shaw's "nickel drive."

There is one more activity now being undertaken in Indiana by our federation, which I should like to mention. We have in Indiana a serious governmental problem caused by an antiquated township system of rural government and rural schools. Being a carry-over from pioneer days it is deeply imbedded in our political system. Our teachers organization is deeply concerned because mismanagement of school funds in certain of these districts and the poverty of certain submarginal land districts combines to present a situation wherein school corporations are delinquent in payment of teachers salaries many months or even years. The executive board of the state federation a week ago authorized a committee to employ the services of a firm of accountants to survey the records of the school officials in order that recommendations may be made for changes in administering our state school support money. In doing this we have the sanction and support of the state department of education officials.

Truly there are endless problems to be solved and dynamic programs to be mapped by any state classroom teacher organization. The day has passed when all the problems of our profession could be left to the administrators. It takes intelligent cooperation of all teachers to successfully solve our problems, and the instrument by which the unified power of all teachers is brought to bear where needed is the state classroom teachers organization.

PROGRAM AND PROBLEMS OF A STATE ASSOCIATION

E. J. MC INTOSH, TEACHER; AND PRESIDENT, MASSACHUSETTS TEACHERS
FEDERATION, WEYMOUTH, MASS.

The time allotted me is short, so it will be impossible to do more than touch briefly on a few of the problems which would naturally come under the topic assigned me.

I wish first of all to stress functionalism. Are we figureheads; do we function? Are we too dignified to fight for the fundamentals of American education?

The teaching profession has a twofold obligation: first toward the children, and second toward making clear the needs of the schools to the adult citizens of today. Therefore, the training of children and adults for proper sharing in the responsibilities of future citizenship rests largely upon the schools. What part does our state organization play in this?

I sometimes like to contemplate how it would feel to belong to an organization of teachers with 100 percent enrolment in local, state, and national associations with every teacher at work on the problems of the profession—what a setting for achieving things really worthwhile. Not until every teacher is enrolled should we lessen our efforts at enlistment. Enlistment means something more than merely getting members. It means lifting the profession to an entirely new plane of dedication and service.

Members of the profession should be fully aroused to take a deserved pride in the responsibilities of the teaching profession and its place in democracy. One is constantly impressed with statements by teachers that thru the association they have found themselves and have caught a vision of what teaching really is. If this dream could be realized then every teacher ought to be not only an instructor of children but a participant in the great work of adult education.

Another matter upon which I feel strongly is that we should have the benefit of legal advice, not only in important matters involving large sums of money, but someone available for the many technical matters bound to arise in an organization of this size. Towns have their town counsel; corporations are never without their legal advisers. I hope to see such a department established in our Massachusetts Teachers Federation before the close of this year. A teachers organization should always be ready to do honest battle for its members.

Another important factor in the success of our organization is in making our aims and ideals known. Does the press know enough of our educational world? Are we keeping the parents well informed thru the various national parent groups? To be sure, we now have radio broadcasts, press releases, and personal contacts with newspaper editors, correspondents, and magazine writers. All this is important but I truly feel we need to do more to make our aims and objectives known.

Let us make all teachers feel that the state association is theirs. It will have a greater value by their participation in statewide programs and by

joining men and women who for more than half a century have poured their best efforts into the improvement of public education.

In conclusion, I quote John W. Studebaker, United States Commissioner of Education: "We need to develop a national association which has its roots in the local communities and which has as its branches, strong, vigorous state associations; a national association which is democratic from top to bottom, in which all members of the profession may find opportunities for effective service; an organization which is strong in its unity, but diverse in its interests and in its activities; an organization which can speak with a single voice for the profession; but an organization which serves every teacher in the nation and which gives each member an opportunity to work personally upon the specific problems of his greatest interest."

USE OF N.E.A. EXHIBITS

MRS. MARY D. BARNES, TEACHER; AND EASTERN REGIONAL DIRECTOR,
DEPARTMENT OF CLASSROOM TEACHERS OF THE N.E.A.,
ELIZABETH, N. J.

The exhibit in our day is indeed an independent social force. By presenting ideas in an interesting way, and a way readily grasped by the ordinary individual, it has become an effective means of putting the results of research into the hands of all, and more quickly. I wonder if our great national organization is using that force enough to lift it to that higher plane.

Why have exhibits, just for something to show or just because space has been offered? Of course, an exhibit should be something to show and it should occupy space, just as a speech can be made to occupy space or to fill the air with sound. But the exhibit is quite worthless unless there is a purpose behind the planning of it, a purpose in exhibiting the subject-matter.

What can we hope to accomplish by an N.E.A. exhibit? It can get the attention of those indifferent members of the profession. Perhaps the material will grip their imagination, set them to thinking, to talking, to asking questions about it, and, finally, we hope, make their convictions register. It can be used to promote sales of publications, to increase membership. It was that purpose we had in mind in Elizabeth, New Jersey, in setting up this very simple N.E.A. exhibit. Our purpose was to awaken the interest of our local teachers in the N.E.A. Particularly, we had in mind an N.E.A. membership drive. May I say that that drive immediately following the exhibit resulted in a 120 percent increase in N.E.A. membership in Elizabeth?

Again, why have an exhibit? Can we not accomplish the same purpose thru lecturing, thru printed reports, or thru magazine articles? Again, an exhibit can be so striking as to get the attention of those teachers who will not go to a lecture or read a report or otherwise get information about the particular subjectmatter that is illustrated in the exhibit.

It is very important that any exhibit not be left in the hands of untrained, inexperienced people who know very little or nothing about the subject-matter exhibited, and become merely caretakers. Interpretation of the exhibit is most essential. Of course, any exhibit may be and should be self-explanatory and should carry its own message, but a person there gives that added value of personal contact.

Let the N.E.A. build up an exhibit program. In addition to a simple setup such as this, there might be added two six-foot posters. I want to emphasize the six feet, because the little ones are not attention-getting. One might present the obligations of the teaching profession as compared with the obligations of other professions. Another might show the dues of professional teacher organizations as compared with the dues of other organizations.

Our N.E.A. *Journal* is designed to reach all the teachers of the nation, but it reaches only the dues-paying members. But an exhibit, the sight of publications, the evidence of the activities of the N.E.A. concentrated in one spot, can make very real to a teacher some of the work of the N.E.A.

PROGRAMS AND PROBLEMS OF LOCAL TEACHERS ASSOCIATIONS

KATHORA REMY, TEACHER; AND PRESIDENT, SAN ANTONIO TEACHERS COUNCIL, SAN ANTONIO, TEXAS

The recent report of the National Education Association on the duties and responsibilities of local, state, and national education associations outlines a splendid program for each of these organizations.

It would be well for each of us to check to see if we, in our local organizations, are fulfilling our duties and responsibilities. The San Antonio Teachers Council has many things yet to do. For example, we are at present making a study of cooperative group hospitalization plans with the idea of putting one into effect next year. We are anxious to hear from organizations that already have such plans in operation.

The main problem that faces us—a pertinent one in all organizations—is securing the active interest of each member. I do not mean merely the payment of dues, for in San Antonio practically 100 percent of our teachers pay membership to our organization. We have also increased memberships in both state and national organizations by establishing an all-inclusive membership budget payment plan.

We must find some way to convince teachers that their obligations to their professional organizations are more than mere payment of dues. I believe that this is largely the responsibility of our local associations, for we have teachers together in relatively small groups where individual participation can be developed.

Interest in our organization was increased last year by having representatives from the various schools on our committees, by keeping all members informed of our activities, and by getting their reactions on all

plans and problems. We sponsored several professional meetings in the schools; two of particular interest were on organizations and ethics. Our circulating library of professional books was most successful. We increased attendance at our general meetings by making the order of business shorter and more efficient.

A more professional attitude toward teaching will come when we all have better salary schedules, higher standards of certification, tenure, and retirement.

The National Education Association is doing a fine piece of work in giving us the tools with which to work. The plans that have been made this year to establish an all-inclusive membership plan and to revise the national code of ethics will be particularly beneficial to local organizations.

Every teacher has a responsibility toward his profession whether it be of local, state, or national nature. We have only one profession—the teaching profession—with local, state, and national branches. We need only one membership card. The work of the local associations could be more beneficial to the teachers if they were more closely coordinated with that of the state and national associations. Let us see how such a plan could work in the formation of a national code of ethics:

1. There would be committees on codes of ethics in local, state, and national associations. A central committee from the national association would furnish a general working plan of points to be considered.

2. The duty of the committee in the local associations would be to encourage all of its members to contribute suggestions. These would be summarized and sent to the state committee.

3. The state committee would be composed of members from the local committees with the duty of combining the reports and sending them to the national committee.

4. The national committee would be made up of members from the state committee with the duty of further combining and refining the suggestions sent in from the state committee.

Thus we would have a code of ethics that all teachers would be interested in adhering to, for it would be truly theirs.

This plan is merely a suggestion. It would not be applicable in all cases for all of our problems are not of local, state, and national interest. It may not be necessary even in forming a code of ethics to carry the work thru the state committees but rather to have the connection between the local and national organizations. There are many legislative matters that should be carried only thru the local and state organizations. The general plan should be to coordinate our work as much as possible.

In the merging of our organizations, we should be careful to keep them democratic so that we will not lose sight of the interests of their individual members. It is this, the active interest of each individual, the real reason for our organization, that will make us more powerful and help us to further the splendid program outlined by the National Education Association.

PROGRAMS AND PROBLEMS OF LOCAL TEACHERS ASSOCIATIONS

WILLIS A. DIAL, HEAD, MECHANICAL ARTS DEPARTMENT, JUNIOR HIGH SCHOOL; AND PRESIDENT, LOGAN TEACHERS ASSOCIATION, LOGAN, UTAH

In launching a local association program, it is necessary to set up certain objectives and then take the members along with you. We plan too much to say and too little to do. Members are most likely to be interested if they have made a financial contribution to the cause. The first step then is to get 100 percent participation in payment of dues—local, state, and national. The saying, "Where your treasure is there will your heart be also," applies to teachers as well as to others. The problem of membership is most easily solved by having the local group place in the yearly contract a clause permitting deduction of these dues.

A copy of a tentative yearly program set up at the opening of school summarizing association activities and policies, as well as membership privileges, should be made available for all teachers. The social program should provide opportunity for the membership to meet monthly in order that they may have proper acquaintance with the association officers and with each other as well as participate in general meetings, outings, parties, and other suitable functions.

In cooperation with the board of education, the association can formulate a sick and hospital benefit plan; a loan fund may be set up to aid in financial emergencies; it should support some measure, state or local, for death benefits and old-age and disability retirement; during legislative years send to the legislatures those men who are school-minded and then keep them advised on school matters so that association interests will not be sidetracked.

An expansive program is most successful when a division of responsibility brings many members into service. To reach this end it is well to have a constitution and bylaws setting forth the name, objectives, and membership of the association, and the duties of the different officers and committees. The following committees should be included with definite responsibilities assigned: Executive, composed of the general association officers and representatives from the different schools or units, Auditing and Finance, Teachers Welfare, Socials and Entertainment, Research, Legislative, Public Relations, Elections, and any other committees, temporary or standing, which may be needed as occasion arises.

Keep your members well informed if you expect their support. Thru the regular monthly meetings of the executive committee the several faculties may be kept informed by their building representatives. Group meetings of the association provide opportunity for the discussion of educational trends and for the formulation of a local's policy. When it is inexpedient to hold conferences a mimeographed sheet summarizing new educational developments and outlining local procedures may be sent in lieu thereof.

There is yet another angle to the smooth operation of a local association. You must take the public with you. Certainly the schools and teachers are woefully handicapped unless the representatives of the public—the superintendent, the clerk, and the board of education—are cooperatively sympathetic to educational progress. Antagonisms, feudal or political, must be avoided and certainly teachers must be able to give good reason for the hope that is within them before they can expect increased financial outlay and desirable working relationship with this group. These representatives are free to function only as their constituents, the people, are rationally informed on pertinent issues. The parent-teacher organizations will fight your battle if you have evidence that the thing you are attempting is for the good of the child; it, therefore, becomes necessary for the public relations committee to use the newspapers, radio, and other means of individual contact to mold public opinion for school welfare.

In summary, if the leadership is alive and democratic and the programs are well planned, there will be a spirit of confidence and cooperation built up in the association and with the public which will foster goodwill and an effective working relationship. Thru enlightenment we will reach our goal and not thru the use of dictatorial methods.

PROGRAMS AND PROBLEMS OF LOCAL TEACHERS ASSOCIATIONS

LUCILE BATDORF, TEACHER; AND PRESIDENT, OAKLAND TEACHERS ASSOCIATION, OAKLAND, CALIF.

We consider our type of association the most democratic because it is all-inclusive. That means every certified employee in the Oakland public schools is eligible for membership—superintendents, supervisors, nurses, and principals, as well as classroom teachers. Ours is not one of the large systems. We have 1847 certified members. Out of that 1847, 1840 are members of our local association, 1698 are members of the N.E.A., and over 1600 are members of the California Teachers Association.

This loyalty to and belief in professional organizations did not just happen but is the result of a combination of circumstances: (a) a succession of three superintendents in the past eighteen years who sincerely believe in such teacher organizations; (b) a nonpolitical board of education which has encouraged in a concrete, material way the high professional standard and attitude in the teaching force; and (c) the teachers themselves who have learned thru experience that unity and cooperation are the best policy.

As for our organization, we have the usual legislative council, numbering about eighty-seven. Every school sends one representative to that council. We have the usual executive board of directors elected by the membership at large, numbering ten, one from the kindergarten; one from the first, second, and third grades; one from the fourth, fifth, and sixth; two from the junior high, two from the senior high, one elementary-school principal, one secondary principal, and in alternative terms a supervisor and a nurse.

As our association is all-inclusive, there are three features which I would like to describe briefly. First, because of the variety of educational fields represented, we have oriented the interests of our members by organizing sections, each with its own constitution or set of bylaws, and its officers. At present, we have these sections: kindergarten-primary, classroom teachers section, elementary-secondary counselors, home economics, industrial arts, library, music, principals, supervisors, and sick benefit section. The second feature is that a classroom teacher, elected by the membership at large, is the official representative to the board of education and superintendents council. The third feature is the superintendents council numbering twenty-eight and composed of the superintendent's staff, the teacher representative, the president of the Oakland Teachers Association, and the presidents of the twelve sections. This council meets monthly and acts as a clearinghouse for problems which are of vital concern to child and teacher welfare, our educational program, and our public relations.

As for our program itself, we are fortunate in having a single-salary schedule, a group health and accident insurance, and cumulative sick leave with pay. We pay a death benefit of \$75. We maintain an emergency loan fund, and thru our sick benefit section we pay a sick benefit. We have recommended a hospitalization plan to our members, altho we do not carry that on ourselves. We have no credit union of our own because the county employees' credit union was already established and we have taken advantage of that.

Our professional study committee has helped to work out our present institute plan of theaters, lectures, and concerts during the year. Our retirement committee is working on a district retirement plan at the present time. Our tenure and legislative committees work with the state committees and watch developments in those fields very closely. We have a recreation committee which provides for bridge, golf, swimming, dancing, horseback riding, and all types of recreation.

We send our full quota of delegates to the N.E.A. convention every year, paying about two-thirds of their expenses, and we have just adopted a new set of bylaws providing for four of the delegates to repeat every year, so that we will have continuity of service. Our program is not unusual, but we are proud of the spirit of consideration, cooperation, and harmony which exists among the teachers, the board of education, and the superintendents.

THE WORK OF THE REPRESENTATIVE ASSEMBLY

REUBEN T. SHAW, PRESIDENT OF THE ASSOCIATION

We have been discussing various angles that lead up in various ways to what I want to keep before you as the theme of the convention, the responsibilities of the teaching profession, and how, in terms of the President of the United States, it unquestionably is the most important profession in the preservation of democracy.

In my discussion of the work of the Representative Assembly, I want to call your attention to certain considerations. At the close of the con-

vention in New York, we sent out from headquarters a joint letter requesting the delegates who had been there to make suggestions on various things that might be used to improve our procedures of the convention, and I received many suggestions aimed toward more efficient handling, more intelligent proceedings in the Representative Assembly. (President Shaw then outlined a plan by which he hoped to expedite the business of the Representative Assembly.)

All that I have in mind centers about the first fact which I know you will recognize and share, that in some way something must be done to bring the N.E.A. closer to the individual teacher. The question is, By what means can that be accomplished? That is the problem to help decide. There are various ways. Some will work well in some places and the same particular procedures will not work so well in other places. Part of the answer lies in the attitude of the local association. More and more I am convinced that the state and the national association will need to work more fully into an appreciation of local association problems, and the local association will in turn need to work into an appreciation of their problems.

This year, for the first time, there is the very definite, concrete proposal made that we change the honorary vicepresidents to regional vicepresidents and stop there, except to add the general term that they shall serve as assistants to the president. My personal wish and hope is to convert the honorary vicepresidents into regional vicepresidents, and have them as assistants to the president, to be used in whatever way the president, the Executive Committee, or the executive secretary may find desirable, and to whatever extent they may find it possible to give support. Someone has said this may interfere with the work of the state directors. I wish to emphasize that if these regional vicepresidents are to be assistants to the president, such a remark is practically an affront to the president, whoever he may be, for I cannot conceive of any president trying to make use of a vice-president in any way that would interfere with a director. If we approach those problems on that sort of basis, we will be in a position to understand and to act accordingly. You may disagree with me, but I want you to face the facts as they are. The purpose is to bring the N.E.A. closer to the individual.

Another matter is being considered. It is carrying out the idea of the responsibility of the local to the state and to the national, and the reverse, to make all the moves we can, to appreciate the fact that we are members of the profession, local, state, and national, whether we belong to those associations or not, and just as rapidly as we can we should wipe out those boundary lines, except so far as they are absolutely necessary for carrying out certain specific projects.

At the present time, in certain localities when it comes to deciding whether they are going to join the local, state, or national association, they cut out the most expensive. In my own state that happens to be the national. I say they cut that out, and yet we have carried for a number of years the largest paid enrolment of any state in the Union, exceeded only in the last year by New York. In other states they will cut out or try to cut out a

local or a state association, wherever the dues happen to be higher. In any of those cases, if we can get to the place of lumping those together and do as other professions do, pay one lump sum to cover the whole thing under the all-inclusive membership proposal, or something similar, it seems to me that would be most desirable.

After all, the biggest thing that confronts us in such a possible achievement is understanding what the other two groups are doing; if you are talking in terms of local, what the state and the national are doing.

We have had some discussion about affiliated associations. Under our bylaws, what do we do under affiliations? We pay affiliation dues. We have the right to elect delegates, and we get certain literature. Almost all the other responsibilities of affiliation are neglected, except that those who come as delegates look after it for one year, of course, but then 75 percent of them do not appear the next year.

In connection with this problem, I should like to stress as a practical measure of procedure the difference between coinclusive enrolment and all-inclusive membership. I have found a good many who confuse those two terms. I have found those who say they have an all-inclusive card, when it really is a coinclusive enrolment where the individual may join all three separately, altho at the same time, and receive three cards. The all-inclusive membership card, when we have completed a design that is satisfactory to at least a majority of the states, is desired by a number of localities where they are already 100 percent local, state, and national. It is not necessary to limit it to them. Anyone who is a member of all three may have that card. Again I found in some of the letters that have been coming back that officers of state or local associations are confused and feel in some way or another it must be adopted and forced upon all the other members of the associations. There is no such thought as that in mind. It is merely for those who are now ready to have their membership all-inclusive that this card is designed and those who may be persuaded to approach it that way.

FIRST GENERAL SESSION

GREETINGS

HONORABLE ANGELO J. ROSSI, MAYOR OF SAN FRANCISCO

It is indeed a pleasure for me to be here as mayor of this great city and extend to each and every one of you a most cordial greeting.

In the fire of 1906 most of our schools in San Francisco were destroyed, and while we thought at that time the fire was a great catastrophe, it really proved to be a blessing in disguise. Today, all of our school buildings are fireproof and modern in every detail. Only within the last twenty years, immediately after the fire, a bond issue was presented to the people. May I also say, in passing, that the people of San Francisco have never turned down a bond issue for schools. In the last ten years, twenty new schools have

been erected, and at the present moment there is a five million dollar program being carried out.

Our setup here, so far as the board of education is concerned, is rather unique. It is nonpolitical, nonpartisan, and nonsectarian. It makes its own budget. I do not know how many of you do that in your own towns. The legislative body, as well as the administrative body, has nothing to say. It simply makes up its budget and presents it to us, and we have to take it whether we like it or not. At any rate, I want to say that setup is to keep anyone from interfering with its functions, and is so set up that the board of education could be independent and aristocratic, but I want you to know that is not the case here in San Francisco. The members are working for the public.

We are fortunate indeed in having such enthusiastic mothers who belong to the parent-teacher association. When the teachers find the mothers are interested in their children, I am sure it makes their responsibility a great deal more pleasant.

The mayor of a city nominates or appoints members of the board of education, but their names are submitted to the people of our city for ratification. No member has ever been rejected.

During your stay here I hope you will take time out to visit some points of interest in San Francisco. We are in a rebuilt city with new playgrounds, parks, and public buildings. Incidentally, I think I had better mention that we are having a world's exposition here. We are celebrating the completion of the world's two greatest bridges. The San Francisco-Oakland Bay Bridge is the longest bridge ever attempted or designed by man, and the Golden Gate Bridge has the greatest span, over 4200 feet.

There are many conventions taking place in San Francisco this year, but there is none that is more important than this. If the school department failed any place in the United States, it would mean the very foundation of Americanism would fail, because you lay the foundation for good citizenship. That is why I say I am sure there will be no more important convention take place in San Francisco than this particular one.

I hope you will enjoy every moment of your stay here in San Francisco, and when you return home that you will take back pleasant memories of your visit.

ADDRESS OF WELCOME

HONORABLE WALTER F. DEXTER, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, SACRAMENTO, CALIF.

I am happy to bring greetings to you on behalf of the 45,000 teachers, 10,000 members of the boards of education, and 18,000 uncertified employees of the educational system of the state of California. We are pleased to have you here upon this delightful occasion.

We respond with tremendous feeling to the motto of this convention, "The Responsibilities of Our Profession." In California we believe there

are three challenges in this field. We believe we have come together as delegates to this great national convention in order that we might discover truth or learn facts. We believe we have come for the purpose of promoting freedom and for the purpose of preserving representative government. As we come then, we believe we shall discover truth in order that we might assimilate facts, in order that we might build these facts into principles, in order that we might return to our homes and test these principles by human experience. After having done that, we are concerned with the promotion of freedom, and I do not believe there is a group in America today more concerned with the preservation of academic freedom than are the delegates to this great convention. But if we are to preserve academic freedom in the United States of America, we must first of all believe that that freedom carries with it the assumption of a reasonable responsibility on the part of each and every member of this great Association. We believe that when we assume responsibility we develop the spirit of self-restraint and self-reliance, which not only gives to the profession of education a philosophy of ordered freedom, but that gives to the United States the basis of good government. For that reason, we are concerned in the promotion of freedom because out of it comes successful constitutional and representative government.

So we are delighted to have you as delegates to this great convention in this splendid city of San Francisco for the purpose of discovering truth, promoting freedom, and preserving representative and constitutional government.

You meet today in a relationship to the federal bureau of education and the national government, much as the California Teachers Association meets from time to time in its relationship to the state department of education and the state government of California. Those of us who are charged with some responsibility here in this commonwealth deeply appreciate the remarkable contribution of the state teachers association, and I am sure the national officials appreciate in the same way and to even a larger degree the fine contribution that the National Education Association is making to the welfare of the people of the United States of America.

With these thoughts in mind then, we give you a very cordial welcome to the city of San Francisco and to the state of California. We hope you will have a good time, and we hope you will allow us to have a good time by helping you during the convention.

GREETINGS

HONORABLE JOHN F. BRADY, PRESIDENT, CALIFORNIA TEACHERS
ASSOCIATION; DEPUTY SUPERINTENDENT OF SCHOOLS,
SAN FRANCISCO, CALIF.

Your chairman has introduced me as the Honorable John F. Brady. I feel quite honored at that. I really should have been the first one called on, because I think the old proverb is that "the last shall be first." But it has not always been thus in California, because there is a story to the effect that in

the old days of San Francisco, when a sailing vessel came into port or a stage coach came across the country with its cargo, school immediately disbanded. That was for two reasons. First, the students immediately ran out, and second, the schoolmaster was the official greeter on such occasions. Possibly they thought the schoolmaster had more sense than most of the people hanging around San Francisco at that time, so he was designated as the official greeter. It became his duty to go to the place where the newcomers were, to welcome them, greet them to California, and try to find for them their relatives and friends in the Mother Lode country and, at the same time, to pick up tidings of news from all of the far corners of America, so he might in turn be able to give his news to people who might ask before the next cargo came in.

So you see this habit California has of being glad to see folks can be traced right back to the days of the Argonauts. We teachers of California are particularly pleased to see you folks here for many reasons, but most particularly because you are teachers and, true to the example of the old pioneer teacher, we hope to learn a good deal from you.

Every teacher who hails from California is anxious to be of service to you, and the 39,000 members of the California Teachers Association hope that every moment of your stay in California will be happy and fruitful. They hope that from the deliberations of this convention will come plans and policies of an educational nature that will at once be true to our ideals, our educational ideals and our national ideals, and at the same time be adequate to meet the unquestioned peril to public education that lies in these days that are immediately ahead of us.

ADDRESS OF WELCOME

HONORABLE C. HAROLD CAULFIELD, PRESIDENT, BOARD OF EDUCATION,
SAN FRANCISCO, CALIF.

May I have the pleasure of addressing you as I address the teachers of our own department in Institute, as my fellow workers in the cause of education? In San Francisco we like to think that the board of education and its members are truly co-workers with the teachers in the classroom in this most noble of works.

May I add my short but very sincere words of welcome to what has already been said and say to you that San Francisco opens its arms and its hearts to you, the builders of America's future. We welcome you to the home of teacher tenure, and we welcome you to a city that pays its teachers the third highest salary rate of all the teachers in the United States. We do not look upon that as a high salary schedule, but as a fair schedule for work well done.

We ask you, during your short stay here, to rest between the arduous sessions of the convention by turning your eyes upon the beautiful scenery with which the Creator has endowed this region of the country, or if you tire of the natural scenes and want to take pride in what your fellow men have done, look upon a city rebuilt in the past thirty years; look

upon our bridges, our Treasure Island—our newest insular possession, so termed by our president—or attend some other of our sessions and look upon the work our teachers have accomplished in the classroom. We feel that we have plenty here to educate you, to train you, and to add to your already full store of knowledge.

We hope you are impressed by what you see and find in San Francisco and, knowing of your interest in education, that you may in the future deem it advisable to visit us oftener than once in fifteen years.

In closing, may I merely repeat the words of the Irish bard:

Come in the evening
Or come in the morning;
Come when you're looked for,
Or come without warning.
And the oftener you come
The more we'll adore you.

RESPONSE

MRS. MYRTLE HOOPER DAHL, TEACHER; AND PRESIDENT, DEPARTMENT OF
CLASSROOM TEACHERS OF THE NATIONAL EDUCATION ASSOCIATION,
MINNEAPOLIS, MINN.

We, the teachers of the nation, want to express to you our sincere appreciation for these cordial words of welcome but, more than all, for the cordial evidences of welcome which have been ours on every side since we arrived in San Francisco, in fact since we arrived in California.

The gold rush to California is not over, as this audience will prove this morning, because the nugget of gold in this great state has been to the teachers of the nation the nugget of sincere friendship, the nugget of cordiality, the nugget of real leadership, for from the state of California to the teachers of the nation have been sent repeatedly leaders that were outstanding in their enthusiasm and in their understanding. But even so, we may be very enthusiastic about the things we think are right, but I was reared on an axiom which said, "Actions speak louder than words." It is the actions of the leaders from California and the actions of those leaders in their own states in actually accomplishing the things about which they were so enthusiastic that has led the rest of us to see the way things can be done which have a sincere motive and a true aim. So these gold nuggets have led all of us on the trail back to California where we knew we would receive the same inspiration we have always had.

We, the teachers of America, have a true responsibility. We are willing to assume that responsibility, but the world has moved long since the first teacher began 100 years ago, the first training of the teachers 100 years ago, and because the world has moved so swiftly we find today that the problem of the teacher is the universal problem. The teacher today includes not only the educators of the nation but also the parents and the boards of education, and we have worked more closely than we have ever worked before and have come to understand that the word "teacher" means everyone, that the

boys and girls of our American life grow every single minute, and that the father, the mother, the neighbor, the teacher, and the educator are all teachers. Whether we are superintendents, whether we are in the classroom, or whether we are principals, it makes no difference; we are teachers all, and the schools are for the boys and the girls in whom we hope to see the fine citizens of tomorrow.

In our *News Bulletin* we carry a column called "Between Bells." It is written by Naomi John White of Oklahoma. She had an idea in her last issue of the *Bulletin* that I would like to pass on. As we look at these friendly people on the platform, as we pick up our papers every day and see the fine things that are being done by outstanding men and outstanding women over this nation, Miss White's suggestion was that when the picture appeared in the paper how nice it would be if down underneath it said, beside the place where it says "Photo by Jones Bros." it could say, "Taught by Mary Eleanor Jones," or "Taught by Superintendent Nurz." That is just a mere suggestion, but you might think it over, because really that is the joy of our profession. Sitting somewhere in the audience today, I am very sure there is a teacher who is most proud of every one of our distinguished guests.

I would like to say once more, we are grateful to you, the people of San Francisco and California, for making this a most successful convention by your warm hospitality and your sincere friendship.

RESPONSIBILITIES OF OUR PROFESSION

REUBEN T. SHAW, PRESIDENT, NATIONAL EDUCATION ASSOCIATION

This general session officially opens the seventy-seventh annual convention of the largest organization of teachers in the world and finds us directing our attention primarily to the study of the responsibilities of our profession in American democracy. I need not give specific quotations from Washington, Jefferson, and others who participated in drafting our Bill of Rights and the Declaration of Independence. I do believe, however, it is necessary for us to constantly keep in mind that all those who developed our scheme of government stress the fact that only thru an educated and enlightened citizenry could democracy function.

As we proceed to the discussion of the responsibilities of our profession it is important for us to bear in mind the generally accepted criteria of a profession. While opinions and comments differ, almost all of the professions recognize that a profession is distinguished from other occupations by the following:

1. The "call," which may be defined in this connection as the strong desire to give one's life to a particular field of endeavor.
2. It requires broad general training.
3. It requires training in specialized fields of knowledge.
4. It exalts service above gain.
5. It requires continuous study and growth.
6. It stimulates the growth of pride in the service rendered.
7. It develops a well-knit professional organization.

Other professions have found it possible to move forward in their standing among the other occupations of the world by raising the requirements for admission and by developing codes of ethics within the profession. The teaching profession should work in a similar direction. If we are to elevate the profession of teaching it is highly important that we do everything possible to make our profession measure up well in the light of each of the criteria named above.

1. *The call*—While our profession has advanced greatly in the last twenty-five years in practically all the criterial directions mentioned above, we still have hundreds and thousands who make use of the teaching position as steppingstones or stopgaps in the activities of their lives. These stopgaps are used largely because of the attempt to get into more gainful occupations. They occur also because of our standards for admission. While it is quite true that our standards for certain fields in the teaching profession are high enough to require not only evidence of a real desire to enter the profession but also to require a broad general background.

2. *Broad general training*—Equal in all respects to that required for entrance to other professions our small school systems and our rural schools in many states permit teaching by those who have had less than a high-school education.

3. *Training in specialized fields of knowledge*—Here again some of our states, and in a large measure our cities, require for entrance into the teaching profession certain advanced training in specialized subjects, skills, methods that compare favorably with those required in other professions. Here again, also our smaller schools and school systems are not held to such standards.

4. *Service above gain*—It has been an outstanding characteristic of the teaching profession to make the service rendered much more important than the gain received for that service. That attitude is so common that the public generally expects teachers to be satisfied with a small amount of gain and a none too large amount of appreciation for service.

5. *Continuous growth and study*—The teaching profession measures well with other professions in preparation and continued study. Many state laws require periodic attendance at college or university as a necessary prerequisite to advancement on the salary scale or to continue at a salary then achieved.

6. *Pride in service rendered*—Many teachers are proud of their calling. Many, however, especially those who have come into the profession primarily on a steppingstone basis, have continued without seeing the next place to step. Instead of an increasing pride they have developed a dissatisfaction with their profession.

7. *Professional organization*—Organizations within the teaching profession have gradually evolved as the demand from time to time arose. The original organizations almost always were built upon some local aspect, such as science teaching, English teaching, or such associations that would find narrow geographical boundaries. More and more, however, as rules and

regulations and laws were developed in the various states and communities, teachers have found it desirable to form associations on a statewide basis. Only in recent years has it become apparent to any considerable proportion of the teachers how important it is to link together the activities of all educational associations, especially those that were organized on a geographic basis. There is much to be done in the way of perfecting our professional organizations so that the local, state, and national associations more fully cooperate with each other.

We have good reason to be proud of the progress that has been made toward the professionalization of teaching. We have much to do. The teaching profession has a unique function in the American democracy in its program to build future voting citizens.

Promoting education in the United States—Our teachers have thruout all time taught subjectmatter in the schools in a more or less effective way. Relatively few teachers, however, have measured up to those possibilities which we desire in the teaching of subjectmatter and in all of those other phases of school life which contribute to an educated and enlightened citizenry. Relatively few teachers recognize that one of their responsibilities is that of becoming thoroly acquainted with many fields of endeavor within the profession itself. Few classroom teachers know much about the problems that must be faced by principals and superintendents. Principals gradually slip into the position of handling their own particular job in a way designed to please the superintendent and to avoid friction with the teachers and they endeavor to arrive at a satisfactory solution of their problem without knowing either the teacher's job or the superintendent's relationship to the school system and the public. The superintendent is often so busy with the problems of meeting his board and his public that he gets farther and farther away from the problems of the teacher and the principal. We need to take positive steps to remedy that sort of thing.

Teachers must find ways and means of presenting to their public not only the needs of their own school but also the needs of the whole school system in the city or county, as well as the needs of the school system of the state and the needs of an effective school system that covers the entire nation.

Teachers have already been loaded with tasks involving records and procedures that often become handicaps to the process for which they were primarily employed, namely, that of developing the youth within their classrooms. By carefully planning the teacher can become more closely acquainted with that for which the organization should stand in the local community, the state, and the nation.

The responsibilities of the classroom teacher in this connection readily classify themselves as (a) those concerning the particular subject or grade in the classroom; (b) the support given by the public in that particular community to that school or school system; (c) the general program of education within that state; and (d) the extent to which the aims and purposes of education in democracy are being carried out thruout the nation.

Responsibility of the administrator—The responsibilities of the administrator differ only slightly from those of the classroom teacher, the differences

being largely those of the grouping of activities. The administrator will not have as much time as the teacher must give to the classroom, but he will have more time and energy which he can give to the problems related to the needs of the school community, the state, and the nation. It is a part of his responsibility to assist the teacher to become more acquainted with the public relations side of the responsibilities of the profession.

Two years ago the President of the United States brought into existence a special committee of leading citizens in many walks of life who made a thoro and exhaustive study of this matter of equality of educational opportunity. They brought out the fact that we were far from the achievement of those ends which we had so proudly set up as our ideals. The committee brought out that (a) 800,000 children in America between the ages of seven and thirteen are not going to school because schools are not available to them; and (b) three and one-half million youth of high-school age are not attending school because schools are either not available at all or do not provide the courses in which these youth would be interested and by which they could profit. Another striking figure in the report of the Advisory Committee on Education was the fact that a million and a half handicapped children were not being provided with the educational opportunity with which to make them useful citizens.

Crime and education—During the last ten years the teaching profession has given gradual increased attention to the matter of character education in the schools. During this same ten-year period we have seen other organized groups of citizens give attention to the matter of crime. Our own United States is cited as having a larger amount of crime proportionately than any other nation in the world. Four out of five of the criminals whose fingerprints are recorded are either illiterate or nearly so. The statistical evidence reveals that crime in America costs fifteen billion dollars per year, while education costs two and one-half billions. Prison wardens and social workers generally have repeatedly expressed the opinion that education of the right sort at the right time would greatly reduce the extent of crime and therefore the cost of crime.

About four years ago there was created a bureau of crime prevention sponsored by certain members of the judiciary and supported by the Attorney General and governors of various states. This organization has endeavored to secure agreements or compacts between the states providing for remedying the evil of state boundary protection for criminals by greater uniformity of juvenile parole. This bureau has joined with the American Bar Association, the National Education Association, and the American Legion in developing courses for character education in the schools.

While development of courses of character education in our existing schools will undoubtedly be of great advantage in the prevention of crime, we must not lose sight of the fact that large numbers are not in school at all. This, of course, applies to the 800,000 youth between the ages of seven and thirteen years that the recent study showed were not in school.

Two years ago the President of the United States appointed a committee

to study the responsibilities of the national government toward education. This committee represented almost all our leading walks of life, including a small minority of educators. This committee in its report pointed out that the federal government must give some financial support to the public schools in order that equal educational opportunity might be provided for every boy and girl in America and thereby make possible that educated and enlightened citizenry so necessary for the functioning of our democracy.

The Senate of the United States thru its official committee on education prepared and introduced a bill in conformity with the recommendations of the committee. In the preparation of this bill the American Council on Education and the National Education Association gave their full cooperation. A hearing was held early in March of this year, and opportunity was given to everyone who desired to speak. After the hearing the Senate committee voted unanimously, save one, in favor of its passage. The bill was then placed upon the calendar, and there it waits appropriate action by the Senate.

Anti-Americanism—While many of our publicists disagree upon the exact meaning of Americanism, almost anyone who has lived a part of his life in some other country and then a part in America appreciates what is meant by Americanism. No matter what those definitions or concepts may be, the fact remains that whenever they are investigated and brought to light the same comment can be made; namely, that the particular anti-Americanism, attitude, thought, or ism develops only in a soil of ignorance fertilized with poverty, fear, or irreligion. The definition of democracy which appeals to me most is this: "Democracy is intelligent compromise." Each of the two words needs to be equally emphasized.

Thousands of citizens attain the voting power each year who have had practically no education at all. Many of those who have attended school are not well informed concerning the fundamentals of government. These ignorant and partially educated citizens are no asset in defending their country against its foes from other lands. We know that ignorance perils democracy. We know that millions of American children are denied educational opportunities. Many members of the teaching profession have made efforts to bring these facts to the attention of the public but we have been weakly affected. We have not achieved success in a nationwide way that would give just cause for pride.

Since the charter of this Association was framed, in order to carry into effect its purposes, there has been a gradual evolution of development in three special directions:

1. The creation of committees as needed from time to time
2. The creation of departments having specialized common interests and continuing from year to year to work upon those interests under bylaws and officers of their own
3. The creation and development of a headquarters staff, organized into divisions of specialists.

From approximately 300 members in 1857, the National Education Association has grown until it now has over 200,000 members representing

state associations which in turn have over 800,000 members. The Association now has twenty-eight committees at work, twenty-four departments, and a full-time staff organized into seven divisions.

The Committee on Taxation and Tax Education—All over the United States we have found efforts more or less organized in the direction of reduction of taxation. Almost always the effort to reduce is aimed at the schools. Those who foster these efforts seldom criticize the schools themselves adversely, but merely say they are costing too much. Undoubtedly this point of view would not get far were it not for the fact that the forces supporting the cause of education have not been effectively organized. In times of economic and social changes it is highly important to study the matter of taxation. We ask for the answers to the following questions:

1. What portion of the cost of maintenance of the schools should be borne by the local community?
2. What portion of the cost of maintenance of the schools should be borne by the state?
3. What portion of the cost of maintenance of the schools should be borne by the nation?

As soon as we raise these questions a second question immediately confronts us, namely, What are the current practices in regard to these items? A casual survey brings out the fact that there is a great variety in the various states. Undoubtedly these various practices and experiences will have great bearing upon determining the proper answers to the above questions. No intelligent approach to this problem could be made without making considerable research. This is an excellent illustration of where the Research Division stands ready to assist this and all other committees.

The Committee on Code of Ethics—Several years ago the National Education Association created a Committee on Code of Ethics. The report of that committee was accepted and adopted as a suggested code of ethics for the teaching profession of America. Several states have worked along similar lines, but worked in large measure independently. Relatively few members of the profession are aware of the existence of such codes. Yet, twenty-eight states have separate codes of ethics, including eighty-five different items, of which not more than thirty-three are found in any one state code.

Practically all professions regard a code of ethics as essential to the well-being of that profession. With this in mind we have again brought into existence a committee with the hope that we can build a code of ethics which can be accepted as the code for the teaching profession thruout the United States.

A Committee on All-Inclusive Membership Cards—Many workers in the field of our professional organizations discovered long ago that the interests of the local and state associations had much in common with each other and much in common with the national association. With this fact in mind many localities developed and carried thru simultaneous campaigns for membership in their local, state, and national associations. Several state associations developed statewide professional organization membership campaigns and called them coinclusive enrolment.

A Committee on Affiliated Associations and Relationships—While the National Education Association is chartered as a separate and distinct professional organization, it has in its own bylaws and with the authority of that charter set up as a governing body a representative assembly made up almost entirely of delegates elected from and by other corporations or associations which are known as affiliated state and local associations. For all practical purposes, the National Education Association might be referred to as a federation of state and local associations. Up to the present, little has been done to develop a clear understanding of the privileges and responsibilities of affiliation, except so far as it has concerned itself with the selection of delegates, the privilege of receiving the PROCEEDINGS and certain bulletins, and the payment of rather nominal affiliation dues.

Many of our N.E.A. departments have corresponding departments in state and local associations. Practically nothing has been done to bring out and develop affiliated relationships in these corresponding local, state, and national departments. At state and district association meetings little has been done to bring out the aims and purposes, the achievements, and the current endeavors of the national and local associations. We are therefore bringing into existence at the San Francisco convention a Committee on Affiliated Associations and Relationships.

If our National Education Association is to be made effective, individual members and more especially local associations should be mindful of the work of the departments of the Association. It is important to bear in mind that each department operates under its own bylaws and is free to change its bylaws from time to time provided they are not in conflict with the bylaws of the N.E.A. The departments are free to call upon the Research Division and many of them do so. The departments apply for and usually receive certain financial assistance from the general association. Many of them have their own dues to help carry on their own activity.

During the current year the Department of Science Instruction has inaugurated a thoro study of the science curriculum looking toward revision of that curriculum from Grades I to XII, inclusive. During the current year the Department of Health, Physical Education, and Recreation has led in an effort to coordinate and correlate the work of the many agencies that are interested in and which are working toward health improvement in the schools. If the work of these departments is to become really effective in the schools, the local and state affiliated associations should be thoroly familiar with the work of the national departments.

In general, the purpose of this Committee on Affiliated Associations and Relationships shall be to foster and encourage a closer relationship between and among the local, state, and national divisions of our profession, with particular reference to committees, departments, conventions, and conferences.

Educational Policies Commission—Every member of the teaching profession should regard it a professional duty to become thoroly familiar with the work of our Educational Policies Commission. Its three major

publications to date are: *The Unique Function of Education in American Democracy*, *The Structure and Administration of Education in American Democracy*, and *The Purposes of Education in American Democracy*. It would be ineffective to cite contents of any of these splendid pronouncements. I should like, however, to see every local association in the teaching profession of the United States take as a special theme for all local and state conferences for the coming year the third of the above-mentioned pronouncements, namely, *The Purposes of Education in American Democracy*.

International relations—In 1923 this Association helped to bring into existence the World Federation of Education Associations. During this period of sixteen years it has continuously given support. Like many young associations, it has been subject to much criticism, but it has continued to grow.

The year 1938 witnessed a most significant development in this matter of education taking its proper place in the affairs of the nations of the world. For the first time we have seen created in the State Department a division of cultural relations. You will remember that the State Department is that department of our government which is responsible for the preparation of treaties with other nations of the world. Most of these treaties in the past have been founded upon trade agreements of one sort or another. Never before have we specifically set up in that department a division that would emphasize the importance of proceeding in the way in which our concept of democracy and education has grown up in our school systems.

Summary—The teaching profession of America has a great responsibility to raise the standards of admission to the profession along the lower levels. The teaching profession has a great responsibility to promote the cause of education by properly presenting it to the public. The teaching profession has great responsibilities in the field of becoming more fully informed concerning the basis of our international relations and the methods by which better understanding among the peoples of all nations may be brought about. Undoubtedly, the greatest responsibility which lies before the profession of teaching in America is to so perfect its organization that these previously named responsibilities may be carried in a more effective manner.

Pride in the profession—In looking back over the history of education in America let us remember that regardless of our own particular interests in the school system, that after all, it includes every phase of education from kindergarten to university, and that we include within the profession public and private institutions, city and rural teachers, superintendents, university professors; and that each and all of us have our own particular contributions to make and our responsibility to carry. We have a right to think that we are entitled to an income upon which we can live in a reasonable manner. That will be readily provided if we present to the public in an effective way the needs of education.

Appreciation—I deeply appreciate the many opportunities that have been given to me during the past year. I cannot find words to express my

appreciation for the constructive suggestions I have received on the part of so many members of the profession in general and more particularly those who represent the organized portion of our great Association. Active participation and splendid cooperation have been given to the president by members of our profession and our professional organizations everywhere. Every member of our headquarters staff has given prompt and unsolicited assistance at all times thruout the year. In those great sections wherein I have been especially interested—taxation, code of ethics, all-inclusive membership card, new local affiliation, affiliated association relationships, citizenship, international relations, science instruction—I feel deeply indebted to all who have helped to make these advances.

SECOND GENERAL SESSION

The Second General Session was held Monday evening in the War Memorial Opera House. After music by the Saturday Morning Choir of the Oakland public schools and an invocation by the Reverend W. Paul Reagor, a pageant, "Span of Gold," depicting the major events in the development of the West, was given. Between episodes there were musical selections by an augmented orchestra from all the San Francisco high schools.

THIRD GENERAL SESSION

RECOGNITION OF SECRETARIES OF STATE EDUCATION ASSOCIATIONS

WILLARD E. GIVENS, EXECUTIVE SECRETARY, NATIONAL EDUCATION ASSOCIATION

This year we are celebrating the thirtieth anniversary of the employment of the first full-time paid secretary of a state teachers association. The first state teachers association that employed a secretary was California, and the first secretary took his office in the city in which we are now meeting. If any of you want to see that first secretary he is still very much alive, very wide-awake, and one of the able educators of the western part of the United States. If you will go into the American Book Company's exhibit in the main auditorium and ask for LeRoy Armstrong, the West Coast manager of the American Book Company, you will see in person the first full-time paid secretary of a state teachers association in the United States.

Previous to 1919, seven state education associations employed full-time secretaries. They were: California, 1909; New York, 1910; Illinois, 1913; Kansas, 1914; Missouri, 1915; and Iowa and Oklahoma, 1918. During the next ten years, twenty-seven additional states employed them, and at the present time forty states and the Territory of Hawaii have full-time secretaries.

The executive secretaryship is one of the most strategic and important of state educational positions. It gives almost unlimited opportunity for

leadership and requires unusual vision, vigor, courage, and diplomacy. The executive secretary is an employee of practically all of the teachers of his state and, therefore, their servant, yet he must possess and exercise those qualities of leadership which will enable him to represent effectively in the eyes of the public the great profession of teaching.

The early full-time secretaries were pioneers. They blazed the trails which their successors have followed. Some, like E. M. Carter of Missouri and Charles O. Williams of Indiana, died in action, martyrs to the cause to which they gave full strength and devotion. Some of you were at the vesper service Sunday afternoon when a tribute was paid to the late Charles O. Williams. After having given his life to the cause of education he wrote his own epitaph, which reads, "A School Teacher, Charles O. Williams, 1874-1938." He was still proud of the fact that he served the cause of education. Others, like Arthur Chamberlain, who for many years served the California Teachers Association and is still in this city of San Francisco; Robert C. Moore of Illinois, who has just retired; Charles F. Pye of Iowa; E. T. Cameron of Michigan; C. G. Schultz of Minnesota; F. E. Reynolds of Ohio; and J. Herbert Kelley of Pennsylvania have retired honorably after years of distinguished service, yielding their responsibilities of office to men and women of a younger generation.

The state secretaries are as follows:

1916	Kansas	F. L. Pinet
1921	Mississippi	W. N. Taylor
	Washington	A. L. Marsh
1922	North Carolina	J. B. Warren
	Virginia	C. J. Heatwole
1923	North Dakota	M. E. McCurdy
	Oklahoma	C. M. Howell
1925	South Carolina	J. P. Coates
1926	Colorado	W. B. Mooney
	Idaho	J. I. Hillman
	Oregon	E. F. Carleton
1927	California	R. W. Cloud
1928	Alabama	F. L. Grove
1929	Florida	J. S. Rickards
1930	Massachusetts	H. Nixon
	New York	Arvie Eldred
1933	Connecticut	F. E. Harrington
	Kentucky	W. P. King
	Montana	M. P. Moe
	Wisconsin	O. H. Plenzke
1935	Arkansas	Miss Willie Lawson
	Ohio	W. B. Bliss
1936	Georgia	R. L. Ramsey
	Louisiana	Spencer Phillips
	Michigan	A. J. Phillips
	Minnesota	W. E. Englund
	Tennessee	Andy Holt
	Texas	B. B. Cobb
1937	Utah	M. B. Taylor
	Hawaii	E. L. McTaggart

1938	Arizona	N. D. Pulliam
	Illinois	I. F. Pearson
	Indiana	Robert Wyatt
	Iowa	Agnes Samuelson
	Missouri	T. J. Walker
	Nebraska	A. L. Burnham
	New Mexico	R. J. Mullins
	West Virginia	R. B. Marston
	Wyoming	O. C. Kerney
1939	Pennsylvania	H. E. Gayman
	South Dakota	S. B. Nissen

The teaching profession in America owes a great debt to these loyal leaders who during the past thirty years have contributed so largely to the progress which our profession has made and it now looks to those who hold these important offices for continued leadership. They are the heirs of a great tradition and the bearers of a large responsibility.

IT IS HAPPENING HERE

HONORABLE NOAH MASON, MEMBER OF CONGRESS FROM ILLINOIS; AND
MEMBER OF THE DIES COMMITTEE ON UN-AMERICAN ACTIVITIES

I have heard, and I think practically all of you have heard during the last few years, the statement, "It can't happen here." Perhaps a great many of you people have made that statement. I have been buttonholed by leaders of the American Legion and by leaders of the Catholic Church and have been urged to do something about the Red menace. I have shrugged my shoulders and said: "That is very much magnified; it can't happen here. It might happen in Russia where 90 percent of the people are illiterate, but it just can't happen here." But during this past year, as a member of the Dies Committee listening to the sworn testimony and the written evidence that would be acceptable in any court in the land, I have changed my mind. I now apologize to the leaders of the American Legion and to the leaders of the Catholic Church who have been alarmed during the last several years over the progress made by communism in this country. I now say with all the emphasis I have at my command, "It is happening here."

One of the chief witnesses before our Committee made this statement, "Communism has made more progress in the United States during the last five years than it had made in the fifty-year period previous to that time." When J. B. Matthews, who was the chief witness, was asked how he accounted for this rapid spread of communism during the last five years, he gave four reasons which I want to give to you.

First, this so-called depression has lasted so long that it has brought about or created mass discontent, and mass discontent makes fertile soil for communistic crops.

Second, high government officials, thru speeches, radio addresses, and written statements, have created or engendered class hatred, and class hatred makes an excellent seedbed for communistic crops.

Class hatred is a twin brother of religious hatred and prejudice, of race hatred and prejudice, and where one is created the other is bound to follow. Our investigators all over this nation report an up-surge of hatred and prejudice such as this country has never known before. When we sow the wind, we may expect to reap the whirlwind.

Third, high government officials have not only encouraged but they have sympathized with communist leaders in their activities in this country.

As an example of sympathy and encouragement having been given to the activities of communist leaders by government officials I cite the case of Harry Bridges and his communistic activities on the West Coast in connection with the maritime unions. Altho an alien and a communist, he has been protected and deportation proceedings have been delayed and postponed by Secretary of Labor Perkins. As a further excellent example of sympathy and encouragement being given to activities of communist leaders by government officials we cite the attitude and action of the ex-governor of Michigan in the various sit-down strikes that took place in his state. Sit-down strikes were first practiced in France by communist leaders of the popular front. The sit-down strike technic was so successful in France that the communist leaders of the CIO adopted the plan and put it into effect in this country. Miss Perkins, when asked for a statement on the sit-down strike, replied that the legality or illegality of it had not been determined by the courts as yet. The Supreme Court has since settled that point.

Fourth, federal funds—your tax money and my tax money—has been generously used to advance the cause of communism in the United States. A good example of federal funds being used to advance the cause of communism is found in the WPA Federal Theater Project in New York City, where millions of dollars of federal funds, appropriated for relief, have been spent and are now being spent to produce communistic plays. Evidence presented during two days of testimony before our Committee showed that the Federal Theater Project of New York City is dominated by communist members of the Workers Alliance and that its work and activities are controlled and directed by communist leaders.

The testimony before our Committee, with written evidence to back it up, proved conclusively to me that the slimy trail of communism is to be found entering and permeating four different phases of American life.

We have had testimony from many college professors as to the penetration of communism in their own colleges and as to communist activities on their own campuses and what they are trying to do to eliminate it. Then we find it in the churches of the nation, the last place where you would expect to find communism. According to the testimony of Earl Browder, the leading communist in the United States, we have many ordained preachers occupying pulpits in America who are trying to preach communistic principles alongside of Christian principles. You cannot mix the two any more than you can mix oil and water. It is impossible—but it is being done in the United States.

We had the testimony of John P. Frey, vicepresident of the American Federation of Labor, as to the spread of communism in the A. F. of L. units

and what they are trying to do to get rid of it. His testimony included the fact that more than one hundred well-known communists are on the payroll of the CIO today as organizers.

The fourth place where communism is found is in the departments of our federal government, particularly in the Labor Department, the National Labor Relations Board, and the Wage and Hours Board. The strategy used is what has been known as the Trojan Horse strategy. The greatest indictment that has ever been brought out against the communists, against their methods, and against their objectives was brought out by none other than John L. Lewis in a report of the United Mine Workers of America in 1924, which has now been made Senate Document No. 14 in the Sixty-Eighth Congress. In that document you will find the strongest, the most damning indictment of the communists and their boring-from-within program, and yet that same John L. Lewis today, fifteen years later, has on his payroll some of the very leaders that he indicts in that document. That is the spread of communism in the labor ranks of America.

They have discarded the Trojan Horse method and have adopted a new one. Their new program is this: They have set up what is known as legitimate organizations with wonderful objectives, for bay window dressing, to attract the innocents, but inside each of these legitimate organizations is a small holding company or illegal organization which dominates and controls and works behind this beautiful front of objectives. That is the situation. There are one hundred of those types of organizations listed in the United States today, the chief one of which is the League for Peace and Democracy. It was organized in 1933. It came about in this way: Stalin became alarmed at the rise of fascism in Europe. Hitler had come into power in Germany. Mussolini was rattling the sword in Italy. Japan had gobbled up Manchuria and made a puppet state of it, and Stalin felt inevitably there would be a death struggle come about between fascism, on the one hand, and communism on the other, and he called the Executive Committee of the Internationale in Moscow to talk over the situation. At this conference they decided they must have allies in that coming struggle, and the program was to organize the loyalist front government in France, which is the present French government with which Daladier has had so much trouble, and the loyalist front government in Spain, which was the government of Spain until it was overthrown. But the United States, Canada, and Australia and other countries were not ready for what was known as the popular front government. So they were to be brought into line gradually by these united front organizations.

Earl Browder was our representative—if you want to say “our”—at this Moscow conference. Stalin gave Browder orders to come back to America and set up and establish what was known at that time as the American League against War and Fascism. Browder came back and gave J. B. Matthews a commission to set that up. Matthews organized it and was its president until late in 1935. The American League against War and Fascism was changed about a year and a half ago to the American League for Peace and Democracy—a better sounding name. It has

four classes of members. One is the active communists who do most of the work and occupy the strategic positions. The other, known as Fellow Travelers, are communists in every sense of the word, but do not take out a communist membership card, for strategic reasons. The third group is known by the communists as stooges, decoys, or dupes. This group is peculiar. They are important people in university life, in church life, in political life, whose names have great drawing power and advertising value. They are invited to speak at some of the united front organization meetings to give prestige and standing to those meetings and to further gather in the innocents.

The League for Peace and Democracy has more than 4,000,000 members according to its own testimony, 98 or 99 percent of whom are absolutely innocent of what is going on behind this great, magnificent front of objectives. Everybody is for peace; everybody is against war; so that is the strategy of the communists. That is what they are doing now.

What is their objective? The objective, as testified to by the communists themselves, is this: Overthrow the party in power. That is the Democratic Party. How are they going to do that? By driving a wedge in between the right wing and the left wing, and that wedge is more than half way thru now. We realize that on Capitol Hill. That wedge has been given great impetus by the President's purge program, unintentionally of course. After overthrowing the party in power, what next? They will set up and establish the Farmer Labor Party. Why? Because the communists hold and occupy strategic positions in that party. As soon as they get the Farmer Labor Party in power and can control and dominate it, they will overthrow capitalism, which of course is the main objective of communism, and also bankrupt the nation. Why bankrupt the nation? To bring about the necessary condition of chaos so that a receiver will take over, and the receiver will naturally and logically be this well-organized, militant, powerful, small group known as the American Communists. And what then? There will be heaven on earth as they have in Russia. That is their idea. God save us from that kind of heaven here!

That is the program. It sounds fantastic. Nevertheless, that is exactly what they are undertaking to do and that is exactly what their moves are all to bring about. That is their program.

What should be done about it? I have been asked what we should do about it, what good is the Dies Committee, and what can be accomplished by bringing these facts to the public? Bring communism out into the open and into the daylight of public opinion and you do not need to worry about it. That is how we want you to help.

I have said if I had my way I would take every communist leader and transport him to Russia and give him a dose of three to five years of communism as it operates there. Communism as an ideal is heavenly; communism in actual effect is hell on earth.

Let us do what we can under our Constitution to remove this mass discontent, to put these 10 or 12,000,000 people back to work. Remove the

fertile soil, and you do not need to worry about communistic crops. Let us stop this preaching of class hatred, which engenders other kinds and makes an excellent seedbed for communistic seed. We ought to be able to do that, and we ought to be able to bring about a little better distribution of the products of labor.

To you school teachers I offer this thought: I have had taught in the schools over which I had charge for the past fifteen years the following poem called "The Patriot's Creed," containing the essence of Americanism, to which every school child in America should be exposed.

If I knew a better land in
This glorious world of ours,
Where a man gets bigger money
Or is working shorter hours;
If the Briton or the Frenchman
Had an easier life than mine,
I'd pack my goods this minute
And I'd sail across the brine.
But I notice when an alien
Wants a land of hope and cheer
And a future for his children,
He comes out and settles here.
Here's the glorious land of freedom,
Here's the milk-and-honey goal
For the peasant out of Russia,
For the long subjected Pole.
It is here the sons of Italy
And the men of Austria turn
For the comfort of their bodies
And the wages they can earn.
And with all that men complain of
And with all that goes amiss,
There's no happier, better nation
On the world's broad face than this.

When I listen to the wails of discontent as some communist agitator spreads his evil sentiments, I think that these enemies of freedom who are spreading sin and shame in this glorious land of freedom should go back from whence they came. I hold that it is the duty of every man, rich or poor, who enjoys this country's blessings, to be all American.

ARE WE GOING TO LOSE OUR HERITAGE OF CIVIL LIBERTIES?

HONORABLE ELBERT D. THOMAS, SENATOR FROM UTAH, CHAIRMAN OF THE
COMMITTEE ON EDUCATION AND LABOR, UNITED STATES SENATE; AND
MEMBER OF THE LA FOLLETTE COMMITTEE ON CIVIL LIBERTIES

It is not a mere coincidence that brings me, one of the Committee that for the past three years has carried on the civil liberties investigations, to talk for the first time on this subject to the teachers of our country.

I like to hold that the American government was established primarily for the purpose of giving liberty to the world and perpetuating on earth a system of government which will allow a development of the individual citizen in the fullest in those characteristics that will make of him in every sense a free man. I shall attempt to be philosophical and analytical in my deductions. Do not think from that statement I am going to remain in the realm of cold logic. Logic is an artificiality set up to defend a given proposition. While the American government accepts certain premises in regard to man and his nature, never once has the defense of those premises been left to the realm of logic. They are now incorporated in a scheme of government deliberately and definitely planned to accomplish certain objectives. The success and the perpetuation of these objectives as they are guaranteed in the plan rest upon a faith in the patriotism, loyalty, training, and ability of the American teacher, for the American Republic puts its faith in its continuation in the good judgment of a trained citizenry.

The educational development of that citizenry is left to the school, the church, and the home. The church furnishes the bond which links the citizen to things that were and things that will be, thus putting purpose into life by making it part of a greater scheme. The home deals with "oughts" and "shoulds," aiding to make each person's life not only in accord with our nation's mores but also in accord with the morals and character of our nation's paragons. The school teaches the "is's" and the "are's," that our citizen's life may be based upon truth, fact, and science. The citizen's training, thus, in a way comes from three coordinate institutions, as our government's authority is vested in three coordinate branches. The citizen's training, like his government's activities, functions best when the three are complementary and contribute to a unity rather than function in three separate grooves or in antagonistic conflict.

Since upon the teacher rests the responsibility of teaching the facts of government and the rights and obligations of a citizen, it is proper that I should come before you and talk about what those of us who have had to do with attempting to overcome certain ills within our country have in mind and the reason why we take our tasks so seriously.

What is a civil liberty? It is a right which the state guarantees an individual. The civil liberties which are ordinarily thought of are listed in our bill of rights. You study them and teach them when you study and teach our Constitution. But as a mere legal concept or an actual legal right, they do not seem to amount to much to the average American citizen because he has unconsciously enjoyed these rights and liberties. The American citizen generally, as a result of these rights, is free to come and go, to buy and sell, to own and to dispose, to think, worship, and write as he sees fit; he is free to join or not join a given organization. His loyalties are multiple and they reflect the complex nature of his life and his being. Man, and therefore the citizen, is not just a single thing; he is many things. He is a citizen of his nation, a citizen of his state, a member of his church, a member of his lodge; he belongs to a political

party, to half a dozen fraternities, he is an officer in a corporation, or he is an owner of a business. He is a father, a son, and a brother—all at the same time. If he is hampered in any one of these activities or relationships, he is not a full man in the sense that the American government expects its citizens to be.

We find no eloquent defense for democracy as such put forth by any of the thinkers of our time. Jefferson comes closer than anyone else. He had faith that his four great freedoms—the freedom of property, of mind, of soul, and of body—would not produce complete anarchy because of individual restraint and because he accepted the fundamental thesis that the nature of man was good. The marvel of history is that our experiment has worked as well as it has. So well has it worked that we can say that the theories on which our American system rests have contributed to the welfare of human beings the world over and have resulted in an enlargement of the standard of life for millions, and the enlargement of life itself to millions more. Can so much rest upon so little? It is so remarkable that it must be viewed as the outstanding miracle of social evolution. Take away from the American government the civil liberties guaranteed its citizens, and we destroy the greatest blessings ever given to men in the history of all time. Can any task be more important to a congressional committee than that of preserving the essence of American liberty?

Liberty under our Constitution has a definite American meaning. In the old Oriental philosophies the value of the individual in the sense that he had rights was never conceived. He had a hankering for a life without restraint, and one of the poets gave us this great gem of freedom hundreds and hundreds of years ago:

Work, work, from the rising sun
Till sunset comes and the day is done.
O plough the sod,
And harrow the clod,
And meat and drink both come to me,
Ah! what care I for the powers that be.

But no one saw the point that the poet made a free soul but always interpreted the poem to reflect the husbandman's position as a slave to his work.

Regardless of any philosophy or of any theory, man, being a human individual, can have no liberty if his actions are prescribed by ill health, a broken body, by poverty, or by any other physical or economic hindrance. The right to buy and sell is worth nothing if there is nothing to sell and nothing to buy with. Freedom to go and come means nothing if you have no place to go. Liberty is a matter of degree and will ever be. Government must, therefore, see that there are physical, cultural, educational, and economic opportunities for its citizens if they are to have joy in their freedom.

But let us consider the concept of liberty as we use it under our Constitution. What is it? In a sense it is all those rights, privileges, advantages, hopes, freedoms, aspirations, longings, and relationships that government has determined by law to preserve for the individual. If government

denies the individual the right to assemble with his fellows, if government fails in protecting his property, if government insists that he subscribe to a certain political or religious tenet, that individual is curbed in his life. He is not the well-rounded, complex, social animal that Aristotle thought him to be, to say nothing of what I have called the Jeffersonian concept of man whose nature is good.

Here we may ask, Dare we accept the consequences of the theory of liberty as it exists in the American democracy? Once money is invented and used with liberty, as the ancients did in Lydia where money was first used generally, we have the troubles that follow in the wake of the use of money. Sad as that fact is we can have no political democracy without economic democracy, and we can have no economic democracy without money. If we are going to accept the theory of the freedom of the individual we must accept the consequences of that freedom. If man is to be free to own he must be free to own even an automobile. Grant him an automobile and the freedom to go and come and there may be dire consequences. But with a little knowledge of the physical fact that two bodies cannot occupy the same space at the same time, much of the danger is gone.

There are three great consequences of democracy: (a) Democracy is weak; it hangs on the thin thread of common consent. (b) The government in a democracy will always be against itself. (c) In a democracy where liberty is its aim the individual citizen will seldom have his own way. (d) Putting our finger on the ultimate authority in the American democracy is indeed a hard task. The preamble to our Constitution starts with the words: "We, the people" and our textbooks tell us we have popular sovereignty in America. Our great Chief Justice at the 150th birthday of our Congress said, "And what the people really want, they generally get." But 130,000,000 people getting what each wants is an absurdity.

Dare we risk the consequences of our four freedoms? Will not some man teach a doctrine that may actually destroy this liberty if we allow freedom of teaching? He may. One day while Jefferson was playing with his grandchildren in the White House a visitor called on him and found him on the floor, his grandchildren riding on his back. That did not astonish the visitor, for all great men enjoy playing with their grandchildren. But on the table were pamphlets bearing untruths, pamphlets which attacked Jefferson unmercifully. Then was the visitor surprised, and he asked Jefferson, "Do you allow these terrible things to come into your house?" Jefferson said, "Yes, I not only allow them to come but I read them when they do come."

The American system of trial and error and freedom of expression will prove itself to make a much more stable society in the long run than a system where only those things are taught which the teachers have assumed are for the good of those taught. You cannot preserve a democracy, you cannot preserve freedom of speech, freedom of worship, freedom of the press, and freedom of the person by force because the instrument of preser-

vation there actually becomes the instrument of destruction. While the consequences of political liberty and freedom carry with them the elements of their own destruction, they cannot be preserved by being denied.

But if there are in freedom and liberty the elements which will destroy both freedom and liberty, there are also in them the elements of their own perpetuation. That man can commit suicide does not mean that all men do commit suicide. Here again we must respect degree, or I shall find myself a victim of my own deductions.

Some of you are asking, "But why should the Civil Liberties Committee spend so much time on a study of industrial and labor abuses?" It is, of course, true that a study of society anywhere results in the study of all sorts of abuses, but something was occurring in our American industrial life which had all the seeds of the destruction of American fundamental rights. In the first place, the federal government passed a given law. That law was challenged as being unconstitutional by great lawyers. To challenge an act of government is one of the people's rights. We had no criticism of the fact that men wanted to test this law in the courts, but certain of these lawyers actually advised their clients that they need not obey the law because the lawyers deemed the law unconstitutional. The lawyers thereby, in a sense, took over a prerogative which we have recognized as belonging to the Supreme Court of the United States. Even that would not have been particularly bad under the American legal process but some industrialists attempted to overcome what they considered a natural resultant of the law by attempting to destroy certain rights in individuals that were part of their rights as citizens. The industrial spy was employed and was used to such an extent that men lost faith in one another. Society itself cannot exist without trust. No social or economic activity is possible. Fear takes the place of faith in the ordinary activities of man.

When public police officers were hired, as they were, to do a given job for one part of the public against another part, they ceased to be public officers and became representatives not of the public, which is the arbiter for the disputing parts in the body politic, but actually partisans of one side. When arms and gas were used for industrial purposes, we had the elements of a civil war. When spy hookers and missionaries were used to create disturbances, their employers turned loose upon society the seeds of riot and civil disturbance. Thus, it was not in any vindictive spirit to punish or to crush that these investigations were carried on. In spite of the criticism we have received, our purposes were not to punish but to correct. And as time goes on, corrected industry will be just as happy over the reforms as society itself will be.

The result of our investigations into wrongdoing is constructive legislation. I firmly believe that civil rights cannot be maintained in our nation unless those who have the power to destroy one of those rights in a citizen shall desist and restrain themselves from destroying it. While I know that we have created a feeling on the part of thousands of American citizens that our Congress is interested in preserving the rights of the weak, the

downtrodden, and the oppressed, the satisfaction which I as a legislator received from these years of hard work is the satisfaction of knowing that as a result of that work there is presented to the Congress, and therefore for the benefit of the people of the United States, constructive legislation which will, I firmly believe, prevent a repetition of some of the abuses, killings, and sufferings, but mainly the stifling of the personal liberties of many of our people in the past.

If on the shoulders of the teachers of our land rests the responsibility of preserving our republic, as teachers will you not grant to Senator LaFollette, our associates, and myself, after you have examined our thirty-four volumes of research and investigation, the compliment which all students like to receive, "That which you have done you have done after painstaking research of the highest order." I will say of the work of my associates what many a scholar who has studied this work has already said, that the reports preserve the best characteristics of American scholarship. Can I not say, as one teacher to another, that this investigation, its reports, and the projected legislation reflect the methods which scholars call good? The scientific method calls for action and deduction only after investigation. This method we have followed. May good result from our studies!

FOURTH GENERAL SESSION

ESTIMATES OF LINCOLN—A SON OF AMERICAN DEMOCRACY

WILLARD S. CAMPBELL, WEST PHILADELPHIA HIGH SCHOOL,
PHILADELPHIA, PA.

John Lothrop Motley, eminent historian, wrote to his mother August 2, 1864: "I venerate Abraham Lincoln exactly as the true, honest type of American democracy." George Bancroft, in his memorial address before Congress, said: "Lincoln took to heart the eternal truths of liberty, obeyed them as the commands of providence, and accepted the human race as the judge of his fidelity."

Henri Matan, French historian, said: "Lincoln will stand out in the traditions of his country and of the world as an incarnation of the people and of modern democracy itself."

On June 3, 1903, Theodore Roosevelt, then President of the United States, declared: "Great tho we regard Abraham Lincoln, the future will put him on an even higher pinnacle than we have put him. In all history I do not think there will be found an orator whose speeches will last as enduringly as certain of the speeches of Lincoln, and in all history, with the sole exception of the man who founded this republic, I do not believe there will be found another statesman at once so great and so single-hearted in his devotion to the weal of his people. We cannot too highly honor him."

To quote William Howard Taft: "One cannot read of Abraham Lincoln without loving him; one cannot study his efforts, his conscientious

work, his heroism, his patriotism, and the burden of bitter attack and calumny under which he suffered, and think of the place he now occupies in the history of this country, without a moral inspiration of the most stirring and intense character."

On July 3, 1938, President Franklin D. Roosevelt, at the unveiling of the Peace Monument at Gettysburg, said: "The fullness of the stature of Lincoln's nature and the fundamental conflicts which events forced upon his administration invite us ever to turn to him for help. He was Commander-in-Chief in this battle. He wanted, above all things, to be Commander-in-Chief of the new peace."

May our love for Lincoln, great son of democracy, and for the ideals for which he stood be deepened tonight as we rapidly recall immortal words of his, words that, coupled with his deeds, may well mightily inspire every individual man, woman, or child thruout this wide, wide world.

His first political speech: "Fellow citizens, I presume you all know who I am. I am humble Abraham Lincoln. I have been solicited by my friends to become a candidate for the legislature. My politics are short and sweet, like the old woman's dance.

"I am in favor of a national bank. I am in favor of the internal improvement system and a high protective tariff. These are my sentiments and political principles. If elected, I shall be thankful; if not, it will be all the same."

In a law lecture he said: "Let any young man choosing the law for a calling yield not to the popular belief that lawyers are necessarily dishonest. Resolve to be honest at all events, and if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer. Choose some other profession rather than one in the choosing of which you do in advance consent to be a knave.

"Discourage litigation, persuade your neighbors to compromise whenever possible. Point out to them how the nominal winner is often a real loser in fees, expenses and waste of time. As a peacemaker, the lawyer has a superior opportunity of being a good man.

"Never stir up litigation. A worse man can scarcely be found than one who does this. Who could be more nearly a fiend than he who habitually overhauls the register of deeds in search of defects of titles whereon to stir up strife and put money in his pocket? A moral tone ought to be infused into the profession which would drive such men out of it."

Lincoln may well be an inspiration in matters of temperance. He said when a young man: "Whether or not the world would be vastly benefited by a total and final banishment from it of all intoxicating drinks seems to me not now an open question. Three-fourths of mankind acknowledge the affirmative with their tongues, and I think all the rest acknowledge it in their hearts."

We who are in the teaching profession may well be inspired by these words of Lincoln: "I can only say that education is the most important work which we as a people can be engaged in."

In reply to Douglas, who had pleaded for the sacred right, as he called it, of self-government for Kansas and Nebraska, even tho it violated the Missouri Compromise, Lincoln said: "The doctrine of self-government is right, absolutely and eternally right, but it has no just application as here attempted, or perhaps I should rather say whether it has such application or not depends upon whether a negro is not or is a man. If the negro is not a man, then he who is a man may, as a mere matter of self-government, do with him just as he pleases. But if the negro is a man, is it not to that extent a total destruction of the doctrine of self-government to say that he, too, shall not govern himself?"

"When the white man governs himself, that is self-government, but when he governs himself and also governs another man, that is more than self-government; that is despotism. If the negro is a man, why, then, my ancient faith teaches me that all men are created equal, and that there can be no moral right in connection with one man's making a slave of another. No man is good enough to govern another man without that other's consent. This is the leading principle, the sheet anchor of our American republicanism."

In 1858 he said: "I know there is a God and that He hates injustice and slavery. I see the storm coming, and I know His hand is in it. If He has a place and a work for me, I think I am ready. I am nothing, but truth is everything."

"I have told them that a house divided against itself cannot stand, and they will find it so. Douglas doesn't care whether slavery is voted up or voted down, but God cares, and humanity cares, and I care, and with His help I cannot fail."

In Philadelphia, on the night of February 21, in response to the mayor, he spoke of the teachings of the Declaration of Independence and the Constitution of the United States. He said: "May my right arm forget its cunning and my tongue cleave to the roof of my mouth if I ever prove false to those teachings."

Lincoln's speech at Gettysburg, November 19, 1863, it seems to me, is the grandest speech ever uttered by mortal man.

Lincoln's sense of humor was for him a saving grace. Lincoln loved the soldiers, paying special attention to the extra tall ones. One day, reviewing the troops, he stood before a man who was six feet, seven inches tall. He stood for some time looking up at his head, and then down at his feet, and from his feet to his head as if contemplating the immense distance between the two, then stepped up to the soldier, warmly grasped his hand, and said: "Comrade, does your head know when your feet get cold?"

A visitor once asked him how many men the Rebels had in the army. "Twelve hundred thousand, according to the best authorities."

"Great heavens," ejaculated the visitor.

"Yes, sir, twelve hundred thousand; no doubt about it. You see, it is like this: When any of my generals get whipped, they claim the enemy outnumbers them three or five to one, and I must believe them. Now we

have four hundred thousand in the field, and three times four makes twelve, don't you see?"

One day a delegation of bank presidents came to Lincoln arguing whether it was not time to give up thoughts of saving the Union. Lincoln told them this story:

"When I was a young man in Illinois, I boarded for a time with an elder of the Presbyterian Church. One night I was roused from my slumber by a loud rapping at the door, and the elder exclaiming, 'Arise, Abraham, arise; the day of judgment has come.' I sprang from my bed, ran to the window, and saw stars falling in great showers. Looking back of them in the heavens I saw the grand old constellations, fixed and true in their places. Gentlemen, the world did not come to an end then, nor will the Union now."

Just a portion of the second inaugural: "Fondly do we hope, fervently do we pray that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsmen's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said: 'The judgments of the Lord are true and righteous altogether.'"

"With malice toward none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow and his orphan; to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

Edwin Stanton, looking down at the face of his dead President, said, "There lies the most perfect ruler of men who ever lived."

Oliver Wendell Holmes: "Our best loved, we surrender."

Emerson: "He was a man without vices."

Whittier:

"Stand in thy place and testify
To coming ages long,
The truth is mightier than a lie,
And righteousness than wrong."

Walt Whitman in "O Captain! My Captain!"

"O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring;
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead. . . ."

Lowell: "Wise, steadfast in the strength of God, and true."

Theodore Tilton summed up his life work in eight words: "He bound the nation and unbound the slave."

Phillips Brooks: "The shepherd of his people."

John Drinkwater: "The world emancipator."

Theodore Roosevelt: "If ever was a man who practically applied the teachings of our churches, it was Abraham Lincoln."

John Hay: "Lincoln is the greatest character since Christ."

EDUCATION FOR DEMOCRACY

EDWIN G. CONKLIN, VICEPRESIDENT, AMERICAN PHILOSOPHICAL SOCIETY;
AND WELL-KNOWN PRINCETON UNIVERSITY SCIENTIST, PRINCETON, N. J.

For more than fifty-five years I have been a teacher, beginning in a one-room "district school" where I taught everything from the alphabet to algebra and was also janitor, as well as judge, jury, and executioner, and for nearly fifty years I have been a professor of biology in colleges and universities. This experience has influenced my views of human nature and its development, of the influences of heredity, environment, and education on the development of the bodies, minds, and morals of young persons, and it has also caused me to re-examine the aims and methods of education and of democracy.

All development, whether of animals or of men, consists in progress from a relatively simple to a more complex condition by means of increasing differentiation. Development occurs only in response to stimuli. Extrinsic stimuli are found in food substances, proper temperature, moisture, in the surrounding environment; intrinsic stimuli are found in the constitutional or inherited needs and satisfactions of the organism. But development depends also upon the appropriate response of the organism, and this is limited by its heredity. No combination of stimuli can cause a hen's egg to develop into a duck and no amount of educational stimuli can convert a born fool into a wise man. The possible control of development is limited largely to the environmental stimuli since there is no way of changing bad heredity into good. Education is an internal transformation and not an external accumulation of information or experience. Only as these environmental conditions cause internal responses and transformations are they truly educative.

Among germinal elements of the mind are *differential sensitivity*, capacity of responding differently to different stimuli; *organic memory*, retention of the effects of previous stimuli; *tropisms* and *reflexes*, inherited methods of response to stimuli; *instincts*, chains of reflexes usually leading to beneficial ends; *conditioned reflexes* and *habits*, established by oft-repeated stimuli and responses. As development progresses, differential sensitivity gives rise to special senses; reflexes and tropisms to instincts and habits; organic memory to associative memory and the ability to learn; seeking satisfaction by the process of trial and error together with associative

memory leads to intelligence; conflicting stimuli and selective responses, to inhibition, choice, and will; intelligence, memory, and will, to freedom, purpose, and self-consciousness and all of the preceding to specific types of behavior, conduct, and character.

In general this process is a gradual progression from the relatively simple to the more complex, but there are certain critical stages when it seems to jump from a lower to a higher level. One of the most striking of these is the period of birth. Another is when organic memory becomes associative memory, and learning becomes possible. Another is when remembered results of experience or learning becomes intelligence; another when intelligence regarding specific things leads to generalizations and reasoning; another when intelligence and reason become factors in shaping behavior, and so freedom and purpose are born. Finally the highest level of human development is attained when freedom and purpose, joined to social emotions, training, and habits, shape behavior not only for personal but also for social satisfactions; thus ethics is born and man becomes a free moral agent.

This scientific view of the development of the body, mind, and morals of man is apparently in sharp contrast to the traditional view of their supernatural origin, but it is not really such. For while all these processes of development are according to nature there is here no explanation of nature. For all science knows to the contrary, there may be in the whole of nature, from sands to stars, from germ cells to geniuses, a mental, moral, spiritual substratum in which all development occurs. This is the view of many scientists and philosophers as well as of great religious leaders.

Education is the attempt to direct development into beneficial channels by means of proper stimuli. All the teacher can do is to stimulate the pupil and by the choice of appropriate stimuli seek to bring forth the desired response. Such responses, oft repeated, become habits. Within the limits which heredity fixes, a vast variety of responses are possible and when such responses become habits, they largely determine character and personality.

If the acquiring of information is the chief aim of education, it is a dismal failure as measured by its lasting results. I am continually surprised when former students tell me of the things which most impressed them in my teaching. They tell of words, deeds, ideas, and ideals which have deeply influenced them and of which I usually have no remembrance. It makes me think of the scriptural warning, "Every idle word that men shall speak, they shall give account thereof in the day of judgment." Evidently my example has had a more lasting effect on my students than all the information I labored to impart.

What then are the enduring effects of education? Perhaps the only lasting ones are the formation of good habits of body, mind, and morals. It is the paramount duty of teachers to help pupils acquire good habits and avoid bad ones. By proper stimuli, example, inspiration, we can help pupils develop good habits of body—health instead of invalidism, skill instead of bungling, industry instead of sloth. We can help them acquire

good mental habits—accuracy instead of inaccuracy, zeal instead of indifference, success instead of failure. We can stimulate them to develop good social and moral habits—sincerity instead of pretense, sympathy instead of hate, tolerance instead of bigotry, peace instead of war.

The bearing of all this on education for democracy is not far to seek. Democracy holds that every person is born with the right to live; society may take it from him because he has become a danger to society. He is born with the right to liberty but he may lose that right by misbehavior. He is born with the right to the pursuit of happiness, but this also must be limited by the needs and satisfactions of society. These rights are relative, not absolute, and the differences between democracy and autocracy are in the emphasis placed on these rights.

Everywhere in a society liberty must be balanced by responsibility, equality by capacity, individual happiness by social welfare. But within these necessary limits, ideal democracy stands for the greatest possible liberty, equality, and happiness of individuals in society, and it leaves the determination of these limits to the will of the majority, whereas autocracy leaves all such regulations to the will of a dictator.

But while these differences between democracy and autocracy are relative, they are worldwide, ages long, and oceans deep. It is only necessary to contrast the Bill of Rights, incorporated in the Constitution of the United States, with the theories and practices of the totalitarian states to appreciate these differences.

In this country we are often discouraged by some local and temporary infraction of our Bill of Rights. These departures from the democratic system can be corrected by peaceful means.

It is profoundly disturbing to see the many evidences of the loss of social morale, the pressure groups that force thru legislatures selfish programs in utter disregard of the general welfare; the failures of justice where lawyers and witnesses, juries and judges may be bought; the mob violence engendered by the deliberate cultivation of hate of certain races and religions and social ideals; the gangsters and racketeers who are often beyond the reach of justice—these and a hundred other violations of democratic principles are a cause of serious concern to all thoughtful citizens.

The quick and easy way to remedy these evils is by way of dictatorships and force. But while dictatorships may for a time reduce some of these evils they greatly increase others and they afford no permanent remedy.

Democracy is not merely a form of government but a way of life, a set of social habits, a code of ethics. It concerns not only the organization and functions of government, but also the rights and duties of industry, capital, and labor, possession and use of property, and the health, happiness, perpetuation, education, and improvement of the general population. Most important of all are the democratic habits of the people, the balancing of individual freedom by social responsibility, the control of emotions by intelligence, compliance with the will of the majority, and reliance on education other than force to sway public opinion.

How can America be made safe for democracy? Is there any other way than that of education—education in the ideals and habits of democracy, education for freedom and responsibility, education for order and social welfare, education for eugenics and euthenics, education for ethics and character? This means education for discipline rather than for information.

The protest against disciplinary education is widespread and in some instances justified. Where discipline is interpreted as punishment and disciplinary studies and examinations are exacted in order to break the will of the student, or where stupid pedagogs put the infinite variety of human material that comes to them thru the only mill they know without regard to the individual capacities, needs, and satisfactions of the student, my sympathies are with the students. But on the other hand, if we look upon education as habit-formation, certain bad habits must be overcome and other good ones cultivated if education is to succeed.

To be fit for life in society there are certain habits of fair play, respect for the rights of others, defense of one's own rights that must be learned on the playing field or in association with other children. There are certain subjects which must be mastered by everyone who expects to take any vital part in society, such as reading, writing, and arithmetic. There are others important in the cultivation of habits of accuracy, reality, and rationality, such as the natural sciences. There are others that enrich and enlarge one's influence and enjoyment, such as languages and literature, history, biography, and the fine arts.

More important than scholarly culture are the habits by which we live and by which we hope to perpetuate and improve the race. Habits are formed by repeated responses to particular stimuli and these stimuli are not furnished exclusively from the study of a few chosen subjects. Sports cultivate in those who take an active part habits of intense effort, of team work, of fair play often in striking contrast to the habits of inattention, dawdling, and failure acquired in some classes. Success or failure are habits and many students acquire more bad habits than good ones in college.

Every student should acquire the habit of hard work. There is no royal road to learning. Happy is he who is compelled to work, thrice happy he who has learned to compel himself!

This is education for discipline and this is also education for democracy. If our democracy is to survive and prosper, it must be based on decent instincts and democratic habits acquired in the course of education. It must cultivate and respect the individual's liberty so far as this does not interfere with the liberty of society. It must defend the rights of the common man as outlined in our Bill of Rights. It must resist tyranny, whether of capital or of labor, of economic royalists or of union dictators. Education for democracy must cultivate habits of sympathy, cooperation, and goodwill; of service and sacrifice for the common good; of joy and pride in good workmanship. While accepting majority rule as expressed in free elections, it must defend the rights of minorities to try to change majority opinion by peaceful methods of criticism, persuasion, and education.

All these habits of democracy are acquired in the course of individual development; they are the products not merely of the formal education of the schools but the informal education that comes from the multitudinous experiences of life. More important than any subject of study in shaping our habits and characters are the personalities that surround us. The personality of the teacher counts for more in shaping the habits of pupils than any formal instruction. Almost every great man has acknowledged his indebtedness to some inspiring teacher. Upon the teachers of America rests to a large extent the opportunity and responsibility of making America safe for democracy. In the presence of the downfall of democracies thruout the world it is the duty of the teachers of America to highly resolve that "government of the people, by the people, for the people shall not perish from the earth."

FIFTH GENERAL SESSION

THE MOTION PICTURE IN EDUCATION

WILL H. HAYS, PRESIDENT, MOTION PICTURE PRODUCERS AND DISTRIBUTORS
OF AMERICA, INC.

Seventeen years ago today it was my privilege to address your convention in Boston. It was in that year, 1922, that our association was formed. It was natural then that I shared with you certain hopes which I cherished as realizable purposes of the Motion Picture Producers and Distributors of America.

In discussing with you the progress of the early years of the motion picture's growth, no one could foresee its subsequent weekly world audience, now consisting of 250,000,000 people, its acquisition of voice and color; or those other technical improvements which with an increasing mastery of composition and design have brought the American motion picture international recognition as a distinctive and mature art. Nor would you have then believed a commitment to the moral and artistic standards of our present Production Code possible of realization. Yet by increasingly effective self-discipline during the past seventeen years the pictures of our member companies and the established American and foreign producers of motion pictures have been brought into conformity with the requirements of our Production Code. This code requires that all pictures produced measure up to the accepted moral standards. It also requires that crime, wrongdoing, evil, or sin shall not be made attractive; that correct standards of life shall be presented; that law, natural or human, shall not be ridiculed, or sympathy created for its violation. Neither could you then have foreseen that the interest of many of your members in securing pictures for use in their classrooms—pictures made for theaters in accordance with these standards—would seventeen years after become the reason for this second visit.

That educators and motion picture producers have certain specialized and mutual interests in the motion picture as a purveyor of ideas and

motivator of activities even the layman has come to realize. Undertaking to explore them together to the advantage of tomorrow's citizens will seem to the public, our common employer, natural and desirable.

During the past seventeen years our association has steadfastly endeavored to carry out that clause in our charter which commits us to develop the educational as well as the entertainment value of the motion picture. I should like to record and review here some of these activities. From the standpoint of education they fall into two main groups: first, those looking toward the production of instructional films as distinguished from entertainment films; and, second, those looking toward the exploration of the pedagogic value of films made for the theater. I will speak first of those looking toward the development of classroom instructional films.

Following the convention in 1922, the National Education Association appointed a committee, with Charles H. Judd as chairman, to conduct a study in cooperation with our association on the possibilities of the use of motion pictures in pedagogy. The research then begun was important for its own results, but even more as the stimulus to the many subsequent studies which ensued, and particularly for the pioneer interest of the late George Eastman in the production of teaching films.

In 1928, in cooperation with the American College of Surgeons, George Eastman, and a group of distinguished physicians, it was our privilege to help develop a series of films for instruction in surgical technic. These have proved singularly successful in giving to medical students everywhere first-hand opportunity to observe the operating methods of the masters of their profession.

In 1929, with the help of R. S. Woodworth of Columbia University, the association organized a direct inquiry and subsequently collated the opinions of the leading educators of six hundred and seventy-three colleges and universities in the United States concerning the utility of the sound motion picture for teaching. All predicted its wide usefulness. Hardly a subject of the conventional school curriculum was left unmentioned as a fertile field for visual presentation abetted by verbal commentary.

In March 1932, when the National Academy of Visual Instruction merged with the Department of Visual Instruction of the National Education Association, the Motion Picture Producers and Distributors of America made possible by its support a new study and summation of the use of motion pictures in education. F. Dean McClusky, then head of the National Academy, called this exhaustive treatise "Visual Education, Its Value and Its Needs."

To the pictures which had been made for classroom use, the Yale Chronicles of American History and others, were added Eastman Teaching Films and Erpi Classroom Films, produced by members of our association. In the former, the library which Thomas Finegan pioneered, there are now 240 pedagogic films. In the Erpi Classroom Films catalog, just coming from the press, there will be listed more than 115 sound pedagogic films.

With the availability of these pedagogic films and their use in classrooms came new light on their value for instruction. Specific research studies on the merit of visual presentation, combined with oral and textbook instruction for the purpose of determining the use of films in teaching effectively certain subjects in the curriculum, are both numerous and impressive. The conclusions of these studies, many of which have been assisted by our association, are universally favorable to the films.

Two conclusions seem to me important: first, that films have been used with some degree of success in all branches of education and at all grade levels; and second, that they have been used with outstanding success with dull and backward pupils. There can be but one explanation—that the apparent retardedness was a consequence of lack of skill in the three R's, especially reading, rather than any inherent incapacity to learn.

During the decade 1922 to 1932, our joint efforts with education were along the lines that I have just indicated, improving the quality and extending the scope of classroom instructional films. This work is now well under way and will be carried forward as an integral part of our future efforts to cooperate with education. The pedagogical film retains all the virtues with which our own early optimism endowed it. The use of theatrical motion pictures, if they prove to be of exceptional value in meeting the more recent demands on education, must supplement and not supplant the films made with the sole objective of subjectmatter instruction.

The decade following the close of the World War saw important developments in the field of education which indicated corresponding new developments in the type of film that schools seemed to require. In the first place, the curriculum of the public school, and notably the high school, was enormously expanded. In the second place, vocational education came forward with new demands for teaching films. In the third place, new functions were assumed by the school for such matters as health education, safety education, and education for citizenship. These and other new developments in education brought with them corresponding new demands for teaching materials and for methods of presentation.

As these changes were taking place in education, the theatrical motion picture had also been rapidly changing. With the establishment of the Production Code and with the improvement in the technical aspects of the motion picture, there began to appear in the theaters pictures which seemed to the educators to possess great potential pedagogic value. It was in response to repeated requests from educators that some of these films be made available for experimental use at school that we began our second group of educational activities—that of exploring with educators the possible uses of these theatrical materials.

The activities of our association have centered around three major projects: first, that of the development of study guides for photoplay appreciation groups in high schools; second, that of excerpting certain sections of features, first for use in connection with character education and later in connection with education along the lines of human relations and social adjustments; and the third project has been that of exploring the educa-

tional possibility of noncurrent theatrical short subjects. I shall now describe each of these three projects.

Beginning five years ago the National Council of Teachers of English sponsored courses of study which they called photoplay appreciation. These teachers saw at once the educational possibilities inherent in such classics as "David Copperfield," "A Tale of Two Cities," and the dramas of Shakespeare. These courses have multiplied until today hundreds of high schools have incorporated them in their regular curriculums. It is the belief of our educational advisers that this part of the program of cooperation should be broadly extended. It is more than a hope with us that you will find theaters everywhere ready to assist you. Our companies are anxious to learn how the study guides and research exhibits provided as collaterals may be improved, what other types of material might be valuable to you, and what classics of literature, what biography, and what episodes of history you may wish produced.

And I need not remind you that the photoplay versions have removed the stigma of drudgery from the study of the classics of literature into which they have breathed a new spirit of adventure. Motion picture appreciation may best be taught in its natural setting, the motion picture theater.

In one way then the name "motion picture appreciation" incompletely describes these courses. They are rather courses in discrimination, in good taste, and not of the photoplay art alone or of the literature on which it is based, but discrimination in matters of conduct and custom, morals and ethics. How important the ability to discriminate has become is apparent when you reflect that we may no longer look upon the school as the sole, or for that matter, the major source of knowledge.

In my annual report to our board of directors in March of this year, I made the following observations: With the cooperation of our companies, the Commission on Human Relations of the Progressive Education Association has continued to produce human relations short subjects in the form of excerpts from existing noncurrent photoplays. On December 1, fifty-four of these short subjects had been adapted from thirty-seven photoplays. By July 1, 1939, the Commission expects to have completed seventy-five human relations short subjects.

The general studies made by the Commission prior to this experiment indicate that an American youth passing from childhood thru adolescence to adult development has to adapt himself to some 175 difficult human relations situations. Out of these 175 critical situations, it is believed that approximately 100 can best be approached and understood thru the film discussion method which was developed by the Commission.

This project is an endeavor to take into the school a preview and practice of life itself, a rehearsal for conduct both now and after graduation. I know of no other method than the hazardous and costly one of experience itself for developing a body of common habits and attitudes in the areas of morals and ethics which are so essential to the functioning of democracy.

Our member companies have agreed to permit the Commission on Human Relations to extend the use of these pictures on 16 mm. film to a

greater number of schools than we included in the original experiment. Our member companies have agreed to provide additional films from which the Commission will prepare excerpts to cover the human relations problems that have been selected for treatment by this method.

In 1936, after the projects that I have just described were well under way, it seemed that the time was ripe to explore further the educational uses of noncurrent theatrical films. After consulting several educational leaders concerning possible next steps, I invited Mark A. May, director of the Institute of Human Relations of Yale University, to make a study and lay out a program for our future guidance. It was he who suggested that an advisory committee be organized and invited its present members to join him in the further development of the program. The members of this committee are: Mark A. May, director, Institute of Human Relations, Yale University, *chairman*; Frederick H. Bair, superintendent of schools, Bronxville, N. Y.; Isaiah Bowman, president, Johns Hopkins University, Baltimore, Md.; Karl T. Compton, president, Massachusetts Institute of Technology, Cambridge, Mass.; Edmund E. Day, president, Cornell University, Ithaca, N. Y.; Royal B. Farnum, executive vicepresident, Rhode Island School of Design, Providence, R. I.; Willard E. Givens, executive secretary, National Education Association, Washington, D. C.; and Jay B. Nash, professor of education, New York University, New York, N. Y.

After giving careful consideration to the preliminary report prepared by Mr. May, the committee recommended that it be permitted to examine the noncurrent theatrical short subjects for the purpose of ascertaining the extent and nature of their possible uses for classroom work. Our member companies accepted this recommendation. They opened their vaults which contained approximately 15,000 noncurrent short subjects. The Advisory Committee appointed seven reviewing panels composed of educators who examined 1254 of these theatrical short subjects which had been selected for review. Of this number, the panels recommended 590 as being suitable for classroom use in their present form.

The Committee submitted to the association the following recommendations: first, that a catalog containing descriptions and brief evaluations of the pictures selected by the panels and approved by the Committee be published for the information of teachers and school administrators; second, that the owners of the selected pictures make them available to schools for an experimental period of three years under terms and conditions acceptable to the schools and to the industry; third, that the process of reviewing noncurrent theatrical short subjects be continued for the purpose of selecting for school use additional films as they become noncurrent; fourth, that the industry provide for a detailed study and analysis of the data concerning these noncurrent short subjects which were collected and turned in by the reviewing panels, and that further provision be made for the necessary educational research on the extent and nature of the possible school uses of this type of motion picture material.

We have complied with all these recommendations. The reviewing of short subjects has been continued; an analysis has been made of the data collected by the reviewing panels; the catalog has been printed. For your convenience the Advisory Committee has incorporated teaching film custodians who supervise the distribution of the pictures, and appointed as its trustees your executive secretary, Willard E. Givens; the president emeritus of Yale University, James R. Angell; and the secretary of our association, Carl E. Milliken. The pictures included in this catalog have been made available on 16 mm. film for an experimental period of three years under the most favorable possible terms, without any financial return to the owners.

The committees and educational groups with which we have worked out these plans have assured us that all of the noncurrent theatrical short subjects which we have placed at their disposal will be used exclusively for bona fide educational purposes during school hours and that no admissions in any form will be charged to those who see them.

There are, no doubt, many limitations on the side of education. One is the cost of projection equipment and the purchase or rental of an adequate library of films. Another, I am told, is the lack of teachers trained in the use of the motion picture as an educational medium. These and many other limiting conditions have been brought out in our various discussions with educators. Previous experience warrants our faith that all these obstacles will be overcome as we proceed.

In addition to the limiting factors which are inherent in the structure of the motion picture business on the one hand and the organization and administration of education on the other, there is another very important factor which requires that cooperating arrangements between education and the motion picture industry must always be flexible. That is the fact that both the industry and education are constantly changing.

There is no doubt that schools will increasingly wish to avail themselves of the new implements of education to meet the challenge of the modern world. As these implements are further developed commercially, new formulas for their utilization will be required. Foresight in the commercial development of the motion picture here resulted in its present excellence as an art form and its technical superiority as a conveyor of ideas. For these reasons it has become a tremendous influence in conditioning the thoughts of men everywhere; for these reasons you want it to use in your classrooms, particularly in those fields where it can supply vicarious experience—the best available substitute for actual experience.

Suppose you were an administrator or a stockholder in a private business enterprise of equal significance, a business enterprise thru whose resourcefulness American public education had been financed and enabled to achieve its present enviable status. Suppose further that this enterprise was dependent for its success on the knowledge and skill your graduates could bring to it, knowledge of the significance of the individual's inalienable right to life, liberty, and the pursuit of happiness. Would you not want the

educators of the country to meet occasionally with representatives of the management and consider with them just what this great organization, American business, was attempting to do, and how it could secure the greatest success? Your future as well as ours depends upon our joint success in maintaining the opportunity for the individual to follow pursuits of his own choosing, motivated by his anticipation of just reward for his private enterprise, limited only by such minimum restrictions as the common good requires; in short, in maintaining the American way of life.

PRESENTATION OF PAST PRESIDENT'S AWARD TO CAROLINE S. WOODRUFF

REUBEN T. SHAW, PRESIDENT OF THE ASSOCIATION

Many of you are closely familiar with our bylaws, which provide that the president of the Association shall become the first vicepresident. For several years there has been considerable discussion of a suitable past president's award and a suitable time to present it. It has been our conclusion that the suitable time to present it was when the ex-officio character of the presidency also was completed, at the end, therefore, of the year in which the president served as first vicepresident. It becomes my privilege tonight to present for the first time the past president's award. I can add nothing except merely to report to you my own experience.

You have all known Caroline S. Woodruff. You have known her to admire her as a president; you have learned to love her as a personality. I can only say to you that the work of her year as president was a constant source of inspiration to me, and during the year she has served as first vicepresident she has been so helpful at all times, someone I could always look to for advice, for encouragement, and for all of that which goes to help make things move as a president.

I am sorry I cannot make it possible for each and all to see this, but I shall read it to you:

Caroline Salome Woodruff, President, National Education Association of the United States, 1937-38.

This testimonial is presented in recognition of distinguished service to the Association.

Washington, D. C., July 6, 1939.

Willard E. Givens,
Executive Secretary.

The official seal of the Association is affixed.

PAST PRESIDENT WOODRUFF: This award will symbolize to me a trust, a great responsibility, a profound and solemn obligation, yes, a consecration that became mine when, at Detroit, the gavel was passed on to me which proclaimed me as the official representative of this great Association for the year 1937-38. I am receiving this at your hands with deep appreciation for its significance.

ADDRESS BY THE NEW PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION

AMY H. HINRICHS, PRESIDENT OF THE ASSOCIATION, 1939-40

It would be untrue if I should try to say that I am not happy tonight I feel suffused, as it were, with happiness when I realize that the privilege of leading the teachers of America in the coming year is to be mine. The realization of your friendship and gratitude that I have friends all the length and breadth of this land, I think, are the chief thoughts that have been with me in these last few days.

However, there is another feeling that I have. I am almost overcome, overwhelmed, when I realize the terrific responsibility that I shall have in this coming year, but I should not have submitted myself to the possibility of having such a responsibility if I had not been sure you were going to help me bear it.

There is work to be done, work for the children of America and their teachers, and when I say teachers I mean all of us in whatever division of our schoolwork; there is work to be done, and we must do it. Lay people, however friendly to the cause of education, are really not in a position to do it.

The various officers, committees, commissions of this organization, and the organization itself as a whole, have done much to elevate the standards of our profession and the conditions under which we work. We admit that, like all other human beings, we want the best possible conditions under which to live and work, but we are just as sincere when we say that we want in the sections of the country where we perhaps do not yet have them, or all of them, tenure, retirement, academic freedom, and all the other conditions of the good life for teachers, because by our having them the children of America are best served. The less worry there is in a teacher's life, the more room for joy in accomplishing his task, which, putting it in simplest terms, is guiding the child in accordance with the best that human culture has evolved thru the ages.

"A child grows up but once," said one of our leaders when the depression was deepest, or at least in its beginning. It was Dorothy Canfield Fisher to whom that remark is credited. "A child grows up but once," and therefore it is in the years of that child's growing that we must supply the conditions that will make fullest development possible. A few years later we cannot educate that child in that particular phase of development which he may have missed or have lived thru inadequately. We must improve and equalize the educational opportunities of our American children.

I pledge myself with all the fervor I can summon to work with you for a continuation of the great cause in which we have worked for many years and whose consummation we envision, namely, federal aid for education, the whole point of which is equalization of educational opportunity.

I pledge myself to assist you in guarding what we have already accomplished in every field of our endeavor and going forward into greater

accomplishment regarding all of these things—tenure, retirement, salary standards, academic freedom—all of the things for which we have been working. To get these things done, to hold and advance, we must have increased cooperation and increased membership on the part of our colleagues back home.

I also wish, regarding our national conventions, that some magic carpet or Aladdin's lamp, or something or other of that sort, might make it possible for the folks who did not come to realize the inspiration of a convention and the bigness and significance of this Association. We cannot afford to go home and forget it. We must talk about it, emphasize it, interpret it, and be missionaries for participation in our great national organization. As you talk about it, be so vivid that you will make your nonmember colleagues curious, jealous, and eager to affiliate. Be so vivid that you will make your non-convention-going fellow members curious, jealous, and eager to participate.

I said I am happy tonight. I am, yet human emotions are always so mixed that I am sad, too, as is our Louisiana delegation, in the loss by sudden death early this morning of one of our members, Miriam Cohen, a lady who had been in my intimate circle of friends since our high-school days. As you have also heard, we have lost Secretary Heatwole of the Virginia Education Association by similar sudden passing in the night. I have counted him among my friends since the Minneapolis convention of 1928. I could not refrain from mentioning the feeling I have as I think of the loss of those two friends. It is consoling, however, to contemplate lives well lived in the service of education and to hope that we may be privileged to live similarly until our call comes.

Again, I thank you one and all, and I beg of you that thruout the year you will, by suggestion and request and help in every way, help me to make this an outstanding year in the history of our Association.

MORNING ASSEMBLIES

Tuesday, July 4

Bringing the World into the Classroom

The assembly entitled "Bringing the World into the Classroom" was broadcast from the High School of Commerce Auditorium. After preliminary remarks by Belmont Farley, publicity director of the Association, Florence Hale related briefly the history of educational broadcasting for the past eight years and described the purpose of the program to follow. The first part consisted of a skit on aviation, "Kitty Hawk to Corrigan," adapted from "Story of Aviation" in "Ideas That Came True," a popular series of schoolroom broadcasts made by the National Broadcasting Company during the school year 1938-39. The dramatization included conversation between pilots in Clipper ships and mechanics at their airdrome. World-renowned aviators participated in the presentation. The second part of the program entitled "Crisis in Czechoslovakia," one of a series of

programs called "This Living World," re-enacted critical moments following the World War. It was sponsored by the Columbia Broadcasting Company under the management of Sterling Fisher.

Following these broadcasts, a class in the social sciences from the Girls High School in San Francisco demonstrated its use as a supplementary device in teaching. Following this demonstration a panel, led by Belmont Farley, chairman, discussed the various technics of the studio and the classroom. Participants on the panel consisted of Sterling Fisher, educational director, Columbia Broadcasting System, New York, N. Y.; Arthur Gould, deputy superintendent of instruction, Los Angeles, Calif.; Alice V. Keliher, assistant director, American Film Center, New York, N. Y.; and Pauline Winner, coordinator of radio activities, Los Angeles, Calif.

Intelligence—Its Nature and Nurture: A Symposium

INTELLIGENCE—ITS NATURE AND NURTURE

FRANK N. FREEMAN, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF CALIFORNIA, BERKELEY, CALIF.

The subject of the symposium is important since intelligence is a vital factor in the life of the modern world. The possibility of improving intelligence is therefore one of the chief questions which should be determined in planning a system of education. If it is possible to improve intelligence, every means should be taken to accomplish this end.

The scientific problem of whether intelligence can be improved is a puzzling one because of the apparently opposite findings and conclusions found by the different investigators. Part of the apparent contradiction may be due to a difference in definition. Obviously, if we define intelligence as mere capacity for performing intelligent acts, the question is answered in the definition itself. However, if we define intelligence in functional terms as the ability of the individual to adapt his behavior to the demands of the situation, particularly when the situation is a new one, we leave open the decision whether this ability can be improved. It is necessary then to make experiments and discover whether actually intelligence can or cannot be improved by education.

Even the evidence on this point seems to be conflicting. The measure of intelligence which is usually employed is the intelligence test. We thus assume that the test is a satisfactory measure of adaptive ability. This assumption can be accepted as roughly true altho the tests are not by any means entirely adequate measures of various types of adaptations.

Whether education and other environmental conditions can bring about a genuine alteration in an individual's score on the test when allowance is made for differences in age, investigators do not agree. The evidence from studies of which I am personally acquainted indicates that large differences in intelligence may be ascribed to hereditary differences. This is shown partly by the much closer resemblance between identical twins than between

fraternal twins. On the other hand, substantial differences in intelligence may be brought about by differences in education. This is shown by the greater divergence in the intelligence of identical twins who have been brought up apart than of those who have been reared together. It is also shown by the correspondence between the amount of difference in school and the amount of difference in intelligence which is found in identical twins reared apart, the correlation being .79. Evidence then indicates that both inheritance and environment are important factors in intelligence. It seems likely that differences in heredity bring about greater differences among persons of the same general culture than do those of environment, but environment is substantially an important factor.

The implications for education are twofold. Because of the native differences in ability between pupils it is necessary to distinguish between them in their programs of work, in methods of instruction, rate of progress, and in educational and vocational guidance. On the other hand, because education influences intelligence it is the duty of the school to use methods which emphasize thinking and reasoning rather than merely routine forms of learning. The understanding of human life and the ability and disposition to form sound judgments should be in the forefront of the aims of education.

RELATIONSHIPS IN MENTAL DEVELOPMENT

HAROLD E. JONES, PROFESSOR OF PSYCHOLOGY, UNIVERSITY OF
CALIFORNIA, BERKELEY, CALIF.

Studies of the relationship of physical and mental characteristics have usually indicated a positive but quite small relation. It is well known that upper grade children tend to be taller and heavier than children of the same age in lower grades. Various types of physical defect also show a greater incidence among those who are retarded in school and among those of lower intelligence. When physical and mental growth rates are examined, a slight but by no means universal tendency is found for preadolescent children who are growing faster mentally to show faster-than-average growth in various physical indexes. It is not well established, however, that the physical growth spurt characteristic of the pubertal period is accompanied by corresponding changes in mental development. Within the range of conditions such as are found in this country, it cannot be readily shown that malnutrition, poor physiological status, or health factors such as are represented by tonsillar infection have any directly inhibiting effect upon mental development. There is, however, a somewhat greater tendency for health handicaps of this nature to be associated with poor scholarship. Where superior health or superior physique are correlated with superior intelligence, we cannot infer that the former cause the latter. It is more probable that the two aspects of development are related thru common factors, which act in ways that we do not as yet completely understand. These common factors may be partly biological, as where a superior organic heredity is expressed both in the brain and in other tissues. The common factors may be partly environmental, as where a superior home may influence

physical development (thru nutrition) and also mental development (thru stimulation and exercise).

Evidence as to the relationship of intelligence and the home environment is clear in showing higher average IQ's for children from homes of higher socio-economic status. The interpretation if this is, however, not simple; two alternatives can be proposed: (a) parents with greater economic resources and a superior cultural background tend to promote superior IQ's in their children thru superior home training, and (b) parents in the higher occupational levels are themselves more intelligent. They have demonstrated this in their own lives thru what they have achieved, and they transmit better IQ's thru better germ plasm.

Each of these propositions is probably in some measure correct, but after many years of surveys and experimentation we still lack crucial evidence in the matter. The inconclusive character of the evidence is dependent partly upon the fact that the relative influence of hereditary and environmental factors upon individual differences is not a fixed ratio but may vary widely in different populations according to the level and variability of the various factors involved.

In conclusion, a summary was given of several studies at the Institute of Child Welfare on the course of mental growth of children from two to ten years of age. Growth curves were found to show relatively little stability before the age of four years, but the constancy of the IQ and the power to predict later IQ's increases markedly thereafter. It was not possible to isolate specific educational factors which could be shown to be related to upward trends in mental development; thus, a study of several groups of nursery school children, compared with controls who did not attend nursery school but who participated in a similar test program, revealed no differences between the groups which could be attributed to this factor.

Problems of Presentday Youth

VOCATIONAL GUIDANCE AND VOCATIONAL EDUCATION FOR YOUTH IN THE SAN FRANCISCO BAY AREA

R. E. RUTLEDGE, DIRECTOR, OAKLAND VOCATIONAL SCHOOLS,
OAKLAND, CALIF.

Many agencies contribute to the solution of the youth problem in this area. High schools and junior colleges provide a haven for unemployed youth but have little articulation with vocational life. Post-high-school training in special vocational schools offers a flexible program leading to an easy transition from school to work. Extension training cares for the demands of those trying for promotion. College offerings are rich and accessible. Ample funds are available for a universal system of education. No one knows what formal education, if any, should be offered youth who will enter manual labor and factory type jobs.

The WPA has provided some jobs but for youth has delayed entrance to private employment by paying wages suitable to highly qualified, experienced workers. The CCC spends three times as much per trainee as a good vocational school and yet trains chiefly for manual labor. It is probably justified for its work accomplishment and morale building but not for its vocational education program. The NYA has been of inestimable value and should be more liberally supported. Its cost per youth is less than one-fourth of that of the CCC. Fine as public recreation is, it is no answer to the problem of those who need work. The need of youth is work, and play facilities are a mockery when unemployment is so prevalent.

Business in the San Francisco Bay area is annually solving more youth problems than all other agencies combined. Each year it absorbs thousands of youths and, thru well-staffed personnel offices, directs the in-service training of its enrollees. Training supervisors are found in many firms.

Organized labor, too, comes to our vocational schools; it, also, is business. In those fields where labor is organized, the schools bring together labor and employer representatives and, jointly, the three plan the vocational training program. Where the union is as yet too immature, or too much engaged in organizational problems to sponsor the vocational program, the public schools decline to offer training.

YOUTH IN A CHANGING WORLD

FLOYD W. REEVES, CHAIRMAN, PRESIDENT'S ADVISORY COMMITTEE ON
EDUCATION, WASHINGTON, D. C.

In discussing these problems I am presenting my personal views and not speaking either for the President's Advisory Committee on Education or for the American Youth Commission.

Youth employment and unemployment—It has only slowly come to be realized that there is a special problem of youth unemployment. Unemployed young people are usually not segregated in the general statistics of unemployment. Definite proof was furnished by the 1937 census of unemployment. That census happened to be taken almost at the peak of business activity following the worst years of the depression, but it found almost 11,000,000 workers who were wholly unemployed except for emergency work. Of the 11,000,000, almost 4,000,000 were between the ages of fifteen and twenty-four, inclusive. The unemployment rate was over 40 percent for the group of available workers between fifteen and twenty years of age, altho under 20 percent for every age group above twenty-five. No age group, even that comprising adults over sixty-five, is more difficult to place, according to the records of the United States Employment Service.

Many forces have been at work to increase the enrolment of youth in school. Probably the most powerful has been the changing character of the economic life of the country. The occupations which were and are easiest to enter at an early age, such as farming, have declined in relative importance. An increasing share of all employment is controlled by large

industrial and commercial organizations. For many years large industry has become progressively less willing to employ inexperienced young people below the age of eighteen or twenty.

Until about 1930, the trend toward reduced employment of youth in industry was counterbalanced by the enrolment of more youth in the schools. With the drastic reduction in employment which has taken place since 1930, the schools have been compelled to accept several million additional pupils who in previous years would not have continued in school. In spite of these increased enrolments, we have had a piling up of unemployed out-of-school youth.

Four groups of youth—For convenience in discussing the situation which now prevails, we may distinguish four groups of youth, two of them in school and two out of school. The first in-school group consists of the youth who appear to be gaining some profit from formal instruction. The second in-school group consists of the youth who lack interest or aptitude for the school program, particularly so far as formal instruction is concerned.

The first out-of-school group consists of the youth who are partially or wholly unemployed, or are employed in the CCC, NYA, WPA, or other emergency work programs. The second out-of-school group consists of the youth who have full-time employment or other normal occupations.

Employed youth have many problems and needs. Some of the jobs are precarious. The younger employed youth especially are likely to slip back at any time into the unemployed group. Some of the jobs even tho full time do not pay an adult wage, which may be defined for present purposes as a wage high enough to permit self-maintenance, marriage, and the establishment of a home away from the parental roof. Almost all of the employed youth need further training if they are to advance.

The in-school youth who appear to be profiting from their academic school activities also have many problems and needs. The school program may be much too narrow to give the breadth of training needed under modern conditions. The content of the courses of study, the methods of instruction, and the entire curriculum may be archaic. The provision for school health and recreational services may be inadequate. The services of guidance and counseling are almost certain to be inadequate. But for the time being, the successful in-school youth are being cared for by a going social institution. The most acute problems are presented by the other two groups, the unsuccessful in-school youth and the unemployed out-of-school youth.

On the other hand we have the even larger group of unemployed youth who have left school. Possibly half of these youth have withdrawn without having completed even the eighth grade, some of them have dropped out for purely economic reasons, some because schools, particularly high schools, were not accessible to them, others because they failed to find interest or benefit in the courses of study which were made available to them, and at least a few because they rebelled completely at the whole attitude and atmosphere of the school as they experienced it.

A nonschool youth supervisory agency—Some years ago a committee of the National Association of Secondary-School Principals, under the chairmanship of Thomas L. Briggs, gave extensive consideration to the problem of the youth who stay on in school even tho the present type of high school is not well adapted to their needs. The Committee in its report, *Issues of the Secondary Education*, stressed the desirability of adapting the schools to the pupils.

The Committee also had in mind the problem of the boys and girls who have not completed even the elementary grades. In the end the Committee came to the conclusion that "the conservation of youth can no longer be left to random effort or to individual initiative. . . . And the fact that the schools cannot undertake the necessary conservation without seriously impairing their educational efficiency leaves no wise course open but to establish some separate organization specially entrusted with the task." In other words, it was to be a general social welfare agency for youth, distinct from but supplementary to the school.

Report on secondary education by Harl R. Douglass—About the time the Briggs Committee was completing its report, the American Youth Commission was organized and began its work. It commissioned Harl R. Douglass, then at the University of Minnesota, to prepare recommendations concerning secondary education. In his report to the Commission, published in 1937, he pointed out that it is not certain that we can develop a full-time school program that would interest the type of boy or girl who does not now continue in school beyond the age of sixteen. He proposed that instead of seeking universal full-time school attendance to the age of eighteen, we should promote full-time attendance until the age of sixteen and half-time attendance until twenty or twenty-one.

If this proposal were adopted, the question would then arise as to what should be done with the other half of the young person's time. Mr. Douglass made a number of proposals for experimentation but was evidently not completely convinced of the efficacy of any one of them for general adoption. He referred to the nonschool work supervisory agency proposed by the Briggs Committee as a subject worthy of further study and endorsed it for trial on a limited and experimental basis. He appeared to be most favorable to a plan of work and study based on the cooperation of private employers with the schools, as far as such cooperation could be secured.

The cooperative work-study plan—The so-called cooperative plan, under which pupils in secondary schools and higher institutions divide their time in equal periods between school and employment, has been used on a limited scale since the pioneering work of the University of Cincinnati many years ago. Where competently administered the plan has worked well. Student workers can obtain benefits from it which are exceedingly difficult to provide in any other way. This cooperative plan is spreading, but slowly. Most employers find it expensive to arrange a special working schedule for the benefit of inexperienced young workers. The result is a tendency to cut below normal wage rates, followed by difficulty in determining a fair wage rate.

CAREER TRAINING FOR AMERICAN YOUTH

AUBREY W. WILLIAMS, ADMINISTRATOR, NATIONAL YOUTH ADMINISTRATION, WASHINGTON, D. C.

The Census of 1930 showed that there were in the United States 20,127,794 young people sixteen to twenty-four years of age. Fifty-six percent of these twenty million youth were employed. Nineteen percent were in schools or colleges. This leaves 25 percent to be accounted for. Some of those unaccounted for were married women at home and not seeking employment, but the great majority were seeking employment and could not find openings. It has been variously estimated that between four and five million make up the total of those not in school and unemployed.

This fact, that there are between 4,000,000 and 6,000,000 young people unemployed, out of school, and seeking employment, does not seem to be fully realized. Indeed, we have been acting during the last few years as tho the situation were purely temporary and sure to pass when the depression is over. As a people we have been reluctant to recognize that the condition existed in 1930 before the depression showed its effects and that it has been gradually coming on us for decades prior to 1930. An examination of the figures in census returns for earlier periods makes it perfectly clear that unemployment of young people is something that results from social and economic conditions which have apparently come to stay.

It would seem to be the most natural thing for any educational institution in which 75 percent of the pupils came from families with an annual income of less than \$125 a month to become acutely aware of the problems of young people who grow up in families living on that sum of money. It would seem to be even more likely that an institution, in which one out of every four pupils comes from a family whose parents were unemployed, be acutely conscious of the conditions brought about by the necessity of living on relief or subject to the uncertainty of government-made work or without income at all.

There is evidence that some of the teachers of America are aware of the new conditions and are attempting by all the means at their disposal to face them and to reorient the schools to this new situation. Everywhere leaders in education accept the help available thru the NYA, the 4-H Clubs, and the CCC with eagerness. But there has developed a vast social lag in which millions of our people are caught struggling desperately, pitifully, helplessly—with all gates of opportunity visible to them closed.

It may be that in order to do all that needs to be done in educating young people we must agree to an extension of the years which we are prepared to have a young person spend in securing his education. Viewing the whole situation, including the labor market, with special reference to the fact that persons in the middle of life's span have and undoubtedly should have first call upon all available employment, there is every good reason why we should extend the years devoted to instruction and the

securing of a rounded out education. Part of this extension should be devoted to the development of the disciplines we ordinarily call work. For while it is economically and socially undesirable that young people should enter the already crowded labor market, it is extremely desirable that they have the discipline which comes from manual work as well as from mental effort. A sixteen-, seventeen-, or eighteen-year-old boy should have the training that comes from concentrated physical effort. It is wrong to allow young people to grow up without the discipline that comes from imposing exacting hours and tasks requiring completion.

Another difficulty confronting young people results from the fact that modern conditions have not only curtailed employment among them and their elders but have also denied them access to money. Lack of pocket money becomes and is one of the major social factors in current so-called youth problems.

The young people of the last seven or eight years have found themselves in a much tougher and more difficult situation than that which confronted their grandfathers. When their grandfathers found that they were caught in eastern cities and city slums with low wages, desperate labor conditions, and great unemployment not dissimilar from what exists now, they could go out and find opportunity on the land. The grandchildren of the pioneers—young people of the present on-coming generation—cannot go out and find new opportunities on unoccupied land. They have to stay at home and take it.

If the schools are to be of more help to the young people in the years immediately following school, then it is important that they understand what young people are experiencing after leaving school and what they think of the facts they learned while in school. Four extensive studies have recently been made. 'The Regents' Inquiry of New York State secured evidence thru tests and school records on 53,091 youths who left school either by withdrawal or graduation during the year 1938. This Inquiry interviewed about 2000 young people who were out of school and unemployed. The American Youth Commission of the American Council on Education interviewed 13,528 youths in Maryland who were out of school. The U. S. Office of Education has collected facts in a number of recently reported studies from a number of sections of the country. An elaborate study made by the NYA and WPA is based on 30,000 detailed work histories obtained from young people in eight representative cities. All of the youths interviewed had left school. What happened to these 30,000 young men and women may be said to be typical of what happened to the whole body of American young people leaving school during these years. What these work histories show in general is a picture of striving youth seeking to secure employment, not too easily discouraged, believing in and retaining faith in the American system of industry, but finding the going tough.

Some facts of social import stand out: Ninety-five percent of all young men and women interviewed have been in the labor market at some time

since leaving school, and 77 percent of all youth were in the labor market at the time they were interviewed, and being in the labor market was defined as "actually employed or actively seeking employment." Few of these youths indicated that while they were in school they expected to encounter difficulties in getting work. Few, indeed, gave any thought to actual preparation for vocations according to their statements. They believed that they would be able to get jobs of some sort after leaving school and were confident that they would be able to work up to something better in a few years. These beliefs were held not only by young people entering the labor market prior to 1933 but by 83 percent of those who entered the labor market in 1933 and in the years immediately following.

The average youth entered the labor market at eighteen years of age. There was the all too well-known lag, an average, as the Maryland study showed, of three years between leaving school and becoming adjusted to the labor market. Fifteen out of every hundred of the 1929 group had not been able eight years later to secure even part-time employment, while twenty-seven out of every hundred of the 1933 group, four years later, that is in 1937, had failed to find any employment.

In closing, I want to express my appreciation for the fine cooperation the school administrators, officers, and teachers have given the National Youth Administration. I want to pay superintendents, principals, and teachers the highest tribute I can for the high integrity and intelligent and unselfish way they have administered the millions of dollars of student aid funds and work without a major defalcation. This public service rendered without cost to the government—and without even so much as a written agreement—constitutes one of the most inspiring chapters of the discharge of a public trust in the history of government.

DISCUSSION GROUPS

Wednesday, July 5

Civic Education for a Democracy

SOCIAL JUSTICE

MRS. LAUREL KNEZEVICH, VICEPRESIDENT OF THE ASSOCIATION; AND
TEACHER, CANFIELD AVENUE SCHOOL, LOS ANGELES, CALIF.

That our capacity as a nation to produce is idling along at half speed is axiomatic. That millions of the people in the United States are in actual want is also axiomatic. When these two conditions have been adjusted in their relationship to each other we shall have achieved social justice. If we are ever to see the day when our full productive capacity is being used in supplying the wants of the needy, we are going to have to revert to that homely American virtue—common sense.

During our economic troubles extending over the past several years, two schools of thought have developed, each of which wants to furnish the

prescription for social justice. In our own national thinking there are those of us who are willing to scrap our American economic system. Those persons believe that defects exist in our political structure and that we must have a new one to cure the faults of the old. There are also those who stubbornly stick to the status quo and insist that since we have survived the iniquities of our own way of doing business thus far, no harm can come from enduring them a while longer.

The "have nots" among us are, for the most part, the ones most insistent on revolutionary changes in our economic structure. Armed with intolerance, emotion, and muddled thinking, they are striving for what they consider social justice. The other part of our divided people, those who have, are tenaciously clinging to outworn customs and procedures that have helped them gather unto themselves large portions of this world's goods at the expense of their fellow men.

As a consequence of this blind bickering, we find ourselves still far removed from the economic prosperity and social justice that might be ours if we called in common sense to chart our course. John Dewey once said, "Playing a piano is not merely hitting at the keys." Finding social justice is not merely arguing, wishing, or wondering; it is planning. To plan for social justice, we have a simple formula—use common sense.

Social justice is of course not confined to matters of economics. Equal educational opportunities for all children, the right of free speech, freedom of the press, freedom of worship, and the inalienable rights of all Americans to the pursuit of life, liberty, and happiness are component parts of social justice. But while we are in the midst of a period in our lives when millions are unemployed and where other millions are struggling for the bare necessities of life, it is vitally important that we straighten out the problems of society that have to do with food, clothing, and shelter.

By only a sane, common sense program of cooperative work can we hope to succeed in solving the social problems with which we are confronted. As teachers we have some influence in our respective communities. We have the solemn responsibility of molding the minds of youth. It is our opportunity to use common sense in our own decisions and in our influence on others.

SOCIAL ACTIVITY

MINNIEMAE JONES, PRESIDENT, LOCAL PUBLIC SCHOOL TEACHERS
ASSOCIATION, LEAVENWORTH, KANS.

If that objective of civic responsibility, social activity, could be realized, we should have heaven on earth. If our democracy is to survive, the teaching profession must double its efforts in developing a spirit of humanitarianism. Our students should be taught to be interested in the welfare of one another and in the general welfare. Our students must be taught to judge values from a social viewpoint which is achieved in group activity. High-school seniors are very much interested in contemporary problems. Keen and intelligent interest shown in a public forum conducted every spring by the inter-

national relations class of our high school is excellent proof of the student's interest. Unemployment is a favorite topic for discussion.

Adult education should be given so that parents can keep abreast of our changing views. European nations are ahead of ours in offering educational opportunity for older members of social groups. The Educational Policies Commission reports in *The Unique Function of Education in American Democracy* that education faces new responsibility for the education of adults. The period of youth is prolonged by no jobs and the high tempo of industry leads to the discard of men and women at or near the close of middle life.

The art of getting along with one another is also a popular subject for discussion. Students realize the need of intelligent compromise and appreciate the fact that their success as well as their happiness depends upon their ability to get along. As every teacher knows, extracurriculum activities present a situation for training in civic attitude.

CRITICAL JUDGMENT

B. C. B. TIGHE, VICEPRESIDENT OF THE ASSOCIATION ; AND PRINCIPAL,
SENIOR HIGH SCHOOL, FARGO, N. DAK.

In a free country such as ours with free, dynamic institutions, youth should be taught the basic principles underlying sane critical judgment. The American concept of evolving government requires that change must be viewed critically but not necessarily negatively. This process of analytical and synthetic thinking involves the development of an awareness in the mind of youth that calls for expression not from its prejudices but with an intelligence divorced as completely as possible from traditional provincial influences of birth, breeding, and environment.

The vast and widespread contemporary existence of subversive propaganda calls for a new interpretive level of life on which the mind and reason shall normally function. This level will be above the emotive plane on which human behavior now largely manifests itself.

If democracy is to become increasingly popular and efficient thru the directive force of a sound and rational public opinion, our schools have as yet an unfulfilled obligation to train American youth to view critically but impartially the political, economic, and social ideology of its time. To do this effectively youth will need to be taught a scientific method of procedure involving a knowledge of much historical data to be analyzed and synthesized. Thru a knowledge of inductive methods, youth can test with at least some degree of accuracy the social pronouncements of its contemporaries.

The power to think in abstractions, dissociated from selfish or unworthy purposes, must be an educational endowment of our children and our children's children before society can succeed in the slow process of governmental purification and general social reconstruction. The ability to reason from clear concepts and valid premises to logical conclusions should become the educational possession of all normal youth. For instance, the question

which engages the attention of so many Americans at present regarding the desirability of a third term for President Roosevelt is not one to be settled on the basis of our political predilections or affiliations but rather on the basis of the influence of such a departure upon the general welfare, both present and future. Points for and against the third term idea must be critically and intelligently judged. Irrelevant and extraneous statements must be excluded and the remaining arguments must be considered from the standpoint of their effectiveness and scientific value. When we can develop a generation capable and willing to view the affairs of democracy impassionately and rationally, we can justly assume that our civic education has succeeded in elevating the level of American citizenship to a new high record of political and social efficiency.

TOLERANCE AS A FACTOR IN CIVIC EDUCATION

PAUL THURSTON, VICEPRESIDENT OF THE ASSOCIATION; AND
SUPERINTENDENT, SCHOOL DISTRICT NO. 1, OVERTON, NEV.

Tolerance plays a great part in the success of democratic government. In America tolerance means that the people of the country hold respect for the opinions of others. It is the patient forbearance in our relations with those who differ with us not only in politics but also in our personal opinions, social habits, form of worship, color, race, and culture. However, tolerance implies more than forbearance. Properly conceived, it is the positive and cordial effort to understand another's beliefs, practices, and habits without necessarily sharing or accepting them.

One does not necessarily need to become a weak character to be truly tolerant. The word "tolerance" does not mean that everything is supportable and that any amount of deviation is allowable. It is suggested that one's principles and standards should be tempered with patience and with a readiness to subject them to conditions thru practical and intelligent tests, but it does not suggest one should have no principles or standards.

There are at least three things that we Americans cannot tolerate: (a) We cannot tolerate continued malicious and intentional violation of the laws and standards of our country. (b) We cannot tolerate serious attempts of foreign powers to overthrow our government. (c) We cannot tolerate gross and prolonged ignorance on the part of the American people.

Tolerance, then, is a view to be tempered by intelligence. Much sound judgment is required by the people of a democracy in exercising true tolerance, for it is not made easy at any time these days to determine who are violating the rules, who are intentionally and maliciously out to destroy our form of government, or who are the ignorant. This is the reason why I believe tolerance should be a factor in civic education. Bigotry and intolerance are the inevitable earmarks of ignorance, while the first fruits of education are sympathy and understanding. Tolerance is learned largely by unconscious absorption from examples of others in the home, classroom, athletic field, street, store, and office.

Free public discussion is the only genuine American way of solving our differences in a democratic republic, and when people moved by conflicting emotions gather to discuss an important public question they owe it to themselves as well as to the spirit of the Constitution of their country to listen to all sides with equal attention and courtesy. Discussion and deliberation are required to find the more satisfactory course of action. The more practical and urgent the problem, the more need for discussion and open-mindedness.

Our school children should learn that the minority groups are the necessary checks and balances on people holding public offices or parties in power, and they wield a necessary corrective influence in the protection against the rights of the people. In regard to tolerance and human weaknesses, the following might be good material for study: "One cannot pass judgment on another person's actions until he knows what the man's x is. A man's x is an unknown quantity that lies behind his character, his opinions, manners, and actions which are generally different from others."

Children can be made more tolerant by teaching them how to deal with propaganda. Propaganda is nothing more or less than opinion which is intended to influence the actions and opinions of others to some predetermined end.

Considering the crisis which our country is facing today and the importance of true tolerance in the success of a democratic government such as ours, the crying need for tolerance is seen in a hundred departments of our social order today. We must not be content to admire tolerance in the abstract. True tolerance is needed in the home, in government, in business, and in every activity of human endeavor. Progress can be made toward making America more nearly the home of tolerance if more emphasis is placed upon this principle as an essential factor in civic education.

SOCIAL APPLICATIONS OF SCIENCE

LESTER A. RODES, VICEPRESIDENT OF THE ASSOCIATION; AND SUPERVISING PRINCIPAL OF SCHOOLS, SOUTH RIVER, N. J.

If we accept the pronouncements of the Educational Policies Commission that the "objectives of our schools are a form of social policy" and that "the social policy of America is democracy," we must also accept the principle that the advance of science must be measured by its contribution to the general welfare or the common good. The expression, "social applications of science," implies there are other than social applications, that there are some applications that are not for the common good which do not build democracy. Science both builds and destroys, it prolongs life and shortens life, it creates wealth as well as poverty, it builds instruments of peace and instruments of war, it rehabilitates those crippled and maims those whole of body, it brings us joy and brings us sorrow. In short, science can be a compassionate benefactor to our general welfare or it can be an impassionate, ruthless, and cruel Frankenstein.

For a century and a half education in America was slow to grasp the scientist's viewpoint. Perhaps education is to blame for science getting out of control. Nevertheless, education must control the applications if it is to serve democracy and is to reduce the economic, political, and social tensions that now exist.

Science and invention must be made to serve humanity. Inventions designed to reduce labor, speed up production, and lower costs inevitably lead to unemployment, occupational diseases, and poverty for the masses. These are the ineluctable byproducts of the race between a science of material progress and a socially controlled culture. When the art of living succumbs to the material march of science, social control is lost and humanity suffers. The only way to remove this threat to democracy is for education to regain control by using the efficiency of technology to free mankind from his shackles and make science serve the ideals of democracy in a free industrial culture. The scientist must be made to think and act altruistically, just as the teacher, the artist, and the religionist would act. Science should take its place among the other fields of education in seeking knowledge for humanity's sake and increasing the common culture of man thru the dissemination of truth and goodwill. Science has known its greatest growth in the freedom of democracy aided by the stimulation of education.

If science is to serve humanity and democracy it must accept the task of broadening its viewpoint, open up its mysteries to all, and acquaint our citizenry with its purposes and methods. Thus only will a common understanding be created so essential to the common welfare. If our people are to have a sympathetic attitude toward science, if they are to intelligently use the inventions of science, they must be taught to think in terms of science. They must be led to make the correct applications and evaluation of scientific facts, and they must understand the new social and economic problems caused by technical advance so that they may help in the readjustment of society and government. Wise consumership depends upon a modicum of scientific intelligence. To continue to exist science must depend upon the consuming masses and must accept the responsibility of disseminating scientific knowledge. This is a legitimate contribution of science for as our people learn to think critically and scientifically, greater social, economic, and political stability will be attained.

Science must concern itself more and more with the physical well-being of man. Here again our schools lead the way in providing thru medical science physical examinations, medication, physiological corrections, and pathological treatments. Few schools today ignore the obligation of correcting physical defects. Most of them furnish immunization against diseases. Clinics are provided in many communities and the health of school children is greatly improved. Science has played a big part in the extension of our life span in America. Some would say that in our program we are propagating socialized medicine. I prefer to call it social application of medical science. If our public health program demands socialized or state medicine, let us have it. Industry and state governments have accepted the responsibility

quite fully for the health and physical well-being of their employees and wards. Science has done much to eliminate accidents and disease. Better housing and recreational facilities for our citizens are being created by science at the instigation of our democratic institutions.

Finally, democracy requires that science serve the social order of today. If science is so vital a factor in the peace of a people, if it can create or destroy economic and social standards, if it can turn love into hate, then only those social applications of science that are peace making, creative, and uplifting can be tolerated. In the area of personal relationships science is charged with the responsibility of assisting education in making possible such moods and attitudes as remove hatreds among races, break down prejudice and intolerance, and promote the brotherhood of man.

WORLD CITIZENSHIP

CAROLINE S. WOODRUFF, FIRST VICEPRESIDENT OF THE ASSOCIATION;
AND SUPERVISING PRINCIPAL, STATE NORMAL SCHOOL, CASTLETON, VT.

Early in the year a questionnaire was sent out to thousands of men and women, leaders in various fields of thought, representing conflicting opinions, but always friends of education. It went to leading citizens in the great countries on every continent, asking their concepts of world citizenship and the part that education should play in building it.

The host of replies, reflecting deep thought and conviction that education must play a significant part in this great world program, were assembled and tabulated. These are powerful, thought-provoking, action-stimulating. A few of the replies follow:

Babson, Roger, *statistician*—Ultimately, world citizenship means being the citizen of a nation which is a member of a powerful League of Nations—for the time being, it means one who loves his neighbor as himself, irrespective of race, color, or creed. . . . A spiritual awakening must accompany an intellectual awakening.

Beard, Charles A., *retired professor of history, Columbia University*—Partly by acquiring knowledge of other peoples and partly by nourishing the spirit of humanism one may develop sympathy with the struggles of all mankind for a nobler life.

Cubberley, Ellwood P., *dean emeritus, school of education, Stanford University*—World citizenship . . . involves kindness, friendliness, consideration for the rights and feelings of others, respect for real manliness under any kind of a skin or creed, and a willingness to do one's mite, as a citizen or a traveler, to promote friendship based on mutual respect, confidence, and devotion to the best things in life.

Grayson, Cary T., *former chairman, American Red Cross*—Education can assist in developing world citizenship by placing greater emphasis than ever before upon the spiritual rather than upon the material values in life.

Kennedy, Charles R., *dramatist*—Positive practical insistence upon the brotherhood of man and the fatherhood of God.

Nájera, Francisco Castillo, *Ambassador from Mexico*—. . . through public education, an atmosphere favorable to world citizenship can be created; but in every country, public education is but the reflection of its environment. For that reason public education becomes the effect—never the cause—of the state of things.

Perkins, Frances, *Secretary of Labor*—World citizenship, like charity, should begin at home. The qualities of mind, heart, and character which enable men and women to become useful citizens of their own community, their own state, and

their own nation are those which, if properly developed, will contribute to attainment of the larger sphere of world citizenship. . . . It is possible to become a world citizen without ever crossing a national frontier. . . . We must look to education to break down the mental barriers which stand between different groups and to develop the qualities of integrity and cooperation which enable individuals to work together for the common welfare. . . .

Sexson, John A., *superintendent of schools, Pasadena, California*—. . . It involves ultimately a willingness to extend to all humanity the benefits of those fine human attributes that have flowered in the best of home and family life throughout the world.

Wells, H. G., *English writer*—The driving force that makes either peace or war is engendered where the young are taught. The teacher—whether mother, priest, or schoolmaster—is the real maker of history.

My conviction at that time is doubled and redoubled today that the greatest responsibility upon public education and upon us as educators, in whatever field we may be placed, is in finding some contribution to the solution of the great world problem. If education is the bulwark of democracy, and if democracy, fully exercised, is the hope of world amity, then it is upon us to put our keenest thought to work upon the part that education must play in the solution of world problems.

We had no thought that out of the year's consideration of education's responsibility in building world citizenship would come peace between nations at war, but we did believe and still believe that the centering of our thought upon the responsibility of the members of our profession in building a concept of world relationships, thru the children and youth who are entrusted to us, did stimulate a bigger emphasis in the classroom, thence into the homes. We should continue the gesture in every field of educational activity; in every classroom we should ally ourselves actively in international movements.

The National Education Association has endorsed every movement leading to world peace since 1899, when meeting in the state of California at Los Angeles it tendered officially its support to the first peace conferences in session at the Hague, and it has so recorded its attitude by resolutions year after year ever since.

Attainment of world citizenship is a long process. If this generation can further world relations in any degree thru the process of education this must become an active dynamic thing in all our relationship, and civic education for a democracy must find in its program world citizenship as a big factor.

LAW OBSERVANCE

JOHN ASELTINE, PRINCIPAL, SAN DIEGO HIGH SCHOOL, SAN DIEGO, CALIF.

Learning to observe the law is a process of growth which begins at earliest childhood with the gradual increase in ability to conform to the simple rules of the home and continues thru school and later life. It is largely conditioned by two factors: the traditional American attitude toward law generally and the rapidly changing climate of American living.

We have continued to this day to reflect in our personal attitude toward

all law the spirit of our revolutionary forefathers when they jettisoned valuable merchandise and manhandled His Majesty's excisemen because the tax laws were deemed unfair and unreasonable. An attitude which was doubtless a virtue in those days when we were struggling to gain our personal liberties, and when rugged individualism was necessary for survival, seems today to be among our most egregious vices and the first task of the school is to modify that attitude without losing the precious spirit of personal liberty.

We all agree that we must become more law abiding if we are to live together happily and comfortably. The question is, How are we going to learn? Some say that we must emphasize law enforcement. We must exact in our schools an unquestioning obedience and respect for law and this may be done by following military procedure.

I do not wish to discredit or underemphasize law enforcement, but I do wish to stress what I consider the fundamental aspects of effective learning of law observance. First, we must provide in our schools from the earliest years those experiences which will enable our children to develop a social consciousness. They must feel that they are an important part in what is being accomplished and that laws are necessary if they are to be given freedom to accomplish those things. Second, our children should have those experiences which will help them to understand the nature and courses of the changes in our culture and thus better understand the reason for changing laws and the inadequacy of old laws. We hear much of the Englishman's observance of the law, yet England a hundred years ago and more, when millions of men and women had lost all security of living, was in as sorry a tangle as we are today with our overflowing prisons and hard-pressed law-enforcing officers.

Much has been said about developing respect for the law. We have been told repeatedly that the law must be obeyed because it is the law, and that if it is a bad law we must wait for the processes of government to change it, but in the meantime we must obey it. We would agree with that. On the other hand, let us not lose sight of the fact that laws in themselves are not sacred except as they serve the ends of human rights and justice. Every great teacher in history has reminded us that there is only one law among human-kind that is sacred and upon which "all the laws and all the prophets" must justify their existence. Our individual well-being and the social good are completely dependent upon the effectiveness with which we learn to live, both in school and out, in accordance with the Golden Rule. If we learn to observe that law we need have no fear for the future.

ECONOMIC LITERACY

R. L. HUNT, VICEPRESIDENT OF THE ASSOCIATION, MADISON, S. DAK.

Economic literacy—the status of being educated or learned in the ability to earn, distribute, and use wealth or income, both public and private—has long since been acknowledged as one of the most important objectives or

goals of education. This goal, like too many of our educational objectives, seems to have been left to accidental learning. The need today is a balanced training and understanding of the relative importance of both producer and consumer.

Since the theme of this discussion centers around civic education for a democracy and is addressed to teachers, the natural question is, What can we, as teachers, do to impress upon the youth the importance and necessity of economic literacy? Fay and Bagley, in their book *Elements of Economics*, give five advantages of studying economics, namely, (a) to increase our knowledge and our understanding of ourselves; (b) to train us in the kind of thinking we shall be called upon to do in our daily lives; (c) to help us in our particular work by showing us the relations of our work to the work of those around us; (d) to make us more useful, intelligent citizens; and (e) to lead us to a store of interesting and useful facts concerning business and industrial activities. Every teacher needs to study economics for these reasons if he is to efficiently present these fundamental factors to the youth in his task of training citizens.

Too often we narrow the scope of economic problems to those of labor, business, or science. We overlook the consumer, which includes all phases of labor and industry. The emphasis here should be upon the development, training, and acquiring of practical knowledge of the individual. Intelligent production and consumption must go hand in hand. Work must be regarded as something to be sought, enjoyed, and respected rather than as something to be avoided, suffered, and despised.

Perhaps the term "consumer education" rather than "economic literacy" more nearly expresses our everyday thought. Harap, in the May 1938 *Education Digest*, says that the public is receptive toward consumer education and that the school ought to assume this added burden or task. The complexity of economic life, the present economic maladjustments, and the current trend in education toward more emphasis upon preparing youth for living in the world today point toward the need for consumer education.

Naturally the question arises, Where will the teachers get the necessary training and background for this task? The teacher-training institutions have come to their rescue in other fields, just as they are beginning to do and will continue to do if we get the vision of our task and responsibility in this field, and demand such training.

The term "standard of living" is relative. Poverty, which is both cause and effect of a low standard of living, is also relative. However, the problems of raising the standard of living for some, and removing poverty for others, must be met, and the schools cannot disregard them even tho much of the materials by which these problems can and may be solved must come from other surgeons. Consumer education is a universal need. Wise consumption is just as essentially a part of our American principles of democracy for the upper economic groups as for the lower ones altho the element of necessity is not so pronounced.

DEVOTION TO DEMOCRACY

ANDREW AVERY, VICEPRESIDENT OF THE ASSOCIATION; AND SUPERINTENDENT OF DECATUR COUNTY SCHOOLS, BAINBRIDGE, GA.

In a program of civic education devotion to democracy is an indispensable asset to practical education and a distinct challenge to curriculum development. The first lesson of the little citizen should begin with a study of self-government and each succeeding lesson should be built around duties, privileges, and responsibilities of young citizenship. Loyalty to family will be accompanied with loyalty to society, government, and religion. To insure a successful program of civic education the curriculum must be practical enough to meet the peculiar needs of individual students and adequate enough to provide a comprehensive program of public education. This program will take into consideration the social, economic, and legislative forces which are bringing universal education to all youths. This curriculum should include courses in homemaking, health, child care, cooking, sewing, art, music, budget accounting, practical arts, agricultural and industrial education, literature, radio, visual education, dramatics, play production, news reporting, and other fields just as far as community needs are evidenced. In these courses of study liberty of thought and experiment should be encouraged. Such a program should guarantee that every child shall have that opportunity which will enable him to make such progress as becomes one of his intellectual attainments.

There is no justification for annual expenditures for public education to range from \$19 per pupil in one state to \$124 per pupil in another. The poorer states are usually forced to pay higher millage in taxation and, yet, have least funds for public education. We often publicize economic conditions of industrial sections and minimize domestic problems of agricultural areas, but farm life and rural opportunity are indispensable factors in the promotion of democracy and, hence, must come in for full share of benefits in any comprehensive program of civic education. With proper efforts on the part of state governments to be supplemented by equalization funds from our national government, equalization of appropriations can prevail and we can hope to keep interested and qualified teachers in our rural schools and, thereby, maintain the curriculum with definite aim and purpose. Public enterprise, civic progress, and religious institutions are ever strengthened by character of manhood and womanhood of rural areas. With increased rural facilities and opportunities, many of our social, economic, and legislative problems will vanish, and intelligent solutions can be applied to many of these that remain. The American public school is the only agency that can or will furnish adequate educational opportunities to all the children of all the people.

Social Services and the Schools

SOCIAL SERVICES IN AMERICAN LIFE

EDITH E. PENCE, DIRECTOR OF CURRICULUM, PUBLIC SCHOOLS,
SAN FRANCISCO, CALIF.

As general economic conditions have changed, extending the serious problems of economic and social welfare to a much larger proportion of our population than formerly, critical questions have arisen as to what further social services should be provided, who should provide them—the government or private agencies—who should be served by them, and on what basis new services should be made available to individuals in need of them.

In our educational system we seek to carry out the basic principle of our democracy—that of giving equal opportunity to all our young people to develop to the maximum degree possible for each those things that will make for satisfactory lives for them as individuals and as future citizens of our democratic social order. These things are good physical health, good mental health and useful mental equipment, sound moral character, economic equipment along the lines of vocational preparation and occupational opportunity, wholesome provision for nonworking hours, and that social understanding which will enable them to take their places successfully in our American social order.

If the school is to enable its young people to achieve the well-rounded development to which they are entitled and which our democracy needs in all its future citizens, it must work closely with all other services which contribute to that development and to the equalizing of opportunities for the extremely varied pupil personnel of our schools. Probably there is no better way to show the value of these different services and their definite relationship to education and its purposes than to cite briefly our findings in connection with our program for the prevention of juvenile delinquency.

There was no question but that the cooperation of many different services, both public and private, must be called for. To correct or counteract unfavorable home conditions there must be assistance from social welfare agencies, juvenile and other courts, the public health department, the church, parent education groups, the nursery school, and other public and private services. To remove or reduce health handicaps, the public health department, health clinic, psychiatric centers, child guidance centers, and various social welfare agencies must be called upon. To replace harmful forms of diversion and entertainment by wholesome recreational activities, cooperation was needed from the public recreation services, libraries, community centers, parent-teacher groups, young people's clubs, and from the social welfare agencies with their facilities for diversion and recreation. To improve the occupational outlook for the older youth assistance was needed not only from such agencies as the junior division of the federal and state employment service and from various youth commissions but also from organ-

izations and individuals in the fields of business and industry. For the developing of a more wholesome community environment it was essential to have the cooperation of parent-teacher groups, of churches, of service clubs, and particularly of the coordinating councils with their membership made up of representatives of different public services such as the police department, the health department, the recreation department, the school department, and the juvenile court.

Neither the school nor any other one of the agencies and services mentioned could develop and carry out alone an effective program for the welfare of youth. This applies to our normal democratic program for the education and development of youth and adults as well as to any program for the prevention of delinquency. Not only is the contribution of each of the different services necessary but their activities must be coordinated in a well-planned community program.

THE SPHERE OF EDUCATIONAL SERVICE

CHARLES A. ADAMS, ATTORNEY AT LAW, SAN FRANCISCO, CALIF.

Educational service in its broadest and largest phase is illimitable; its sphere cannot be circumscribed. There is no worthwhile activity that is not the result of, if indeed not dependent upon, those qualities in the individual which further his mental, moral, and physical development and which have been largely, if not entirely, produced by instruction and training. In this concept of the term, "educational service" would necessarily include library, recreational, and health service—indeed every public service contributing to the welfare of the community.

The educational program provided by the federal government in connection with the relief work being carried on is neither well designed nor well administered. For instance, as is pointed out in the report of the President's Advisory Committee on Education, the CCC was originally established to further purposes of relief and conservation. When, however, it was found that 84 percent of the enrollees had not completed high school, that 44 percent had left school without having gone thru the elementary grades, and that many of them were practically illiterate, the camp commanders were instructed to organize an educational program.

It is more than likely that the work of the CCC will be continued; and it may be that the work projects of the NYA will be consolidated with it. It is extremely doubtful, however, that state and local authorities will ever be given the control or supervision of the educational program of either of the federal activities mentioned.

There are many of us who believe that the common school program might well be extended both horizontally and vertically; that it should provide for the preschool child and the adult as well as for the youth and the adolescent; and that it should offer widely diversified types of education suited to the varying needs and capabilities of those who would avail themselves of the opportunities offered. But there are more of us who do not

so believe. They are fearful that even now what they term "the fundamentals" are being neglected because of the introduction into the curriculum of what they are pleased to call "frills and fads." It is not strange that there should be this divergence of opinion with respect to the type of education the schools should offer because the dominant factors involved cannot be measured, weighed, or otherwise scientifically evaluated.

With the changes in the economic, social, and industrial conditions of American life during the last twenty years, and with the increased percent of the high-school population being enrolled in our secondary schools, changes have been made in the traditional elementary- and high-school curriculums. Much of the changed curriculums is designed to bring about in the children what is termed "social intelligence" so that as men and women they may work and live together more successfully in the development of an enlightened citizenship.

The schools that provide vocational courses which fit the pupils to immediately enter industry trained in the vocation in which they engage are few and far between; and that they are sorely needed is evidenced by the studies and surveys carried on by the American Youth Commission. Among other facts disclosed were three of especial significance: (a) that approximately one-third of all the youth of the land between the ages of sixteen and twenty-five were out of school and unemployed; (b) that three-fourths of our young people are out of school at eighteen years of age; and (c) that the curriculums of the secondary schools are ill suited to the needs of at least 60 percent of the pupil enrolment.

Some way must be found to not only adequately train youth for their jobs but also to make certain that the jobs will be available when they have finished their training. Of course this can never be the work of the school alone. There must be a close and willing cooperation between industry and the school.

While recognizing the need of technical training, there are those who believe that this should be obtained on the job and not in the schools. Furthermore, it has been said that studies indicate that not more than 5 percent of all workers in industry require skilled training and that approximately 95 percent of these are trained on the job under the supervision of a foreman. It may be that the ideal program of vocational education will provide for part of the training on the job. Indeed, our public schools may eventually adopt the cooperative educational system which characterizes Antioch College where the student spends part of his time in school and part on the job.

COMMUNITY LIBRARY SERVICE

COIT COOLIDGE, LIBRARIAN, HAYWARD PUBLIC LIBRARY, HAYWARD, CALIF.

Librarians and teachers are alike in that they want a program of public education that works, a program that can demonstrate results. In a broad view of public education embracing not only classroom teaching but also

guided leisure-time activities and adult education, together with public library service, an integrated program would be highly desirable. In working out such a plan, it will be found that the library has a definite and distinct contribution. In making it effective, it is important that the members of the governing board understand it thoroly and that they be prepared on occasion to interpret it to the community. A board of education carries a tremendous responsibility, and the board being made up of laymen who have other activities than board work, the amount of time each can give to board work is more or less limited. If 90 percent of the budget is directed toward classroom teaching, 90 percent of the board member's attention is directed toward that activity. A librarian meeting with such a board would be a minority interest.

It costs much less to run libraries than it does to run schools so that the public library system would always be a financial minority. That librarians are able to take advantage of a natural economy of operation does not, however, minimize their importance in a program of public education.

Libraries and schools are alike in that they deal in the same thing—ideas—but they differ widely in method. It is the function of libraries, traditionally, to store the knowledge of mankind. It is the function of American public libraries to convert these storehouses of human knowledge into powerhouses of ideas ready for use in furthering the education and civilization of mankind. The librarian must not only design and operate this machine but he must also select from the mass of material that comes off the printing press what shall go into it.

There comes then a vision of what I like to call dynamic librarianship—the art of producing the right book for the right person at the right time. It is important that the personnel of that democracy be kept informed, yet for most of us, our only view of the outside world is that we get thru books. The librarian stands at the gate where the views of the outside world are sorted. He must determine for each its authority, its readability, and the particular persons in the community for whom it would be useful.

It is the opportunity of librarians to fan the sparks of education that have been lit in the minds of pupils so that each spark will grow thru life into a flame of mature knowledge. Students when they graduate stand only upon the threshold of knowledge. If they have been well taught they will have the tools with which a man may obtain knowledge. Once so equipped they may move thru the libraries of the world with the best minds and the best thoughts that the world knows.

Librarians and schools have much in common. They should have an integrated program. I would suggest that integration might now be tried out by use of a small steering committee made up of representatives of each independent board involved and the chief executive of each activity involved. This committee, working in conjunction with the chief executives for each part, could well map a program of coordinated activity that could be taken as a basis for simultaneous action by each board. Each library school should include in its summer program, institutes, or in-service training activities

a course designed to give the librarian a perspective of the classroom teacher's method and the classroom teacher's problem.

SCHOOL HEALTH PROGRAM

WILLIAM W. BAUER, DIRECTOR, BUREAU OF HEALTH AND PUBLIC INSTRUCTION, AMERICAN MEDICAL ASSOCIATION, CHICAGO, ILL.

I believe that social services, so far as they necessarily touch upon the schools, should be actually incorporated in the program of the schools only to the extent that they are necessary for the following purposes: (a) the protection of the school child against hazards inherent in or contributed to by compulsory attendance at school; (b) the contribution which they can make to the education of the child; and (c) the protection of the community against wasteful expenditure of funds provided for education.

When all children are compelled by law to attend school, it follows that an obligation is created on the part of the school to safeguard them against all hazards which are created or in any way contributed to by the environment into which public policy forces these children. This means that there must be insistence upon minimum standards of environmental sanitation, using the word sanitation in its broadest sense.

Among the essentials for a school health program I would place efforts to identify so-called defects, any condition which handicaps the child in his procurement of an education. This involves provision for examination of the child at intervals during his school career. I believe it better to provide one examination upon entrance into school, or just before, such as the Summer Round-Up Examination of the National Congress of Parents and Teachers, plus two other examinations in the elementary-school life of the child. These subsequent examinations should be spaced differently according to whether or not the junior high-school plan is followed in the community. Where there are six elementary grades, the child should have a second examination in the second half of the third grade or the first half of the fourth grade, and his last examination during his year in the sixth grade. If there are eight elementary grades, the second examination would come in the fourth or fifth year and the third in the eighth year.

Whether school physical examinations should be performed by the family physician or by the school physician is a question which must be settled locally. To have such examinations done by the family physician who knows the history and personality of the child and the family is an ideal which is admittedly difficult of achievement, especially from the administrative standpoint.

With respect to the remedial procedures required, physicians are firm in the belief that these should not be provided by the schools and we note considerable agreement in school circles with this opinion. There are several reasons: (a) educational funds are provided for educational purposes and not for medical purposes; (b) providing treatment by the schools constitutes an educational experience which badly prepares the student for conditions

subsequent to school life when he will have to provide treatment for himself; and (c) the schools are not equipped and can with difficulty be equipped to carry out treatment satisfactorily. It is recognized, of course, that treatment must be made available for those who cannot pay for treatment out of their own resources. This does not mean, however, that it must be provided by the schools, tho it may mean that the schools may have to assist, thru their nursing or visiting teacher personnel, in guiding the family to sources of aid.

Another important function of the school is health education. To impart information and to arouse the desire to utilize it constructively for better health is the greatest contribution the school can make in this field. The inculcation of a sane interest in the body and its functions and a desire to maintain them at their best is an educational achievement which educators have recognized as the first objective of education.

Nothing in this paper is intended to discourage the fullest cooperation between the schools and social service agencies in the community, using this phrase in its broadest significance. The schools should be aware of the work of relief, welfare, health, recreation, and all other agencies in the community which may contribute to the health and welfare of the school child, and should make these agencies aware of the needs and opportunities for their services in relation to school children. Most of all, I would plead that the professional groups in the community be not overlooked, especially the medical and the dental professions. In the last analysis, the health of the school child is in the care of his parents and of the family doctor and dentist. Unless this fact is kept definitely in mind, the school health program will inevitably fail to make its best contribution.

WELFARE PROGRAM OF THE SCHOOLS

SAM H. COHN, DEPUTY SUPERINTENDENT OF PUBLIC INSTRUCTION,
SACRAMENTO, CALIF.

Welfare service to youth by the schools may be discussed under four general classifications—physical, economic, occupational, and spiritual. During the past decade more attention has been focused on problems dealing with the physical well-being of school children than in any other period of American education. It is recognized that preventive rather than curative methods during the period of growth will insure a vigorous adult life. Closer cooperation between the public and private agencies concerned with the physical well-being of youth and the public schools is needed to meet the increasing strain a complex society places on both youth and age today.

A welfare program which concerns itself with problems must, to be successful, maintain the integrity of the recipient. The most serious aspect of unemployment is the destruction of the individual's initiative. While security is desirable it must not come thru the dole which at best is a form of economic anesthesia. The acceptance of gratuities without a compensating service is the first step in the destruction of independence. Democ-

racy under such circumstances soon gives way to some form of dictatorship. This is the most serious phase of an unconsidered welfare program.

The lack of foresight in training youth for entrance into some form of gainful occupation is revealed by the present plight of youth. Generally speaking, there is too elaborate counseling machinery and too little salable product. Counselors lack vision, experience, and understanding of employment needs. The training given youth fails to prepare him to meet changing conditions of industrial life.

The weakest part of our welfare program is that which concerns itself with the spiritual life of youth. The stress laid on material well-being stifles the inner life from which comes social development. There is a growing disposition to escape the responsibilities of day-to-day living. The feeling that "life is real, life is earnest" seems to have been put aside with long underwear, bustles, and other mid-Victorian styles. We cannot grow thru wishful thinking or movie hero worship. A will to do and doing with a will the commonplace duties of life is the training needed by most of us.

GENERAL POLICIES IN THE ADMINISTRATION OF SOCIAL SERVICES

JOHN J. ALLEN, JR., MEMBER, BOARD OF EDUCATION,
OAKLAND, CALIF.

The importance of planning—Many new services have been created to meet needs which have recently come into being. There has been little or no thought given to a general plan of administration which comprehensively considers the administration of all services. As a result, some areas have been largely neglected. Various agencies have taken responsibilities which overlap and many services have been duplicated. There should be some action from some source which would coordinate the various activities and fix the responsibilities of the various agencies involved. In most instances a group of well-informed, public-spirited citizens should unofficially gather together to start the work of planning and coordination.

Personnel—It is obvious that the work of every social service agency must be carried on by a competent and qualified personnel if it is to be effective. A spoils system in the discharge and selection of workers is very undesirable. Civil service systems are set up for the purpose of introducing qualified and competent workers into service and of giving them the security in their position which it is thought they should have. Civil service systems may become so impersonal as to carry with them some disadvantages. It is essential that employees should have honesty of purpose, native ability, and likeable human qualities. When civil service laws are established, the official who selects employees should, in my opinion, have more discretion than is usually given to him.

Publicity—If cooperation between service agencies and public support for them is to be had the workers in one service must know the status and functions of the other service and the public at large must be well informed.

Each agency must publicize itself and must encourage its workers to be informed concerning the others. Cooperation can be advantageous in special instances if an agency which is about to engage in some contemplated activity will call upon another agency for technical advice and assistance if a specialized service is involved.

Written statements of policy—It is desirable that professional workers in various services should have written statements of the respective policies of the various agencies so that they may know the scope of the activity of each agency and its departments.

Records—The experience of each community should be available to guide the actions of other communities. Some system of gathering records should be in effect.

Larger units of administration—There has been a sustained feeling that there should be larger units of administration for service agencies, particularly in rural areas. It is probably true that in most instances larger administrative units would make possible better service for the costs involved.

However, great good has come from the fact that control and management of the public schools have been kept close to the homes from which the pupils come. The many governing boards of small districts bring great numbers of citizens into participation in democratic government.

Community councils—A community council may consist of representatives of various agencies all being drawn together by some common need. Another type of council is composed of both professional and lay representatives which have the effect of bringing to the council the viewpoint of the members of the general public.

The work of a community council is not to do things but rather to get them done. A council can determine what needs exist and can outline the measures which may be required. It then would assign the responsibilities involved to an appropriate agency.

Articulation with home—The home has the primary responsibility for the care and well-being of its members. All agencies are now tending to weave their activities into the home fabric. Schools are developing parent education classes and inviting home participation in matters affecting the well-being of children. The preservation and improvement of the family life is one of the important responsibilities of education.

Cooperation in the Improvement of Teacher Education

COOPERATION IN THE IMPROVEMENT OF TEACHER EDUCATION

KARL W. BIGELOW, DIRECTOR, COMMISSION ON TEACHER EDUCATION,
AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D. C.

Early in 1936 the American Council on Education began to give particular consideration to problems of teacher education. Extended discussion by the Problems and Plans Committee led to the appointment of a special subcommittee charged with the responsibility of making recommendations regarding

possible Council activity in this area. A number of informal conferences were held for the purpose of sampling the opinion of educational leaders who were concerned with teacher education. These conferences were attended by representatives of teachers colleges, liberal arts colleges, state and endowed universities, and secondary schools, by state and city superintendents, and by officers of various educational associations.

Meetings of the Commission in June and October 1938 resulted in agreement with reference to certain working premises and to the nature of the program to be launched. Nine premises, to serve as guides for the selection and carrying forward of its activities, were adopted:

1. That the Commission should, so far as possible, work directly with and thru existing groups and agencies that are professionally concerned with the education of teachers.

2. That the Commission should especially endeavor to facilitate the efforts of the various groups and agencies to put into use and test in practice the best available knowledge regarding the problems in the field.

3. That the Commission should concern itself with all the experiences that have educational significance for the teacher at any particular time.

4. That the Commission should concern itself with the education of teachers from the time they determine to enter the profession to the time they withdraw from it.

5. That the commission should stimulate, in every feasible way, cooperation in the attack upon problems of teacher education.

6. That the Commission should not seek to impose any plan or pattern on the individual groups with which it may be associated. The Commission believes that it should help the groups associated with it to become better acquainted with evidence pertinent to their problems, to plan consequent action in terms of their own circumstances, and to evaluate outcomes according to their own purposes.

7. That the Commission should encourage each group associated with it to continue or enter upon experimental activities related to that group's own recognized needs and to broaden emphases as new needs become evident and as circumstances permit.

8. That the Commission should, however, be particularly concerned with facilitating attacks on problems and issues in the field of teacher education that have the widest and deepest significance.

9. That the Commission should encourage continuous evaluation of programs for teacher education wherever occurring. It conceives of evaluation as including a critical formulation of aims, a continuous appraisal of procedures in the light of those aims, and a careful recording and analysis of outcomes all along the line.

Simultaneously with the publication of these premises the Commission announced plans for a first activity, to have to do with the education of elementary- and secondary-school teachers at both the pre-service and in-service levels. Having weighed various possibilities, the Commission had decided that the greatest good to the greatest number would result from intensive work with a limited number of higher institutions and school systems engaged in the education of teachers. It was assumed that these groups would make their procedures known and their findings available for the benefit of others with similar problems. It was also planned that the cooperation of state departments of education and various professional organizations should be sought.

A method of attack having been selected, the Commission undertook to obtain the cooperation of an appropriate list of school systems and teacher-

educating institutions of collegiate rank. It believes that those selected for close association with it over the next three and one-half years are highly representative and that the problems with which they are dealing include those that are most generally felt to be critical in the field of teacher education. Each of the cooperating groups has presented evidence of a willingness to undertake to make a contribution to the improvement of teacher education, not merely locally but as a national enterprise.

Work Projects Administration Education Program

RESPONSIBILITIES OF THE PUBLIC SCHOOL FOR ADULT EDUCATION

L. R. ALDERMAN, DIRECTOR, EDUCATION DIVISION, WORK PROJECTS ADMINISTRATION, WASHINGTON, D. C.

I recently made an examination of the programs of the National Education Association and found very little mention of adult education before the year 1920. After that time I found that the term appears with increasing frequency. It is interesting to note that in the year 1921 there was established a Department of Adult Education of the National Education Association. This department was organized by those who were teachers of adult education, largely in the field of Americanization. If we contrast this program with the program of ten years ago, we are struck with the importance given adult education by this Association. The obvious reason for this new interest in adult education of the National Education Association is that this Association recognizes the importance of an interest in education in the whole life of men and of women. It is now obvious that the education of children and young people is only the beginning. In the field of education we must deal with the whole problem without any limitations. All educators are vitally interested in the question of adult education for at least three reasons:

1. Because we find by experience that the greatest influence in the lives of children comes from their parents and adults in their families and that we cannot be successful in children's education without also getting cooperation from their parents.
2. Because adults want to learn and can learn and are increasingly making demands on the public school to learn. The emergency education program has demonstrated this fact in every state in the Union. School people are discovering that when they offer educational opportunities to adults that this fact brings greater financial support for their schools.
3. Because teachers are discovering that they must broaden the concepts of education if they are to be employed. Reports show that there are 1,500,000 fewer children from five to thirteen years of age than there were ten years ago, and that as a result attendance in elementary schools is declining. This has a great significance to the teaching profession. This means that if we are to count thirty pupils to a teacher, the schools would need 50,000 fewer teachers now than they did ten years ago. Reports also show that there is a much larger percent of persons over twenty years of age than ever before.

We all know that there was never a greater need for teaching than at the present time. We see that not more than one-third of our population has

elementary education, only 7 percent have secondary education, and there are twice as many illiterates as there are college graduates. We are all proud of the American public school system, but we are not proud of the status of the education of our citizens. Our greatest need today is for a greater understanding of the living problems and political problems we face.

We all believe that there is no investment that pays better than education, so the task of every teacher is to play his part with intelligence in the enormous problem we have facing us, mainly the education of American people.

PUBLIC SCHOOL ACTION IN PROVIDING OPPORTUNITIES FOR ADULTS

REX PUTNAM, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
SALEM, ORE.

In discussing this panel topic it seems advisable to consider the worthwhile accomplishments of the WPA adult education program as seen in Oregon. The first of these is the voluntary attendance in our adult education classes each month of approximately 16,000 adults. The number in itself is not particularly impressive, but when one considers the fact that these students have no motive in attending the classes other than self-improvement one is impressed with the significance of the number.

Approximately 80 percent of our adult education students have had not more than high-school education, and 34 percent have not gone beyond the eighth grade. Our adult education student body is largely composed of those whose circumstances denied the privilege of what is considered the average educational experience. Our program gives these people a chance to satisfy their hunger for self-development. What our program has meant to this group is difficult to measure, but I am convinced that the effort expended in this direction has been justified many times by the improvement in morale, increase in vocational efficiency, and development of sense of civic responsibility on the part of the students.

In the field of Americanization the WPA adult education program has made a significant contribution. Unhampered in regard to educational qualifications for teachers, we have selected Americanization leaders on the basis of their ability to do a specific job. We have found those teachers to be most successful who know their students intimately. They assist their students in matters which, to the native-born, are simple and commonplace, but which are exceedingly complex and important to the alien. An average of approximately 1300 aliens have been attending Americanization classes thruout the past year. Thru their attendance they have been able to speed up the operation of becoming citizens. They have been given an understanding of the principles of democracy and of their civic responsibilities. They have been encouraged, in addition, thru the sympathetic understanding of our teachers to hold an appreciative attitude toward the government.

Prior to WPA adult education, communities regarded public school fa-

cilities as items to be used only six hours a day and five days a week. In general, the schools have been thought of as being institutions designed solely for the education of children; with the opening of schools for WPA classes this attitude is gradually changing. Much opposition has been raised by school officials to the use by the public of manual training equipment. Modest beginnings have been made in Oregon toward eliminating this opposition.

Traditional teaching technics have been discarded to a great extent on the WPA adult education program. Teachers, faced by the necessity of interesting groups of adults varying greatly in age, interest, background, and intelligence have found traditional teaching methods inadequate. Faced with a situation such as this, our teachers have turned to student-centered teaching and student participation. Adults who have worked during the day do not take kindly to lectures and subject-centered teaching. Whether or not it has been recognized as a specific educational technic, it is certain that all our successful adult education teachers have made a study of their students to learn their interests, their traits, and their backgrounds and have made full use of their findings in their teachings.

It can be said without hesitation that provision should be made to furnish educational opportunity to adults in the fields covered by the WPA adult education program, provided WPA assistance is withdrawn. While it is logical to assume that the facilities for such a program could be made available thru the public schools, it is not conceivable in Oregon that local school districts could assume the operating costs by increasing local taxation. I believe that the public schools would offer no serious opposition to making their facilities available in the event that a permanent adult education program were established.

Can America Afford To Educate Her Children?

MUST STATES CHOOSE BETWEEN SCHOOLS FOR YOUTH AND PENSIONS FOR THE AGED?

EMIL L. LARSON, PROFESSOR OF EDUCATION, UNIVERSITY OF
ARIZONA, TUCSON, ARIZ.

In discussing the question, "Must the states choose between schools for children and pensions for the aged?" it would appear that there is an implied choice between two types of governmental service—education of the young on the theory that they might contribute to the welfare of the state and care of the aged on the theory that they have already made definite contributions to society, and the social group must see that they spend their declining years in comparative comfort in their own homes rather than in public almshouses as was the practice a few short years ago. There is a further implication that there is necessarily competition between these two services and that it may be possible to provide one or the other, but not both.

Contrary to rather common belief, old-age pensions are not entirely new. In 1935 there were thirty-five states and territories, thirty-three excluding Alaska and Hawaii, with provisions for them. Of the thirty states with old-age pension plans in use in 1934, twenty-four made it mandatory to provide for them while in six it was optional to provide or to omit such pension payments if desired. Thus, by 1934 approximately half of the state legislatures had made it mandatory to provide some financial assistance for the aged citizens.

Various means were used to provide revenue for the financing of such pensions in existence in the various states in 1934. Approximately three-fourths of the states depended on general appropriations, which of course meant that the money needed was raised by general taxation. Three states raised the money for financing old-age pensions by means of a state or county poll tax, two had poor taxes, one a liquor tax alone, and one used both a poll and a liquor tax.

The age which the recipient of an old-age pension should have reached was sixty-five in fourteen states, seventy in fourteen states, and sixty-eight in one state. In Alaska the age for eligibility for pensions was set at sixty-five for men and sixty for women.

In August of 1935 the federal government enacted into law the Social Security Bill. As first set up the bill provided for aid to the various states for seven activities including nearly \$50,000,000 for old-age assistance, the sum of \$94,491,000.

We are primarily concerned here with only the old-age provisions of the Social Security Bill. Until January 1940 the states may make pensioners of their citizens at either age sixty-five or seventy. After that time the state law must provide an age limit of not over sixty-five years. The federal government will pay not to exceed 50 percent of the total contribution to needy aged pensioners. However, on monthly payments in excess of \$30 the maximum federal contribution is \$15.

From 1900 to 1940 the number of people sixty-five years of age has increased from 3,089,000 to 8,311,000 while the proportion which this group is of the total population has increased from 4.1 to 6.2 percent. By 1950 the total number in this aged group, as estimated, will be 10,863,000 and the proportion will be 7.7 percent. By 1960 the number over sixty-five will be 13,590,000 and the proportion will be 9.3 percent. These data are sufficient to indicate that the old-age group will become increasingly prominent.

Every state and territory now has an old-age pension or assistance law which has been approved by the Social Security Board. By May of 1938 there were 1,686,000 persons who were being aided in this manner. As old-age pension plans have primarily been designed to help the needy aged this number of pensioners represents one-fifth, or 21.6 percent, of the group of age sixty-five and over.

The total expenditure for old-age pensions in 1938 was approximately \$400,000,000. The expenditures for this purpose range from one-fifth to

one-fourth of the expenditures for education. The expenditures for pensions in 1937 were from twelve to fifteen times what they were in 1934.

So far we have indicated several definite things. We have noted the increasing demand for governmental services and the increased cost of government. We have traced briefly the development of old-age pensions and have noted the present situation in regard to old-age assistance. Two important factors which those charged with school finance must consider are that (a) fixed obligations which must be cared for will almost of necessity reduce current expenditures, and (b) new means of securing revenue will not make the financing of schools any easier if the schools must depend on the property tax more than do any other services of government, a situation that will prevail as long as local communities must bear the burden of support of schools.

After the invitation to appear on this program was received, in order to secure definite data so that the statements might not all be unsupported theory, a letter and inquiry blank were sent to each of the state superintendents and commissioners of education. Replies were received from about three-fourths, thirty-nine, of the states in time to be of use in preparing this summary. This number is sufficient to indicate certain definite tendencies.

Of these thirty-nine states practically all provide for the financing of old-age assistance by means of appropriations from the general revenue funds of the state. Old-age assistance has the advantage of profiting from a variety of taxes where such variety exists. Sales and liquor taxes are earmarked for old-age assistance. Usually the state property tax levy is smaller than the local property tax levy and is less subject to restriction.

The amounts expended for old-age assistance in the various states, both state and federal funds included, range from 5 to 25 percent of the amount expended for schools. The usual expenditure for old-age assistance is 15 to 20 percent of the expenditure for schools. The monthly allowance for each indigent aged person varies by states. If universal old-age pensions were provided for all over sixty-five years of age the cost would equal or exceed the expenditures for schools.

Information regarding expenditures for schools for each year from 1934-35 thru 1938-39 was also made available. In only a few cases have expenditures been reduced, a gradual increase usually being noted for each year. Altho the writer did not request separate statements of current expenditures and expenditures for capital outlay and debt service, it seems safe to assume that total school expenditures have not been materially reduced during the past five years.

In response to the question as to whether or not old-age pension legislation had increased the difficulty of securing school funds thirteen state officers indicated that old-age pension legislation had militated against adequate support for schools. Fourteen stated that there was no difference apparent as yet but three of these qualified their replies with statements that attempts had been made to reduce school support, that the last legislature

introduced some difficulties, and that the fixed obligation would introduce future difficulties. Twelve did not reply to this question.

The question was also asked as to the opinion of the state school official regarding the advisability of providing old-age pensions. Twenty-five out of thirty-nine replied, all indicating that the government should provide both old-age assistance and schools. Several indicated that there is a limit to the services that the government can provide and finance altho it approves in general the theory of old-age assistance.

REDUCING THE FINANCIAL INEQUALITIES BETWEEN URBAN AND RURAL SCHOOLS

WALTER E. MORGAN, ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE DEPARTMENT OF EDUCATION, SACRAMENTO, CALIF.

What information do we have indicative of inequalities in the financing of urban schools as compared with the financing of rural schools? The publications of the National Education Association and of the United States Office of Education have made available many of the facts. The following are some of the more significant facts indicative of inequalities in the financing of public education in urban and rural areas in the United States as a whole:

1. Average current expenditures per pupil in rural schools are approximately 57 percent of those of urban schools.
2. Median salaries of teachers in rural schools are 40 percent of those paid in urban schools.
3. Teachers in rural schools have received considerably less training than teachers in urban schools.
4. Supervisory service is much more limited in rural schools than in urban schools.
5. The ratio of pupils to teachers is higher in urban schools than in rural schools, but the grade and age span of pupils is greater in rural school classes than in urban school classes.
6. The spread of subjectmatter taught by teachers in rural schools is considerably greater than that taught by urban teachers.
7. Many educational services available in urban schools are wholly lacking in most rural schools.
8. Rural schools because of their smaller enrolments afford pupils less opportunity for social adjustment and activity and because of the wider age and grade span per teacher afford rural pupils less opportunity for the mastery of the fundamentals and much less opportunity for the attainment of desirable personal and social growth.

These financial and educational inequalities result from two major defects in our state systems of public education, namely, inadequacies in state programs of public school finance and inadequacies in state administrative organization. The second of these defects is to an extent related to the first.

The principal defects in state plans for public school support are the same as those which obtained twenty years ago. They include:

1. Too great reliance upon the property tax as a source of revenues
2. Inadequate state contributions for public school support
3. Inequalities in local assessment practices
4. Distribution of state aid on bases other than measures of local educational need

5. Lack of constitutional guarantees of state school support
6. Inadequacy of the taxable wealth available in thousands of our small school districts to provide the amounts necessary for the support of the schools.

A seventh defect resulting from pressure for larger amounts of state school support is the increasing reliance upon special sources of state school support, such as tobacco taxes, luxury taxes, the gas tax, and general retail sales taxes. Because of the variations in income derived from such taxes, they constitute fluctuating sources of income on the basis of which it is difficult to predicate a stable school program supported by a stable income.

The inequalities in the financial support of urban and rural schools cannot be eliminated unless these defects are remedied. The removal of these defects involves the following steps:

1. Adoption of a budget-deficit plan of state school finance. This includes:
 - a. Determination of the total cost of a minimum or foundation program of education for each district
 - b. Imposition of a uniform minimum tax upon all districts
 - c. Provision by the state of the difference between the proceeds of the uniform district tax and the predetermined cost of the minimum acceptable educational program.
2. Adoption of a balanced state tax structure which would reserve property primarily for local taxation and provide state revenues from graduated net personal income taxes, retail sales taxes, inheritance taxes, severance taxes, and special taxes levied on persons and corporations for the privilege of conducting business within the state on a regional or statewide basis. Such persons and corporations include those conducting communication, transportation, light and power, banking, insurance, general financial, and similar businesses.
3. State assessment or state equalization of the assessment of local properties subject to local taxation.
4. Adoption of constitutional guarantees of
 - a. Minimum state school support
 - b. Priority of state school support over all other obligations of the state.
5. Adoption of legislation guaranteeing a minimum salary for teachers.

No state has as yet solved the problem of eliminating inequalities in the financing of urban and rural education. Various states have attacked the problem in various ways. Notable advances have been made by several groups of states in:

1. Adopting an equalization plan for the distribution of a major portion of the state aid available
2. Providing large state school funds and appropriating their state school funds in such manner as to guarantee a basic apportionment to each district sufficient to finance a minimum educational program
3. Adopting minimum salary laws sufficient to provide a living wage to teachers and have provided a sufficient amount of state aid to guarantee the payment of the minimum salary.

In most states, however, great inequalities still exist, and the rural schools still remain comparatively underfinanced, with markedly lower salaries, lower expenditures, and more meager educational programs than in the urban schools.

Where it has proved impossible or unfeasible to attack the basic problems

of equalization of public school support fundamentally, efforts have been made, with marked results, to improve the program of the rural schools by another method of attack. This involves recognition of the fact that the small size and meager financial ability of most rural school districts render it impossible to provide adequate educational programs therein without almost complete state support on an equalization basis. This inadequacy of local units of school administration constitutes the second major defect in most state school systems.

Two general procedures have been followed in attempting to improve rural school finance and rural education by means of improvement in the adequacy of local units of school administration. In approximately one-half of the states a reorganization of local units of school administration has taken place; in about one-third of the states a county unit or a modified county unit has been adopted. In a number of states reorganization has been stimulated by the use of a state equalization fund of comparatively small size which has been used to assist in the financing of the costs of transportation and housing of reorganized districts. In many states, as in California, repeated attempts to create more adequate local units of school administration by state legislation have been defeated, largely because of the opposition of, or lack of agreement among, school administrators and school trustees.

In a number of states, as in California, it has been recognized that the creation of adequate local units of school administration is a long-term project that may take further decades to accomplish. In these states, as also in many states which have had some success in creating larger school districts, the attempt has been made to extend and expand the professional functions of the county as an intermediate unit between the state and local school districts, with a view to improving the educational program of the rural schools.

SHALL SCHOOL BUDGETS BE DETERMINED BY INDEPENDENT
BOARDS OF EDUCATION OR SHALL
THEY BE SUBMITTED TO OTHER
GOVERNMENTAL BODIES?

EDGAR E. MULLER, SUPERINTENDENT OF ALAMEDA COUNTY SCHOOLS,
OAKLAND, CALIF.

The answer to the question, "Shall school budgets be determined by independent boards of education or shall they be submitted to other governmental bodies?" is that school budgets should be determined by independent boards of education and they should not be submitted to other governmental bodies. In support of this conclusion there are five fundamental considerations worth reviewing:

1. A schoolboard should be fiscally independent because full administrative control usually follows fiscal control. Investigators report that where

the power to approve or disapprove budgets has been vested in noneducational boards, it has invariably led to dictation in matters of selecting school sites, purchasing school supplies, and in some cases, these boards have gone so far as to attempt to prescribe the number of teachers necessary for a school. The great number of court cases arising from disputed limits of authority is further evidence that those who have been given a veto power for school budgets have not been content to limit their scope of authority to financial affairs. Education as we perceive it, being a function of the state and having a much broader scope than other governmental functions, is far better off and much safer when the board of education has both fiscal and administrative control.

2. Greater efficiency is obtained by fiscally independent schoolboards. Two boards, each having different goals, have a tendency to be in constant conflict with a resultant loss in efficiency. Competent surveys invariably indicate that there is little extravagance in boards of education that enjoy full independence.

3. Local initiative is stimulated when a schoolboard has fiscal independence. Often plans and programs that are the product of careful study are submitted, and then because another authority does not have a full knowledge of the submitted proposal, they are vetoed. As a result, educational administrators become completely discouraged and lose all initiative.

4. Long-term planning is difficult if not impossible if the educational board is not fiscally independent. Partisan offices change more often than schoolboards, and when they do, policies usually change. Generally, even with a change of personnel on a schoolboard, the policies are not altered fundamentally. It is not uncommon for schoolboard members to serve uninterruptedly for fifteen to twenty years. Changes in the personnel or changes in policy do not allow continuity. The very character of education and its financial magnitude make a year-to-year program ineffective. Curriculums cannot be articulated or coordinated unless a long-range view is taken. Necessary cash balances must be accumulated over a long period of time. The building program, in order to be at all reasonable, must be extended over many years in order not to create too great a tax burden in any year.

5. Public education is of sufficient magnitude and importance and of such a specialized nature to justify separate treatment. The very magnitude of expenditures justifies special attention. Comparing municipal expenditures with those of the school in many localities it will be found, in the majority of cases, that school expenditures equal all of the other expenditures combined. The invested capital of a school system is usually the largest single investment that a community has. It is truly a business large enough to justify separate and distinct consideration.

The fact that the administration of public schools is so highly specialized makes it virtually mandatory that its problems be handled separately. The needs of public education differ from other governmental functions. The personnel, both certificated and noncertificated, must be chosen with respect to peculiar responsibilities.

If it is true that it is desirable for the full administrative control to remain with school authorities, that greater efficiency is obtained by having authorities always linked with responsibility, that local initiative is stimulated when the schoolboard enjoys full financial independence, that long-term planning is essential yet practically impossible when a board of education must submit its budget for final approval to another governmental body, and if the size, importance, and specialized character of public education justifies separate attention, then school budgets should be determined by independent boards of education.

HOW IMPORTANT IS THE SAFEGUARDING OF LOCAL INITIATIVE IN THE WHOLE PROGRAM OF FINANCING EDUCATION?

AGNES SAMUELSON, PAST PRESIDENT OF THE ASSOCIATION; AND
EXECUTIVE SECRETARY, IOWA STATE TEACHERS ASSOCIATION,
DES MOINES, IOWA

The issue of control always comes to the top when the matter of federal aid for education is raised and engenders much debate. While this issue may be used by some as a cloak to hide their opposition to funds for schools, with many others it is genuine. The matter of control is definitely in the picture. How can local control be preserved and financial inequalities be reduced?

The importance of safeguarding local initiative is being demonstrated today as people in large areas in economic distress are surrendering their freedoms for dictatorships, their representative governments for personal leaderships, and the war drum for the peace table. All freedoms are repressed. Conformity and subordination to the will of the state are enforced. Education becomes the instrument of the state for the regimentation of thought.

In our American democracy the preservation of freedom of speech and discussion is an imperative. Therefore, centralization of control in education, the dissemination of propaganda for any group in power at the moment, and external controls of any nature—be they political, commercial, or religious—are resisted.

The problem is to hold fast to the imperishable values of local freedom and at the same time to move forward in correcting glaring educational inequalities which operate to keep many of our citizens from enjoying the fruits of education and democracy. The solution does not hinge upon the surrender of basic principles but upon the acquisition of the skills essential to our American way of life.

The Advisory Committee on Education came to the conclusion that federal aid was necessary in order to lessen inequalities and that a limited amount of control must be provided to assure honest, legal, and efficient expenditure of the funds. The Committee asserts that such safeguards are necessary in order that the federal government may discharge its responsibility to the taxpayers for the proper expenditure of the funds. These safeguards can be set up without trespassing upon local management and control.

There appears to be no argument as to the need of federal headquarters for research purposes, coordination with other federal agencies, encouragement of experimentation, and other services. It seems to be agreed that it should have no power to regulate or control the content or processes of education in the schools.

We believe that state aids have served a useful purpose in promoting better conditions in communities interested in improvement. State aids have also pointed out the necessity of equalization programs in order to reach the communities which need help the most. Even then local initiative is necessary to help secure legislation and take advantage of it when it is enacted.

All of this may not add up to any formula for solving the issue. It is certain that the American people will not vacate the principle of local initiative in government, especially in education. The experience elsewhere shows the price to be too severe. They may relinquish it in part in other areas, but they will cling to it tenaciously in education. Any program for equalization of opportunity must respect this principle.

WHAT FEDERAL AID MEANS FOR PUBLIC EDUCATION

HOWARD A. DAWSON, DIRECTOR OF RURAL SERVICE OF THE ASSOCIATION,
WASHINGTON, D. C.

To those who believe that public education in a representative democracy is essential to the perpetuity of our form of government, that the economic well-being of our people depends upon the training of the common people, and that the efforts of the national government to raise the social, cultural, and economic standards of the masses depend to a large extent upon the intellectual level attained by all the children of all the people, it is worthwhile to present the factual situation regarding public education in these United States and discuss matters of public policy in the financing of public education.

There is now pending in the Congress a bill, S. 1305, based on the report of the President's Advisory Committee on Education, that proposes to make money available to the states for equalizing educational opportunities in elementary and secondary schools for the support of adult education, library services, rural rehabilitation, educational facilities for children on federal reservations, and for educational research. The enactment of this bill would mean a great forward step for public education in this country.

Federal aid would make it possible to have an eight- or nine-month school term thruout the United States. At the present time the average school term ranges from nearly nine and one-half months in the highest states to barely six and one-half months in the lowest states. On an average, rural schools thruout the nation are in session a month less during each year than are urban schools. The average rural pupil in the nation attends school less than seven months per year. In seven states with large rural populations the average number of days attended per year by rural pupils is less than six months.

Federal aid will make it possible to extend high-school facilities to

children living in areas now without such facilities or with inadequate facilities. If suitable high schools were available thruout the nation the high-school enrolment should constitute one-third of the total school enrolment. At the present time some states have almost that many children in high school. On the other hand, in other states we find as low as 10.6 percent of the total school enrolment in high school. Seven states average more than 27 percent of their total enrolment in high school; on the other hand eight states have less than 15 percent.

Federal aid will mean the improvement of school facilities in the most neglected areas so that the more than 800,000 children of elementary-school age who are not now enrolled in any school, largely because of lack of facilities, will be placed in schools.

Federal aid for education will enable the states to eliminate illiteracy and to guard against it in the future. In the United States there are still more illiterates than college graduates and about one-half as many illiterates as high-school graduates. Altho there are approximately 3,600,000 totally illiterate persons, there are about 15,000,000 not technically classed as illiterate who are so poorly educated that they are unable to read a column in a newspaper or write a simple letter.

Federal aid for education will place in states and communities where financial resources are meager the funds needed to support the kind of schools needed and to pay fair and equitable salaries to their teachers. The average annual expenditure per pupil for current operation for schools now range from \$134 in the highest states to less than \$15 in the lowest. Nearly one-fourth of the states exceed an annual expenditure of \$90 per pupil while another one-fourth fall below \$45 per pupil.

In one state the average annual salary per teacher approaches \$2500 while in the lowest it is barely \$500. However, in these same two states there are marked differences between the salaries paid to rural and urban teachers. In the richest state with an average salary of \$2500, the average rural teacher receives only \$1370.

If these inequalities of educational opportunity were due to indifference and lack of effort on the part of the state and the rural people it might not be necessary for the federal government to consider entering upon a program of financial assistance for education. No fact is better established than that the educational inequalities are not due to indifference and lack of effort. They are due almost wholly to the lack of financial ability.

The amount of taxes per capita which can be raised ranges from \$18.39 in Mississippi to \$109.33 in Nevada. Assuming that each state would spend an average of \$60 per year per weighted pupil for schools, it was found that 96.5 percent of all tax resources in Mississippi would be required to maintain schools, while in Nevada only 16.5 percent of tax resources would be required.

Not only are the economic resources of many states comparatively low and the educational burdens great, but the people of those states in a large measure do not own or control the economic resources of those states,

The nonfarm population of the Northeast section of the United States has only twice as many children of school age as the farmers of the Southeast, but they have twenty-one times as much income. The farmers of the Southeast have nearly 14 percent of the nation's school children but they have only 2 percent of the national income. The farmers for the entire nation have 31 percent of the nation's school children but they receive only 9 percent of the national income. The poorer the community or the state in this country, the less are the expenditures for public schools and the greater is the number of children. Federal aid would mean the creation of educational opportunities supported on a permanent basis for hundreds of thousands of adults who find it necessary to make occupational, personal, and civic adjustments to changed conditions which have seriously affected their modes of living.

The enactment of the pending federal aid bill will mean the extension of library facilities to 45,000,000 more citizens of whom 39,500,000 live in rural areas that do not now have access to a public library. It would mean the extension of free public school facilities to the children of federal employees now residing on federal reservations and properties and at foreign stations of the United States. For the most part the United States government has left the burden of educating the children of their employees to local communities near the location of the federal property which is always exempt from local taxation. Recent investigations have shown that there are approximately 30,000 of these children on more than 800 federal reservations. The pending federal bill in making money available for elementary and secondary schools makes specific provision for funds to pay for school buildings in connection with needed school consolidations. One of the chief handicaps in the reorganization of rural school units is the lack of money to pay for new buildings.

The enactment of the federal aid bill will mean more adequate facilities for the training of rural teachers. A part of the funds will be made available for the support of teacher-preparation institutions.

Some persons think that federal aid for education would mean federal control of education and the destroying of state and local autonomy in educational administration. It is not at all necessary that such a result shall follow a policy of federal aid. It should be borne in mind that the federal government really does not aid education as such. Under the Constitution the federal government can deal with education only thru appropriations to the states and by cooperating with them. The degree of control the federal government might have over states in the administration of education depends altogether upon the policy desired by the American people.

Some persons appear to believe that the enactment of the pending federal aid bill would result in destroying the traditional policy of separation of church and state in the United States. This is a mistaken idea. The federal aid bill now pending in the Senate would make funds available only to public schools. The term "public" in connection with schools

has long and often been defined by the courts as meaning that they are free, open equally to all and under complete public control. Section 12 of S. 1305 provides that the funds should be made available for disbursement by states to "local school jurisdiction" or state educational agencies for all types of current operating and maintenance expense of public elementary and secondary schools and their auxiliary services. All other provisions of the bill affecting public elementary and secondary schools must of necessity take their meaning from this specific provision as to the availability and use of the federal appropriations. It is true that some states have authorized the use of public funds to furnish transportation services and textbooks to children attending nonpublic schools. Both state courts and the Supreme Court of the United States have held that the provision of such services is in no way to be construed as financial assistance to a religious organization. There is nothing that the Congress can do or should do unless the Constitution of the United States should be amended to prevent the states from following this policy if they so desire. Even if it were possible to use federal funds for such purposes, and it is quite evident that under S. 1305 it would not be possible, the question of the separation of church and state is hardly involved except by a far stretch of the imagination.

Federal aid for education will mean a strengthening of the faith of the American people in democratic institutions. Under a democracy it is believed that if the doors of opportunity are kept open rewards will then be distributed somewhat according to merit. Equality of reward is a tenet of communism but equality of opportunity is the essence of democracy.

Cooperatives and Credit Unions

CURRENT LEGAL AND LEGISLATIVE TRENDS IN COOPERATIVE WORK

FRANK TAYLOR, DIRECTOR, SELF-HELP COOPERATIVE SECTION, CALIFORNIA
STATE RELIEF ADMINISTRATION; AND RESEARCH ASSISTANT FOR
THE GOVERNOR'S COMMISSION ON RE-EMPLOYMENT,
SACRAMENTO, CALIF.

Our estimates tell us that from 80,000 to 90,000 current relief clients, coupled with an even larger number of persons on WPA and federal aid programs, are probably only 50 percent of all the people actually unemployed or employed such a small portion of the time that for all purposes of study of the problem they may be considered in equal need.

We are presented with a continuing group of people who will be permanently unemployed, so far as the normal business employment is concerned, for whom the government must create some method of supplying them with income sufficient to maintain at least a minimum standard of decency. At the same time we must keep in mind that altho a new approach to relief is needed because the major portion of our citizenry is still involved in the normal processes of the community, any new program

must not too radically disturb the present economy. Having these concepts in mind we have attempted as one of the approaches to the problem to utilize the cooperative technic as a portion of our solution. Thru the administration's legislative program it has been our endeavor to have passed, laws which bring California up to date in its incorporating laws, with relation to consumer cooperatives.

In this group of bills may be listed a whole series authorizing the relief administrator to issue relief in kind to whole groups of so-called categorical aids and another series of bills exempting sales either of goods or property by the state relief administration or self-help cooperatives from special sales and use taxes. Among all these only two bills were actively supported by the cooperative movement—one bill being the incorporation bill which was passed by both houses of the legislature and sent on to the governor for approval and one bill creating a cooperative authority to administer aid to cooperative organizations where such expenditures will aid in the relief of hardship and destitution due to unemployment.

The administration has attempted to reorganize and revise the administrative aid to self-help cooperatives being extended by the state relief administration. As this has been possible within the framework of the existing legal authority of the state relief administrator, considerable and extensive revisions of policy have been inaugurated by the new administration. These revisions include a policy of financing self-help cooperatives into planned production schedules on a basis of repayable loans, rather than gifts or grants. The policy includes joint planning between the self-help cooperative representatives and representatives of the state relief administration, thus effecting a joint administrative and client control not possible in any direct relief procedure. Policy includes advances to cooperative associations for the purpose of current payroll procedure whereby cooperative members are enabled to draw income at the time and place of their employment. As a corollary of this procedure the cooperative groups have themselves voluntarily agreed to remove members of the cooperatives from any form of public assistance thereby relieving the taxpayer of the cost of public aid.

OPERATING PROBLEMS OF TEACHER CREDIT UNIONS

HUGH G. STOUT, TREASURER-MANAGER OF PORTLAND TEACHERS CREDIT UNION, PORTLAND, ORE.

I shall take for granted that you are an officer or an informed member of some teachers credit union and are sympathetic with the credit union movement as a whole. My connection with this movement started in 1932 when our Portland Teachers Credit Union was chartered with a total capital of \$66. After six and one-half years our capital has grown to \$176,000; we have made loans totaling \$700,000 and have never lost one cent from failure to repay on any of the money loaned. We have more than 1200 members.

We have not confined our efforts to merely helping members to save and advancing money on loans. We study and attempt to analyze all

problems affecting the financial well-being of persons eligible to membership. Our members enjoy meeting in the office and our board, committees, and officers continue giving freely of their time and thought. We do not believe in "rotating offices" and now have most of our original group serving for the seventh year.

Thru the credit union we have gone beyond the limitations of our office and have brought the respect of the businessmen in our community to the teaching group. The school clerk in Portland recently stated that "garnishment of teachers' salaries has decreased about 90 percent since the credit union has been operating." Most creditors now get in touch with us before they take any legal action against a school district employee.

We have been active in helping to organize other credit unions. We are members of our state league and the Credit Union National Association. Thru the cooperative, Cuna Mutual Society, we protect the estates of our borrowers against loss due to death or permanent disability.

Educational procedure to be followed in a credit union is:

1. See that the treasurer learns the bylaws and studies the state or federal Enabling Act.
2. Have the president read some good credit union book, such as *Cuna Emerges*. From this he will gain a picture of the duties of each officer and committee member.
3. Each committee and board member should make an exhaustive study of the work to be done in his position. Each must contribute his part with understanding and an appreciation of the trust which has been placed in him thru his election to office by his co-workers.
4. The matter of educating the member and the potential member should be thru such means as are available. Thru timely advertising he should be brought to seek the services which the credit union offers.

As to matters of office technic, the greatest problem is to find a good treasurer-manager and intelligent officers and directors to guide the activities of the credit union. Next, decide upon convenient quarters. The president and auditing committee should have the records available at all times. It is also important that some definite time be set when the office will be open without fail, a time when all teachers are out of the classroom. The office should be open during vacation months.

As to loans and security, this is a local problem. Most people are entirely honest. Many people do not plan budgets carefully and are inclined to overburden themselves with installments, especially teachers. The matter of security should be secondary to necessity. Make a loan when and where it is beneficial to the borrower. Pay less attention to whether he has saved money in U. S. government bonds which he will deposit for security and more in an analysis of his present obligations, their past duration, and his reputation for integrity.

Watch your borrowers with a helpful hand; assist them to stay within their income. Be sure the first repayment is made on time and you will not have to form a collection policy. If your passbook has not been audited by your supervisory committee in the past year, insist that this be done thoroly each year. The mark of success in your credit union is measured

by your receipt of mail. If you receive as much advertising from loan agencies after your credit union is operating as before, you may rest assured that some of your fellow workers are still their victims.

Salaries and Economic Status of Teachers

THE NATIONWIDE SALARY SITUATION

HAZEL DAVIS, ASSISTANT DIRECTOR OF RESEARCH, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

For the country as a whole, blending together all regional differences, the average annual salary of teachers in the past school year, 1938-39, was \$1380. The losses of the depression years have not been overcome entirely. By 1940-41, when the Research Division expects to make its next study of salaries, it seems likely the general level of median salaries of classroom teachers will be as high as in 1930-31, provided no further economic depression appears. Principals and superintendents have made less rapid progress than classroom teachers in returning to predepression salary levels. Nonteaching workers, as represented by clerks, janitors, nurses, and attendance officers, are likewise lagging behind the teachers in salary recovery.

There was an unbroken upward trend in teachers' salaries from 1920 at the close of the World War to 1930-31 when the depression reached school revenues. Whether that upward trend will be resumed after 1940-41 is a question that we can speculate about but cannot answer. We can be sure of one thing, that the economic status of teachers is inseparable from the economic status of the country as a whole. Any fundamental further improvement in teachers' salaries is not likely to occur until there is fundamental improvement in the national economy.

The salary-schedule situation, as revealed by the type of schedule in effect, shows a trend toward more schedules of the single-salary type. Eight years ago, in 1930-31, every fifth school system reporting on salary schedules, in cities above 10,000 in population, was following a schedule of the preparation type. By 1938-39 this proportion had increased from one in five to one in three (32.2 percent). In many cities, however, no formally adopted schedule is being followed.

The depressed condition of rural teachers in nearly all states and of Negro teachers in the South tends to lower the standing and effectiveness of teaching in general. In 1936 the national average salary for city teachers was more than twice as high as the average for country teachers. Make all the allowances possible for lower living costs and simpler standards of living in rural areas and the fact remains that American teachers are paid as tho the teaching of country children is worth much less than the teaching of city children.

There are striking differences too in the salaries of white and Negro teachers in the seventeen states where Negro pupils are in segregated

schools. The average salary of Negro teachers in those states in 1936 was 60 percent of the average salary for white teachers.

State laws to provide state aid and to guarantee minimum-salary schedules are helping to improve the salaries of rural teachers in a number of states. This past year there were twenty-three states having a guaranteed minimum salary. Such state laws where a minimum-salary schedule is tied in with a broad plan of state aid for schools mark a desirable line of progress toward improving working conditions for rural teachers. But in some of these states the public revenues are so limited that no truly defensible schedule for teachers can be maintained from state and local funds. Unless the federal government adopts some plan of putting the national income at work where it is needed for school support, those states are doomed to partial failure in any effort to set an acceptable salary for teachers.

The situation is not discouraging but there are many areas where improvement is needed. Many local schedules need revision upward and need adjustments to provide a wiser use of existing salary funds. State leadership is needed to improve salaries of rural and small town teachers. Fundamental legal and financial reforms are required in many states.

There is one basic aspect of the whole salary problem on which all of us, everywhere, can work; that is, to improve the quality of teaching and seek to raise the prestige of the profession to the point where public opinion will be at one with the teachers in demanding that the salaries of all teachers be placed on a professional basis.

ESTIMATING THE COST OF A PROPOSED NEW SALARY SCHEDULE

EARL L. MC TAGGART, EXECUTIVE SECRETARY, HAWAII EDUCATION ASSOCIATION, HONOLULU, T. H.

The acceptance of a salary schedule in Hawaii is dependent upon the territorial legislature, which is the lawmaking body just as is the legislature in your state. In 1932 a so-called single-salary schedule was introduced in the legislature but nothing came of it. In 1937 another schedule was introduced, but nothing was done except to refer it to a hold-over committee for study until the next session in 1939. The legislature was unwilling to adopt a new schedule unless it knew what it would cost both at present and in the future. This factor was unknown.

The Hawaii Teachers Association and the department of public instruction finally decided to employ an expert in governmental problems. Burton L. Hunter, efficiency engineer in the Bureau of the Budget, Los Angeles, and now director of civil service for Los Angeles, was loaned to this committee by the City Council of Los Angeles for a period of some nine months with the proviso that he might be kept longer if agreeable to both parties. Mr. Hunter arrived in Honolulu in April 1938 and immediately went to work. A little later, he was given the task of making

a study of the single-salary schedule introduced in the 1937 session of the legislature.

The schedule was based on four classes as follows: Class I, department certificates less than collegiate, or in other words, training represented by less than four years of college work; Class II, collegiate certificate representing graduation from college or a university; Class III, professional certificate representing five years of teacher-training preparation beyond high school; and Class IV, advanced professional certificate representing a master's degree. This schedule was called a single-salary schedule. No new teachers coming in since 1932 would be in Class I. Therefore all teachers in this class had already reached their maximum. In order to give these teachers credit for experience they were to be granted an increase of \$5 per month the twenty-first year of teaching to \$155 per month, another \$5 per month the twenty-sixth year, and a third \$5 per month the thirty-first year. This was due to the fact that some 55 percent of the teachers were in this classification in June 1938.

Class II had a beginning salary of \$100 per month and reached \$200 the seventeenth year. Class III began at \$105 per month and reached \$215 per month the seventeenth year, and Class IV started at \$105 per month and reached \$220 the seventeenth year. These salaries would apply in whatever level of teaching the individual was engaged. In all classes increases would be automatic except that there would be none after the sixth year unless six credits of approved work were obtained and no increases each three-year period thereafter unless four credits of approved work were obtained.

Two features bearing on the schedule were: First, no teacher in service would be placed on the new schedule unless requesting it in writing. Otherwise, he would remain on his present schedule. Second, in 1932 all teachers in Hawaii received a 10 percent salary cut and in addition all automatic increases were stopped. The cut was replaced in 1936, and the automatic increase started again but without replacement of lost service. This has not been restored to date. This feature has a direct bearing on the transfer from the present to the new schedule.

It was necessary for Mr. Hunter to obtain from the department of public instruction data pertinent to the study. Such information as the name of each teacher, the age, the number of years of service, the salary received, the number of new teachers appointed yearly, the number of teachers placed in each level of school yearly, the population of the territory over a period of years, and the birth- and death-rates were a few of the factors. In addition, it was necessary to obtain a record of the training of each teacher in service, his present classification under the new schedule, and his probable placement in the future. This was necessary as many of the teachers in service at present are working afternoons and during summer sessions toward their degrees. This trend is quite pronounced and had a decided bearing on estimates.

Sample forms for accumulating the desired basic facts were worked

out and turned over to the department of public instruction for entry. The compilation of the figures obtained from the department took a period of some eight weeks. Following this the results were studied with great care to establish trends having direct bearing on the final outcome. Three months after the forms were submitted to the department, the report was completed, turned over to the hold-over committee of the legislature, and then released to the press.

All individuals employed as teachers in June 1938, their service, age, assignment, and present salary were listed; and in each individual case the salary was projected under the existing schedule from 1938 thru each year to and including 1950-51, based upon the provisions of the proposed single-salary schedule and academic attainments of individual teachers as shown by departmental records.

After the release of the report by the committee, Mr. Hunter was sent to all islands of the territory to present it at meetings of teachers and interested people of the community. The reaction was that the added expense would be too great at this time in view of the rather low price of sugar, which is the backbone of financing in the territory.

A new schedule, including principals, was then drawn up to more nearly approximate present costs. This schedule was a joint effort of the teachers council and the Hawaii Education Association. The time to reach the maximum was reduced from seventeen to twelve years; starting and maximum salaries were reduced. This schedule was drawn up in the form of a bill and introduced in the 1939 session of the legislature. During the early part of the session Mr. Hunter made a study of it and submitted an estimate of probable costs. Much of this study was based on data used for the first study. This estimate showed an eventual cost in 1952-53 and thereafter of some \$67,000 per year more than the present schedule.

At a hearing in the Ways and Means Committee of the senate, it was decided that the only possibility of obtaining such a schedule this year would be to have it apply to new teachers entering service in September 1939. All teachers now in service would remain on present schedule. The bill was then redrafted and Mr. Hunter was asked to make a study and give an estimate of probable costs. His study showed that there would be a saving to the territory during the next biennium due to the lower starting salary and that for the next fifteen years there would be no added cost over the present schedule. For the first nine years there would be a saving. After fifteen years and thereafter the annual cost would be \$43,320 greater than the present schedule. This redrafted bill and estimate was presented to the Ways and Means Committee and they recommended its passage. The senate passed it, but a vote of 14 to 14 in the house stopped it for the 1939 session. Even tho we have failed in two sessions of the legislature, we are not finished with it and hope that eventually we will be able to meet on common ground with the legislature and have it become law.

THE SINGLE-SALARY SCHEDULE

BERNICE BAXTER, DIRECTOR OF ELEMENTARY AND JUNIOR HIGH-SCHOOL INSTRUCTION, PUBLIC SCHOOLS, OAKLAND, CALIF.

The single-salary schedule is a schedule providing for the payment of salary on the basis of years of professional preparation, degree, or credential held irrespective of grades taught. Under the single-salary plan or preparation schedule, as it is commonly called, all teachers receive salaries according to their professional preparation. The idea is not a new one. As early as 1884 Thomas W. Bicknell advocated this plan, but most of the schools adopting this schedule have done so since 1920.

Proponents of the single-schedule plan claim for it that (a) teachers are placed in positions for which they have the best preparation, (b) the single-salary schedule guarantees to teachers financial returns for time invested in study and increased preparation, (c) the schedule can be administered with fairness and impartiality and for this reason tends to unify rather than divide teaching groups, and (d) the single-salary schedule has helped to improve the preparation of elementary teachers and has caused them to remain in the elementary school.

Those opposed to the single-salary schedule contend that the demand for well-trained high-school teachers is greater than that of elementary teachers, that there is a greater supply of elementary teachers available than of high-school teachers, and therefore, that salary should be based on the law of supply and demand. They further state that the high-school teacher must have a broader background in the content subjects and must be a more able student than the elementary teacher. They disagree with those who believe that the habits formed in early childhood are as important as those formed when the individual is able to evaluate his own conduct. Their contention is that it takes greater understanding and a much wider fund of information to stimulate the child approaching adulthood than it does to teach the child of six to twelve years of age.

The single-salary schedule suffers from the same weakness that all salary schedules seem to include, that is, the difficulty of determining a teacher's true worth. Various plans of evaluating a teacher's effectiveness have been proposed. These range from measuring with standard tests the results of teaching, jury judgment of several capable supervisors, principals' estimates of the community effectiveness of the teacher, and evaluation of the teacher's personality in terms of its influence upon pupils. If ways and means were available for securing a comprehensive evaluation of a teacher's effectiveness each year, salary increments should undoubtedly be based upon the value of a teacher's services.

Circular I of the 1939 Biennial Salary Survey of the Educational Research Service of the American Association of School Administrators and the Research Division of the National Education Association reports upon schedules for classroom teachers in 143 school systems in cities having a population in 1938-1939 of from 30,000 to 100,000. This

tabulation shows that 59 of the 143 schedules reported, or 41 percent of the total, are of the single-salary type. In 1930-1931 when 186 cities of the same population group reported their salary schedules, 40 cities used single-salary schedules. This was 26 percent of the total number reporting.

Circular III of the same survey reports on salary schedule provisions for classroom teachers in 84 school systems in cities of 100,000 population in 1938-39. This tabulation shows that 27 of the 84 schedules reported, or 30 percent of all reporting, are of the single-salary type. In 1930-31 when 82 cities of this same population group reported there were 18 school systems using single-salary schedules, or 22 percent of the number reporting.

Several public school systems have had ten or more years of experience now with the single-salary schedule. The Cincinnati public schools have been using such a schedule since 1927. In 1930, Denver reported gains after ten years of experience with this schedule.

Marked improvement in preparation for teaching has resulted from the impetus of the single-salary schedule as shown in the reports of other cities having such a schedule. Such reports together with the biennial surveys of the N. E. A. Research Division indicate that more and more public school systems are utilizing some type of the single-salary schedule.

A salary schedule should result in the attraction of qualified teachers, in an incentive for professional growth, in retention of the best teachers in service, and in providing teachers with a socially adequate salary. Oakland's experience would indicate that the single-salary schedule will have such an effect upon teachers if teachers are selected with extreme care, if thru in-service training a high standard of professional growth is held before teachers, if fairness is exhibited in the administration of the salary schedule, and if teachers are taken into the confidence of the superintendent and the board of education on matters affecting their salaries.

The Oakland increment is an automatic increase over a period of nine years. By and large the Oakland teachers teach in an environment free from personal antagonisms and jealousies over salaries. Altho the salary factor is but one factor that contributes to the well-being and security of a teaching group, it is a fundamental one and cannot be relegated to second place.

Tenure Hearing

THE TENURE PROGRAM IN NEW YORK STATE

ZORAIDA E. WEEKS, ASSISTANT EDITOR, *New York State Education*,
ALBANY, N. Y.

New York has achieved its present tenure program thru a process of evolution rather than revolution. We do not as yet possess statewide tenure. Tenure exists for two groups: (a) teachers, supervisors, and principals in

cities, and (b) teachers, supervisors, and principals in villages of more than 4500, employing a superintendent of schools.

The law providing tenure in the cities was passed in 1917. By the provisions of the law teachers, supervisors, and principals were to be appointed by the board of education on the recommendation of the superintendent of schools for a probationary period of from one to three years.

Those teachers found at the end of the probationary period to be "competent, efficient, and satisfactory" were to become permanently employed "during good behavior and efficient and competent service, and shall not be removable except for cause after a hearing by the affirmative vote of a majority of the board." In the event that charges were brought against a teacher, the aggrieved person might appeal to the commissioner of education or institute certiorari proceedings.

The law of 1917 was the first step toward the civil service principle for teachers. In 1937 a new law was passed affecting teachers, supervisors, and principals in villages of more than 4500 employing a superintendent of schools. This law provides for a three-year probationary period. Any teacher employed continuously for three years preceding the passage of the law may be permanently appointed after one year by the board of education on the recommendation of the superintendent of schools. Service may be discontinued at any time within the probationary period by a majority vote of the board of education on the recommendation of the superintendent of schools.

At the end of the period of probation a written report of the superintendent of schools recommends for permanent appointment those found "competent, efficient, and satisfactory." They shall hold their respective positions "during good behavior and efficient and competent service, and shall not be removed except for any of the following causes: (a) insubordination, immoral character, or conduct unbecoming a teacher; (b) inefficiency, incompetency, physical or mental disability, or neglect of duty."

Charges may be preferred only during the interim between the actual opening and closing of the school year for which the teacher is employed. If no reply to the charges is made within the allotted time, the board of education may dismiss the teacher by a majority vote. This action is final.

If the teacher desires a hearing, the board of education may subpoena witnesses. The hearing may be private or public at the discretion of the teacher. The teacher may appeal his case to the tenure commission but appeal must be made within ten days or the board's decision is final.

The tenure commission, composed of five members with a five-year term, is appointed as follows: two by the governor, one by the commissioner of education, one by the New York State Teachers Association, and one by the New York State School Boards Association.

The law of 1937 is now going into effect in some communities. How the tenure commission will function remains to be seen.

The problem of tenure is not solved. Teachers in the smaller villages and in the rural areas are without its protection. The crux of the problem

in these areas is that of administration. Who shall be the recommending officer—the school trustee or the district superintendent?

It is hoped that as centralization of schools progresses, larger units of administration will provide the machinery essential for the effective operation of tenure.

THE TENURE SITUATION IN PENNSYLVANIA

ARTHUR W. FERGUSON, SUPERINTENDENT OF SCHOOLS, YORK, PA.

In the interval between the adjournment of the 1937 session of the legislature and the next regular meeting of the legislature in 1939 the cause of tenure was constantly in review before the citizenry of Pennsylvania. There were numerous court cases with resulting publicity. The Pennsylvania School Directors Association, revitalized by reorganization and the employment of a full-time executive secretary, trained its guns on certain provisions of the act. The school directors organization centered objections on the following: (a) the lack of a probationary period; (b) the protection of married women teachers; (c) reduction made in the size of a teaching staff, suspension based on seniority alone; (d) the lack of definition of the term "incompetency," one of the causes for dismissal; and (e) the method of appeal, which was directly to the county courts.

A bill sponsored by the Pennsylvania School Directors Association was introduced early in the legislative session of 1939. Known as senate bill 45, this measure was stoutly fought by the Pennsylvania State Education Association and other teacher organizations, and its proponents were never able to move the bill out of committee for final action. Finally, four members of the Pennsylvania senate undertook to frame a tenure act that was neither "a school director's bill nor a teacher's bill." These four senators invited representatives of the various teachers organizations to a conference for the purpose of discussing the features of the new proposal. A number of changes were effected in the new bill as a result of this conference.

Probationary teachers are styled temporary professional employees and they are eligible to all the rights and privileges held by permanent employees, except tenure rights. Under the new act probationary teachers are to be rated at least twice each year and if the final rating at the end of the two years is "satisfactory" the teacher will then be tendered a tenure contract. No probationary teacher may be dropped by a schoolboard unless rated "unsatisfactory" by his superintendent.

The new Pennsylvania law provides that all teachers are to be rated and when it becomes necessary to make suspensions because of a decrease in the staff the teachers with the lowest ratings are the ones to be dropped. The rating feature is found in the law in still another connection. To meet the objection that the term "incompetency" was being interpreted in many different ways no Pennsylvania teacher may now be dropped for this cause unless rated "unsatisfactory." The law provided that a standard rating

card for statewide use should be prepared by a representative committee of educators, school directors, and others interested in public education under the direction of the department of public instruction.

Appeal from the decision of the schoolboard in a tenure case will now be made to the superintendent of public instruction instead of to the county courts as provided in the act of 1937. Teachers may appeal from the decision of the superintendent of public instruction to the county court where the procedure may be *de novo*.

PROBLEMS IN CALIFORNIA

RALPH EVERETT, SACRAMENTO JUNIOR COLLEGE, SACRAMENTO, CALIF.

What are our problems? The operation of our law is the basis of most criticism. The great problem within the ranks of the teachers has been to find a plan by which teachers once under tenure could be removed when they became objectionable to their community. There are always a few teachers who become obnoxious; at least we find it so in this state. What is to be done in these cases? The provisions of the law are that a permanent teacher can only be removed for a cause. These causes are: "immoral or unprofessional conduct, aiding or advocating criminal syndicalism, dishonesty, incompetency, evident unfitness for service, physical or mental condition unfitting him to instruct and/or associate with children, persistent violation of or refusal to obey the school law of California, or reasonable regulations prescribed for the government of the public schools by the state board of education, or prescribed by the governing board of the school district, or conviction of a felony or any crime involving moral turpitude." Under the law of 1921, if the teacher demanded a public hearing by the board, that must be held. The teacher could have counsel and cross-examine witnesses. If dismissed by the board the case could then be taken to the courts and tried *de novo*. Some dozen cases were thus tried in the state, the teacher winning in about half of them. Needless to say, boards and administrators objected strenuously to this procedure. They claimed that they were on trial, not the teacher; and in several instances it seemed to be the case.

The bugaboo of the incompetent teacher who is ensconced on the school payroll until sixty-five years of age has given rise to other problems. Figures show that we do not have trouble with more than one case of incompetence in two thousand teachers in any one year. But the fear of this one has been used as an excuse by some boards to refuse to grant tenure, discharging all teachers at the end of three years. Also, there is the case of the teachers in the small schools.

The problem is really this: How can we get a tenure law that will convince the people of California that it is safe for the school system? How can we remove unsatisfactory teachers without again making our system the football of political favoritism? How can we give to our teachers freedom of action and protection against administrative tyranny without enabling a few of them to so irritate the community that the whole system becomes unpopular?

The teachers of the state feel that to leave it only to the local board would not be satisfactory, as a dictatorial administrator who had the confidence of the board could make life quite unbearable by reporting adversely against any leader whom he wished to get rid of.

An attempt was made in 1936 by one group of teachers to set up a rather elaborate plan for a state tenure board to hear all cases. Most of the teachers felt the scheme was unworkable and the initiative was voted down by a large majority. Both teachers and trustees are seeking for a plan satisfactory to all concerned.

The problem of the small school, especially the one-, two-, and three-teacher school, seems insuperable so long as the latter exist as autonomous units. Of the teachers who are willing to spend their lives teaching in this type of school, a relatively large proportion would be unsatisfactory as permanent instructors in any one school. A possible solution would lie in larger units of administration, for instance county units. Rural Californians are not as yet prepared for anything so drastic as this.

In general, our situation is satisfactory. Teachers, like other citizens, should find that their employment permits them safely to acquire their own homes and cooperate in the upbuilding of the community. They should not be regarded as itinerant laborers but as responsible members of their locality.

THE TENURE PROBLEMS THAT IDAHO FACES

R. H. SNYDER, PRESIDENT, ALBION STATE NORMAL SCHOOL,
ALBION, IDAHO

There are 4518 teachers employed in the public elementary and high schools of Idaho. Add to these about 320 instructors in the four institutions of higher learning and we have 4838 as the total number of teachers in the state. The public schools of Idaho operate under the district system. School districts are of four kinds—common, independent, rural high, and independent class A. There are 1076 common school districts, with three trustees each; 103 independent and 34 rural high-school districts, with 5 trustees for each. Thirty-three of the larger cities are organized under independent class A districts, each governed by 6 trustees. Under this organization there are a large number of school trustees, 4248 in all, nearly as many as the total number of teachers in the respective districts.

All school trustees are elected from the districts, at large, for three-year terms. Under the Idaho law the trustees are in complete charge of the schools under their jurisdiction. The board of trustees hires and dismisses teachers, fixes salaries, and directs the work of instruction. Only in the larger centers, independent class A and the larger independent districts, do the trustees delegate the authority of hiring and directing the work of teachers.

In Idaho the county superintendent has very little authority over the hiring and discharging of teachers. He does exercise considerable influence in many counties in this respect. But the real authority lies with the local

board. This limitation of authority is a real handicap to professional progress in the state. The turnover of teachers in Idaho stands at an average of 15 percent annually. The average life of a teacher is seven years. This means approximately 600 new teachers in the profession every year.

Idaho has no tenure law of any kind. Teachers are hired annually, generally in April or May, by action of the local board of trustees. The only contract plan in the public schools exists in the case of the superintendent of independent class A districts who may be hired, under contract for a term of three years. In the institutions of higher learning, the university and normal school instructors are hired without contract, but placed on permanent tenure, unless dismissed for cause by the state board of education. The state board has absolute power of dismissal in any case.

There is little interest in problems of tenure among members of the profession. This lack of interest seems to be due to the presence of more urgent problems of equalization, finance certification, salary schedules, and retirement that confront teachers.

Many educators advance the argument that until a retirement law is enacted, tenure legislation would be of little value. It is perhaps a debatable question. Objections raised against tenure and permanent contracts are many. Local boards of education take a vigorous stand on the theory that they should be permitted to hire whom they wish and dismiss at will. It is claimed by some people that the local school district is the last stand of real western democracy. The argument is advanced that there is no need for tenure in Idaho for the reason that politics and religion do not enter into the hiring of teachers. This is perhaps true. Rare is the case when the change of "politics" can be applied to the dismissal of a teacher in Idaho.

There seems to be no prospects for tenure legislation in Idaho in the immediate future. The Idaho Education Association and the leaders of the profession are concerned with more urgent problems of finance, certification, and administration.

THE STATUS OF TENURE IN CONNECTICUT

F. E. HARRINGTON, EXECUTIVE SECRETARY, CONNECTICUT STATE TEACHERS ASSOCIATION, HARTFORD, CONN.

Connecticut has no statewide tenure for teachers. Only two cities have local provisions, namely, New Haven and Waterbury. In the former city the tenure law is of long standing and has held up well under various court actions. The Waterbury tenure provision is of recent origin, having been passed by the last session of the Connecticut legislature.

The demand for teacher tenure in Connecticut did not become acute until certain injustices arose from the economic conditions of the depression. For the past four years tenure committees have been set up by the state organization and have labored long and faithfully to produce some kind of adequate measure. The first such committee proceeded on an entirely scientific basis and laid the groundwork thru research for the bases for tenure de-

mands. The result of its efforts was a long, complicated bill which was withdrawn from the 1937 session of the Connecticut legislature at the teachers' request.

A succeeding committee attempted to revise the original bill to overcome objections raised by different teacher groups. The result was a compromise proposal still further modified by the action of the association's assembly. Our Representative Assembly tied the hands of the Legislative Committee by withholding any power to modify or change the specific provisions as circumstances developed. The Legislative Committee, therefore, found itself in no position to accept compromises and revisions that were suggested by legislators and others. The failure of the measure to pass was not a failure of the legislature to heed the teachers. The failure was directly traceable to the action of our own group itself, first, in presenting a complex bill; and, second, in allowing the committee in charge of the legislation no latitude of judgment.

As a result of our experience of the last four years it would seem that the best type of tenure legislation that could be proposed in our state would be a short, simple measure worded something like this: namely, that boards of education of the town or school district shall have the authority to hire such teachers as may be necessary, and teachers so employed are under contract which can be terminated only by action of the schoolboard for cause. Such simple legislation would remove all debate among teacher groups as to what should be specified as causes. Likewise, it would set up the contractual relationship of the teacher with the town and would leave to the proper courts the determination as to what are just causes for teacher dismissals. An example of the ease with which such simple legislation can be passed is seen in Waterbury. The Waterbury Teachers Association presented just such a bill to the 1939 General Assembly of Connecticut, and the bill passed with almost no discussion.

We are facing in Connecticut another problem which will complicate the tenure situation. Since it is a matter which may soon arise in other states, it is worthy of comment. I refer to the growing interest in civil service under a merit plan. An enabling act has been set up in Connecticut as applied to state positions, and various branches of the Connecticut Merit System Association are actively urging the enactment of local civil service measures and would include the teacher groups under the provisions of such local acts. In the legislative session just completed the state teachers association was obliged to appear in opposition to as many as a dozen such local measures.

Our arguments were apparently considered valid by the legislative committees hearing these proposed measures but were not passed. We could not continue to be successful in future legislatures, however, by appearing always on the defensive. We have the task in our state, therefore, of seeing that our teachers understand civil service provisions and recognize in specific teacher civil service enactments in the localities the best recognition of merit which perhaps can be devised. Civil service and tenure have a definite tie-up and

any future attempts at securing tenure legislation must recognize the correlation between the two.

We have asked that the Committee on Resolutions of the National Education Association present in its recommended resolutions that some attention be given to this extension of civil service interest thruout the country, so that teachers everywhere may be in the unclassified section and that civil service provisions applied to teachers shall be written by school persons and administered by the recognized school authorities, namely, the boards of education of the towns employing such teachers.

Retirement

WHAT CONSTITUTES A GOOD TEACHER RETIREMENT LAW?

DAISY BROWN, SUPERVISOR OF FIELD AND RESEARCH SERVICE, MINNESOTA STATE TEACHERS RETIREMENT FUND, MINNEAPOLIS, MINN.

In working out a plan for a retirement fund which has definite benefits and whose perpetuity is certain, it must be built on sound business principles. There should be contributions by prospective annuitants during their earning years and equal amounts from the state.

In working out such a plan, some idea of the needs of the group affected must be known. In a recent study of the various retirement funds in the states of Wisconsin and Minnesota, Arthur G. Hoff of LaCrosse Teachers College found that "the amounts of assets acquired by teachers (in this study) thruout a lifetime of teaching was relatively small, on the average amounting to less than the value of a modest home. The median amount of assets was \$5500 for the men and \$3450 for the women." This likely is typical of other states, and in itself is good cause for a reasonably adequate annuity, running from one-half to two-thirds of the active salary with maximum limitations.

In order to make this aim as certain as possible, several familiar provisions should be in effect when a new law is enacted:

1. There should be mutual understanding between the state and the teacher.
2. Membership should be compulsory for teachers entering the service after a certain age, twenty-five years, for example, and optional for those already employed.
3. Individual accounts for members should be kept.
4. Refundments with interest should be available when teachers cease to teach and are not qualified for retirement.
5. Teachers savings should be nonassignable.
6. Borrowing on savings should be discouraged, if not prohibited.
7. There should be a disability clause, with disability interpreted to mean *school* disability.
8. Credit should be given for past service.

Teacher retirement annuities should be as nearly adequate to the needs of the recipient as possible. Definite and adequate support must be

written into the law from both teacher and state. What that sum shall be depends upon local retirement conditions. Good retirement practice indicates that teachers' contributions should not be less than 5 percent of the active salary in regular payments with reasonable limitations as to the minimum and maximum amounts to be paid. It seems immaterial whether the state meets its obligations by immediate matching of teachers' payments as in the so-called actuarially reserve system, or by positive legislation which sets up an amount to match the annuity purchased by the teacher's savings as in the cash disbursement system.

The administration of a good retirement fund should be in the hands of a board of trustees whose personnel is carefully prescribed by law. This board should represent both the public and the teachers. All investments should be duly authorized; legal investments and all securities should be deposited with proper state authorities. In all actions brought by or against the retirement board, it should be represented by the proper state authorities.

The final mark by which a sound retirement law may be known is goodwill on the part of teachers, administrators, and state. Goodwill is nothing more than the crystallized wisdom over a period of years of all groups affected by retirement.

The hope behind all teacher retirement laws is to provide an adequate and sound annuity for all the teachers of all the states in the Union so that our teachers, too, may look forward to a journey over the hill to security when teaching days are over. The struggle for such retirement laws in every state is not yet over. The significant thing is that it has started.

WHAT PART SHOULD TEACHERS TAKE IN A CAMPAIGN FOR RETIREMENT LEGISLATION?

MRS. ESTELLE POPE HAYES, PRESIDENT, DEPARTMENT OF CLASSROOM
TEACHERS, NEW MEXICO EDUCATIONAL ASSOCIATION,
CARLSBAD, N. MEX.

The retirement of school teachers is an issue of primary importance at the present time. This issue has been before the American public for more than a quarter of a century, and no doubt at this time has received renewed emphasis by the discrimination of the Social Security Act.

Tenure, the legal forerunner of retirement, grants the right of protection, after a period of probation, to teachers against dismissal for political, religious, personal, or other unjust reason. Protection for the present does not meet all the needs. A retirement system is not class legislation. There is evidence to confirm that a servant of public education is entitled to a reasonable degree of security thru legal tenure and retirement.

What part shall teachers take in a campaign for retirement legislation? Many will decry any political activity on the part of the teacher; however, the teachers of America are in the battle, holding the front-line trenches, courageous, red-blooded American citizens and taxpayers, quali-

fied by professional training for leadership in a campaign for educational legislation. The teacher must become politically conscious and actively aware of the great responsibility in planning and executing a retirement system to improve the schools in this democracy by helping aged or disabled teachers to retire from active service with an assured income for life.

None would have teachers play the role of a "ward politician," but all would have the teacher exercise his full right as an American citizen. Since the schools of America were organized and financed thru the public system by state legislatures, it makes it mandatory that the teachers approach the retirement system thru the state legislature. This approach thru teacher organization can function thru local, state, and national teachers organizations. Local organizations occupy a strategic position in that they command a much closer contact to a larger number and from the local organizations resolutions may be presented to state and national organizations. The local and state organizations should take advantage of the publicity, aids, and professional support afforded by the national organization in the campaign for retirement.

WHAT IS THE TEACHER'S RESPONSIBILITY IN A RETIREMENT SYSTEM?

MRS. PAULINE MERCHANT, TEACHER, GARDEN GROVE, CALIF.

Teacher retirement legislation is still in an early stage of development. About one-half the states and about 35 percent of teachers do not have retirement plans. It is generally believed that the state is the best agency for providing retirement for teachers because it offers opportunity for teacher exchanges between districts and cities without loss of retirement benefits and enables more efficient and economical administration of the system.

The chief weakness in pension legislation is that the mass of teachers know little about pensions and care less until they have been in the profession many years and are either in poor health or are nearing retirement age. There should be, in every school, publicity campaigns, to make clear to every teacher what the system may do for him.

In order to insure passage of retirement the sponsoring group, which may be a teachers association or any group friendly to teachers, should prepare reports for the legislators giving complete plans and cost of the proposal. If there is legislative delay, the sponsoring group should re-examine the measure and make sure it has not suffered by amendments and that it is sound.

The real justification for sound retirement lies in the fact that schools can give the public more and better teaching service for the money expended for education and result in an actual saving of the cost of education and thus reduce taxes when sound retirement provisions exist.

In discussing retirement it should be proved that the retirement plan

is a staff pension plan designated to promote economy and efficiency of service, and not an old-age pension plan designed to remove poverty in old age. Educationally, there is great need to attract and retain and advance able people in teaching as a permanent career. A sound, adequate retirement law tends to attract capable young people into teaching because (a) it compensates, in a measure, for the lower remuneration that teaching offers during active service, and (b) it dignifies the profession by keeping its ranks free of those who are incapacitated by age or disability.

If a retirement system does exist, the teacher should use his influence to defend and preserve it. There should be teacher members on every retirement board. There should be in every state a committee to study and watch pension legislation and keep before the group representatives the benefits which accrue from teachers pensions.

Periodic actuarial investigation should be made of every retirement system to insure members of its financial soundness. Any pension plan to be successful must be actuarially sound.

WHAT IS THE STATE'S RESPONSIBILITY IN A RETIREMENT SYSTEM?

WALTER T. HELMS, SUPERINTENDENT OF SCHOOLS, RICHMOND, CALIF.

We cannot disregard the fact that the topic of retirement is a very pertinent problem before the country today. Our problem is teacher retirement. Cities do retire policemen and firemen on half pay after thirty years of service, whereas teachers and administrators are usually retired at a rate bearing no relation to the amount being earned at the time of retirement and much below the 50 percent rate.

If, as has been so often argued, the retirement salary is a deferred payment of a salary earned by the teacher, then it would seem only reasonable to pay the teacher his full salary with a requirement that a percentage of it shall be invested in an annuity in a recognized insurance company which the government would select and even guarantee the deposits as it does bank deposits.

The other point of view is that a retirement system is a thoroly business-like arrangement by which the state invests in its teachers, helps them to save their own money, cares for it, and gives it to those who have earned it after they should no longer be earning. This may be paternalism, but experience shows that the average teacher either cannot or does not provide for the retirement period. This often compels them to remain in service when they are no longer capable of rendering efficient service to children. Another argument is that when the state gives the teacher security of position thru tenure, it should also provide for retirement. The very nature of the work of the teacher in its relation to the state is such that the state is fully justified not only in controlling the life of the teacher but also in saying who may enter the profession, when, and how long he may continue in service.

With poor conditions prevailing in many sections of our country and with the future of American democracy depending upon teaching and education, it behooves the state to better these conditions. But how can the state control the type of people who shall train its citizens? First, the standard of teaching can only be raised by requiring proper training. There should be for elementary teachers at least four years of training beyond the high school. These teacher-training institutions should make careful selection of entrants. Elimination should take place during the training period of those who should not be certificated.

Some of the inducements that will keep well-trained teachers in the profession are the regard in which they are held by the public, the influence of associates in the profession, the opportunity offered for professional growth and advancement, the opportunity to save and provide insurance, the opportunity to establish a home, and the hope of retirement with suitable compensation. All these are factors that the state can control thru salaries. The state also must retain the power to terminate the services of its agents. But the state has the right to have and should have a retirement period because of physical condition or of age. The state should also provide for voluntary retirement after a period of years.

The teaching profession, according to statistics, is a poorly paid one. Except in the larger cities, it provides but a meager living. To accumulate sufficient money to retire on is impossible. Certainly for such a class of public servants the state has a great responsibility to provide and contribute to a retirement system that will enable those who can no longer serve because of physical condition or age to retire on an annual retirement salary sufficient to care for them.

Evaluation of Secondary Schools by the Methods of the Cooperative Study of Secondary School Standards

FROM THE POINT OF VIEW OF A LARGE HIGH SCHOOL

GEORGE C. JENSEN, PRINCIPAL, SACRAMENTO SENIOR HIGH SCHOOL,
SACRAMENTO, CALIF.

In viewing the advantages of the cooperative study from the standpoint of a large high school, I do not know whether these advantages differ from those derived by smaller contributing institutions. That the benefits were direct there can be no doubt.

Educational philosophy—Few large high schools, or schools of any size for that matter, tarry long enough to definitely set up philosophies or guiding lines. And yet, the functions of the schools are far too accidental. The cooperative study caused the large school, at least, to seek out and develop its philosophy. From every possible angle the guiding principles of the school were unearthed and brought to light. Where none existed that fact was disclosed.

The stating of the school's philosophy was itself a cooperative job

and hence had great educational value for the personnel of the institution. The school and its faculty was not, of course, entirely aware of its philosophy, but nothing like as thoro a survey of the school's purposes had ever before been made. Now that the program has been thoroly initiated continual growth in philosophy and in guiding principles is certain.

Personnel—The study caused the school to make a thoro survey of its personnel. While we had been aware of most of the facts involved our knowledge was not thoro. The study disclosed facts which have since proved most useful when adding new members to the staff and in setting up new school functions. We became conscious of the strengths and weaknesses of our personnel. That placed the school in a position of advantage. We had acquired a standard which could be used.

Physical plant—In the same sense we acquired a standard which could be used for measuring the efficiency of the school plant. The scheme used it from all angles as an educational institution. The study not only offered the initial occasion for plant analysis, but also permitted a standard to be set up which may prove most effective in the future building of school plants.

The curriculum—A most careful examination was made as to what actually happened to the pupil under the operative philosophy and functions of the institution. Here again, as in all other instances, all factors were isolated and the school measured against each. Strengths and weaknesses, as adjudged by national standards, were disclosed. This will enable the school consciously to make needed changes. The study also served to advise us that in many instances we are abreast of the times.

Other measurements—There were many other phases of the study which have proved of help to the large school. Under careful analysis there was spread out before us vital matters as student programs, counseling, library service, extracurriculum activities, the business operations of the school, the budget, and community relationships. To have all of these studied with relation to what probably should happen was most useful and instructive. To have definite measuring rods with which to find one's school level was encouraging, enlightening, embarrassing, but always constructive and useful.

FROM THE POINT OF VIEW OF A CLASSROOM TEACHER

A. E. SOUTHWORTH, DISTRICT SUPERINTENDENT, CARPINTERIA UNION
HIGH SCHOOL, CARPINTERIA, CALIF.

Carpinteria Union High School has an average daily attendance of about two hundred students. The average economic situation for each individual student and family is high as compared with other high-school districts in California. Here we find an atmosphere of friendliness on the part of students and staff, and cooperation between staff members

and between staff and administrators in the planning and operation of the educational program, the low pupil-teacher ratio (there being fifteen full-time teachers and eight or ten interns), the support of the school program by the school patrons, and the relatively high percent of the graduates who enter college. This year 72 percent of the graduating class plan to enter college or university while several more will enter trade schools. A new factor the last three months is that the sum of \$5000 a year has become available thru private beneficence for scholarships for our graduates. This means that with the beginning of the school year 1942, \$20,000 will become the annual expenditure for this purpose.

What have been teacher reactions to the process of evaluation as set up and administered under the Cooperative Study of Secondary School Standards? First, while there was a definite effort to secure a cross section of opinion of the staff as to such things as philosophy, purposes, and objectives, some of the staff felt that their points of view were somewhat ignored. Second, our teachers were not convinced that the standard tests given to the students at the beginning and end of the year of experimentation with the evaluative criteria constituted the very best measures of the things they purported to measure.

A third broad indication pertains to the determination of pupil judgments on guidance, pupil activities, best and least liked features, and total experience. The pupils interviewed by the national committee constituted a highly selected group of pupils rather than a broad cross section of our pupil society. It was a conservative group, a group representing the "have" segment of society rather than the "have not" segment. It was most disturbing to the vanity of some of us to discover that when asked which were the best teachers of the staff, these boys and girls named the conservative die-hards among our teachers rather than any of the liberals. I have puzzled over this until just recently. I now offer an answer: These boys and girls did not answer the given question thus because they were primarily of the conservative element of society but because their experience with conservative teachers meant educational security.

Fourth, our teachers have the feeling, perhaps not fully justified, that their own personalities, said by us to be the most important factors operating in our educational program, were not adequately appraised.

Fifth, more adequate consideration of the effects of added teacher load resulting from the curriculum programs set up in some of the co-operating schools should have been given by the study.

Let me suggest a few points of strength as noted by some of our teachers. The study represents a worthy change from the cold-blooded measurement of mastery of facts alone. Whoever, before, had heard of a nationwide attempt to measure, cooperatively, not only the place and influence of the traditional three R's but also attitudes, beliefs, and

appreciations, this cooperation involving administrators, teachers, pupils, parents, and experts from without the given local scene?

A clearer definition of the relative values of various factors affecting the educational program has been made. For example, among the evaluative criteria applied by this study we find a recognition of the principle that not all things can be measured in objective terms, that there is a place in educational measurement for subjective estimates.

FROM THE POINT OF VIEW OF AN ACCREDITING ASSOCIATION

M. P. MOE, SECRETARY, MONTANA EDUCATION ASSOCIATION,
HELENA, MONT.

What the study will do for the accrediting associations is still in the prophecy stage. Even if nothing further were done concerning the study, its endeavors to date have already been worth many times the money and energy expended. The nationwide stimulation has developed a new thinking concerning the purposes and possibilities of secondary education.

It is my opinion that there will be continued effort by all interested in secondary education to modify, adjust, and refine the findings wherever possible so as to make the study a still better instrument; to stimulate schools to self-evaluation and self-improvement and to make it a better and more convenient instrument to measure the schools. It is my hope that this effort to improve the schools will be continually accompanied with the effort to improve the instruments that have been developed so that they will be able to meet the necessary changes taking place in secondary education.

In order to make the greatest use of this study I suggest that we use care and common sense in introducing the use of the manual, the evaluative criteria, and the educational temperatures. We should not try to put this whole program into full force and effect at once. We should rather lay a solid foundation upon which our successors can continue to build. If we can introduce this whole program into our schools so as to be in full use in all secondary schools by 1945, we are probably laying plans that can be sanely carried out.

In suggesting the following plan, it is natural that I should follow rather closely the one adopted by the Northwest Association.

A. Recommended general policies:

1. Encourage all schools to use carefully and systematically the evaluative criteria for self-analysis and self-evaluation.
2. Encourage the use of the manual as a guide in studying one's school.
3. Encourage the use of the educational temperatures as a chart from which the members of the faculty and the people of the community can readily see the position of their school with reference to established norms but especially to show growth and improvement, from time to time, on various items.
4. Require all new schools applying for membership to make self-evaluations using the evaluation criteria. This should be followed by an evaluation by a visiting committee.

5. Require all schools to be completely evaluated under this plan by 1945.
6. Require re-evaluation of an accredited school whenever significant changes have taken place in a school, such as excessive teacher turnover or sudden change in administration, otherwise once every five years.
7. Require regular annual reports from all schools on forms devised to show growth and deterioration, but should not be more voluminous than the ones now used.

B. Recommendations regarding evaluative procedures by committees:

1. Require each visiting committee to make a written report including recommendations to the school and to file a copy of this report with the state chairman in the state office.
2. Return to the school evaluated, a copy of the checks, evaluations, and comments by the visiting committee. Computations required in form "X" should be made by someone qualified to do so.
3. Each of the evaluating committees should include a member of the state committee and in addition, from two to eight members, depending on the size of the school.
4. The possibility of using superintendents, high-school teachers, college instructors, and specialists in state departments should be considered in forming committees.
5. All evaluative committees should be selected or at least approved by the state committee for the given state.
6. The visiting committee report to the state committee should include a summary of the computation forms and the written report with recommendations mentioned above.

C. Implementing procedures:

1. Schools evaluated should meet the costs of visitations. Cooperation by boards, the faculty, and others is essential to success.
2. Competent personnel should be developed within each state for use on evaluative committees. This can be done thru leadership training schools in the field or during summer sessions at teacher-training institutions.
3. A committee should be appointed to analyze and summarize the annual reports of progress or improvement which may be required from member schools that have been evaluated. This might be done under the direction of the state committee.
4. State committees should probably be enlarged depending upon the amount of work to be done in a state. State committees might also delegate work to qualified individuals not on committees.
5. If technical computations have been performed by various committees it might be well to have them reviewed by a person who has had special training for this kind of work.

The success of this entire program depends upon the cooperation of all concerned: the faculty, the administration, the community, the state departments of education, and the accrediting associations.

FROM THE POINT OF VIEW OF A STATE DEPARTMENT OF EDUCATION

DONALD A. EMERSON, DIRECTOR OF SCHOOL ADMINISTRATION AND
SECONDARY EDUCATION, STATE DEPARTMENT OF EDUCATION,
SALEM, ORE.

State high-school supervisors see in the new criteria possibilities that far transcend the original purpose of formulating new and better criteria for the benefit of the various accrediting agencies. One of the most funda-

mental principles that has been recognized in the organization and application of the new criteria is that "a school can be studied satisfactorily and judged fairly only in terms of its own philosophy of education, its individually expressed purposes and objectives, the nature of the pupils with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part." The first step, the development of a philosophy and a statement of objectives, that must be taken by the principal and the members of his staff, has been found to be one of the most stimulating experiences in the entire evaluative program.

In those stages where the state departments of education have undertaken to direct the evaluation of the high schools of their states by the methods of the cooperative study, they have found themselves confronted immediately with some difficult problems. The first problem is that of acquainting the high-school administrators of the state with the criteria and methods of use. To accomplish this in the state of Oregon there was held in the spring of 1938 a series of twelve group conferences, one day in length, with high-school principals in as many different sections of the state. The school in which the meeting was being held was used as a laboratory in which to demonstrate the methods of using the criteria.

The selection of the members of the visiting committee, except for one representative from the state department of education, was left entirely in the hands of the principal or superintendent of the school to be evaluated. Since the state department was not in a position to finance the work of the visiting committee, this responsibility was assumed also by the school to be evaluated. No visiting committee was composed of less than four members, and the evaluation of the largest school included on our list this year required the work of a committee of eight men for an entire week. The representative of the state department acted as chairman of the committee in each case, and he was generally assisted by a representative from the department or school of education of one of the institutions of higher learning in the state. The other members of the committee were principals or superintendents selected by the head of the school that was evaluated.

Certain dangers and limitations must be recognized. One of the chief dangers is that of undue concern about the rating that is given the school rather than an analysis of its strong and weak characteristics. The all-absorbing desire on the part of principals and teachers to know the final score and how their school compares with others is frequently blinding to the more important aspects of the evaluation. So much time on the part of the staff members in the self-evaluation and the members of the visiting committee is devoted to computations of scores and percentile ranks that the more significant findings may not be recorded. It is doubtful if the validity of the scores given a school by a visiting committee, regardless of the care and thoroughness of the survey, can be defended more successfully than a grade of 70 or 98½ percent given a pupil by his teacher.

Another great danger that must be recognized by a visiting committee

is that of evaluating a school in terms of its own philosophy instead of the philosophy by which the school is administered. Principals and superintendents feel their own incompetence in attempting evaluations of these items in their schools in spite of their opportunities for observation thru the entire year, but members of a visiting committee whose opportunities for observation are limited to two or three days feel that their attempts to evaluate these items are practically futile.

From the viewpoint of a state department of education the immensity of the task of directing the evaluation of all of the high schools in the state by the method of the cooperative study causes one to question the practicability of the plan. The staffs of most state departments would have to be substantially increased if a program of this kind were carried thru successfully. Merely measuring and recording scores will of itself be of little value unless the result of the evaluation is followed by a further checking on the correction of the defects discovered.

In spite of the dangers and limitations in the use of these criteria, they provide means of stimulation and improvement that state departments cannot afford to neglect. Most of the dangers and limitations can be overcome. Before the evaluation of any school is undertaken, it should be made clear that the criteria will not be used as a basis of accreditation by the state and that the final score or percentile rating that the school will be given is relatively unimportant. The greater the participation of the members of the teaching staff itself in the evaluation, the more stimulating the results will be. A highly professional attitude on the part of the members of the visiting committee must be maintained at all times. It should be kept in mind by the principal and the teachers of the school that is being evaluated that the final conclusions of the evaluating committee are only opinions as should be accepted as such. The evaluation should be looked upon as an analysis of the characteristics of the school rather than an inspection or a rating.

MORNING ASSEMBLIES

Thursday, July 6

Enlightened Public Support for Education as a Professional Responsibility

ENLIGHTENED PUBLIC SUPPORT FOR EDUCATION AS A PROFESSIONAL RESPONSIBILITY

FREDERICK M. HUNTER, PAST PRESIDENT OF THE ASSOCIATION; MEMBER, EDUCATIONAL POLICIES COMMISSION; AND CHANCELLOR, OREGON STATE SYSTEM OF HIGHER EDUCATION, EUGENE, ORE.

Clearly a new radiant importance has been given the job of the American teacher by the present worldwide struggle between democracy and dictatorship. The dictators of the totalitarian states have not hesitated

to commandeer the entire educational system for the purpose of making youth abject servants of authoritarianism. Education, science, and the dissemination of knowledge have all become the prostitutes of such powerful piffle as the doctrines of Ilyin's primer and the Nazi handbook. Coercive propaganda has supplanted the quest for truth and the general culture of the good life.

But the American teacher recognizes two kinds of indoctrination—the Hitler, Mussolini, Stalin variety, and that consisting of the evolution of intellectual freedom thru democratic family and community habits, the indoctrination of self-government. America's peculiar synthetic brand of democracy defines the American teacher's main job. From the days when the Jutes and Angles landed in Britain, self-government has been precious among the English-speaking peoples of the world. The ideal inherited from those wild tribes has flourished and borne fruit; it has become the practice of American life.

So completely has American democracy become devoted to the conceptions of local self-government as our foundational, inherited trait, that even in these disturbing times sharp reversals of public opinion have occurred when any national event or movement has offered serious threat of too much authoritarianism. Thru all our stages of pioneering and peaceful conquest in our absorption of the great domain of these continental United States this ideal has remained. It still limits and defines the job of America's teachers.

A major responsibility for all American teachers is an understanding common to all and related intimately to the American type of life. Only with such implementation can an effective indoctrination of American youth in behalf of democracy and against dictatorship be maintained. This task requires at the outset a clear-cut picture in the teacher's mind of the variable boundary between free choice on the part of the individual and a natural impulse to understand and espouse democracy, as over and against a driving and coercive intolerance which allows no choice. Teacher and pupil alike must understand and study fully the opposing doctrines in order to compare what is naturally and instinctively the fruits of American democratic living with the spurious products of dictatorship and tyranny.

A further responsibility concerns the adult citizenship of the present day. The teaching profession is not to be held accountable for a public attitude toward adult education as such, but rather for a permanent mind-set resistant to spurious solutions of the overwhelming avalanche of current economic and social issues. A democratic system cannot protect itself properly unless some agency of unique qualifications and strategic position concerns itself with the spread of public information in regard to education and its goals, together with an appraisal of the results it is now getting. The only such agency with specialized equipment, insight, and widespread organization at all adequate or adaptable for such a

purpose is the teaching profession. Unless the teachers of America are willing to assume this as one of their jobs, there appears to be no immediate possibility of a widespread understanding of the unique responsibility of education for the perpetuation of democratic society. Popular comprehension of the American educational program is a matter of direct necessity.

If an intelligent public opinion is to be always maintained regarding the relationship of education to democratic institutions, accurate facts and clear-cut analyses of educational issues and relationships must be instantly available and in easily comprehended popular form. For this work no organization save that of the professional organizations of teachers will suffice.

The teaching profession must clarify public thought regarding the economic necessity of universal education. The research agencies of teachers organizations, and particularly the institutions established for the purpose of training teachers, must be responsible for an effective knowledge of the relationship between a prosperous state of democratic society and a widespread dissemination of a great body of knowledge made available by research. As an agency of the N.E.A., the Educational Policies Commission has undertaken an amplification and interpretation of the seven objectives of education. In two of its pronouncements, *The Unique Function of Education in American Democracy* and *The Structure and Administration of Education in American Democracy*, the philosophy of our present national life is reviewed, clarified, and interpreted, and its implementation in institutional structures is delimited and applied. In a third monograph, *The Purposes of Education in American Democracy*, the teacher is pointed to the origins of American democratic idealism, the tenets of the Declaration of Independence, the Constitution, and the concepts of the founding fathers. The purposes in terms of habits and practices for the useful and happy citizen are then elaborated under four captions: self-realization, human relationship, economic efficiency, and civic responsibility. The constituent elements of each of these large general aims aids us in forming mental pictures of the educated person.

As to methods, the key to effective instruction and natural democratic indoctrination is a wisdom founded upon accurate knowledge of the human stuff with which education deals. Outlining an approach to such wisdom implies the recognition of certain principles well established by both research and experience:

1. Each child and youth is a separate problem.
2. Effective teaching requires as complete a knowledge of each as is humanly possible thru scientific tests, accurate records, familiarity with home and social backgrounds, and personal contacts.
3. A scientific approach to the immediate job will take into consideration appraisals of intelligence achievement quotients, canvass of attitudes, and special diagnoses.
4. In teaching, no judgment or adjustment of an individual case is ever final.

SUPPORT OF EDUCATION: A PROFESSIONAL RESPONSIBILITY

AGNES SAMUELSON, PAST PRESIDENT OF THE ASSOCIATION; AND
EXECUTIVE SECRETARY, IOWA STATE TEACHERS ASSOCIATION,
DES MOINES, IOWA

A. What can the Educational Policies Commission and the teaching profession in general do to assist the members of our groups toward an enlightened understanding of the principal issues in the program of American education?

The answers appear to us to lie in the direction of greater implementation of present purposes and programs. Much is being done, if the publications and conferences of the Educational Policies Commission and the faithful work of the teaching profession are appraised.

The suggestions here offered by no means exhaust the possibilities, but they may offer a starting point for the discussion.

1. *Continue to define the issues*—We are apt to get so crowded with the minutiae of our daily work that we find ourselves too busy to think thru the problems which appear to be rather remote. We are concerned but need to be constantly sensitized to the situation and made aware of the crucial issues and their implications.

2. *Continue to publish pertinent literature and make it available at as nominal a cost as possible*—This point needs hardly any elaboration. Such publications as the Educational Policies Commission should prove to be worthy successors to the *Common School Journal* of Horace Mann in carrying forward the same program in terms of today, strengthening the place of public education. Many brief articles for the state journals and other professional magazines are also in order. They reach thousands of teachers. They should be written in the style of modern editorials and not in the language of the technicians.

3. *Continue to call conferences for the discussion of these issues and what to do about them*—These conferences may be at any level—local, state, regional, and national. They may be called in conjunction with another group such as the state association and the National Congress of Parents and Teachers. They should be organized and carried out under the principles of the democracy they are called to conserve.

4. *Continue to provide material for convention and conference exhibits and speakers for professional programs*—In all these phases of implementation, William G. Carr can no doubt offer many figures as to what has been done in sending out literature and in furnishing speakers. That adds up, too, but it should continue on a wider basis until every professional meeting of any consequence is reached. Request each state association to have an exhibit at its convention and a speaker to present the issues and to suggest things to be done. Do not forget to include the colleges and universities in these programs and exhibits.

B. What can your group do thru your conventions, publications, and

local units to help us place our recommendations before the American people?

Again the answers lie in augmenting what is already being done and extending the implementation to reach lay groups. The educational profession should take leadership in placing definite recommendations before the American people. Before they can do that intelligently they must know what the issues are and how to meet them.

1. *Continue to arouse the educational profession to the importance of taking leadership*—The people have a right to look to us for leadership in the improvement of schools. We are close to the facts as we give our lifetime of service to the cause of education. The service motive is the driving power. We see the inevitable weakening of democracy if the schools lag.

2. *Continue the implementation program to the end that proper recommendations may be placed before the American people*—There are many ways to do this. Conferences held jointly with the National Congress of Parents and Teachers in every state are suggested. Materials such as used by the Rotary Clubs last year, "What are the marks of an educated man?" were typical of what can be done with the cooperation of many other groups looking for new programs. Speakers for conventions of farm and labor groups, service clubs, patriotic societies, women's clubs, business and industry, and other organizations would be acceptable.

Such conferences as the Congress on Education for Democracy to be held at Columbia University this August point new ways to get the relationship of democracy and education before leaders in our American life. Radio and press releases reach large numbers of people. The movies are another powerful instrument for spreading ideas. Use these great agencies which play enormous roles in the everyday life of our people. Do not overlook the neighborhood forums.

ENLIGHTENED PUBLIC SUPPORT FOR EDUCATION AS A PROFESSIONAL RESPONSIBILITY

JESSE B. SEARS, PROFESSOR OF EDUCATION, STANFORD UNIVERSITY,
CALIF.

The task of building a profession of education is not a simple one. The rapid turnover in membership, the depressing effect of the grinding demand for a costly preparation with only a modest financial return on the investment, and the distance of our great social objectives from our immediate personal interests set many limitations within which we must work for a solution of this problem.

Perhaps the greatest single difficulty lies in the fact that objectives of education, its processes, and its materials are in continuous process of change. Democracy is not a fixed state of society. It is not something to be taken upon short notice; it has to be achieved. Democracy, the basic goal of education, is difficult to understand. There is the further fact that we have not con-

sciously connected the teaching of children with the attainment of democracy. In this fact there is a problem for the profession.

It is difficult for our profession to gain public support for education: (a) because the task of finding and maintaining over a million workers of the kind required and among whom there is a heavy annual turnover, and of welding them together in terms of the cause they represent is a task of immense difficulty; (b) this difficulty is greatly increased because of the very nature of the ultimate goals of personality and democratic society and of the present inadequacy of our pedagogy for bringing our immediate and our ultimate goals into alignment. Some of the ways in which these difficulties express themselves are already apparent to us and nothing but lethargy, indifference, selfishness, and lack of leadership stand in the way of a solution.

We have not learned, taught, or practiced tolerance and critical judgment in our profession as we should to attain our objectives. Democracy without critical judgment and tolerance is inconceivable. A real professional relations program carried on within our ranks is in my opinion an essential part of an answer.

Another way in which these weaknesses appear is seen in the fact that the school is becoming isolated. It is not of and for the people as it needs to be in a democracy. We have urged efficiency in this efficiency age of ours until efficiency has become an end rather than a means. Education is not equally available to all in our democracy and it has become so technical that parents fear even to ask questions about it. This isolation is dangerous.

If tolerance and critical thinking are to be made larger factors in our profession and if the schools are to be kept close to the people it will be because our profession exerts itself to these ends. It cannot be said that we are without leaders. The N.E.A., thru its many departments, together with the many other professional and scientific societies of educators, provides ample machinery thru which leadership may be exercised. As to having a program, also, there is no doubt. Even so, it remains a fact that our profession could be made more united and more aggressive if it would look forward as earnestly as it looks about itself and backwards.

There is needed also a more vigorous program of public relations within the profession, a program that singles out problems in realistic fashion and that enlists the teachers of the country in a clearly conceived plan for their solution.

Relationships with Central and South American Countries

THE ROLE OF EDUCATION IN INTERNATIONAL CULTURAL RELATIONS

BEN M. CHERRINGTON, CHIEF, DIVISION OF CULTURAL RELATIONS,
DEPARTMENT OF STATE, WASHINGTON, D. C.

The people of the Western Hemisphere always have had an intuitive sense of their community of interests, but only recently have they become

acutely conscious of the relation of those common interests to their future well-being and independence. For several decades following the proclamation of the Monroe Doctrine in 1823 we were preoccupied with the development of our internal life. We remained for the most part aloof from the countries to the South of us, nevertheless the era was characterized by attitudes of goodwill and friendship. Then came a period in our history of which we are not in the least proud. Other expanding powers were aggressively reaching out for territory. For a time we too became expansionist. While vigorously pushing the exports of our goods to the other American countries we curtailed the export of their goods to us by an ever rising tariff wall. We fought Spain and secured the Philippines and possessions in the Caribbean. "Dollar diplomacy" led inevitably to outright physical intervention in several countries of the Caribbean area. What we regarded as a Big Brother policy to Latin Americans was a "Big Bully" policy. The friendly feeling toward the United States, characteristic of the earlier decades of the nineteenth century, changed to distrust and antagonism.

By deeds as well as words we have sought to rectify the mistakes of previous years: the Platt Amendment that gave the United States the right of intervention in Cuba has been abrogated; our Marines have long since been withdrawn from occupied territory; treaties have been signed pledging this country not to interfere in the internal or external affairs of the other American republics and reciprocal trade agreements are releasing the flow of commerce between many American states and ourselves. A new era of confidence and cooperation is supplanting the suspicions and hostilities of the past. What President Roosevelt happily designated as the Good Neighbor Policy is becoming the established policy of the Americas.

From the free and frank discussion of the Lima Conference emerged the Declaration of Continental Solidarity, or the "Declaration of Lima" as it is called, denoting the unity of the peoples of the Western Hemisphere. It was acknowledged by all at Lima that it is not enough for governments in their official relations to follow the Good Neighbor Policy, indispensable as that is; it is necessary that the people themselves shall become good neighbors. The people of the Americas must know and understand each other: their history, their outlook on life, their ideals and aspirations, their finest creations of mind and spirit; these must be shared in common.

On every hand in the United States is unmistakable evidence of the eager desire of our people for better knowledge and understanding of our neighbors to the South and in turn to be known and understood by them. Anyone who recently has visited the other American countries will testify as to their readiness to share their cultural and intellectual attainments with us. In the United States active and effective societies, clubs, and organizations promote cultural interchange and sympathetic understanding of the culture, history, and social institutions of other

peoples. Altho colleges and universities have taken an active part in the movement, they have been handicapped by the lack of an agency in our government to stimulate, coordinate, and facilitate their endeavors. To meet this need the Division of Cultural Relations has been created in the Department of State to have "general charge of official international activities of this Department with respect to cultural relations, embracing the exchange of professors, teachers, and students; cooperation in the field of music, art, literature, and other intellectual and cultural attainments; the formulation and distribution of libraries of representative works of the United States and suitable translations thereof; the preparations for the management of the participation by this government in international expositions in this field; supervision of participation by this government in international radio broadcasts; encouragement of a closer relationship between unofficial organizations of this and of foreign governments engaged in cultural and intellectual activities; and, generally, the dissemination abroad of the representative intellectual and cultural works of the United States and the improvement and broadening of the scope of our cultural relations with other countries."

A primary function of the Division will be to serve as a clearing-house and coordinating agency for the activities of private agencies in the field of cultural relations. The efforts of the Division will have relation to nations in all parts of the world, but during the initial phase of its program, particular attention will be given to the other American republics. The Division is serving as a clearing center for activities of various departments and agencies of the federal government of an international cultural or intellectual character. It will also aid in the important work of the Division of Intellectual Cooperation of the Pan-American Union.

In a democracy such as ours the initiative for cultural exchange resides with private agencies and institutions and the major function of the Division of Cultural Relations will be to make the good offices of government available to private enterprise. In doing this education inevitably plays a leading role. It is in order to suggest specific projects which educators will be especially interested in undertaking. The teaching of languages, quite logically, should be the first subject for consideration. Our schools can well give Spanish an important place in the program of studies, for we must remember that Spanish is one of the most vigorous of living tongues, worldwide in its diffusion, tremendously vital in its capacity to expand, and the instrument of expression of more than twenty growing nations. Spanish and Spanish-American thought, literature, and production contain a wealth of spiritual values which need to be tapped by the citizens of the United States. The teaching of the Portuguese language is a matter of the greatest importance and urgency. For reasons difficult to discover, the Portuguese language has never received adequate attention in this country. Brazil constitutes geographically half of South America and with its forty million people

is one of the most vital nations of the new world. Its language, Portuguese, is part and parcel of its cultural heritage. It is time that in the United States due recognition is given to the importance of the Portuguese language, rich in literature, energetic, expressive, and resourceful in mechanism, the instrument of thought of a remarkable people.

We in the United States are unacquainted with the literature of our southern neighbors; their history, biography, fiction, and poetry remain to be opened to us. As an immediately practical method of correcting the situation their literature might be utilized to a greater extent in the Spanish language courses of our high schools and colleges. It is equally true that our literature is little known in the other American republics and that the widespread distribution of our better works would meet with a ready welcome in those countries. If books in English on the United States are scarce in their libraries, those which have been translated into Spanish or Portuguese are even more rare. There is in fact no good one-volume history of the United States available in either language. It is encouraging to note that the American Library Association recently has received a grant from the Rockefeller Foundation for the promotion of library relations with the other American republics. Thru an office to be established in Washington, studies of books and library conditions will be directed, which will serve as a basis for increasing the exchange of publications and developing a larger degree of library cooperation.

Another project in which many of our communities might participate would be to exchange their teachers of Spanish with teachers of English in some of the Spanish-speaking countries. Each teacher while abroad would instruct in his own language and lecture on the cultural life of his homeland. Educational and informative films, minimizing as they do the barrier of language differences, can be utilized as an agency for conveying understanding and appreciation of the representative cultures of the American peoples.

Educators certainly will find effective instruments for promoting understanding in the fields of art and music. The art of the United States is known only too little outside this country while the artistic productions of other American nations reach the people of the United States to a very limited degree. It should be possible to route exhibits of significant art achievements of our neighboring countries thru our schools, colleges, and communities. Neither are we familiar with the music of the other Americas nor they with ours apart from modern dance music. Concerts by visiting musicians, the use of records of native folk music, visits by individual artists—such activities as these would contribute notably to international cultural understanding.

Perhaps the most effective way to develop understanding and appreciation of other peoples is to travel among them, and the excellent steamship and air services now available, combined with good hotel facilities and the warm hospitality that is assured in the other Americas, make a southern trip worthy of serious consideration for all citizens of goodwill. It is anticipated

that summer schools will be established at convenient points in the Caribbean and South American areas to which teachers and students from the United States may go for short courses. The radio undoubtedly will become increasingly important as an instrument for conveying understanding.

The year 1940 will present a number of opportunities to focus the attention of the entire American people upon inter-American relationships. It will mark the fiftieth anniversary of the Pan-American Union; also the Fourth Centennial of the Explorations of Francisco Vasquez de Coronado in the area which now constitutes the southwestern portions of the United States. These events can be utilized in every American community as the occasion for a program designed to better acquaint our citizens with the culture of the other American countries.

TRADE RELATIONSHIPS

ELIOT G. MEARS, GRADUATE SCHOOL OF BUSINESS,
STANFORD UNIVERSITY, CALIF.

The relations between the United States of America and the South American states are becoming more intimate. This is evident in every sphere of activity. Evidences of political contact have existed since the formulation of the Monroe Doctrine, while the Good Neighbor Policy and various inter-American conferences, of which the last was the one at Lima, are concrete manifestations. In 1823 our stand was in actuality against the Holy Alliance of Europe, while at the present time the pressure is directed largely against two aggressive European states plus the Asiatic Empire of Japan.

Cultural relations between the Americas have been meager and weak. Little attempt has been made to inculcate our ideas and ideals south of Panama. Other powers, notably Germany, Italy, and Japan, have seized upon this void to spread intensive propaganda programs. The radio, to less extent the press, the diplomatic and semidiplomatic missions, and cultural lectures usually in Spanish or Portuguese by prominent educators, are important agencies. America and Great Britain are now making significant efforts to meet these new manifestations of political and cultural influences by similar means. An important step in this direction was the creation last year of the Division of Cultural Relations in our Department of State.

The economic relations between the Americas are matters of pressing importance. They are in a marked condition of change. Other countries have been quick to appreciate the advantages of mutual trading with the countries of South America, which are notable for their distinctive raw materials and foodstuffs. Since the most aggressive nations in the world are predominantly the industrial powers, it is logical for them to look there for markets as well as for sources of needed industrial materials. Of all countries, Germany is proving the most aggressive and the most formidable. Her barter and control methods of trading give her a type of resiliency in dealing with individual countries which democratic nations find it difficult to meet on a

satisfactory basis. Our national government as well as individual American firms are well informed regarding current developments. The problem is mainly determining the precise nature of desirable tactics of an economic character which should be followed. Naturally, the predominantly non-economic factors cannot be disregarded in the pursuit of ways and means to deal with varied trade problems.

During the past three years, Germany has made great commercial advantages in South America, chiefly at the expense of Great Britain. The United States continues to hold first place in the trade of most of the American republics. It is apparent that we have no intention of surrendering easily the trade position which we have gained by our own individual efforts in the republics of Mexico, Central America, and South America.

THE USE OF MOTION PICTURES IN FORMING ATTITUDES OF CHILDREN

MARK A. MAY, DIRECTOR, INSTITUTE OF HUMAN RELATIONS,
YALE UNIVERSITY, NEW HAVEN, CONN.

The most noteworthy attempt to measure the effect of special films on special attitudes was made a few years ago by Thurstone of the University of Chicago. He constructed a series of scales or instruments for measuring attitudes toward race, war, crime, gambling, prohibition, and capital punishment. He selected certain theatrical feature pictures which were supposed to be related to one or more of these attitudes as, for example, war. The attitude test on war would then be administered to a group of high-school children before they saw the picture and again after they saw it. The difference between their scores on these two occasions presumably reflected the influence of the picture on that attitude.

Studies on attitudes toward gambling, war, and crime showed measurable changes, but the films selected on prohibition and capital punishment did not produce measurable changes. In all cases, however, where marked changes took place they were permanent for periods of ten weeks to nineteen months. These studies indicate that some theatrical feature pictures will produce measurable changes in attitudes of high-school children and some will not.

Thurstone and his associates constructed a scale to measure attitudes toward the movies themselves. They did not, however, attempt to use the scale to measure the influence of a movie on the attitudes toward movies in general. This question is an important one and relevant to our subject on account of the possible influence of theatrical motion pictures on the attitudes of high-school students toward their schoolwork, especially high-school English. It is commonly believed among teachers of high-school English that the motion picture versions of the great classics such as "David Copperfield," "Tale of Two Cities," and the plays of Shakespeare have helped to

make courses in high-school English more attractive. There is ample evidence that the appearance of "David Copperfield" on the screen greatly increased the demand for library copies of the book. Many teachers of high-school English have testified that they have noted marked differences in the attitudes of their pupils toward a particular classic when a film version of it appears in the local theaters.

The chief concern of the school, however, is with the possible or probable influence of classroom instructional films on the attitudes of pupils. Theatrical feature pictures are not now available for exhibition in schools. There are a few experimental studies that indicate that a certain type of classroom film motivates pupils to do more reading, to write more essays, to make more field trips, or to engage in other activities that afford additional knowledge about the subject portrayed in the film. Knowlton and Tilton in an investigation on the various educational values of the Yale Chronicles of America report that pupils in classes in which these films were used for the teaching of history did a greater amount of volunteer reading both in and out of class. The films also stimulated more participation in recitation and discussion. In an experiment on the influence of certain pictures on health education, Freeman and Hofer found that the children who saw the films tended to engage in more activities such as bringing in newspaper clippings, still pictures, and other materials on the topics portrayed by the film. They failed to find any measurable difference between the amount of volunteer reading outside of class between those who saw the films and those who did not. This, however, may be attributed to the fact that reading materials outside of the class were not available.

Efforts have been made to collect and summarize judgments of teachers who have used films in connection with geography, science, history, and other school subjects on the extent to which children are motivated in their schoolwork. There seems to be unanimous agreement among teachers that one of the most important influences of classroom films is that they tend to make schoolwork more interesting and attractive.

Some of the most recent and most promising experimental work that has been done on the influence of classroom pictures on the attitudes of school children are the projects by the Progressive Education Association and the American Council on Education.

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. During 1938-39, 191 Life Memberships were added.

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
- 1937 Detroit, Michigan, Edgar G. Doudna
- 1938 New York City, Willard E. Givens
- 1939 San Francisco, California, Frederick M. Hunter

ELEVENTH ANNUAL LIFE MEMBERSHIP DINNER

THE ELEVENTH N.E.A. Life Membership Dinner was held in the Gold Ballroom of the Palace Hotel, San Francisco, California, Monday evening, July 3, 1939. There were three hundred and forty-five Life Members and their friends present.

Frederick Maurice Hunter, past president of the Association and chancellor, Oregon State System of Higher Education, served as toastmaster. The music for the occasion was furnished by Helen Berta, a teacher in the San Francisco schools.

Among the special guests of honor present were Ellwood P. Cubberley, dean emeritus, school of education, Stanford University, and Mrs. Anna Kalfus Spero of Berkeley, California, who has the distinction of being a member of the Association for sixty-two years, a national record.

This dinner was dedicated to the founding of the first public teacher-training institution in the United States at Lexington, Massachusetts, July 3, 1839. The address of the evening was given by Caroline S. Woodruff, past president of the Association and principal, State Normal School, Castleton, Vermont. Her subject was "Progress thru Teacher Education."

PROGRESS THRU TEACHER EDUCATION

CAROLINE S. WOODRUFF, IMMEDIATE PAST PRESIDENT OF THE ASSOCIATION ;
AND PRINCIPAL, STATE NORMAL SCHOOL, CASTLETON, VT.

Last year on this occasion we centered our thought upon those teachers to whom we all owe much of whatever success we have had in the teaching profession. Tonight we are going back of the teacher to the forces that shaped his course.

This year, 1939, all over the land the anniversary of a great moment is being observed—a moment that from Lexington, Massachusetts, 100 years ago was destined to be recognized all over the world. Those early patriots who in 1775 on Lexington Common "fired the shot heard around the world" little realized that Lexington Common would be the scene sixty-four years later of a far greater event—a shot fired not from a cannon's mouth but from the vision of a great teacher. It was a great moment when on Wednesday, July 3, 1839, three young women, Misses Damon, Smith, and Hawkins, came into the reception room of an old building that had been leased for three years as the home of the first state normal school in America. They had come to be examined and enrolled as the first student body of a state normal school in America. Teacher-training institutions from coast to coast are celebrating that moment with significant programs.

Briefly let me trace the growth and development of the normal school idea. There was the period of the Renaissance and the resultant spiritual and intellectual awakening. Then came, with the invention of the printing

press, the beginning of the Reformation when a new spirit emerges. Priestly orders organized schools in the sixteenth century, which served as models for teacher-training schools in both Europe and America. The work of these leaders was felt directly in the United States and was followed by the mission schools established by the Franciscan and other friars among the Indians in this very country where we meet. These padres in their cultural and religious teaching trained their brighter students as teachers for others. These were the beginnings of formal teacher training in this country.

In this last century the name of Pestalozzi stands out in clear light. It was he who first proclaimed that there is something more to the preparation required of a teacher than mere knowledge of the subjects he teaches, that there is a technic of diffusing that knowledge. Stimulated by the writings of Rousseau, Pestalozzi's energies and influence rapidly spread to Germany and took a firm hold on Froebel and Herbart, his contemporaries in the early nineteenth century. And it was in this period that seminaries for the training of elementary-school teachers were established in Prussia and other German states, and a few years later that followers of Pestalozzi inaugurated similar training schools in England. So we may say that the forebears of the normal schools in America may be traced directly to Switzerland, Germany, and England, to whom is due great credit.

Except for the work of Pestalozzi, however, all this development in Europe was unknown to American educators until about 1820, for we should remember that all this was before the coming of the railroads, telegraph, and telephone.

A Lancastrian model school was established in New York City, attracting much attention, and particularly that of Governor DeWitt Clinton, who urged that one such school be placed in each county, with the training of teachers as one of its functions. This plan never prevailed but academies all over the state soon made teacher-training classes required courses, and by 1834, five years before the event we are celebrating, such courses were organized into a concrete system.

William Russell, too, the first editor of the *American Journal of Education*, which we of a later generation associate with the name of Dr. Winship, used every available opportunity to stress the importance of a seminary for teachers. The spirit seemed to be moving all thru New England, New York, and somewhat thruout the East.

Here let me pay special tribute to another pioneer in teacher training—Samuel Reed Hall, an itinerant preacher, who that same year, March 1823, stimulated by the activities of his contemporaries, gave a tremendous push to the teaching course by opening in his own house and at his own expense the first teacher-training school in America, according to Mr. Cubberly, who states:

The first teacher-training school in America was established privately, in 1823, by the Reverend Samuel R. Hall, who opened a tuition school for the training of teachers at Concord, Vermont. He introduced a new study called the "Art of Teaching," basing it on his own experience as a teacher. To make clearer his ideas he wrote out a series of lectures on school keeping. In 1829 these were published and

formed the first book in English on the subject of teaching to be published in this country. On the site of this old school, a spot hallowed by its century and more of tradition, the legislature of that state, on its hundredth anniversary in 1923, erected a granite shaft bearing a bronze tablet on which are the words:

The State of Vermont
erects this Tablet August 15, 1923
on the site of the
FIRST NORMAL SCHOOL IN AMERICA
Opened March 11, 1823, by its Founder
Reverend Samuel Read Hall, LL. D.
originator of America's system of
teacher training
Author of the First Textbook on Teaching
published in America

Hall wrote, as Dr. Cubberly substantiates, the first textbook on teaching ever published in America. The eagerness with which it was received is shown by the fact that the educational leaders in New York State ordered at once ten thousand copies to be placed in the hands of every school district in the state, and the Committee on Education in Kentucky recommended that every teacher in that state be given a copy at public expense. Hall wrote other books covering almost every field of education known today. The story of this teacher-minister is thrilling to read, but time forbids my saying more than that leaving Concord he later established a teachers' seminary at Plymouth, New Hampshire, in what is now the state teachers college, and similar courses at Phillips-Andover, Massachusetts, the old fitting school of which he was headmaster. He was also offered the first presidency of Oberlin College, Ohio, which he had to refuse due to physical infirmity.

Another must be mentioned too, one who did much to publicize the normal school movement in America. He was Charles Brooks, who in the summer of 1834 made an exhaustive study of the European systems of teacher training already in effect. On his return home he called together all the inhabitants of Plymouth County to an open-air meeting where he might proclaim the plans he was promoting in America. The great audience which met with him on the appointed day was deeply moved and at the close of his appeal, Ichabod Morton, Esq., promised to give \$1000 toward the establishment of the first teachers' seminary.

Brooks made a powerful impression and refusing any compensation whatever, he spent the next two years lecturing on this important subject, riding over two thousand miles in his one-horse chaise and appearing before numerous state legislatures, as well as in the principal cities and towns. These efforts of Charles Brooks largely determined the form which normal schools took in this country.

The period from 1820 to 1825 has been called the gloomiest period from an education standpoint in New England history, but was followed by one of spirited educational reform, productive of men and women with wide vision, who were sometimes called educational revivalists.

Among these are other names known to all students of education, but of James G. Carter, Henry Barnard said: "More than to any other one person belongs the credit of having first arrested the attention of the leading

minds of Massachusetts to the necessity of the immediate improvement in the system of public schools and of having pointed out the most direct mode of procuring this improvement by providing for the training of competent teachers for these schools."

A firm foundation was being laid and the time seemed ripening for the establishment of the first state normal school. With men like Horace Mann and Cyrus Pierce to encourage its development, the cause was bound to succeed.

As in all new movements, the next step was raising funds to carry on the work. Joy reigned when Edmund Dwight, a wealthy Boston merchant, authorized Horace Mann, then president of the senate, to propose to the Massachusetts legislature that \$10,000 would be given toward the establishment of the project provided the legislature would give the same amount for the same cause. The bill was introduced, almost unanimously passed both houses, was approved by the governor, Edward Everett, April 19, 1838, and one year later on July 3, 1839—one hundred years ago this very day—the first state normal school in the United States opened its doors at Lexington, Massachusetts. And the normal school movement was on!

Rev. Cyrus Pierce, a Harvard graduate, who had done conspicuous educational work in Nantucket, was engaged as the first principal. It is written of him that during those years "he not only did all the teaching but he was his own janitor. He allowed himself but four hours of sleep. When the weather was very cold he would go at eleven or twelve o'clock at night and fill up the furnace, and again at three or four in the morning, to insure that the room would be comfortable when school was opened. After he had attended to the fires at the later hour, he would sweep the snow from the steps when that was necessary, shovel paths around the house, bring water enough from a well nearby to last during the day, and then study till school time."

The normal school movement spread like wildfire thru Massachusetts. In September of that year a second school was opened at Barre, and the following year a third opened at Bridgewater. And the cause was won. Other states were quick to follow. Connecticut, in 1850, opened a normal school at New Britain; Rhode Island, one in 1852; Iowa and New Jersey in 1855; Illinois in 1857; Pennsylvania in 1859; Minnesota in 1860; among the first, Maine, Vermont, New Hampshire, and North Carolina followed.

Step by step, year after year, teaching, as a calling, as an art, and as a profession, has been advancing always to higher levels.

A great step in its development as a profession came eighteen years after the Lexington beginning when in Philadelphia in 1857 a handful of teachers—forty-one men and two women from a dozen of the thirty-one states then belonging to the Union—met at Philadelphia for the purpose of organizing the teachers of the nation into one great educational brotherhood. That was the birth of the National Education Association, now grown from a membership of forty-three to nearly a quarter of a million. And along with this tremendous growth of the national Association the teacher-training program has advanced—in character and in content.

Let us recount. One hundred years ago today there was one state normal school in this country, a one-year course, one instructor, three pupils. That was the picture. Today there are 169 four-year degree-granting teachers colleges, 62 state normal schools of two- and three-year curriculums, with more than 100 students enrolled.

And what of tomorrow? In preparation for this paper, a questionnaire was sent to the presidents of one or more teachers colleges in every state in the Union asking their opinions on the next steps in the field of teacher education. Of the thirty-nine replies came the following most significant ones:

1. Re-examination and evaluation of the unique function of teacher training
2. Broader academic and cultural background
3. Broader acquaintance with vital fields of human thought affecting modern civilization
4. Strengthening the practice of democracy
5. Training teachers in the spiritual revival which America must face
6. Training in understanding and appreciation of other peoples and nations for peace and goodwill
7. Developing dynamic leadership
8. Providing for parent and family-life education
9. Setting up a philosophy of education understandable to the profession and also to the lay public, attainable by all
10. Professionalization of teaching.

You know the story of all the movements today for making in reality a profession of teaching alongside the professions of medicine, theology, law, and the rest—a slow process and every advancing step in the teacher-training program of the last one hundred years has been toward this end and its fulfilment. All around us we see the awakened consciousness among educators everywhere that, in the expanding program of education itself, the responsibility is upon the teacher-training institutions.

I turn to the last yearbook of the American Association of Teachers Colleges and see, under "Next Steps in Teacher Education," Mr. Kefauver's farseeing needs in, and challenges to, teacher education; Mr. Bigelow's review of the report of the American Council on Education on major issues in teacher education today; Mr. Hubbard's survey of professional and public relationship courses offered in teachers colleges with its implications; and Mr. Engleman's "What Next" in professional relations. I see the work being done in the South and West under the leadership of Charl Ormond Williams and its followup by President Shaw, now creeping all over the country thru the institutes of professional relations, thirty-seven of which are being held this summer in colleges and universities from Oregon to the Carolinas. I see an increase in interest and voluntary membership in the great national Association, and quote Mr. Zook's significant words: "We ourselves have had too mean or too lowly a conception of the teacher's function. We have made it a craft and have trained people to practice it. We must lift it to the status of a profession and educate people to follow it."

These are some of the many things that indicate without question an advancing program for the teacher's college. And now in closing, let me say there was never a time in all history that called more insistently than today

for clear thinking, for wide-range vision, for balanced judgment, for dynamic leadership, for fearless action, for making clear the enduring values of democracy in a confused world, and for a rebirth of spiritual values. And we look out into the future confident that the Power which guided those educational pioneers one hundred years ago will direct the forces that must meet the needs of tomorrow.

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 National Council of Education are: PRESIDENT, L. A. Pechstein, Dean, Teachers College, University of Cincinnati, Cincinnati, Ohio; VICEPRESIDENT, E. G. Doudna, Secretary, Board of Normal School Regents, Madison, Wis.; SECRETARY, Margaret Kiely, Dean of Women, Queens College, Flushing, N. Y.; EXECUTIVE COMMITTEE: A. L. Threlkeld, Superintendent of Schools, Montclair, N. J. (term expires 1939); Mrs. Edith B. Joynes, Principal, Washington-Gatewood Schools, Norfolk, Va. (term expires 1939); H. V. Holloway, State Superintendent of Public Instruction, Dover, Del. (term expires 1940).

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	1894:593-678	1906:607-623	1917:129-219	1928:221-262
1882: 77- 87	1895:430-509	1907:329-454	1918:135-149	1929:229-274
1884:Pt. III:1-67	1896:393-470	1908:313-500	1919:675-739	1930:199-245
1885:405-551	1897:317-583	1909:331-435	1920:107-190	1931:275-311
1886:259-331	1898:489-588	1910:307-375	1921:269-368	1932:221-257
1887:255-328	1899:380-529	1911:331-476	1922:349-574	1933:225-266
1888:251-321	1900:297-364	1912:499-605	1923:425-551	1934:229-262
1889:345-440	1901:349-499	1913:355-424	1924:350-428	1935:225-248
1890:287-364	1902:306-408	1914:293-404	1925:266-336	1936:137-154
1891:275-378	1903:301-376	1915:527-627	1926:281-327	1937:153-170
1892:745-806	1904:333-377	1916:195-287	1927:247-292	1938:131-150
1893:925	1905:271-340			

EDUCATIONAL PROGRESS DURING 1938¹

CARTER V. GOOD, PROFESSOR OF EDUCATION, UNIVERSITY OF CINCINNATI,
CINCINNATI, OHIO

IF TODAY'S REPORT OF PROGRESS is to be neither a bibliographical summary of research nor a statistical survey of current conditions and trends in education, one major approach remains, namely, to review the accomplishments of the past year in terms of large-scale cooperative ventures and the work of major deliberative committees. This plan was followed in last year's report and seems entirely in keeping with the interests of the Council.

The national deliberative committees and major projects active during 1938 include: Committee on the Orientation of Secondary Education; Cooperative Study of Secondary School Standards; American Youth Commission of the American Council on Education; Commissions of the Progressive Education Association on the Relation of School and College, on the Secondary School Curriculum, and on Human Relations; Advisory Committee on Education; Educational Policies Commission of the N.E.A. and of the American Association of School Administrators; five-year study of teacher education by the American Council on Education; Pennsylvania Study by the Carnegie Foundation for the Advancement of Teaching; Board of Regents' Inquiry into the Character and Cost of Public Education in the State of New York; Committee on Modern Languages of the American Council on Education; Joint Commission of the Mathematical Association of America and of the National Council of Mathematics Teachers; Committee on Motion Pictures in Education of the American Council on Education; Stanford *Genetic Studies of Genius*; and the educational yearbooks of 1938-39.

Such projects require large financial subsidies and competent supervision. Much of the financial support has come from the Carnegie Foundation for the Advancement of Teaching, General Education Board, and the federal government. Among the coordinating agencies are the American Council on Education, National Society for the Study of Education, U. S. Office of Education, and Research Division of the National Education Association. The present decade of financial stringency has been accompanied by the inauguration of a period of large-scale cooperative research in education. Is an explanation to be found in the suggestion that foundations, professional associations, educational institutions, many individuals, and at least some governments have come in such times to recognize that the relatively permanent human values reside in the training of the intellect and in the search for truth?

The complexities of the problems in both the social sciences and modern democracies make "rugged individualism" no longer self-sufficient for purposes of either research or government. Today there are many

¹ Paper reprinted in full in *School and Society* 49: 461-68, April 15, 1939.

other opportunities not yet utilized for coordinating individual effort into a significant whole of problem solving in the social sciences and for articulating individual action into a comprehensive, meaningful pattern of group living in a democracy.

The National Council of Education is in a strategic position to share in the consideration of such studies and problems as have been outlined above. Has any profession, not even excluding medicine, spent a more active, purposeful year in the study of its major problems?

THE SCHOOL AND THE STATE IN AMERICAN DEMOCRACY

GEORGE S. COUNTS, PROFESSOR OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Thesis I

1. As a matter of historical fact the relation between school and state has varied from epoch to epoch and from social system to social system.
2. What this relationship should be depends largely upon the ends which a given society at a given time is bent on achieving.
3. What this relationship may be in a given society at a given time depends on the balance of social forces.
4. This balance is not fated by some impersonal historic process but rather is determined by the interplay of the individual and organized energies and purposes of men and women.
5. This interplay of the individual and organized energies and purposes of men and women is in turn influenced by the process and prevailing conceptions of organized and unorganized education.

Thesis II

1. Democracy, as a form of government or society, is difficult to define because it cannot be identified with any particular set of social institutions or practices.
2. It is here proposed that democracy be identified with that government or society which is dedicated to the preservation and realization of the great ethical conceptions of the fundamental equality, brotherhood, dignity, and moral worth of all men.

Thesis III

1. These great ethical conceptions have found full expression in no society or people, past or present.
2. During the past several centuries, and particularly in western Europe and America, these conceptions have been on the march and until recently have promise of conquering the world.
3. Today, because of an apparent general incapacity of historic democratic political institutions to deal effectively with the problems of the age, these conceptions are in rapid and even headlong retreat.
4. The future of democracy in the world may well rest upon the shoulders of the American people during the years and decades immediately ahead.
5. The future of democracy in the United States probably depends upon the ability of democratic forces to deal quickly and effectively with the basic problems of industrial society—hesitation or retreat may mean disaster.

Thesis IV

1. The survival of democracy in America requires the launching of a comprehensive and far-reaching program of defense and offense.

2. Already American democracy is giving thought to its material defenses; it is equally urgent to give thought to its spiritual defenses.

3. The American people must reassert and reaffirm their devotion to and faith in democratic ideas, values, and outlooks.

4. They must strive honestly and effectively to apply these ideas, values, and outlooks to their life and institutions, bring economic power under popular control, harness the energies of technology to humane purposes, root out every kind of special privilege, promote toleration, understanding, and brotherhood among races, peoples, and religions, conduct an unrelenting war on poverty and human misery, prosecute the free and untrammelled search for knowledge in all fields, and engage positively in the creation of a civilization of justice, beauty, and humanity.

Thesis V

1. In any program for the defense and advance of democracy in America organized education must occupy a central place.

2. The school should frankly reject the conception of social and moral neutrality and direct its energies to the defense and strengthening of the democratic tradition and way of life.

3. As a minimum program the school should

a. Organize its own life in accordance with the democratic ideas, values, and outlooks mentioned above.

b. Propagate in the rising generation loyalty to and understanding of these ideas, values, and outlooks.

c. Provide as thoro instruction as time permits in the nature and history of man, the story of American democracy, the rise of industrial civilization, the present structure of American society, the contradictions and conflicts of the contemporary world, the social ideas, philosophies, and programs now in competition, the agencies and methods of propaganda current today, and the perspectives and potentialities of American democracy.

d. Give systematic and profound attention to the underlying forces and trends tending to destroy democracy, to the cultural resources available for the defense of democracy, and to the devising of a practicable program designed to make democracy work.

e. Encourage informed and honest criticism of institutions, parties, governments, and public persons and officials.

f. Develop a mentality marked by fair-mindedness, intellectual integrity, respect for truth, faith in the human mind, and loyalty to scientific method and spirit.

g. Develop a mentality marked by enlightened devotion to the common good.

4. The achievement of such a program requires a school

a. Free from the immediate domination of private persons, minorities, classes, parties, churches, and government officials.

b. Removed from the passions of the moment and dedicated to the long-time interests of children and society.

c. Sensitive and responsive to the changing conditions and deep trends of the social order.

d. Devoted to the transmission, fostering, and enriching of the great tradition of intellectual freedom and inquiry.

5. The function of politics and political institutions in American democracy, so far as organized education is concerned, is to set the conditions under which the above conception of the school may be realized.

Thesis VI

1. In a democracy, government is something less than the state, and the state something less than society, society being the most inclusive term applied to the facts of human association, the state the fundamental legal conceptions and instrumentali-

ties thru which the will of society is expressed, and government the state in action at any given time.

2. In a democracy, whatever may be the incidence of brute power, the individual may claim the moral right to appeal from government to the state, from the state to society, and even from society to his own conscience.

3. It is proposed here that the ultimate loyalty of the teacher is neither to political administrations nor to state forms, but to the processes of democracy and science and to the welfare of society.

4. It is maintained here that in the measure that the government or the state seeks to prescribe the content of the curriculum or dictate the social beliefs of teachers it approaches the totalitarian conception and practice.

Thesis VII

1. This conception will prevail only if there is developed among the American people a clear understanding of the peculiar function of organized education in a democracy.

2. In the development of this conception and in all matters pertaining to education in a community, state, and nation the organized teaching profession should assume a position of leadership and responsibility.

3. This last proposal is made, not as a right of the teacher but as a necessary condition of democratic education.

4. In order that teachers may discharge their function as here conceived they must become students of our society, organized thoroly as a profession, work closely with all great popular organizations and forces, and become fully sensitive to the vast responsibilities which the current age seems to have thrust upon them.

THE SCHOOL AND THE STATE IN AMERICAN DEMOCRACY

WILLIAM H. KILPATRICK, TEACHERS COLLEGE, COLUMBIA UNIVERSITY,
NEW YORK, N. Y.

Seldom does one find so penetrating and well stated an analysis of this topic as is given in the theses submitted by Professor Counts. If it were helpful it would be easy to spend one's full quota of time in pointing out specific excellencies. It seems, however, better to develop a point which otherwise may to some seem ambiguous if not erroneous.

The specific reference is to a wording under Thesis V: "3. As a minimum program the school should (a) organize its own life in accordance with the democratic ideals, values, and outlooks mentioned above; and (b) propagate in the rising generation loyalty to, and understanding of, these values, ideas, and outlooks."

Different kinds of school regimes will of necessity educate their young differently as regards social ideals, values, and outlooks. Is all education equally a matter of each group's indoctrinating its young into its peculiar views? The answer given to this question cuts to the bottom of the meaning and defensibility of democracy.

By anticipation the answer returned to this question is "no." A democratic education need not, and of right must not, use the indoctrinating procedures naturally adopted by the dictatorship school systems. There is possible a fundamental difference, and this must be followed if democracy means to be true to itself.

Let us begin with a study of the world we live in. Among the many problems three concern us: (a) how to establish facts and principles in the realm of natural phenomena, so as to use them to our ends; (b) how to decide what to do, especially in relation to our fellow men; and (c) what kind of government to set up and social theory to accept.

When we further examine our world especially as regards the answers returned to these three problems, we find first of all that historically the answers to these social problems have varied during the ages, and differently as regards the three. The first named problem came to the fore later than the other two, but men now agree more readily on the answer to it than to the other two. In very great measure we are socially conditioned to be what we are.

When we ask how man has made improvements in respect to any of these three areas, one general answer seems possible. Teaching has improved in respect to science, ethics, or anything else, it appears, by studying actual contrasted procedures and outcomes, so as from these contrasts to derive suggestions of other possible ways to try. Actual trial and observation of results have, sooner or later, taught lessons that being spread have brought whatever improvements we observe.

Man has improved by discovering new things. He did this more rapidly when he began consciously to try to discover, and still more rapidly after he discovered how to discover, namely, by experimentation. During the process of learning thus how to study ever more consciously, man learned the hurtfulness of prejudices, fixed ideas, and the like, and the helpfulness of certain correlated precautions. Out of this we have come to form the ideal of open-minded and carefully directed study, and of such selfhood or personality as embodies this ideal.

But there is another ideal that we need, namely, justice. Man has learned justice by experiencing what has seemed to him injustice and comparing this with more favorable treatment received at other times, or by other persons.

A third ideal will perhaps suffice for our needs. If justice from one aspect implies equality of treatment, from another it implies "oughtness." Justice "ought" to prevail. In a sense, justice and oughtness are but two aspects of one and the same thing. We are here concerned with what ought to prevail in society. For this we put together the two ideals previously developed, the full development of the individual and the equal treatment of all. From this we get the ideal of freedom, proper freedom, that each one's freedom is limited by the fact of simultaneous equal, but not identical, freedom for all. Man is inherently social. He must live with others in order to be himself. What he ought to do is determined thus by what he and the others can do together in society.

Thru the ages ethical leaders have struggled to create an ideal of society that would give realization to the ideals of free thinking and the full development of personality, of equal justice of treatment, and of freedom for conduct that was fair to all. Democracy is the effort to run society on the basis of these ideals.

Then as answer to our problem, democratic education must be different from any other kind of education. It will seek to develop in each growing personality, a loyalty to, and practice of, the ideals of equal justice to all, the equal treatment of all, the equal development of all to be such free personalities. Democracy thus puts its faith in thinking and is willing to change even its own content and procedures as fuller and fairer thinking may decide. This dictatorships refuse to do. They wish a limited intelligence, and the dictator sets the bounds. Democracy trusts intelligence, and a democratic education must therefore put first in importance the building of free intelligence.

REPORT OF ADVISORY COMMITTEE ON EDUCATION AND IMPENDING LEGISLATION

FLOYD W. REEVES, CHAIRMAN, PRESIDENT'S ADVISORY COMMITTEE ON
EDUCATION, WASHINGTON, D. C.

The Congress of the United States is now giving consideration to bills based primarily on the Report of the Advisory Committee on Education. The federal aid to education bill, H. R. 3517, was introduced in the House of Representatives by Congressman William H. Larrabee of Indiana, chairman of the Committee on Education, on January 31, 1939. On February 13, Senator Elbert D. Thomas of Utah, chairman of the Committee on Education and Labor, introduced S. 1305, on behalf of Senator Harrison and himself. The Senate bill is similar but not identical with the House bill. Hearings on the Senate bill have been scheduled to begin on March 2.

Both bills authorize grants-in-aid to the states for the purposes and in the amounts recommended by the Committee. Both are in accord with the intent of the Committee that all funds to elementary and secondary schools be expended only thru public agencies. Neither bill permits states to expend any of their grants thru private agencies.

There are two major points of difference between the Larrabee and the Harrison-Thomas bills. The Larrabee Bill includes the following proviso:

Provided, That nothing in this Act shall be construed to prohibit any state legislature, if it so desires and under such conditions as it may determine consistently with the constitution of such state, or the local school jurisdictions of any state under such conditions as the state legislature may determine, from making available to children legally in attendance at nonpublic schools any services of health, welfare, books, reading materials, or transportation of pupils that may be made available thru expenditure of federal funds for children in attendance at public schools.

This proviso is not included in the Senate bill.

The second major point where the two bills differ is in Title VI—grants to the U. S. Office of Education for cooperative educational research and demonstrations and for administration. The Larrabee Bill authorizes the amounts recommended by the Advisory Committee—

\$2,000,000 for the fiscal year 1940 and \$3,000,000 for each of five years thereafter. The Harrison-Thomas Bill authorizes appropriations of 3 percent of the amounts authorized for the respective fiscal years under the other titles of the bill. This is equivalent to an authorization of slightly over \$2,000,000 for next year, and it increases annually to approximately \$6,000,000 for the last of the six-year period.

Neither the Senate nor the House bill incorporates provisions for major changes in the administration of federal funds for vocational education, as recommended by the Advisory Committee. The opinion has been expressed by members of both the Senate and the House of Representatives that amendments of present vocational education acts should be provided for thru separate amendatory legislation.

In introducing the federal aid to education bill, Senator Thomas included a statement which was printed in the *Record* as a part of his remarks. This statement reads in part as follows:

The bill as previously introduced has been the subject of intensive discussion by citizens all over the country and by most of the groups and organizations interested in public education. Many suggestions for revision were the result of this discussion. . . . The suggestions for revision have been carefully considered and the bill has been thoroly redrafted.

The purpose of the bill, as set forth in the general statement of policy with which it begins, is to assist in equalizing educational opportunities without federal control over the educational policies of states and localities. The administrative features of the bill have been given careful attention with this purpose in mind. Every effort has been made to avoid any necessity or even occasion for the intervention of federal administrative officials. After the states have accepted the act, or the various parts, which are separable, and have complied with a limited number of specific provisions, the United States commissioner of education is directed to certify payment of the grants. He is not directed or authorized to approve or disapprove any plans of the states for the expenditure of the funds. He is, however, required to audit the expenditures after they are made and to make an annual report setting forth in detail the extent to which each of the states has accomplished the equalization of educational opportunity in comparison with previous years.

The Harrison-Thomas and Larrabee bills, if enacted into law, would carry out many of the major recommendations of the Advisory Committee on Education. Additional legislation and administrative action will be necessary to carry out other recommendations of the Committee.

REPORT OF ADVISORY COMMITTEE ON EDUCATION AND IMPENDING LEGISLATION

GEORGE D. STRAYER, TEACHERS COLLEGE, COLUMBIA UNIVERSITY,
NEW YORK, N. Y.

The report of the President's Advisory Committee on Education presents in most convincing fashion the need of further federal support for public education. "Federal aid is the only way in which the difficulties in this widespread and complex situation can be adequately corrected."

In line with its conclusions, the report proposes that the federal government grant money to the several states, taking into consideration the financial ability of each state and the need for education as measured by the school population. It recommends, as well, that the greater part of federal aid be devoted to the improvement of elementary and secondary education. With these recommendations we can all agree.

Certain questions having to do with the method employed in the distribution of funds and in the degree of control to be exercised by the federal government remain to be considered. It would seem wise to propose that aid be granted in order that a minimum program of education may be made available thruout the nation. This minimum should be defined in terms of the amount of money involved in the maintenance of these opportunities. The formula for the distribution of money should be written into the legislation proposing the distribution of moneys to the states. The control, subject only to an audit by the federal government, should be left entirely in the hands of the state and local educational authorities. There are other recommendations in the report which suggest the necessity of having plans developed by the states reviewed by the federal office.

It is unwise to give to the federal government even the measure of control provided by these recommendations. One may admit that mistakes will be made if the matter is left to the control and administration of state educational authorities, but it is better that such mistakes be made than that we should develop centralized control and a national system of education.

Another matter of vital concern has to do with the relation of education to welfare activities. If we are to maintain state and local control of education and to develop our state and local school systems, then it would seem unwise to place federal agencies, such as the CCC, the NYA, and the general relief program operating thru the WPA, in a position to develop a national system of education. It may be possible that that is the direction in which we are moving and that we may find ourselves in the not distant future with state and local school systems either competing with the national system of education or operating a system of public education less than adequate and always more or less in competition with the national administration.

THE RESPONSIBILITY OF EDUCATION TO THE STATE AND TO DEMOCRACY

W. H. BURTON, UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES,
CALIF.

Two important problems confront our society: (a) the solution of the difficult and pressing problems of an emerging industrial society; and (b) the constant re-formulation of the intellectual bases of democracy plus the development of a living faith in those principles. Concerning the first of these problems we may ask, Is it possible to achieve a democratic indus-

trial order thru the will of the people within a society which is now dominated by an economic aristocracy? Concerning the second, Is it possible to develop free thinking individuals within an educational system which deliberately points toward loyalty to democracy without at the same time indoctrinating those individuals with somewhat static beliefs in the present social order?

The responsibility of education to the difficult task presented by the emerging industrial society is not primary in the sense that education will do the job. The question has been asked, "Dare the schools build a new social order?" The schools should not if they could, and they could not if they would. In the first place the schools would not be trusted to do this, and rightly so. The guidance of the emerging economic order is a task calling for the joint effort of educators, scientists, enlightened and socially responsible industrialists, and an informed public.

There is another reason why the schools or any other one group cannot be responsible, namely, that the form of the emergent order to come is not known. Education, like every other great social force, must play its part. Our part will be to study, do research, derive facts, study trends, and then throw them into sharp relief, thru education so that all men may be informed. Contrary to the beliefs of classical economists and of many businessmen there is no natural economic order. Any economic order is legalistic and state supported. Again we see the enormous importance of education and the amount of it which will be necessary for enlightenment if a politically ordered structure is to come into being.

The first obligation then of education to the state and to democracy is to participate in the enlightenment of the public concerning the history and development of the present economic order, concerning the vital and pressing problems which are current, concerning the experiments in the solution of these problems, concerning trends, concerning, in fact, everything which will serve to illuminate the present situation. When we turn to the second task, namely, the formulation of the principles of democracy and the arousing of abiding faith therein, little need be said concerning the principles.

The statement that we should educate for democracy immediately arouses the protest that we will be indoctrinating or imposing democracy. However, if we are to escape disaster we will have to speed up the process of explaining democracy and developing loyalty to it. The following paragraphs will endeavor to show that education for democracy can be carried on within the principles of sound education and without the evils of indoctrination.

Indoctrination has a number of perfectly distinct meanings each of them quite legitimate but which are usually not distinguished when used in ordinary discourse. We must be explicitly careful in using the word. Some procedures now carelessly lumped together under the term "indoctrination" may be in fact unavoidable and desirable aspects of the educative process. If these procedures should turn out to be inescapable it would seem the part of wisdom to utilize them in the service of education

for democracy. Properly understood then, some aspects of what we carelessly call indoctrination may have some guidance for legitimate education. Indoctrination may mean:

1. The dogmatic inculcation or imposition of any cultural product, that is of any principle, doctrine, theory, or technic
2. The exposition or elucidation of any principle, doctrine, or theory by an expositor who may agree or disagree or be indifferent
3. The general process by which a culture product is insensibly transmitted to an individual and hence to groups.

When indoctrination is discussed carelessly, reference is usually had to the first or dogmatic type of indoctrination. Independent critical thought and creativeness are thought to be destroyed by this type of indoctrination. The other two types of indoctrination are seemingly not so evil. Let us now examine the types of things which may be indoctrinated.

1. Indoctrinated principles may be provisional or they may be final. There must be some provisional indoctrination in the very beginnings of education. There are certain good and necessary beliefs and procedure which must be imposed upon youngsters before they can possibly understand why. Convenience and even the safety of life may demand this.

2. It goes without saying that a government or a profession of education which would drill the coming generations in the blind acceptance of a fixed point of view would be violating all the principles of both democracy and of education. Within an education deliberately pointed toward democracy, there must be preserved the right to protest, respect for minority opinions, and opportunity for variation. Democracy will be presented not as a set of formal mechanisms but as a way of life.

There is much talk of the necessity of developing open-mindedness and of developing the attitude of suspended judgment. The whole concept designated by the term "scientific attitude" must be developed. Open-mindedness and critical thought are not characteristics of Rousseau's natural man which will emerge if only the opportunity is given. Each of these characteristics of the desirable democratic man must be developed and we must educate for them.

It is, therefore, clear: (a) that education for democracy does not at all mean dogmatic indoctrination; (b) that any explanation of, or social conditioning toward, the principles of democracy will be provisional; and (c) a program deliberately pointed toward democracy lies in the development of a secure and truly free profession of education.

Freedom of teaching does not mean that the state must permit individuals to expound chance doctrines with which those individuals may be enamoured. On the other hand a state or powerful group within the state is in gross error when it attempts to pass upon the validity of the pronouncements of professional scholars. An autonomous community of scholars of recognized competence alone can pass upon the content and method of education. The existence and security of a free profession of education is the final safeguard for a fearless exposition of the principles of democracy and the findings of science.

The distinctions already made concerning the nature of indoctrination, of education, and of democracy should safeguard us from the criticism that the acceptance of the democratic system as basic will inevitably operate to close the mind and to inhibit critical evaluation of our current institutions.

All this insures that the democracy which is to be accepted as the basic factor in our education will be a living dynamic, accepting the challenge of current conditions in the United States. The general orientation will be toward a future which will be characterized by fairly rapid political, economic, and social change. Education will prepare individuals for this changing world by causing them to look upon social inventions with the same enthusiasm as is now bestowed upon mechanical inventions and to look upon improvements in the economic system with the same enthusiasm as they look upon improvements in the products of that system.

WHAT SHALL BE THE RELATION OF THE SCHOOL TO THE STATE IN AMERICAN DEMOCRACY?

FREDERICK J. WEERSING, PROFESSOR OF EDUCATION, UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES, CALIF.

The relation of the school to the state in American democracy derives its importance from the effects of this relationship upon the progress of democracy and from its reciprocal effects upon the schools themselves. Our ultimate concern as educators is, first of all, with the kind of social values or the way of life which we desire to promote, and second, the effectiveness of organized education as a means for the promotion of this way of life.

Referring to a general revision of the original theses, it seemed that phrasing the topic in question form would point the argument somewhat more cogently; hence, I have rephrased the topic in question form, "What shall be the relation of the school to the state in American democracy?" I have attempted to formulate as here indicated a logical sequence of discrete propositions to head each of the sets of coordinate statements proposed by Mr. Counts. I have expanded the list of main theses from seven to ten in number in an effort to present, in the entire series, a complete and connected argument or exposition of the question propounded in the title.

Thesis I. The relation between school and state is historically dependent upon the prevailing conceptions of social values or ends to be achieved.

Thesis II. Democracy, as a form of government or society, represents a particular set of social values distinct from other currently accepted life values.

Thesis III. Democracy is not an absolute but an evolving ideal, never completely realized or understood.

Thesis IV. The survival of democracy in America demands an organized leadership in the continuous redefinition of the democratic ideal and its implementation in a modern industrial and capitalistic society.

Thesis V. Education is the only process thru which the democratic ideal can be realized because the ends of democracy and the ends of education are identical.

Thesis VI. The most fundamental problem of organized education today, therefore, is its relation to government, state, and the larger society.

Thesis VII. Powerful social forces opposed to democracy are likewise opposed to such a concept of education.

Thesis VIII. The democratic ideal will prevail only if there is a constantly increasing popular acceptance of the way of life which democracy represents.

Thesis IX. It is therefore the duty of the teacher to assist in the spread of the democratic ideal and its growing practice as a necessary condition of education itself.

Thesis X. To discharge these duties effectively all teachers must increasingly become students of society and organize professionally to promote the ends and means of democratic living everywhere and at all times.

Finally, in the course of my rearrangement and rewording of the theses and their supporting statements, I have attempted to change the emphasis slightly in two or three instances.

1. In Thesis I, I have tried to stress the idea that formerly blind social forces are gradually coming under the control of man, particularly thru the conscious direction of organized education in the interest of a particular set of social values.

2. In Thesis II, I have changed slightly the concept of democracy as stated by Mr. Counts. The rewording is designed to place more stress on the maximum development of the individual thru participation in social direction, and rather less on the principles of equality, brotherhood, and the like, which appear to me as ideals or outcomes to be reached and not as a set of absolutes with which we start out.

3. In Thesis III, I have tried to change: (a) the tone of the opposition to communism, fascism, and naziism; (b) the statement of their relationship or contrast to democracy as a competing ideology; and (c) the statement of the reasons why democracy has apparently failed in many countries.

4. In Thesis IV, I have made no major changes except to suggest that the real foe of American democracy resides within, rather than beyond, our shores. I have tried to keep intact Mr. Counts' excellent argument for the need of a conscious, purposeful program to preserve and strengthen democracy in our country.

My Thesis IX contains Mr. Count's VII, (3) and (4), with the added idea of a democratic development, among teachers, of a philosophy of society and of education. The original statements appear to lay us open to the criticism that a given concept of democracy is to be imposed on all teachers by "high-powered" leaders. I have likewise indicated that we have a little housecleaning to do ourselves by way of making our administrative procedure fit our professions of faith in democracy. Finally, in my Thesis X, I have expanded Mr. Counts' VII, (5), carried further the idea of reform in educational administration and teacher-training, and pointed out the practical culmination or, rather, the progressive outcomes of the entire program of a democratic education in a democratic state.

THE RELATION OF THE TEACHER TO AMERICA'S CHANGING PATTERN

SHELTON PHELPS, WINTHROP COLLEGE, ROCK HILL, S. C.

The assumption that the controlling factor in education, in war, in fact "of the world," is economic, of course, is not new. It is said in the discussion that economic factors caused the World War. It is further stated that economic factors caused the depression. What is objected to is that the discussion seems to imply that the economic factors were the controlling cause, almost the sole cause. It is the seemingly sweeping attempt to shift the incidents of emphases entirely upon the economic change which is being questioned.

Implied thruout the discussion is that the remedy for present ills lies in economic controls. If one does not accept the assumption that both cause and remedy are one, and that one economic, then at many points the presentation is open to question. To illustrate, if the causes of all difficulties are in the main economic, wherein can be found the consistency or the logic of pleading for a teacher "who propagandizes for democracy, liberty, freedom of speech and press, etc.?" Why plead for a teacher who works for health and the educational needs of children? These things—democracy, liberty, freedom of speech and press, health, and educational needs—are but indirectly economic in nature. In the early years of the history of this country, democracy and liberty were ideals resting only in an indirect way upon economic bases. Freedom of speech and of press were actuated by ideals philosophical more than economic.

Perhaps there is need, as stated, for a "science of economics." It is assumed that it is desired to get economics on more nearly quantitative bases and to induce from these bases certain generalizations. One can but remember that a quarter of a century ago education was bending every effort to reduce educational principles and beliefs to quantitative bases. Today, however, education is as earnestly working to reduce quantitatively supported principles to their appropriate place in the beliefs of education. Consequently a real philosophy of education, taking its appropriate rank alongside a science of education, meaning a quantitatively supported education, is being rapidly restored to its former prestige.

No one would deny that the economic factors of life are basic. The sole point is that they are not alone in being basic. Life and government rest on several bases. We have besides the economic basis, a system of beliefs by which we live. We still have ideals which are not necessarily economic.

This discussion pleads for a teacher whose economics is known in the perspective of the other factors of control, whose economics is well known and well taught, for a teacher by whom it is also known that at many times in history these economic controls have been properly outweighed, as they shall probably be again outweighed in the future. That control which will be permanent will be a control which considers and coordinates the many controls illustrated by the few just mentioned.

THE RELATION OF THE TEACHER TO AMERICA'S CHANGING ECONOMIC PATTERN

GEORGE WILLARD FRASIER, PRESIDENT, COLORADO STATE COLLEGE OF
EDUCATION, GREELEY, COLO.

- I. Education is suffering at present because of other urgent calls for money.
- II. The most pressing problems of the world are economic in origin.
- III. The World War was economic in its origin.
- IV. The depression was caused by economic conditions.
- V. The President's plans to end the depression were fundamentally economic.
- VI. Most of the problems facing our government now are economic.
- VII. Our foreign policy is largely economic.
- VIII. This economic problem is very close to the young teacher.
- IX. We need a science of economics.
- X. We can help meet these economic problems.
 - A. The organized teacher can do much to help.
 1. Make teaching more attractive economically.
 2. Make intelligent tenure possible.
 3. Develop a retirement system.
 - B. We can combine with parents and help with those problems that condition the teaching process.
 1. Provide better housing for schools.
 2. Provide modern equipment.
 3. Provide books and magazines.
 - C. Some community problems are too big for the teacher.
 1. Some children come from relief families with just enough money to keep alive.
 2. Some children's parents are on the WPA level of living.
 3. Some children must go without money for the necessities of life.
 - D. I am for the teacher who is an efficient propagandist, one who propagandizes for democracy, liberty, freedom of speech and press, fair wages, decent housing, medical care, and security.
 - E. I am for the teacher who works for desirable legislation.
 1. Someone must look out for the economic, health, and educational needs of childhood.
 - F. I am for the efficiently organized teacher who speaks out in meetings and who is not afraid to fight when an important principle is at stake.

SECRETARY'S MINUTES

Cleveland, Ohio

First General Session

The first session of the National Council of Education was called to order at 2 P.M. on February 27, 1939, in the Auditorium of the Brotherhood of Locomotive Engineers, Cleveland, Ohio, President Louis A. Pechstein presiding.

Carter V. Good, of the University of Cincinnati, presented, in terms of large-scale cooperative ventures and major deliberative committees, the annual review of educational progress, characterizing the optimistic summary as the record of a particularly active and profitable study of major professional problems. Following his report the meeting was directed to a discussion of the topic, "The School and the State in American Democracy," led by George S. Counts of Teachers College, Columbia University, and carried on by the following prepared participants: William H. Kilpatrick, Henry W. Holmes, Ernest Horn, Harold Benjamin, A. J. Stoddard, and Ernest O. Melby.

Some of these papers are here summarized. The first session adjourned at 4:40 P.M.

The second session of the conference convened at 2 P.M. on February 28 at the same auditorium, President Pechstein presiding. In accordance with the formal plan of the Council this session was devoted to a final discussion of the revised report of the President's Advisory Committee on Education and Impending Legislation, presented by Floyd W. Reeves, chairman. This discussion had been introduced at the June 1938 meeting in New York City, at which time a preliminary report was given, also by Mr. Reeves. The participants in the discussion following were George D. Strayer, Ben G. Graham, Paul R. Mort, Guy E. Snavely, John Dale Russell, and Payson Smith.

At the close of the prepared program the Advisory Committee's report was laid open to discussion from the floor. Speaking in approval of the bill the following members participated in this general discussion: E. E. Oberholtzer, Harold W. Smith, Paul L. Cressman, George F. Zook, Ira T. Chapman, Donald D. Davis, and Ed McCuiston. Mrs. Chester L. Reagan spoke in disapproval of the bill. At the close of the discussion period Mr. Reeves summarized the expression of the meeting, recording a practically unanimous agreement on most of the provisions of the bill and general approval of the bill as a whole. The meeting adjourned at 5:15 P.M.

The business meeting of the Council was called to order at 5:25 P.M. February 28, in the same auditorium, by President Pechstein. The president, reporting for the special committee on the reorganization of the Council, stated that the one hundred and two memberships within the jurisdiction of the Council proper had all been filled. Of the forty-eight to be nominated by the state associations, forty-two had been named. Of the twenty-four open to the departments of the N.E.A., twenty-one had been completed, with nominations from the three remaining groups promised at an early date.

Announcement was made of the San Francisco meeting in July 1939. In accordance with the regular plan the topic of the February meeting, "The School and the State in American Democracy," was designated as the theme of the July meeting. Details of the program were left in the hands of the president.

The president was authorized to assemble the opinions of the Council members on the questions relative to the Harrison-Thomas and Larrabee bills and to acquaint the members with the tabulated results of the poll. The vote of the Council, which according to its charter should function as an advisory agent, is to be reported to the parent body, the National Education Association. Without formal vote the Council approved the proposal that a Problem Solving Committee be set up within the N.E.A. for the purpose of facilitating the administrative work involved in the compilation of opinions on matters of policy which require an expression of judgment from the members of the National Council. The meeting was adjourned at 6:20 P.M.

PROPOSITIONS SUBMITTED TO THE NATIONAL COUNCIL OF EDUCATION¹

1. As public school systems and institutions of higher learning (both public and private) are commonly managed in the United States, teachers do not share adequately in the making of educational policies; therefore the following propositions are submitted:

A. Definite provision should be made whereby teachers may share effectively with administrative officers and boards of education (or boards of trustees) in the making of educational policies. Yes—98%; No—2%

B. The provision for teacher participation contemplated in the above should be legally defined and safeguarded. Yes—55%; No—45%

C. (1) Teachers should have greater voice than administrative officers and/or boards of education (or trustees) in determining all matters pertaining to the method and content of instruction. Yes—8%; No—92%

or

(2) Teachers should participate effectively in determining all matters pertaining to the method and content of instruction. Yes—95%; No—5%

2. A. School administrators should be chosen (and retained in office) jointly, and on equal terms, by the teachers and the board of education (or board of trustees in the case of a higher institution of learning). Yes—12%; No—88%

or

B. School administrators should be chosen (and retained in office) solely on the basis of their ability to function effectively in carrying into effect the plans and policies developed by the lay community, the board of trustees, the teachers, and the associated agencies of education in community, state, and nation. Security for those in administrative positions should be equal to that provided for teachers. Yes—99%; No—1%

3. A. Salary schedules may properly reflect differences of preparation, length of service, and satisfactoriness of service. Yes—99%; No—1%

B. (1) But no administrative officer should carry a higher salary than that paid to the highest salaried teacher. Yes—4%; No—96%

(2) Administrative offices should carry such higher salaries as are consonant with the added obligations and responsibilities of educational leadership. Yes—100%.

SECRETARY'S MINUTES

San Francisco, California

Morning Session, July 2-6, 1939

The annual meeting of the National Council of Education was called to order at 9:30 A.M. Sunday, July 2, at the Palace Hotel, San Francisco, California, by President Louis A. Pechstein, who presided over the sessions. Charl Ormond Williams served as secretary, substituting for Margaret Kiely, who was unavoidably absent. Ninety persons attended the first session.

According to the rules of the Council the discussion during the morning session was devoted to the topic, "The School and the State in American Democracy," the second of the theses presented by George S. Counts at the meeting of the Council in February 1939, Cleveland, Ohio. The topic was presented in a formal paper by William H. Burton, University of California, Los Angeles, who stated that since the theses clearly indicated that something must be done and further indicated what must be done, the question now is how to do it. Building up carefully step by step

¹ Note that certain pairs of statements are mutually contradictory.

his conception of the crux of the implications of the theses, Mr. Burton reached the conclusion that "the crowning responsibility of education to the state and to democracy is to produce free citizens who will courageously modify any of their political forms, economic systems, and social conventions in the light of the principles of democracy and the findings of science." Mr. Burton's remarks are summarized in the foregoing pages.

Following presentation of the topic, Grayson N. Kefauver of Stanford University, California, summarized the report and led a fifteen-minute discussion participated in by the following: J. B. Sears, professor of education, Stanford University, Calif.; F. J. Weersing, University of Southern California, Los Angeles, Calif.; M. L. Darsie, Teachers College, University of California, Los Angeles, Calif.; Walter R. Hepner, president, San Diego State College, San Diego, Calif.; A. D. Owens, superintendent of schools, Newport, Ky.; E. E. Oberholtzer, superintendent of schools, Houston, Texas; and Charl Ormend Williams, director of Field Service, National Education Association, Washington, D. C.

John Powell, San Francisco, presented a paper assigned to Alexander Meikeljohn, Dartmouth College, Hanover, N. H., who was absent, and Mr. Kefauver read a paper which had been assigned to Percy R. Davis who was absent. The morning's discussion was concluded by a five-minute statement from Mr. Burton.

Afternoon Session

President Pechstein called the afternoon session to order at 1:30 P.M. Eighty-four men and women attended the session and remained thru to its close.

George Willard Frasier, president of the Colorado State College of Education, Greeley, presented the topic, "The Relation of the Teacher to America's Changing Economic Pattern." The theses presented by Mr. Frasier, which are outlined in the foregoing pages, made it plain that the most pressing problems of the world are economic in origin and he pointed out how teachers can help to meet them. A brief discussion ensued participated in by the following: Fred M. Hunter, chancellor, University of Oregon, Eugene-Portland, Ore.; Loda Mae Davis, San Mateo Junior College, San Mateo, Calif.; Shelton Phelps, president, Winthrop College, Rock Hill, S. C.; H. A. Sotzin, San Jose State College, San Jose, Calif.; John T. Wahlquist, University of Utah, Salt Lake City, Utah; Paul R. Hanna, Stanford University, Calif.; F. W. Thomas, president, Fresno State College, Fresno, Calif.; Louis A. Pechstein, dean, University of Cincinnati, Cincinnati, Ohio, and president, National Council of Education; Grayson N. Kefauver, dean, Stanford University, Calif.; Inez Johnson Lewis, state superintendent of public instruction, Denver, Colo.; and Clifford P. Archer, University of Minnesota, Minneapolis, Minn. The second session closed at 4:00 P.M.

Business Meeting

At the close of the second session of the Council, Mr. Pechstein called the regular business meeting of the group at 4:10 P.M.

The question of the organization of an American academy of education was brought to the attention of the Council by Mr. Pechstein, acting on a proposal which was made by Caroline Woodruff, president, State Normal School, Castleton, Vermont, at an earlier meeting of the Executive Committee, and which the Executive Committee, entirely favorable, had asked Mr. Pechstein to report to the business meeting of the Council. Shelton Phelps moved the appointment by Mr. Pechstein of a committee to investigate the plan. It was seconded and unanimously carried.

The membership of the Council reaffirmed its practice to elect new members and officers by mail in the autumn, at which time the Council will determine its position upon the topic brought to final debate at San Francisco, namely, "The School and the State in American Democracy." The business session adjourned at 5 P.M.

REPORT OF ADVISORY COMMITTEE ON EDUCATION AND IMPENDING LEGISLATION

1. Should the federal government enact legislation providing aid to the states for the purpose of reducing educational inequalities? Yes—98%; No—2%

2. If your answer to the above question is "yes," which of the following proposals do you prefer? Check one.

A. The recommendation of the Advisory Committee on Education, which has been incorporated in the Harrison-Thomas and Larrabee bills, should be adopted. This recommendation is to the effect that the major portion of all federal aid for education should be granted as a general fund for the current support of elementary and secondary education. Relatively small grants would be made for teacher training, school buildings, and state departments of education, primarily for the purpose of increasing the effectiveness of the general grant. Small grants would also be made for adult education and rural library service. The grants proposed are for a six-year period. Before the end of the six-year period the program would be restudied by a special committee. This committee would recommend which if any of the special grants would be continued beyond six years. 80%

B. All federal aid to the states for education during the next six-year period should be made as a single grant to be used for any educational purpose and at any level of education that the states may determine. 20%

3. Should federal legislation reserve explicitly to state and local auspices the general administration of schools, control over the processes of education, and the determination of the best uses of the allotments of federal funds within the types of expenditure for which federal funds may be made available? Yes—96%; No—4%

4. Assuming that the purpose of a federal grant is to reduce educational inequality among states and within states, which of the three statements presented below do you prefer? Check one.

A. The commissioner of education should be given authority to approve plans for the distribution of funds within the states in order that the federal government may assure itself that the purpose of the grant is accomplished. 8%

B. The authority of the commissioner of education should be limited to certifying that the state's plan for the distribution of funds to local districts complies with the law in that it provides for reducing educational inequality. (This is the provision of the present Harrison-Thomas and Larrabee bills.) 84%

C. The commissioner of education should be given no authority to enforce any provision of the federal statute requiring the distribution of the federal aid funds within states on an equalization basis. 8%

5. Do you favor the following recommendation? Yes—91%; No—9%

All federal grants for education purposes to states maintaining separate schools and institutions for Negroes should be conditioned upon an equitable distribution of federal funds between facilities for the two races.

6. Section 54 of both the Harrison-Thomas Bill in the Senate and the Larrabee Bill in the House states that all grants in aid to the states shall be expended only thru public agencies and under public control, as determined by the respective states. Do you favor the following proviso which is included in the Larrabee Bill but not in the Harrison-Thomas Bill? Yes—34%; No—66%

Provided, That nothing in this Act shall be construed to prohibit any state legislature, if it so desires and under such conditions as it may determine consistently with the constitution of such state, or the local school jurisdiction of any state under such conditions as the state legislature may determine, from making available to children legally in attendance at nonpublic schools any services of health, welfare, books, reading materials, or transportation of pupils that may be made available thru expenditure of federal funds for children in attendance at public schools.

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 the American Association of Teachers Colleges), and the National Association of School Superintendents became the Department of Superintendence (now the American Association of School Administrators).*

Another forward step was taken in 1921 when departments were given greater 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-seven 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 the years of organization is as follows:

ADULT EDUCATION	1921
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION	1894
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS.....	1870
AMERICAN ASSOCIATION OF TEACHERS COLLEGES.....	1870
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION.....	1930
ART EDUCATION	1933
BUSINESS EDUCATION	1892
CLASSROOM TEACHERS	1914
ELEMENTARY SCHOOL PRINCIPALS.....	1921
GARDEN EDUCATION	1939
HOME ECONOMICS	1930
KINDERGARTEN-PRIMARY EDUCATION.....	1884
LIP READING	1926
MUSIC EDUCATION	1884
NATIONAL ASSOCIATION OF DEANS OF WOMEN.....	1918
NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS.....	1939
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS.....	1886
NATIONAL ASSOCIATION OF TEACHERS OF SPEECH.....	1939
NATIONAL COUNCIL FOR THE SOCIAL STUDIES.....	1925
NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION...	1932
RURAL EDUCATION	1907
SCIENCE INSTRUCTION	1895
SECONDARY TEACHERS	1886
SPECIAL EDUCATION	1930
SUPERVISORS AND DIRECTORS OF INSTRUCTION.....	1929
VISUAL INSTRUCTION	1923
VOCATIONAL EDUCATION	1875

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 years 1938-40 are: PRESIDENT, George C. Mann, Director of Adult Education, State Board of Education, Los Angeles, Calif.; VICEPRESIDENT, Mrs. Elizabeth C. Morriss, Director of Adult Education, Raleigh, N. C.; COORDINATE VICEPRESIDENTS, Caroline A. Whipple, Supervisor, Adult Education, State Department of Education, Albany, N. Y.; George L. Maxwell, Assistant Director, Education Division, WPA, Washington, D. C.; M. S. Robertson, State Director, WPA Education, New Orleans, La.; Frances K. Wetmore, Board of Education, Chicago, Ill.; Paul L. Essert, Principal, Emily Griffith Opportunity School, Denver, Colo.; SECRETARY, Frank M. Debatin, Dean, Washington University, St. Louis, Mo.; ASSISTANT TREASURER, George R. Bryant, State Supervisor, WPA Education, Columbus, Ohio.

This Department meets twice a year in February and July. The annual dues, \$1, are payable to the Department of Adult Education of the National Education Association. The Department publishes a quarterly bulletin. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1921:460	1926:329-372	1931:315-342	1936:161-176
1922:905-968	1927:293-334	1932:263-282	1937:177-202
1923:669-704	1928:263-304	1933:275-308	1938:363-378
1924:565-582	1929:277-316	1934:273-296	
1925:337-353	1930:249-274	1935:255-270	

WHY ADULT EDUCATION

LEWIS R. ALDERMAN, DIRECTOR, EDUCATION DIVISION, WORK PROJECTS
ADMINISTRATION, WASHINGTON, D. C.

TWO-THIRDS OF THE ADULTS in the United States have had less than an elementary-school education; 86 percent less than a secondary-school education; and twice as many are illiterate as there are college graduates. Society now has become so complicated that one has constantly to keep his mental equipment in better working condition than ever before in order to retain his relative place in that society.

We educators must not believe that if we teach children well the inequalities of opportunity will pass away with the present adult generation. Too large a percent of our future citizens are growing up under the handicaps of ignorance, disease, and poverty. Since adults condition children, we should see the great importance of giving educational opportunities to them.

Americans have been occupied with developing our natural and material resources and have been neglecting our human resources. The neglected one-third of our nation has been thought of only in connection with limitations and not of its possible capabilities. Examples of groups who have been given opportunities to gain knowledge show that they made rapid progress toward their self-support and self-respect. This one-third is a potential source of wealth, as our country can prosper only to the extent that it develops the individuals in it.

Adult education pays. The new knowledge and skills acquired by adults in classes are put to immediate use, which raise their standards of living and provide more consumers, which increases markets and causes more employment. Education pays in the prevention of social disorders, such as preventable sickness and crime, which cost us billions of dollars annually.

In the matter of delinquency, adults are a great influence. Where the general illiteracy rate is high, the percent of delinquency is high. Retardation in schools is caused largely by the uneducated adults in the community. When parents learn that education is important, they see to it that their children attend school regularly. Since adults determine the amount of money to be spent for education in the community, it is important that they have the proper knowledge as to what to demand.

Our greatest need is an understanding people. Denmark has been an example of what a country can do with her human resources when she is bereft of material resources. To preserve our form of government and solve the serious problems confronting this country today, adult education is necessary. People must choose their leaders wisely and discriminate between fact and propaganda. The government that offers opportunities for the development of all its citizens is a successful government. In a democracy, evolution rather than revolution is the process by which advancement is made. Underprivileged minorities are easy prey for the propagandists of various isms.

We have equipment necessary to teach all the people who want to learn. In every town and village are school buildings available and people wanting to use them. There are teachers who need the jobs the evening classes would provide, and this would stimulate the regular school system as well. Our people have more leisure time than they ever had, and we have the best chance in the world for the improvement of the common man. This is a time for educators to believe in education.

SOME NEW DIRECTIONS IN ADULT EDUCATION

MORSE A. CARTWRIGHT, DIRECTOR, AMERICAN ASSOCIATION FOR ADULT EDUCATION, NEW YORK, N. Y.

School people are coming to realize that they must think not only in terms of their specific clientele in the public schools but also in terms of community needs, development, and enrichment in the cultural values of life. There is not much doubt but that adult education is to be reckoned as a social activity these days in contrast with the rather selfish, and primarily vocational, point of view of a quarter-century ago when it was largely a matter of vocational advancement. It was participated in largely by members of the younger age group who were anxious to establish themselves in their vocations and to get ahead in the world. This younger age group is still anxious for vocational security and their vocational and remedial needs must be met. However, in the quarter-century that we are discussing, the entire concept of adult education has undergone an enlargement.

With the introduction of a vast and wholly new age group into the purview of adult education, a change took place in our reckoning of what the actual content of adult education should be. The younger age group, naturally acquisitive and highly materialistic in its point of view no longer constituted the main element in adult education. Attention commenced to be focused upon those slightly older persons who had entered upon what has aptly been described as a reflective stage in their educational development.

As a consequence, emphasis began to be laid upon cultural activities, upon the enrichment of lives, upon interests and needs somewhat separate and distinct from materialistic achievement and more directly concerned with the joy of living. For a time it looked as tho the cultural and vocational approaches in adult education were directly antithetical—that one view might prevail to the exclusion of the other.

Then came the economic depression, which taught us a lesson in education—namely, that neither cultural nor adult education alone would put either intellectual or material bread into the mouths of an unsettled and panicky population.

In the United States adult education comes as the result of a social urge. It is something more than a juggling of curriculums in order to see that people do not undertake courses numbered 200 before they have finished courses numbered 100; it is something more than mere acquisition

of credits looking forward to a degree that may or may not ever materialize; it is something more than a mere manipulative effort on the part of the administrator to turn human beings into pupils and to catalog them neatly in classes meeting over definite term periods that coincide with school semesters.

Adult education today possesses both an informality and a flexibility, factors that give us the right to look upon it as a social experience. It is probably even more than that. It is almost undoubtedly the beginning in this country of a genuine folk movement aimed at cultural enrichment not only of the individuals participating but also of the community, the state, and the nation as a whole.

Any program of adult education envisaged for the United States nationally must be postulated upon a meeting place to which the people as a whole are able and willing to go. What have we in America in the way of plant facilities to provide for such a coming together of the populace? We have three types of plant open to public use on the whole—the public school, library, and museum. By far the most numerous of the three is the public school, and it is worthy of our serious regard as the probable chief gathering place for adults in search of education in the future.

The trend, the country over, in urban and rural school districts is unquestionably toward the increased use of school plants by adults. If we are correct in recognizing this trend, what then has happened in connection with the very considerable expenditure of federal relief funds applied in one form or another to the construction of school buildings during the depression? Most of the schools constructed by various communities in cooperation with the PWA, the RFC, or some other governmental agency, on the whole, have been planned with the architectural blindness and unwisdom of thirty years ago rather than with the technical skill and foresightedness that looks to future use. Some findings will be made public next year together with a notable series of functional studies relating to various component parts of school plants. It is our hope that we can so influence the thinking of schoolboards, superintendents, principals, teachers, architects, and the general public that architectural atrocities will become impossible.

In the Maplewood-South Orange School district of New Jersey, a citizens committee, acting independently of the school system but with its support, has started an adult school which is wholly self-supporting and distinct from the school budget except for the contribution of light, heat, and janitor service made by the schoolboard. Some 3500 individuals take part in the offerings of this adult school, and one year the number of course registrations exceeded 5500. More than seventy types of educational opportunity are open to the residents of this school district upon the payment of a nominal fee. The instruction offered is of the highest quality, the staffs of nearby universities participate, and the enterprise has all the aspects of a people's university.

There are also new directions evident in the work of sanatorium centers, privately conducted forums, and social settlements. Settlements started out

as educational enterprises, as adjuncts to universities, but their educational interests were soon more or less swallowed up in social service. It is encouraging now to see such great settlement enterprises as Hull House in Chicago again embarked upon an educational program geared closely to the needs and to the understanding of the city tenement house clientele which it serves.

The great group work agencies, such as the Y.M.C.A.'s and Y.W.C.A.'s and H.A.'s, have recently made notable strides in blazing an educational trail for their organizations to follow. These are new directions in adult education.

I want to draw attention to two great enterprises which form important and interesting component parts of the adult education movement in America, both of which are taking new directions as far as adult education is concerned. The first is the agricultural extension service operated jointly by the United States Department of Agriculture and the land-grant colleges in the several states. Some six or seven million rural people are in touch with this program with some 8000 full-time agricultural agents, supervisors, and home demonstration agents serving as a faculty of a new kind of people's university. Fifteen years ago the Smith-Lever Act of 1914, which makes these activities possible, was construed rigidly to mean that federal funds could be expended only for vocational agriculture. In the last half dozen years an enlightened policy adopted in Washington has permitted this vast staff to devote at least a part of its energies to making the farm a better place on which to live. Hence, we have seen growing up a program that has to do with home demonstration, home arts, with discussion of rural problems, and with the cultural backgrounds of rural living.

The second great area is that of the public library. During the last decade there has developed within the public library a new type of service for readers known as the readers' advisory service. Librarians are beginning to realize that they have an educational responsibility to serve not only individuals in search of the right book but also groups of individuals seeking to read or to think in concert. This nationwide service is more and more devoting itself to educational objectives.

There are many more. I have not touched the parent education movement, the radio listening groups, men's and women's clubs, music groups, and the little theater groups that abound thruout the country. Separately these activities might be considered of relatively little importance for the nation but taken in the aggregate they constitute a huge folk movement of utmost importance for America. It does not seem possible to look upon these many and varied activities of adult human beings that comprise adult education without hazarding a guess as to their ultimate effect upon our social and governmental institutions.

We in America have been pledged for 160 years to a democratic ideal. It is only thru the long-time, continued application of adult education that we shall ever come to know that ideal. If we are to withstand the assaults made by ideologies foreign to our way in America, we shall have to stake our ability to do so directly upon the amount and the character of adult education that we can supply to an eager and pathetically anxious public.

As leaders of adult education both under public and private auspices, we are charged with a sacred responsibility. We are the custodians of the democracy, for a democracy depends upon, and is strong in direct ratio to, the degree of educational enlightenment possessed by its people.

ORGANIZATION OF EDUCATION FOR LITERACY

MILDRED J. WIESE, SPECIALIST, EDUCATION DIVISION, WORK PROJECTS
ADMINISTRATION, WASHINGTON, D. C.

In its broadest sense the literacy program provides for all of those persons who are prevented by their very limited schooling from participating in most of the other regularly organized programs of adult education. As estimated by the Office of Education in 1934 those over twenty-one years of age who have failed to complete the work of the elementary school number 36,000,000 persons, almost half the adult population.

We could hardly call this group insignificant, and yet in all of our vast program of organized adult education, except in rare instances, these adults have no place outside of the elementary classes. For them we have thought of adult education as being primarily remedial. As usually organized this remedial work develops skills in the three R's and a background of traditional content, such as history, geography, literature, and civics—skills and background which we fondly hope will enable the student later to go on into the real program of adult education.

This vast number of persons cannot read with understanding books or magazines or pamphlet series concerned with significant problems of the day. They stay away from public forums where the speakers "talk over their heads." They snap off educational radio broadcasts because "all that stuff doesn't mean a thing to me." And in our classes we say to them, in effect, as the elementary school has in the past said to children, "You are not yet ready to understand these problems; you must first study grammar and history, geography, civics, and literature." Students enter these classes, hopeful that by contact with this magic touchstone of education they will somehow achieve the ability to deal with baffling problems of family relationships, social inadequacy, and economic failure.

Our problem as teachers and administrators is to organize a program which will develop the basic skills in reading and in reasoning, in writing, and in self-expression. At the same time we must build a program for those without these skills which will help them to become better fathers and mothers, better citizens, more effective workers, and happier individuals.

The program of literacy education has all the stimulating challenge of every other phase of adult education with one more added challenge. We must somehow develop this adult education within the comprehension of persons of limited schooling.

If democracy is to work successfully we must have an informed and enlightened citizenry. The welfare and safety of all of us depend upon those who carry the balance of power in the voting booth. It is these voters whom we have in our literacy classes. Our foundation fields citizenship

program becomes much more than preparation to pass naturalization examinations. It is one with the program of the forums for civic education, the educational activities of the League of Women Voters, and the numerous public affairs discussion groups. We are all working toward the same goals, and to no small degree we can use the same methods and technics. The programs provide dependable information on problems of the day. They also give practice in forming and expressing opinion on the basis of facts. They develop ability to choose between truth and falsehood and skill in recognizing the devices of propaganda.

The teacher is a leader of discussion, not an authoritarian drill master. The purpose of the group is thoughtful consideration of public problems. Safety, health, employment, crop control, housing, and social security are studied. The broader problems of government can be understood better in the light of an understanding of these problems as they affect some one or more members of the group.

The limited knowledge of the class and teacher is enlarged by inviting authorities to speak to the group. Each speaker is asked to gear his discussion to the interests, the experiences, and the understanding of the class. Field trips by the class enlarge the experience and develop new insights concerning public affairs. Many national agencies are preparing materials to further adult education.

Outside of the classroom as well as within it we need to organize for citizenship education. The public must understand and be willing to support such a program. An aroused and informed public opinion will rally to the defense of a teacher who encourages thoughtful discussion of unpopular as well as popular issues. The Governor's Adult Education Council of North Carolina, the Citizen's Fact Finding Committee of Georgia, the Annual Mountain Plains Conference of the West, and the hundreds of adult education councils thruout the country are indications of a trend.

I believe federal financial support will come too. The Randolph-Lee Bill recently introduced into the House and Senate provides for federal aid to public forums, literacy, and citizenship education. The bill for federal aid to education, based upon the recommendations of the President's Advisory Committee, has a provision for grants to states to aid adult education. More and more states are providing state funds for adult education.

SELECTION OF TEACHING PERSONNEL FOR ADULT CLASSES

L. B. TRAVERS, ASSISTANT SUPERINTENDENT OF SCHOOLS, LOS ANGELES, CALIF.

Some years ago while supervising a statewide program of adult education I made a rough analysis of the factors which apparently had controlled many school districts and school administrators in the establishment of specific courses in adult education. Some of these factors were (a) the availability of equipment or facilities for carrying on an adult class; (b) the availability of an expert in some field who might be obtained to teach a class

related to his specialty; (c) someone needed a job; (d) a person could secure twenty-five or more people to enrol in a class in which he claimed expert knowledge; (e) a wish expressed by the required minimum group of adults for a specific class; (f) some other city successfully operated such a class; (g) a school administrator thought it would be a good idea to offer such a class; (h) availability of outside funds; and (i) an analysis of the adult education needs of a community and the offering of specific courses to meet these needs.

I do not mean to imply in reciting these controlling factors that the resulting program was of little worth. As a matter of fact, the amount of social and educational value was surprising. However, these values were more or less accidental and not the direct result of careful analysis and planning. If the program determined upon is established after careful analysis of both social and adult needs with regard to the objectives to be obtained in each unit of the program, there is a place for scientific selection of teaching personnel. In the small community some difficulty may be found in finding properly qualified personnel. The area of recruitment may extend over a county and even a state when distances are not too great and good transportation facilities are available. In these times there has been a tendency to establish local residence requirements or at least to give preference to the home-town folk. Such provincial requirements are unfortunate because education is not a local function.

The procedures for selecting the teaching personnel for an extensive program in a relatively large metropolitan area must of necessity be more formal. I would recommend:

- I. A carefully prepared specification that should include
 - a. The title of the course which may or may not be selected from the activity or content thru which the objectives are to be obtained (for example, swimming)
 - b. A brief and specific statement of the objectives or aims of the course
 - c. A summarized statement of the duties of the position with a brief outline of the content or scope of the course or, in some cases, the activities thru which the aims are achieved
 - d. A statement of the requirements including
 - (1) Minimum education or training
 - (2) Minimum experience necessary
 - (3) Credential or certificate requirements
 - (4) Miscellaneous requirements, such as age, health, residence requirements, and salary.
- II. A recruiting procedure which covers the employment area and reaches all qualified and interested people, by means of bulletins, news releases, professional organizations, labor organizations, and universities
Competitive (democratic way).
- III. An evaluation procedure which
 - a. Reviews application and eliminates on the basis of minimum requirements
 - b. An examination which might include
 - (1) Written test to measure possession of technical knowledge or course content thru objective test if possible
 - (2) Evaluation of training
 - (3) Evaluation of experience
 - (4) Evaluation of personal characteristics thru an oral interview
 - (5) Health examination.

- IV. Establishment of an eligible list or employment register based upon merit as determined by the evaluation procedure.
- V. Appointment from the eligible register in the order of merit with some discretion granted to the appointing power.
- VI. A probationary period during which services may be terminated without recourse.

Within certain limits this procedure is necessary to protect your program from the pressure groups which operate within a large community. Authorities agree that the major factor contributing to the success of any adult education program is the personnel factor. If our adult education program is to meet the test of presentday needs, we must hold to the principle that "only the best shall serve the state."

PROGRAM OF COUNSELING FOR YOUNG ADULTS

MARGARET GRIFFIN, STATE DIRECTOR, NATIONAL YOUTH ADMINISTRATION,
RENO, NEV.

To get a full-time job, to keep it, and to advance toward security is undoubtedly the basic objective of the great majority of young people. However, in the United States today there are approximately 5,000,000 youth between the ages of sixteen and twenty-four either totally or partially unemployed, according to a survey made by American Youth Commission in December 1938. The greatest obstacles to employment as given by 30,000 youth who were interviewed during a recent survey, *Urban Youth: Their Characteristics and Economic Problems*, by the WPA Research Division, are: (a) lack of previous work experience, (b) lack of specialized training, and (c) lack of a general education.

Youth are demanding and are in need of special assistance in their search for employment. The National Youth Administration has developed a counseling and placement service which falls into three main divisions: guidance on work projects; guidance in employment offices, both while the youth is on the project and after he has left to go into private employment; and guidance thru an intensive type of consultation service, the purpose of which is to assist youth in working out their own vocational plans.

In many ways the problems of the out-of-school, unemployed youth are different than those of youth in school and it takes different standards of guidance in dealing with them. Many youth are nonselective. They do not care what kind of job they have in the future as long as it is a steady job. Youth want assistance but are skeptical of advice because so much of it has not been pertinent to the solution of their problem. Assistance given thru NYA guidance and placement programs is for the purpose of aiding youth to fit themselves into their places in private employment by helping them to define their own interests; get information concerning different jobs, qualifications, and conditions of employment; get needed training; and get a suitable job in private employment. We have confined our advice to vocational problems and have referred to other agencies problems in which they specialize. We tend to believe that youth should not be given one occupational classification, but a group, closely related; that

the real backbone of any guidance program is occupational information based on a study of the industry as a whole.

In the NYA program, the individual youth is of primary importance. The program is decentralized to fit individual state and local conditions. There is not one program for all youth, but many programs adapted to the different needs of individual young people.

THE PLACE OF CONSUMER EDUCATION

MRS. CLARA P. SNYDER, SUPERVISOR OF ADULT HOMEMAKING, STATE
DEPARTMENT OF EDUCATION, LOS ANGELES, CALIF.

Adult education should accept the major responsibility for the new field of consumer education. As adults are not only consumers of goods and services, but are actually the purchasers of a very large proportion of consumer goods, it is logical that adult education shall accept the task of providing opportunity for improving and developing judgment among those individuals responsible for spending the family income.

If in our nation 38 percent of the people are wage-earners and the median income for this group is \$1175, 25 percent live on farms with a median income of \$965, we begin to realize how important a factor the buying judgment of adults has become. Upon the ability to buy with judgment and discrimination may depend the health of the family and many of the environmental influences.

There are several trends in consumer buying. Homemakers buy over 87 percent of the world's goods and are predominately in the consumer group. Homemakers are in need of specialized training in this job and desire the best and most authentic information that can be secured.

Two types of consumer education have developed in the adult education field. One is the specialized course in consumer education which deals with all phases of consumer problems. It includes not only the buying of family clothing, food, housing, and other related products, but also treats such subjects as savings, insurance, travel, and education. This type of class is effective in large centers where there is sufficient interest to enable the grouping together of those interested in a broad treatment of the problem and where leaders have the opportunity for broad in-service training so that they may be specialists in many phases of consumer buying.

The other type of consumer education is included as an integral part in various classes. The leader consciously plans for that type of consumer education which is related to his particular course. Thus, the teacher of clothing has a responsibility of bringing to her class materials in buying problems, textiles, brands, and standardization that will aid the student in more efficient use of the family budget in the purchase or construction of clothing.

Interesting courses in simplified consumer education have been developed this year in Los Angeles among those teachers working with the foreign-born and literacy groups. This can be used as a medium for instruction in English and thereby serve two purposes.

The problems involved in organizing these courses are largely that of teacher ability, adjustment, and willingness to assume responsibility for developing this type of subjectmatter. The problem of cooperation with producers is not quite so important. When the producer has realized this is not just a passing fancy on the part of the adult consumer, he has shown himself willing and anxious to cooperate in every way, especially by making available all of the research findings on his product.

Source material is also a problem. We would not advocate the presentation of material that would lead to ready-made judgments. We have government agencies interested in the dissemination of reliable information regarding products. This material can be easily secured and should be more widely used.

If adult education will take the lead in consumer education we will find an increasing interest on the part of the mass of consumers, and by this combined effort there will be a better understanding and cooperation with the producers. As a result of this better judgment in buying problems the standard of American living can be raised and, as a real consumer consciousness arises from a well-developed plan of consumer education, all consumers, all producers, and retailers who are engaged in a legitimate business will profit.

REPORT OF LEGISLATIVE COMMITTEE

MAUDE E. AITON, PRINCIPAL, WEBSTER AMERICANIZATION SCHOOL, WASHINGTON, D. C.; AND CHAIRMAN, LEGISLATIVE COMMITTEE

At the Cleveland meeting, February 27-March 1, 1939, the position of the Department of Adult Education on federal aid to education among and within the states was discussed and defined.

The Department had already agreed in principle with the conclusions of the President's Advisory Committee on Education, that is, that there is evident an urgent need of greater participation on the part of the federal government in order to bring about an equalization of educational opportunities in this country.

To us, the needs in the field of adult education, less recently recognized, less widely known, were even more obvious than in other fields. We, therefore, endorsed as a department the general education bill for federal aid to education introduced in both House and Senate late in January and early in February 1939—H. R. 3517 and S. 1305.

Members of our department have had information relative to this bill and of the revisions made to the Harrison-Fletcher Bill upon which it is based, thru the *Adult Education Bulletin*, and thru the correspondence of this committee with legislative committees in 46 of the 48 states. During the past four months copies of the bill have been sent to all state committees. They in turn have given it wide publicity among organizations and individuals in their states. Twenty-four governors have sent in favorable replies to requests for interest or promised consideration. Reports of activity in the states have been encouraging.

At the Cleveland conference the Department of Adult Education not only endorsed the general education bill but also prepared specific recommendations relating to Title II which deals with educational services for adults.

Title II offers opportunity for an extended program of public adult education, and takes into consideration all persons in all states twenty years of age and over. It recognizes the needs previously stated by this department as arising from (a) illiteracy among adults, (b) incomplete elementary training, (c) enforced leisure,

(d) the increased proportion of adults in our population, (e) necessity for vocational readjustments, (f) inadequate provision for citizenship training for alien residents, and (g) the importance of participation by an enlightened citizenry in the solution of presentday problems.

It makes available to the states sums of money beginning with \$5,000,000 for the year ending in June 1940 and increasing to \$15,000,000 for the year ending in June 1945 "to assist the states in making adequate provisions for adult educational services."

The provisions of this title are intended to stimulate adult education in the states; to place responsibility upon the states for the development and continuation of the programs and for the support of future expansion; and to entail no departure from our American system of local control of education.

In support of the provisions of Title II, this department formulated at the February conference a brief in favor thereof. On March 3, this brief was presented by the chairman of the committee on legislation, representing the Department of Adult Education at the hearings of the Senate Sub-Committee on Education and Labor.

At these public hearings held on March 2, 3, and 10, 38 organizations and individuals submitted statements, 29 in favor of the passage of the bill. At the conclusion of hearings, the Sub-Committee reported favorably on the bill and at this time S. 1305 is on the Senate calendar.

No hearings have been held in the House, and we are not now encouraged to hope that further action will be taken before the adjournment of the Congress now in session. There are indications, however, that when Congress again meets, sponsors in both houses will press for action with renewed vigor and with the support of the President. When the bill comes to the Senate three senators who have submitted minority reports will argue against it.

Our work, then, is but well begun. If it was necessary before to publicize our belief in federal aid for adult education, it is more urgent now that we make a concentrated effort in every state to sustain the interest already aroused and to reach still more citizens with definite information. Senators and members of the House want to know and should know what we are thinking and asking. We should familiarize ourselves with the conclusions of others. Particularly should we read and study the minority reports so that we may be able to support our endorsement of the bill.

Copies of the hearings before the Sub-Committee of the Committee on Education and Labor, United States Senate, Seventy-Sixth Congress, First Session, on S. 1305 are obtainable from the Government Printing Office or your delegation in Congress; also the Minority Views, June 13, 1939—Calendar No. 262, Repr. 244, Part 3.

REPORT OF CONSUMER EDUCATION COMMITTEE

N. C. BUCKHART, WORK PROJECTS ADMINISTRATION, SAN FRANCISCO, CALIF.

1. The Committee believes that the various viewpoints of consumer education should be studied, and some program which adult educators can agree upon should be developed.

2. It is a general principle of the Committee to study all courses and viewpoints and attempt to evolve a philosophy of consumer education. The Committee has studied courses in refrigeration of foods, insurance, housing, and textiles, and has arranged to have competent adult educators make tests of these courses to try to determine if the needs of the consumer are filled.

3. The Committee is submitting courses of consumer education to selected teachers, evening school administrators, university professors, and to consumer groups for evaluation, both as to facts involved and acceptability by students. Various units have been submitted to more than three hundred teachers, who have given valuable criticisms.

4. The consensus is that we emphasize the constructive; that we work toward

a long-term program rather than dwell on current abuses, now being emphasized by a number of protective organizations.

5. At the present time the Committee can only make a report of progress, but later on in the year a full report will be given after contacts have been effected with all groups interested in consumer education.

REPORT OF THE COMMITTEE ON RESOLUTIONS

I. WHEREAS, The present meeting of the Department of Adult Education of the National Education Association has been the largest in its history, and whereas, every accommodation has been made for the convenience of the Department and the individuals separately

Be it resolved, That we express our appreciation for the splendid work of Robert F. Gray and the members of his local committee in providing for the requirements of the Department and the pleasures and the comfort of the individuals.

II. WHEREAS, During the last year the membership of the Department of Adult Education has been increased by more than 200 percent, and whereas, this increase in membership must necessarily strengthen the cause of adult education

Be it resolved, That we, the members of the Department, hereby express our appreciation for the vigorous activity of the president of the Department and his assistants for bringing about this increase; and that we hereby constitute ourselves as a committee of one to effect a like increase in enrolments during the coming year.

III. WHEREAS, The constitution of the Department of Adult Education provides that the purpose of the Department shall be to promote adult education of all kinds in the United States, and to insure continuity of purpose and effort in the development of an effective national program

Be it resolved, That the Department of Adult Education support the principles of federal aid to education and continue to take an active part in the promotion of legislation based upon this principle. It endorses Senate Bill 1305 and House Resolution 3517 based upon the recommendation of the President's Advisory Committee on Education. The Department also favors Senate Bill 2151 and House Resolution 5686, better known as the Randolph-Lee Bill providing for federal assistance to the states in adult civic education.

IV. WHEREAS, It is of particular importance in times of crisis for the adult education profession to encourage and promote thoughtful discussion of current political, economic, and social affairs

Be it resolved, That the Department of Adult Education promote and encourage the establishment of cooperative educational programs, drawing individuals and organizations together for the purpose of working toward this end.

V. WHEREAS, Many public school improvements are being made by local communities with the aid of federal funds

Be it resolved, That the Department of Adult Education of the N.E.A. bring to the attention of the American Association of School Administrators the importance of planning school plant facilities so that they may be utilized both by day and evening as a center of community life. Such a plant would be readily adapted to educational programs for the child and adult.

VI. WHEREAS, The adult education program of the Work Projects Administration has materially advanced the cause of adult education far ahead of where it would have been without this aid, thru almost six years of operation of WPA and has demonstrated the value of this work to the general public

Be it resolved, That the Department of Adult Education express its appreciation of the service rendered by the federal program and recommend its continuation.

C. W. Huser, *Chairman*

Mildred J. Wiese
Elmer C. Jones

Margaret Griffin
W. M. Woodward

*AMERICAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION, AND RECREATION*

HISTORICAL NOTE

THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION is the result of a merger of the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association in 1937. The Department of School Health and Physical Education had its beginning as the Department of Child Study, created at the Asbury Park meeting held in 1894. In 1911 the name was changed to the Department of Child Hygiene. See PROCEEDINGS 1911:870. At the Denver meeting in 1895 there was created the Department of Physical Education, which, in 1923, became the Department of Physical and Health Education. In July 1924 the Department of Child Hygiene 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 American Physical Education Association was officially founded in 1885 under the name of the American Association for the Advancement of Physical Education. In 1903 the name was changed to the American Physical Education Association. In 1896 the Association began the publication of its official organ, the AMERICAN PHYSICAL EDUCATION REVIEW. In 1930 the name of the publication was changed to the JOURNAL OF HEALTH AND PHYSICAL EDUCATION, and in the same year the publication of the RESEARCH QUARTERLY was begun.

The officers of the Department for the year 1939-40 are: PRESIDENT, Margaret Bell, University of Michigan, Ann Arbor, Mich.; PRESIDENT-ELECT, Hiram A. Jones, Chief, Division of Health and Physical Education, State Education Department, Albany, N. Y.; SECRETARY-TREASURER, N. P. Neilson, 1201 Sixteenth Street N. W., Washington, D. C.; EDITOR, E. D. Mitchell, University of Michigan, Ann Arbor, Mich.

The Department holds its annual national meeting in April. In addition to the national organization of the Association, there are six regional district organizations—the Eastern, Midwestern, Central, Southern, Northwestern, and Southwestern—each of which holds an annual convention, with the exception of the district in which the national meeting is held. This district holds its meeting jointly with the national organization.

Facts relating to this Department are found in PROCEEDINGS as follows:

1894:40	1903:753-816	1913:637-666	1922:591-682	1931:541-560
1895:944-950	1904:737-802	1914:663-682	1923:568-744	1932:455-466
1896:893-936	1905:707-754	1915:941-970	1924:439-637	1933:463-476
1897:970-915	1907:905-924	1916:751-782	1925:577-597	1934:461-468
1898:929-958	1908:907-964	1917:491-520	1926:601-624	1935:429-438
1899:1064-1096	1909:719-744	1918:323-338	1927:561-582	1936:321-332
1900:582-591	1910:873-920	1919:303-314	1928:545-568	1937:357-374
1901:500-539	1911:869-904	1920:311-322	1929:543-558	1938:153-174
1902:702-738	1912:1095-1140	1921:377-398	1930:501-528	

SAN FRANCISCO, APRIL 3-6, 1939

PRESIDENT'S MESSAGE

FREDERICK W. COZENS, DEAN, COLLEGE OF APPLIED ART, UNIVERSITY OF CALIFORNIA, LOS ANGELES, CALIF.

TO THE INNOCENT BYSTANDER it would appear that a considerable change has come over this Association in the past fifty-four years—from the American Association for the Advancement of Physical Education in 1885 the American Association for Health, Physical Education, and Recreation, a department of the National Education Association. With the growth in length of name came also a growth in membership.

The time is at hand when we must definitely do something about our "growth from within." Up to a few years ago we in this Association have thought in terms only of physical education. Now we have two other adult members of the family. If this union is to be successful, each of the three must work in close harmony and cooperation with the others. Only as a total picture is realized will we be able to accomplish the purposes for which the union was established. Let our motto be at this convention, "Get acquainted with what the other fellow is doing."

The thought has been expressed that this Association appeared to be overly ambitious in attempting to bring about a merger with smaller groups in the field. I should like to express a personal belief that our organization must not attempt to move too rapidly in this direction. We will have to effect a closer-knit rather than more diverse organization.

In this joining of forces there is a real advantage to be gained both for those who are now in the profession and for those who will come into it in the next few years. Stuart Chase tells us that since 1930 the enrolment in our elementary schools has dropped 1,300,000. If the trend comes along as projected, by 1960 we shall have about 20 percent less youngsters under nineteen years of age than we have at the present time. Such a condition will effect great changes in all phases of education but will not necessarily reduce the number of persons engaged in educational work.

In our own field there may even be a demand for more professional workers, but for workers who have had a different type of training than is now normally provided. Adult education must of necessity increase by leaps and bounds. Much of it will involve leisure-time pursuits, and professional workers in our field will be vitally concerned in any program of this sort.

The preparation necessary for our professional workers twenty years hence should surely embrace a broader concept of the entire field of health, physical education, and recreation than is now offered. It therefore behooves all of us in this group, and in all education, to give some time to a long-range view of this problem. By the very nature of things the change cannot be abrupt. In any event the union of the forces in health, physical education, and recreation should be of immeasurable assistance in helping to bridge the gap. Let us all remember this possibility for the future and start now to "get better acquainted with what the other fellow is doing."

YOUTH IN A DEMOCRATIC STATE

JESSE FEIRING WILLIAMS, PROFESSOR OF PHYSICAL EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Youth is on the march today. It is a time of change and a chance for youth. The eagerness of young life to meet old problems awakens in age a nostalgia for those days when it, too, faced the world.

Youth in the American democratic state faces a world shaken by the aftermath of passions, dreams, and disorders of a World War. In the face of unprecedented economic confusion, education alone stands solid, stolid, and static. We are thrilled by the concept of the good life, but interpret this educationally as training the mind. On the doorstep of a new world we stand looking back at classical and literary discipline. Thus, American youth wanders between two worlds, the one dead, the other powerless to be born.

As America faces these critical days, some leader of men may well ask if national life survives. Will the answer given show 30 to 36 percent of young men unfit for national service as it did twenty-two years ago? Will it show adults in large majorities who have no creative, active recreation skills or leisure interests? And as the question is answered, education stands solid, stolid, and static, engaged earnestly and devotedly in the training of the minds of youth.

Democracy, liberty, and freedom of the individual are much on our hearts in these days. It is becoming increasingly clear that democracy is a burden to us in competition with totalitarian governments and war economies unless by education we can increase our individual and social effectiveness. If the American dream is to be realized, it will come, I believe, not by our general disposition to express goodwill toward the democratic ideal, but rather by a number of particular decisions, acts, and conclusions.

It was the democratic philosophy that led us to turn away from the concept of a fixed social status for man. It embodied certain freedoms, set the limits within which government was to function, and proclaimed the brotherhood of man. To make real these freedoms we established free public school education.

The philosophy of democracy set the background for our purposes. In recent years, however, we have turned our attention to the second aspect, the procedures of democracy, the democratic process and method. The main fight has been to democratize institutions. Democratic procedure has become such a fetish, for example, that some college professors are sitting on so many committees engaged in running the college that they have no time for the work they were hired to do—the teaching of students. Education swung from the consideration of how to teach children to the task of how to reconstruct society. It insisted that it must deal with the problems of production for use and not for profit, social reorganization, and similar manifestations of a disturbed world. The democratic philosophy and democratic procedures are important in education, but the products of democratic life and living are the heart of our problem.

I suggest that our present need in education is not harangues upon the

philosophy of democracy or drives for democratic procedures, but an earnest and devoted study of the product American education is to produce.

American youth is the product of American education, of American social life, a composite of the myriad forces that play upon the recurrent biological generations of man. It is the persistent and exclusive emphasis upon the economic life, it is the dominance of intellectual interests in education, and hence the corresponding neglect of other vital aspects of human personality that are responsible for much of the social disturbance of the present. The economic and intellectual are so prominent in all social analyses of the present situation that we are led to believe that frustration can be combated by establishing a condition of economic well-being.

In dealing with youth today, we need to remember that our shortages are human and personal no less than economic and social. The intellectualism of our schools and colleges utterly fails to sense the problem. We are faced with the paradox in which intellectuals must wage war upon intellectualism if normal social life is to survive. Scholarship must be centered upon problems of personality rather than upon familiar literary and scholastic disciplines, and teachers must be found who love play, who have some spirit of adventure themselves, and who know what the woods and fields mean. The sources of our common joys, the senses, must find a place in home and community life.

In this education of American youth health, physical education, and recreation must have an increasingly greater part. For this greater responsibility we need improved leadership, men and women placed under the obligation of their profession. This obligation shall forge the discipline that all seekers of excellence aspire to achieve. The excellent man is he who makes great demands upon himself.

IN THE FRONT-LINE TRENCHES IN SCHOOL HEALTH WORK

DOROTHY B. NYSWANDER, DIRECTOR OF SCHOOL HEALTH STUDY, COMMITTEE ON NEIGHBORHOOD HEALTH DEVELOPMENT, NEW YORK, N. Y.

New York City for many years has recognized that the school health field offers invaluable opportunities for preventive medicine. The two major departments involved have made repeated attempts to get at the heart of the complexities of the program. At their request some years ago the American Child Health Association and the Metropolitan Life Insurance Company financed basic research studies in the field. Those studies laid the foundations for developing a better health program thru pointing out important weaknesses.

Those in the board of education and the department of health charged with the responsibility of administering this program recognized that some work must be done in the front-line trenches before they could bridge the gap between knowing what was wrong and knowing specifically what could be done about it. It seemed best to request funds from private sources to obtain the staff needed, and this was done. The study was requested by

the two departments; it is given all possible aid by the administrative officers and bureau directors of both departments. The staff of the School Health Study submits its problems, its findings, and its recommendations to those in charge at every point along the way.

The plan called for developing a school health program in a limited area of the city where new and better procedures and policies could be given trial before recommendations were made for citywide adoption.

The study staff was to take the lead but the regular teaching and health department staff also were to participate in finding solutions. The staff assigned by both departments to the experimental schools was not increased in numbers so that the practical problem of developing more effective methods of work and analyzing school health needs within the limitations of the city budget could be faced.

Here is what we have done to date. With a little imagination you can see how the solutions meet front-line trench problems.

1. *Medical records must be kept alive*—After some experimentation the study staff decided that the only logical method of keeping medical records alive in this city where 35 percent of the children change schools each year was to forward the medical record with the class academic record to the new school. It immediately became apparent that it was necessary to have a medical card made up for each child. A sampling survey showed that 50 percent of the school children did not have medical records. A check study on this new method of transferring the medical records shows its superiority to the old method.

2. *Working files must be helpful guides and not white elephants*—Three different methods have been tried out during the past two years of arranging the files of medical cards so that they tell a story of what needs to be done for the children. A medical card which has numbers at the top showing the months of the year—six differently colored metal tabs indicating what function the nurse is expected to perform—and an alphabetical arrangement of medical cards by classes which conforms to that used by the teacher in filing her class cards, have combined to produce an efficiency in organizing work that is 100 percent better when measured in time units than with the old methods.

3. *The teacher—what can he do?*—In New York City there is complete agreement that the teacher must be the focal point of all health activities affecting his pupils. For the past ten years teachers have been asked to set aside one day each term in which to inventory the health needs of their pupils. This day is known as Health Day. Teachers have been taught to give Snellen Chart tests, to observe dental defects, and to be attentive to any and all data pertaining to the physical health of a child. These data were recorded by each teacher on a sheet called the Health Day Sheet which was used as a worksheet thruout the term. This experimental Health Sheet has given way this year to a new individual Health Card for each child. Thru the use of this Health Card teachers' observations and records on health status become cumulative over the years.

4. *What are the educational needs of health workers?*—What are the specific weaknesses of school physicians, school nurses, and classroom teachers? Bravely but dubiously the study staff entered this field of inquiry. It became immediately apparent that our newly developed program in the experimental schools would fail to carry over to the city staff with its 175 school physicians, 450 school nurses, and 30,000 teachers unless we developed successful methods in staff education.

If I were to state the one fundamental weakness for each of these groups which our studies have revealed I think that I should say:

1. The school physician needs to develop the consciousness that he is a person whose privilege and obligation it is to individualize his work so that guidance to parent, child, and teacher is his chief function.
2. The chief difficulty of the nurse lies in her inability to plan her work effectively.
3. The teacher's need is shown in his lack of knowledge as to the "what" and "how" of health instruction.

Our work, however, has been chiefly with physicians and nurses. Our only experimental work in in-service education has been with them.

5. *The community is part of the program*—Problems of the health of school children go beyond the walls of the school. Their solutions more often than not depend on agencies and people outside the school year. The health educator who thinks that he can do a good job without intimate and frequent contacts with public health workers, private practitioners, social workers, parent organizations, youth organizations, and other vital components of community life, public and private, is just living in an academic cocoon of complacency.

THE CHALLENGE OF RECREATION

G. OTT ROMNEY, CONSULTANT ON RECREATION FACILITIES, WORK PROJECTS
ADMINISTRATION, WASHINGTON, D. C.

This news item recently shared front-page space with Mr. Chamberlain's umbrella and the dizzy live-fish eating exploits of exhibitionistic collegians:

"State Must Pay \$3000 to Student Hurt in Gym. Cortland, N. Y. March 11. New York State has been ordered to pay \$3000 to an injured school girl gymnast because she was 'compelled to perform such fantastic and perilous antics' as the head stand.

"Appellate Division Justice Christopher J. Heffernan, who awarded Elizabeth Garner, 14, the judgment for a dislocated vertebra, ruled it 'absurd' to consider the head stand a necessary part of education."

If the prosecution had asked for a definition of physical education and whether it is an art or a science or a pseudoscience or a quasi science the answer would have been "yes" if we may take Samuel H. Jameson of the department of sociology of the University of Oregon literally. This eminent sociologist has said:

When the history of human stupidity is written in the future, one of the most damaging chapters will be on physical exercise, sponsored, supported, and sold by the teachers of physical education. In spite of its kinship with biology, anatomy,

physiology, psychology, and biochemistry, physical education has fallen in love with education and married her without courtship. Education is an art, not a science.

Assiduous endeavors in objective experiments may push physical education into the ring of the social sciences. . . . This (the process of becoming a science) is painful and laborious procedure fraught with failures but promising enough if one wishes to follow the steps established by the existing scientific disciplines. Until then physical education shall remain outside the pale of the social sciences in spite of its social content.

Even tho physical education may be one of those indefinable somethings like college spirit, democracy, and boardinghouse hash, it has quit trying to muscle its way into the best social circles. Instead, in company with health and recreation it mounts the front steps in dignity and becomes socially significant. Its field is so all-inclusive that its disciples dare discuss anything and everything. On this assumption the following remarks will deal boldly with physiques, femininity, facilities, physicians, football, and Freud.

Femininity—The fact that woman has so successfully invaded what were once man's sacred realms—refining his barber shops, driving his taxicabs, and running his enterprises—should not suggest that female physical educators and recreation leaders try to become more masculine than man himself. Nor does it vindicate pursuit to an extreme of co-recreational or mixed group activities.

Should we not demand that our physical education women, in personality and appearance and thru the conduct of their activities, symbolize the grace, beauty, and feminine charm which too many modern women seem intent on throwing away?

Football—That presentday collegiate football and, thru its infectious operations, interscholastic football as well, is suffering from rheumatic overemphasis seems pretty well agreed, but intercollegiate football is crying for help in extricating itself from its own follies. When the somewhat hideous skeletons are being dragged out of the college athletic closets, where are the physical educators of the nation? Have you heard their voices in defense of the game, in demanding certain standards, in showing the way to sanity and health? The title of "physical educator" implies the duty and power to wield the greatest influence. But they have been strangely silent while the many virtues of the sport are being buried under its acquired vices, and have left it to others blinded by one bias or another or sadly misinformed to muddle thru. Here, then, is a real challenge to physical education leadership.

Facilities—In almost unbelievable profusion in the last few years, thanks to the beneficence of the federal emergency programs, recreational facilities have sprung up over the entire nation. If WPA construction is not what the community needs, is not wisely located, or not well planned functionally, it is not the fault of WPA. The sponsor is the planner.

The deplorable truth is that too much of the planning is faulty. Where have the physical education and recreation specialists been slumbering while all this has been going on? Who should lend guidance in planning recreation facilities in the communities? Where is that fine sense of social responsibility of which we have heard so much, identifying us as social engineers?

Health—It is here in health service that all the specialists in physical education, health, and recreation find a camaraderie in a common interest of gigantic social proportions, community health, the health of the whole man, mental health as well as physical health.

But is it in assuming a pioneering and crusading responsibility in community health in the biggest sense that the professions here represented gain their greatest stature and become most socially significant? It is not enough to know that an alarming percent of the people are ill nourished and ill provided with medical care. As especially equipped and interested and favored citizens we must lead in doing something about it.

Sex—The various sessions of this convention which have been devoted to the consideration of health education have strongly reinforced my belief that when it comes to sex education we are a group of gifted open-field runners. With astounding dexterity we stiff-arm and dodge our way around this vexing and perplexing issue. The teaching of sex demands particular skill born of proper temperament and certain abilities and attitudes. It involves a carefully conceived and scientifically graduated process, and somewhere in the process young folks about to be married should be able to profit by expert consultation made available by society. Realism tells us that the youth will acquire his sex knowledge thru pornographic magazines, drugstore window displays, and similar sources if he is not taught it frankly and carefully in the schools, the clinics, and at home. And there are reasons why the home is generally unprepared, inadequate, or too late.

A national congress of medical specialists, sociologists, psychologists, other health leaders, physical educators, and laymen, and perhaps high-school and college students, might well devote itself to devising a procedure to meet this problem. It would seem logical for this professional group to initiate some such attack. It is our job to teach it.

RECREATION, THE MUNICIPALITY'S RESPONSIBILITY

FRANK S. LLOYD, PROFESSOR OF EDUCATION, NEW YORK UNIVERSITY, NEW YORK, N. Y.

American democracy has demonstrated its efficiency in the eyes of the world thru its high degree of effective organization and administration, its constant struggle for a high standard of living for all, and its progressive realization of its ideal of universal public education. It has just entered into the realization of another essential ideal of democracy, namely, the provision of leisure for all.

Recreation must be in its finest sense the creative use of this leisure. Recreation has come to us as the great challenge. It stands beside the home, the school, and the church as one of the most profitable areas for the realization of the ultimate aim of democracy, namely, a people who will be able to live finely, expressing themselves as individuals in socially desirable ways.

This realization has been hindered by a number of traditional concepts. The concept which dominated America in its struggle period resulted in a glorification of work. Recreation under these circumstances simply became

an area for recuperation, something which had to be done in order that one might return revitalized to the really important functions of living, namely, work.

Recreation has been very much the prerogative of the wealthy and the bum. The aim of the wealthy was often the emancipation from the necessity of work in order that they might recreate, in most cases the tragedy being that having arrived at the stage of economic security, they no longer knew how to recreate. With the pathological appeal of slums, reduction of crime, and increase in the hazards of our modern streets, municipalities stressed recreation for the underprivileged. Recreation has been much hindered by the conception that it was primarily concerned with the problem of occupying spare time or keeping people busy in order that they might not form undesirable interests.

Recreation as recuperation is a misnomer. For the child and adolescent, recreation is not recuperation or re-creation; it is life. For a large number of American adults it is their only personal creative area. Recreation must not be made compulsory. Yet we must develop in people attitudes about recreation which insure that they utilize their leisure time effectively. Our procedures must be more subtle than those of regulation.

Recreation will have as its aim the increased mental, social, and physical health, the bringing of joy to participation, and above all else, that great area of education which has been so sadly neglected, namely, the development of proper attitudes and ideals about oneself, about others, and about the ideals for which this nation stands.

The responsibility for the development of procedures for the effective utilization of this leisure must fundamentally rest with the home. This home recreation will involve recreation in the home's immediate environment in explorations. The school is becoming increasingly recreation-minded. In order that recreation shall not be stultified or limited by the traditional concepts of school education, it will be necessary either that the schools reorganize their whole approach to the problem of education or establish procedures after the end of the school day which will more effectively fit the needs of recreation leadership.

Private agencies will continue to serve this great field as great experimental areas. They must realize that one of their great functions is to provide useful material thru their experimentation for the public agencies. These private agencies will also cater to special interest groups or for those not finding full opportunity in public recreation for the activities in which they are particularly interested.

The great bulk of the responsibility for recreation will fall upon the public agencies. It becomes a local community, municipal, state, and federal function. The determination of policies must fundamentally be a municipal right. While the state and federal governments may control these policies thru the provision of funds, such controls must not be subject to narrow regimentation.

Accepting that the primary responsibility is a municipal one, that private agencies alone will never be able to touch adequately this problem of recrea-

tion, then what must municipalities do? One of the first great steps they must take is to direct and change the people's concepts concerning recreation, developing the right attitudes for leisure as the opportunity and the key to culture. The second great function which the municipalities must perform is to create a felt need for desirable recreation which will be so urgent that one will feel undressed without it.

Space and facilities that become the cathedrals of culture must be provided and labelled in the minds of the public as recreational centers. Programs must be provided which will not only touch all of the present interests of the people but will also create interests in forms of activities which will bring maximum dividends. Above all, we must provide social engineers, a trained, skilled, and idealized leadership which carries with it the degree of economic status equivalent to the finest civil servants of any community.

The next problem in the unfolding of the realization of democracy is to solve the leisure-time problem. Can we use our leisure as a profitable area for the full realization of sound, healthful personalities activated by fine ideals of conduct? Can we creatively utilize the leisure time of our people thru the effective use of recreation?

FACTS AND FANCIES ABOUT THE DANCE IN EDUCATION

MARY J. SHELLY, DIRECTOR, BENNINGTON SCHOOL OF THE DANCE,
BENNINGTON, VT.

The opportunity to gain a hearing for the dance in a general session of this convention places a peculiar responsibility upon the spokesman. One method of discharging the responsibility is to refrain from appealing only to fancies, however well founded, and to include here a few unbiased facts. The source of the facts is an unpublished study made in 1937-38 by the Bennington School of the Dance. The study was directed toward the present status of the dance in education.

The study tells much more about the dance in colleges and universities than in high schools principally because, having emphasized the modern dance, there is more to tell. Despite returns too scanty to constitute a good sampling, the information about the dance in high schools is worth citing for its confirmation of common observation.

The conspicuous fact is the evidence of recent rapid growth, most noticeable, as would be supposed, in the larger communities. The dance program in high schools greatly favors the girls of this age, but promising experimentation in cultivating the perfectly natural interest of boys in all types of dancing is under way in a number of places. There is conclusive evidence that this program is everywhere going on in high schools exclusively under the auspices of physical education.

By far the majority of colleges and universities in this country offers instruction in some kind of dancing, and something approximating two-thirds of these teach modern dance or its equivalent. Among the institutions preparing teachers in this field, an extremely small proportion separate dance

as a major or minor field. Approximately 27,000 women students and about 300 men were engaged in modern dance in these institutions in the winter of 1937-38.

Most of the modern dance takes place in regular classes, but an important adjunct of class work is the dance club. Dance clubs constitute a whole story in themselves. In brief, they are often the heart of the college dance program and affect the class work in dance far more directly and importantly than do intramurals in athletics.

Do students in colleges and universities have access to as much dancing as they want? The replies show that the extraordinary expansion of this program in the last few years has for the present met the demand in about two-thirds of these institutions. The study then asked if teachers in the field considered adequate the present typical undergraduate preparation to teach dance. An overwhelmingly negative reply was made.

Drawing one plain conclusion, the present, and as far as one can see ahead, the future fate of the dance in education rests in the hands of physical education. Examined from the purely practical angle, the use of that prerogative merits unquestionably serious consideration. How and where shall we go from here?

These questions have already been debated extensively enough to reveal some of the more prevalent pros and cons. The pre-eminent claim to educational consideration on the part of the dance is the tremendous enthusiasm of those who like it. Opposed to this is an equally conspicuous absence of enthusiasm on the part of those who do not like it. Again on the positive side can be cited its physically vigorous, highly active character. Opposed to this is the observation that it may involve physical activity which is unphysiologic; that it can occupy the attention of enthusiastic young people to the exclusion of things they might also, if not better, be doing. Again the counsel for the defense argues the expressive attributes of dancing. On the contrary, says the prosecution, it can be sheer exhibitionism. Besides, this modern dance is ugly, morbid, and unchildlike. The defense will insist that "ugly" is a matter of taste like "beautiful." Morbidity lodges in the eye of the beholder. As for unchildlikeness, children shall be the judge of that.

The professional dancers are not responsible to education, the defense goes on. The artist never is; he is responsible to society which happens to include education. Moreover, teachers and artists should get together oftener, as they are doing in dance to the mutual benefit of both. Artists, especially in a democratic social order, ought to know more about education, which is trying to do the same thing they are. Why should not education make the overtures?

As for the argument, the last word is far from being said. As a matter of fact, factual and fanciful discussions of the dance in education more and more take on the goodwill and common sense which are the requisite substitutes for inclusive and conclusive evidence.

The position of the dance in physical education increasingly approximates the position of the whole of physical education in education at large. Here is an art, placed within the educational jurisdiction of physical education.

As an art, it is blood brother to play, already the educational province of physical education. As an art, it is also inextricably linked with all the other arts. It is an old art, but new to us and altho strange, full of fresh possibilities. The proof of its worth will be, in the end, not in fact or fancy which must follow after but in the dancing which will, as it must, go its own sweet way.

CRITERIA OF SUCCESS

HARRY A. SCOTT, DIRECTOR OF PHYSICAL EDUCATION, RICE INSTITUTE,
HOUSTON, TEXAS

Success, as an entity, is difficult to define. It does not possess physical form; therefore, it may not be seen or felt. It is an extreme variable and is never to be regarded as a constant. Success may be achieved only by careful planning and hard and intelligent work.

One does not succeed alone. He invariably rises by stepping upward on the shoulders of all those persons who have intimately touched his life. Neither does one fail alone. He drags with him all who have attempted to aid him in his climb.

Once success is attained it is much more difficult to remain on top than it was to get there. To maintain high rank in a profession one must conscientiously repeat those practices and retain those personal attributes that were responsible for his rise.

One is successful only in the eyes of his professional associates. If he makes the mistake of assuming that he is successful, the chances are that decay will set in and his profession will move along without him. It is possible to make a number of suggestions to the younger members of our profession which, if practiced, will aid them in attaining their professional ambitions.

One seeking a professional career must set a goal or an ideal for himself and drive steadily toward it. It is quite possible to plan one's life with a high degree of accuracy. One may be aided in his upward climb by selecting an admirable professional personality and, so far as possible, without losing one's own individuality, emulating this person's desirable professional qualities. In this connection it is doubtful if the novice should choose his ideal at a convention. Too often professionally successful persons, under the stress and strain of convention details and multiplied social activities, present bad examples.

All of us must bear in mind that in order to effectively teach abundant living one must live a good life. As teachers we must be fair examples of what we expect our pupils to become. For the most part these practices will provide a yardstick whereby the members of a professional group may judge their degree of success. These measures may be termed "criteria of success."

A successful professional leader is: (a) careful always to abide by the code of ethics of his group, whether written or unwritten; (b) constantly rendering service to his profession; (c) always conscious of his obligation to render service to others, a criterion involving cordial participation in various

activities which deal with civic betterment, that is, being a good citizen in every sense of the word; and (d) striving in every legitimate way to earn a sufficient financial income to insure him and his family a comfortable existence under dignified circumstances.

SAN FRANCISCO, JULY 2-6, 1939

SOCIAL HYGIENE EDUCATION—*Panel Discussion*

Arthur H. Steinhaus opened the discussion by citing a number of instances of marriages of students in junior and senior high schools and of other sexual problems facing young people. He also brought out the fact that within the last two or three generations the age of entering sexual maturity for girls has dropped markedly—one year within the span of a generation! No wonder one hears so often, "When I was your age, I never gave such matters a thought."

Members of the discussion panel commented on the fact that public health efforts for the control of venereal diseases have mainly centered on finding and treating cases, and that little educational work is being done, although some aids are now available to schools from state departments of health. The incidence of venereal disease in high-school and college students is low, but lack of information or misinformation on this disease and on the whole question of sex relations at this age may lead to serious social and psychological maladjustments. The school has a responsibility for teaching this subject and fitting it into the school program. The personality of the teacher and the impersonal and factual method of approach were emphasized.

Chauncey D. Leake, professor of pharmacology at the University Medical Center, San Francisco, summarized the meeting by raising the following questions:

1. Can we be honest with the people we are teaching? Can we keep our sense of humor in teaching sex?
2. How far should we attempt to give anatomical and biochemical facts popularization?
3. How may we encourage individuals to derive applications for themselves and society from the facts we give them?
4. How can we deliberately set about to help others to socially desirable acts?
5. Can we work out methods of practice for healthy thinking on sex matters?
6. Can we work out methods for the promotion of the family as a biological unit?
7. Must we segregate sex education or can we integrate it with all of life?

Other members of the panel were: Charles E. Shepard, professor of hygiene, Stanford University; Winifred V. Richmond, psychologist, St. Elizabeth's Hospital, Washington, D. C.; Noel Keys, professor of education, University of California; Edna W. Bailey, associate professor of education, University of California; Malcolm Merrill, California State Department of Health; and William Donald, university physician, Cowell Memorial Hospital, University of California.

THE ADMINISTRATION OF HEALTH EDUCATION

SHERWOOD D. SHANKLAND, EXECUTIVE SECRETARY, AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS, WASHINGTON, D. C.

It is no easy task to direct a school system. Problems of endless variety are laid on the desk of the man in the front office at school headquarters. His daily calendar lists appointments with teachers, principals, schoolboard members, parents, newspaper men, salesmen, and people in trouble. Some wise man once said, "The consideration of petty circumstances is the tomb of great things." The school superintendent who allows himself to be entirely engrossed in these daily tasks has failed to meet his larger responsibilities. He must find time to keep abreast of recent social and economic trends, of taxation and public finance, and of the implications of new discoveries and inventions, otherwise his schools will fail to do their part in meeting human needs.

New subjects and objectives tend to displace the old, but vested intellectual interests stubbornly resist change. Recent extensions of school activities in health, physical education, and recreation give rise to some important administrative questions. Here are a few of them:

1. *What are the limits of a satisfactory school health program?* Clearly health instruction is a school responsibility. It is equally clear that other agencies should furnish hospital care, surgical treatment, and dental and medical diagnosis and treatment. The Educational Policies Commission recommends that the school health program should include the following services, in whole or in certain of their aspects: health instruction and guidance; daily health inspections; medical and dental examinations; communicable disease control; promotion of mental health; provision of healthful environment; concern for the health of teachers; and integration of school health work. Not all boards of education and school administrators agree in theory with these recommendations, and still fewer conform in actual practice. The limits of the school health program are far from standardized.

2. *Who is responsible for extending this program to include community training in healthful living?* An effective school health program cannot stand alone. It is closely interrelated with public health education and community training in healthful living. Adults, as well as children, need up-to-date health education. In many places machinery for this end is sadly lacking. Perhaps the joint wisdom of health officers and directors of health education will evolve plans fitted to the needs of the several states, including rural as well as urban communities.

3. *Who is to coordinate the health activities of the schools with those of health departments of municipalities, counties, and states?* This question is unanswered in most communities. It has been proposed by one authority that a health educator, well trained in both health and education, be employed jointly by the health department and the schools, with possible sub-

sidies from both state and federal governments. Of course, no rigid plan can be adopted. Local conditions will demand much flexibility in planning and tact in administration if effective coordination is to be secured.

4. *What should the federal government do in the field of health education?* A number of federal agencies are active in health education, notably the United States Public Health Service, the United States Office of Education, and the Children's Bureau.

Federal funds are now available to state departments of health. Schools also need federal aid for health work. At a conference on health education called by United States Commissioner of Education John W. Studebaker early in June, it was agreed to urge upon Congress the need of federal funds to be made available to state departments of education to provide for each state one or more technically trained experts to direct the work in health education. This legislation merits the support of all of us.

5. *What more can be done to prepare teachers to give adequate health instruction and health guidance to pupils?* A recent report of the Connecticut Board of Education well says:

In most schools there are many teachers whose preparation did not cover what is now included in teacher college courses in child development, child growth, and health care of children. If these teachers are to assume fully their functions in the school health program, it is essential that they be given in-service training. This would deal with such problems as the early detection of signs of disease and disorder, procedures for making morning inspections, approved methods of caring for accidents, and other topics directly related to the teacher's part in school health supervision and school health education.

In addition to the in-service training of teachers whose training does not come up to presentday standards, it is necessary that all teachers be kept informed of new developments in the field of health, of new methods for conducting school procedures, and of new methods of evaluating the results of the school health program.

This is a large order. In small schools the superintendent of schools can look for little expert help. Singlehanded he must do the best he can, unless aid is forthcoming from the state department of education or from teacher-training institutions. Larger school systems may hope for the employment of qualified personnel.

6. *How can the money be secured to finance the program?* Tax dollars are none too plentiful, and demands for them are numerous and insistent. Welfare and relief require a steadily increasing share. In states such as Colorado, old-age pensions take so much money that other public services are seriously menaced.

How to get money to pay the teachers' salaries is a question which many school administrators find it hard to answer. A very intimate relationship exists between health education and school finance. Many important matters are settled in budgets.

SCIENTIFIC PRINCIPLES UNDERLYING INSTRUCTION IN HEALTH, PHYSICAL EDUCATION, AND RECREATION

THOMAS KIRK CURETON, JR., PROFESSOR OF HEALTH AND PHYSICAL
EDUCATION, SPRINGFIELD COLLEGE, SPRINGFIELD, MASS.

A scientific principle may be defined as a generalized statement which summarizes the various facts established in piecemeal experimentation or long-time trial-and-error application. Such principles should be strongly supported by both theoretical analysis and practical experience. This paper summarized approximately seventy "principal" principles which guide the work of teachers and administrators of health, physical education, and recreation programs. The principles were arranged in five major groups according to the closeness of relation with a traditional subjectmatter field of academic knowledge: (a) sociological-psychological, (b) educational biology, (c) motor learning, (d) mechanics and kinesiology, and (e) physiology of training.

Socio-psychological principles—A basic contribution to the culture can be made by developing organic soundness, capacity for work, capacity for endurance, and the development of artistic appreciation for physical beauty and graceful action. Some of the important principles in this area are:

1. *Organization*—Facilities and leadership are necessary for individual, small group, and mass group participation.

2. *Learning thru skills*—Instruction in skills should also involve education in health principles, rules, information, safety, and social adjustment.

3. *Intelligence development*—Social adjustment, esthetic appreciation, athletic acuity, and sensory-motor types of intelligence may be developed.

4. *Citizenship development*—Contribution may be made to a broad range of objectives, synonymous with those of education generally and under proper leadership may have marked citizenship value.

5. *Personality development*—Programs should foster the development of personality to the fullest.

6. *Carry-over*—Concepts and meanings taught in association with skill instruction may transfer in some degree to other fields of application.

7. *Behavior evaluation*—Evaluation of behavior is possible and desirable.

8. *Character and personality thru health*—Health is a first step toward character and personality development.

9. *Character and personality thru recreation*—Character and personality traits may be acquired thru regular participation in physical activity programs.

10. *Socialization*—Play, games, and all forms of group work in health, physical education, and recreation possess strong socialization possibilities.

11. *Psychological release*—The development and practice of a skill may bring release from certain forms of mental and physical frustration.

12. *Natural play*—A maximum of healthy functioning of the nervous system is induced when games and dances are introduced in the style which allows the most pleasure and emotional expression.

13. *Competition*—Competition may fulfil a deep-seated psychological urge to accomplish victory over chosen obstacles established as goals of attainment for the individual or group.

14. *Fear reduction*—Activity participation may be an important means of overcoming fear and eliminating inhibition and timidity tendencies.

15. *Safety education thru participation*—Physical activity programs afford many opportunities for teaching knowledge, mental attitudes, and skills related to personal and group safety.

Principles of educational biology—Important principles from educational biology which were stated and illustrated are: (a) inheritance, (b) function makes structure, (c) organic development, (d) maturation, (e) mental action, reaction, and interaction, (f) integration, (g) tendency to action, (h) individual differences, (i) physiological age, (j) health correlated with growth, and (k) youth conservation.

Principles of motor learning—Important principles of motor learning psychology include: (a) motivation, (b) practice, (c) learning takes time, (d) insight, (e) progression according to difficulty, (f) progressive-part vs. part or whole, (g) an adequate criterion, (h) evaluation of improvement, (i) key elements, (j) specificity of skills, and (k) effect.

Principles of mechanics and kinesiology—Principles having wide applicability from the area of mechanics and kinesiology include: (a) mechanical action resolved into basic physical measurements, (b) strength of materials, (c) vectorial analysis, (d) leverage and moments, (e) density, specific gravity, buoyancy, and flotation, (f) center of gravity, (g) pendulum action, (h) frictional resistance, (i) laws of rectilinear motion, (j) laws of curvilinear motion, (k) laws of projection, and (l) work, energy, and power.

Principles of training and conditioning—The important principles in the area of the physiology of training and conditioning are: (a) warm-up, (b) regulation of dosage, (c) endurance, (d) recuperation, (e) complexity of physical fitness, (f) heart protection, (g) deep breathing, (h) fuel consumption, (i) posture development, (j) flexibility, (k) emotional stimulation, (l) strength development, and (m) emotional fitness. Realistic applications of these principles cannot be given here.

THE RESPONSIBILITY OF THE SCHOOLS FOR RECREATION

AGNES SAMUELSON, EXECUTIVE SECRETARY, IOWA STATE TEACHERS
ASSOCIATION, DES MOINES, IOWA

Recreation has an important place to fill in helping education to perform its unique function in our American life. Education and recreation are not separate programs with different purposes; they are inseparable. Both function to complement and supplement each other.

It is a mistake for the schools not to exert leadership in recreation. That leadership may be advantageously extended thru three or four special avenues listed as follows:

1. *Have a functioning school program.* Such a program will not be complete without proper provision for health, physical education, and recreation. If the work of the school is established in accordance with the purposes of education, recreation will fill its important role in school and community life.

2. *Arouse community interest and cooperative effort in providing proper recreation programs.* The community approach is needed because recreation involves various agencies. Guidance is too large and complicated a problem

to be solved by any one institution alone without reference to other agencies. The school is in a strategic position to assume leadership in developing interest, in the wider use of the school plant, organizing summer programs of recreation, and utilizing community resources.

The defining of relationships is important. A community council is a splendid channel thru which cooperative effort may be cleared.

3. *Assist in evaluating and improving the programs.* Constant appraisal is necessary. In a recreation program too much standardization should be avoided. Haphazard efforts unrelated to the work of other agencies are apt to be wasteful. The place of recreation in developing creative activities and meeting emotional situations, showing us how to relax, satisfying our urge for excitement, with joyous adventures, is not fantastic. People will not use their leisure time stupidly or accept cheap and barren pleasures if they catch the enrichment that comes from the beauty of sound, color, motion, drama, nature, line, and action.

4. *Increase pre-service and in-service facilities for training workers.* Society can afford the trained leadership and facilities needed for effective recreational programs. It can afford the laughter of little children, the guidance of youth, and extension of opportunities to adults. It can afford a renaissance of education and recreation. Education should lead the parade and not be the calliope at the end.

SUMMARY OF LEGISLATIVE COUNCIL MEETINGS AT SAN FRANCISCO, APRIL 1939

At the Legislative Council meetings held in San Francisco, reports of all Association committees, districts, and sections were submitted and accepted.

The petitions of the health, physical education, and recreation associations for Mississippi and Nevada, Delta Psi Kappa, and the American School Health Association for affiliation with the Association were accepted.

Hiram A. Jones of New York was elected president-elect and Jess Hair of Alabama member-at-large on the Governing Board.

The provisions of the Constitution requiring a mail vote were temporarily waived in order to vote honorary membership to William E. Day and J. Blake Hillyer, both of whom have been members of the Association for fifty years. The question of granting future honorary memberships was referred to the Honor Awards Committee for the establishment of a policy.

It was voted to set up a continuing committee to study the question of a student section and to sponsor the development of student organizations and student programs and conventions.

It was voted that former sustaining members who pay the balance on a life membership within three years may do so on the single payment rate of \$80 rather than on the installment rate of \$100.

It was voted to go on record as approving the policy that operating codes be adopted and put into effect by committees and other working groups of the Association.

It was voted to appoint a one-year committee to consider the advisability of establishing a standing committee to evolve and recommend standards for the profession.

It was voted that a committee of five, the president and executive secretary to be included, should be appointed to bring to the attention of President Roosevelt and the Congress suggested amendments to the Wagner Health Bill, in order to provide adequate health, physical education, and recreation supervision in state

departments of education and adequate health service in land-grant colleges and state teacher-training institutions.

The petition of the New England Health Education Association for Council representation was rejected because it did not meet the constitutional requirements.

The revision of the Ten Cardinal Principles was accepted, and it was voted that a continuing committee should be appointed to consider criticisms of the report and to make further revisions in it from time to time.

It was voted to hold the 1942 annual meeting in New Orleans.

The recommended budget of \$36,800 for 1939-40 was accepted.

It was voted to appoint Bess Exton as assistant in health education, the position created by the grant of \$5000 annually for three years from the National Tuberculosis Association. It was also voted that an advisory committee should be appointed to guide the policy in regard to this new position.

The Professional Education Committee was made a standing committee of the Association. The Committee on Yearbooks was made a standing committee.

The question of sections taking on financial commitments was referred to the incoming president.

The president was empowered to appoint a committee to study and formulate a statement of the functions of the president, executive secretary, and editor, and define the lines of authority and responsibility of each.

It was voted to appoint a committee of seven to study the problem of the proposed merger of the Women's Division N.A.A.F. and the National Section on Women's Athletics.

The president was empowered to secure funds from such sources as seem wise, outside the budget of the Association, for the promotion of the Research Committee study and other projects of this nature.

It was voted that a committee should be appointed to work out a statement of the relationships of the national Association, districts, state associations, and units within the state associations. It was assumed that the question of joint fees would be a part of this committee's report.

The Resolutions Committee presented resolutions thanking local committees and others for their work on the convention, condemning retroactive applications of federal income tax to state and city employees, and expressing its sympathy on the illness of the editor, Mr. Mitchell.

It was voted that the Constitution should be amended to provide that affiliated organizations shall not have a vote on the Legislative Council.

It was also voted that the president with the approval of the Council shall seek occasions for cooperative working relationships with other organizations.

It was voted that the Association membership fees should not be increased.

It was voted that the Association should discontinue receiving memberships thru subscription agencies and that a careful study should be made of losses and gains thru this policy for the next one or two years.

It was voted that the president should appoint a committee to work with the College Physical Education Association on teacher-training problems.

N. P. NEILSON,
Executive Secretary.

*AMERICAN ASSOCIATION OF
SCHOOL ADMINISTRATORS*

HISTORICAL NOTE

AT THE MEETING of the *National Teachers' Association* in Harrisburg, Pennsylvania, August 1865, the state and city superintendents present decided to form an organization of their own. The new organization was called the *National Association of School Superintendents*.

In 1870 the *National Association of School Superintendents* became one of the four original departments of the *National Educational Association*. Under the act of incorporation passed by Congress in 1907, it was called the *Department of Superintendents of the National Education Association*. In 1921 the Department was reorganized with a full-time executive secretary at Washington headquarters.

At the New Orleans convention in February 1937, the Department adopted a revised constitution and bylaws changing the name to the *American Association of School Administrators*, a Department of the *National Education Association*. It meets annually during the last week in February. A yearbook and an official report of its annual convention are its principal publications. The annual dues, \$5, are payable to the executive secretary.

The officers of this Department for the year 1939-40 are: PRESIDENT, Ben G. Graham, Superintendent of Schools, Pittsburgh, Pa.; FIRST VICE-PRESIDENT, John A. Sexson, Superintendent of Schools, Pasadena, Calif.; SECOND VICEPRESIDENT, Homer W. Anderson, Superintendent of Schools, Omaha, Nebr.; EXECUTIVE SECRETARY, Sherwood D. Shankland, 1201 Sixteenth Street, N. W., Washington, D. C.; EXECUTIVE COMMITTEE, J. C. Cochran, Superintendent of Schools, San Antonio, Texas (term expires 1940); Jesse H. Mason, Superintendent of Schools, Canton, Ohio (term expires 1941); J. W. Ramsey, Superintendent of Schools, Fort Smith, Ark. (term expires 1942); William J. Hamilton, Superintendent of Schools, Oak Park, Ill. (term expires 1943); president, first vice-president, and second vicepresident, *ex officio*.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1870:151	1885:160-191	1900:183-296	1914:133-292	1928:655-830
1871:211-228	1886:333-350	1901:189-348	1915:253-526	1929:643-802
1872:245-284	1887:509-538	1902:151-305	1916:895-1100	1930:607-770
1873:244-270	1888:513-544	1903:139-300	1917:661-846	1931:645-800
1874:297	1889:611-614	1904:173-332	1918:473-684	1932:543-678
1875:189-190	1890:365-542	1905:155-270	1919:483-674	1933:551-680
1876:291-292	1891:379-526	1906: 29-214	1920:407-536	1934:535-672
1877:253-261	1892:559-744	1907:145-328	1921:679-850	1935:499-626
1879:223	1894:252-592	1908:129-312	1922:1295-1464	1936:399-521
1880:235-236	1895:213-429	1909:159-330	1923:881-1024	1937:447-566
1881:252-281	1896:231-392	1910:143-306	1924:803-962	1938:175-282
1882:205	1897:195-316	1911:161-330	1925:633-862	
1883:131	1898:303-488	1912:329-498	1926:665-838	
1884:283-292	1899:251-379	1913: 99-354	1927:697-872	

PUBLISHED here are as many of the addresses before the general sessions of the Cleveland convention as space permits. All general sessions addresses have been published in full in the 1939 *Official Report* of the American Association of School Administrators.

GENERAL SESSION

MONDAY MORNING, FEBRUARY 27, 1939

A UNITED PROFESSION

WILLARD E. GIVENS, EXECUTIVE SECRETARY, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

PRESIDENT SEXSON: The needs of our society are producing challenging demands upon all agencies and institutions. And, the result of the challenge of the modern problems of society and the world is a girding up of the loins of all the virile, potentially capable institutions in our society. Memberships in organizations of all kinds are increasing. Means for the implementation of plans and policies are being augmented.

Considerations of this kind prompted me to plan the program of this convention in the hope that it might strengthen our professional organizations, that we might clarify our thinking as to our problems and needs, and might center our attention upon the accomplishment of our major objectives that we might present a unified profession and exercise our combined strength in constructive, creative, professional activity.

The man whom we have chosen to guide us, to advise us, to counsel us, as well as to represent us in the great cause of public education, seemed to me to be above all others the logical keynote speaker of this convention. To the extent that we support him, we shall make progress; to the extent that he advises us of his plans and purposes, we may support him.

Without formalities of introduction but just in a fine personal and friendly way, may I ask the executive secretary of the National Education Association to make the opening address—Willard E. Givens.

MR. GIVENS: Several months ago our president asked me to appear on this program to stress the need for a united profession devoted unselfishly to promoting public education thruout the nation. I am indebted to many of you for very helpful suggestions in connection with this assignment.

A united profession devoted unselfishly to promoting public education thruout the nation will be fully developed only when all of us appreciate the fact that the job to be done by education in our democracy is so big and of such vital significance that any division in our ranks results in lessened effectiveness and is little short of treason to our country.

To what extent is our present chaotic economic condition due to the failure of our schools to prepare literate citizens in economics? How can we get out of the present situation and lay a sound basis in economics for a better life for our individual citizen except thru education? The schools must have a large part in it, and our profession, in school and out of school, must lead in developing intelligence in this field.

As we look at the international situation we find ourselves surrounded by war "jitters." We should be intelligent enough to let Europe and Asia settle their own insane affairs. If we go into another foreign war and win—we still lose. If ever any foreign army tries to invade our land, we will gladly take our chances with death to defend it. Has our profession thru education yet developed a sane viewpoint in connection with this problem?

If all of us who are engaged professionally in education could be made fully sensitive to the job that is ours, there would be no tendency toward division in our ranks. We cannot effect unity merely by talking about it. We can do it by developing a consciousness of the size of the task which education faces.

Have we as professional educators done all that can be done toward making a diagnosis and outlining the best educational program for each individual child in our schools? Could we, if we worked hard enough and thought straight enough, develop programs that would be sufficiently attractive to bring into our high schools the 35 percent who are not now in them? Can we develop a program that is vital enough to keep those we already have from dropping out of school?

Public education has before it a job bigger than any that it has heretofore undertaken. The task facing us is to develop citizens with the character, knowledge, ideals, and determination needed to solve the problems which face them in this modern world. Future citizens must have the kind of education which will enable them to understand the economic system in all of its parts. They must have a better understanding of the relationships existing among educational, social, economic, and political problems. Since these future citizens come into our American schools, representing all religious faiths, all political parties, all economic levels, and all nationalities of the world, it becomes doubly imperative that no lines of cleavage be allowed to develop in our profession.

Our first public institution designed specifically to educate teachers for our democracy is only one hundred years old. Our profession has developed rapidly. We have come a long distance during the past century. We belong to a great profession. We are made up of a cross-section of American life. We have among us too many who are keeping school rather than serving the cause of democracy.

These times offer unusual opportunity for heroic achievement, the keynote of which is unselfish devotion to the democratic way of life. All teachers should know more about the functions and purposes of public education in our democracy. Every teacher should sense deeply the nature of the responsibility he assumes in taking charge of a classroom of American children. Education in our generation has a large service to humanity. Education today carries a great responsibility in safeguarding liberty. The only real safeguard of this heritage of ours lies in the developed intelligence and understanding of our people. Such a task merits the united, unselfish, and enthusiastic support of every person worthy of membership in our profession. A democracy to live, to move forward and upward, and to progress must be guided by honest and intelligent voters. Education and

education only can completely prepare our people for intelligent suffrage. Our people must have much more intelligence and moral stamina to govern and discipline themselves than they need if they are content to submit to dictatorial regimentation.

Blatant orators of the day say that the American system of constitutional government is on trial. It is not. The people of America are on trial. The question is, Do we have intelligence enough and character enough to keep on governing ourselves? This depends upon the quality and quantity of the educational program available to all our people. When nearly a million people in the golden state of California vote as they did last November for \$30 every Thursday, we need to reexamine the public school program of Iowa!

We are living in a democracy. We cannot withdraw from the scene in order to throw stones. Democracy is an aspiration centering around the belief in the greatest good to the individual. Democracy is an ideal, a process, a method, a way of life, the foundation stones of which are liberty and justice. The challenge America faces is clear-cut. Can we make the democratic ideal and process work in such a way that we can achieve security in a social organization and still maintain freedom?

If we really believe in democracy we ought to practice it in the administration of our schools. Did you ever see a board member, superintendent, principal, supervisor, or teacher who talked democracy and practiced autocracy? Light travels faster than sound. What we do outdistances what we say. Faith in the development of the individual, faith in education, and faith in God constitute the foundation for a philosophy of democratic living.

The superintendent of schools has a great opportunity for building a united profession and securing the enthusiastic support of his entire school force by democratic planning of administrative policy and educational program. Every superintendent who fails to encourage growth on the part of his fellow workers, to create ambition to serve, and to use all the talent and ability in his school system is failing to get all that he should for his school children.

In our complex social organization it is the close-knit, well-organized groups that are effective. We need democratic, cooperative professional planning and effective social action. In the midst of changing conditions, social confusion, clashing interests, and the accelerating conflict between the ideals of democratic and dictatorial ways of living, we who hold to the ideal of freedom for development of the individual thru preservation of our democratic way of life must develop a more closely-knit, nationwide functioning professional organization. If education is as important in a democracy as we believe it is, it then becomes our duty to forget our petty differences, to develop a program of basic principles to which we will all subscribe and which we can present without any apologies to the public.

On Thursday of this week hearings will begin in the Committee on Education and Labor of the United States Senate on an educational bill, S. 1305, which proposes the appropriation of funds to assist the states in providing more effective programs of public education. This legislation

can be passed this session of Congress, if we believe in it and are willing to work for it. Many congressmen have said to me, "Educators can secure for the children of this country anything they need, if they will agree among themselves as to what they need and will then let us know about it." So far federal aid to education has waited for aggressive support from a united profession.

In developing democratic school systems and in building a united profession devoted unselfishly to promoting public education thruout the nation, one of the great needs is that of being human. There are one million of us engaged in our profession. There is not a single position that is not bigger than any individual in our profession. One of the great challenges in our work is that every position is bigger than the individual who fills it. Our best teachers are human engineers. The teacher's work deals with the most delicate material known to the whole world. The skill needed is second to none. The slow process of educating calls for the greatest patience and for perseverance which refuses to yield to any difficulty. There is need for that quality of foresight which in an uncanny manner penetrates the very curtains of the unknown. To qualify in this field of service does not require super men and women, it does not necessarily open the way only to those who are "born" for the service. But the specifications do include the highest type of judgment, the clearest understanding of life and intrinsic worth as it is portrayed in human character, and those qualities of heart and soul which make great teachers.

Our profession requires not only the most technical knowledge of applied science but also an appreciation of the finest of fine arts. We deal extensively with human values. Any loss is irreparable and will hold in check the march of intelligent progress.

Congressman Bruce Barton has well said: "In times like these, invest in boys and girls. Men talk about buying stocks at the bottom. When you invest in a boy or girl, you are always buying at the bottom. You are sure that the youngster is going up and there is no telling how far. I invite every man and woman in America to take a flyer in Childhood Preferred. I predict a great future for this security. It has an investment merit combined with the most exciting speculative possibilities. You are sure to get a man or woman. You may get a great man or great woman."

The best teacher is constantly investing his time, his thought, his ability, and much of his income in girlhood and boyhood, knowing that he will have returns and hoping that he will have great returns. No one who works successfully with people is ever permanently discouraged. If so, his hope has died, a martyr to his doubts.

In the final analysis, the developing and guiding of our young people is the most worthwhile activity in which any of us can be engaged. In every school system thruout the length and breadth of this great land are to be found some of America's finest teachers, teachers with excellent character, great ability, well informed concerning the problems of the world and technically trained in the science and art of education; people with lofty

ideals; teachers who live on high spiritual planes. Give them a chance to help you build a democratic and human school system. Strengthen their morale by recognition and encouragement. The wise leader does not attempt to minimize the difficulties ahead. Appreciating the potential abilities of his fellow workers, he tells them the truth. He does not fear that their morale will break down at the first sign of trouble. If they know that their hard work is appreciated, difficulty is a challenge that brings out unsuspected qualities. Hardships shared can be a unifying force. The most effective way in which a leader can build morale is truly to represent his cause.

One of this country's great leaders, Colonel George Goethals, in speaking many years ago to a group of men especially trained for leadership, said:

Successfully to accomplish any task, it is necessary not only that you should give to it the best that is in you, but that you should obtain for it the best there is in those who are under your guidance. To do this, you must have confidence in your ability to accomplish it in order to inspire that same feeling in them. You must have not only accurate knowledge of their capabilities, but a just appreciation and a full recognition of their needs and rights as fellowmen. In other words, be considerate, just, and fair with them in all dealings, treating them as fellow members of the great Brotherhood of Humanity.

A discontented force is seldom loyal, and if its discontent is based upon a sense of unjust treatment, it is never efficient. Faith in the ability of a leader is of slight service unless it be united with faith in his justice. When these two are combined, then and only then is developed that irresistible spirit of enthusiasm, that personal interest and pride in the work, which inspires every member of the force to give when need arises the last ounce of his strength to the winning of a victory in the honor of which he will share.

By being human and democratic you build not only a great school system but also a united profession devoted unselfishly to promoting public education thruout the nation. For strong, unified local professional organizations are the foundation upon which a united profession is built. Without them we cannot have strong unified state associations. Without strong state associations we cannot have a united, effective national professional organization.

There is no organized force to carry on the battle for better schools and more nearly adequate educational opportunities other than your local, state, and national professional organizations. How many superintendents of schools here this morning would be proud to have the percent of fellow workers who support the work of local, state, and national professional education associations compared and commented upon in local papers alongside the percent of doctors who belong to the American Medical Association?

Democracy, like charity, begins at home. If each superintendent of schools at this convention would take a silent and solemn vow to make his system really democratic, human, and professional—a system in which each individual is encouraged to participate and inspired to give his best, a system in which every service is appreciated and every individual enjoys happy

growth—there would be a great surge forward and upward toward a united profession devoted unselfishly to promoting public education thruout the nation.

CHANGING CONCEPTIONS OF EDUCATIONAL ADMINISTRATION

GEORGE D. STRAYER, PROFESSOR OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y.

PRESIDENT SEXSON: Nobody would say that educational administration in this country for the last ten or fifteen years has been particularly quiet and uninteresting. Most of us who have been out trying to hold jobs as superintendents of schools have realized that we have had a series of problems the last fifteen years that would make our jobs exciting enough to keep us awake and on our toes. A friend of mine said to me in the midst of my difficulties, "You picked a fine time to be a superintendent." Well, it has been a fine time.

I was talking the other day to former associates of mine in school administration years back and we were comparing notes indicating the changes that have occurred in our profession in our easy memory. If there is any man in America who stood on the ramparts of public education in America and watched these changes and analyzed and interpreted these changes, it is the next speaker. I believe we have a treat awaiting us in Mr. Strayer's analysis of "Changing Conceptions of Educational Administration." Mr. Strayer.

MR. STRAYER: Educational administration as a profession is scarcely a hundred years old. Until the last quarter of the nineteenth century, the concept of the responsibilities of superintendents of schools bore little resemblance to that which is commonly accepted today. In the period preceding the naming of superintendents of schools as such, those minor administrative duties which were necessary were undertaken by laymen. The school committee of the town meeting, usually thru one of its members, hired teachers, made provision for a small building and some equipment, and visited the school for the purpose of discovering whether the teacher employed was performing his duties.

The naming of an executive became necessary when many schools were organized within a single administrative area. It is true that the positions of county and state superintendent had been established before the city superintendency was created, but these county and state officials had little to do with the actual administration of schools locally. They collected statistics, distributed moneys, kept certain records, and in some instances, where the county was an important unit in administration, selected teachers and in some small degree supervised the work done in the classrooms.

The place of the local superintendent of schools and the importance of his task were acknowledged in the formation of the National Association

of School Superintendents in 1865, and in the organization of the Department of School Superintendents of the National Education Association in 1870. Even then, however, there was little recognition of many of the duties and responsibilities which every superintendent accepts today. During the period from 1871 to 1900 the Department of Superintendents expanded not only in numbers of members but also in the breadth of subjectmatter considered in its meetings. The few persons present at the early meetings of the Department were very much concerned with the development of a graded school system. They considered, as well, the problems of instruction and curriculum and were vitally interested in the development of secondary education.

Our changing conceptions of administration are associated with the growth in size of the school systems to be administered, with the changes in educational theory in terms of a philosophy or psychology of education, and with the development of the scientific movement in education.

Paralleling these developments was the recognition of the place of the superintendent as a professional executive. It is noteworthy that no significant opportunity for preparation for this profession was offered prior to the beginning of this century. With the growth of the scientific movement in education, university courses in educational administration came to be offered in most of the larger universities. The subjectmatter of administration in these earlier courses was organized primarily around such problems as the legal basis of the school system, the organization of the school, the classification and progress of pupils, the financing of school systems, school buildings and equipment, and teacher personnel. Only during the past twenty-five years have superintendents of schools in any large number been prepared thru fundamental training and specialized professional education to occupy the positions of leadership in education and in society which they today enjoy.

In the earlier period, the need for a superintendent and the determination of his duties were related primarily to the externals of education. It was necessary to organize elementary and secondary schools for an increasing school population. The enforcing of compulsory attendance laws tended to increase greatly the number enrolled in elementary schools. The acceptance of the idea of free secondary education led to the rapid development of this part of the school system and required the recruiting of a new type of teaching body and the development of a new curriculum. It was necessary, as well, as this expansion took place, to give consideration to the development of school buildings. Much progress was made in the planning of buildings suitable for the educational programs to be developed in them. The financing of the enterprise led to a consideration of problems of school accounting and budgeting and to the study of local, state, and even national support for schools.

A great deal of attention was given to the organization of schools and to the classification and progress of children. Not until the first decade of this century was any adequate information available concerning the prog-

ress of children thru the school system or their elimination from school. It is a striking fact that as late as 1910 more than half of all the children enrolled in the schools of the United States were to be found in the elementary schools below the seventh grade.

Along with the impetus to study the problems of administration associated with the beginnings of the scientific movement, there was developed a new approach to the problems of curriculums and teaching thru the new psychology and thru a restatement of the philosophy of education. Our current conceptions of educational administration did not emerge from the crisis following the World War even tho they were given new emphasis by this catastrophe. The seeds of most of our thinking and planning for the education of all the children, youth, and adults are to be found in the discussions which took place and the contributions which were made by scientists and philosophers during the first decades of the present century. The shift in emphasis is perfectly clear. The earlier superintendents were primarily concerned with the external affairs of the school system, altho some of them sought to relate their philosophy and knowledge of psychology to the work they were doing. Today the internal affairs of the schools, centering around the problems of curriculum, teaching, guidance, and health, occupy a most prominent part in the thinking and the work of school executives.

The concept of administration in its development has followed very closely the changing concepts of education. When the curriculum consisted of the three R's and when children were assembled in small district schools, little responsibility was vested in anyone other than the teacher. As the curriculum of the schools expanded, as secondary education became an integral part of the school offering, and as large groups of boys and girls were assembled in a single building and still larger numbers in a single school system, the concept of administration changed to meet the new situation. It may be proposed without fear of contradiction, however, that our present ideas with respect to educational administration are more certainly a product of the scientific inquiry and the social philosophy carried on during the first two decades of this century than they are the result of an increase in the size of the task to be accomplished.

It would not be fair, in discussing the development of the field of administration, to ignore the large contribution made by the scientific movement to improvements in the technics of administration. Nor would one be content, however adequately the newer aspects of the administrative task are considered, to ignore the necessity of dealing with the practical everyday problems of government; of school finance and business administration, of school housing; of the attendance service; of the organization of schools and classes with reference to the differences which exist among pupils in intelligence, in physical condition, and in vocational outlook; of the training, assignment, supervision, remuneration, tenure, and pensions of teachers; and the like. Indeed, it may be proposed that no superintendent of schools can have time to deal with the larger aspects of his job if he is not well qualified to handle the technical details of administration and

to apply the results of scientific investigation in the everyday conduct of his office.

This new emphasis on the work of the superintendent of schools is clearly indicated in the yearbooks of the Department of Superintendence and of the American Association of School Administrators. Eight of the fifteen yearbooks issued prior to the current publication dealt with problems of the curriculum. Other yearbooks considered such problems as the articulation of units of American education, supervision, educational leadership, social change and education, and the interpretation of education for democracy. The time has arrived when our concept of educational administration requires that the superintendent be thought of as a social engineer who operates in the field of statesmanship. His major duties and responsibilities lie in the development of social policy quite as certainly as they concern the induction thru education of all of the population into a constantly developing social democracy.

In *The Unique Function of Education in American Democracy*, issued by the Educational Policies Commission, the work of the superintendent of schools, his relationship to other officials of government and to laymen, and his personal characteristics are defined as follows:

When education is considered in terms purely administrative, distinctions from other services . . . are evident. The schoolboards and boards of college trustees responsible for the general policies and the administration of education have contacts with society and power over individuals that are different from, and wider-reaching in subtle consequences than those assigned, for instance, to a government commission which regulates railway rates, passes upon the trade practices of given industries, or makes rules for transactions arising from workmen's compensation laws. . . . The school superintendent also has duties not imposed on any other administrative officer. Records and accounts he must keep or scrutinize; estimates and reports he must prepare; and other functions of administrative routine he must perform. In these respects his responsibilities resemble those of administrative officers in general; altho his statistical statements represent distinct aspects of human life and aspirations, as well as money, materials, buildings, and supplies. But the superintendent's obligations are more extensive.

Those of the health commissioner, the superintendent of public works, the director of public welfare, and other administrative officers are not to be underestimated; but their duties and contacts with society are limited and specialized. As head of a system in which all arts and sciences are taught, the school administrator is called upon to possess knowledge and intellectual interests that are broader than those of any one profession. Without this knowledge and these interests he cannot act effectively as the channel of communication between the schoolboard and the teachers who organize curriculums and carry on instruction, to say nothing of taking the leadership expected of him in such matters. As head of the schools he is subject to impacts from nearly all the interests, good and bad, that operate in the community; not merely to those touching health, or public works, or the relief of dependents. Under his jurisdiction are children from practically all sections of the community; not merely those affected by specific regulations of a police, sanitary or industrial character. Literally nothing that goes on in the community is alien to him. The very nature of his office imposes peculiar duties upon him. It is not by speeches at political rallies or by public appearances that he discharges them; his work is in the domain of knowledge and aspiration; . . . If, legally speaking, the school superintendent is one administrator among many, the term is meaningless until the primary functions of education are brought into consideration. It is then that the unique characteristics

of educational administration become evident and present the case for a special administrative relation to the general structure of government.¹

With this general concept in mind it may be helpful to clarify still further our present concept of educational administration by calling attention to the areas in which the educational administrator must operate and to the background in education, professional training, and personal competence that he must have in order to serve successfully in his profession. He must be technically competent, but he must also be a student of society. He cannot successfully lead the professional staff of the schools and laymen in the community in the development of an adequate program of education unless he has certain very definite ideas with respect to the maintenance of democracy and to its improvement. No matter of social policy is foreign to his thinking. In the organization of the school; in the way teachers and pupils work together; in the experiences which are provided that are commonly labeled "the curriculum"; in the special opportunities offered in the upper part of the school system which prepare boys and girls for active participation in the work of the world; in the insistence upon freedom of speech and of discussion, the maintenance of tolerance and of the scientific attitude; in an awareness of social, industrial, and political situations which interfere with the welfare of children and of adults; indeed, in every significant thing that goes on in the schools and in the community, the fundamental social point of view held by the school executive should contribute largely to the development of the school as a social enterprise.

In a somewhat narrower sense, the superintendent must be a student of government. He must see education as a governmental enterprise in relation to all other services of government. Only as he recognizes the unique function of education in our American democracy will he have a sound basis for his advocacy of such legislation as will remove the administration of schools from partisan politics and place the control in the hands of those who would serve society thru education.

The issue of fiscal independence for school systems is not primarily a matter of saving the school executive from the difficulties which he would have to meet in his contest with other governmental executives for support. Fiscal independence is demanded in order that men and women may be brought into the service of government in this area without respect to their political affiliation, in order that they may serve over a relatively long period and with overlapping terms, and in order that the employees of the school system may never be placed under the control of those who would organize education to support any particular party or dogma.

The superintendent must work in full cooperation with many other social agencies. He cannot discharge this obligation except as he is able to understand the major issues which confront society and to see the place that education occupies in relation to these problems. He must, as well, save the schools from the demand made upon them often to expand their

¹ National Education Association and Department of Superintendence, Educational Policies Commission. *The Unique Function of Education in American Democracy*. Washington, D. C.: the Commission, 1937. p. 102-03.

services to include many activities which can best be performed by other governmental agencies. There are times when he will have certainly to guard schools against the insistence that they offer services that they are not equipped to render. A good example of this problem is found in the pressure that is brought to bear upon schools to assume the welfare services so much needed by school children. In the areas of health and physical well-being the superintendent may find himself under the necessity of insisting that agencies be organized to protect the health of the people and to succor them in their physical distress rather than that these services be developed as a part of the school program. But in no case may he stand aloof. It is the responsibility of the school executive to act as one of the most important leaders in the community in the development of all of those agencies which make for the common good.

The superintendent must organize schools and classes and develop curriculums in terms of the realization of the democratic ideal. He may no longer rest satisfied with a schoolroom in which seats are fastened to the floor and in which the virtue of children is measured by their docility and their silence. Even in the areas which may seem at first sight to lie within the control of teachers, he must seek rich experiences for children and involve them and their teachers so far as possible in the development of their program.

Considerable light is thrown upon the problem which confronts the administrator in the statement of the purposes of education issued by the Educational Policies Commission.² In the life of the school, in the relationships between pupils and teachers, and in the development of the curriculum, these objectives are held to be sound: (a) self-realization; (b) human relationships; (c) economic efficiency; and (d) civic responsibility.

This statement does not mean that the school executive may be satisfied with less ability in reading, but rather that he may confidently expect not only more skill but also a more certainly continuing interest in this area of human experience. It does not mean that children will not come to command the skills involved in arithmetic or in other phases of mathematics, but rather that the meaning of number concepts will be clear to them and that their interest and enthusiasm will carry them farther in their mastery of this field than would otherwise have been the case. It does not mean that children will know less science, but rather that they will know more and that it will have very much more meaning in their lives than had the textbook knowledge which they were once required to master. It does not mean that drill will be abandoned where it is needed, but rather that children will recognize the need for acquiring skills and will make much better progress in these areas if they recognize them as essential to their own growth.

The school executive will have constantly in mind the need for the development of an inquiring mind. He will be concerned with the intellec-

² National Education Association and American Association of School Administrators, Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D. C.: the Commission, 1938. 157 p.

tual and esthetic interest and the character which children are developing. He will seek constantly to insure, thru teachers, equipment, and the organization of experience, the full and complete self-realization of all boys and girls. He will be concerned quite as certainly with their emotional stability as with their intellectual attainments. He will not be satisfied with any result less than an individual who is well adjusted to his contemporaries and who finds satisfaction and pleasure in the life which he leads in school.

It is not possible here to express completely the purposes which will dominate in the schools, but attention must be called to the other areas in which the school executive must seek to develop the more meaningful educational program. The school must increasingly become a place in which courtesy and cooperation are characteristic of all who are assembled there. The school must accept a responsibility for the improvement of home conditions. It must, as far as it can, carry all of its members into a society in which there is a respect for humanity and in which the democratic ideal prevails in the association of individuals with each other.

In like manner, the school executive must be concerned with the school program in relation to the work life of all who are being subjected to the educational process. Information about occupations, guidance in the choice of one's calling, a knowledge of personal economics as well as a critical attitude expressed in one's judgment as a consumer—these are just as certainly a part of the program to be offered as are the skills and knowledges commonly presented. Possibly the greatest of all the obligations that the administrator must accept is the development of experiences in school which will contribute, in the lives of children and later in their adulthood, to tolerance, to a passion for social justice, to the development of critical judgment, and to an understanding of what the democratic way of life really is and a loyalty to it.

During the period when teachers were poorly educated and had little professional training, there may have been some justification for the superintendent to assume a large degree of control and direction of the activities which were carried on in the classroom. That situation happily has passed in most of our school systems. Teachers today are well educated, are professionally qualified, and are intellectually competent to contribute in large measure to the development of those policies which should prevail not only with respect to the curriculum of the schools but also in the field of organization and administration of education.

The Educational Policies Commission has made its record with respect to the participation of all who work in the school system to the development of policy in the following words:

In all that is proposed with respect to the administration of schools, there is implicit an acknowledgment of the contribution to be made by the educational profession. . . . Our schools are organized for the purpose of educating children, young people, and adults for participation in democratic society. Any significant realization of this purpose will require independent thinking, a large degree of cooperative endeavor, and broad sympathy and understanding on the part of all who are enrolled in educational institutions. Certainly these virtues may not be expected to

abound among those who are taught unless they are found also in the experience of teachers. Surely in no area may teachers more certainly exercise independence of thought, cooperation in action, and social understanding than in their daily professional work. It is sound procedure to provide for the active participation of teachers in the development of administrative policy.

The formulation of school policy should be a cooperative process capitalizing the intellectual resources of the whole school staff. This participation in the development of educational policy should not be thought of as a favor granted by the administration but rather as a right and an obligation. Some plan should be provided thru which the constructive thinking of all the workers in a school system may be utilized. After policies have been developed by the staff they should be submitted to the board of education for final review and approval. When approved, every member of the school system for whom it has implications becomes responsible for carrying into effect the adopted policy. This procedure promotes efficiency thru individual understanding of policies and thru the acceptance of joint responsibility for carrying them into effect. What is far more important, it provides a democratic process thru which growth in service is promoted and the school service itself profits from the application of heightened morale and of group thinking to school problems. It makes the school in reality a unit of democracy in its task of preparing citizens for our democratic society.³

In addition to the reconstitution of the school as a social institution and the development of curriculum and teaching in the light of the democratic ideal, the school executive of today has many other important obligations which he must meet. Among these are the expansion of the school system to include younger children in the nursery school and kindergarten and older young people in the senior high school and junior college, and the development of a program of adult education. It seems strange that we have so long rested, satisfied with schools beginning for children at five or six years of age. Hundreds of thousands of children are so conditioned by their out-of-school education before their entrance into the first grade as to create most difficult problems of personal and emotional adjustment. It is not too much to propose that at present in certain areas the most significant education that they will ever receive has already taken place before they enter school. Attention must be given to these younger children in the development of the public school organization. A major problem exists for the school executive in experimentation in this area.

We can no longer rest satisfied with a secondary-school program that provides significant opportunities for less than half of the youth between fifteen and eighteen years of age. Richer and more significant experience must be offered for a large percent of those now enrolled in secondary schools, and still other opportunities must be offered for the 35 percent of the secondary-school age group not now enrolled in any school.

Economic opportunities are lacking for the great majority of boys and girls until they reach eighteen, nineteen, or even twenty years of age. Secondary education must be developed as a universal school. The idea of selecting the able to go to college and spending our thought and attention upon them must give way to an organization, the development of curriculums, the

³ National Education Association and American Association of School Administrators, Educational Policies Commission. *The Structure and Administration of Education in American Democracy*. Washington, D. C.: the Commission, 1938. p. 66-68.

offering of guidance, and the making of adjustments which will take account of the needs of all young people. Beyond the period of the present secondary school, roughly for young people between the ages of eighteen and twenty years, further opportunities must be provided in preparation for particular vocations, for general education, and for grounding in the fundamental arts and sciences required of those who would undertake the later scholarly work of the university or professional school.

School executives should also be concerned with the reorganization of schools thruout the several states so as to provide richer opportunities in larger attendance units with very much more adequate administration and supervision. These opportunities may be had in administrative units large enough to make it possible to employ adequate administrative and supervisory personnel without unduly increasing the cost.

No educational administrator may in this day neglect a study of the fiscal problems confronting our government and our system of public education. He needs to be conversant with the best thought of the specialists in the field of taxation. He must know of and promote a system of state support which will guarantee at least a reasonable minimum program of education to all the children thruout the state, while equalizing the burden of taxation in support of the state's fundamental program. In his own school area he needs to command at least the fundamental principles of budget making and business management, to be critical with respect to all expenditures to insure any possible savings, and to present his case for the support of education in terms of its social and economic implications. If he is to serve adequately, the school executive must be acquainted with the advances that have been made in the development of school housing and in the provisions of equipment, books, and supplies necessary for carrying forward the newer type of educational program. He must, as has been suggested above, be able to make his contacts with all organized groups in the public. He has an obligation to interpret the program of education in its relation to the society that supports the schools.

In conclusion, it may not be out of place to suggest briefly the qualifications of one who may be expected to meet the new concept of school administration on a high level of achievement. School administration requires a man who has the ability in his own scholarship and competence to tap the resources of others and to marshal the evidence wherever it may be found in relation to the particular problems confronting him in the school system and the society which it is organized to serve.

The superintendent of schools must be able to adapt himself to all kinds of persons whether on his staff or in the community. Indeed, he has little prospect of success unless he is able thru sympathy and understanding of persons and points of view to overcome personal resistance in the light of adherence to a common purpose.

He must have ability to work under great pressure and to deliver on the job. He may not provide an alibi by suggesting that there has not been time

to prepare a program or to give evidence in support of a recommendation. The administrator must always be able to do more in a crisis than is expected of any ordinary man who thinks he has done a full day's work.

He must be able to delegate responsibility. It is only as he has the confidence and support of those with whom he is associated and only as he protects them when they are unfairly criticized that he may hope for the loyalty without which his administration will fall.

He must be able to play acceptably. He must have a well-developed sense of humor. He must be able on occasion to break the tension which may destroy him by reverting to types of activities which seem to have little significance for his professional job. His success in some avocation may be almost as important as his ability as a professional worker.

He must be guided by a scale of values which will enable him to meet the current situation and make his decision, based upon a clear-cut philosophy of education and upon sound principles of administration. He must have enthusiasm for the development of his program even tho he feels that only one step has been taken in the direction of the ideal which he hopes to see realized. He must see his job as it relates to other social, economic, and cultural agencies operating within the community, the state, and the nation.

He must be able to organize all who work in the school system in relation to the whole undertaking. He must sincerely appreciate work well done on each of the many levels on which his associates may be classified. It is not beneath his dignity to acknowledge the superior service of a janitor in a school building who does the best that he can to serve the common purpose. His work and his satisfaction in it may have an important bearing upon the achievement of the most skilful teacher in the building. The one most important criterion by which he must judge his work is found in an answer to the query, "Have those with whom I have been associated grown?" He may not expect that all will achieve great distinction, but he must seek the improvement of all, including himself, and measure results in terms of their ability to accept greater responsibility. Possibly the most severe test that can be put upon the work of the administrator is to ask in what degree all persons associated with him have realized their highest possibilities under his leadership.

In the last analysis the work of the administrator will be measured by his devotion to the cause of public education. If his loyalty to this service controls his own activities, it will be felt in the lives of those with whom he is associated. If he has given himself willingly and wholeheartedly to a study of the meaning of education in our society, if he has paid the price exacted of those who are masters in the profession which he represents, then he may ask for a like consecration on the part of his colleagues. Great leadership is dependent upon professional scholarship, professional insight, and professional imagination, and these are granted only to one who values the cause that he serves above everything else in the world.

THE RELATION OF ADMINISTRATION TO INSTRUCTION

SIDNEY B. HALL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
RICHMOND, VA.

PRESIDENT SEXSON: Those of us who have worked in administration and have noticed changing conditions and changing situations, have been somewhat amazed, I believe, to find a growing amount of questioning regarding relationships that should prevail between those who teach and those who administer. I believe that every superintendent of schools and every teacher in America desires not to take the duties from each other but to arrive at a solution and adjustment of our relationships that shall permit a maximum contribution.

In looking over this country for the voice that might speak most authoritatively with respect to the relation between those who administer and those who teach, my attention was called to the work of the distinguished state superintendent of public instruction of Virginia. It was my honor to invite him to speak on that topic, and it is my privilege to present to you at this time Mr. Hall.

MR. HALL: Someone once said that administration is doing well things that should not have to be done at all. The truth or fallacy of that allegation lies in one's conception of the term "administration."

What does the word mean to you? What is the function of an administrator? Is he the director, the boss—to be obeyed willy-nilly? Is he a petty official who unquestioningly carries out the mandates of a governing board, transmitting orders to those officials who rank below him in the hierarchical line-and-staff organization? Or is he a leader who stimulates his staff to function at its highest level of efficiency, and to work with him democratically, to produce the best results of which their cooperative thought and effort are capable?

All of us have known administrators who exemplify, at least partially, each of these pictures. I dare say each of us could point out examples of school administrators of each type from our own ranks. Educational writers have at different times championed each of the aforementioned types, while some have taken the Shakespearean middle ground that "one man in his time plays many parts" and functions one way in this relationship and another way in that.

As practicing school administrators, how can we justify our existence? How can we answer the charge that administration is doing well things that should not have to be done at all? How did school administration evolve, anyway? Let us trace its development to see if history offers any light on these questions.

Administration grew out of instruction. In the earliest schools in this country there were no administrative employees, only pupils and teachers. In the town meetings the people selected their teachers, agreed upon their salaries, decided what subjects were to be taught, arranged for the repair

of the school buildings and the purchase of supplies, and settled all matters of policy.

As committees grew larger and school affairs grew more complex, it became convenient for the townspeople to delegate all school business to a school committee empowered to act for the citizens in the intervals between town meetings. Gradually these school committees were entrusted with all decisions concerning school affairs. As a measure of convenience, one member of the committee was often appointed to carry out the will of the group. As school business grew more complicated and it became evident that a school man could represent the board more efficiently than a layman, the position of a paid superintendent of schools began to evolve. He, however, had as many, if not more, clerical duties than administrative ones. In fact, from 1835 to 1880, the superintendent was primarily the business agent of the schoolboard.

As small towns and districts amalgamated into cities, the joining of their separate schoolboards produced large unwieldy city schoolboards which the superintendent had to consult both on matters of policy and of finance. The superintendent had a difficult time securing any action when the representative of each district was concerned solely with the advancement of the interests of his own district to the possible detriment of the system as a whole.

Moreover, beginning in the eighties, school enrolment began increasing steadily. High-school enrolment has, as a matter of fact, doubled every decade since 1880. Before 1900, high-school students were a highly selected more or less homogeneous group who were to be prepared for college and entrance into the professions. Only a comparatively small percent of the total population were graduated from high school. The fact that the rigid scholastic requirements and economic pressure forced many students to drop out of school before graduation was not a matter of major concern to the school administration.

The rapid increase in school enrolment created a demand for teachers greatly in excess of the supply of well-trained ones available. The low salaries paid teachers offered them little inducement either to enter the profession or to improve their training once they had entered the field. Consequently, the majority of teachers had little professional training for their work. As a result, teachers were interested in their subjects, not in their pupils. Their methods were acquired thru trial and error. To reduce to a minimum this general lack of efficiency on the part of the teaching personnel, additional administrative officials were employed to see that teachers achieved at least certain minimum requirements. Thus began the appointment of supervisors, principals, etc.

Administration in the high school meant the principal, who ran the school as he chose within the limits set by the superintendent and the schoolboard. All rules and discipline emanated from his office. Within his building he was the law.

About 1880, municipal reformers, dissatisfied with the inefficient management of school affairs wherein politics commonly played an overly-

important role, had turned to industry for a model for the reorganization of school administration. In business they admired the practice of having a small board which appointed a manager solely on the basis of his ability and left him free to work as he chose so long as he produced results, the board being consulted only on matters of broad policy. What a contrast this was to the large unwieldy schoolboard whose wishes the superintendent was required to consult on all details!

There is no disputing that school administration needed a thoro overhauling, but whether business was the best model to follow is at least open to question, for there are fundamental differences between education and business. Business is concerned with profit and efficiency. It deals with material objects and its transactions can be measured in dollars and cents. The schools took over the business criterion of efficiency and tried to apply it indiscriminately to education. Intelligence tests and scientific measuring instruments were developed. Forms and standards of achievement were developed, based upon the practice of industry. All this contributed to a sort of mass production idea of education. Education was conceived of as a body of facts to be gained from books. The attempt to require all children to learn the same data in a specified amount of time in factory style often led to autocratic methods of supervision and administration, and a disregard of the abilities, interests, and personalities of the individual children for whose benefit the schools were presumably operated. They were merely cogs in the vast educational machine and had to adjust themselves as well as they could to the system. Thus, overemphasis on efficiency led to regimentation and autocracy, and administration forgot that it was the servant of instruction.

This militaristic organization was in actual fact neither economical nor efficient, for it so crushed both teacher and pupil initiative that it led to a mechanical performance of meaningless routines. It was based on a narrow view of what constituted the educative process and overemphasized the importance of easily measurable results at the expense of less tangible but more important matters; but as long as the teaching personnel was largely untrained, it did secure minimum levels of attainment in different classrooms.

The schools of today present a vastly different administrative problem from that of the schools at the turn of the century. The huge increase in enrolment, particularly in the high school, has resulted in a student body so heterogeneous that the high-school curriculum has had to be greatly expanded, and social conditions have led the modern school to assume a number of responsibilities in addition to those accepted by the school of 1900. The modern school undertakes to provide for all children educational opportunities suited to their many individual needs. Emphasis is based on learning thru participation in activities planned to develop attitudes, appreciations, and skills in harmony with the aims of education. More and more the school is assuming responsibility for the social as well as the intellectual education of the pupil.

Modern school administration has grown to be a complex and challenging job, as the society in which it operates has become complex, but I contend that school administration today, as yesterday, justifies itself only in terms of an excellent instructional program, that it justifies itself only to the extent that it provides for the individual child the opportunity to develop to the utmost of his capacity his individual potentialities, the opportunity to grow mentally, morally, physically, and spiritually as much as he can. It is the business of administration to provide the kind of environment most conducive to maximum pupil and teacher growth, for it is not likely that pupil growth will take place where there is teacher stagnation.

If this be true, then it is high time for administration to bring its practice into harmony with its philosophy, for as Newlon has put it:

The educative process is conditioned by the character of the control and administration of the school. The best of recommendations may be entirely frustrated by administrative practices that are at variance with the principles on which the recommendations are based or that fail to provide the conditions necessary for carrying them into effect.

Administrators preach the doctrine of shared pupil activity programs. They recognize the fact that participation brings growth, interest, and happiness to pupils. The same principle applies to teachers. When teachers participate in the formulation of plans, in decisions as to matter of policy, and in curriculum making; when they have freedom to experiment and to apply their own ideas; when they understand the problems to be met and subscribe to the method of meeting them; when the relationships between teachers and administrator are such that teachers feel free to make suggestions or objections or to seek advice—then the administrator is doing his part to create an atmosphere which will lend itself to maximum teacher and pupil development.

Today we are beginning to recognize the fact that the success or failure of school administration will be largely conditioned upon the philosophy of education on which it is based. We say that we believe in a democratic philosophy of education, in democracy as a way of life; yet it is still not unusual to find in our school systems "that children attend autocratically managed schools where they receive formal instruction in what is deemed essential for participation in democratic citizenship." That anomaly should challenge every thinking administrator in the United States to reappraise his own practice.

But why should we be so concerned about democracy in school administration? S. A. Cowles of the University of Michigan has stated that "the basic element of democracy is faith in the power of human personalities to improve themselves if given the chance." There is a fundamental inconsistency in the attitude of administrators whose primary concern should be the achievement of an excellent instructional program, who unhesitatingly entrust children to teachers for whose ability they have so little respect that they hem them in with restrictions and prepared outlines of what is to be taught and thus guarantee that neither pupil nor teacher growth can take place.

If pupils are to learn how to think for themselves in this day when independent thinking is so necessary, then there must be democracy in the classroom; and before we can achieve democracy in the classroom, we must have democracy in administration.

In these times when democracy is fighting desperately for survival, education in America has a tremendous opportunity and responsibility to shape the future course of civilization. Our children must be led to evaluate the social forces which are playing upon society, and thru practice in critical evaluations of contemporary problems be prepared to make intelligent decisions concerning future problems as they arise. Fortunately, in some of our most progressive schools both pupils and teachers are being given the opportunity to share in administrative responsibilities. Thus they themselves are growing by participation in administration, and administration is being challenged to realize even higher levels of creative leadership in its never-ending effort to improve the instructional program.

What then seems to be the responsibility of administration for instruction today? It is no longer to prescribe what is to be taught, or how, or when; but to provide the environment most conducive to maximum pupil growth and to work cooperatively with pupils, teachers, and community to provide a broad and flexible instructional program adapted to the present and future needs of all of the children in the community which the school serves.

To do this, administration must be constantly on guard to prevent the erection of administrative hurdles that might in any way impede the realization of this aim. The child rather than administration is the major concern of the school today, and administration is retiring to its proper place as the servant of instruction.

In conclusion, may I summarize the point of view which I have been endeavoring to develop by saying: Administration finds its justification primarily in terms of an effective instructional program, which results in producing individuals who have personal integrity, usefulness, social insight, and purpose.

GENERAL SESSION

MONDAY EVENING, FEBRUARY 27, 1939

HUMAN RESOURCES AND THEIR DEVELOPMENT

MARY B. MC ANDREW, SUPERINTENDENT OF SCHOOLS, CARBONDALE, PA.

PRESIDENT SEXSON: It seems to me advisable that we look at America anew. This program has been designed in the hope that there will be brought stronger allegiance for those who teach in America and thru them to citizens everywhere a picture of the America of today and the America of tomorrow. We have been a patriotic people. We have been a people imbued with a strong love of country and yet there are evidences that from time to time we should take inventory, we should take stock,

we should see America in terms of the blessings that are ours. So this program consists of an inventory of America in terms of its human resources, an inventory in terms of its natural resources, and a picture of America with its youth moving forward to the America that is to be.

In the high schools of Pennsylvania a high-school teacher taught so well that her unusual ability was recognized. She was appointed superintendent of schools and the wisdom of that choice on the part of the board of education of her community was demonstrated in the efficient way in which she organized the schools, particularly thru the fine spirit of cooperation which she brought to the teachers of that system. The Pennsylvania State Education Association, recognizing her leadership, elected her president. Under her inspiring guidance this organization laid the foundation for enacting legislation which gave the teachers and the children of Pennsylvania the benefit of tenure and which provided for the children of that state a greatly improved program of education.

The American Association of School Administrators is happy to present one of the finest of America's school administrators—Miss McAndrew.

MISS MCANDREW: It is a distinct honor, I assure you, as one of the women superintendents of America, to be invited by President Sexson to participate in the program this evening. It seems only yesterday that I belonged to that great group of classroom teachers that wondered if the superintendent of schools had as much to do as we did. After I had served as a superintendent for one year in Pennsylvania I told my fellow superintendents in Pennsylvania that I would love them all forever. After having served for four and a half years, I can say the same thing tonight to the superintendents of the nation!

I remember hearing Mr. Sutton say once that the superintendent had to be the diplomat of his age and I believe it is the most difficult, most vulnerable, and yet most important position in the whole community. Never more strongly than on a night like this is it brought home to us how serious a thing and how happy a thing it is to belong to the teaching profession, the profession that binds together the children of this nation who will be the adults of tomorrow.

In our hands has been placed the guardianship of America. We must mold the very foundation of man's dignity—social happiness, sovereign ideas of right, duty, and responsibility, and eternal destiny. In our hearts has been placed a love of humanity that must serve to nerve our hands and our minds to vigorous efforts which, when made by a determined profession, will stem the torrent that threatens. Ours is a tremendous mission but remember it is written, "Those who instruct the many shall shine as the stars for all eternity."

The soul of America is reflected in its culture. The culture of America has resulted from the interplay of government and education. Each impinges upon the other. The test of both is the human product, our human resources. The theme of this evening's meeting is "National Planning." It is my privilege to discuss "Human Resources and Their Development."

At no time in history have the human race and the nations of the world, and communities in particular, needed intelligent, careful, thoughtful, common-sense leadership as they do today. Therein lies a challenge to all of us, to bring forth the best, the most substantial traits which we possess and apply them to our future problems which are just being opened up by our present situations.

What is America? God built a continent of glory and filled it with treasures untold. He carpeted it with soft rolling prairies and pillared it with thundering mountains. He studded it with soft flowing fountains and traced it with long winding streams. He graced it with deep shadowed forests and filled them with song. These treasures would have meant little if thousands of peoples, the bravest of their race, had not come, each bearing a gift and a hope. They had the glow of adventure in their eyes and the glory of hope in their souls and out of them was fashioned a nation, blessed with a purpose sublime, called "America."

Prophecy is a hazardous adventure. Many forecasts go wrong. But look ahead we must, for new things will come. We must forecast tomorrow that we may plan for tomorrow. We must plan for tomorrow, for it will never be today again. Tomorrow arises out of today, however, and the key to the understanding of tomorrow is the correct interpretation of today. To understand today, its whirlwind tempo, its worldwide scale of operation, its complexity of relations and interplay of forces—who is sufficient for these things? Precisely this, difficult as it may be, is what the preservation and perfecting of our civilization require. On this depends the very perpetuity of the race.

Prophets of doom may be mistaken but it is true that a world can end. The glory that was Greece has been dimmed for ages; Rome did fall; Europe groped for centuries after these marvelous civilizations all but perished; Bourbon splendor shaped the pattern for a time and passed to oblivion; the fall of the Romanovs, the Hohenzollerns, and Hapsburgs still echoes around the world. With the whole world changing at dizzy speed America must be thinking of her tomorrow.

Here are a few out of a multitude of facts which we as school administrators might well consider in preparation for that tomorrow:

First, our increase of population is slowing down. According to extensive evidence America will have a stationary population within a very few years and declining numbers within a few decades. Restricted immigration which has curtailed our foreign population and a declining birth-rate which has affected our natural increase have been the two great factors in this change. There are actually not enough children being born to replace the older population. The result of this has been a reduction in the average annual increase of the population to about 900,000 as compared with approximately 1,700,000 between 1920 and 1930. The National Resources Committee Report released last July mentions the fact that the total number of births reached a peak in the years 1921-25, that there will be a peak in the number of young persons of marriageable age about 1945,

and that after the middle of the century further decreases must be expected in the number of births each year unless present trends are reversed.

Many factors are contributing to the decreasing birth-rates in this country. Among them are later marriages, the greater economic freedom of women, employment of women outside the home, increasing knowledge of birth control, higher standards of living, and the decreasing earning power of children.

Advocates of family limitation have lost sight of the appalling cost of birth control to society. We must face the fact that birth control is rapidly breeding the brains out of the American people and constitutes a grave national menace. The most backward classes are having 77 percent more children than necessary to reproduce themselves and are located in certain rural areas and in communities at the lowest economic levels. These areas are quite removed from the educational and social influences which mean progress. On the other hand, the groups that could be supplying us with our brightest citizens are 17 percent below reproduction level. We are raising more and more low quality citizens, fewer and fewer high quality ones. This breeding from the bottom up means more juvenile delinquency, more crimes, more public charges and unemployables, fewer real leaders.

There is another side to this picture. If family limitation continues, our civilization faces an appalling economic burden of old people in the population. There is a steady decline in the population of persons under twenty years of age with a corresponding increase in the population over forty-five. In 1850 only one American in eleven was over fifty—the age when dependency becomes likely. But with great advances in the nation's health lowering mortality rates and birth control cutting off the supply of youngsters at the other end, the fact is that the proportion of those over fifty has already almost doubled. If our reproduction rate continues to drop, by 1980 two out of five of our citizens will be over fifty.

The Townsend movement has given a foretaste of what that will mean in social turmoil. To support the 40 percent of Americans over fifty there will be only 40 percent between twenty and fifty, the period of important economic output. Altho some of those over fifty will be able to support themselves, others of productive age will not be. So, on the average, every person economically fit will have to produce a complete livelihood for one elderly person, in addition to all other obligations.

And the circle will grow steadily more vicious. Because this increased burden will make it harder to support children, fewer children will be born. Succeeding generations will have an even smaller proportion of producers to take care of a larger proportion of old people. No social order can stand such a strain.

Another reason why birth control is a grave and immediate danger is this: By stopping population growth it has blasted the very foundation of our economic system. Many children are necessary to our economy, as consumers from the moment they are born and as producers when they grow up. Alter that setup and you guarantee a chronic stagnation of business.

What are we to do about this? May I ask, what is stronger than the storm and yet the wind comes forth from its first faint source in whispers. Thus came birth control propaganda. Its baleful whisper deepening, creeping upon hearts weakened by adversity or shallow from worldliness, it is falling upon the home and banishing its integrity. The social and economic fabric of a nation is weakened when there is no family to spur the mature male to responsibility. Such is the case, too, when unemployment leaves wanted children unborn.

What America needs is the good old-fashioned home that in spite of restricted income stands for the highest type of conjugal union, a home where fidelity and equality of obligation are partners, a home in sympathy with the natural law, the procreation of children, a home that rears women in dignity, respect, and authority by teaching the sacredness of motherhood. But lately what have we done to the home? We have weakened it by exalting the individual at the expense of society. And what have we—too many sterile families, twofold careers, idle wives and daughters and weak men as a menace to our nation.

We cannot confine ourselves to mere temporal ends and survive. The home must have religion and if it has, society will survive and some of our newer economic problems will vanish. It is in the home thru religion that childhood is sanctified, youth inspired, manhood ennobled, and old age comforted. We have neglected religion and that is why we are forced to recognize that a malignant ulcer is gnawing at society's vitals and we have been turned from our destiny. Perhaps it is not too late. It has been promised, "The truth shall make you free."

Can we not work out a realistic readjustment thru character education, health education, and vocational training? Can we not urge government agencies to invest in the human resources of this great country that its people may propagate and improve in reasonable proportion? Is that not far more important than investment in our natural resources? A land that is poor in natural resources may be among the leaders of the world if its people are really worthwhile.

As school administrators our first duty is to provide teachers who will realize that the future of America will depend in large measure upon the conception which takes shape under their tutelage in young and plastic minds. We must provide teachers who are intelligent, sympathetic, and emotionally secure. Let us have less emphasis on degrees and more upon real teachers who do understand and will participate in a development program. These teachers must enrich the educational field from the nursery school upward. These teachers must instil the basic ideals of humanity and democracy by honest, straightforward, persistent, comprehensive attack on abnormalities which no self-respecting society will deliberately tolerate. It can be done by instilling and strengthening good habits.

These teachers, too, can gradually bring to pass conditions that under their guidance children will be led to see what is right for their country, and gradually we will have the normal group with normal desires and readiness to take up homemaking in spite of its complexities and trials.

Parental instinct asserts itself when buoyant health and occupational fitness make happy emotional adjustment possible. We must instruct the adults of our country with the true situation in our schools. We must win them to an understanding of our school problems thru the press, radio, and parent-teacher associations.

Decrease in school enrolment should not affect school personnel in nine cases out of ten, at least not for a generation. I say this in spite of the fact that 1940 has been set as a deadline for one-fifth fewer elementary teachers. Our teachers have had too great a burden, and now with conditions coming back to normal they will be able to study the child as a complete personality.

Then, what of the handicapped? There are 2,500,000 not in school at all, due to handicaps and in some cases due to the fact that no school is provided near them. Science has demonstrated that many handicapped children can be rehabilitated. Here is a real chance to serve human needs. We have our President's example to follow in the medical field and we must hew our own in the educational world. Special education is needed for 90,000 crippled children, 45,000 visually handicapped, 3,000,000 with impaired hearing, and 3,000,000 with reading and speech defects. "Every child should be given every chance to become a happy, useful member of society."

Statistics prove we can expect more and more children from low quality citizens. We must accept them but I say let us welcome them. The children of low quality citizens come into the world undefiled but receptive and it is society that is making criminals of them. Let us give them the best the school has to offer. Let us start their training early. Small towns and rural areas have only one out of every 147 enrolled in kindergarten.

The very principle of life is movement. Here is a good test for our activity program among the children of the poor—those whose lives are without color and without hope. Here is our challenge. Let us throw out the life line to the seemingly low quality child and we may be surprised when we see what proper stimulation and encouragement can do.

Our talented students must also be given adequate opportunity to demonstrate their abilities. Potential leaders of the arts and sciences are in our schools but we have found and trained only a small number. It has been demonstrated in special classes that poems, composition, sculpture, and oratory throb within the hearts of our boys and girls and want an outlet. We must have special classes for creative effort. We must have clubs that reach all children. Perhaps then we will rise above the tabloid funny and the crossword puzzle.

What of the educational implications of that large group in our population from fourteen to twenty-five years of age and how are we as school administrators to meet this problem? There are 25,000,000 young people in the United States in this age group—7,000,000 are in high school, 1,000,000 in higher education. Schools are, therefore, in contact with only one-third of them. An unknown number is at work but in recent years a growing group is out of school and unable to find work. Thousands of

youth beyond school age, without jobs, and unable to carry economic responsibilities of marriage, seem to have no place to go but to take to the road.

It has been said that any civilization that fails to conserve its human resources, particularly its children and its youth, is contributing to its own destruction. Are those who are responsible for education in this country giving our youth a balanced program; are they educating them to do successfully the things they must do in order to carry on the nation's business?

One object of education is to prepare boys and girls and men and women better to serve in their various professions, vocations, and callings. Of the 26,000,000 or more pupils enrolled in the schools of the country in 1937, only 1,096,000 were enrolled in vocational classes, including adults, or about 3 percent of the total population of school age and 4 percent of the number enrolled in schools.

If America is to keep pace with twentieth-century progress it must provide within reach of every boy and girl a school where they can learn better how to do the things they are doing or have selected to do as their life's work. To fail to do that will close the door of hope to that large and necessary group of men and women to whom society and the business world—with all its diversified interests—must look if we are to make use of our undeveloped resources.

The time must come when every boy and girl in the land will be required as part of their education to take a course in vocational guidance. The American Youth Commission reports "that for the great majority of young people, the schools simply haven't functioned at all so far as this important service is concerned." The result is that four young people out of five must decide on their future vocations when they leave school without vocational information or guidance from any source. No wonder there are so many misfits along the pathway of life, so many men and women trying to do things that God never intended them to do. Our human resources of the adult world must take stock of their own shortcomings, help themselves to security by cooperating with government, church, and school to prevent the tragedy of unpreparedness in all fields whatever the cause.

There was expended in this country during 1937 by local, state, and federal governments practically \$30,000,000 for vocational education or nine-tenths of 1 percent of the total amount spent for public education. There was a student body of 1,096,000 which made the average cost per student about \$28. From now on our practical problem should be to increase this expenditure, establish all-day or part-time and evening classes for the untrained laborer whether he be youth or adult. He will then be able to take a new job when offered.

The human loss of this country has been great because society has failed to provide vocational reeducation. This cannot be done in a day or a year, but the sooner it is begun the better. I know some will argue cost as a reason for putting off this great humanitarian task, but will it not be wise economy to spend a few dollars more to train a worker better, rather than permit him to become a charge upon the community at a much greater cost?

There are many manufacturing concerns that have their peak season.

When the peak rush is over many employees are dropped and are forced to seek employment in other fields. Employees cannot change from one factory to another overnight without some kind of training. If vocational schools were convenient to the workers many of them could be trained in a short time to make satisfactory adjustments. This, in my opinion, would go far toward relieving the unemployment situation and would materially aid in carrying on the country's business. The declining birth-rate does not mean simply fewer teachers—it means that every social, economic, and political institution will feel its impact.

"Faith without good works is dead." We have problems of this generation still unsolved and yet we are at the turning point of our history. We must express our patriotism by a selflessness that works for the common good. We must be a good neighbor to the next generation. America needs a reeducated mature world, high-minded, chivalrous, efficient, honest. We are trying to get along with the education of thirty or thirty-five years ago. This may account in part for 10,000,000 unemployed, even more misfits, 30,000,000 who do not vote, and 9,000,000 who figure in accidents. It may account for the racial problems of the South, the sectional antagonism, the waves of intolerance, and the spread of foreign isms. I have not a doubt myself but that the root of every tragedy, whether it be behaviorism, decayed homes, unemployment, or communism, is lack of education.

Planning seems to be the only answer for all our problems—studying the trends of the last ten years in our particular community, noting the decline of the birth-rate, shift in population, annual enrolment, enrolment in private schools, number enrolled in schools of higher learning, number handicapped, regional scholarships, permanent industries, unemployment, leisure-time facilities, absorption of white-collar workers, and need for vocational training. Each community will have to set its own house in order. The work of secondary schools must be extended, junior colleges must be established, libraries must be a distinct feature of the schools.

The task of school management will be to provide as harmonious a readjustment as human ingenuity can devise. It will succeed only as far as it wins the support of the taxpayers. There will be no easy plenty to maintain education. The stability and welfare of the whole community must of a certainty be our plea to the people. Our further aim should be federal support. It remains the only fair and just solution to augment the educational budget.

How can we expect constructive social thinking without continuous education in ethical principles, in new skills to replace old, without federal and state government geared to aid? Nothing can right on tomorrow certain wrongs of today. We might give our problems a more personal aspect by visualizing ourselves as the old people of 1955, our children bearing the burdens of our neglect, our grandchildren the sacrifice on the altar of the future. We must take the long view of things and see the ultimate consequences to our own flesh and blood.

One conclusion reached after a close study of adult resources is: Egotism is passing, leisure time is making the individual conscious of his weakness,

conscious also of his possibilities along creative lines and anxious to strengthen the one and fulfil the other.

We have actually begun to do something to improve conditions of the underprivileged thru federal education of the adult world. The ignorant, the unemployed, and the unskilled come willingly to classes. The concept is right, the leadership is inspiring, the mass of the people are willing. Then it seems to me "the American Way" of life can be preserved by action.

We have the opportunity to create a civilization with a new schedule of values, placing human values on top. We must face the problems before us in a more emphatic way. We must guarantee the security of the future by developing a people capable of self-control on high levels. We have no fear of consequences. We rest our future upon the faith that the happiness of America must depend upon the average of enlightenment, upon the attendant level of moral character, attainable by all men and women who live under the flag.

On January 11, I was in the city of Washington. Returning to my hotel that evening, I directed the chauffeur to drive to the Lincoln Memorial. I had heard it was magnificent at night. I stood entranced for minutes before that consummate art portraying the great Lincoln. Then, turning, I beheld in a straight line ahead the Washington Monument, pointing majestically to the sky. I looked around and above on that perfect winter night and I said to myself, "What a beautiful country to love!" I reflected that the devotion and appreciation of an American people raised these monuments to two men who stood strong in crises of this country.

Then my mind moved forward to this month of their births and to the night when I would be standing before you, the school administrators of the nation, and I said to myself again, "Cannot we who have in our hands the destiny of millions of children, inspired by the supreme courage of a Washington and the patient wisdom of a Lincoln, rise equal to the crisis before us in America when it means America, our country, America the beautiful!"

CONSERVATION AND DEMOCRACY

HONORABLE HAROLD L. ICKES, SECRETARY OF THE INTERIOR,
WASHINGTON, D. C.

PRESIDENT SEXSON: We turn now from the human resources of America to the natural resources, to take counsel as to the ways whereby we may derive from our material wealth the greatest returns in satisfaction and happiness, and how we may best bequeath to those who come after us the wealth essential for physical well-being and for the support and nourishment of a really enduring culture in this country.

We do not intend to project plans. Our hope is that we train an oncoming generation to make intelligent choices, to devise effective behavior. We seek to conserve and to transmit to those who come after us the material resources essential for the adequate support of the America which is to be theirs.

That we may have guidance in the furtherance of these purposes we have chosen to present to you a distinguished public servant who is interested in these matters. The American Association of School Administrators now presents the Honorable Harold L. Ickes.

SECRETARY ICKES: During the past six years, to the extent that newspapers and foreign dictators have permitted me, I have been devoting my thoughts and energies to the conservation of natural resources. Just now I am wondering why we have the word "conservation" in the English language. Or rather, why we do not have a shorter one with the same meaning. Why is it that we have no one-syllable Anglo-Saxon word to express the thought of keeping things from loss or injury for the public good? I will tell you why. It is because the thought of conservation—the bare idea of it—has come too recently into the minds of the people.

In the English language nearly every idea which was in the minds of the people before the Norman conquest has two words to express it—a long Latin word and a short Anglo-Saxon word, both having the same meaning. For instance, agriculturist and farmer. Now when we get new thoughts, which require new words, we usually coin new words out of Latin or Greek to express them—long words like automobile or telephone. We never coin a new one-syllable Anglo-Saxon word. It cannot be done.

So, whenever you find an idea expressed by a twelve-letter Latin word that has no short, crisp Anglo-Saxon counterpart, you may feel sure that the idea itself is something new under the sun. This is the case with conservation of natural resources. One of the reasons why the principles and policies of conservation have had to struggle so long and so hard against the opposing forces of ignorance and selfishness is because the roots of the idea do not sink deep enough into our racial thinking.

However, the fact that we had to coin the word "conservation," or give it a special meaning in order to express the idea that it contains, reflects a change in our thinking. The new idea had to germinate before we looked for a word to express it, and the extent to which the word is now used registers the extent to which the idea has spread.

Today, the conservation of natural resources is the declared policy of the government of the United States, and of practically all state governments. Unfortunately, the declared policy is not always the actual policy. However, this much has been achieved: The goal of protection has been officially set up as a substitute for waste and destruction. But to reach this goal, the path is long and the way is difficult. The first need, both for the states and the nation, is for a real understanding of the problem. The second need is for a better organization of public agencies to deal with the problem.

Why do we not teach conservation in our schools? Is the waste and pillage and threatened physical destruction of our country less important than the names of state capitals? Is the pollution of a river by sanitary sewage and industrial waste less important than the location of that river on a map? Or is conservation so new a subject, so novel a thought, that we are incapable of expressing it in simple language, either for children

or adults? Must knowledge be old, with long white whiskers, before it is knowledge fit to be acquired? Carry this problem into the schools, carry the reality of it into the schools, in living words and phrases, not as dry-bone generalities, and the problem would be solved within a generation.

This is no slight assignment that I offer the American educational system. The subject is as extensive as the continent. Let us observe, in the case of the national government, how broad is the field of conservation. The first notable expression of a national conservation policy occurred in the setting aside, in 1872, of nearly 4000 square miles of public land in Wyoming to form the Yellowstone National Park. This was the beginning of our national park system. Twenty years later, farsighted men began to be alarmed about the disappearance of our forests, and so our government stopped or partially stopped giving away the timber lands that belonged to the American people. From these timber reserves the national forest system developed.

During the first decade of the twentieth century, it became apparent that the migratory waterfowl of North America could not withstand much longer the unending bombardment by hunters, combined with the drainage of swamps, etc., and it likewise became apparent that because these birds were migratory, they could not be protected by individual state action. This led, in 1913, to the Migratory Bird Treaty between the United States and Canada, and to the act of Congress putting the enforcement of this treaty into the hands of the Bureau of Biological Survey.

Even earlier than this, in 1892, a treaty between the United States and Great Britain had led to international protection of the fur seal. Still earlier, another British-American treaty had caused the establishment of our Bureau of Fisheries, but it was many years before this bureau became charged with conservation duties. Thus, in the first half-century of the conservation movement, this line of development appears: first, protection of remarkable scenic areas by the establishment of national parks; second, the setting up of the national forest system; and third, government protection of wildlife.

In the last twenty years, and more particularly during the past six years, there has been a new broadening of the conservation field. A partial awakening to the reckless wastage of petroleum and coal has led to protective measures, which, however, especially with respect to our rapidly diminishing store of petroleum, still fall far short of what we need. Finally, the American people have been forced to recognize that the greatest national possession of all, the land itself, is being destroyed. So our government is undertaking soil conservation, and the protection of watersheds, in order to stop, if already it is not too late, the loss and injury that threaten to turn millions of acres of fertile land into a desert.

In building up the agencies of government to carry on this broad but haphazard program of conservation, far more attention has been paid to detail rather than to the plan as a whole. In fact, there has been no plan as a whole. Conservation activities that are closely related to each other are scattered among separated government departments, with neither rhyme

nor reason to determine their location. This makes it harder to get rid of the old system of waste and despoliation. This also makes it harder to understand why some sincere conservationists oppose the creation of a department of conservation.

For generations the chief business of our government seemed to be to get rid of natural resources as fast as possible, and the richer they were the faster and more freely we handed them out. The land hunger of a growing population fostered this state of mind, but it took deeper root in a rugged individualism which turned the forests and the mineral wealth of the country over to adventurous exploiters, and made it the duty of the Indian Office to steal land from the Indians to give away to white men.

This state of mind prevailed thru successive generations, down past the Civil War period, down thru the years when the railroads were getting enormous land grants from the Middlewest to the Pacific Coast, and thru those later years when these same railroads traded part of their lands back to the government again—traded back barren sagebrush plains for wonderful forests of pine and fir on an acre-for-acre basis, while Congress closed its eyes and the people turned their backs. Here was an era of exploitation, waste, and downright theft. Whatever belonged to the nation belonged to anybody who could filch it from the nation.

However, this could not go on forever, even in the America of the 1880's, when the robber barons reigned in their glory. Have you ever heard of Richard Franklin Pettigrew, the first senator from South Dakota? If you turn to the files of the newspapers of the period when he served in the Senate, you will discover that he was an evil, dangerous man, a demagog—a malicious liar, as they put it, who was trying to destroy the reputation of great and good men. If Senator Pettigrew were alive today, these same newspapers would undoubtedly denounce him as a "communist." The trouble with Senator Pettigrew was that he told the truth about the shameful exploitation of our national resources. He exposed the frauds in the western timber entries, but nobody listened except to find something to denounce, just as they denounced Tom Walsh years later when he began to expose the corruption of Teapot Dome. Nevertheless, this Dakota senator who had no friends, this senator who was excoriated by the American press, won a great victory even while he seemed to be losing. In 1891, by the sheer force of his reiterated charges, he drove thru Congress a resolution putting 150,000,000 acres of timber lands into national timber reserves. A few years later these were organized into national forests in the Department of the Interior.

The creation of the national forests, like the creation of the first national park, set up an object which people could see. It established a principle and brought standards into existence by which to judge fidelity to that principle. In other words, a true conservation policy began to reveal itself, not in the government as a whole, not in a governmental department as a whole, but in at least two important and conspicuous spots—the national parks and the national forests, both of them in the Department of the Interior.

But that was not enough. The evil is too deep-rooted. The long saturnalia of waste and dissipation during the nineteenth century took something out of the American spirit. Alexander Hamilton, the conservative spokesman of the moneyed class of his day, declared that all the minerals in the soil of America should be and should remain the property of the United States government. It is fortunate that Alexander Hamilton is not here today, for if he were, and if President Roosevelt should appoint him to the Interstate Commerce Commission, I fear that his views on the public ownership of minerals would be cited to prove him a communist; would be used as an argument against his confirmation by the Senate. This is what our historic record of exploitation, and the thinking that has grown out of it, has done for us from 1789 to 1939.

When we try to round out the national park system of the country, victories must be won by those who believe in national parks for the people against an array of selfish adversaries who spring into action whenever they fear that private commercial interests, no matter how trivial or remote, will be encroached upon by the creation of the park. Yet victories are being won.

A bill is pending before the present Congress to establish the John Muir-Kings Canyon National Park in California, thus dedicating the most beautiful mountain wilderness in America to the perpetual enjoyment of the people, and saving a magnificent privately owned grove of California big trees, comprising 7000 giant sequoias, from immediate destruction. One of the trees is so enormous that if it were cut off 160 feet above the ground, 157 men could stand on the upright cross section of its trunk. I am happy to say that public opinion in California, where I have just been, is rallying to the support of this bill. Yet the supporters of this proposed national park are compelled to fight a highly organized propaganda machine based on commercialism—based rather on a false appeal to commercialism, on the claim that is not true in fact, that the area proposed for the park has an economic value which would be lost thru the establishment of a national park.

The affirmative attitude of the people and their congressional representatives, in dealing with small segments of the problem of conservation, impresses me all the more with the need to make the issue clear-cut in its larger aspect, as it affects the entire nation. This calls for executive reorganization in our government. It calls for an assembling of conservation agencies so that the executive branch of the government can take its full share of responsibility for framing and administering a sound conservation policy.

During the formative period at the beginning of the twentieth century, a great opportunity presented itself to create a department of conservation, headed by a secretary of conservation, and thus make the principle so plain that departure from it would be virtually impossible. At that time practically all conservation activities centered in the Department of the Interior. This department administered the national forests, the national parks, the Indian lands, the unclassified lands known as the public domain,

also mining, and fisheries—practically everything relating to publicly owned natural resources and those strongly affected with a public interest. Unluckily, the Interior Department was overgrown in other directions. The huge Pension Bureau was a part of it. Its expenditures were greater in 1904 than those of all the other civil departments of the government combined.

In 1905, at the suggestion of Secretary of the Interior Ethan Allen Hitchcock, the Forest Service was transferred from the Department of the Interior to the Department of Agriculture. Various reasons for this were given, but the real one was that the Interior Department, measured by expenditures, was twenty-five times as big as Agriculture and received its money thru numerous separate appropriation bills, which made it hard to get money for the national forests. The transfer was made to equalize the departments and make it easier to get forestry appropriations. The result was equalization that did not equalize because today, measured by expenditures, the Department of Agriculture is many times larger than the Department of the Interior.

Later, the Pension Bureau, the Bureau of Fisheries, and the Bureau of Mines were transferred to the new Department of Commerce and Labor, to help build it up. In 1933 President Roosevelt retransferred the Bureau of Mines to the Department of the Interior, but the Bureau of Fisheries continues as a conservation activity in a department that has no other connection with conservation. The result of these actions was harmful in two directions. It scattered the conservation activities relating to the public land and other natural resources thru many government departments, thus making it impossible to build up a strong, coordinated conservation policy. In the second place, it made it harder to get away from the old idea that natural resources were meant to be exploited. It gave the public no central point, no focus of responsibility, at which it could hold the government to account if it failed to guard the public lands, or the petroleum, or the fish and birds and animals. The result of this has been to weaken the government in the face of heavy selfish pressures upon it, and to intensify those selfish pressures.

Let me give a few instances of what this has actually meant in the field of conservation. You perhaps remember the great conflict over Secretary of the Interior Ballinger, during the presidency of Mr. Taft. An Interior Department investigator, Mr. Glavis, charged that the Guggenheim copper interests were getting possession of mineral lands in Alaska by making illegal entries on the public domain. Ballinger fired Glavis. Gifford Pinchot of the Forest Service came to his support, and President Taft fired Pinchot for criticizing a cabinet member. Public opinion then fired Ballinger. Some of us here tonight were part of that public opinion. What was the matter with Ballinger? In his home state of Washington he rated high. He had the typical, old-fashioned idea of the oldtime Westerner that the business of the government was to give away public property. His title as a member of the Taft cabinet said nothing about conservation. The law establishing his office said nothing about it. There was no legally established standard, no publicly proclaimed objective, to exert influence upon the

President in naming his cabinet, or to influence the cabinet member after his appointment, or to bring public opinion to a quick, sharp focus in defense of our natural resources. The naming of Mr. Ballinger was President Taft's mistake, but the setup of the government was more to blame than was Mr. Taft. You will have such mistakes and such consequences flowing from mistakes until the conservation of natural resources is put in charge of a secretary of conservation, whose title establishes his responsibility for conduct in accordance with the objectives of the office.

Until this is done, those who are fighting for the conservation of our natural resources will always be fighting against odds. It is difficult enough when we have a President and cabinet members devoted to the principles of conservation, for even in such a comparatively happy situation the lack of a visible standard of conservation increases the hostile pressure upon government agencies, and the scattering of conservation activities in various departments causes friction, discord, and waste of effort, even among men who have common objectives.

I do not suppose that it would be possible to find two government establishments more unlike each other than the Department of the Interior as it exists today and as it was under Secretary Ballinger. In saying this, I am not trying to praise myself. Rather, I would praise Walter L. Fisher, whom President Taft appointed to succeed Ballinger, and Franklin K. Lane, Secretary of the Interior under President Woodrow Wilson. For myself, I will give but one pointed illustration of the change that has occurred. Gifford Pinchot's right-hand man, back in 1911, was a young and ardent volunteer conservationist named Harry Slattery. Working for a year or more without pay, he brought together the evidence that led to Ballinger's resignation. Harry Slattery is now Undersecretary of the Interior.

Yet I recognize the fact that, at any time, a change in the presidency may bring a man into my office who will revert to the exploitation policies of a half-century ago, and who will be able to say, in justification of his policies, "What is there in the law that says I must be a conservationist?" At any time, a change in the presidency may give us a Secretary of Agriculture who will abandon the policies of Secretary Wallace and deliver the Biological Survey to be once more what William T. Hornaday called it, in the later 1920's, "a football of the wealthy duck hunters of the country." Would it not be far more difficult for a President to sabotage the conservation work of the federal government, either deliberately or by negligence, if, when he entered upon his duties, one of those duties was to appoint a secretary of the department of conservation?

Nor is this the whole story. In fact, it is less than half of the story. Not only I, but other members of the Roosevelt cabinet, have seen, felt, and resisted the pressures that come upon government officials when they undertake to defend the natural resources of the country. I know that my work would have been lightened—it would have been lightened by half—if I could have said in refusing various requests: "I am the secretary of conservation. My duty is to guard this property and keep it from damage. You are asking me to violate my oath of office."

Could I or any other man say this, it would seldom be necessary to say it. Men who are unthinking, not vicious, make injurious demands upon the government today. They demand of me that the public domain shall continue to be overgrazed, tho it would mean the ruin of the public lands. They demand of the Department of Agriculture that wild ducks and geese shall once more be shot over baited waters and with the use of live decoys, tho a return to those outlawed practices would mean the extermination of all the waterfowl on the continent. They demand of the Department of Commerce that fisheries shall be treated as a purely commercial affair, for present profit, tho to follow that policy would destroy the fisheries for the future. They demand that the national forests shall be opened to lumbering by private contractors, and the hope of such exploitation is back of every fight that is made by lumbermen against the transfer of lands from national forests to national parks. How could such demands be made upon a department of conservation? How could they be made effectively? How could they be made at all?

In speaking of the conservation activities which might wisely be brought together in a department of conservation, I have confined myself to three functions: (a) those which relate to the common property of the people—to the publicly owned lands, the national parks, the national forests, the public domain, the Indian lands for which the nation is trustee; (b) those which relate to those resources in which the people have a common interest, as in the wildlife of the country; and (c) those which relate to petroleum and other minerals vital to the national welfare, where there is a close administrative connection between private and public holdings. This, I should point out, does not cover the field of conservation, but it covers a logical administrative field in which there is a central objective and a central problem—that of preserving and wisely using the common property of the nation.

Outside of this, there remains a vast theater for conservation work; in particular, the conservation of the soil, a subject almost as big as the United States. The problem of soil conservation is a unit, scientifically, but politically it is sharply divided according to public or private land ownership. Soil conservation on public lands is a simple tho sometimes difficult detail of the question of how and by whom the public lands shall be used. The problem is subordinate to control of the land itself, by its custodian, the federal government. For ease in administration, all public lands ought to be in one government department, and for effective results, to resist pressure, that should be a department of conservation.

Soil conservation on lands in private ownership is a different and bigger proposition. This involves a delicate relationship between the government and millions of farmers living on their own or on rented land. Administratively, it fits in with other scientific aids to agriculture and with the nationwide program of farm relief. This work belongs where it is now, in the Department of Agriculture.

I have said little about the waste and conflict that occur in government work because of the haphazard way the government departments have

been built up. This has been discussed on many occasions, in the past year, in connection with the President's request that he be given authority to reorganize the executive departments so as to establish some orderly connection between the bureaus and to get rid of duplications. For fifty years this necessity has been growing, and for almost fifty years Congress has been trying to deal with it, but has failed because of the pulling and hauling of conflicting interests in the government service.

I had not planned to discuss government reorganization except as it bears on the special subject of conservation, but let me say that the way in which Congress meets this issue this year will indicate how our government is going to meet the critical problems of the next few years.

This is a time when democracy is put to a severe test to prove its ability to function in a world of new problems and fast-moving events. There is need at this moment for an exercise of statesmanship among those qualified to lead American thought, as high and unselfish as that which presided at the birth of our country. We cannot go forward, politically or economically, in the kind of a world that we live in, leaving our destinies to the negative decrees of those who have closed their eyes to the problems of the nation. We cannot stand still in the world of today. To attempt it would be to roll backward into chaos.

No matter what political party comes into power, no matter what group rises to control within a political party, the crisis which impends in our social and economic order rises above that party and above that faction, and we can no more conjure it away than a ship in a storm can conjure away the breakers that threaten. To go forward, to ride the storm, we must keep the wind in the sails and let somebody hold the wheel who knows enough not to let go.

Where in this picture is there a place for a political party divided against itself? Where is there a place for a political party, no matter what its name, that is against everything, and for nothing? Where is there a place for government by high-powered mail order propaganda, whose goal is to coerce Congress and the executive departments into a policy of doing nothing at all?

The kind of propaganda campaign which was successfully conducted last year against the government reorganization bill, a campaign conceived in deceit and born in mental dishonesty, represents a force in American political life which cannot continue to operate successfully, in the broad field of its ambitions, without bringing our social order to the verge of dissolution. We cannot survive indefinitely, as a self-governing republic, with our government reduced to paralyzed inertia by a sinister propaganda whose aim is national confusion and governmental prostration.

Here we have conservation in its broadest aspect—the conservation of the American nation as a functioning society of human beings. It is here, in the relationship between the people and their representatives, that the mischievous hand of a powerful and unscrupulous propaganda can wreck the processes of representative government. What proportion of the keenest brains in America—not the best, but the keenest—are devoted to making

government function for the people, and what proportion to keeping it from functioning for the people? Answer this, and you answer the question, Where lies the danger to America?

I am not directing this criticism at the Congress. I am directing it at the forces that keep the Congress from functioning at the level of the merit that is in its membership. I am directing it at the forces that restrain the functioning of the executive department and at the forces that too often touch the judicial branch with mental palsy.

I said that there was need to teach conservation in the schools—the conservation of natural resources. There is an even greater need to make all America a school in which to teach the conservation of democratic government, by making it function; the conservation of American principles of liberty and equality by putting them into practice; the conservation of responsible citizenship by inducing citizens to meet their responsibilities. Here is our ultimate task in conservation, in these United States of America, and it cannot be left for future undertaking. It is our responsibility, here and now.

AMERICAN YOUTH LOOKS AT ITS FUTURE

EDMUND E. DAY, PRESIDENT, CORNELL UNIVERSITY, ITHACA, N. Y.

PRESIDENT SEXSON: We now come to the third portion of this program. The speaker who is to handle the summarization of these two addresses has had a distinguished career in American education. He has been an instructor in the great institutions of higher learning in this country, he has had experience as an administrator of the great foundations of the Rockefeller Board, he has served as a member of the board of education in his own community, Bronxville, where he has lived. Since 1937 he has been president of Cornell University.

As a member of the Educational Policies Commission, he has made a significant contribution in driving forward a program calculated to awaken the interest of the educators of this country in a dynamic program of citizenship—a program which includes the preparation of youth, of children, and of young people for real responsibilities and for the facing of real problems. It is my pleasure and honor to present at this time Mr. Day.

MR. DAY: In my opinion, it will be a happy day for American education when it comes to be recognized in all quarters that educational administration at all levels has a place, that the educative process is a continuing one from the lowest to the highest grades, and that whatever the necessity of differential treatment in dealing with young people at different levels and from different groupings, it is of the utmost importance that the whole profession of teaching should join in a common effort with general confidence and understanding and not allow itself to fall into warring camps or isolated groups without mutual communication.

It would be a misrepresentation of what I have to say to refer to my remarks as a summarization of the two splendid papers we have heard on

the conservation of human resources and of natural resources. Rather than undertake any such task, I have ventured to come at the problem of American youth with the idea that it is of great importance, that those of us who are called upon to deal with youth should have the fullest available understanding of youth's present position and of youth's outlook for the future. Consequently, I shall talk on the general subject "American Youth Looks at Its Future."

Bold, indeed, would be the man who undertook to speak authoritatively these days for American youth; and for a man past fifty to speak at all for American youth may appear to be plainly presumptuous. Nevertheless, that is what I propose to do. Middle life may have its disadvantages in this connection, but many years of association with school and college youth should have offsetting advantages. Fortified with such confidence as may be drawn from this long and wide acquaintance with young people, I am going to act for a little while as youth's spokesman, bringing to your attention certain views, which, I have every reason to believe, are much on the minds of a host of young people in America today.

There are at least three good reasons for undertaking this rather difficult task. In the first place, youth is badly handicapped in getting its views effectively before the American public. Youth is relatively unorganized. Youth has not learned to operate thru pressure groups. On many subjects it appears to be strangely inarticulate. Thus far it has not had effective access to the instruments of propaganda. Here and there the voice of youth is being heard; by and large even when raised it is drowned in the clamor of other parties. It is time to make an effort to give youth a chance to have its say.

In the second place it is clear that a somewhat sharper competition of age groups looms in the immediate future of American life. Already in some states the question has arisen as to whether old-age pensions or public school costs are going to be covered by the diminishing public funds that are available. There is every reason to think that the aged and infirm will make increasing demands upon the national income. Evidences accumulate that the adult population will increasingly restrict the opportunities for youthful employment in industry. In still another quarter, a steadily rising burden of benefits for the veterans of the Great War promises to draw divisive lines of interests between our age groups. Among the stresses and strains of the present social order are those which stem not from conflicts of classes but from these competing interests of the successive generations.

The changing age composition of the American population is almost certain to accentuate all this. The number of young people between the ages of sixteen and twenty years will reach its maximum of about twelve and one-half million in the early 1940's. Within the next twelve years the total in this age group will probably drop about 2,000,000. In 1930 there were in the continental United States, according to the decennial census of that year, a total of approximately 123,000,000 people. Of this number about 48,300,000 were under nineteen years of age and about 6,600,000 were sixty-five years of age or older. The young people outnumbered the

old more than seven to one. It is conservatively estimated that in 1960 there will be a total population of approximately 140,000,000 people, of whom about 37,000,000 will be under nineteen years of age and 15,000,000 will be sixty-five or over. The young people of all ages from birth to eighteen years, inclusive, will then outnumber the old folks by only two and a half to one. In other words, over the next twenty years the number of children and young people is expected to decline about 11,300,000, and the number of old people to increase about 8,400,000. As this fundamental shift in the age composition of our population takes place, the competing interests of the generations may be expected to become more and more sharply drawn. Under these circumstances it is important that measures be adopted to secure more effective presentation of the desires and interests of our young people.

In the third place, I venture to act as spokesman for American youth because I believe it to be one of the privileges of the teaching profession to serve as mediator between each oncoming generation and those that have gone before. In times of relative economic stability and little social change, the reconciliation of the differences between the generations is not likely to prove troublesome. But in times like our own in which profoundly important changes are taking place with disconcerting speed, age groups separated by no more than fifteen or twenty years may live in totally unsympathetic worlds. Thus the World War may be said to have created a deep and almost unbridgeable chasm between those who fought in the trenches and those who carried on at home in their accustomed places. The lack of understanding between parents and their offspring during the decade following the war was a matter of common note. The depression has had like divisive effects. The adult population has been too engrossed in its own troubles to give much heed to the correlative perplexities and difficulties of youth. Herein lies a part of the opportunity and the obligation of the great company of educators: to make more widely known the interests and aspirations of American youth in the troubled times through which we are passing.

It has to be admitted at the outset that, with reason, youth might have a sharply critical attitude toward the legacy of our times. From the perspective of the late 1930's, there is a bitter, almost ridiculous irony about the idea that the World War was fought "to end all wars" or "to make the world safe for democracy." Youth knows that whoever claims to have won that war, civilization certainly lost it. The current deterioration of international morality and the constant threat of further wars are both appallingly evident. Within our own country the national economy after several years of treatment remains sadly confused. A mounting public debt poses to youth the problem of later repayment. The burden of caring for the unemployed, the destitute, the sick, the aged, and infirm, not to mention the veterans of foreign wars, assumes larger and larger proportions. Meanwhile the natural resources upon which the national economy is based are not what they used to be with free land gone, forest land largely denuded, millions of tons of topsoil washed to the sea, and mineral deposits substan-

tially reduced. Youth would be within its rights if it commented rather caustically upon the job which has been done by its predecessors. Upon the whole, the attitude which youth has taken with regard to these matters is extraordinarily free of resentment. Happily, youth concentrates its attention on the future, not on the past.

The significant views of American youth as it looks at its future relate to a wide variety of subjects, many of which I cannot undertake to consider. I propose to confine my reporting to the views of American youth with regard to four matters: the schools, employment, democracy, and world peace. These are all very large subjects and all I can hope to do is to give you in barest outline some of the views which I believe American youth to be entertaining.

The attitude of youth toward the schools has been profoundly affected by the fact that the secondary school as well as the elementary has become well-nigh inescapable. Time was—and not so very long ago—when those who did not like formal education could avoid it after a limited sentence in the elementary grades; there was always some kind of job to which to escape. That time seems to have passed with little if any prospect of its return. It now looks as if, up to the age of eighteen, or possibly nineteen or twenty, young people in America will be compelled to go to some kind of school. The high school can no longer be thought of as a school for the more academically disposed minority of young Americans; it has become a school for all young Americans of whatever disposition.

The attitude of youth toward the schools is widely variant, of course, and reflects a great diversity of youthful interests, attitudes, and aspirations. It is safe to say, however, that by the time they are well along in their teens, the great bulk of our young people wish to have school programs exhibit clear and fairly direct bearing upon the life interests of the learners. What are some of the primary roles these young people shortly expect to be playing? Obviously they wish to become workers or producers—in other words, job holders; the great bulk of them wish to become home and family builders; less uniformly and less fervently, they wish to be effective citizens. Here are approaching responsibilities for which they would like to prepare. They are not inclined to accept the doctrine that no specific preparation is in order, that the only suitable course of training is indirect and is solely concerned with the cultivation of intellectual and moral virtues.

No thoughtful person is going to question the importance of these intellectual and moral virtues. No one is suggesting that society try to dispense with these virtues. On the contrary, everyone wants a more ample supply of them, and the only serious question is how to get it. One answer is to return to the traditional academic disciplines; the other is to reorganize the curriculum with specific reference to the evolving life interests of the learners. It is reasonably clear that youth leans to the latter view of the matter. By some this is thought to be due to a softening of the intellectual and moral fiber of youth. Frankly it does not seem to me that this is a fair interpretation. We must realize that the secondary school is dealing

with a new kind of school population, and that young Americans of secondary-school age are facing a new kind of world. It would be surprising, indeed, if, under these circumstances, no change of school program were in order.

Youth, then, is somewhat critical of the American school of today and is looking, rather confidently I believe, for certain changes for the better. Without seeking any softening of the school program, youth expects the American school of the future to cope more successfully with vocational training and adjustment, with preparation for home and family life, with training for effective citizenship in a truly democratic America. Here is a challenge from youth to the schoolmen that cannot be brushed aside.

One further idea about education gains wider and wider circulation among our young people. Increasingly it is held that individuals of exceptional promise should not be kept from realizing their promise thru lack of financial means. It is argued, and soundly so, that there is inexcusable social, as well as individual, wastage in our failure to provide means by which these more gifted young Americans can obtain full development. Some system of wise selection and subsequent financial aid should be devised and supported. Where are those who will seriously question the soundness of this proposal?

It is when dealing with the problem of employment that American youth is most likely to show traces of resentment over the present situation. To young people, the full-time job is final and convincing evidence that at last adulthood has been achieved and independence established. The psychological value to youth of satisfactory employment is incalculable. Only in this way can normal home and family living become possible and self-respect be achieved. It is not at all surprising that youth views the future so largely in terms of the prospects of employment.

The recent employment experience of youth has been frightfully discouraging. About one-third of all young people available for work are unemployed. The number of those in the United States between the ages of sixteen and twenty-four who are wholly unemployed is estimated at four and a third million. Nearly six million are either completely or only partly employed. Only a small proportion, 13 percent, of the youth who have no work are not actively seeking work. Surveys have shown that more than half of these young people out of work have failed to find employment after periods of effort running over two and a half years. The gap that exists between the end of schooling and the first real job is distressingly wide. Youth contemplates and experiences this gap in enforced idleness—at a time in life when idleness is likely to have deeply corrosive effects.

American youth has thus far met the problem of unemployment rather stoically, but it is too much to expect that it will continue to do so indefinitely. It is time we all recognize that no society can long endure which leaves its young men in idleness. Measures should be promptly devised for dealing more constructively with this whole problem. Capital and labor and the schools and government should all join forces in closing the

present gap between the school and job. Possible extensions of the idea of the CCC should be explored. Local communities should deal more earnestly and imaginatively with the possibilities of local community work programs. If undertakings along these lines cost money, let it not be forgotten that maintenance for the aged is no more indispensable than employment for the youthful. In the matter of opportunities for work, youth must be served.

Given employment, what does American youth expect of its future? In the first place it does not look for opportunities to accumulate large means; it recognizes that the day of the great American fortune has passed, probably never to return. But as an offset, a measurable increase in security is looked for—in fact it is demanded. At times it would appear as if American youth had grown prematurely old because of its insistence upon guarantees of securities rather than upon chances for adventure. Presumably, this attitude springs from fear that the chances of successful adventure have ceased to be reasonable. For the time being, American youth is disillusioned. For it the glamor of life is in eclipse. But the spirit of adventure which always lies latent in youth will return to life. After all, the world remains an extraordinarily interesting place. Science and technology continue to perform their miracles, and thrilling careers of invention and discovery remain open. Service to one's times still carries its rich rewards. The opportunities for social participation are expanding. Increasing leisure time lies at our disposal. If youth can come to see adequate meaning in life, if it can develop its inner resources and not attach too much importance to the material implements of daily living, it can come to view its prospects with renewed satisfaction.

Young Americans regard democracy with an attitude, not of skepticism, but of frank questioning. They can see—as can all of us—that democracy is in a measure of distress, and they are led to wonder how serious the complications will turn out to be. Their ideas of just what democracy means are somewhat vague and remote from their own day-to-day living. They are likely to think of democracy as a bookish ideal of government rather than as a concrete system of close-at-hand human relationships. They wonder whether democracy can maintain a satisfactory level of economic efficiency and whether it can solve the problem of unemployment. They hope they will not have to choose between freedom and a decent job. (Heaven forbid that they should have to!) They are impressed with the fact that great inequalities of human circumstance continue to challenge the concept of social justice that lies at the heart of democracy. On every hand they observe a distressing lack of social unity or of any consolidated social purpose. In short, they are troubled about democracy and, despite an underlying belief and loyalty, cannot but wonder what lies ahead.

Let us be thankful that American youth no longer takes democracy in childlike faith. The time has arrived for dealing more openly and constructively with those phases of American life which belie our democratic ideals. After all, democracy is not a blessing conferred for all time on the American people by the founding fathers; it is an aspiring purpose to be

achieved only as the generations succeed in really establishing peace on earth and goodwill among men. Eternal vigilance is required for the preservation of such democracy as we have, and unending endeavor for its improvement. If youth with its frank questioning leads America to replace its complacency toward democracy with honest concern for its future, youth will have served well those democratic purposes for which we all stand.

There is much that is essentially fatalistic in the attitude of the American youth toward possible future wars. After all, what does youth have to say about whether or not war shall be waged? Youth's job is to fight the war, not to declare it! As to the causes which provoke wars, American youth is plainly cynical. It is convinced that interests, not principles, ordinarily prevail, and that popular support for any war can be obtained provided those in power have full possession of modernized instruments of propaganda.

American youth is all for peace, yet it does not appear to be for "peace at any price." Our young men would be quick to arm if a foreign invasion were threatened or if the territorial integrity of the continental United States were endangered. But they are not now disposed to go abroad in defense of democracy. American youth knows that the inevitable centralizations and usurpations of governmental authority in the prosecution of a great war are quite likely to mean the end of democratic institutions for the warring nations. American youth recognizes the terrible dilemma faced by the European democracies: not to fight may mean the loss of democracy thru humiliation and final subjugation; to fight may mean the loss of democracy thru political transformations deemed necessary "to win the war." Youth on this side of the water is thankful that America does not face the same dilemma.

American youth expects another European war and expects the United States sooner or later to be drawn into it; however, its attitude toward this prospect is not one of willing sacrifice but of fatalistic submission. Unhappily, as American youth views the present world, there is little left that is really worth fighting for. A young Danish contributor, Per Sorensen, puts it this way in the columns of the February *Atlantic Monthly*: "The Gospel of Progress is gone; left is the Gospel of Work." It is the absence of enthusiasm, the lack of passionate devotion to any cause at all that more sharply than anything else characterizes American youth of this generation. That this is so may well give pause to those of us who are now managing the estate which American youth of these days will in due course inherit.

Early manhood and womanhood is not an easy period of life; it is, in fact, one of life's most difficult periods. Youth needs sympathetic counsel and wise cooperation in working out its problems. I am not one of those who would subordinate adult living to the demands of the oncoming generation; on the contrary, I am convinced that each generation in its prime is entitled to its own time in the saddle. But while there and living in the present, each succeeding generation is under obligation to keep an eye on the future, and the rights and interests of youth—of the generation to

come—are to be respected even if the shift of political force carries in other directions. Youth has its part to play in social planning, and let not its failure to speak be taken as a sign of either indifference or complacency. After all, civilizations, like parents, may be judged in part by the thought and care they give to their young. Let us make sure that in this respect American civilization of the middle twentieth century is not found wanting.

GENERAL SESSION

TUESDAY MORNING, FEBRUARY 28, 1939

"Schools in Small Communities," The 1939 Yearbook

GREETINGS

REUBEN T. SHAW, PRESIDENT OF THE NATIONAL EDUCATION ASSOCIATION

PRESIDENT SEXSON: The American Association of School Administrators is, as you know, a department of the National Education Association. We are pleased this morning to present the president of the National Education Association for a word of greeting—Mr. Shaw.

MR. SHAW: From the very beginnings of our democracy it has been made quite clear that an educated and enlightened citizenry is absolutely fundamental to the functioning of a democratic form of government. Civic leaders, statesmen, and politicians have all proclaimed the thought that education should be fully and forever encouraged thruout the nation.

More than a hundred years ago we in America began talking about the importance of equal educational opportunities for all the boys and girls in America. We have made great progress in our cities and in our more wealthy states. If, however, we study the problem nationally, we find that today we are farther from providing equal educational opportunity for all the children in America than we were a hundred years ago, for our best schools are certainly better than the best schools of a hundred years ago and we still have many localities in which no schools exist.

In our various designations of equal educational opportunity we have made it clear that we do not mean a uniform or stereotyped education but rather a variegated type of education devised and adjusted to study the individual needs, abilities, and capabilities of the children and adults who come to school. The study made last year by the Advisory Committee on Education, appointed by the President of the United States, brought out the following facts:

1. There are 800,000 children between the ages of seven and thirteen years who are not going to school in the United States. They are not going to school because schools are not available for them to attend, or are so located that attendance is practically impossible.
2. Approximately 3,500,000 youths of high-school age in America are not enrolled in high school, because high schools are not located where attendance would be possible, or do not provide the courses in which these youths would be interested.

3. One and a half million handicapped children are not receiving the kind of education which is indicated as desirable for their particular needs.

J. Edgar Hoover, head of the Bureau of Federal Investigation, has made in substance the following statements:

1. Four out of five of those whose fingerprints are recorded in the Criminal Division of the Bureau are either illiterate or have had very little education.

2. Education of the right sort at the right time is a most effective means of combating, controlling, and preventing crime.

3. The annual bill for crime in America is \$15,000,000,000 as compared with \$2,500,000,000 for education (one of the most significant facts, it seems to me, that should be taken home and repeated in the hearing of every citizen until it registers fully and completely).

I should like for you to consider seriously and carefully the following brief definition of democracy: intelligent compromise. When we proceed about anything intelligently, we gather facts, truths, and opinions and we arrange them according to our liking. Equally intelligent people will study them and arrive at different conclusions because they place different weights or values upon these facts, truths, or opinions.

The fact that different conclusions are arrived at forces a compromise to be made in order that progress may follow. Whatever compromise is made continues only as long as those who effect it are willing to have it continue. Please note that that is the procedure in a democracy, and in a democracy alone do we handle matters that way. As soon as new facts have been developed, arranged, and evaluated those participating will from time to time effect new compromises and only so far as we proceed intelligently with both those—gathering facts and compromising in view of those facts—do we really make progress.

Thousands of citizens who have had practically no education attain the voting power each year. Many of those who have attended school are not well informed concerning the fundamentals of our form of government, how it came into existence, and what is really meant by "government of the people, for the people, and by the people." A study of Communism, Fascism, and other isms of any sort of anti-American character brings out the fact that they thrive only in a soil of ignorance fertilized with poverty or fear or irreligion, or some combination thereof. I wish to stress the word "ignorance," implying, with all the force that I can, ignorance of what democracy really is, particularly our own American type of democracy. With these facts before us, education of all the citizens—in large communities, in small communities, everywhere they are in America—is the most important phase of an internal program of national defense.

I should like to analyze briefly the teaching profession and its responsibilities as I see it.

The first is the responsibility toward the child in the classroom within the school walls. The second is the obligation of the teacher to be more cognizant of the various divisions and departments within the profession. And the third is the obligation of each member of the profession toward the citizens, toward the public, and toward those who will ultimately suffer

or gain by the behavior and the participation of the future citizens of America in our own type of government. In many ways we have gotten away from talking in terms primarily of teachers' salaries and school buildings. We have been talking in terms of the child but I fear we have not carried home to many angles of business, and America in general, the fact that the schools exist primarily for the development of future citizens of America and that they should be fully acquainted with and have complete understanding of all the procedures that we think of in terms of American democracy.

We are not limited, as at times we feel we are, to matters pertaining to the shores of this continent, for no matter how we view these matters of international concern we must admit that it is a matter of better understanding in the last analysis. The year 1938 witnessed the creation of a Division of Cultural Relations in the Department of State of our federal government. I do not believe this particular movement has been paralleled by any other country in the world.

Whether or not you believe in the reduction of armament as a significant movement toward peace or in the increase of armament for defense or in the value of treaties and agreements, we must agree that none of these plans has been or will become effective unless there goes with each a full and complete understanding among nations, which can come only from education and the mingling of people of various nations.

At this convention there are many meetings of a division or grouping that we are calling public relations. That covers, in many respects, the item referred to as the obligation of the teacher as a member of the profession to the public. There is a tremendous amount, however, that we need to develop in that field and I should like to classify it under three heads: the press, the screen, and the radio.

We have progressed in some places by keeping the press more nearly advised of the needs of the schools in reference to building future citizens, yet in many respects it has dwindled down to details. We are constantly making progress on the radio. I wish to direct your attention to the four radio programs each week that are given under the auspices of the National Education Association.

I should like, however, to develop a little further my concept of the part that the screen may play with reference to this public side. It is not enough to talk of those who are coming to our classrooms either as young students or adults. We need in times like these to do something and to do it quickly to keep the public advised in every possible way. Since many people attend the motion picture theaters, great advances in understanding these particular problems may come thru this medium.

It has been my privilege during the past year to have conferred with some of the heads of the motion picture industry. Several companies are working on and sharing the problem of presenting to the public thru "shorts" this type of program. Some excellent short features which have been made recently are the following: "Song of a Nation"—the story of "The Star-Spangled Banner"; "Give Me Liberty"—the story of Patrick Henry; "Man Without a

Country"; "Declaration of Independence"; "Romance of Louisiana"—the story of the Louisiana Purchase; and "Lincoln in the White House."

Here is my challenge to you: Warner Brothers is working on this type of educational feature—as are Fox and other companies—and this is the issue they present to us:

We propose to continue this series as long as worthy subjects present themselves for dramatization. We realize, however, that the selection of proper subjects for such a series is a public responsibility which should be strengthened by a comprehensive knowledge of our national development.

They specifically ask the National Education Association to present to them as promptly as possible the ten most significant facts in American history, and they will then proceed to produce them in these short features so that the public attending the motion picture theaters may have an opportunity to see them.

It is my privilege to announce that Warner Brothers has sent those six films for you to see. They are being shown at one of the small theaters near here this evening. It is your responsibility to attend and to send in any suggestions that occur to you.

When we have matters of this kind coming up, or when we receive requests such as the recent one to the Committee on International Relations regarding the supplying of information to the teachers of South America concerning our American democracy, we should be prepared to present such information. Thru the efforts and cooperation of many of you as individuals and of the Office of Education, we are preparing a pictorial booklet translated into Portuguese and Spanish for delivery to the South American countries. This booklet is to contain desired information on our American system and will include some splendid cuts that have appeared in *School Life*.

I hope all of you share with me in the feeling of pride when such opportunities to serve arise. It is an opportunity to find ways to get together thru this intelligent compromise, to find ways to speak as a profession, and at all times and all places to recognize a pride in the profession. I say with all the force that I can, I am proud to be a teacher!

PRESENTATION OF THE YEARBOOK

H. M. CORNING, SUPERINTENDENT OF SCHOOLS, COLORADO SPRINGS, COLO.;
CHAIRMAN, 1939 YEARBOOK COMMISSION

PRESIDENT SEXSON: The major project of the Association is its yearbooks. In our professional life there is no contribution or publication we look forward to with greater interest. I believe I can say without any fear of contradiction that no man has given more significant leadership to the small or medium sized community than has the chairman of the 1939 Yearbook Commission. He and his committee have been engaged for two years in collecting, compiling, and editing the materials which they hope will be of invaluable assistance to those who lead the medium or smaller sized communities.

I have the pleasure at this time of paying my respects to the fine professional leadership of my friend and of presenting to you Mr. Corning.

MR. CORNING: Thomas Jefferson, speaking of the school system of Virginia in 1821, said, "Let us keep our eye steadily on the whole school system." This wise admonition by Jefferson was appropriately used as the key phrase in the foreword of the 1929 yearbook of the Department of Superintendence. The commission which prepared that yearbook directed professional eyes at the whole school system thru its study of the units of American education and the relationship between them. In 1931 the same commission presented a second yearbook, this time developing the articulation of the entire school system thru five unifying factors—and again the Jeffersonian advice, "Let us keep our eye steadily on the whole school system," was used as the motif.

Today, in presenting to you the 1939 yearbook, I am convinced that the Jefferson statement is even more appropriate than it was when applied to the two former studies. In both the 1929 and 1931 yearbooks, individual school systems within communities were under consideration. No one will deny that it is appropriate and important that our eyes be on the *entire* school system within each community. But Jefferson was thinking more broadly. He was referring to the school system of the state of Virginia and to general education, not to the process within a given community. Reaction to his suggestion among school and lay groups today might well be, "What of the entire process of education in Virginia? in my state? in yours?" Indeed, the query might appropriately be, "What of the entire school system thruout the nation?"

If in the Jeffersonian spirit our eyes are directed at the entire school system broadly conceived, the justification for the current yearbook will be obvious. For many years the profession has recognized that the smaller school systems have not received the attention which their number and importance would require. The larger school systems have received the preponderance of emphasis in professional study and research, while the peculiarly pressing and relatively more difficult problems of the smaller school systems, altho recognized, have been comparatively neglected.

The importance of small school systems, the difficulty of their problems, and their evident neglect by the profession as a whole caused the American Association of School Administrators, "with eyes upon the entire school system," to pass a resolution at the St. Louis convention in 1936 which established "the small school system" as the subject for the 1939 yearbook and which resulted in the appointment of the commission which is reporting to you today.

The members of this commission have been at work for two years. Five general meetings and several subcommittee meetings have been held. At preliminary meetings general principles were formulated, the scope of the study was determined and outlined, and assignments of specific studies and chapters were made to commission members. At later meetings written chapters and reports were submitted to the group, no one of which showed the slightest reluctance to criticize, sometimes mercilessly, the writings of his fellow commission members. The individual authors in turn defended vigorously their points of view. In every instance, however, points of difference were so reconciled that the book in its present form represents, as nearly

as can be, the thought of the group. While I have indicated that differences of opinion were frequent, I do not wish to leave the impression that our meetings were too tumultuous or that our associations together were strained in any way. We worked hard; we enjoyed it all; we learned to know each other, especially our peculiarities; we signed off as good friends; and we are presenting no minority report to this convention!

It is true, as in all cases of composite writing, however, that no individual should be held responsible literally for every statement in the book. Sometimes the original form of an individual's point of view was changed by the group action to such an extent that the authorship as it now stands is that of the group rather than that of the individual. The commission as a whole is responsible for these chapters; as a group we invite your criticism and, as far as they are deserved, your words of commendation.

Frequent reference is made in the chapters to the small school system. Two words in this phrase need some definition. The commission has not sharply defined what is meant by "small." It has been simpler in some of the chapters to consider the systems under discussion as "relatively smaller" rather than to limit sharply the size to any population level. In general, however, school systems in communities with populations of from 500 to 5000 are considered, with a special focus of attention upon systems in communities of about 2500 population. It is hoped, however, that some value will be found in this study by superintendents in somewhat larger systems. By "school system" is meant an organization offering training thru the high school under the direction of a superintendent and a board of education. Whether the words "school" or "school system" appear, this definition applies. No specific consideration is given to the problems of the small school unit within a larger system, of the small segregated elementary- or high-school system, or of the one-room school.

It is the hope of the commission that this book will not be considered just another textbook on school administration. The profession has access to many outstanding books and articles which deal with school administration. It was not our intention to add another volume in that field. Too frequently, however, these general works on administration deal almost exclusively with city school problems and the solutions which are suggested to those problems are technics and procedures which are adapted to conditions in large school districts. The superintendent of a village system finds but little of practical value to him in these volumes. Indeed, he is quite discouraged if he attempts to apply many of these technics, which have been successful in cities, to his own organization. This book is addressed, therefore, to the superintendents of small school systems with the hope that they will find value in the analysis of problems peculiar to the small school system and in the solutions which are in terms of small school conditions.

Another original purpose of the commission was to make this volume of really practical value. Thruout the several meetings of the commission, and as a guiding factor in the work done by individual members, the original intent has been kept in mind; namely to make this report a *handbook* which will be of practical value as a ready reference to administrators in small

school systems. General theory and explanation of technics, procedures, and standards found in other books have been omitted except by reference. The best practice from the field was obtained for inclusion in the study thru the returns from questionnaires which were sent to a wide sampling of school superintendents in small communities. In these questionnaires the superintendents were asked to list and rate their most serious problems, and to indicate whether practical solutions had been developed. Second inquiries were sent to many asking for complete details of the successful solutions. In addition, individual members of the commission thru correspondence and personal visitation gathered examples of best practice for inclusion in their chapters. The commission has approached its task with the conviction that the problems and difficulties in the administration of a small school system are unique and that their solutions, if effective, must be in terms of conditions which are found in the small school system itself. The publication of this book will be justified only so far as it presents a study of the difficulties which administrators in small school systems face, and so far as it suggests workable solutions and procedures.

If this presentation of the yearbook is in the nature of a review as we know book reviews, some mention should be made of the general underlying theory which guided the authors. The philosophy of the commission with respect to the administration of small school systems can best be presented by referring to the following fundamental principles by which the commission was guided in the preparation of this yearbook.

The first of these basic principles or guideposts is: (1) *The small community is an essential and important factor in American life.* The number of small communities supports this thesis. There are in the nation four times as many incorporated villages as cities, to say nothing of the unincorporated villages which outnumber the incorporated ones three to one. Almost half of the total population of the nation lives in communities with populations of less than 2500. These numbers are impressive but they are not the whole story. The first chapter of the yearbook which develops a sociological setting of the small school system explains "that the changing structure of rural society, due to better transportation and communication, has resulted in the growth of the rural community as the basic unit of rural social organization." Furthermore, it is shown, there are peculiar social values inherent in the rural community such as: (a) the stability and solidarity of the rural family, (b) the educative features of rural life, (c) the stability of population of the rural community and the resulting personal acquaintance and intimacy of group relations, (d) the larger degree of social control in the community, (e) the relative self-sufficiency of the rural community in times of stress, and (f) the possibility for the individual to grasp the social relationships in a rural community in a more realistic manner than is possible in a large city.

The second principle, which in reality is a corollary to the first, is: (2) *The small school system is a vital institution in American education.* If the foregoing principle is sound, this one is necessarily so for in all these aforementioned important small communities the school is or should be the

center of the social organization. Numbers again are impressive. In communities with populations of 2500 or less are found nine out of ten of America's schools, 55 percent of the teachers, and approximately half of all the school children. If a poll were taken of all school superintendents or of all members of this Association, the percent would be very high of those who superintend very small school systems. The numbers indicate that the schools which one-half the nation's children attend are just as important, as necessary, and as deserving of study, attention, and adequate support as the schools which the other half of the children attend. In summarizing the importance of the small community and its school system, the yearbook states:

The small school system should be regarded not merely as a mechanism for maintaining the best possible educational institutions but it should be conceived as the structure within which it may be possible to develop the best type of rural social organization and the finest rural culture. The small school system should not only make possible the best educational program for young and old but it should make the school a social center for the community and it should take responsibility for helping to build a better rural community, because the community has an essential part in the educational process.

In the third place, the commission believes that: (3) *It is quite possible to provide for children in small communities a rich and complete educational experience.* This thesis is probably contrary to general opinion. The difficulties which impede the development of an enriched offering in small communities are so real and so pressing—are, in fact, so much more overwhelming than the administrative problems of larger systems—that too frequently one develops an attitude of futility, a feeling that nothing can be done about it. The commission maintains the point of view, however, that many of even the most difficult problems are possible of solution, and this opinion is substantiated by evidence from the field. Outstanding examples were found of very small school systems in which, under the ingenious leadership of the superintendent and the teachers, problems have been solved and an enriched and vital service to the children is being developed. Furthermore, the commission believes that the administration of a small system is characterized not alone by the difficulties inherent in smallness, but also by certain unique advantages and opportunities. Joseph K. Hart compares the educational advantages inherent in rural or village life by showing the deficiencies of education in cities. He writes: "The city tends, more and more, to take away from children the old community materials of education: work, play, social life, emotional enrichment, the sense of community, and the framework of a personal career. The city tends, more and more, to substitute talk about things for the old actual experience with things. City children see many things; they handle very few. They look on at much; they participate in little. They read about work; they get their hands into little of it." It is a challenge to the superintendent in a small community not only to attempt a solution to his peculiarly pressing problems but also to discover the advantages peculiar to his situation and fully to capitalize upon them in the development of his program.

In the fourth place, the yearbook is predicated on the thesis that: (4) *The*

small school system is not a mere miniature of the larger organization. Both in actual administration of a small school and in the training of executives for administrative responsibility, the assumption has prevailed that the small school is a mere miniature of the city school. This notion, so generally accepted in practice if not expressed in theory, has been produced undoubtedly by the lack of attention to the small school in professional research and it has resulted too frequently in the effort to imitate the large school. This process is most discouraging and unfortunate. What the large school does—its objectives, its activities, its outcomes, its type of organization, its administrative technics—may or may not be appropriate for the smaller school. If not appropriate, imitation inevitably results in failure and the administrator is inclined to be overwhelmed with the hopelessness of his task. This striving to imitate should be replaced by a determination to establish the small school as an entity.

With the welfare of children of small schools in mind, the administration of these schools should be made more efficient thru appropriate technics and procedures that will assure the same degree of comfort, health, educational advancement, and enrichment of opportunity which are provided thru efficient and appropriate administration of schools in urban centers. Small schools must be administered with intelligent appreciation of the uniqueness of the problem, and administrative procedures must be based upon a sound philosophy of the small school evolved thru clear thinking, research, and sympathetic understanding.

The book is based upon a fifth belief of the commission which is: (5) *There are two avenues thru which the small school system can be improved: thru improving practice within the framework of the administrative structure, and thru fundamental reorganization of the administrative structure itself.* The yearbook develops quite fully the possibilities of improvement thru both approaches. It suggests policies and procedures for improvement within the present organization, and stresses the importance of completely exploring the possibilities of attaining desired improvement in this way before attempting a structural reorganization. At the same time the yearbook recognizes that in some situations the fundamental structure itself must be altered. The commission believes that these two methods are complementary and in instances of reorganization they are interdependent. The commission does not recognize consolidation as a panacea. It is probably desirable and necessary in some situations. The process of consolidation alone, however, will not necessarily accomplish the desired results. It should be preceded by a thoro study and improvement of practice within the existing organization and should be followed by a similarly thoro study of the resulting organization if desirable results are to be assured.

The commission believes that when consolidation is considered, attendance areas should follow sociological community lines as far as possible. This is not too strict a limitation to consolidation when it is considered that changed methods of transportation and communication have broadened the social structure of rural communities thru the integration of the village, town, and small city with its open-country trade area, and thru the

increasing cooperation between formerly isolated towns and villages in the achievement of joint enterprises. The plan of consolidation developed may well provide an administrative unit that will include several or many communities, but the attendance unit, so far as feasible, should follow these broadened community lines.

The sixth tenet in the underlying philosophy of the yearbook is that: (6) *The schools of the small community have a duty to serve both the child who will live in the same or a similar community and the child who will eventually reside in the large city.* "The school population migrates to a considerable degree. Many children now attending small schools will continue their education in the cities, many others who will finish their educations in the rural schools will later become residents of the cities. During the decade 1920-29 there was a net migration from farms to cities of about 6,300,000 persons, and altho this was temporarily checked during the industrial depression, and the movement was reversed in 1932, the cityward movement is again going forward and will doubtless continue, because of the excess of rural population and the deficiency of reproduction in the cities. Since, therefore, the educational qualifications of a considerable proportion of city workers are being determined by the efficiency of rural schools, cities have an economic interest at stake in rural education." The small schools are of great importance, therefore, to the entire nation, and not merely to the local supporting group. It follows, then, that the improvement of conditions in small schools should be a primary responsibility of the entire nation. Society thruout the nation has an interest at stake and should insist that the offering of the small schools be made sufficiently strong and flexible to adapt to the dual needs of youth who will remain in rural communities and those who will migrate to the city.

The last of the guiding principles and the one which the commission has sought to set forth most vigorously thruout the chapters is that: (7) *The superintendent of a small school system occupies a most important position and has exceptional opportunities for rendering distinguished service to public education.* The yearbook in discussing professional leadership in the small school states:

The small school system offers opportunities for professional leadership by the superintendent of schools and the members of his staff which are limited only by their ability to appreciate the challenging situations which arise and by their skill in meeting these situations in a masterful way. The small school system is a major institution of the community which it serves. To organize and administer an educational program which embodies an effective training program for children and at the same time to recognize the need for extending the resources and influence of the school to the community as a whole is a challenge to the leadership abilities of an individual. The situation requires a superintendent (a) with the essentials of leadership, (b) with a grasp of the opportunities of his strategic position, (c) with a knowledge of possible coordination with the efforts of county and state authorities, and (d) with an appreciation of the necessity for improving leadership.

The superintendent need not look to larger and still larger towns for professional advancement. In his own situation he can serve with distinction. The opportunity for exceptional service is there—the challenge is inherent in the situation. When administrators avail themselves more generally of

the opportunities which the small school system affords for achievement, recognition, and service, the problems of the small school system will be solved.

These then are the elements of the commission's philosophy: (a) the importance of the small community; (b) the vital significance of the small school system; (c) the possibility of providing rich educational experience in small school systems; (d) the small school system as an entity; (e) the dual and complementary methods of improving small schools; (f) the importance of the small school to the nation as a whole; and (g) the exceptional opportunity for distinguished service in the small school system. These concepts express a point of view upon which the yearbook is predicated.

With the members of the commission in agreement upon these basic principles, the work of assembling the material for the yearbook proceeded. The questionnaire returns were studied to determine what problems were most consistently ranked as of first importance by superintendents in the field. Those problems became the subjects of special study by commission members. Curiously, these most pressing problems grouped themselves under a small number of classifications. These classifications became the subjects of the chapters of which the book is composed, and the table of contents is in reality a listing of the most serious problems. There are two chapters on guidance; three chapters on curriculum enrichments; two chapters on consolidation and bus transportation; separate chapters on schoolhouse planning, professional leadership, public relations, and lay leadership; and four chapters on the basic problem of finance and fiscal management. Quite definitely, therefore, the scope of the study was determined by the expressed needs of the superintendents in small school systems. How well we have succeeded in producing a book which will be of assistance in solving these problems is a matter of conjecture with us and will be, we hope, a subject for investigation by you.

I cannot complete the last act of the commission without acknowledging our deep gratitude for the invaluable assistance rendered by the professional staff from Washington. Sherwood Shankland, executive secretary of the Association, not only planned every detail of our meetings but also contributed effectively to the deliberations of the group. Frequently, when differences threatened to be too serious, he interposed wise and considered suggestions which resulted in a more harmonious reasoning together. Frank Hubbard edited all the work, exercised eternal vigilance in keeping us on schedule and, indeed, if we must admit the truth, wrote more of the material than the members of the commission are happy to admit. If the preparation of other yearbooks follow the pattern of our procedure, none of them could be produced successfully without a Mr. Shankland and a Mr. Hubbard.

I take pleasure and I am honored to act for the commission in presenting to you and to the American Association of School Administrators this yearbook. In presenting it, we address it to the superintendents in small communities and dedicate it to the children in small school systems. And to the membership of the Association at large, we would say, "Let us keep our eye steadily on the whole school system!"

THE VILLAGE REVUE

*Amherst, Ohio, High-School Students Discuss Their
Activities and Opportunities; Conducted by*

ROY W. HATCH, STATE TEACHERS COLLEGE, UPPER MONTCLAIR, N. J.

PRESIDENT SEXSON: The next number on the program brings to the stage a man whom many of the members of this organization who attended the St. Louis convention remember. I think that no one who saw what happened there with those young people will ever forget Roy W. Hatch and the demonstration he staged regarding classroom procedure incidental to the discussion of controversial subjects.

We wanted to present this morning something which would carry with it the real flavor of a rural community and something of its problems, and in the contemplation of that, the minds of every person turned unanimously to Mr. Hatch. We have asked him to bring to this stage a Village Revue, a revue calculated to refresh in our minds the possibilities of the rich and sustaining culture for young people in small communities. I now surrender the stage to Mr. Hatch.

MR. HATCH: We are not attempting this morning to do what we did at St. Louis three years ago. Then it was our purpose to discuss a controversial issue in a classroom situation under teacher guidance. This year we have been asked to present the opportunities and activities of country boys and girls in a more or less typical rural community. I went out to Amherst recently and met, for the first time, these young people who are juniors and seniors in the Amherst High School. We have been together now for a week working very hard on this program for you. We have had a happy time and we hope that we can get something of that over to you.

We know, of course, that there is no such thing as one typical community. Brunner and Lorge, in their recent studies of 140 rural village communities thruout the United States, have pointed that out very definitely. At the same time, every community has its own individuality and we are hoping that that will stand out today, for we who teach should take cognizance of that individuality in the particular community in which we are teaching. We believe in America that we can have individual guidance and individual treatment under a free school system.

I have no doubt that many of you lived your boyhood or girlhood under country conditions. But if you think that today the country and the farm is as it was when you were a boy or a girl, we are hoping that we can influence you to modify that point of view.

Science has transformed the social life as well as the agricultural life of these village communities and we who teach should realize that:

New occasions teach new duties;
Time makes ancient good uncouth.

When I was a boy, I used to close the barn door at night, and to be sure that I had not missed a single one of my chores I went over this

ritual: "Hayed—grained—bedded—floor swept up—pigs fed—cows taken care of—chains put up behind the horses—and the barn door locked."

And now, at the very start, we want to have you get a picture of our town so I turn this over now to Dorothy Raesler's committee who will act as guides thru Amherst, Ohio.

DOROTHY RAESLER: Last year the play that won the Pulitzer Prize was Thornton Wilder's *Our Town*. It gave a picture of a New England town nestled in a valley of the White Mountains in New Hampshire. It is an interesting fact that many of the first settlers of Amherst came from New England. Some other fine citizens came from Pennsylvania. Today we want to give you a picture of our town—Amherst, Ohio—which is as dear to us as was Grovers Corners to its inhabitants.

MAURICE PATON: The population of Amherst in 1930 was 2841. We are not growing rapidly, but we are growing. We are 32 miles southwest of Cleveland and we are tied to the city with one railroad, the New York Central, with a bus line, and with good hard-surface macadamized roads.

ESTHER SPRENGER: The first settlers were of old New England and Pennsylvania stock, coming here just at the turn of the nineteenth century. This year we are celebrating our one hundred and twenty-fifth anniversary. Today we have added to that old English group many Dutch, Scotch, German, French, Russian, Scandinavian, Czechoslovakian, Irish, Italian, Hungarian, Syrian, and Polish inhabitants. We have one Jewish family and no Negroes. You see, we have a little League of Nations all our own.

HENRY EDWARDS: Our town has a mayor-council type of government. The mayor and council are elected every two years. Our town is protected by a volunteer fire department. We have two regular and three special police. The most recent addition to this department is the new police car.

BETTY BRAUN: For the most part, we are a community of small farms. However, we do have one major industry, the sandstone industry. Our slogan is: "Amherst, the Sandstone Center of the World." We have two other industries, the U. S. Automatic Company and the American Specialty Company. These companies employ about three hundred men. We have only 26 men on WPA.

MAURICE PATON: The area of our community is about three square miles. The general picture of our town is a group of small residences and at the center we have the two banks, the school, the town hall, the Carnegie library, the hospital, one motion picture theater, the newspaper office, the stores, and the churches. Beyond this center are the outlying farms.

HENRY EDWARDS: The sandy loam soil around Amherst makes various types of agriculture abundant. This rich, productive soil makes it possible for the farmers to have large, prosperous fruit farms. Truck gardening facilities are also helped. Dairying is a very important part of the farm program along with poultry raising, both of which are done on a large scale. Amherst is particularly well known for its fine apples. The average farm of our community is about eighty acres.

ESTHER SPRENGER: As we enter the typical farmhouse, we notice that "Mom" has a modern gas range in which to bake her bread, and a radio

to keep her company. She also has other conveniences such as electric iron, refrigerator, sweeper, toaster, and mangle. For the most part, the furniture is modern. However, there are a few old farmhouses equipped with old-fashioned rockers, poster beds, and the ancient type sofa. Hot and cold running water is enjoyed in some of the farmhouses. A few people in the country have their water pumped in by gas or electric motors. Each farm has its own well and cistern. You will find that you have really as many conveniences in the farmhouse as in the city home.

DOROTHY RAESLER: Now we are going to take you on a tour of our town. It is Sunday morning and you will see a large majority of the inhabitants of Amherst going to church. The churches they attend are St. Peter's Evangelical-Reformed, First Evangelical, Congregational, Methodist, Catholic, Lutheran, and Aimee McPherson's Four-Square Church.

For the most part these churches are located near the center of town and the farmers are coming into the churches in cars, chiefly Pontiacs, Fords, Chevrolets, and Plymouths. Here and there you will see a Cadillac or a Packard. In nearly all these churches, Sunday school precedes the services and these classes are well attended.

BETTY BRAUN: On Sunday afternoon neighbors have little backyard visits; the young folks go for walks around the town or out into the country. Relatives from the city have the old-fashioned custom of visiting their families out on the farm. The children attend the one moving picture theater, the Mary Jane. It is open on Sunday and in the afternoons many of the children spend their dimes there.

MAURICE PATON: In the evening the older folks go to the movies. A number of the young people, if they can get the family car, will go to the theaters and dance halls in the larger centers. The curfew rings at 9:00 o'clock but this is not rigidly enforced. As a general rule, however, the lights of the homes in the town center begin to go out about 10:00 or 10:30 but the lights of the farmhouses have been out much earlier.

ESTHER SPRENGER: On weekdays many of the men and women of the town attend various club meetings such as church clubs, Rotary, W.C.T.U., American Legion and Auxiliary, Eagles and Auxiliary, Odd Fellows, Eastern Star, Yellow Dog Club, Pythian Sisters, Knights of Pythias, Garden Club, Study Club, Noonday Club, Businessmen's Association, Cloverleaf Club, parent-teacher association, and bridge and pinochle clubs. You see, we are well clubbed.

HENRY EDWARDS: For recreation in Amherst, in the summertime, we have a softball league which occupies much of the boys' time. We have a fine recreation field, on which there is a baseball as well as several softball diamonds, four tennis courts, and swings and seesaws for the younger children. In the fall the high-school students have a chance to try out for the school football team and in the winter for the school basketball team. We have a natural pond for ice skating and many hills for coasting and skiing.

BETTY BRAUN: Of course, on weekdays our boys and girls go to school. Many of the Catholic children attend the parochial school as far as the eighth grade, when they are ready to enter high school. Our superintendent,

F. R. Powers, is proud of the good school system that has been organized. We have good teachers at Amherst High School. Our curriculum is quite extensive. Our high school is on the accredited list and our standards are high. We do not have to take college entrance examinations. Our principal, Miss Marian Steele, says that about 10 percent of our graduates attend college. The colleges most attended are Baldwin-Wallace, Ohio State, Bluffton, Oberlin, Western Reserve, Wooster, and John Carroll. It is very seldom that any of our graduates attend an eastern college.

MAURICE PATON: Perhaps the most outstanding citizen to come from our town was Frank Hitchcock who became the Postmaster General of the United States. He served during the administrations of Theodore Roosevelt and William Taft. He was one of the most efficient heads of the postal service this country has known.

ESTHER SPRENGER: Another important person from Amherst is Henry Bruce who is now vicepresident of the University of Southern California.

HENRY EDWARDS: Howard Hall, professor of political science at Madison, Wisconsin, co-editor of a recent set of law books, also graduated from Amherst High School.

BETTY BRAUN: Richard T. F. Harding, who now writes for the Cleveland *Plain Dealer*, is another graduate from Amherst.

DOROTHY RAESLER: Our town may not be large but we think it is rather beautiful. One of the outstanding features is the Old Spring. This natural spring was the center of the first settlement here in Amherst. This year we are celebrating the one hundred and twenty-fifth anniversary of that settlement. The spring has been beautified by the planting of many flowers and the building of a stone arch over the steps leading to the spring and some benches for picnic purposes. The streets of Amherst are well lined with beautiful sugar-maple trees which were set out by the early settlers. We think our town is a pleasant, quiet place in which to live.

Let not our town be large, remembering
That Athens was the Muses' home
That Oxford rules the heart of London still
That Florence gave the Renaissance to Rome.

MR. HATCH: And now we present, "Headlines and High Lights in the World of Schools in Small Communities."

(A large reproduction of the 1939 yearbook was placed on the stage, from which the students emerged, one by one, each repeating a statement from the yearbook.)

EVELYN STARK: From the beginning of our national existence, democracy has flourished in the villages and towns. And yet today in many small communities children are denied the educational opportunities to be expected under a democratic form of government. The problem is how we can preserve the unique contribution of the small community to American civilization.

LE ROY TYLER: The school is the central institution of rural life. Nine out of every ten schools and 55 percent of the teachers in the United States



The Hillbilly Buckaroos do their bit in the Village Revue

are in communities of less than 2500 inhabitants. The proportion of our population which is rural is less than that which is urban, but there are slightly more children under fifteen years of age in the rural areas.

RUTH MILLER: There has arisen during the last twenty-five years a new concept, that of the rural community. The rural community, as thus conceived, is composed of two definite parts, the people of the village and those of the open country tributary to it.

The farmer is no longer an outsider to the villager; he no longer comes to town only on Saturday to buy his supplies and to get the mail, but is back and forth maybe several times a day, and his children mingle in school with the children of the village and are indistinguishable.

JIM SCHULZ: The rapid extension of telephone lines and rural free delivery also expanded the farmer's means of communication and gave him many new contacts. The automobile, good roads, and the telephone made possible the formation of many more rural organizations: the Farm Bureau and the farmers cooperative associations, the Grange, Home Bureaus, farm women's clubs, and parent-teacher associations, as well as organizations for youth, such as the Future Farmers of America, the Four-H Clubs, and the Scouts.

EDNA-MAY LEHMAN: Rural electrification, once only a dream, is now becoming a stirring reality. Rapid communication makes it possible for hundreds of thousands to live "the good life" in small communities and to do business in large communities. In other words, it is the age of cheap electricity, power, sunshine, more air, and more abundant living.

LOIS EHLERT: There is a growing belief that genuine and more abundant living can be had best thru the human associations in the smaller communities. The small community is a fundamental unit in American democracy.

HILDA SCHAREIN: There is one fundamental characteristic of the farm family in that its members have a common interest in the farm as a family occupation and means of support. The family is bound together in a way which does not occur when the occupation is separated from the home.

It is well known that the farm family is larger and more stable than the city family. It is nearly one-third larger, while divorce is three times as prevalent in cities as in towns.

BILL RAAB: In the small community, teachers can more easily come to understand the pupil as a whole and the community life in which he lives. If we look upon education as personal guidance, the small community furnishes a setting for an ideal educational program.

ESTHER SPRENGER: A curriculum making possible the acquisition of good character and personality is proposed by the New Jersey Character Education Committee. This committee states that "it is idle and worse to suppose that character can be built in any satisfactory fullness apart from action in life and its concrete situations."

BETTY BRAUN: There must be an intimate relationship between the "doings" life of a community and the educational program. The rural community may thus become a real factor in the life of children. The early New England towns once furnished such a pattern. All its citizens, young and old, felt the community mind and sensed its demands.

JOE WHITON: Schools, like most public agencies, require community goodwill. As one schoolboard member put it, "It is far better to build up in advance an attitude on the part of the public of swearing *by* the schools than *at* the school tax rate."

BOB HOFFMAN: In many small communities, recreational development has not been as rapid because of the old idea that people living in small communities do not need recreational facilities. One of the imperative problems for the small school system is to provide for the leadership in making these recreational needs apparent.

JEFF GERBER: The Commission on Youth Problems of the American Association of School Administrators in its "Criticism of the Present Curriculum," wrote, "It seems, therefore, worthwhile to take stock of the widespread criticisms of the public school curriculum. Those criticisms are that the curriculum: (a) is remote from the student's daily life outside of the school; (b) is not adjusted to modern life; (c) does not reflect the aspirations of youth; and (f) gives too little attention to the emotional and social attitudes."

RUTH FLECKER: Recently, in the village community schools, certain trends appear reasonably clear. The social studies have become far more important than formerly. Many village school systems have added courses not counting history. The subjects most frequently added are sociology, economics, social problems, social civics, and international relations.

DOROTHY RAESLER: The next major change relates to vocational educa-

tion. This is seen chiefly in the increase in commercial education. Schools are turning out graduates far in excess of the power of their communities to absorb them; and if the slackening of urban opportunity for rural youth should continue, the development in this field may come under fire.

HAZEL DIEDRICK: The next trend of importance seems to be the beginning of an effort toward facilitating mental adjustments and toward guidance. This is particularly true of the Middle Atlantic village communities and in the Far West.

EDNA-MAY LEHMAN: It is quite evident that Latin and modern language are under pressure.

The contractions of various history courses into one general course, was paralleled in science in a few cases, as well as in mathematics.

BETTY EHLERT: Despite the agitation against "fads and frills," the cultural arts survived the depression quite well in these village communities. Music was introduced, or expanded, and also drama, public speaking, photography, journalism, photoplay appreciation, and highway safety.

ALMA MASTERS: In view of the difficulties thru which these village community schools have passed, the curriculum expansion is quite remarkable. It is to be explained, in part, by the opening of the high-school doors to the unemployed youth for a year of postgraduate study. But most of all, the explanation lies in the willingness of teachers, who are better trained as a rule.

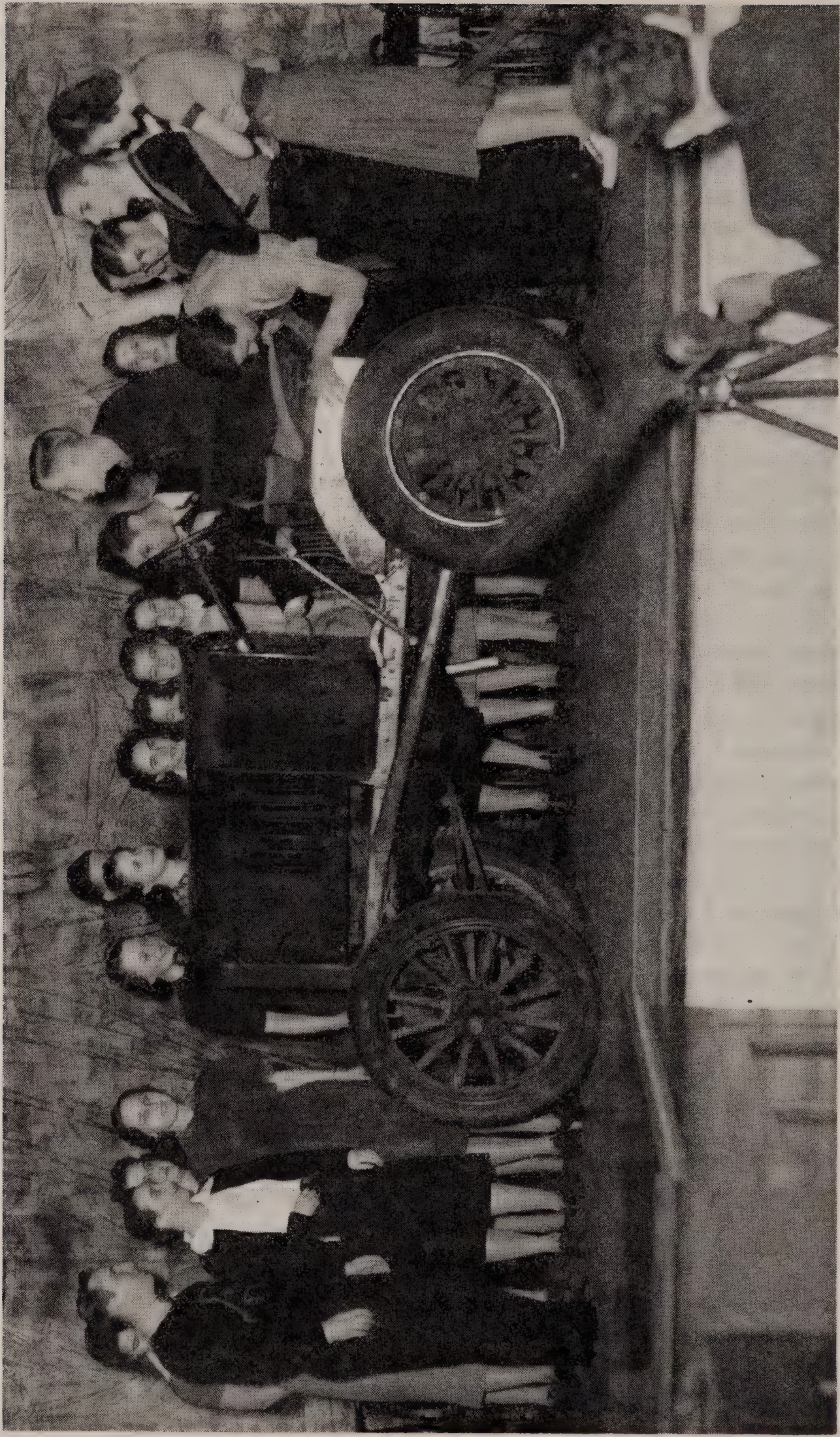
HENRY EDWARDS: Some idea of the ramifications of teacher influence is indicated by the report from a town of about 3500 population: "There are fifty teachers in the faculty. Just now teachers hold key positions in the following organizations: Rotary, Lions, Junior Chamber of Commerce, all the churches, Boy Scouts, Business and Professional Women, American Legion, Recreation Committee, and the Coordination Council."

MARJORIE SENNETT: The superintendent of the small school occupies a most important position with exceptional opportunities for rendering distinguished service to public education. Horace Mann once said, "One former is worth a thousand reformers."

MARILYN PIETCH: Rural Superintendents Crowe and Brady, of Geauga County, Ohio, are somewhat new types of rural school superintendents—energetic, ambitious, impressed with the belief that today the school must exert an unprecedentedly great influence over community life.

ROSEMARY RADDE: In Geauga County in two centralized schools that have supplanted the little red ones which once dotted rural areas, they have taken that formal-sounding thing, adult education, and converted it into a growing, stimulating, highly democratic movement that is making educational history in rural Ohio. In these two schools have been brought together persons whose ages range from eighteen to seventy-six for not only classroom education but also for the development of aptitudes in dramatics, singing, woodworking, home decoration, public speaking, photography, and even cherry canning.

BOB EDWARDS: The numerous and highly vocal critics who are denouncing modern education as too hidebound and unfitted to meet the problems of a democracy might take a look-in on rural Geauga County.



Jeff Gerber of Amherst, Ohio, on the stage with his tractor

EVELYN STARK: Our slogan is: "Let us here highly resolve that in democratic America there shall be equal opportunities for every child in every community, rich or poor, large or small."

MR. HATCH: Do you old boys remember how after supper, just about the time dusk was beginning to fall, you got out on the three-cornered fence of the lot near the old store and one of the boys reached into his back pocket and took out his harmonica, tapped it on his knee to get the dust out, while perhaps another got out his jew's-harp or a homemade pair of old bone clappers, and you began to strike it up, just as the moon was beginning to come up over Huckleberry Hill and the first soft stars were looking down on Dunham's Pond—well, we have its counterpart in Amherst and I am proud to introduce the Hillbilly Buckaroos!

JACK WILHELM: We are going to start off with the jig of all jigs—"Turkey in the Straw."

(The Hillbilly Buckaroos played "Turkey in the Straw." At the conclusion of this number, J. B. Golden from Wichita, Kansas, arose in the audience and shouted "Give me that hillbilly band and I'll be elected governor of Kansas!")

JACK WILHELM: We will now play "She'll Be Coming Round the Mountain When She Comes!"

(The Hillbilly Buckaroos played "She'll Be Coming Round the Mountain When She Comes." The Amherst boys and girls sang, adding a verse "He'll be riding an old red tractor when he comes. . . ." A tractor was driven on the stage by Jeff Gerber.

BOB EDWARDS: And here she comes, boys!

JOE WHITON: Look at the four-wheeled mousetrap!

MARGIE LAWRENCE: Where did you get that jitterbug?

JEFF GERBER: Jitterbug!

BOB EDWARDS: What *do* you call that thing then?

JEFF GERBER: Why, this is a tractor. Dad and I made it. We made it ourselves.

BOB HOFFMAN: Do you call that thing a tractor? Why, our horses will do twice the work that thing will do, I'll bet.

JEFF GERBER: I'll take that bet, for that is just where you're wrong.

MARGIE LAWRENCE: All right, what *can* you do with it?

JEFF GERBER: It will cultivate better and it will cultivate faster than a team of horses, and it comes in very handy for hauling on the road. We have heavy lug wheels which we can change for plowing. We sold one team of horses since we made this tractor.

EDNA-MAY LEHMAN: Well, you can feed a horse off the farm, but you can't feed a tractor that way.

JEFF GERBER: That's all true, but you don't have to feed a tractor every day and bed it down at night.

BOB HOFFMAN: How much did it cost to make it?

JEFF GERBER: Well, we had a couple of old Model T's lying around. We tore them apart and with a few other parts which we had we constructed this Lizzie. Our total cash outlay was about fifty dollars, certainly not any

more than that, and that was chiefly for welding and machine work. We've had it on the farm a long time now.

EDNA-MAY LEHMAN: Do you drive it yourself, Jeff?

JEFF GERBER: Sure! Of course, it isn't like the new tractor Dad got last spring. Our new tractor doesn't use so much gas and it will plow a lot more in a day. It also has a lot more power. But, considering the price of construction, this old Lizzie has paid for itself many times over.

BOB HOFFMAN: Well, it sounds OK to me. If you can make a serviceable tractor out of a couple of Model T's, then you've got me beat.

JEFF GERBER: Of course, we have to have a team of horses around the farm, for there are a lot of things horses can do that a tractor can't do but for all-round farm work I'll take a tractor.

Well, clear the way. Twist her tail!

(Dick Griffin cranked up the tractor and Jeff Gerber drove off the stage, while the Hillbilly Buckaroos played and the class sang "The Old Gray Mare, She Ain't What She Used To Be!")

MR. HATCH: Now, Jeff's jitterbug is a symbol. It shows you what scientific equipment can do on the farm today, for science has changed the face of rural America. And that shows us in our teaching, it seems to me, that we should handle the subjects of science and social studies almost as one. John Dewey told us this years ago in his book *Democracy and Education*: "It is the interdependence of subjectmatter that justifies their place in the curriculum. When one is divorced from the other, they both fail in the interpretation to living social experience."

Now, Jeff's tractor for him was a unit of living social experience. He made it with his dad; made it himself. He'll never forget the old red tractor.

And now we are going to present to you another unit of "living social experience." You were told in the report on "Our Town" that Amherst was famous for her apples and so we are now producing: "The Big Apple of Amherst."

(While Mr. Hatch was speaking, the students were busily engaged setting the stage for the next number. An apple tree about twelve feet high, badly in need of pruning, was rolled in. Across the front of the stage were four long tables. At the first two tables boys were seated grading apples; at the other two tables were girls in cooking garb peeling and slicing apples for the apple pies they were about to make. Nearby was an oven with a large representation of a time clock on it. The boys pruned the tree and graded the apples while the girls prepared the molasses apple pie for the oven.)

MR. HATCH: And here I'd like to introduce Carl Deeds, the teacher of agriculture at Amherst High School. Mr. Deeds, go to town!

MR. DEEDS: The ability of an apple tree to produce heavily and to maintain heavy fruiting ability all depends on how that tree was pruned when that tree was first planted. Bill, you have had considerable experience growing apples and you were on the apple judging team that went to Columbus a few weeks ago. Suppose you take a look at that ten-year-old Jonathan apple tree and tell us how it could have been improved.

BILL RAAB: Well, Mr. Deeds, it does need pruning badly. It appears as tho it were planted and then forgotten.

MR. DEEDS: What do you mean?

BILL RAAB: You see those two large scaffold branches directly opposite each other? That crotch is weak and one side will split off when the combination of a high wind and heavy crop comes along.

JIM SCHULZ: Very interesting, but what could be done?

BILL RAAB: Well, Jim, when a tree is first planted, a wise orchardman will prune so those large limbs alternate on the main trunk much like this two-year-old tree I have here. See those branches? That's what should have happened to that tree. It's better to start them well than to correct them later.

JIM SCHULZ: I can see that but what would you do if this was a tree in your orchard. Would you cut it down?

BILL RAAB: No, Jim, I wouldn't. I would start a bridge graft between the two large limbs.

JIM SCHULZ: Never heard of it! What is it anyway?

BILL RAAB: Well, it's simple. Just take two water sprouts and twist and fasten them so they will grow together. That will strengthen the crotch enough so as to stand the strain from a heavy crop.

DICK GRIFFIN: You spoke of pruning. I would like to know something about pruning apple trees.

BILL RAAB: Jeff is our pruning expert.

JEFF GERBER: The main point to remember is to make all cuts parallel and close, such as Bob is doing now, and likewise most of these cross branches should be cut out.

DICK GRIFFIN: Why cut the limbs so close?

JEFF GERBER: So they will heal properly. A long cut will decay in time thus weakening the main branch.

DICK GRIFFIN: How do you know how much wood to cut out?

JEFF GERBER: Experiments at the experiment station show that light pruning gives higher yields of fruit and if size is preferred, you can thin during the summer.

DICK GRIFFIN: I think I'll have to have you come over and help me get started on my orchard.

JEFF GERBER: I'll be glad to, Dick.

MR. DEEDS: Let's move over and see what the boys are doing with the apples.

GERALD ANTHONY: We are grading these apples according to the United States standards.

JIM SCHULZ: I didn't know there was such a thing. Apples are apples to me!

LE ROY TYLER: That's what quite a few people think, Jim.

JIM SCHULZ: You spoke about United States standards. What do you mean?

GERALD ANTHONY: They are classified into four groups: United States Fancy, United States No. 1, Standards, and the Commercial.



Amherst girls make a pie

JIM SCHULZ: What's the difference—the size?

GERALD ANTHONY: No, it's the quality. These have a better color. A bright red is preferable to a deep red or those having a green cast. Of course, all grades dare not have more than 20 percent of the apples with blemishes.

JEFF GERBER: Does it pay to grade, Gerald?

GERALD ANTHONY: I would say so. I believe that's one of our weak spots as apple growers.

JEFF GERBER: What do you mean by that?

GERALD ANTHONY: Well, for example, all western apples are boxed and graded closely. The local stores can sell those apples at a higher price than we can get for ours. It's the looks that sell. Experts tell us Ohio apples have no superiors when it comes to quality.

MR. HATCH: Speaking of quality, I want to introduce the domestic science class under the leadership of Selma Warkentin, the domestic science teacher at Amherst High School.

MISS WARKENTIN: And now girls, we have a very interesting and important part in the program this morning. We are going to make an old-fashioned molasses apple pie.

HAZEL DIEDRICK: My, these are lovely apples!



Amherst girls serve the pie

NADINE ALDRICH: Yes, these are from some of our choicest Amherst trees.

HAZEL DIEDRICK: These will certainly make luscious pies. But what is the recipe for a molasses apple pie?

HILDA SCHAREIN: Haven't you heard? We sent all the way to Montclair, New Jersey, for the famous old Hatch Cape Cod recipe!

MISS WARKENTIN: Yes, it was sent here by Mrs. Hatch. Here's the telegram: "MOLASSES APPLE PIE USE DEEP PLATE LINE WITH CRUST FILL WITH SLICED APPLES GOOD HALF CUP MOLASSES SALT LITTLE FLOUR CINNAMON AND BITS OF BUTTER COVER WITH PASTRY HOT OVEN AT FIRST THEN SLOW BAKE ONE HOUR EAT WITH A PIECE OF CHEESE AND FOAMING GLASS OF COLD MILK. (Signed) BERTHA."

HAZEL DIEDRICK: M-m-m-m! That sounds good! I can't wait until we get it finished.

HILDA SCHAREIN: Here's a deep dish for the apples.

ESTHER SPRENGER: I'll slice the apples in it now and put some cinnamon on top to give it flavor. Now the molasses.

HILDA SCHAREIN: And now for the nice thick crust.

MARGIE LAWRENCE: You know, Mr. Hatch said it wouldn't be a real Hatch pie unless it had a lot of crust!

RUTH MILLER: This linen strip is to keep the molasses from running out. You see, the molasses seeps into the crust and makes it simply delicious!

MARILYN PIETCH: Isn't it time to put the pie in the oven?

EDNA-MAY LEHMAN: Yes, here it goes. It's 10:00 o'clock now. It will be out in an hour.

NADINE ALDRICH: You know, wouldn't those pies be a wonderful exhibit for our county fair! What are you going to exhibit, Edna-May?

EDNA-MAY LEHMAN: I think I'll display some of my canned peaches and some of my cherry jam.

HAZEL DIEDRICK: I'm going to enter one of my chocolate fudge cakes and some filled cookies.

ESTHER SPRENGER: That chocolate fudge cake sounds good. May I have your recipe?

HAZEL DIEDRICK: Yes, the next time I see you, I'll give it to you.

LOIS EHLERT: You know, girls, I am going to design and make a new dress in our sewing class.

EDNA-MAY LEHMAN: Yes, I'm making one, too.

MISS WARKENTIN: I have sent for some books and magazines so that you girls may get some ideas for your dresses.

EDNA-MAY LEHMAN (turning the hands of the clock on the front of the stove from 10 to 11): Time marches on!

MARILYN PIETCH: Isn't it time for the pie to be out now?

EDNA-MAY LEHMAN: Yes.

(Edna-May Lehman removed the pie from the oven.)

EDNA-MAY LEHMAN: And smell its delightful aroma!

RUTH MILLER: I'll pour milk to go with this pie, and here is some cheese, too. You know what they say about apple pie without cheese.

ESTHER SPRENGER: Here you are, girls.

(Esther Sprenger cut the pie.)

EDNA-MAY LEHMAN: Paging President Sexson of California! Is President Sexson in the house?

(President Sexson came forward. Lois Ehlert handed him a cafeteria tray with a serving of pie and cheese and milk.)

PRESIDENT SEXSON: This is the first time I really appreciated being president!

MARGIE LAWRENCE: Paging Secretary Shankland from Washington, D. C., Ohio, and all points West, East, North, and South! Secretary Shankland?

(Marilyn Pietch handed Secretary Shankland a tray.)

SECRETARY SHANKLAND: Oh, isn't that nice! I must kiss the cook!

EDNA-MAY LEHMAN: Paging Mr. Corning of Colorado! Is Mr. Corning in the house?

(Ruth Miller handed Mr. Corning a tray.)

MR. CORNING: I just want to tell John Sexson that you don't have to be president to be appreciated!

MARGIE LAWRENCE: Paging Miss Samuelson from "out where the tall corn grows"!

(Hazel Diedrick handed Miss Samuelson a tray.)

MISS SAMUELSON: This goes good with corn!

EDNA-MAY LEHMAN: Paging Superintendent Bosshart of New Jersey!

(Lois Ehlert handed Superintendent Bosshart a tray.)

MR. BOSSHART: This reminds me of my old home town!

MARGIE LAWRENCE: Paging Superintendent Powers from Amherst!

(Ruth Flecker handed Superintendent Powers a tray.)

EDNA-MAY LEHMAN: Paging Miss Marion Steele, principal at Amherst. Come on, Miss Steele, don't be bashful!

(Marilyn Pietch handed Miss Steele a tray.)

MARGIE LAWRENCE: Paging Professor Roy Hatch of Montclair, New Jersey!

(Nadine Aldrich handed Mr. Hatch a tray.)

MR. HATCH: I can see there has been a great deal of apple polishing going on here!

Now, Nadine, please serve some of these nice red Amherst apples to other members of the yearbook committee.

I want you to know that I am particularly proud of our next number. It takes a very fine type of courage to do what these next young people are going to do. They represent the "out-of-school" group and have been out of school from one to five years. They are going to tell you what has really happened to them. I have not touched their statements at all. I introduce this number as "Square Pegs and Round Holes." Our first speaker is Gilbert Fairchild of Brownhelm, Ohio. Mr. Fairchild.

GILBERT FAIRCHILD: This is the first time I have had an opportunity to tell of my high-school preparation for life work. I find myself four years after graduation from school, a young man of normal ability, unprepared except for agriculture. My agricultural training has been wholly by association, with no experience in vocational guidance.

Now, as I look back on my high-school curriculum, it seems to me that it was nothing more than a hit-or-miss collection of studies—a curriculum that does little more than lay a background for further education depending upon each individual's finding his vocation in that further study. This puts the educational emphasis upon a minority who will continue on rather than upon the great majority who will pick up their life work after high school. This large majority, either because they are financially unable to continue their education or because they have no desire to do so but wish to take up their life work after high school, have been given little consideration in their high-school courses. It seems to me that a thoro, intelligent investigation into the needs and makeup of each community would make possible the establishment of a curriculum to meet all needs. Some methods of establishing education so that it conforms to all types of people would be much more effective than trying to make all types of people conform to a set curriculum. Education is a part of our lives and if it does not become a useful ingredient, it fails of its purpose.

MR. HATCH: Our next speaker is Marjorie Bechtel.

MARJORIE BECHTEL: I suppose I am just one of the many thousands of

young people who are trying to find a solution for the individual problem of unemployment. My parents have given me the opportunity to get a fine education. In return, I want to show them that I can be independent.

I live in Amherst and am a graduate of Amherst High School. In this small town there are not enough industries and business to employ a large number of people. If I try, as I have, in a larger city, it is also difficult to secure work because it doesn't pay enough to live in the city; preference is given to local people; and one needs to have experience. Everyone had to start out in the world some time or other without experience.

Here I have given you my personal problem. It took quite a little courage to get up here and say these things but, frankly, I am very much concerned and don't know what to do or where to turn. I need help and want help. Can you help me?

MR. HATCH: And now let us turn to the positive side of the picture. I wish to introduce William Stiers. Mr. Stiers comes from Alexandria, Ohio. He is the first vicepresident of the national organization, Future Farmers of America.

WILLIAM STIERS: The Future Farmers of America is a national organization comprised of nearly 200,000 farm boys in the United States, Hawaii, and Puerto Rico. This group is organized by the boys themselves and includes local, state, and national setups. The officers of this organization are selected by the boys themselves. Annually in Kansas City, representatives from all the forty-seven states and the two insular possessions meet to select the following year's officers and to plan the policies for the following year.

In the brief time I have, I want to bring out one point our organization stresses: to develop competent and aggressive rural and agricultural leadership. To do this, we receive training by holding responsible positions in the organization, by travel, and by practice of parliamentary procedure. As a little proof of this, I should like to point out that all of the boys in the organization are working toward the degree of an American farmer, the highest degree of the organization. To do this, they must have proved leadership ability. We consider leadership as a boy's ability to progress in farming as well as to lead group discussions. As proof of our travel, during the past two years over 14,000 farm boys have cooperated and traveled to Kansas City, Missouri. As proof of our parliamentary procedure, nearly all the 6000 chapters offer some training in parliamentary procedure.

I have discussed only one point in our program. There are eleven others similar to this one. The Future Farmers of America is an extracurriculum activity in school. It is comprised of boys studying vocational agriculture and advised by the agriculture teacher.

The motto of the national organization is:

Learning to Do
Doing to Learn
Learning to Live
Living to Serve

MR. HATCH: Next, Kirby Barrick of Johnstown, Ohio. Mr. Barrick

holds the American farmer degree, which is the highest degree of the Future Farmers of America.

KIRBY BARRICK: In high school I was enrolled in vocational agriculture and F.F.A. My projects, when I started, were: 2 pure bred Southdown sheep, 1 grade sow, 5 acres of corn, and 5 acres of wheat. My continuation projects last year were: 13 pure bred Southdown sheep, 14 pure bred Poland China sows, 50 acres of corn, 12 acres of wheat, and 35 acres of soy beans.

My father and I farm a total of 240 acres. My labor income for four years was \$3055 and the total invested in agriculture was \$1029. I mix balanced rations and keep farm accounts. I have introduced to our farm the following: pure bred livestock, hybrid seed corn, balanced rations, alfalfa, and farm accounts. My prizes show 22 champions, 77 firsts, 42 seconds, 19 thirds, and others.

It was thru the cooperation of my agriculture teacher, my parents, and myself that I was able to carry on such a program. I urge all boys to try for the American farmer degree because it is worth working for, and if it isn't, the trip to Kansas City is!

MR. HATCH: And now, William Kneisel of Brownhelm.

WILLIAM KNEISEL: Mr. Hatch, we who are out of high school are bewildered. An older generation taught us to seek values we cannot obtain. Economic upsets have denied to many of us the college education we were taught to expect, and the business world will not receive some of us.

We have a choice, to drift or to work constructively. The Farm Bureau sponsors a movement that offers to rural youth of America a plan. In regular meetings we gather to discuss the problems we face. We try to provide for ourselves the recreation so necessary to our age. We doubt the wisdom of depending on commercialized recreation. We listen to noted speakers and then, in groups, discuss their messages. We realize the difficulty in finding our niche in life and look forward to the day when the rural youth of America will have the aid of competent help in finding their life work. We enjoy fine music and the companionship of kindred spirits. Moreover, we are just beginning a kind of placement service which we believe will be of some value in seeking our life work. We study cooperation because we believe together we can work out a plan for ourselves and rural America and make the farm life as satisfactory as any life on the globe.

MR. HATCH: And now Dale Hastings, a senior at Lodi, who last year won the prize for sheep grading at Ohio State University. He has been a leader in the Four-H Club for four years.

DALE HASTINGS: In the Four-H Club we are guided by four H's, each having one definite meaning. In my own club experience, these H's have meant much. The first H stands for Head. We are taught to use our heads for our own betterment and then as we grow older, we have formed a lasting habit. The second H stands for Heart. All true Four-H Club members are loyal not only to their clubs but also to their country. For instance, in my first year in Four-H work, my project was goose raising—

and I turned out to be a very poor goose raiser. My adviser had a heart-to-heart talk with me and after that I never gave up and my harder trials were more easily taken. The third H stands for Hand. We are taught to use our hands for doing creative work and we pride ourselves very much in doing so. The last H stands for Health. The highest aim of every Four-H member is to make his body strong. Every year we hold health contests and the person who is picked in the state contest is a very envied person. We Four-H'ers believe if all the people would follow our four H's, the country as a whole would benefit.

MR. HATCH: And now, Leonard Wilson of Amherst. Mr. Wilson is a married man with three children.

LEONARD C. WILSON: Five years ago I graduated from high school. At that time I had very high hopes and ambitions. After a year of steady employment, I married. It wasn't very long after that that I was laid off. Then followed about a year of odd jobs, none of which were steady enough to rely upon. In rapid succession I was an iceman, a sailor, a salesman for numerous concerns and a variety of articles. Finally I got a job in the steel mills of Lorain. This work was fairly steady. In fact, I figured I was pretty well situated. About a year ago I was laid off. After four months of idleness, I finally got a job on the WPA digging ditches. At present I am one of the recreation leaders at Amherst.

As we now have three children, I naturally feel I must have a permanent and well-paying job to keep my family and also to keep my head above water. My present job keeps my head out about to my chin, with frequent submersions.

I have often wondered if it's all myself, my education, or just the nationwide unemployment situation which holds me back. Perhaps it is a little bit of each. My education was, I thought, complete, but after a few months, I realized it was very inadequate to prepare me for the work I have encountered. My French is forgotten; my history is useless; and many other courses I studied are dead and buried as far as my work is concerned. My math is not complete enough even for me to do my shop math. In fact, I found out I didn't know a darned thing about shop math. I believe my fellow graduates would agree that the math curriculum received in the majority of high schools is insufficient for shop mathematics.

I'm not extra smart and I'm not dumb, but nevertheless, I'm not equipped for job competition. I would like to know what the trouble is—myself, my training, or the general situation.

You are educators—you tell me!

MR. HATCH: And lastly, Marjorie Sennett of Seville. She is a senior, a delegate this year to the Four-H Club meeting at Ohio State University. She is also the county health champion.

MARJORIE SENNETT: Four-H to me is a sea filled with beautiful ships, all of them important and each meaning a great deal to its members. The ships of Four-H are friendship, ownership, leadership, scholarship, showmanship, and sportsmanship. The ideal and aim of the American Four-H Clubs is to develop these characteristics in its members. I have been a

member of the Four-H Club for five years and each year has helped me to improve, enlarge, and develop these traits.

In the three summers I have spent at the Four-H Camp, I have learned a great deal. While there I met boys and girls from other communities who have become some of my dearest and truest friends. I have learned to spend my leisure time to the best advantage of myself, my community, and my country thru craft classes and project work included as part of the Four-H Club program.

I think Four-H has taught me pride of ownership better than I could have learned it elsewhere. It is really quite a thrill to work on a project thruout the summer and then feel that your work has been a success. It doesn't make very much difference whether you are graded an A, B, or even a C. The fact remains it has been your work, your plan, and your success.

I feel that Four-H is important in another respect. It is one of the best cures in the world for poor sportsmanship. I think we all realize the poor sport is not a success, no matter what he attempts. Four-H tries to develop good sportsmanship. We never "gripe" when somebody else wins a coveted prize. We don't win or lose as a poor sport. Four-H Clubs are trying to make better citizens of both their boys and girls. The complainer, the boaster, the griper, or the poor loser just does not belong in Four-H Clubs.

Last fall when I had the privilege of representing Medina at the twenty-fourth annual Ohio State Four-H Congress, I really began to appreciate what Four-H meant. The Ohio State Congress was made up of some five hundred rural boys and girls who, like myself, were interested in making Four-H a vital part in the lives of the rural boys and girls. The delegates to this congress were like most boys and girls—fun-loving, vigorous, vital, and jolly—but apart from this fun-loving spirit, you realized that here was a group of boys and girls who had something everyone needs. They had learned to play and to work, but, more important, they had learned *when* to play and *when* to work.

After listening to some of the serious, weighty discussions these boys and girls were taking part in, you began to realize they were getting at some of the important social problems that every young person faces. They were exchanging ideas and developing a broader interest in the field of knowledge. I am only sorry that every boy and girl does not have the opportunity to belong to such an organization.

I appreciate what Four-H has done for me and I am very proud to be one of the members of such a marvelous organization. Four-H has helped me and I feel it has helped hundreds of other boys and girls who are facing the same problems. I think Four-H is an excellent organization and I should like for everyone to join it. My only regret is that every boy and girl is not given the same opportunities and experiences I have had the privilege of enjoying during my Four-H Club work.

MR. HATCH: Last week I went into a farm home and found a young pair in that home who finally consented to come here today to tell you about their life on the farm. I am introducing here to you now Mr. and

Mrs. Howard Hite of Brownhelm. Mrs. Hite was a former teacher. Mr. Hite is a member of the village schoolboard. Mr. and Mrs. Hite.

(The Hillbilly Buckaroos played "The Farmer Takes a Wife" as Mr. and Mrs. Hite were introduced.)

MRS. HITE: You know, Howard, as we drove in to Cleveland this morning, I saw many fine homes and wonderfully landscaped lawns and gardens but there were some drab-looking apartments, and the streets were dirty and slushy, and there was soot all over everything. Honestly, I didn't envy any of them.

MR. HITE: Do you mean you really aren't sorry you married a farmer?

MRS. HITE: Of course, not! Why should I be? We have in our home all the advantages of the city—electricity for lights and other equipment, gas stove, furnace, running water, bathroom—what more could one ask? Our good roads take us to a city of 45,000 in less time than it takes Aunt Lena to come from her home here in Cleveland to the downtown business district. Besides these, we have all the country things—fruits, flowers, vegetables—and there is a community friendliness and neighborliness which offers encouragement and help when you need it, a feeling that the whole community is interested in you.

Then, too, it's a grand place for Clayton to grow up. He will have lots of space in which to play, fresh air, and sunshine, and, being a farmer's son, the opportunity to join the Four-H Club or Future Farmers and to gain a wealth of knowledge and experience he couldn't get any other place.

Would you trade these things for a place in the city?

MR. HITE: No, I wouldn't, and I'm glad you're satisfied. In fact, I'm wondering why we let Professor Hatch get us off the farm this morning!

I like farming. Some folks think it's a dull job and a lonely life but there is a challenge in farming not found in skilled labor jobs.

MRS. HITE: What do you mean by that?

MR. HITE: Well, everybody knows a farmer has to work but he's also a capitalist and an employer. And, to keep all the machinery running, he must be a mechanic, also. If he's a successful farmer, he must know how to conserve soil and control insects and diseases, and that requires considerable scientific knowledge. When a crop is matured, he needs to be a salesman to sell it to advantage. These things should challenge any wide-awake man.

While working with growing things, he is living a life and gratifying the desire for creative achievement. Moreover, he has had to get away from the old idea that leisure is sinful. He is learning that recreation is necessary for a well-rounded life. You know what I mean. You must get tired spending all your time in the kitchen.

MRS. HITE: Goodness, yes, but it seems to me even our leisure is busy. There are so many things to do I hardly know when to stop. The rural church and its various organizations and the school in the community play an important part in our lives. They welcome the whole family. They have something to do and something of interest to everyone. And there's no end to the new things we can learn thru our county extension service. They

offer advice to individuals or groups. They give us ideas for our serious problems or our entertainment. The garden and garden club give much pleasure to the farm woman. Then there are the usual book clubs, study clubs, card clubs, theater parties, and dances, if you prefer them.

MR. HITE: Yes, and speaking of learning, these new Farm Bureau discussion groups open an entirely new field to us. It's so stimulating to meet with a group of our friends who are well read and to discuss everything from local politics to the commodity dollar and reciprocity trade agreements—and intelligently, too. It's my observation that the average farmer can discuss these things at least as intelligently as the average city dweller. Our community churches, our schools, our extension agents, and farm bureaus are all engaged in the task of bringing out the best in rural life. I see farming as a way of living.

MRS. HITE: And I see the farm home as a place where the farmer will gladly come at night, toward which his children will hurry from school, a home in which a woman can spend the whole day without becoming bored or despondent and from which a future America will come.

MR. HATCH: This closes our presentation of the Village Revue. And once again we repeat our boyhood list of chores but with a new emphasis: "Hayed—grained—bedded—floor swept up—pigs fed—cows taken care of—new tractor covered—garage closed—electric power switch off—and the barn door closed."

President Sexson, the chores are done.

EDNA-MAY LEHMAN: Professor Hatch, in behalf of the students of Amherst High School, we bring this present to you and we wish you lots of luck and success.

(Edna-May Lehman presented a brief case to Mr. Hatch. Singing by the Glee Club of The Andrews School for Girls from Willoughby, Ohio, Jacob Hines, directing, concluded the Village Revue.)

THE DILEMMA OF DEMOCRACY

JAN MASARYK, FORMER MINISTER TO ENGLAND FROM CZECHOSLOVAKIA

PRESIDENT SEXSON: The next speaker exemplifies in a way the whole international scene of democratic practice, democratic policy, democratic ideology. In mentioning his name I introduce beyond what any words of mine can picture a figure standing out and speaking for the great democracies of the world and for the cause of democracy—Jan Masaryk.

MR. MASARYK: I am glad that I am coming a little later than I expected to speak to you, because the performance we saw for the last hour was exactly what I wish to speak about. That is just what I understand democracy is—free children, children of free parents in a free country, showing what they have acquired thru the free educational system of your great democracy and thru being allowed to criticize, which is always a special prerogative of democracy! I was delighted to hear that. These young people say, "Now, you teachers, you behave yourselves!" And, that is the way our civilization is going to be saved. I must say I was looking forward today to

my speech with pride and yet with trepidation. To face 10,000 educators, for a man as unacademic as I am, is a large order!

But, let me get down to what I am trying to say. It is a few words about education. It is your remarkable privilege, duty, and burden to lead the youth of this country within the liberal curriculum of your educational system. You are supervisors of the development of the souls of these children. What a wonderful job! And what a grave responsibility!

My responsibility today is grave enough but only temporary. My speech is a "washout" to start with, so that's that! But you are responsible for the youth of your country. Before I came to Cleveland to face this kindly but formidable assembly, I studied the educational system of the United States and its latest development, and drew a comparison of what is going on in other countries. I am, as you know, half European and half American, proud of both! Here you are trying to learn the truth honestly, to find it, to stick to it, and to give it to your children for their ripe consideration. In other countries there is quite a different effect of education lately. The whole educational system is put into pills just like we all take vitamins. The children are fed education like we feed vitamin A, B, or C. The whole thing is absolutely impossible. The tragedy, and I have seen it with my own eyes, is that there is no choice, there is no freedom of movement, there is no liberty. The curriculum is handed down from the head of the state to every teacher and he must stick to it absolutely rigidly—and woe betide him who does not!

Now, before I go any farther, let me say this: This is a community meeting that we are having here. There are approximately 13,000 people here this morning who think for themselves, take counsel together; but there you quit, whether president of a great university or head of a small country school.

Now, you have leaders whom you elect or whom you choose according to their ability or according to what you think of them. And then next year or year after, someone else is elected. Now, in the countries of the dictators—because I am a product of Germany, I know German culture and the German people—in those countries we have a different situation. The individuality of the child in schools simply does not exist. First comes the great head of the state. Then comes the All-Mighty State, then the All-Important Race. Then comes Physical Fitness or preparation for which Mr. Hitler so often calls in his book, *Mein Kampf*, "later at the front." It is one of his favorite expressions: "We must change these people for later at the front." The whole system is sharpened in the direction of that "later-at-the-front."

We have in Europe lately been forgetting certain of the fundamentals. In these dictatorial countries, they also have their "truth," but it is National Socialist, Fascist, or Bolshevik truth—half-truth or plain falsehood. And if you happen to have a different opinion—which is not a very healthy thing to do these days—you are very likely to land up against a wall or in a concentration camp.

I would like to open my heart to you about what I feel that America can, should, and will do. You have heard many people say, "America must

come to the aid of Europe in case of conflict." I am not saying that. Far be it from me to suggest anything of the sort! But, I believe in fundamentals and I have never been more sure of anything in my life. Your great contribution today, whether you like it or not, is the spiritual leadership of our civilization. It is your country that holds the banner of liberty and carries it as high as you are carrying it today, and maybe lifts it up a little; and that does not mean war or submarines and it does not mean poison gases. What I mean is that if you people—and especially, apropos of our meeting, you educators—watch over your democratic institutions as ardently as only a mother could watch over a child, the civilization of Europe is saved because we are looking forward to you people, to your leadership.

Now, whatever the political situation may be, a statement by your responsible people is listened to most eagerly all over Europe, and when your President—whether you agree with him or not, and I know how numerous are the opinions about the present administration—when your Chief Executive says something about international affairs, I believe a very great help is given to Europe—a continent that is sad and weary and bemused and does not quite know where it is going.

I presume you want me to say a word or two about Munich. It has been hashed to death—too much has been written about it. There are plenty of books by different authors that really do explain what happened in Munich. You know it better than I do, because sometimes when your leg is cut off, you do not know as much about it as the people who do the cutting or watch the operation.

If I dwell one fleeting minute on Munich it is to show the deterioration of method in international affairs, especially in Europe. Whatever faults there were of my country, and there were many, no opportunity was given to correct them. Democracies have the great privilege of making mistakes and acknowledging them and, with the help of God, of correcting them! In dictatorial countries, mistakes are not allowed. I have seen signs as wide as this hall in Italy, *Il Duce ha sempre ragione*, which means, "The leader is always right." Imagine the stern dilemma constantly hanging over professional leaders to be always right!

We have made mistakes. Our treatment of the Sudeten Germans was fairly good compared with some others, altho better treatment might have been due. The Sudeten Germans know that and have told me so since they were incorporated in Germany. But there were many unfortunate little pinpricks. The little trials are sometimes more unpleasant than a real whack over the head!

The totalitarian propaganda is outstanding, remarkable! It is the best thing I have ever seen in my life of that kind! I heartily disapprove in my conscience of what is being sold at the moment. But the machine, the running of it, is absolutely perfect!

You will remember about three or four years ago you suddenly heard the words "Sudeten Germany" or "Sudetenland." Is there one lady or gentleman here who had heard them as long as five years ago? Suddenly this magnificent steam roller run by this little man Goebbels began to talk

"Sudeten." It is just a small range of mountains along the ancient Bohemian frontier.

And suddenly, as the son of my father—the wisest thing I ever did was choose my father!—I began to hear about the Sudeten Germans and our bad treatment of this minority and I was faced with the fact that many people—many nice people—honestly thought that the one country which was wantonly cruel to minorities was Czechoslovakia. And this thing was kept up. While in Russia they were disposing of their opponents in a very efficient manner, putting them against the wall, and while the Jewish persecution was being carried on, suddenly the whole world reverberated with the cruelty to the German minority of Czechoslovakia. And people believed it. If you are told something often enough, it sticks. I believe that certain statesmen believed it when they went to Munich and that really the peace of Europe hung on this surgical operation, without the use of any anesthetic, that my country was about to undergo.

Now, what are we going to do about this propaganda? My answer is this: I am opposed to propaganda, to immoral propaganda that means going into a neighbor's house and trying to disrupt his married life; one mayor going into the town of another and trying to make trouble for that mayor; or the head of one country going into another country and trying to disrupt affairs. I think you will agree with me that every country has enough on its own hands in trying to keep its own house in order. But what I do think is that we must meet lies with truth when we are accused. I think we made a little mistake when we did not yell louder, "No, no, we are not guilty!" But you know that we Bohemians are rather proud people and we make mistakes sometimes. Anyway, unless democracy responds by telling the truth, even in your country some of your great institutions are going to suffer from propaganda; because, do not forget, there is a determination in those countries to make us as much trouble as possible and it is up to us to stand up. And, I repeat, if you keep your country as the outstanding exponent, as the speaker, as the mother, as the leader—not of people but of democracy, the impersonation, let me say, of democracy—then this propaganda will not have the disastrous effect it has been having in Europe.

We come finally to Munich, where we see, as I said, the deterioration of foreign affairs. There were three parties at the table. At one side was the party that has a very forceful way about him and can talk longer and louder than any speaker, I think. On the other side were the inarticulate, tired, umbrella-ridden statesmen of Western democracy. And little Czechoslovakia.

They did not speak the same language and I would like to make a point there. We have to understand that when two men say the same thing, it does not always mean the same thing. When Señor Mussolini says, "The justified requirements of my beloved Italy," it does not mean the same as when Mr. Chamberlain says, "The justified requirements of Italy." Not at all. We must learn to distinguish between the vocabularies and their meanings. I have studied these languages. Outside of seven happy years in this country, I have lived in Europe all my life and I have seen these languages being used

and hundreds of misunderstandings coming out of them. So that is one point I want to make in speaking about democracy; namely, that you cannot combine the two methods. You cannot build little bridges over these aisles; you either have to sit in this aisle or that aisle. If you do not, it interferes with traffic.

And we must learn that. We can sit alongside any kind of regime. We have on our street a man we do not care about. I was in public work in directorates before I was forced to become a diplomat. There were directors I did not like or whose family life did not appeal to me but we transacted our business, signed the "book of presence," and went home.

It has been a great mistake that people absolutely believe that they can effect a compromise between totalitarianism and democracy. It cannot be done. If it is cut and dried that the United States of America believes in what Abe Lincoln believed, it is easier for Mr. Hitler and Mr. Mussolini because they can expend their robust, dynamic energies elsewhere. That is what I claim. We have had many dictators, from Julius Caesar and Alexander to the funny man from Corsica who went to Saint Helena. We have had these phenomena before and we have them now and I suppose we will have them in the future. A German whom I met the other day—he was very happy about the happenings in Germany and rightly so; it is his way to happiness and I am not going to interfere with that—tried to explain to me that he simultaneously and honestly believes in what George Washington believed and in what is stated in *Mein Kampf*, which is the little bible of the Germans. Now, I say there is no such animal! There cannot be any man who is thinking honestly who does combine the two documents. You can go off to some strange country and live the totalitarian life, but when you come to this country you cannot be proud both of the Gettysburg address and of the speeches that we hear from the rulers of the great totalitarian countries.

The other day I found this statement by one of the great leaders: "The plain truth is that men are tired of liberty and that the tired youth of today wants to pass over the decayed form of the Goddess of Liberty to ordered hierarchy, war, and glory." You see, that is a thesis, a way of looking at life, but you cannot combine that with democracy!

Now, I would like to say that I was delighted to see those youngsters on the stage. I was glad you have boys in uniform. I used to wear a uniform. We all need to dress up occasionally. It is very good for all of us. But when I see the youth of this country doing this voluntarily, marching just as well as the other citizens, I sometimes think we do not make our young ones quite realize what they have!

Every morning when I get up I say, "Thank God you are in a free country with nobody to look at what you are eating, what your tastes are, what your religion is, what your thoughts are!" And I, with all my heart and soul, believe that it is not the ideal of education to prepare the most precious thing we have, our young ones, for the trenches! I do not believe in the glory of war!

I have been thru the last war from beginning to end, under very trying circumstances. As some of you know, I was an Austrian officer and my father

was on the other side—and my family did not have too easy a time. Even in the last war, the glory was far between. But there were marches and color and already in the beginning poison gases and vile middle-class hatreds bobbing up. I believe that we must just make up our minds that we are bringing up our young ones for peace, orderly peace, democracy, orderly democracy, disciplined democracy, by all means! People sometimes think that democracy is unorderedly or without discipline. I think that is erroneous. Let me tell you what I mean by democracy. I do not mean going and putting a ticket in a box electing some man to be alderman from the seventh ward. Democracy means freedom of the soul, nothing less!

And when I gave up my job on the day of Munich, I pledged my remaining years—I am fifty-three and perhaps I have a few years to live—to work for the freedom of the human soul. I am absolutely convinced that the most beautiful and interesting of God's creations is the individual soul and it must be safeguarded, and if we continue to safeguard it we will be all right. We must cherish our culture, literature, music, art, and science because they are all part of democracy. In my estimation, only a free human soul can give what these children gave you this morning. It was not drill; it was prepared, of course, but they were happy and they had a sense of humor and they were relaxed in intensity and intense in relaxation. A great friend of mine said the other day, "Is it not interesting that there has not been a good book of lyrical poetry written in Nazi Germany?"

But if we stick to our institutions, art, science, religion—and I stress "religion" (I believe that religion, really loving the Great Unknown that is ruling over us, is a very important ingredient in our educational curriculum)—these things will survive, these things will continue.

Economically, you see, Europe is in a bad way. Even your young vigorous country is not having too good a time. I see by your statistics that your unemployment continues to increase. If we continue to be messy, if we continue this dilly-dallying, undecided policy, we are bound to have its reflections. We must keep our souls clean even if we sometimes make mistakes and democracy must be honest about mistakes. I repeat myself because I am full of it. My gramophone only plays one tune, which is democracy, freedom of the human soul, the liberty of the individual.

Do not let us overlook that the new method of race and religious intolerance certainly will not help to bring about any understanding. Coming back to Europe just for a minute: That is what I consider is the mistake of Europe. We are staggering about. The English and French do not know how far they can go, how far they can give in. Naturally, the dictators will ask more and more of their giving. They would be very unintelligent if they did not. As I compared it the other day, Munich was a poker game. Munich was one fellow raising all the time; the second fellow not calling. Well, if you play poker and you do not call, the other fellow is bound to win. And then there was a sad little fellow hanging around, not in the council chamber—Czechoslovakia—and his duty was to supply the chips for both parties! And Czechoslovakia had no chance of winning, whatever would have happened. We were told before Munich that we were going

to be heard among equals, but somehow it did not happen. We were not asked anything about it. I am not trying to hand you any "sob stuff" about Czechoslovakia. We have been down before and we have been up again. But we are down now. We were treated with unprecedented lack of decency in international behavior. I asked an international lawyer who knows much more than I (I am not terribly educated) to find a precedent. There is no precedent of this action, at least that I can find.

We are finished; there we are. But the methods, if continued, are bound to lead us into—I hate to say the words and it is that I have been warning you about—the destruction of democracy.

Giving away property that does not belong to you is very easy. In Munich they decided, these four wise men from the West, to give away things that did not belong to them; which is neither a very heroic nor very intelligent thing to do, and not even too honest. But there are not many more things going around that do not touch directly upon papa's pocket. They can not be giving away other people's stuff much longer. Hence, the situation is narrowing to, "How about it, folks?"

And I believe that there is a possibility of saving the peace of Europe and I think maybe it will be saved, but I think it needs courage and open language. One side must be told how much and when and how. Unless that is done, then there is very little hope for democracy.

I think I have almost said what I want to say. I think maybe I have pulled some "wisecracks" here in your august presence that might better have been left unsaid. But that's that.

This is a lovely thing I discovered the other day that your Chief Justice said: "The safeguards of democracy are education and public discussion." I like that. Yes, we must do it all thru discussion. There is no more discussion in Europe. It is a terrible situation. We are afraid to discuss things, afraid to awaken the lion or tiger or whatever it may be. The one side is not at all afraid to awaken the British lion. It has been doing things with his tail that are simply shocking.

But on the other side, there has been far too much pussyfooting and indecision. Remember this: Europe is not down and out. Great Britain is not down and out! We hear occasionally that it is. I even heard it here. I have been living in England fourteen years—thirteen very contented years and one very unhappy one, the last one. England is a very healthy country. England has a government elected by democratic electors who have the full right to elect a government that does not suit them. That is the great prerogative of democracy. And, because they are democratic, they must sit on hard or soft seats and wait for the next election. There is nothing to help. They have to bear with the government which they themselves elected and let them rule according to the best of their ability. In other countries, destroying government is much easier. They start destroying a couple of high officials, a little shooting, a little concentration camp, and there you are!

Now, if we are going to remain civilized, cultured people, we are very often going to elect governments that do not suit us. I do not say that its present government does not suit England altogether, but I know from my

own experience that public opinion in England, which is infinitely less articulate than in this country, was just every bit as much outraged as you were in this country about Munich, and also because they were one of the guilty parties. I think France really was the very naughty girl this time but England was close by. I think you will be interested to know that I received 9000 letters from within the British Isles after Munich, and I have not found one in which there was not an apology, even if they were anti-Chamberlain or pro-Chamberlain. If they were delighted with this word "appeasement"—I haven't quite found out what it means—they always said, "What an awful price you have paid."

I am definitely convinced at this moment that the cooperation of the two countries that read Shakespeare and the Bible is essential. I do not mean submarines! But, Great Britain—I have just come from Canada where I had an extremely interesting trip—represents a very strong democracy indeed. If you compare in age, your great country is twelve years old while it is eighty-two. People there are realizing what is going on, just as we all are. They are under no illusions. There may be some one or other statesman who believes you can trust the other side but, believe me, the majority of the people do not, for they know that if democracy is to be saved, it has to be done by saying, "We are not having any, thank you very much."

I am especially glad to have come to Cleveland at this time because it gives us Europeans hope. I sit about your hotels. You have several hotels here and I go from lobby to lobby and sit there and listen to your people talk. It does my heart good because there is no fear, you are free, and you must hunt and teach truth; and by doing that the human soul is kept sacred.

There are two ways of approaching the graveyard, which we are all doing, whether we like it or not. One is God's way and the other is the devil's way. My sweet mother used to say, "The word 'good,' you take the 'o' out and it is 'God'; you take the 'd' away from devil and it is 'evil.'"

I am convinced that certain countries in Europe have been flirting with the devil and must get back to God. Our salvation lies in knowing that we must get back to God, that we must follow God's way and we will be all right. There is no better timetable for a man's soul than the Bible and those who take God's way, instead of the devil's, keep their own souls.

And, with those words, back to God and back to love—do not let us hate! The hatred in Europe is rising. Even in this country, I have been with statesmen where the acrimoniousness of the argument is a little more than necessary. We must get back to telling the truth instead of lying and to loving instead of hating, because only if we love as all of you love these youngsters—these free children—can we save this wonderful civilization of which you people are the outstanding representatives in this country.

God bless you!

SECRETARY'S MINUTES

Cleveland Convention, 1939

February 25

The sixty-ninth annual convention of the American Association of School Administrators, a Department of the National Education Association of the United States, was held in the Public Auditorium at Cleveland, Ohio. Registration and exhibits opened Saturday, February 25, 1939. In all, 266 firms and organizations participated in the exhibit. Slightly over 106,000 square feet of floor space were required for the exhibits and necessary supplementary services.

Immediately adjacent to the regular exhibits, eight exhibit-conference booths were erected, each with seating capacity for fifty persons and adequate space for rather extensive displays of related materials. These exhibits represented the best thought of school workers in every part of the country. During the period of the convention, over one hundred specialists conducted small informal conferences in these booths on topics related to the exhibits. A complete schedule of these conferences, with the names of the leaders and subjects to be discussed, was printed and distributed. About two hundred school systems participated in this project.

February 26

The opening Vesper Service was held in the main arena of the Cleveland Public Auditorium on Sunday afternoon. The Singers Club of Cleveland, under the leadership of Boris Goldovsky, provided a musical program of unusually high quality. Superintendent E. C. Fisher of Peoria, Illinois, conducted the memorial service which consisted of appropriate readings from the Scriptures, personal tribute, and music by the Singers Club. Taps, played by John J. Hruby and C. Aubrey Moore of the Cleveland school faculty, concluded this part of the program. Professor Theodore G. Soares of California Institute of Technology, the speaker of the occasion, had as his theme, "The Spiritual Quality of Democracy."

"The People's Platform," a regular Sunday evening program of the Columbia Broadcasting System, was reproduced on the stage of the arena immediately following its broadcast over a coast-to-coast network. The topic for discussion was "Propaganda and Intellectual Freedom." Stimulated by the leadership of Lyman Bryson, the members of the panel went straight to points of importance and punctuated their comments with many lively sallies.

February 27

After the convention was called to order on Monday morning, Superintendent Charles H. Lake of Cleveland presented to President John A. Sexson a gavel made at West Technical High School. The wood was taken from the original home of Moses Cleaveland in Canterbury, Connecticut.

On Monday afternoon, six group meetings of the American Association of School Administrators were held for the discussion of current educational problems. These groups met again on the afternoons of Tuesday and Wednesday. Among the topics discussed were: The Place of the School-board in the Administration of Education; Planning the School Building for the Future School; Enriching the Educational Offering in a Small School System; Unique Problems of the Small School System; Propaganda Analysis in General Education; and Public Relations.

On Monday evening the Cleveland High School Festival Chorus of one thousand voices appeared in the first of a series of public school musical programs of unusual excellence. The music department of the Cleveland Public Schools has a national reputation, which was fully maintained at the convention. On the mornings of Tuesday and Wednesday, Russell V. Morgan, directing supervisor of music, conducted festival choruses of 2500 singers each from the Cleveland junior high schools and from the elementary schools. Not only did the audience thrill to the excellent harmony of the young voices, but also it sensed the enormous task of assembling and training the vast choruses. When the curtain was raised on Wednesday evening, the audience was greeted with a remarkably colorful spectacle. Over four hundred players from Cleveland high schools, constituting the festival band, each in the uniform of his own high school, were massed row above row on the great stage of the arena. Conductors were J. Leon Ruddick and Harry F. Clarke. Prolonged applause followed each number. The boys' choir from the junior high schools charmed the audience at the final session on Thursday evening.

February 28

Schools in small communities had the place of honor on the Tuesday morning program. Members of the commission which prepared the 1939 Yearbook on this theme were platform guests. The official presentation of the yearbook was made by Chairman H. M. Corning, superintendent of schools, Colorado Springs, Colorado. Important features of the yearbook were emphasized in a Village Revue, in which a group of high-school students from Amherst, Ohio, discussed their activities and opportunities. They were directed by Roy W. Hatch of New Jersey State Teachers College at Montclair. The girls' glee club of The Andrews School at Willoughby, Ohio, furnished music, after which "The Dilemma of Democracy" was vigorously set forth by Jan Masaryk, former minister to England from Czechoslovakia.

At the business meeting, nominations for officers were as follows: For second vicepresident, Homer W. Anderson, superintendent of schools, Omaha, Nebraska, and E. W. Ireland, superintendent of schools, Somerville, Massachusetts; for member of the Executive Committee for four years, William J. Hamilton, superintendent of schools, Oak Park, Illinois, and Paul T. Rankin, supervising director of research and informational service, Board of Education, Detroit, Michigan.

Union Superintendent David J. Malcolm of Charlemont, Massachusetts, presented a proposal for amendment of the constitution of the American

Association of School Administrators which will come up for action at the 1940 convention. The proposal was as follows:

I move that the constitution of the American Association of School Administrators be amended by striking out Article I and substituting the following:

Article I—Name

The name of this association shall be the Department of Superintendence of the National Education Association of the United States.

On Tuesday evening the members of the American Association of School Administrators and of the National Education Association were the guests of the Associated Exhibitors at a program in the arena. The exhibitors, in accordance with their annual tradition, presented the American Education Award. The recipient of this honor for 1939 was Payson Smith. Following the presentation of the award, the program was continued in lighter vein, with many well-known artists participating.

March 1

Superintendent Otto W. Haisley of Ann Arbor, Michigan, reported for the Committee on Certification of Superintendents of Schools. He stated that a 64-page booklet, entitled *Standards for Superintendents of Schools*, had been printed under the auspices of the committee and mailed to all members of this Department. The Research Division of the National Education Association supplemented this report with several large-sized tables and charts.

Acting Superintendent Louis Nusbaum of Philadelphia, Pennsylvania, presented the report of the Audit Committee, which was adopted and ordered printed in the *Official Report*.

March 2

The Detroit Schoolmen's Club Chorus, under the direction of Howard A. Love, with Eugene Fenby at the piano, furnished music for the Thursday morning session. The Chorus, which consists of about 40 men selected from the teaching force of the Detroit Public Schools, also appeared on two coast-to-coast broadcasts—one on the Red Network of the National Broadcasting Company and the other over the Mutual Broadcasting System.

The report of the Committee on Resolutions was presented by Superintendent E. W. Jacobsen of Oakland, California. It was adopted without amendment. The resolutions are printed in full elsewhere in this report.

Superintendent Raymond C. Burdick of Huntington, New York, chairman of the Board of Tellers, reported the election of Superintendent Ben G. Graham of Pittsburgh, Pennsylvania, as president for the year beginning March 15, 1939; Superintendent Homer W. Anderson of Omaha, Nebraska, as second vicepresident for one year; and Superintendent William J. Hamilton of Oak Park, Illinois, as a member of the Executive Committee for four years.

Superintendent Frank Cody of Detroit, Michigan, presented to President John A. Sexson a past president's key as a token of appreciation for his services.

At the afternoon general session there was distributed a 32-page booklet which gave a complete official summarization of the general sessions, discussion groups, and other convention activities. About twenty educators had been enlisted in advance to cover the meetings and to write the summary reports, which were edited by Secretary William G. Carr of the Educational Policies Commission. The outstanding features of the convention were further analyzed for the audience by a panel under the leadership of United States Commissioner of Education John W. Studebaker. Thus, there was developed, both by printed and by spoken word, a fair appraisal of the convention and its significance for educational policy and practice in America. The attendance Thursday afternoon was much larger than expected and for a time the demand for copies of the printed summary outran the supply. Altogether 14,500 copies were printed and distributed.

America's Town Meeting of the Air, a regular radio feature of the National Broadcasting Company, had its first presentation outside of New York City at the closing session of the convention on Thursday evening. "Are the Schools Doing Their Job?" was the topic selected for consideration by Moderator George V. Denny, Jr. Mechanical arrangements were adjusted so that the audiences in the Cleveland Music Hall and in the New York Town Hall participated jointly in the discussion.

SHERWOOD D. SHANKLAND
Executive Secretary

RESOLUTIONS

REPORT OF THE COMMITTEE ON RESOLUTIONS

*Adopted March 2, 1939***Democracy**

The American Association of School Administrators reaffirms its faith in democracy as the pattern of human relationship most likely to bring about the maximum happiness and well-being of all peoples. In order to maintain, to uphold, and to apply ever more widely the principles and ideals inherent in democracy, we urge the educational profession to promote and support a nationwide program, particularly within the school, to insure that all youth and adults achieve an intelligent understanding of problems democracy faces—social, political and economic; and thru this understanding, to facilitate the changes which society from time to time finds indispensable to the effective realization of such democratic ideals as: the guarantee of life, liberty, and the pursuit of happiness; the establishment of social and economic security; the control of public politics by all peoples; the equality of opportunity for each personality; and freedom of expression.

The Association recommends an active recognition of the educator's responsibility in defending and maintaining democracy by building a better world understanding in these days of conflict among nations. The Association insists that it is utopian to believe that enduring world peace can be built upon any system of human relationships other than one which permits the masses of men to order their own ways for their own benefit and makes the state the servant of the individual.

Educational Policies

The American Association of School Administrators commends the recent work of the Educational Policies Commission and calls upon the membership to aid in carrying out the pronouncements of the Commission that this continuing program of public education in America shall become operative in a continuously increasing degree thruout the United States of America.

In terms of an educational program, the Association urges its members:

- a. To make the work of schools include more definitely the study of economic and social realities and the problems of American democracy today.
- b. To provide youth, whether in or out of school, with adequate services for adjustment, guidance, and vocational placement. Our Association views with alarm the large number of unemployed youth between the ages of sixteen and twenty-four years and calls upon the schools to give special consideration to furnishing these services to this group of young people.
- c. To coordinate school activities with the activities of many other desirable agencies that influence and affect the lives of youth.

Federal Aid to Public Education

The American Association of School Administrators expresses unqualified support of the policy of federal aid for public education. It extends to the President of the United States wholehearted appreciation of his pronouncement upon the principle of federal aid to education in the various states, based on an equalization program, as voiced in his address given at the convention of the National Education Association in New York City last July. An equalization program is the essential feature of federal aid since states (and localities within states) are, beyond all possible doubt, extremely unequal in ability to support the educational program so necessary to the continuance of democratic government.

The Association urges a forceful campaign by educators for the enactment by Congress of legislation that will provide a desirable program of federal aid for the American public schools. We believe that such a program is embodied in Senate Bill S. 1305.

Duplication of Educational Agencies

Consistent with our historic principle of the control of education by the states, the American Association of School Administrators warns the American people that the development of two public school systems in this country, one controlled by Washington, the other controlled by the localities and the states, will not only result in needless duplication, waste, and inefficiency, but will be particularly dangerous at a time when authoritarianism and regimentation are gaining the upper hand in so many countries. This danger comes from the creation of various federal educational agencies which, it is true, perform indispensable services. Federal support for these agencies is essential, but federal control is neither necessary nor desirable. Since every state has a going school system, the administration of these services should be lodged in the states. Local and state control is one of the strongest supports of our civil liberties and of intellectual freedom.

Similarly, we warn against the growing tendency of federal departments and bureaus to establish educational agencies and quasi-educational activities which function without regard to the legally established federal Office of Education and frequently result in confusion and waste of public funds. The administration of all federal services to education should be lodged in the United States Office of Education.

Allocation of Public Funds

Since the primary obligation of the states and the communities is caring for the training, education, and placement of the youth of America, the needs of children and youth should have first consideration in the allotment of public funds.

Independent Educational Control

The Association recognizes with pride that the American system of electing boards directly by the people to control public education without interference from city councils and commissions has been responsible for a large

share of the independence of schools and the educational achievements of the country.

The Association condemns vigorously recent attempts to break down this system by subordinating the control and support of education to boards charged with many other responsibilities in government.

The Improvement of Administration

The American Association of School Administrators recommends that steps be taken toward setting up study groups or conferences in administrative practice designed for training administrators and for improving administrative practices. The Association urges that schools of education study and adapt courses to the problems of education in small communities.

Reduction of Postal Rates

The American Association of School Administrators commends the President's action in reducing the postal rates on books and urges Congress to enact legislation making permanent the flat rate now in effect.

Appreciation

The 1939 convention of the American Association of School Administrators commends with deep appreciation the leadership of President John A. Sexson.

We also extend to Superintendent Charles H. Lake, the Cleveland Board of Education, the Cleveland schools, the Cleveland Public Library, and the local convention organization our thanks for the gracious hospitality extended by the entire community to the Association.

To the local and national press, the National Broadcasting Company, the Columbia Broadcasting System, and the Mutual Broadcasting System, and all other agencies of public information, we record our gratitude for intelligent and generous cooperation.

The convention recognizes that the service rendered by these and all others will be translated directly in terms of continued improvement and deepened significance of education thruout the United States.

E. W. JACOBSEN, *Chairman*

MERLE J. ABBETT

HAROLD BENJAMIN

EMMA PRITCHARD COOLEY

B. M. GRIER

JAMES L. HANLEY

H. E. HENDRIX

A. H. HUGHEY

HARRY W. LANGWORTHY

MRS. INEZ JOHNSON LEWIS

PAUL LOSER

MARY B. McANDREW

WORTH McCLURE

FREDERICK J. MOFFITT

WILLIAM B. MOONEY

JESSE H. NEWLON

BERTRAM E. PACKARD

G. E. ROUDEBUSH

WILLIAM F. SHIRLEY

THOMAS J. WALKER

CURTIS E. WARREN

CAROLINE S. WOODRUFF

*AMERICAN ASSOCIATION OF
TEACHERS COLLEGES*

HISTORICAL NOTE

THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, a *Department of the National Education Association*, 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.

The officers of the Department for the year 1939-40 are: PRESIDENT, Charles C. Sherrod, President, State Teachers College, Johnson City, Tenn.; VICEPRESIDENT, Frank D. McElroy, President, State Teachers College, Mankato, Minn.; SECRETARY-TREASURER, Charles W. Hunt, Principal, State Normal School, Oneonta, N. Y.; EXECUTIVE COMMITTEE, Marvin S. Pittman, President, South Georgia Teachers College, Collegeboro, Ga. (term expires 1940); Frank E. Baker, President, State Teachers College, Milwaukee, Wis. (term expires 1941); H. L. Donovan, President, State Teachers College, Richmond, Ky. (term expires 1942). Other officers are listed in the Secretary's Report.

The Department publishes a yearbook. The annual dues, \$50, are payable to the secretary-treasurer. 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	1885:223-247	1900:480-490	1914:497-564	1928:833-948
1871:117-156	1886:387-420	1901:635-645	1915:763-814	1929:827-936
1872:165-223	1887:465-508	1902:529-643	1916:441-460	1930:801-910
1873:164-198	1888:463-512	1903:539-594	1917:383-416	1931:845-946
1874:214-253	1889:555-610	1904:567-592	1918:209-234	1932:713-786
1875:138-152	1890:715-756	1905:517-556	1919:221-258	1933:709-778
1876:157-210	1891:709-740	1906:707-711	1920:237-262	1934:705-776
1877:139-173	1892:407-434	1907:739-758	1921:515-516	1935:659-718
1879:113-134	1894:819-870	1908:703-738	1922:1063-1084	1936:555-618
1880:176-192	1895:672-717	1909:547-596	1923:737-743	1937:605-658
1881:199-217	1896:642-665	1910:563-594	1924:613-636	1938:283-340
1882:173-180	1897:709-735	1911:695-708	1925:863	
1883:xvi-xvii	1898:728-756	1912:809-896	1926:839-948	
1884:236-258	1899:835-903	1913:523-552	1927:873-950	

CLEVELAND MEETING

IN THE FOLLOWING PAGES appear abstracts from the Eighteenth Yearbook of the American Association of Teachers Colleges, which may be obtained from the secretary, Charles W. Hunt, State Normal School, Oneonta, New York.

A CENTURY OF TEACHER EDUCATION

PAYSON SMITH, GRADUATE SCHOOL OF EDUCATION, HARVARD UNIVERSITY,
CAMBRIDGE, MASS.

The most important educational issue before the people of our country a century ago was precisely the same one that is before them today. As long as there are schools that issue will remain the most fundamental one. It relates to the qualifications of teachers.

In the early part of the last century there was evidently well-warranted dissatisfaction among parents and citizens about the quality of instruction. This dissatisfaction was by no means restricted to Massachusetts; neither was the expression of it confined to the public officials of that commonwealth. True, Governor Lincoln, in three successive inaugurals, those of 1826, 1827, and 1828, brought the matter to the attention of the Great and General Court. In the same decade, however, the governors of *other* states, including Maine, Vermont, New York, Rhode Island, Maryland, Connecticut, and Ohio, pointedly asked that attention be given to what must have been recognized as an important public question.

Various efforts to provide for the professional education of teachers had been made. Reverend Samuel Hall had early established in a Vermont academy at Concord a course of instruction for prospective teachers. His work there was extended into other places. He wrote treatises on teacher education which were circulated to some extent among teachers. So well were those treatises regarded that the Massachusetts legislature proposed that they be printed and sent to the teachers of that state. New York was first among the states to adopt a policy of giving financial support to teacher education. This was done thru legislation authorizing courses in academies with state grants of money.

It remained, however, for Massachusetts to go the whole way by establishing schools for teachers under full public jurisdiction. This step carried implications of great significance to general policies of education. It settled not alone the question of the part to be taken by the state in the education of teachers. In answering that question the state likewise set an example of assuming complete responsibility for establishing and protecting the standards and the policies of public education.

It is not probable that the people generally realized all the implications of this new proposal. They knew that the schools were badly taught. They desired a better state of affairs. Whether that better condition was to be

had by courses in private colleges and academies, or in state schools, was perhaps to them a matter of no great consequence.

Some of the educational leaders of the time had a wider conception; they had keener foresight; they had a conviction that it does make a great deal of difference to the advancement of democratic education whether or not the state controls the sources of teacher training.

One thing is clear, namely, that the leaders of the educational reform movements of the first quarter of the last century regarded the institution of some kind of training facilities for prospective teachers as the paramount educational need of the times. All were agreed on *that* point. Brooks had returned from Europe, having been deeply impressed by the schools for teachers, particularly those of Prussia. He brought back not only ideas. He brought what is often more effective for a campaign, that is, a slogan. His famous "Eight Words" have been sounded from a thousand platforms, and remain today our most generally accepted, if most trite, expression for describing the commanding place of the teacher in determining the quality of the school. The cause was espoused by political leaders and, as already said, was endorsed by governors of states and other leaders of public opinion. Webster, himself first a teacher, gave his eloquent voice to the cause. John Quincy Adams enlisted in it.

When Edward Everett became governor of Massachusetts he brought keen disappointment to the advocates of legislation for courses for teachers by veering from that objective which had been adopted by his immediate predecessors and by throwing his strength and influence toward the establishment of a state board of education and of a state school fund. His was however, the course of wisdom, since, as he foresaw, there must be substantial bases both of prudent administration and of assured support if state-controlled teacher education institutions were to be well organized, well directed, and permanent.

The records of those early efforts, the debates, the sharp conflicts, and the bitter opposition of schoolmen and of a large part of the clergy show that interest was widespread and that feeling was intense. These records are of absorbing interest and are a part of the larger story of those stirring times when that which had been virtually the established church of Massachusetts was reluctantly losing its hold; when the new sense of nationalism was increasing; and especially when the entire intellectual life of the commonwealth was being quickened as it had never been before, and perhaps as it may never be again.

Among the forces that were influential in developing sentiment for the better education of teachers, a leading one was the American Institute of Instruction, founded in 1829. A memorial of the Institute was submitted to the Massachusetts legislature in January 1837. The entire resolution would be well worth reading if time permitted. Portions of it belong here:

MEMORIAL OF THE AMERICAN INSTITUTE OF INSTRUCTION TO THE
LEGISLATURE OF MASSACHUSETTS ON NORMAL SCHOOLS

(Submitted January 1837)

To the Honorable the Legislature of the Commonwealth of Massachusetts.

The Memorial of the Directors of the American Institute of Instruction, praying that provision may be made for the better preparation of the teachers of the schools of the Commonwealth, respectfully sheweth:

1. That there is, thruout the Commonwealth, a great want of well-qualified teachers.

2. That this is felt in all the schools, of all classes, but especially in the most important and numerous class, the district schools.

3. That wherever, in any town, exertion has been made to improve these schools, it has been met and baffled by the want of good teachers; that they have been sought for in vain; the highest salaries have been offered, to no purpose; that they *are not to be found* in sufficient numbers to supply the demand.

4. That their place is supplied by persons exceedingly incompetent, in *many* respects; by young men, in the course of their studies, teaching from necessity, and often with a strong dislike for the pursuit; by mechanics and others wanting present employment; and by persons who, having failed in other callings, take to teaching as a last resort, with no qualifications for it, and no desire of continuing in it longer than they are obliged by an absolute necessity.

5. That those among this number who have a natural fitness for the work, now gain the experience, without which no one, whatever his gifts, can become a good teacher, by the sacrifice, winter after winter, of the time and advancement of the children of the schools of the Commonwealth. . . .

For every other profession requiring a knowledge of the principles of science and the conclusions of experience, there are special schools and colleges, with learned and able professors, and ample apparatus. For the preparation of the teachers, there is almost none. . . .

We respectfully maintain that it ought not so to be. So much of the intelligence and character, the welfare and immediate and future happiness of all the citizens, now and hereafter, depends on the condition of the common schools, that it is of necessity a matter of the dearest interest to all of the present generation; that the common education is to such a degree the palladium of our liberties, and the good condition of the common schools, in which that education is chiefly obtained, so vitally important to the *stability* of our State, to our very *existence* as a *free* State, that it is the most proper subject for legislation, and calls loudly for legislative provision and protection. The common schools ought to be raised to their proper place; and this can only be done by the better education of the teachers. . . .

We therefore pray you to consider the expediency of instituting, for the special instruction of teachers, one or more seminaries, either standing independently, or in connection with institutions already existing, as you shall, in your wisdom, think best.

We also beg leave to state what we conceive to be essential to such a seminary.

1. There should be a professor or professors, of piety, of irreproachable character and good education and of tried ability and skill in teaching.

2. A library, not necessarily large, but well chosen, of books on subjects to be taught, and on the art of teaching.

3. Schoolrooms, well situated, and arranged, heated, ventilated, and furnished, in the manner best approved by experienced teachers.

4. A select apparatus of globes, maps, and other instruments most useful for illustration.

5. A situation such that a school may be connected with the seminary, accessible by a sufficient number of children, to give the variety of an ordinary district school. . . .

Establish a seminary wherever you please, and it will be immediately resorted to. We trust too confidently in that desire of excellence which seems to be an element in

our New England character, to doubt that any young man, who, looking forward, sees that he shall have occasion to teach a school every winter for ten years, will avail himself of any means within his reach, of preparation for the work.

In the first place, he will see there an example of right ordering and management of a school; the spirit of which he may immediately imbibe, and can never after be at a loss, as to a *model* of management, or in doubt as to its *importance*.

In the second place, by listening to the teaching of another, he will be convinced of the necessity of preparation, as he will see that success depends on thoro knowledge and a direct action of the teacher's own mind. This alone would be a great point, as many a schoolmaster hears reading and spelling, and looks over writing and arithmetic, without ever attempting to give any instruction or explanation, or even thinking them necessary.

In the third place, he will see put in practice methods of teaching; and tho he may, on reflection, conclude that none of them are exactly suited to his own mind, he will see the value of method, and will never after proceed as he would have done, if he had never seen methodical teaching at all.

In the next place, he will have new light thrown upon the whole work of education, by being made to perceive that its great end is not mechanically to communicate ability in certain operations, but to draw forth and exercise the whole powers of the physical, intellectual, and moral being.

He will, moreover, hardly fail to observe the importance of the *manners* of an instructor, and how far it depends on himself to give a tone of cheerfulness and alacrity to his school.

In the last place, if the right spirit prevail at the seminary, he will be prepared to enter upon his office with an exalted sense of its importance and responsibility—not as a poor drudge, performing a loathsome office for a miserable stipend, but as a delegate of the authority of *parents* and the *State*, to form men to the *high duties of citizens* and the *infinite destinies of immortality*, answerable to them, their country, and their God for the righteous discharge of his duties. . . .

For the elevation of the public schools to the high rank which they ought to hold in a community, whose most precious patrimony is their liberty, and the intelligence, knowledge, and virtue on which alone it can rest, we urge our prayer. We speak boldly, for we seek no private end. We speak in the name and behalf of those who cannot appear before you to urge their own suit, the sons and daughters of the present race, and of all, of every race and class of coming generations in all future times.

With the background, then, of popular dissatisfaction with the general condition of education, of years of public discussion, of legislative debate, and, at last, of the private donations of Charles Sumner and others, there followed definite action.

We move now to the grand event itself; to that rainy day, the third of July 1839, when Cyrus Peirce and three young women met in a building, still standing opposite Lexington Common, there to constitute the first of that long line of institutions that for over a century have, of all forces, most profoundly affected public education in the United States.

We who meet in this place are representative of various phases of teacher education in all parts of the nation. We are the inheritors of noble tradition; we are the beneficiaries of the work and sacrifices of thousands of men and women who have thought and planned and acted in behalf of the better education of teachers.

There is not now the time; indeed, perhaps here is not the appropriate place even to outline the great number of outcomes of the particular event we here and now celebrate. We are aware of the expanding and continuing

service to the education of teachers given by the colleges of liberal arts; we are mindful of the indispensable leadership that has been provided by the schools of education of the endowed and public universities.

Yet there are likely to be few to dissent from the view that the yeast which has leavened public education in the United States for the past ten decades has been provided chiefly by the institutions that have been an integral part of the public school system.

Clearly, since there is in a century's record so broad a field upon which to report on an occasion like this, there must be a narrow selection of the things of which one will speak. It may be there are those of you who would wish that choice might be the record of the struggles and contentions that more than once threatened the early destruction of the new schools. It would be interesting to some of you, perhaps, if the choice were to be a retelling of the stories recorded so humanly in the journals of Cyrus Peirce and his student, Mary Swift.

To describe the curriculum of that first school and to note its relationship to the public schools of the times, and to trace that relationship across a span of a hundred years, would open a field of speculation that could end not even with our own generation. To set forth the varied ways in which there went across the country into new fields and new institutions the philosophies that prevailed in that group of pioneering institutions, might prove the most interesting of all. The modifications and expansions of the original ideals and plans as they were applied in the newer and often more fertile fields of the West bear testimony to the soundness and the vitality of the seed that had been planted in New England.

But I turn from these attractive possibilities that I may indulge myself in setting forth some impressions of what seem to me to have been most far-reaching of the results of the decision made in Massachusetts to establish teacher education as a separate and distinct function of schools of teacher education, to be conducted under full support and control of the state.

Obviously, even here a choice must be made, without extended discussion of the points that will be raised.

First, then, the decision mentioned had a prompt, direct, and permanent bearing on the secularization of public education. Now, at the end of the century, we can see in better perspective a fundamental social and political issue that was very much to the front at the start of the last century. It was an issue of distinct concern to those who were then trying to found a system of public education adapted to the requirements of a new nation that had decided on a complete separation of church and state.

Remember, education came to the shores of Massachusetts to serve not as the handmaiden of the state, but as that of the church. The Puritans founded schools primarily for the purpose of protecting and fostering the Puritan faith.

For a full two hundred years, well into the first years of the Constitutional Era, this close relation of education to the church was to continue. Clergymen by law were members of school committees, and hence were the supervisors of public education. Moralistic instruction based on the ideology

of Puritanism pervaded the schools. As to secondary schools and colleges, nearly all of them for the first third or half of the century were under the patronage and support of religious denominations. While there were a few clergymen who courageously and vigorously supported the proposed reforms of the day, the clergy as a whole, as well as many of the schoolmasters, sharply opposed every proposal of Horace Mann and his associates on the ground that he and they wanted to turn the schools to atheism.

It was inevitable that sooner or later American public education would be completely separated from church control. There can be no doubt, however, that the period of adjustment was greatly shortened by the decision that the state itself should direct and control the preparation of those who were to teach in the public schools.

But this decision had not only its negative aspect. It had likewise a strongly positive one. Hence we may list as another important outcome of state teacher education the effect of it upon democratic citizenship. For half a century and more, prior to 1830, there had been rapidly developing on this continent a new conception of human relationships, and with it a new conception of political government. The War of Independence had been fought and won. A constitution had been written and adopted. A nation had been founded. The patriots of the Revolution and the founding fathers had been constant and vigorous in their appeals to the people that they support schools for the education of all the people so that popular government might be made safe, secure, and lasting.

In that remarkable decade of the thirties the educational leaders were trying to have put into practical effect the principles that had been expounded. They wanted to create schools that would acquaint the youth with the duties and privileges of citizenship, and would help them worthily to fill their places in state and nation.

There is, indeed, a significant, if accidental, symbolism in the fact that the doors of the first state normal school in America opened on the eve of the Fourth of July, and that thru its open windows blew the winds that had swept across Lexington Green.

Happily this point need not be left alone in terms of symbolism, since there can be no doubt that the normal schools of the several states sent increasingly into the public schools young men and women who, with wisdom and quickened spirit, have helped to make the American public school what it today is, the strongest of all forces for the protection and the promotion of the "American Way." With the establishment of each unit of state teacher education there has been founded a center from which have radiated influences of incalculable value to the purposes of democracy. And, thus, it *was* an important decision *for* democracy when Massachusetts decided that the state itself was to provide for the education of its teachers.

A third gift of the normal schools to the century of education has been their service in enriching the education of the common man. For many years the elementary school was to provide most of the schooling for the majority of the people. The elementary school at the start of the century was in both content and method a pretty poor thing. This new institution,

the normal school, had only one business in hand, that of educating teachers for the common school. Happily it was unfettered by tradition, and was soon to be made the ready vehicle for transmitting new ideas, new principles, and new methods for the use of elementary education. It is easily possible to believe that many reforms that came to education in the past ten decades would have been long delayed if it had not been for the quick readiness of the normal schools to carry the message. For example, there was Guyot, whose contribution to geography literally flowed into the lower schools thru the channels of the normal schools. There was Agassiz who wanted the common man to share the secrets of natural science hitherto open only to the learned. It was the normal school that made it possible for the common schools to open the eyes of children to the wonders of nature. Without conscious planning on the part of the universities, the normal schools became their agencies of popular enlightenment.

As with Agassiz, so with James, who, working in a university, yet found not among his colleagues but in the normal schools keen and receptive listeners to his views on the place of psychology as an aid to teachers. It would indeed be interesting to trace in detail this broadening and vitalizing influence of the normal schools, to discover in how many instances it provided the open door of intellectual commerce. Such instances must indeed be very great in number.

That this broader service was within the purpose of him who led the first normal school is clearly shown in the letter which Peirce wrote to Henry Barnard in 1851:

Dear Sir:—You ask me “what I aimed to accomplish, and would aim to accomplish now, with my past experience before me, in a Normal School.”

I answer briefly, that it was my aim, and it would be my aim again, to make better teachers, and especially, better teachers for our common schools; so that those primary seminaries, on which so many depend for their education, might answer, in a higher degree, the end of their institution. Yes, to make better teachers; teachers who would understand, and do their business better; teachers, who should know more of the nature of children, of youthful developments, more of the subjects to be taught, and more of the true methods of teaching; who would teach more philosophically, more in harmony with the natural development of the young mind, with a truer regard to the order and connection in which the different branches of knowledge should be presented to it, and, of course, more successfully.

Again, I felt that there was a call for a truer government, a higher training and discipline, in our schools; that the appeal to the rod, to a sense of shame and fear of bodily pain, so prevalent in them, had a tendency to make children mean, secretive, and vengeful, instead of high-minded, truthful, and generous; and I wished to see them in the hands of teachers, who could understand the higher and purer motives of action, as gratitude, generous affection, sense of duty, by which children should be influenced, and under which their whole character should be formed.

In short, I was desirous of putting our schools into the hands of those who would make them places in which children could learn, not only to read, and write, and spell, and cipher, but gain information on various other topics (as accounts, civil institutions, natural history, physiology, political economy, etc.), which would be useful to them in after life, and have all their faculties (physical, intellectual, and moral), trained in such harmony and proportion, as would result in the highest formation of character. This is what I supposed the object of Normal Schools to be, Such was my object. . . .

It would be difficult to overestimate the importance of another contribution which state teacher education originally made, and even now for the most part defends. Reference is made to what has often been disparaged by academic education, and, it is to be feared, often accepted with some apologies even by some institutions of teacher education. The practice demonstration and the later experimental schools of normal schools and teachers colleges belong in the very forefront of their activities. It is worth while often to recall that normal schools and all later institutions of teacher education are vocational or, if you prefer, professional schools. Their frank, open, and declared purpose has been and is that of producing the best possible practitioners. This central purpose is one of dignity and is no more narrow than that of the medical school in the broad fields of health. For quite the span of the full century teacher education has been braving the attacks of those who have held to the premise that academic accomplishment alone guarantees good teaching.

If there had prevailed the idea that the education of teachers should be left to the colleges, it is hardly possible to guess at what late date, if ever, the real vitilization of the lower and then of the secondary schools would have begun. With emphasis, it may be repeated, normal schools and teachers colleges have had their strongest allies for the betterment of public education in the practice and demonstration schools which have made both realistic and inspiring the work of teaching to unnumbered students who were teachers in the making.

Finally, there remains for mention that primary duty which from the first was enjoined upon the normal schools. Thru the process of producing better teachers for the schools, the schools themselves were to be made progressively better. The "Eight Words" were to describe an active and a dynamic principle. Thus it has turned out to be.

Let it be recalled that in 1830 the limits of public education were defined within the bounds of the common or elementary school. Not yet were the people generally ready to accept more than the merest responsibility for any education beyond that common school. It was that school and not the lack of secondary education that was the reason for popular anxiety. It was to improve the quality of the common school that the normal schools were started. It was to the business of that improvement that state education of teachers promptly gave attention. It was *that* business to which it was to devote its entire thought and energies for more than half of the century that is now closing. Even now the burden of improvement of the lower schools rests most directly upon the state normal schools and the state teachers colleges. If there be any slight sense of inferiority because the functions of these schools have been thus restricted, there should be some compensatory thought in the contemplation of the results.

No other part of our entire school system has reached so clear an understanding as the elementary school has reached of its proper objectives. No other part has so diligently tried to acquire a knowledge of the needs of the pupils to be served as the elementary school has tried to do. No other part has been more successful in the use of methods designed to promote

growth—physical, mental, and moral—than the elementary school has been. No other part of our educational system has had a deeper consciousness of its obligations to society or has been quicker and more eager to meet the changing demands of the changing years.

It is not claiming too much for the state normal schools and state teachers colleges to say that they have provided the inspiration and the leadership that has brought this elementary school, with all its admitted defects, to a decent state of efficiency.

But that influence has by no means ended with the lower schools. The philosophy that has increasingly controlled the education of children has extended into upper areas of education and has expanded in all areas. Admitting that secondary and higher education has been improved by forces working from within, and, like all education, in great measure by forces entirely outside the schools, yet it remains the fact that the teaching and methods used with elementary children have modified those of the schools to which children have later gone.

The line separating the elementary school and the secondary school has been gradually becoming less marked. Universal education comes now to comprehend secondary as well as elementary education. The common school in a very real sense is now the universal school. Without any serious measure of dissent the public now accepts full responsibility for the education of all youth thru the secondary-school age. So, it is not surprising that state teacher education has recently been keeping pace with this growing conception of the full range of public education, or that state schools of education increasingly are playing a greater part in the training of all teachers.

It is indeed a noble record, that of the service of the institutions spread across our land, all looking across the century to that small beginning, the end of which might not then be seen, or even yet be fully known.

Wider and deeper becomes that stream which bears the youth of a nation from childhood to a more nearly complete appreciation of the privileges and duties of citizenship in an increasingly intricate and complex civilization. Make no mistake about it—all institutions that educate teachers must and will expand in purpose; will increase in scope of service; will grow in strength and influence.

A considerable part of the service of educating teachers will be performed by other than public institutions. Colleges and universities not under public control have, as said, become more conscious of the possibilities of the part they can play in building the profession of teaching. Whether public or private, all of them may pay tribute to that occasion when a tiny candle was lighted there on the edge of Lexington Common.

What I have said may seem to reflect a sense of attained perfection. Not so. The end of the century finds us with more unsolved than solved problems. There are errors to be corrected, there are pitfalls to be avoided, there are new courses to be charted, there are new challenges to be met. Every day sees a new parting of the ways. Each end is a beginning.

On March 13, 1838, Horace Mann sent to the Senate and House of the Massachusetts Legislature a letter saying that \$10,000 had been made avail-

able from private sources to promote the cause of popular education. On the following day he wrote these words in his journal:

This appears to be glorious! I think I feel pretty sublime! Let the stars look out for my head! . . .

Then four years later, on March 3, this entry appears:

The brightest days which have ever shone upon our cause were yesterday and today. Yesterday, resolves passed the House for granting \$6000 per year for three years to the normal schools; and \$15 to each district for a school library, on condition of its raising \$15 for the same purpose.

Language cannot express the joy that pervades my soul at this vast accession of power to that machinery which is to carry the cause of education forward, not only more rapidly than it has ever moved, but to places which it has never yet reached. This will cause an ever widening circle to spread amongst contemporaries, and will project influences into the future to distances which no calculations can follow.

As with Horace Mann, so with us there are occasions when we too may look to the stars! In the span of four years confident promise of permanency came to the realization of a great ideal. To us is given the privilege of observing in retrospect across a century how the cause of education has moved forward, of observing how that circle has indeed ever widened. And from the past we gain, too, the confidence that influences may still be projected to distances which no calculations can follow.

REPORT OF COMMITTEE ON GRADUATE STUDY

Your Committee on Graduate Study, appointed in 1936, was directed to concern itself with the aims, purposes, practices, and procedures of graduate study in teachers colleges. The Committee has had two meetings during the current year. It has been especially interested in the graduate programs being set up in the member institutions.

The teachers college recognizes that the obligation placed upon it by the public is to provide teachers with as adequate preparation as is received by the members of other learned professions. It recognizes that it is a professional school and as such, in contemplating any program of graduate work, its first object must be to provide a professional program directed to the types of positions for which it proposes to prepare teachers. In the development of this professional program it is assumed that the institution giving work beyond the bachelor's degree will comply with all the recognized standards for graduate work. This means that, at least during the present stage of the development of its graduate program, the teachers college has an added obligation over that placed on nonprofessional graduate schools. It must do a special kind of graduate work. Any definition of the nature and purpose of graduate work in the teachers college should recognize these added obligations.

The Committee on Graduate Study in its report at the New Orleans meeting in 1937 set forth tentative aims, purposes, practices, and procedures which it believed, if followed, would justify the graduate program in the teachers colleges. A year ago the Committee in its report drew attention to several definite limitations and weaknesses surrounding the offerings of member institutions leading to the master's degree.

Since then the North Central Association of Colleges and Secondary Schools announced five criteria which it expects to use in evaluating graduate programs in member institutions. These criteria relate to the following points:

1. Percent of earned doctor's degrees and months of graduate study combined of the entire faculty
2. Reference books available in the library
3. Periodicals accessioned
4. Annual expenditure for books
5. Annual educational expenditures per student.

It is the policy of that association that any institution below the sixtieth percentile on any of these items be subjected to survey. In reckoning the percent of earned doctor's degrees and months of graduate study of the faculty, the faculties of those departments in which advanced study does not lead to the earned degree are to be omitted. Such departments are music, art, library science, engineering, and medicine.

Also, the Association of American Universities has approved the admission to its accredited list of those teachers colleges which met the approval of the accrediting committee.

In order to provide a basis for further consideration of this problem, the Committee has been engaged during the past year in a further study of practices and procedures in teachers colleges now offering graduate work. Of necessity such study could not be comprehensive. However, ten teachers colleges were selected by the Committee for this special study. Cooperating institutions are as follows:

Ball State Teachers College, Muncie, Indiana
East Texas State Teachers College, Commerce, Texas
North Texas State Teachers College, Denton, Texas
School of Education, Miami University, Oxford, Ohio
State College of Education, Greeley, Colorado
State Teachers College, Emporia, Kansas
State Teachers College, Flagstaff, Arizona
State Teachers College, Montclair, New Jersey
State Teachers College, Pittsburg, Kansas
Indiana State Teachers College, Terre Haute, Indiana.

A questionnaire was designed in order to secure detailed information which might serve as a guide in setting up a program of graduate work in member institutions.

Replies from all the cooperating institutions were received, tabulated, and summarized. The Committee presents here a brief summary of the replies which indicate in general the practices of these institutions in regard to various aspects of graduate work.

Without exception each institution has provided an administrative agency directly responsible for the program of graduate instruction. Just how carefully the program of professional preparation on the graduate level is administered has not yet been ascertained or can it be determined under the limitations of this Committee.

The replies indicate that the schools have followed a definite policy with respect to defining the areas in which graduate work has been developed. The extent to which this policy is followed in actual practice could not be accurately determined. However, from replies received it appears that other considerations than those inherent in the professional program have influenced their practices in this regard.

Five institutions specified the requirement of a thesis as a part of the graduate program. The inquiry did not provide information with respect to the nature of the thesis or the amount of work required for its completion. However, the Committee is of the opinion that there is a wide diversity of practice at this point. Five institutions made the thesis optional. Requirements in lieu of the thesis vary considerably. In some institutions additional work in courses is accepted, in others one or more papers in thesis form are required, in others the requirement is met by a special examination, while in others there is a combination of the above requirements.

Data received indicate that the institutions recognize the professional aspects of their graduate work in their stated policies with respect to admission to graduate study. For example, five institutions stated that they do not admit without penalty all

graduates of their own undergraduate schools. Six do not admit without penalty graduates of other accredited colleges. This would seem to indicate that a pattern of undergraduate study consistent with the purposes of the graduate program is demanded before full admission to the graduate school. All but two of the institutions state that they make some provision for the admission of graduates of nonaccredited colleges. From such similar studies as have been available, the Committee is led to believe that there is considerable variation from these policies.

The minimum residence requirements for the master's degree are specified in all institutions included in this report. In most cases whether the candidate is a graduate of another institution or the one in which he is a candidate for the master's degree, the requirement is one academic year or thirty-six weeks. The lowest stated requirement is one-half year. Where the work is done in summers three or four summers are required. However, the length of the summer sessions varies from eight to twelve weeks.

The practice of the institutions studied in respect to guidance and counsel of students seems to be fairly uniform. All but two institutions indicate that a special committee is provided to direct the graduate program of these students. This committee is directly responsible to the graduate council. Accumulative records are provided for use of such committees.

The responses from each of the ten schools indicate that they maintain a definite policy of selective retention of students on the graduate level. Just what means are used by the various institutions to carry out this policy could not be determined from the information at hand.

With respect to the teaching staff of graduate instruction, four institutions state that they require the Ph.D. degree or its equivalent. In all the institutions the master's degree is the minimum. Four institutions maintain a separate graduate faculty or an organized separate instructional unit for graduate work.

In order to present data concerning training of faculty and also concerning the faculty load, two tabulations have been prepared: the summer of 1938 and the fall quarter or semester of 1938. Due to some differences in interpretation in the questionnaire, the data presented here are not comparable in all respects. However, the committee believes that they do provide a basis for serious consideration of this important aspect of the program of graduate instruction in teacher-training institutions.

The percent of faculty members holding Ph.D. degrees averages about 30 percent in this study. Data received regarding the amount of graduate study by faculty members in terms of months were not reported in such a manner as could be used. The average number of course hours taught in the fall of 1938 by faculty members who teach graduate courses ranged from 10.4 to 15.5. Attention is drawn to the fact that a rather large percent of teaching loads exceed sixteen hours in the fall of 1938 tabulation. The range of teaching load in the different institutions is fairly constant in the fall of 1938.

The number of theses directed by individual faculty members should be considered in estimating the total individual faculty loads. The range in the number of theses directed by individual faculty members is from one to seventy-four in the summer of 1938; from one to twenty in the fall of 1938.

Furthermore, the proportion of the total graduate program devoted to strictly graduate courses as indicated by the number of strictly graduate course hours taught is significant. In the summer session of 1938 this ranges from twelve to one hundred and sixty-nine course hours. The fall of 1938 session ranges from four to sixty-six course hours.

Some indication of the institutional attitude toward the competency of its graduate program may be reflected in the extent to which its courses of strictly graduate character (undergraduate students not admitted) are assigned to faculty members with the highest amount of training. This need not necessarily be at the expense of the undergraduate program. The percent of courses of strictly graduate grade assigned to members with Ph.D. degrees ranged from 40 to 100 percent. On the other hand, the percent of graduate faculty members who teach only courses not open to undergraduates ranges from 0 to 28.6 percent. These data are for the summer of 1938 only.

The history and development of graduate work in teachers colleges show that it has been inaugurated as a result of recent public pressure. The data presented in this report show that even at this time graduate instruction in these institutions is primarily a problem relating to the summer sessions. In other words, the primary response has been to the demand for further training of teachers already in service. Whatever standards or suggestions may be set up by this Association for constructive guidance of institutions confronted with the necessity of developing graduate study should anticipate a similar process of gradual induction and development.

The Committee recognizes that materials here presented are somewhat fragmentary and do not present a comprehensive picture of present practices. It is the opinion of the Committee that some agency could profitably carry a similar study considerably farther.

O. P. DELLINGER, *Chairman*

RALPH NOYER

D. S. CAMPBELL

REPORT OF THE COMMITTEE ON STANDARDS AND SURVEYS

At the St. Louis meeting of the American Association of Teachers Colleges in 1936 action was taken authorizing the appointment of a research committee to undertake any special studies in the interest of the Association. This responsibility was later delegated to the Committee on Standards and Surveys and since that time this committee has been concerned not only with the consideration of necessary alterations in existing standards but also has served as a clearinghouse or the actual agency for special studies in the interest of teacher education. During these years the Committee has followed a policy of delegating to special groups the responsibility for such studies as might have a direct bearing on the content and application of standards as well as for studies concerned with other specific areas of teacher education.

For at least the past four years there has been a realization on the part of the Committee that serious consideration should be given to a thoro revision, if not a complete rewriting, of the standards of the Association. To carry out a thoro piece of work, called for careful study of numerous problems rather than a mere group of statements based upon subjective reaction. Therefore, many of the studies already completed or in process of completion or even those planned for the near future center around an attempt to establish standards that place an emphasis on qualitative rather than quantitative considerations. With the completion of such studies it is hoped that materials, beyond mere statement of standards, will be available as guides and incentives to member-schools in the furtherance of their own activities. The meeting of minimum standards does not afford the stimulation and attendant satisfaction to an institution that comes from optimum attainments.

Within the past year there have been three meetings of the Committee, two of these in New York City, April 20 and November 28, 1938, and in Cleveland February 23-24, 1939. In addition to these meetings the chairman of the Committee attended the sessions of the Accrediting Committee in Washington, D. C., January 2-3, 1939. The April meeting immediately followed a two-day session of the Committee on Projects and Resources of which President H. A. Sprague is chairman. Consideration by this special committee of a list of needed studies and possible ways and means of financing such a program of profit to our Association provided much of the basis of activity for the three meetings of the Committee on Standards and Surveys.

Contacts have been made with agencies, boards, and foundations by individuals or groups from some of the committees concerned looking toward the possible subsidizing of certain special studies. At the present time there is nothing of a definite nature to report on this activity. The generous offer of the Research Division

of the National Education Association to render assistance on some studies is appreciated and will meet real needs. The cooperation of our association, in any manner acceptable to the Commission on Teacher Education of the American Council on Education, has been offered in the interest of our common problem of the improvement of teacher education. Certain financial resources of our own association, even tho of a limited nature, are being used to advantage. Perhaps the greatest single type of contribution toward the successful completion of these special studies is the generous service of the many capable friends of teacher education who have responded to requests for them to donate their time and ability to a worthy cause.

The studies completed during the past year and to be reported at this meeting are "Graduate Work in Teachers Colleges" by E. S. Evenden and "Administrative and Faculty Stability" by Roscoe L. West. These studies started prior to this year are now in their final form and serve in the case of graduate work to establish a new set of standards on that level and in the case of the study of stability to implement Standard XII dealing with Administrative Stability.

Studies already initiated and some of them well under way are: "Curriculum Practices in Normal Schools and Teachers Colleges" under the direction of Mr. Evenden; "A Biographical Dictionary of Teachers College Presidents from 1839 to 1939" under the direction of A. L. Crabb; and "Admission and Student Personnel" by a committee headed by M. E. Townsend. In addition to the foregoing studies, one on "Health and Athletics" was assigned to the Accrediting Committee and by them delegated to a special committee with President George A. Selke as chairman.

Newly proposed studies to be initiated immediately deal with needed improvement in the organization and administration of library service in the teachers colleges and with extension work offered in teachers colleges. The latter study probably will be carried out in conjunction with the Teachers College Extension Association, which organization has expressed a desire to cooperate in such a study.

A study dealing with the ways and means of an effective presentation to the public of the work of teachers colleges thruout the country will undoubtedly receive the consideration of some committee in this one-hundredth year since the founding of the first state normal school in Massachusetts.

In addition to studies of a general and special nature the Committee on Standards and Surveys is concerned with close cooperation with the Accrediting Committee in such alteration of the present standards as will make for a more satisfactory interpretation and functioning of these standards by all concerned. Altho slight changes might profitably be made in the wording of some of the standards, it is the belief of the committee that, unless alterations are imperative, marked changes should not be made until complete rewriting is accomplished following necessary special studies for that purpose. At this time the Committee on Standards and Surveys recommends the addition of two paragraphs to Standard XII, on Administrative Stability, to read as follows:

It is presumed that administrative officers and faculty members will be appointed on merit rather than for political or other nonprofessional considerations.

It is presumed that faculty members and administrative officers should not be removed without cause, and that in the case of a dismissal of an administrative officer or faculty member the person to be dismissed should be entitled to (a) a statement in writing of the reasons for his dismissal, (b) a hearing before the board with the opportunity to refute the charges and to present witnesses if he desires to do so.

The committee further recommends the elimination of the words "of February 1938 and thereafter" from the first line of the next to the last paragraph of the 1938 edition of the standards as printed.

R. W. FAIRCHILD, *Chairman*
E. S. EVENDEN
R. L. WEST
A. L. CRABB
F. B. HAAS (Absent)

PROPOSED MINIMUM STANDARDS FOR GRADUATE WORK LEADING
TO THE MASTER'S DEGREE IN TEACHERS COLLEGESSUBMITTED BY THE COMMITTEE ON STANDARDS AND SURVEYS
CLEVELAND, OHIO—FEBRUARY 25, 1939

NOTE: A set of tentative minimum standards for graduate work leading to the master's degree in teachers colleges was proposed at Atlantic City, February 26, 1938, studied by 123 cooperating institutions, revised in the light of the suggestions received in the "followup study," and were presented for consideration and action at the Cleveland meeting, February 25, 1939.

The proposed minimum standards for graduate work are supplementary to the standards for undergraduate work and, unless otherwise stated, assume that the standards for teachers colleges offering undergraduate work have been met.

The minimum standards for graduate work leading to the master's degree in teachers colleges as adopted by the American Association of Teachers Colleges are as follows:

The teachers college recognizes that the obligation placed upon it by the public is to give teachers as adequate a preparation as possible in the time available. It recognizes that it is a professional school and as such, in contemplating any program of graduate work, its first object must be to provide a professional program directed to the types of positions for which it proposes to prepare teachers. In the development of this professional program it is assumed that the institution giving work beyond the bachelor's degree will comply with all the recognized standards for graduate work. This means that, at least during the present stage of the development of its graduate program, the teachers college has an added obligation over that placed on nonprofessional graduate schools. It must do a special kind of graduate work.

I. Nature of Graduate Work in a Teachers College

Graduate work in a teachers college should be distinguished from undergraduate work in the following respects:

1. Graduate work should be adapted to the increased maturity, to the richer informational and experiential background, to the stronger professional motivation and to the greater range of intellectual interests that should characterize post-baccalaureate students in comparison with undergraduates.

2. A distinct majority of the students enrolled in courses listed as graduate courses and carrying graduate credit should hold earned bachelor's degrees or be within less than a semester's or term's work of the bachelor's degree.

3. Graduate work should put greater emphasis upon student self-directed reading and investigation and less upon textbooks than is usually done with undergraduate classes. Graduate work should also emphasize independent and constructive thinking; ability to find, organize, and evaluate evidence; and ability to formulate and defend conclusions.

4. Graduate work in a teachers college should provide for one or more of the following purposes:

- a. To continue study of the previously obtained undergraduate preparation for the purpose of supplementing phases already studied or of exploring new phases.

- b. To provide a period for the concentrated study of the more strictly professional phases of a teacher's preparation for students whose undergraduate study did not provide for those phases.

- c. To supply an opportunity to study another form of educational service—either as an addition to present work or to assist in changing to a different type of work.

- d. To provide some training and experience in the field of educational research and in the more intensive specialization usually associated with it.

5. a. Each teachers college should prepare a carefully formulated statement of its objectives for graduate work and indicate how its total program is expected to realize the objectives. There should be such a definite organization of the graduate program that the objectives of coordination and professional development and

the guidance of individual students will be guaranteed. The program of graduate work should indicate the fitness of the institution to perform any special functions assigned to that institution.

b. Provision for the continuous evaluation and revision of the objectives should be made.

6. Work in a teachers college should not be considered for graduate credit unless offered in an institution which has legal authority to grant a master's degree.

II. Admission Requirements

A. Admission to courses for graduate credit shall be restricted to:

1. Students who hold an earned bachelor's degree from:

a. A teachers college that is accredited by the American Association of Teachers Colleges; or

b. A teachers college, college, or university that is accredited by the appropriate regional accrediting agency or is on the accredited or approved list of either the state board of education or the state university of the state in which the teachers college offering the graduate work is located.

2. Students who hold earned bachelor's degrees from institutions not on the accredited or approved lists provided for in Sections II-A-1-a and b may be admitted to graduate courses but graduate status should be withheld until the ability to do acceptable graduate work has been demonstrated during at least a semester (term or quarter).

3. Students who require for a bachelor's degree less than the work of a semester (quarter or term if used in the institution). Students in this group should not be permitted to earn graduate credit for more work than the difference between the amount required to complete the requirements for the bachelor's degree and the amount considered a normal full-time program (not over 16 hours).

B. Admission to candidacy for the master's degree shall be restricted to:

1. Students who meet the requirements of Section II-A-1 and those who have satisfactorily passed the probation period provided for in Section II-A-2.

2. Students who have completed all of the requirements for the bachelor's degree in the teachers college in which they are enrolled for graduate work or in one of the institutions provided for in Section II-A-1 but whose degrees have not yet been awarded.

3. Students who meet the requirements of Section II-A-1, 2, or 3 must also demonstrate, by means of special examinations or by acceptable records of previous scholarship, that they possess the general ability to do in a satisfactory manner the work required of graduate students. Students who meet the requirements of Section II-A-1, 2, or 3 but who lack certain undergraduate background courses prerequisite to a graduate curriculum may be admitted subject to the completion of such courses, some or all of which may not receive graduate credit (see limitations in Standard VII).

III. Standards for Graduate Degrees

1. The quantitative requirements for the master's degree shall be the completion of at least 30 semester hours of graduate credit or the equivalent in term hours, quarter hours, points, majors, or courses.

2. Any teachers college may increase the amount of time required to obtain a master's degree above the minimum amount of 30 semester hours or its equivalent.

3. No degree or certificate or diploma shall be issued by a teachers college to a student who has not completed a minimum of a year's work (30 semester hours except as provided in Sections 4 and 5 of this Standard) in on-campus residence work in the institution issuing the degree, certificate, or diploma. One year of residence work shall be understood to mean one academic year of full-time study or its equivalent in semesters, quarters, terms, or summer sessions done within a period of five consecutive years.

4. a. Not more than six semester hours or its equivalent in any curriculum leading to a master's degree in a teachers college shall be taken in "off-campus" extension classes. In order to be accredited for graduate work extension courses must be taught

by regular members of the teachers college faculty who teach the same courses on the campus and must cover the same content and be provided with equal laboratory, library, and instructional facilities as the regular graduate courses on the same subjects when taught on the campus.

b. Students holding what would ordinarily be considered a full-time position should not be permitted to receive graduate credit for more than six semester hours (or its equivalent in term or quarter hours) during any semester, term, or quarter.

5. Students doing graduate work in the same institutions in which they did their senior college work may be allowed in accordance with their approved individual needs, to take part of the work for the master's degree in another institution having equal standards of graduate work. The part to be allowed would be not more than one-half, one-third, or one-fourth, depending upon whether the student is doing his work for the master's degree in two semesters, three terms or quarters, or in four or five summer sessions. Students in this group who are doing their work for the master's degree in residence classes but on a part-time basis may be allowed not more than one fourth of their program in another institution.

6. Graduate work in teachers colleges leading to the master's degree should be maintained at a high level of scholarship and should result in the desirable professional outcomes mentioned especially in Standards I and VII. Student programs for the master's degree should provide for the field of major emphasis or concentration and for other work in terms of the professional needs of each individual student. The teachers college should satisfy itself by means of examinations or other means of evaluation that these results have been obtained before the degree is awarded.

IV. Preparation of the Graduate Faculty

1. In addition to the preparation of the faculty already recognized as standard for teachers colleges offering only undergraduate work the members of the graduate faculty should exemplify the personal qualities, the scholarly attainments, the technical skills, and the professional information and skills that will enable them to guide and stimulate students to scholarly attainments worthy of graduate recognition and at the same time to prepare master teachers and professionally proficient practitioners in the other forms of educational service for which the graduate students are preparing.

2. In estimating the adequacy of the preparation of the graduate faculty such items should be considered as: the amount and kind of educational preparation (of which earned doctor's degrees and years of graduate study are important measures); amount and nature of experience; number and significance of published contributions; participation in the work of appropriate professional organizations; and contributions to the professional life of the institution and the area it serves.

V. Teaching Load

The teaching load of members of the graduate faculty should be such that ample time is provided for the research, writings, professional services, and the many conferences with students on research and other problems that should characterize satisfactory work of the graduate faculty. The accomplishment of such results will require a lighter load in teaching hours than is recommended for the undergraduate level—probably not above an average of 10 or 12 hours for the graduate faculty (two-thirds to four-fifths of the undergraduate teaching load).

VI. Laboratory School Facilities

Laboratory school facilities (or cooperating school facilities) adequate for observation, demonstration, experimentation, and supervised experience should be available for the types of service for which preparation is offered in the graduate curriculums. In general, sufficient practical experience should be given to insure competence in a given field unless the student has had student teaching in an undergraduate curriculum or has had approved experience in the field of graduate specialization. At least 90 clock hours of supervised teaching or practice in the special type of work for which the graduate student is preparing should be considered a minimum for those who have not had approved student teaching or satisfactory experience.

VII. Graduate Curriculums

1. The organization of graduate curriculums should make possible the furtherance of the following four important objectives in teacher education: broad general culture; specific competency in a given field; necessary skills in the field of professional work; and desirable personal and social qualities. Graduate curriculums also should be organized to provide for one or more of the distinct purposes of graduate work in a teachers college as indicated in Section I-4.

2. In cases in which graduate courses require as prerequisites the work of undergraduate courses on the junior college level such junior college courses should be required but without graduate credit. Not more than half of the work for a master's degree may be taken in senior college classes. All such undergraduate work should, however, be approved on the basis of individual needs as indicated by previous courses and present objectives.

3. Among the desirable outcomes of graduate work on the part of all students, are the abilities to find and use source materials of various kinds, to organize their thinking around professional problems, and to extend their control of some phase of their field of specialization. These outcomes may be obtained in connection with the work of some of the graduate courses or by means of a master's thesis. The requirement of a thesis should depend upon its value to the program of an individual student.

4. If a thesis is required for the master's degree it should show, among others, the following characteristics: (a) ability of the candidate to work independently on an approved problem; (b) a reasonably wide familiarity with the literature of the subject; (c) a practical working knowledge of research methods; and (d) conclusions justified by supporting data. The amount of credit that should be allowed for a master's thesis should not exceed six semester hours (or the equivalent in term or quarter hours) depending upon the nature and scope of the thesis. If a thesis is not required, definite measures should be set up by which the teachers college may ascertain whether or not the outcomes usually resulting from the thesis requirement have been obtained.

VIII. Student Health and Living Conditions

Same as provided for undergraduate students in teachers colleges. The desirability of a complete medical examination will depend upon the time that has elapsed between the completion of the undergraduate work and the beginning of graduate work.

IX. Library, Laboratory, and Shop Equipment

1. The library must be carefully adjusted to the research and specialized needs of the graduate program. It is assumed that the library staff will be sufficiently trained to assist and direct the graduate students in meeting their specialized library needs. Attention must be given to the provision of reference materials and the better secondary sources. Original source material should also be provided for those fields in which special research work is offered.

2. To the extent that scientific laboratories and equipment are required for advanced instructional, experimental, and research work in the fields of science provisions should be adequate for these purposes.

3. Where graduate work involves the use of shops, studios, and other special types of equipment these should be of a nature commensurate with the advanced requirements in each special field.

X. Financial Support

Because of such items as the larger amount of individual work with students, more extensive and expensive equipment, and smaller classes the per-student cost of graduate instruction will exceed that of undergraduate instruction. Teachers colleges embarking upon a program of graduate work should be in a position to expend proper amounts for the library, for other equipment, and for necessary additions to the staff without loss to the fields for which the institution has already assumed responsibility.

FACTORS AFFECTING THE STABILITY OF TENURE OF PRESIDENTS
AND FACULTIES OF STATE TEACHERS COLLEGES

ROSCOE L. WEST, PRESIDENT, STATE TEACHERS COLLEGE, TRENTON, N. J., FOR THE
COMMITTEE ON STANDARDS AND SURVEYS

Statement of Purpose

At the annual meeting of the American Association of Teachers Colleges in New Orleans in February 1937, a report was presented by the Committee on Standards and Surveys on "An Investigation of Factors Affecting the Stability of Tenure of Presidents and Faculties of State Teachers Colleges." This investigation presented data to show the following facts:

1. How presidents of state teachers colleges are appointed
2. The term of office of teachers college presidents
3. Constitution of boards of control of teachers colleges
4. Method of selection of state superintendent of public instruction or the commissioner of education
5. Method of selection of faculty of state teachers colleges
6. Typical practices concerning appointments of presidents and faculties of state teachers colleges
7. A summary of practices dangerous to stability and of practices making for stability.

The summary presented in the last item was as follows:

Practices Dangerous to Stability

Practices that would seem to work against stability in the tenure of office of presidents and faculties of teachers colleges:

1. A small number of members on the governing board
2. Expiration of terms of office of board members at the same time
3. Short terms of office of board members
4. The state superintendent of schools elected by the people as party candidates
5. Appointment of presidents and faculties by one person only
6. The governor as a member of governing board
7. Separate governing boards for the different teachers colleges in a state
8. Other governmental officials on the governing board
9. Members of board removable at pleasure of the governor.

Practices Making for Stability

Safeguards and principles used in some situations which would seem to work toward stability in the tenure of office of presidents and faculties of teachers colleges:

1. A large number of members on the governing board. Ten of the 32 states have from 10 to 12 members
2. Expiration of terms of office of board members at different times. Twenty-six of the 32 states studied
3. Long terms of office of board members
4. An educator, such as commissioner of education, who is responsible for the nomination of presidents
5. An educator appointed by a board as commissioner of education
6. Lay board members having a degree of educational interest
7. Recommendation and nomination for appointment and dismissal of faculty members by president of the college. Approval of a board required
8. The governor, superintendent of schools, or other political appointees should not have the power of a board member
9. The terms of office of president and faculty indeterminate—based on satisfactory service
10. The necessity of having approval of appointments and dismissals by a governing body

11. One board of education for all the teachers colleges in a state instead of separate governing bodies for each institution.

The significant conclusion from this study is to be found in the great variety of methods and combinations of practices that are legal in the United States. They are principles, however, that are running thru the practices that lead to very definite trends as indicated in the typical practices.

It should be obvious that statements concerning practices "dangerous to stability" or "making for stability" are not entirely objective and, so far as the first study was concerned, not actually related to definite experience in teachers colleges studied. It was thought, therefore, that a second study would be of service to attempt to determine whether or not the theoretical practices presented could be substantiated by actual experience in the institutions themselves. It was thought that possibly some helpful information on this problem could be secured by finding out some definite facts concerning experience of institutions and also by getting opinions of presidents concerning factors in colleges that have made for stability or instability. The questionnaire asked, therefore, for the following information:

1. The presidents of the institutions since 1900 with years of service and reasons for termination
2. Termination of service of members of the faculty since January 1934, according to classification of twelve reasons
3. The opinion of the president as to whether the tenure of administration and faculty in the college is stable or unstable
4. The opinion of the president, if he is willing to give this, as to reasons for any instability
5. Developments in the relationship of the president to state office or board of control in the past few years which have worked to increase or decrease stability
6. An analysis of departments represented among faculty members who were asked to resign because of "inefficiency"; asked to resign or dropped, reason not given; and asked to resign or dropped for reason that could plainly be called "political."

A. FACTORS AFFECTING STABILITY OF TENURE OF PRESIDENTS

The Presidents of the Institutions Since 1900 with Years of Service and Reason for Termination

Returns from the questionnaire were received from 127 institutions in 39 states. The number of presidents that have terminated service since 1900 is 362. The acting and present presidents were not included. The length of service of the presidents ranged from 1 to 42 years. The state average for the tenure of presidents ranged from 4 to 25 years. One state has had 33 presidents terminate service since 1900 with an average annual length of service of 4.1 years. A table divided into 5-year periods is presented showing the average length of service, by states, of the 362 presidents. It is interesting to note that the average length of service is 12.2 years.

TABLE I.—THE MEAN NUMBER OF YEARS OF SERVICE OF PRESIDENTS OF TEACHERS COLLEGES IN 39 STATES

	YEARS OF SERVICE					Total
	0-4.9	5-9.9	10-14.9	15-19.9	over 20	
Number of states according to average length of service of presidents	2	17	11	5	4	39 states
Number of presidents according to length of service	117	110	54	37	44	362 presidents

Mean length of service of presidents—12.2 years.

Of these 362 presidents, 72, or 20 percent, have been asked to resign. Twenty-three of the 72 were reported to have been asked to resign for political reasons. The mean length of service of the 72 presidents was six years. A comparison of the different periods from 1900 to 1937 shows that the number asked to resign has been practically the same in each period of five to seven years. A table showing the date of termination of service of the 72 presidents is presented. On examining the data concerning the location of presidents that were asked to resign from 1926 to 1937, it was found that 12 of the 21 presidents asked to resign were from two states. Eight of the 21 were from one state.

TABLE II.—NUMBER OF PRESIDENTS DROPPED FOR POLITICAL REASONS OR ASKED TO RESIGN FROM 1900 TO 1937

Date of terminating service	f	Total by periods of 5 to 7 years
1900-01	1	11
1902-03	3	
1904-05	2	
1906-07	5	
1908-09	3	14
1910-11	8	
1912-13	3	
1914-15	2	16
1916-17	5	
1918-19	9	
1920-21	3	10
1922-23	6	
1924-25	1	
1926-27	5	11
1928-29	2	
1930-31	4	
1932-33	4	10
1934-35	3	
1936-37	3	
		N. 72

The reasons for terminating service of presidents were investigated in order to throw some light on the question of stability. The reasons are grouped under nine major headings. A table is presented showing the findings.

TABLE III.—REASONS FOR TERMINATING SERVICE OF PRESIDENTS OF COLLEGES

	Number of presidents	Percent of total number of presidents
Asked to resign for political or other reasons	72	20
Retired	48	13
Change of position or better position	77	21
Further study	4	2
To take up work in some other occupation	26	7
Reorganization of the institution	2	1
Death	53	15
Illness	10	3
Reason not known	70	19
Total	362	

The Relation of the Constitution of Boards of Control to Stability of Tenure of Presidents of Colleges

The first study of tenure included an investigation of the constitution of the boards of control of teachers colleges. The purpose of that inquiry was to determine the re-

lationship of various practices and patterns to the stability of tenure of administrators and faculty members. A study of the size of the boards of control showed that membership ranged from 3 to 12 in number. Ten of the 33 states had boards with 10 to 12 members. The method used in this study for finding whether there is any relation between stability and size of board was to determine how many presidents had been asked to resign from teachers colleges under large boards of control. A table is presented showing the number asked to resign from these teachers colleges since 1900. These numbers are compared with the total number of colleges and presidents asked to resign.

TABLE IV.—RELATION OF NUMBER OF PRESIDENTS ASKED TO RESIGN TO THE NUMBER OF TEACHERS COLLEGES WITH LARGE BOARDS OF CONTROL

	States	Number of teachers colleges	Number of presidents asked to resign
Boards of control with 10 or more members	10	38	6
Total number	33 (in previous study)	127	72
Percent (large boards to total)	30	30	9

The above table shows that 9 percent of all the presidents that have been asked to resign were presidents of teachers colleges under the control of large boards. Thirty-eight, or 30 percent, of the teachers colleges are located in the states with large boards of control. The results would seem to indicate that there is a relationship between stability of tenure and the size of the boards of control.

The usual method of selecting members of the boards of control is appointment by the governor with the consent of the senate. In 23 of the 33 states in the first study the boards are selected in this way. In six states the boards are appointed by the governor without the consent of the senate. Four states have other individual ways of selecting board members. The method used for finding whether the factor of having the appointments of board members approved by the senate had any relation to stability of tenure was to determine the number of presidents asked to resign from teachers colleges under such boards of control.

TABLE V.—NUMBER OF PRESIDENTS ASKED TO RESIGN FROM TEACHERS COLLEGES WITH BOARDS OF CONTROL APPOINTED BY THE GOVERNOR WITHOUT THE CONSENT OF THE SENATE

Number of states	Number of teachers colleges	Number of presidents of colleges asked to resign
6	20	11
33 (in previous study)	127	72
Percent (boards without consent of senate to total)		
18	16	15

The above table shows that 15 percent of the presidents that have been asked to resign since 1900 have come from 20, or 16 percent, of the teachers colleges with boards of control appointed by the governor without the consent of the senate.

The Relation of Instability to the Method of Selection of College Presidents

The previous study of stability showed that the majority of presidents of teachers colleges are selected by a state board of education. In an endeavor to find whether

the method of selection has anything to do with instability the 72 presidents who have lost their positions were classified according to method of selection. The method is not known for 2 of the 72 presidents. The methods of selection, the number of presidents from these states, and the number and percent of the total number are presented. All of the presidents asked to resign were in 19 states. There were 311 presidents from these 19 states. The other states included in the study had no presidents that were asked to resign. The average length of service of these 72 presidents was six years.

TABLE VI

Method of selection	Total number of presidents from these 19 states	Number asked to resign	Percent—number asked to resign of total number
1. State board of education	121	39	32
2. Board of trustees for each college	42	16	38
3. Board of trustees for each college with approval of governor	39	6	15
4. Board of trustees for all teachers colleges	65	5	8
5. Commissioner or director of education with approval of state board of education	35	2	6
6. State board of education with recommendation of state superintendent	9	2	22
Method not known		2	

The method of selection of college presidents is definitely related to stability. The percent of presidents asked to resign of the total number of presidents from the states using the above methods indicated the difference in the methods. "A board of trustees for all teachers colleges" and "the commissioner or director of education with the approval of the state board of education" are the methods that have the lowest percent of fatalities.

The Relation of Instability to the Method of Selection of State Superintendent or Commissioner of Education

There seems to be no relation between the method of selecting the state superintendent or commissioner and the stability of administration and faculties of teachers colleges. One of the states having the greatest instability has a commissioner appointed by the governor. On the other hand, a state with great instability has a state superintendent elected by the people. One would expect this lack of relationship when one realizes that the state board of education, boards for teachers colleges, and boards for each teachers college appoint the presidents in most cases. In general, the commissioners and state superintendents have little to do with the appointment of presidents.

Summary—Factors Affecting the Stability of Tenure of Presidents of State Teachers Colleges

The average length of service of presidents of teachers colleges is 12.2 years. Twenty percent of the 362 presidents included in the investigation have been asked to resign for political or other reasons. All of the presidents that have been asked to resign have come from approximately one-half of the states. During the years 1926-37 there have been 21 presidents asked to resign. One-half of these presidents have come from two states.

B. FACTORS AFFECTING STABILITY OF TENURE OF FACULTY MEMBERS OF TEACHERS COLLEGES

The first part of the inquiry was concerned with the stability of tenure of presidents while the second part has to do with stability of tenure of faculty members. The

number of faculty members who have terminated service in 127 teachers colleges since 1934 were classified according to the reasons for termination of service. The number terminating service in the 5-year period was 2126. Approximately 17 faculty members terminated service in each teachers college in the last five years. A table is presented showing the number and percent of faculty members terminating service for each reason.

TABLE VII.—REASONS FOR TERMINATING SERVICE OF 2126 FACULTY MEMBERS OF TEACHERS COLLEGES, 1934–38

Reasons	Number of faculty members	Percent of total
1. To take better position	687	32
2. To carry on advanced study	139	7
3. To be married	296	14
4. Illness	76	4
5. Death	130	6
6. To take up work in some other occupation	101	5
7. Decrease of enrolment in institution or department	50	2
8. Retirement	227	11
9. Asked to resign or dropped because of inefficiency	183	9
10. Asked to resign or dropped—reason not given	45	2
11. Asked to resign for “political” reasons	10	0.5
12. Other reasons	182	9
N. Total 9, 10, 11	2,126 238	11.5

The Relation of Stability to the Method of Selection of Faculty Members

In the states where the method of selecting faculty members is the “recommendation by the president of the college to the board of education for election,” the number asked to resign is 140. In the states where the method is “recommendation by the president of the college, nomination by the state director, and elected by the board of education,” the number asked to resign is 45. In the states where the method is “recommendation by the head of the department, nomination by the president of the college, and election by the state board,” the number is seven. This would indicate that the latter system of appointment is superior. Due to the small number of states using the latter system, it can only be said that it is true in the cases where it has been tried. A table showing the relation of method of selection to stability of tenure is presented.

TABLE VIII.—RELATION OF METHOD OF SELECTION OF FACULTY MEMBERS TO THE NUMBER ASKED TO RESIGN

Method of selection of faculty	Number of states	Number of colleges	Number of fac- ulty members asked to resign
Recommendation by the president of the college to the board of education for election	21	70	140
Recommendation by the president of the college, nomination by state director, and elected by board of education	6	21	45
Recommendation by head of department, nomination by president of college, and election by state board	2	5	7
Four other methods	4	14	21
Method not known		17	25
Total	33	127	238

Relation of Stability to Departments in Teachers Colleges

In order to find whether there is any relation of stability to the department in college in which faculty members teach, an analysis of the department represented was made. A table listing the departments in which faculty members have been asked to resign is presented. The percent of the total of 238 is figured for each department.

TABLE IX.—DEPARTMENTS IN WHICH FACULTY MEMBERS WERE ASKED TO RESIGN

Department	Number of faculty members asked to resign	Percent of total
Music	34	14
Training school	32	14
Education	27	11
Health and physical education	24	10
Science	16	7
English	12	5
Library	10	4
Languages	10	4
Home economics	9	4
Art	8	3
Social science	8	3
Commerce	8	3
13 other departments	1-5	12
Not given	14	6
Total 25	238	

Summary—Factors Affecting the Stability of Tenure of Faculty Members of State Teachers Colleges

The average length of service of faculty members was not investigated. The reasons for terminating service were grouped into twelve groupings. The number of faculty members that have terminated service since 1934 is 2126. The percent asked to resign was 11.5. Only .5 of 1 percent of faculty members were reported to have been asked to resign for "political reasons." One-third of the teachers terminated service in order to take better positions. The five departments in which the greatest number of faculty members were asked to resign are music, training school, education, health and physical education, and science.

C. OPINIONS OF PRESENT TEACHERS COLLEGE PRESIDENTS REGARDING THE ABSENCE OR PRESENCE OF STABILITY FOR THE FACULTY AND ADMINISTRATION

When the present administrators in the 127 teachers colleges were asked their opinions regarding the stability of tenure of administration and faculty, 111, or 87 percent, replied that the situation is stable. Only 12 designated the situation as unstable. Of these 12 schools in which instability seems to exist, five of them are unstable for presidents only. A further evidence that there is greater instability for the administration than for the faculty is the fact that 20 percent of the presidents that terminate service are asked to resign while only 11.5 percent of the faculty members are dismissed. Only 10 faculty members were reported to have been asked to resign for political reasons, while 23 presidents were asked to resign for that reason. In general, it can be said that tenure of administration and faculty are stable according to the opinions of the presidents. The presidents were asked to give their opinions regarding the reasons for instability if it existed. The following table shows a classification of these reasons.

TABLE X.—OPINIONS OF PRESENT TEACHERS COLLEGE PRESIDENTS REGARDING THE REASONS FOR INSTABILITY OF TENURE OF THE FACULTY AND ADMINISTRATION

Reasons for instability	Frequency of mention
I. Political	
Board setup, three members, two appointed for two years coterminous with governor.	
State superintendent is third member. Causes instability in policies	1
Political patronage	2
Governor appoints boards, but in most cases takes the recommendation of the county chairman of the political party in power of the county where the institutions are located. Board members have established a custom of resigning at the end of each two years when elections are held. This makes the institution subject to the whims of local merchants and other individuals	1
Removals by governor	1
Custom of changing presidents with changes in administration of state government	1
Trustees appointed by governor for terms coterminous with his own	3
II. Economic conditions	
Lack of sufficient funds	1
Low salaries, no sabbatical year, and inadequate teachers' retirement allowance	2
III. Miscellaneous reasons	
Annual employment of faculty and employees	1
Shifting enrolment	1
Teachers doing advanced work	2
Marriage of women	1
No tenure law	1
Undemocratic administration (faculty too liberal in policy)	1
Inertia of policies	1
Summary	
I. Political	9
II. Economic conditions	3
III. Miscellaneous reasons	8

Developments in the Relationship of Administrators of Colleges to State Officers or Boards of Control That Have Increased or Decreased Stability of Administration and Faculty

The presidents were asked what developments there have been in recent years that would affect stability. The developments indicate what the presidents in service think are contributing or detrimental factors to stability. The developments are grouped into those that have increased stability of tenure and those that have decreased it.

TABLE XI.—DEVELOPMENTS IN THE RELATIONSHIP OF ADMINISTRATORS OF COLLEGES TO STATE BOARDS OF CONTROL

Developments	Frequency of mention
I. Factors that might increase stability of tenure	
Work on a revised salary schedule and plan of faculty classification	1
Plan for sabbatical leave	1
Adoption of plan or ruling of state board for permanent tenure of the faculty after a period of probation	3
Salary cuts have been restored	1
Faculty placed on indefinite tenure by board about four years ago. Popular repudiation of governor should be an object lesson to governors for many years	1
The enlightened leadership of the present department of education; the philosophy in favor of a continuous body in all boards of control	1
Plan for regulation regarding retirement based on tenure	1
The appointment of a high-class and capable man as secretary to the board of normal regents	1
Plan of enlarging the state board of education with greater control over instruction and finances of the state teachers colleges	1
II. Factors that might decrease stability of tenure	
Placing of political appointees in business office	1
A state policy of withholding salary increments	1
The governor, thru the budget director, has exercised more direct control over salary increments and over appointments to vacancies during the depression years	1

*A Description of a State in Which Great Instability of Tenure of
Administration and Faculty Exist*

The presidents of the teachers colleges in the state that has had the greatest instability are appointed by the state board of education. This board is not one of the smallest boards, neither is it one of the largest. The term of office is not specified in this state. Five colleges in the state are represented in this study. The average length of service of the presidents in the five colleges is 5.5 years, 4 years, 3 years, 4 years, and 5 years. Thirty-three presidents have terminated service since 1900, with an average length of service of 4.1 years. One college president states the reason for instability as "custom of changing presidents with changes in administration of state government." One report from that state indicates that a particular governor caused the schools to be political footballs during his administration. On examining the instability during other governors' terms since 1900, it is found that the instability was equally great during others. It seems to be the thing to do to change presidents at each new state election.

The faculty members in the state are more stable than the presidents. There were, however, 17 or 19 faculty members in the 5 colleges dropped for "inefficiency" or for "political reasons" during the year 1935. In one school 10 or 12 faculty members that were appointees of the former governor were dismissed for alleged inefficiency that year. There have been 19 presidents in the 5 colleges that have been asked to resign since 1907.

The state superintendent of schools, a political appointee, is a member of the state board of education. The state superintendent is elected by the people. The board of education elects the faculty in this state. In this state, the board membership, being political in a part of its membership, is probably one large factor in the instability of college presidents and faculty members. Eight presidents have been asked to resign for political reasons since 1926. This is twice the number for any other state included in this study and 40 percent of the total number of dismissals in 39 states. One large factor affecting the length of service of administration and faculty is suggested by present presidents—the custom of changing presidents with the change in other political offices. Public opinion regards the position as a "job" to be passed around.

Conclusions

1. Presidents of colleges are more insecure than are faculty members.
2. The average term of office for presidents is 12.2 years.
3. Twenty percent of presidents terminating service since 1900 were asked to resign.
4. Eleven and five-tenths percent of faculty members who terminated service were asked to resign or were dropped.
5. Only 10, or 5 percent, of the 2126 faculty members have lost their positions for purely "political" reasons, according to the presidents.
6. Most of the instability for presidents and faculty has been located in a small number of states.
7. The state that has shown the most instability for the presidents has also dropped more faculty members for political reasons than has any other state.
8. Practices making for stability suggested in the first study that were found in this second study are:
 - a. A large number of members on the governing board
 - b. Expiration of terms of office of board members at different times
 - c. An educator, such as a commissioner of education, who is responsible for nomination of presidents
 - d. No political appointee, such as governor, having too much power in appointing faculty and presidents
 - e. "A board of trustees for teachers colleges" or "the commissioner of education with approval of the state board of education" responsible for the selection of presidents of colleges

- f. The term of office of board members should be indeterminate and should not be terminated at the end of the governor's period.
9. Public opinion must be changed to the idea that college presidents and faculty members are not political appointees but should serve as long as they are efficient.

REPORT OF THE ACCREDITING COMMITTEE

The Committee on Accrediting takes pleasure in presenting for your approval a summary report of its activities during the year closing at this time. It has been a genuine pleasure to serve on this committee for the past five years. This has been a period of growth and outstanding achievement within the various institutions. Each year has brought additional satisfaction to the Committee as it has observed pronounced and continual progress in all phases of the work.

In its efforts to interpret, apply, and enforce the standards of the Association the Committee has constantly endeavored to render what it conceived to be justice and fairness to all concerned.

In the performance of its duties the Committee has held two sessions of two days each during the year—one in Washington, D. C., on January 2 and 3, and the other on Wednesday and Thursday immediately preceding this meeting. During these sessions the various annual reports were checked, hearings were conducted, reports of inspections were reviewed, new procedures were evaluated, and new policies were formulated.

In the Committee's report last year emphasis was placed upon the need for gradual refinement of the standards to the end that they may become more qualitative in nature, also, that the association look forward to having requirements dealing with selective admission of students to the teaching profession, personnel service, and with the physical plants, so that there may be a direct relationship between the facilities of the college and its functions.

During the year the Committee collected information on the item of selective admission which will be used as a basis for further thinking and recommendation in the endeavor to improve the quality of teachers entering the profession. Again the Committee calls your attention to the matter of periodic inspection as the surest means of giving a truer picture of an institution than can possibly be had by the mere use of a yardstick largely quantitative in nature.

Your Committee recommends that Standard VI—Student Teaching—be rewritten. It is the most difficult of all the standards to interpret and apply. There are wider ranges of practice in this standard than any other. This is true whether reference is made to the amount of practice, the quality of practice, the cost of operation, or the nature and amount of supervision given. This recommendation is not made with the view to uniformity, but to the guarantee of better procedures and more efficient services. We say that the training school and student teaching are the peculiar contributions of the teachers college. But our practices in a large percent of the member institutions are of such nature as to raise some significant questions.

Before presenting the statistical data of this report, and speaking for the Accrediting Committee, we wish to give credit where credit is due for the phenomenal progress which has been made by the association. Unless one has served on this committee, and especially as chairman, he cannot begin to understand the enormous amount of efficient work done by our genial executive secretary and his tireless, efficient assistant, Ethel Mattison. The association is most fortunate in having this excellent service rendered by our secretary and his assistant. The Accrediting Committee feels that we owe it to these people to voice our admiration and extend our gratitude to them for splendid services which they render.

Statistical Report

1. The total membership of the association is 186. Of these, 156 are accredited and 30 hold the non-credit status.

2. *Inspection and accreditation*—During the year your committee has inspected seven institutions—one was a new institution and six were reinspections. Two of the institutions, which were on the non-credit list, were reinspected, approved, and placed on the accredited list. They are:

- (1) Appalachian State Teachers College, Boone, N. C.
- (2) Sisters College, Cleveland

Two others were reinspected, their conditions removed, and continued on the accredited list. They are:

- (1) College of Education, Southwestern Louisiana Institute
- (2) Chicago Teachers College

3. *Withdrawals*—During the year we have had five withdrawals, or resignations, from the association. Of these, two were on the accredited list and three held the non-credit status.

Besides these, six institutions have failed to pay their membership fees. Of these, one was an accredited institution and five were on the non-credit list.

4. *Warnings*—Of the 156 institutions on the accredited list of this association, 35 do not fully meet all the standards and, under the regulations of the association, they are to be warned and given an opportunity to correct the deficiency before they can be dropped from the accredited list. These institutions will be notified of such deficiencies soon after the adjournment of this session. The deficiencies on eight of the institutions are of such serious nature as to require reinspection.

The deficiencies are distributed as follows:

1. Standard IV—Faculty Preparation	7
2. Standard V—Teaching Load	6
3. Standard VI—Student Teaching	11
4. Standard VIII—Health Service	18
5. Standard IX—Library	1
Total deficiencies.....	43

Respectfully submitted,

CHARLES C. SHERROD, *Chairman*

GEORGE A. SELKE

ALONZO F. MYERS

C. H. FISHER

G. W. DIEMER

REPORT OF STUDY ON COSTS OF STUDENT-TEACHING FOR
THE YEAR, 1936-37

ALONZO F. MYERS, PROFESSOR OF EDUCATION, SCHOOL OF EDUCATION,
NEW YORK UNIVERSITY, NEW YORK, N. Y.

For the Committee on Accrediting

At the meeting of the Accrediting Committee of the American Association of Teachers Colleges in New Orleans in February 1937, it was agreed that the standard relating to student-teaching was in need of improvement. It was agreed that more information was needed relative to the conduct of student-teaching in accredited institutions than was available to the Accrediting Committee thru the annual reports of institutions. More specifically, additional information was desired relative to the costs of student-teaching. Consequently, it was agreed that a questionnaire should be sent to accredited institutions relative to costs of student-teaching and other pertinent items. The data collected relate to the school year 1936-37.

Questionnaire returns were received from 138 accredited institutions. Returns from municipal teachers colleges were not included in the report owing to the fact their costs for student-teaching were not readily separated from regular public school costs. Several other returns were not included because the information which was

supplied was insufficient for useful tabulation. The report which follows is based upon questionnaire returns from 127 institutions.

In analyzing the returns, and in the preparation of the report, institutions were classified into three groups: (a) institutions having off-campus facilities only for student-teaching (no campus school); (b) institutions having a campus school only; and (c) institutions having both a campus laboratory school and off-campus facilities for student-teaching. Studies of cost and of other pertinent information were made on the basis of this classification.

Certain inaccuracies are present in the data, the most common of which are occasioned by variability in bookkeeping practices among the member institutions. For example, a few of the institutions were unable to report the total cost of operation and maintenance of their campus laboratory schools owing to the fact that certain important cost items, such as heat, light, and janitorial services are not charged to individual buildings. In such cases, we included under the total cost item only those cost items which the institutions were able to report. In spite of the presence in the data of several such inaccuracies, however, it is the belief of the writer that the conclusions drawn from the data are defensible, and that the summarizing statements are valid.

Of the 127 institutions included in the study, 20 had off-campus laboratory school facilities only (no campus school), 33 had a campus laboratory school only (no off-campus facilities), and 74 had both a campus school and off-campus facilities. The institutions having no campus laboratory school were on the average the smallest of the three groups. The average enrolment of the twenty institutions in this group was 634. The range was 270 to 1388. The group having a campus school only was second in enrolment. The average enrolment in these thirty-three institutions was 869. The range was 387 to 1784. The third group, having both campus and off-campus facilities, was the largest. The average enrolment in these seventy-four institutions was 972. The range was from 211 to 3278.

In certain cases the percent of total budget devoted to the student-teaching program was not included. In one it was because information was lacking. In others it was because the institutions concerned did not devote their chief attention to preparation of teachers, and, therefore, the inclusion of this item would not be meaningful.

One of the most significant items revealed by the study is the fact that so large a number of the teacher-preparing institutions, 74 of 127, have both a campus laboratory school and off-campus facilities for student teaching. Altho the writer does not have information relative to the situation which existed in respect to this matter ten or twenty years ago, it is his opinion that the number of teacher-preparing institutions which are provided with both campus and off-campus facilities has increased considerably in recent years.

The comparison of costs of the laboratory school programs and of percent of total budget devoted to this aspect of the work among the institutions in the three classifications is interesting and revealing. Those institutions having no campus laboratory schools spent the least, on the average, upon their student-teaching programs. The median expenditure per student teacher was \$79.75. Q^1 was \$44.75. Q^3 was \$112.25. The range was \$18.75 to \$189.55. The median percent of total budget devoted to the student-teaching program in the institutions having no campus laboratory school was 9.25. Q^1 was 6.67. Q^3 was 12.43. The range was 3.65 to 15.29.

Institutions having a campus laboratory school, and with no off-campus facilities, or practically none, spent more than twice as much upon their student-teaching facilities, on the average, as did those which had no campus laboratory school. In these institutions the median expenditure per student teacher was \$177.25. Q^1 was \$123.58. Q^3 was \$232.25. The range was \$77.00 to \$472.50. The median percent of total budget devoted to the laboratory school program also was greater in these institutions than in those having no campus school. The median was 12.5. Q^1 was 9.76. Q^3 was 16.5. The range was 4.57 to 24.18. The median cost per pupil enrolled in the campus laboratory schools of these institutions was \$81.88. Q^1 was \$61.93. Q^3 was \$101.83. The range was \$35.70 to \$165.11.

In these institutions having no off-campus facilities the median number of pupils enrolled in the campus school for each student teacher was 2. Q^1 was 1.55. Q^3 was 2.85. The range was .63 to 4.81. In these institutions the number of students enrolled in the college for each pupil enrolled in the campus school was 2.3. Q^1 was 1.5. Q^3 was 3. The range was .84 to 5.

As might be anticipated, those institutions which were provided with both a campus school and off-campus student-teaching facilities spent more for their student-teaching programs than did those in either of the other two classifications. In these institutions the median cost of the student-teaching program for each student teacher was \$198.50. Q^1 was \$134.75. Q^3 was \$249.75. The range was \$74.08 to \$450.00. In these institutions the median percent of the total budget devoted to the student-teaching program was 17.3. Q^1 was 10.6. Q^3 was 22.5. The range was 4.43 to 38.3.

These institutions spent more per pupil enrolled for operation and maintenance of their campus laboratory schools than did those having no off-campus facilities. Their median expenditure per pupil enrolled was \$115.50. Q^1 was \$95.06. Q^3 was \$140.37. The range was \$39.14 to \$215.76.

Perhaps the most startling item revealed by this study is the extreme variability which exists among the teacher-preparing institutions with reference to the amount which they spend for their student-teaching programs. The range of costs per student teacher is from \$18.75 to \$472.50. The range of percent of total budget devoted to the student-teaching program is from 3.65 to 38.3. The range of cost per pupil for operation and maintenance of the campus laboratory school is from \$35.70 to \$215.76. These differences are so startling that they can have no satisfactory justification. They indicate clearly the need for an intensive study of all phases of the laboratory school programs in the teacher-preparing institutions with a view to the development of a meaningful, qualitative standard for this most important aspect of the teacher-education program.

A majority of the institutions having no campus laboratory schools are to be criticized for investing too little in their student-teaching programs. For example, one state normal school which had 168 student teachers and no campus school utilized 10 off-campus classrooms. Its total expenditure for subsidies to the teachers in these classrooms, and for supervision, amounted to \$3150. If this institution had invested in its student-teaching program as much as the median expenditure among institutions having no campus school, it would have spent \$13,400 for its student-teaching program.

On the other hand, certain institutions having no campus schools provide excellent facilities and programs of observation, participation, and student teaching. Two examples of such institutions are the New Haven State Teachers College and the State Teachers College at Dillon, Montana. The New Haven institution has three good city elementary schools employing 42 teachers under its complete control. There were 166 student teachers. The cost to the teachers college for the salaries of these teachers, which was in addition to the regular salary scale paid by the city, was \$15,321. In addition to this amount, the teachers college spent \$3206 for supervision in these schools, exclusive of part-time services of special subject supervisors. It also spent \$900 for supplies and equipment, in addition to that supplied by the New Haven Board of Education. The New Haven institution devoted 13.5 percent of its total budget to its student-teaching program.

An arrangement similar to that at New Haven exists at the State Teachers College located in Dillon, Montana, except that in this case the entire town school system constitutes the student-teaching facilities of the teachers college. There were 44 off-campus classrooms and 124 student teachers. The teachers college spent \$6430 in supplemental salaries to the teachers. It spent \$7570 for supervision, and \$75 for supplies and equipment. This institution invested 14.18 percent of its total budget for its student-teaching program. It is the belief of the writer that both the New Haven and the Dillon institutions provide much better laboratory school facilities

and experiences than do a majority of the institutions which have a campus laboratory school only.

A majority of the institutions which have a campus laboratory school only are to be criticized for having too few pupils in relation to the number of student teachers and in relation to the total enrolments of the colleges. In these institutions it must be borne in mind that the campus school must serve not only for student teaching but also for demonstration, observation, participation, and experimentation. A majority of these institutions indicated that all of these activities were carried on; yet, on the average, there were only two pupils in the campus school for each student teacher.

In general, the institutions having both a campus school and off-campus facilities for student teaching have the most favorable situation. Many of these institutions, however, are investing too little in their off-campus student-teaching programs. For example, one-fourth of these institutions made no payment for salaries of the teachers in the off-campus classrooms. Approximately one-sixth made no expenditure for supervision in the off-campus classrooms. One institution stated that it spent nothing for its off-campus student-teaching program. Still others spent only a negligible amount.

One of the most serious situations revealed by the study is the extent to which the institutions having a campus school relieved the community of its responsibility for paying the cost of the education of its children. It is this fact which accounts, in large part, for the large percent of their total budgets which these institutions devote to their student-teaching programs. Of course, they are not actually using their money for their student-teaching programs, but rather to give to the community free of charge something for which the community should pay. Many serious abuses grow out of this practice. When the community does not bear the cost of the education of its children in the campus school, this school must necessarily be kept small in order that the cost to the teachers college may not be excessive. When the teachers college spends its appropriation for the education of the children of the community it usually does not have funds available for financing a good off-campus program. The fact that the teachers colleges pay the entire cost of the operation and maintenance of the campus schools accounts for the fact that these schools are so inadequately supported. One finds it impossible to justify a situation in which some of the campus laboratory schools are operated at a cost of less than \$50 per pupil per year, and in which one-half of these schools are operated at a cost no greater than that necessary for the operation and maintenance of a good public school, with no allowance at all for costs properly chargeable to the distinctive activities of the school as a laboratory school, demonstration, observation, participation, student teaching, and experimentation.

Of the 107 institutions having a campus school, 74 received nothing from the local schoolboards toward the cost of education of the children. Receipts from tuition were nothing at all or negligible in all but 13 of the 107 institutions which had campus schools.

Recommendations

1. It is recommended that the American Association of Teachers Colleges should investigate further this whole problem of facilities for student teaching, or that it should interest some other agency in financing such an investigation. It is obvious that our present standard relating to this matter is almost meaningless.

2. Tentatively, it is the judgment of the writer that teacher-preparing institutions should spend at least \$100 per student teacher for their student-teaching programs, and that this amount should be exclusive of the normal cost of the education of children in those situations in which the local community does not bear the cost of the education of its children who are being educated in the campus school.

3. It is recommended that all institutions be expected to provide off-campus facilities for student teaching. Possible exemption from this requirement might be granted in cases of those institutions which have four times as many pupils as student teachers, or as many pupils as students enrolled in the college. The method of calculation to be employed should be the one which would yield the larger number of pupils.

4. It is recommended that all institutions be expected to have a campus laboratory school, or a school under the complete control of the institution, and sufficiently accessible to be usable for demonstration, observation, and participation purposes.

5. A subject which greatly needs further study relates to the number of hours which should be devoted to actual teaching by the student teacher and to the experiences which should be included in student teaching. The institutions having no campus school reported that the median number of hours of actual teaching was 77. Q^1 was 46. Q^3 was 90. The range was from 40 to 108. The institutions having no off-campus facilities reported that the median was 72. Q^1 was 46. Q^3 was 87. The range was from 27 to 135. The institutions having both a campus school and off-campus facilities reported that the median was 90. Q^1 was 65. Q^3 was 125. The range was from 30 to 330.

There is some evidence in these figures to support the belief that institutions in the first and second classifications have found it necessary to restrict the student-teaching experience because of lack of facilities. Expert opinion on the subject generally favors a greater time allotment to student teaching and a much greater variety of student-teaching experiences than is at present generally provided. This matter is too important to permit it to continue to be neglected merely because the teacher-preparing institutions have failed to provide adequate facilities to make possible the amount and the variety of student-teaching experiences which should be provided for the prospective teacher.

REPORT OF THE SECRETARY

CHARLES W. HUNT

The work of the office of the secretary-treasurer becomes more varied each year. At the present time it carries on the following activities:

1. It arranges the details for the annual meeting. The program of the meeting is made by the president.
2. It edits, prints, and distributes the yearbook.
3. It serves as a center for distributing information about the institutions. This service is increasing.
4. It collects the annual dues and pays all bills.
5. It serves as a liaison agency for the committees of the association.

The form for the institutional report to the Accrediting Committee is planned; the data on these reports are analyzed and reported to the association; inspections are arranged; meetings of the Committee are planned.

The secretary is asked to serve as a liaison officer between committees of the association and with other associations and commissions. This work is increasing and constitutes a difficult problem for the secretary to meet. If the association is to meet its obligations it seems necessary for it to carry its community responsibilities. There is a constant effort in this office to distribute the responsibilities among the membership of the association.

The steady expansion of the work of the secretary's office has increased the cost and raises problems of organization and value which should have the attention of the executive officers and indeed all members of the association.

The secretary cooperated with the Carnegie Corporation in the program for improving the library service in teachers colleges. Appropriations totaling \$180,000 were made early in 1939 to twenty-nine institutions to be spent over a period of three years. Because of the special need in this field, additional data have been collected and reported in regard to the present conditions of library service in the teachers college. More should be available.

The detailed work in organizing the data from the institutional reports has been done this year by Charles H. Brush, a graduate of the State Teachers College at Montclair, N. J. The interpretation of the pattern maps which follows was prepared by him with the secretary.

Interpreting the Institutional Pattern Map¹

One hundred and fifty institutions on the accredited list have been furnished two profile charts of their individual institutions. It is the purpose of these charts to present (a) the percentile standing of the individual teachers college in each of a number of items, and (b) a picture of the general percentile standing of an institution. The first of these two charts is comparable with those furnished in previous years where the per student computations are based on figures for "total enrolment." The second chart is almost the same except that the per student computations are based on figures for "average enrolment." Both charts differ from those of previous years in one respect. The profile was changed from a broken line graph to a chart of vertical bars.

These vertical bars represent the distance from zero to 100 percent; they are cut by horizontal lines at the tenth, twenty-fifth, fiftieth, seventy-fifth, and ninetieth percentiles. Each of these bars represents the range of the 150 institutions in eleven items of the standards which can be treated statistically.

The items used in this statistical study are only a beginning in this field; they may be refined and extended to give a more complete picture of an institution. An example of this growth may be seen in the library study. In 1937 the single item "expenditure for library books and periodicals per student" was used; in this year's chart three items were used: (a) expenditure for library books and periodicals, (b) ratio of the total library budget to the total college budget, and (c) ranking of college libraries according to the number of volumes.

The standings of two institutions are shown in the profile chart reproduced below. The institution represented by the solid line stands relatively high, that represented by the broken line stands relatively low.

The first important fact that appears is that no institution was uniformly high or low in all items. However, the general institutional tone is readily apparent in this comparative chart. The teachers college listed as "high" has nine items out of eleven above the seventy-fifth percentile and five of those nine lie above the ninetieth percentile; the institution listed as "low" has only four items above the seventy-fifth percentile and only one above the ninetieth percentile, while seven out of eleven items lie below the twenty-fifth percentile and six of those seven lie below the tenth percentile.

Thus from the profile charts the *general* standing of an institution may be read directly. The individual items should be readily understandable once the data upon which they are based and the method of computing them are explained.

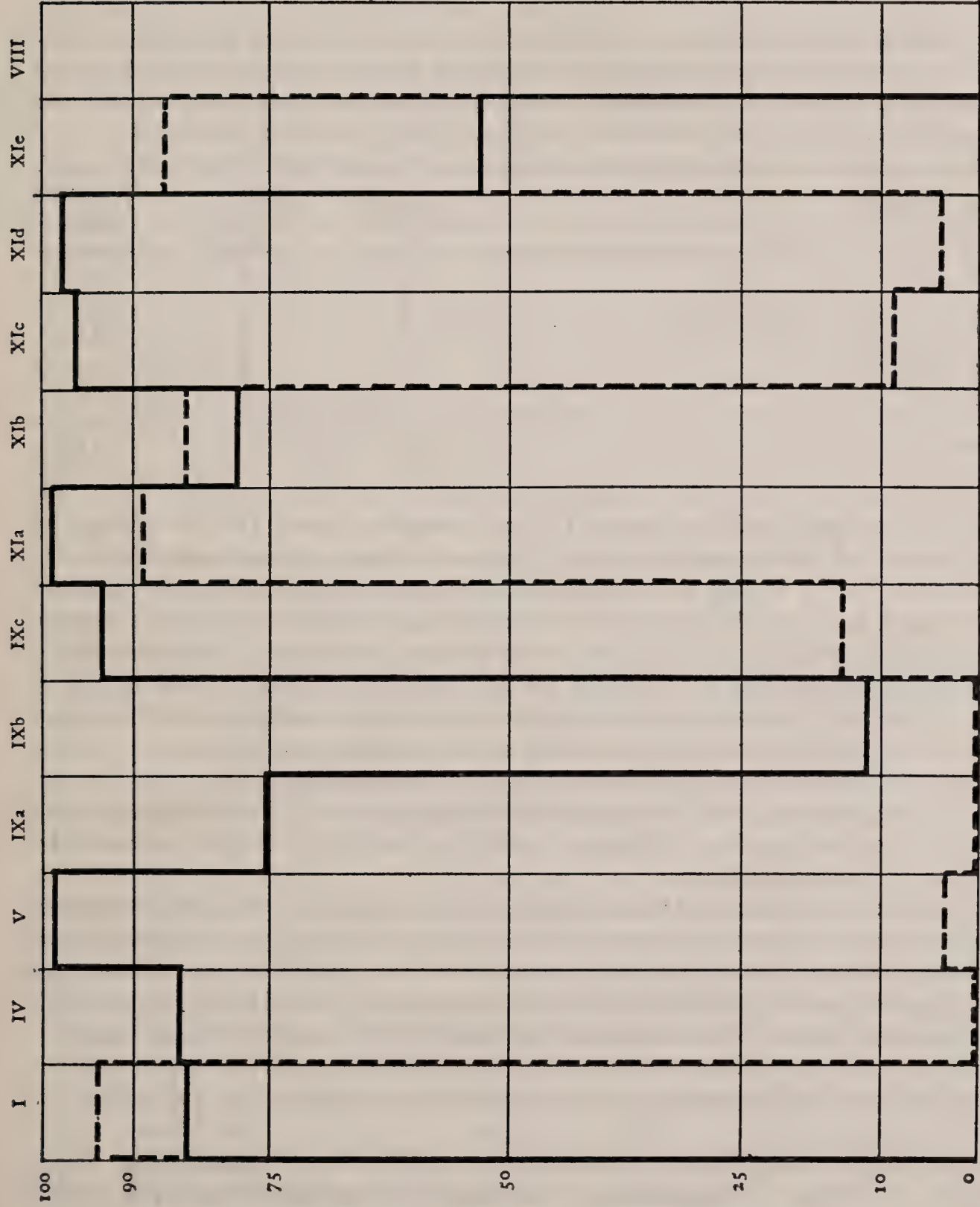
Item I² has been termed the "holding power" of the institution. The enrolment in the final year was divided by the enrolment of the same class during its freshman year. For example, the school listed as "high" in the accompanying chart is a four-year school. Therefore, the number in the fourth year in 1938 (128) was divided by the number in the first-year class in 1934 (172) giving 74.42 percent and falling in the 85.3 percentile.

An important question arises in connection with item I when the percent derived is greater than 100. Should an institution be given a high rank in "holding power" when a given class is considerably larger in its fourth year than it was during its first year? Where this situation exists a lack of selection after admission is implied. This was disregarded this year, because it was considered a temporary situation existing in a very few schools in which some extraordinary occurrence, such as a change from a three- to four-year curriculum, had recently occurred.

A second question respecting the validity of this item arises from the fact that the membership of the fourth-year class undoubtedly includes students who did not enter in the first-year class. There is no way of determining this from the available data.

¹ The term "institutional pattern map" is from *Principles of Accrediting Higher Institutions* by Zook and Haggerty.

² The numbers of the items refer to the number of the standard to which they apply.



PERCENTILE STANDINGS, 1937-1938

NOTE: Items III and Vb of last year's percentile chart have been omitted.

——High Institution

----Low Institution

I Ratio of the number of the entering class of 1934 to the number in the fourth year in 1937-1938. In the case of three-year schools the entering class of 1935 was used, and for two-year schools 1936 was used.

IV Weighted score for faculty preparation.

V Average number of teaching periods per week.

VIII Percent of following health facilities available: provision for medical examination, medical examination each year, some provision for hospitalization, doctor and/or nurse, and health courses required of all college students.

IXa Expenditure for library books and periodicals per student.

IXb Comparison of total library budget and total college budget.

IXc Total number of books.

XIa Income from student fees per student.

XIb Expenditure for personal service, maintenance and operation per student.

XIc Loan funds available per student.

XId Loans and scholarships granted per student.

XIe Federal work grants per student.

NOTE — Item VIII has been omitted because two-thirds of the schools list all six of the above enumerated health services.

The percents obtained in item I are not directly comparable with those of previous years because the basic data employed in the computations was changed. Before this year, the percent was obtained by taking the figures for a given year, such as 1937, and dividing the number in the fourth-year class by the number in the first-year class.

Item IV is a comparison of the average preparation of the faculty of the 150 institutions. This weighting was carried out by taking the faculty analysis according to earned degrees of each institution from its annual report. The number holding each degree was then multiplied by a given weight according to the following table.

Preparation	Weight
Doctor's degree	7
Sixty hours graduate study	6
Master's degree	5
Bachelor's degree	4
No degree	2

As an example take the hypothetical case of an institution having ten faculty members; three of these members hold earned doctor's degrees, one has sixty hours of graduate credit beyond the bachelor's degree, five hold master's degrees, and one holds no degree. This faculty would be weighted in the following manner:

Degree	Frequency	Weight	Weighted score
Doctor's degree	3	7	21
Sixty hours of graduate credit.....	1	6	6
Master's degree	5	5	25
Bachelor's degree	0	4	0
No degree	1	2	2
Total	10	=	54

To find the average weighted score, the total weighted score (54) is divided by the total number of faculty members (10). This institution has, therefore, an average weighted score for its faculty preparation of 5.4. It meets the standards of the association because less than 15 percent of its faculty has less than a master's degree.

This system of weighting is applied to the college faculty and to the faculty of the training school in those cases where the salary of the training school faculty is paid by the college. The weighting is applied to both full- and part-time members of the instructional staff and the president of the college, but it does not include members of the nonteaching administrative and business staff.

Item V is the average teaching load of the college teachers. The average is found by dividing the total number of classes (including extension) taught per week by the number of college teachers.

Item IXa, the expenditure for library books and periodicals per student, is obtained by dividing the annual expenditure for those items by the total number of students in the school. In some instances this derived amount was relatively low. To supplement this figure a second study of the library compares the total library budget with the total college budget for educational purposes. This was done in an effort to determine whether the budget of the college restricted this expenditure, or whether the relative size of the expenditure was a matter of administrative policy. This is item IXb.

One other study of the library was made in item IXc. This was a ranking of the institutions according to the number of volumes in the college libraries. Training school libraries were omitted because it was not possible to evaluate them.

All subdivisions of item XI are based upon computations using the figure in the annual report of total enrolment.

In the tabulation of data for the statistical study the interpretation of the answers on many annual reports was difficult. It is difficult to word any questionnaire so that it will fit the organization of all phases of all the institutions reporting.

The first question of this type occurred in connection with the report on "Enrolment." The item total enrolment should have included the total number of full-time students enrolled in the academic year 1937-38. For example, an institution might have an enrolment of 150 in the first semester, and 175 in the second semester, 150 of the enrolment of the second semester being the same 150 who were enrolled in the first semester. Therefore, the *total* enrolment is 175. The average enrolment for this institution is the sum of the enrolments for each term divided by the number of terms and is 162.5.

The figures for enrolment for years one to four should include only full-time students in the regular academic year. The term "graduate students" applies only to those institutions which offer work for graduate credit; postgraduate or special students working for certification should not be included under this heading.

In item IX a difficulty in interpretation arose because the questions were not answered. Where the *number* of duplicates was asked for, many institutions answered in percent; or the number of volumes in the training school and college libraries were not separated. The arbitrary assignments which are necessary in these cases cause statistical errors which are unnecessary. The answer to the question on the training of the library staff should have listed the training by individuals, giving the academic degrees held and the professional library training *if* it was not represented by one of the degrees.

Under item XI, considerable difficulty arose because different institutions made different breakdowns of their financial statements, and many found it difficult to analyze them to fit the questionnaire. This situation will probably be remedied when the Teachers College Manual of Accounting Procedure, which is now being prepared under the direction of the American Association of Teachers Colleges and the Financial Advisory Service of the American Council on Education, is finished and is generally accepted. Two items need additional explanation. Income from student fees should be interpreted to mean income from tuition which is available to the college for operating expenses. Section 5, total loan funds available to students, should be interpreted to mean the capital of all loan funds.

Aside from the specific points which have been mentioned as involving difficulty of interpretation, a more general difficulty arises in connection with those studies of "per student" income, expenditures, etc. Many of the institutions reporting have junior college or other nonprofessional departments. Unless these institutions break up their administrative and financial structures into teachers college and nonteachers college, they should furnish figures of total college enrolment so that their figures will be comparable with those institutions which are purely professional schools.

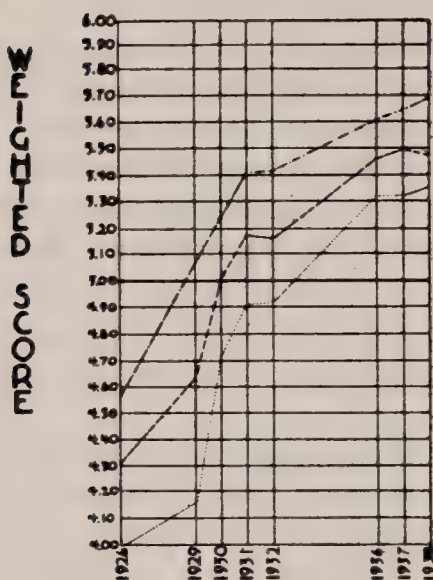
This is the eleventh year for which statistical data is available, and the improvement in the majority of reporting institutions has been accompanied by a raising of the minimum standards. It has also been accompanied by a refining and extension of the statistical study of these institutions. The danger of judging an institution on a small number of statistical studies, some of which are questionable by themselves, is evident. Many important administrative policies may be neglected to the detriment of the general picture of an institution, and weak spots may be given undue emphasis. A picture of one phase of administrative policy is the study of the library. This shows the relative standing of an institution in the expenditure per student for library books and periodicals, the ratio of the library budget to the total college budget, and the relative standing of the number of volumes in the library. Unfortunately, other sections of the pattern map are not so complete.

With the improvement in accounting and reporting the pattern map may become more refined and more comprehensive; it can give an increasingly better and more

complete picture of each institution. This will be important for accrediting but much more so in determining institutional and state policy.

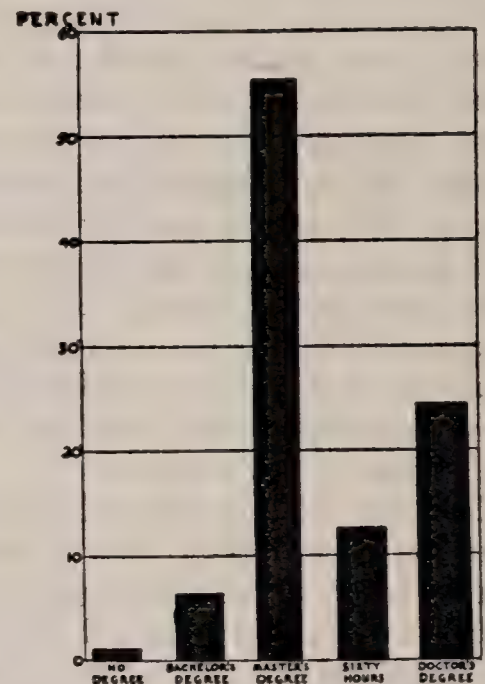
The secretary again includes in his report the graphs showing trends in relation to faculty preparation, student load, expenditures for the library, and the number of students graduated at different levels from the teachers colleges.

The charts on faculty preparation indicate that for the first time since 1926 the median faculty preparation was slightly less than the previous year. It is worth noting, however, that both at the 25 percentile and the 75 percentile the level of preparation is still rising. We present this year for the first time the percents of the various levels in 150 institutions. To many it will be surprising that nearly one-quarter of the total faculties have the doctor's degree, and that two-fifths of the faculties have sixty hours or more of graduate training.



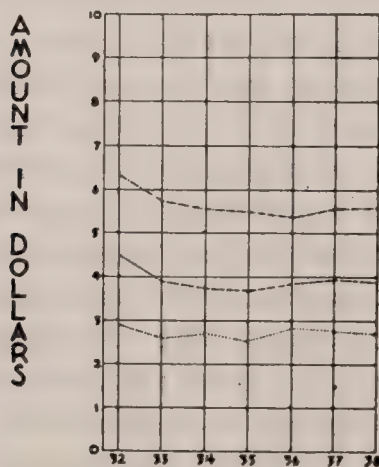
Faculty Preparation

— Minimum Requirement	Values Given to Degrees
--- 75th Percentiles	Doctors 7 Masters 5
... Medians	60 Hours Bachelors 4
- - - 25th Percentiles	Grad Study 6 No Degree 2

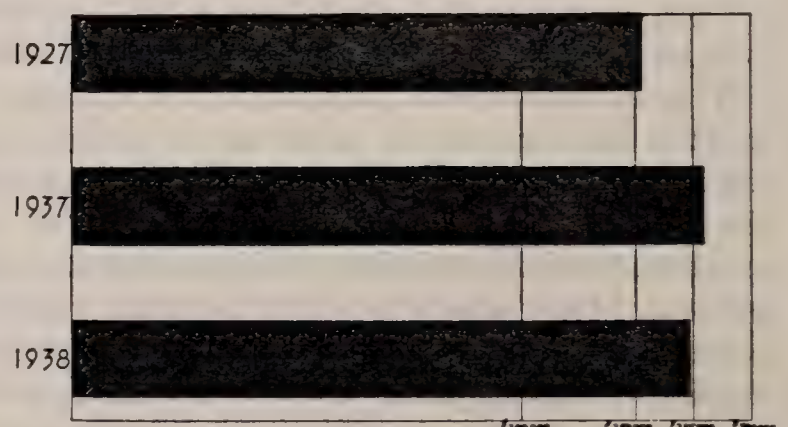


Preparation of Faculty
1938 1939
150 Institutions 8568 Instructors

The expenditures for library books and periodicals per student since 1932, as shown in the graph, indicates a major problem for the institutions in our association. Over 25 percent of our institutions spend less than \$3 per student, over 50 percent



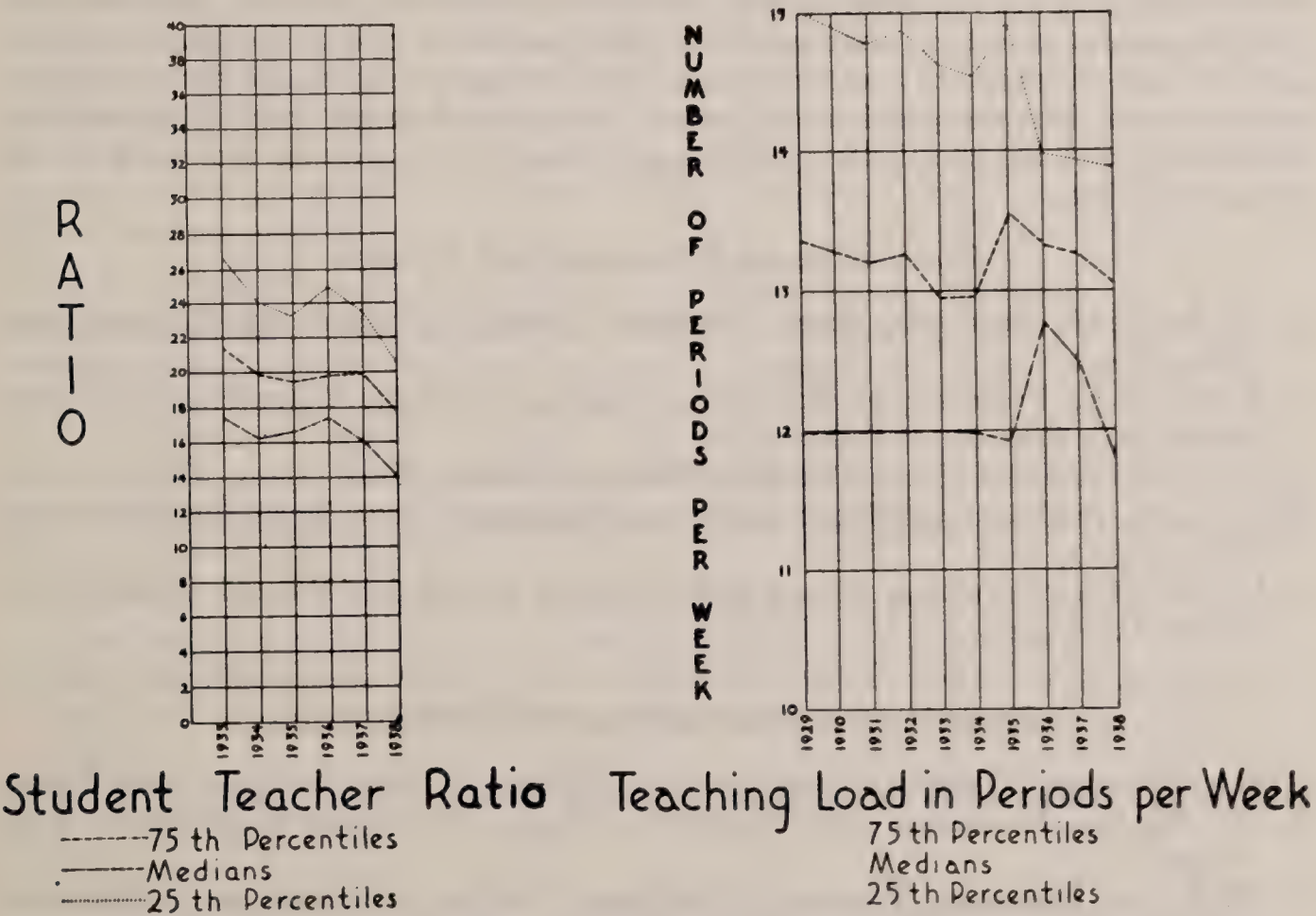
Expenditure in Library Books and Periodicals, per Student
— 75th Percentiles
... Medians
- - - 25th Percentiles



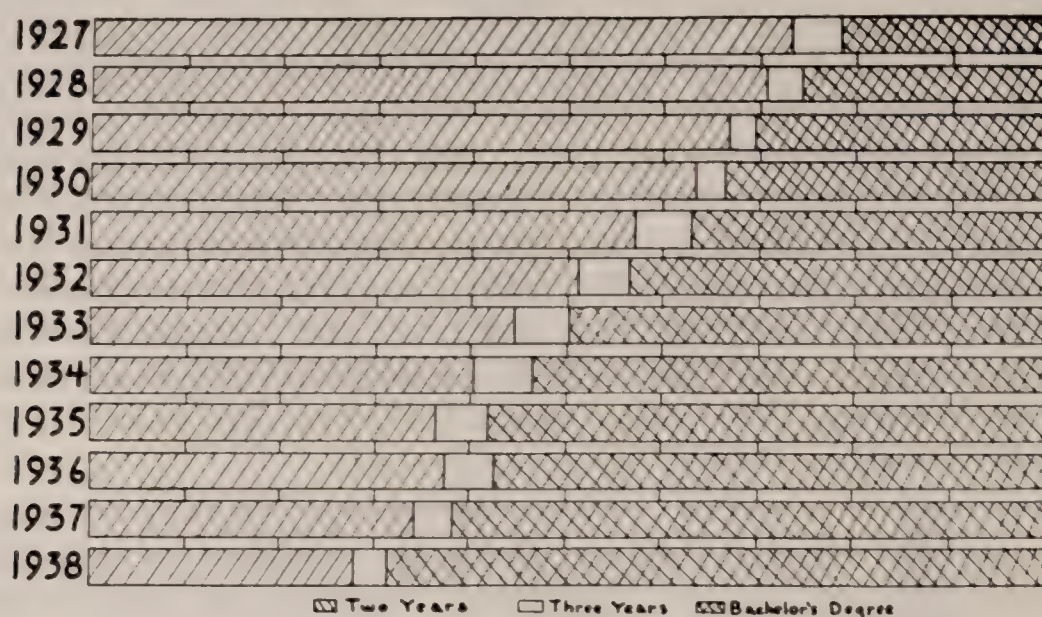
Expenditure for Library Books and Periodicals
66 Schools Accredited in 1927

less than \$4 per student, for library books and periodicals. This is not enough and the amount is decreased slightly over the previous year. The comparison of total expenditures for sixty-six schools since 1927 indicates that this problem has not received as much attention from our executives, faculties, and appropriating bodies as it deserves to have. The changes which have taken place within our institutions and the demands for wider understanding should be accompanied by a development of the library and of the student experiences that center in it. Change in methods of teaching and learning in our better institutions is more revolutionary than is generally recognized. It seems fair to expect that very significant changes will come about in our institutions as a result of the stimulation provided by the Carnegie Corporation grant in the institutions to which it was given and eventually in all our institutions. The institutions chosen have a definite responsibility for experimentation in the use of the library and in reporting generally the practices which are found most satisfactory in connection with the use of the libraries.

The ratio of students to teachers and the teaching load measured in other ways is a definite measure of the opportunity to do for the individual what is necessary in the preparation of good teachers. The trends shown in the graphs for student-teacher ratio and teaching load in periods per week indicate a gradual improvement. It is significant, however, that the median student-teacher ratio is still about twice that of the best private institutions. The teachers college, as a public institution, is called upon to carry in varying degree in different parts of the country the responsibility for general education. It seems clear that the education of teachers has, in consequence, paid a heavy penalty in quality. Pressure to provide general education to students in the area close to the institution at a low cost has caused severe problems of administration in many institutions.



five years our teachers colleges will not graduate any persons into the teaching profession with less than four years of education.



Graduates From 107 Teachers' Colleges

The secretary wishes to record his belief that the committee work of the association has been increasingly significant. The demands upon the executives who serve on these committees are sometimes heavy. It is to be remarked, however, that the committee members give their time willingly and that this is one of the better ways of securing self-training for our executives. The secretary is grateful for the opportunity to enter into the problems of teacher education thru his association with the institutions, and again solicits specific suggestions for improving the work of the secretary's office.

Committee on Standards and Surveys

- A. L. Rowland, President, State Teachers College, Shippensburg, Pennsylvania. *Five Years.*
 E. S. Evenden, Professor of Education, Teachers College, Columbia University, New York City. *Four Years.*
 R. L. West, President, State Teachers College, Trenton, New Jersey. *Three Years.*
 A. L. Crabb, Professor of Education, George Peabody College, Nashville, Tennessee. *Two Years.*
 R. W. Fairchild, President, Illinois State Normal University, Normal, Illinois. *One Year. Chairman.*

Committee on Accrediting and Classification

- Grady Gammage, President, State Teachers College, Tempe, Arizona. *Five Years.*
 G. W. Diemer, President, State Teachers College, Warrensburg, Missouri. *Four Years.*
 C. H. Fisher, President, Western Washington College of Education, Bellingham, Washington. *Three Years.*
 Alonzo F. Myers, Professor of Education, School of Education, New York University, New York City. *Two Years.*
 George A. Selke, President, State Teachers College, St. Cloud, Minnesota. *One Year. Chairman.*

Delegates to the American Council on Education

J. L. Jarman, President, State Teachers College, Farmville, Virginia. *Three Years.*

M. Ernest Townsend, President, State Teachers College, Newark, New Jersey. *Two Years.*

W. P. Morgan, President, State Teachers College, Macomb, Illinois. *One Year.*

SECRETARY'S MINUTES

Cleveland, Ohio

February 24-25, 1939

The annual meeting was called to order by President Frank W. Thomas in the Assembly Room of the Hotel Hollenden at 9:30 on February 24. The following program was carried out as announced:

General Topic: *The Place of General Education in the Program of Teacher Preparation: How Much, How Organized, and How Related to Professional Elements—A Symposium.*

J. G. Flowers, president, State Teachers College, Lock Haven, Pa.

Roscoe Pulliam, president, Southern Illinois State Normal University, Carbondale, Ill.

Paul V. Sangren, president, Western State Teachers College, Kalamazoo, Mich.

Discussion from the floor, led by Walter H. Ryle, president, Northeast Missouri State Teachers College, Kirksville, Mo.

At the conclusion of the program President Thomas announced the appointment of the following committees:

Resolutions—Dean E. J. Ashbaugh, Oxford, Ohio, chairman; President R. G. Buzzard, Charleston, Ill.; President J. T. Anderson, Wayne, Nebr.; President Leon R. Meadows, Greenville, N. C.; President C. A. Howard, LaGrande, Ore.

Audit—President Grady Gammage, Tempe, Ariz.; President R. W. Swetman, Oswego, N. Y.

Election—President W. W. Parker, Cape Girardeau, Mo.; President Guy H. Wells, Milledgeville, Ga.

President Parker made the report for the Nominating Committee.

President Morgan presented, at the request of the joint committees, a questionnaire covering possible variations in the schedule of meeting, as follows:

Preferential ballot with respect to the sessions of the American Association of Teachers Colleges in its annual meetings

- I. Shall the Association continue with four regular sessions and one joint session as at present? Yes ☐ No ☐
 - a. If "yes" shall more time be provided for general business including the presentation of committee reports and their discussion? Yes ☐ No ☐
- II. Shall the Association provide one additional session annually so as to give more time for committee reports and the general business of the Association? Yes ☐ No ☐
 - a. If "yes" what is your preference for arranging that extra session?

Note:

Indicate your first, second, and third choice of the options given below.

- ☐ 1. Provide that a session be added Thursday evening preceding the beginning of our present plan.
- ☐ 2. Provide that a session be added on Saturday evening following the close of our present plan.
- ☐ 3. Provide if possible that the joint meeting in which the Association now

takes part be held the following week so that our Association may hold an additional session on Saturday afternoon.

- ☐ 4. Provide for the additional session on Monday afternoon of the week following the regular program.

It was voted to include this questionnaire in the election procedure.

The afternoon meeting was called to order by President Thomas at 2:00 P.M. The following program was carried out as announced:

General Topic: *The Responsibility of Institutions for Teacher Education To Prepare Teachers for Their General Professional and Community Responsibilities*

- (a) The Present Situation as Revealed by a Survey

Frank W. Hubbard, associate director, Research Division, National Education Association

- (b) The Teachers College Turns Professional

A. L. Crabb, George Peabody College for Teachers, Nashville, Tenn.

- (c) What Next in Preparation for Community Relationships

F. E. Engleman, president, State Teachers College, New Haven, Conn.

General Discussion, led by George A. Selke, president, State Teachers College, St. Cloud, Minn.

The evening program was held in the ballroom of the Hotel Hollenden. The attendance was 182. This meeting was a special observance of the centennial anniversary of the first publicly-supported institution for the education of teachers in America. The president had invited the school of education of Western Reserve University to provide the music for this occasion.

The songs for the normal school of 1839 were sung in costumes of the period. The program was not only interesting historically, but was entertaining and of high quality. The presentation by the Mount Auburn and Hazeldell Training Schools demonstrated the modern methods with children and indicated the high distinction of the program of music in the Cleveland public schools. The school of education printed a special program, "One Hundred Years in Public School Music," which included program notes indicating the sources of the materials used in the program, with amusing quotations from the early books on music for the schools and the diaries of Cyrus Peirce and Mary Swift.

The address of the evening was given by Payson Smith of the graduate school of education at Harvard University. His title was "A Century of Teacher Education." The address was of such distinction in content and delivery that the Association has ordered a large number of reprints to be furnished to the members.

The morning session on Saturday, February 25, opened at 9:15. This meeting was planned in cooperation with the Teachers College Personnel Association, the president of which, C. F. Malmberg, presided. The program was as follows:

General Topic: *Improved Teacher Personnel*

- (a) Personnel Programs and the National Survey of Teacher Training—Daniel A. Prescott, Rutgers University, New Brunswick, N. J.

- (b) The Cooperative Program of Teachers College Personnel Association—J. D. Heilman, Colorado State College of Education, Greeley, Colo.

- (c) An Evaluation of the Results of the Personnel Work of Teachers Colleges—M. Ernest Townsend, president, State Teachers College, Newark, N. J.

Mr. Prescott did not make a formal address and it is not therefore included.

After the conclusion of the formal program President Thomas took the chair and presided over the business session.

O. P. Dellinger, chairman of the special Committee on Graduate Work, presented its report, which was adopted and the Committee continued.

Frank D. McElroy, chairman of the Committee on Finance Forms, reported that a suggested Manual of Accounting Procedure for Teachers Colleges had been com-

pleted under the direction of Edward V. Miles, Jr., associate professor of economics and business manager of the Southern Illinois State Normal University. This manual has been mimeographed and distributed under the joint auspices of the American Association of Teachers Colleges and the Financial Advisory Service of the American Council on Education. Professor Miles was employed by the committee to do the detail work on the manual. The report was adopted, the Committee continued, and the report referred to the Executive Committee for further action.

President R. W. Fairchild, chairman, reported for the Committee on Standards and Surveys. The report was adopted. President Fairchild introduced Mr. Evenden, who presented the new Standards for Graduate Work in Teachers Colleges. These standards were an outgrowth of an investigation under the direction of Mr. Evenden into the practices and problems of the teachers colleges in this field and reported upon at the meeting in 1938. A further investigation was made during the past year and the results considered by the Committee on Graduate Work and the Committee on Standards. The Standards were adopted.

President C. C. Sherrod, chairman of the Committee on Accrediting, made his report. The report was adopted.

The secretary asked and was granted permission to print his report.

Dean Ashbaugh presented the report of the Resolutions Committee, which was adopted, as follows:

REPORT OF THE RESOLUTIONS COMMITTEE

Having given careful consideration to all topics suggested to us and feeling that it is impossible to pay tribute individually to all persons to whom it is due, the committee decided to leave out all names of living persons and presents herewith its report. Resolved:

1. That the American Association of Teachers Colleges express its appreciation to the officers responsible for this series of programs and to all participants thereon.
2. That we hold in affectionate memory the names and services of our colleagues who have passed on since the last annual meeting:
President G. E. Maxwell, State Teachers College, Winona, Minn., 1904-39
President G. A. McFarland, State Teachers College, Minot, N. Dak., 1922-38
President R. E. Offenhauer, Bowling Green State University, Bowling Green, Ohio, 1937-38
President G. M. Snodgrass, State Teachers College, La Crosse, Wis., 1926-39.
3. That we express to the National Education Association our appreciation for the service of the Research Division during the past year, and respectfully request the continuation of this markedly valuable assistance.
4. That we recommend to the member institutions that they observe in an appropriate manner the centennial of the founding of the first publicly supported teacher-training institution in America.
5. That the American Association of Teachers Colleges commend the federal government for the services of the National Youth Administration during the past year and request the continuance of financial aid to students.
6. That we commend the achievement in certain states in establishing a four-year preservice training period for elementary teachers and the movement in other states toward this same goal.

E. J. ASHBAUGH, *Chairman*
ROBERT G. BUZZARD
J. T. ANDERSON
LEON R. MEADOWS
C. A. HOWARD

President Gammage reported for the Auditing Committee as follows:

REPORT OF THE AUDITING COMMITTEE

We have carefully examined the official audit of the accounts of the Association and find everything accurate and in order. The audit was made by Forest E. Ferguson & Company, certified public accountants of Binghamton, New York.

The income of the Association for the year ending December 31, 1938, was \$10,429.66. The expenses were \$6,850.70, leaving a net income for the year of \$3,578.96.

The net worth of the Association on December 31, 1938, was \$8,712.65, represented by

Cash on Hand in Banks.....	\$7,885.60
Accounts Receivable	431.75
Furniture and Office Equipment.....	450.30
	\$8,767.65
Less—Deferred Income	55.00
Net Worth	\$8,712.65

One section of the report is of particular interest. We submit a brief summary of income and expense for the past several years:

<i>Years</i>	<i>1935</i>	<i>1936</i>	<i>1937</i>	<i>1938</i>
Total income	\$3,929.77	\$5,559.63	\$5,603.18	\$10,429.66
Total expenses	4,282.44	4,452.05	4,416.59	6,850.70

We submit this report together with the recommendation that the accounts and the audit for the year ending December 31, 1938, be approved.

GRADY GAMMAGE
RALPH SWETMAN

The report was adopted.

The secretary called the attention of the association to the change in the constitution which had been proposed the previous year and of which the members had been notified in accordance with the constitution. This change in the constitution was adopted, without discussion, as follows: "That on and after 1942 all member institutions shall meet the Standards of the Association, and that no applicant shall be accepted after 1939 who does not fully meet the Standards of this Association."

The elections committee reported the election of the following officers:

President—Charles C. Sherrod, President, State Teachers College, Johnson City, Tenn.
Vicepresident—Frank D. McElroy, President, State Teachers College, Mankato, Minn.

Member of the Executive Committee, for three years—H. L. Donovan, President, State Teachers College, Richmond, Ky.

The new officers were introduced. President Thomas turned the gavel over to President Sherrod, who replied appropriately, and the meeting adjourned.

On Saturday afternoon the American Association of Teachers Colleges joined the Second Annual Joint Conference on Teacher Education in the United States. The program was planned by Karl W. Bigelow, director of the Commission on Teacher Education of the American Council on Education, as the representative of the co-operating groups. The meeting was held in the ballroom of the Hotel Hollenden which was filled to capacity. The general topic was "Next Steps in Teacher Education." Payson Smith presided, as chairman of the Commission on Teacher Education. The following program was carried out:

Speakers:

Needs and Challenges in Teacher Education

Grayson N. Kefauver, dean, School of Education, Stanford University

Cooperation in the Improvement of Teacher Education

Karl W. Bigelow, director, Commission on Teacher Education, American Council on Education

Symposium:

Mary D. Barnes, eastern regional director, Department of Classroom Teachers, National Education Association

Fred G. Holloway, president, Western Maryland College

Lloyd W. King, state superintendent of public schools, Missouri

Harl R. Douglass, director, Division of Education, University of North Carolina

E. E. Oberholtzer, superintendent of schools, Houston, Texas

H. A. Sprague, president, State Teachers College, Montclair, N. J.

The addresses of Dean Kefauver and Mr. Bigelow are printed in the Eighteenth Yearbook of the association.

Thru the courtesy of W. M. Gregory, director of the Educational Museum in Cleveland, arrangements were made for displaying stereopticon slides furnished by the members of the association in the lobby outside the assembly hall before and after the meetings.

The celebration of the one hundred years of publicly-supported teacher education has received the attention of the committees of the association. During the meeting an exhibition of materials from the State Teachers College at Framingham, the first publicly-supported institution for the education of teachers to be founded in the United States, was held in the lobby and created a great deal of interest. It included original documents and was arranged by Anne Rochefort from the staff of the Framingham State Teachers College.

In connection with the annual meeting, the Accrediting Committee met on February 22 and 23; the Standards Committee on February 23; and the combined committees on February 23.

The Executive Committee met on Saturday evening following the general meetings of the association, to receive the requests of the committees and plan the activities of the association for the following year.

The Standards Committee reported the activities which were planned in connection with the revision of the Standards.

Arrangements were made for a study of personnel, under the chairmanship of President M. Ernest Townsend.

The printing of the Manual of Accounting Procedure for Teachers Colleges in cooperation with the American Council and the arranging of conferences was approved.

A program for the celebration of the one hundredth year of publicly-supported teacher education was approved and President R. L. West accepted the responsibility for carrying out this program, a committee to be appointed.

All these activities received budget support, and indicate the expanding program of the association.

President Albert Lindsay Rowland, State Teachers College, Shippensburg, Pennsylvania, was appointed for five years to the Standards Committee. President R. W. Fairchild was designated as chairman of the Standards Committee.

President Grady Gammage, State Teachers College, Tempe, Arizona, was appointed a member of the Accrediting Committee for five years. President George A. Selke was designated as chairman of the Accrediting Committee.

President J. L. Jarman, State Teachers College, Farmville, Virginia, was appointed to act as a delegate to the American Council on Education.

The following Nominating Committee was appointed:

Zone I. Principal L. R. Gregory, Fredonia, N. Y.; alternate, President H. D. Welte, New Britain, Conn.

- Zone II. President R. M. Steele, California, Pa.; alternate, President E. G. Rohrbough, Glenville, W. Va.
- Zone III. Dean Wm. H. Zeigel, Cleveland, Miss.; alternate President W. H. McConnell, Denton, Texas.
- Zone IV. President Paul V. Sangren, Kalamazoo, Mich.; alternate, President Ralph N. Tirey, Terre Haute, Ind.
- Zone V. President J. T. Anderson, Wayne, Nebr.; alternate, President J. D. Hill, Superior, Wis.
- Zone VI. President C. A. Howard, LaGrande, Ore.; alternate, President H. C. Gossard, Las Vegas, N. Mex.

Charles W. Hunt was reappointed as secretary-treasurer of the association.

LIST OF ACCREDITED INSTITUTIONS—1939-40

Longest curriculum which has been approved indicated in number of years before each institution. The Association does not attempt to accredit graduate work.

<i>Location</i>	<i>Institution</i>	<i>President</i>
ALABAMA		
Florence.....	4/State Teachers College.....	J. A. Keller
Jacksonville.....	4/State Teachers College.....	C. W. Daugette
Livingston.....	4/State Teachers College.....	N. F. Greenhill
Troy.....	4/State Teachers College.....	Charles B. Smith
ARIZONA		
Flagstaff.....	4/Arizona State Teachers College.....	T. J. Tormey
Tempe.....	4/Arizona State Teachers College.....	Grady Gammage
ARKANSAS		
Arkadelphia.....	4/Henderson State Teachers College.....	Joseph A. Day
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.....	Walter R. Hepner
San Francisco....	4/San Francisco State College.....	A. C. Roberts
COLORADO		
Greeley.....	4/Colorado State College of Education...	George W. Frasier
Gunnison.....	4/Western State College.....	C. C. Casey
CONNECTICUT		
New Britain.....	4/State Teachers College.....	H. D. Welte
New Haven.....	4/State Teachers College.....	F. E. Engleman
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.....	Marvin S. Pittman
Milledgeville.....	4/Georgia State College for Women.....	Guy H. Wells

<i>Location</i>	<i>Institution</i>	<i>President</i>
ILLINOIS		
Carbondale.....	4/Southern Illinois State Normal University.....	Roscoe Pulliam
Charleston.....	4/Eastern Illinois State Teachers College.....	Robert G. Buzzard
Chicago.....	*3/Chicago Teachers College.....	John A. Bartky
DeKalb.....	4/Northern Illinois State Teachers College.....	Karl L. Adams
Macomb.....	4/Western Illinois State Teachers College.....	W. P. Morgan
Normal.....	4/Illinois State Normal University.....	R. W. Fairchild
INDIANA		
Indianapolis.....	4/College of Education, Butler University.....	W. L. Richardson, Dean
Muncie.....	4/Ball State Teachers College.....	L. A. Pittenger
Terre Haute.....	4/Indiana State Teachers College.....	Ralph N. Tirey
IOWA		
Cedar Falls.....	4/Iowa State Teachers College.....	O. R. Latham
KANSAS		
Emporia.....	4/Kansas State Teachers College.....	Thomas W. Butcher
Hays.....	4/Fort Hays Kansas State College.....	C. E. Rarick
Pittsburg.....	4/Kansas State Teachers College.....	W. A. Brandenburg
Wichita.....	4/College of Education, University of Wichita.....	Leslie B. Sipple, Dean
KENTUCKY		
Bowling Green...	4/Western Kentucky State Teachers College.....	Paul L. Garrett
Morehead.....	4/Morehead State Teachers College.....	Harvey A. Babb
Murray.....	4/Murray State Teachers College.....	James H. Richmond
Richmond.....	4/Eastern Kentucky State Teachers College.....	H. L. Donovan
LOUISIANA		
Lafayette.....	4/College of Education, Southwestern Louisiana Institute.....	F. M. Hamilton, Dean
Natchitoches.....	4/Louisiana State Normal College.....	A. A. Fredericks
MARYLAND		
Towson.....	4/State Teachers College.....	M. Theresa Wiedefeld
MICHIGAN		
Detroit.....	4/Teachers College, Wayne University...	W. E. Lessenger, Dean
Kalamazoo.....	4/Western State Teachers College.....	Paul V. Sangren
Marquette.....	4/Northern State Teachers College.....	W. H. Pearce
Mt. Pleasant.....	4/Central State Teachers College.....	E. C. Warriner
Ypsilanti.....	4/Michigan State Normal College.....	J. M. Munson
MINNESOTA		
Bemidji.....	4/State Teachers College.....	Charles R. Sattgast
Duluth.....	4/State Teachers College.....	Herbert Sorensen
Mankato.....	4/State Teachers College.....	Frank D. McElroy
Moorhead.....	4/State Teachers College.....	R. B. MacLean
St. Cloud.....	4/State Teachers College.....	George A. Selke
Winona.....	4/State Teachers College.....	A. T. French, Acting

*First degree class June 1939.

<i>Location</i>	<i>Institution</i>	<i>President</i>
MISSISSIPPI		
Cleveland.....	4/Delta State Teachers College.....	W. M. Kethley
Hattiesburg.....	4/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.....	James C. Bond
Kirksville.....	4/Northeast Missouri State Teachers College.....	Walter H. Ryle
Maryville.....	4/Northwest Missouri State Teachers College.....	Uel W. Lamkin
St. Louis.....	4/Harris Teachers College.....	C. G. Vannest, Principal
St. Louis.....	4/Stowe Teachers College.....	Ruth M. Harris, Chairman in Charge
Springfield.....	4/Southwest Missouri State Teachers College.....	Roy Ellis
Warrensburg.....	4/Central Missouri State Teachers College.....	G. W. Diemer
MONTANA		
Dillon.....	4/Montana State Normal College.....	Sheldon E. Davis
NEBRASKA		
Chadron.....	4/Nebraska State Teachers College.....	Robert I. Elliott
Kearney.....	4/Nebraska State Teachers College.....	Herbert L. Cushing
Peru.....	4/Nebraska State Teachers College.....	W. R. Pate
Wayne.....	4/Nebraska State Teachers College.....	J. T. Anderson
NEW HAMPSHIRE		
Keene.....	4/Keene Normal School.....	Wallace E. Mason
Plymouth.....	4/Plymouth Normal School.....	Ernest L. Silver
NEW JERSEY		
*Glassboro.....	4/State Teachers College.....	Edgar F. Bunce
Jersey City.....	4/State Teachers College.....	Roy L. Shaffer
Newark.....	4/State Teachers College.....	M. Ernest Townsend
Trenton.....	4/State Teachers College.....	Roscoe L. West
Upper Montclair .	4/State Teachers College.....	H. A. Sprague
NEW MEXICO		
Las Vegas.....	4/New Mexico Normal University.....	H. C. Gossard
Silver City.....	4/New Mexico State Teachers College...	H. W. James
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.....	L. H. van den Berg, Principal
Oneonta.....	3/State Normal School.....	Charles W. Hunt, Principal

*Subject to reinspection.

<i>Location</i>	<i>Institution</i>	<i>President</i>
*Oswego.....	3/State Normal School.....	R. W. Swetman, Principal
Potsdam.....	3/State Normal School.....	O. H. Voelker, Acting Principal
NORTH CAROLINA		
Asheville.....	4/Asheville Normal and Teachers College.	Frank C. Foster, Dean of Education
Boone.....	4/Appalachian State Teachers College...	B. B. Dougherty
Cullowhee.....	4/Western Carolina Teachers College....	H. T. Hunter
Greenville.....	4/East Carolina Teachers College.....	Leon R. Meadows
NORTH DAKOTA		
*Dickinson.....	4/State Teachers College.....	E. S. Hatch, Acting
*Ellendale.....	4/State Normal and Industrial School....	J. C. MacMillan
*Mayville.....	4/State Teachers College.....	Cyril W. Grace
*Minot.....	4/State Teachers College.....	C. C. Swain
*Valley City.....	4/State Teachers College.....	James E. Cox
OHIO		
Bowling Green...	4/Bowling Green State University.....	Frank Prout
Cleveland.....	4/School of Education, Western Reserve University.....	H. N. Irwin, Dean
Cleveland.....	4/Sisters College.....	John R. Hagan, Director
*Kent.....	4/Kent State University.....	Karl C. Leebrick
Oxford.....	4/School of Education, Miami Univer- sity.....	E. J. Ashbaugh, Dean
Wilmington.....	4/Wilmington College.....	Walter L. Collins
OKLAHOMA		
Ada.....	4/East Central State Teachers College... A. Linscheid	
Alva.....	4/Northwestern State Teachers College.. E. E. Brown	
Durant.....	4/Southeastern State Teachers College... H. V. Posey	
Edmond.....	4/Central State Teachers College..... John O. Moseley	
Tahlequah.....	4/Northeastern State Teachers College... John Vaughan	
Weatherford.....	4/Southwestern State Teachers College... W. W. Isle	
OREGON		
Ashland.....	2/Southern Oregon Normal School.....	Walter Redford
La Grande.....	2/Eastern Oregon Normal School.....	C. A. Howard
Monmouth.....	2/Oregon Normal School.....	J. A. Churchill
PENNSYLVANIA		
Bloomsburg.....	4/State Teachers College.....	Francis B. Haas
California.....	4/State Teachers College.....	Robert M. Steele
Clarion.....	4/State Teachers College.....	Paul G. Chandler
East Stroudsburg	4/State Teachers College.....	T. T. Allen
Edinboro.....	4/State Teachers College.....	Carmon Ross
Indiana.....	4/State Teachers College.....	Samuel Fausold
Kutztown.....	4/State Teachers College.....	Q. A. W. Rohrbach
Lock Haven.....	4/State Teachers College.....	J. G. Flowers
Mansfield.....	4/State Teachers College.....	Joseph F. Noonan
Millersville.....	4/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

*Subject to reinspection.

<i>Location</i>	<i>Institution</i>	<i>President</i>
SOUTH DAKOTA		
Aberdeen.....	4/Northern State Teachers College.....	C. G. Lawrence
Madison.....	2/Eastern State Normal School.....	V. A. Lowry
Spearfish.....	2/State Normal School.....	E. C. Woodburn
TENNESSEE		
Johnson City....	4/State Teachers College.....	C. C. Sherrod
Memphis.....	4/State Teachers College.....	J. W. Brister
Murfreesboro....	4/State Teachers College.....	Q. M. Smith
Nashville.....	4/Tennessee Agricultural & Industrial State Teachers College.....	W. J. Hale
TEXAS		
Alpine.....	4/Sul Ross State Teachers College.....	H. W. Morelock
Canyon.....	4/West Texas State Teachers College....	J. A. Hill
Commerce.....	4/East Texas State Teachers College....	S. H. Whitley
Denton.....	4/North Texas State Teachers College...	W. J. McConnell
Huntsville.....	4/Sam Houston State Teachers College ..	Charles N. Shaver
Nacogdoches....	4/Stephen F. Austin State Teachers Col- lege.....	A. W. Birdwell
San Marcos.....	4/Southwest Texas State Teachers Col- lege.....	C. E. Evans
VIRGINIA		
East Radford....	4/State Teachers College.....	D. W. Peters
Farmville.....	4/State Teachers College.....	J. L. Jarman
Fredericksburg...	4/Mary Washington College.....	M. L. Combs
Harrisonburg....	4/Madison College.....	S. P. Duke
WASHINGTON		
Bellingham.....	4/Western Washington College of Edu- cation.....	C. H. Fisher
Cheney.....	4/Eastern Washington College of Edu- cation.....	R. T. Hargreaves
Ellensburg.....	4/Central Washington College of Edu- cation.....	R. E. McConnell
WEST VIRGINIA		
Athens.....	4/Concord State Teachers College.....	J. F. Marsh
Fairmont.....	4/Fairmont State Teachers College.....	Joseph Rosier
Glenville.....	4/Glenville State Teachers College.....	E. G. Rohrbough
Huntington.....	4/Marshall College.....	J. E. Allen
Shepherdstown...	4/Shepherd State Teachers College.....	W. H. S. White
West Liberty....	4/West Liberty State Teachers College...	Paul N. Elbin
WISCONSIN		
Eau Claire.....	4/State Teachers College.....	H. A. Schofield
La Crosse.....	4/State Teachers College.....	C. A. Whitney, Acting
Menomonie.....	4/The Stout Institute.....	B. E. Nelson
Milwaukee.....	4/State Teachers College.....	Frank E. Baker
Oshkosh.....	4/State Teachers College.....	Forrest E. Polk
Platteville.....	4/State Teachers College.....	A. M. Royce
River Falls.....	4/State Teachers College.....	J. H. Ames
Stevens Point...	4/Central State Teachers College.....	Philip H. Falk
Superior.....	4/State Teachers College.....	J. D. Hill

*AMERICAN EDUCATIONAL RESEARCH
ASSOCIATION*

HISTORICAL NOTE

THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, a *Department of the National Education 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 1939-40 are: PRESIDENT, Bess Goodykoontz, Assistant Commissioner of Education, United States Office of Education, Washington, D. C.; VICEPRESIDENT, Carter V. Good, Professor of Education, Teachers College, University of Cincinnati, Cincinnati, Ohio; SECRETARY-TREASURER, William G. Carr, Director, Research Division, National Education Association, Washington, D. C.; EXECUTIVE COMMITTEE, Douglas E. Scates, Associate Professor of Education, Duke University, Durham, N. C.; W. A. Brownell, Professor of Educational Psychology, Duke University, Durham, N. C.; officers of the Department, *ex officio*.

The annual dues, \$5, are payable to the American Educational Research Association, 1201 16th Street, N. W., Washington, D. C. The chief publications are the *REVIEW OF EDUCATIONAL RESEARCH* and the *OFFICIAL REPORT*. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of *PROCEEDINGS* as follows:

1930:331-332	1933:377-394	1936:231-237
1931:415-432	1934:361-386	1937:257-278
1932:357-376	1935:327-348	1938:341-362

THE STANFORD SOCIAL EDUCATION INVESTIGATION

I. JAMES QUILLEN, CODIRECTOR, STANFORD SOCIAL EDUCATION INVESTIGATION ; AND ASSISTANT PROFESSOR OF EDUCATION, STANFORD UNIVERSITY, CALIF.

THE STANFORD social education investigation is an effort to work with selected teachers from Denver, Colorado; Salt Lake City, Utah; Seattle, Washington; Eugene, Oregon; Los Angeles, Pasadena, Long Beach, Menlo School and Junior College, Redwood City, and Fortuna, California, in order to aid them in experimentally developing more effective programs of instruction and social education.

The major objectives of the investigation are:

- I. To set forth a clear conception of the desirable directions of student growth on the secondary-school level. This involves a statement of
 - A. The nature of the present culture and its trends
 - B. The values to be achieved in terms of the democratic conception of life
 - C. Desirable characteristics of behavior necessary to the achievement of the desired democratic values within the realities of our culture
 - D. The place and role of social education in developing these characteristics.
- II. To help cooperating teachers become leaders in their schools and regions in developing programs of social education by using the resources of the social studies in developing the desired behavior characteristics and achieving the values of a democratic culture. This involves assisting teachers
 - A. In developing a social philosophy of education fired by the democratic heritage of our people and their hope for the future, and tempered by the realities of a presentday world
 - B. In seeing the implications of that philosophy so that they may develop programs of social education for their schools which will lead toward the most effective development of the personalities of their students and the achievement of democratic values
 - C. In selecting and experimenting with the materials that are now available for use in such a program
 - D. In developing and experimenting with new materials that are needed and are not now available
 - E. In developing and experimenting with new and old technics of teaching in order to determine the most desirable kinds of learning situations
 - F. In developing effective programs of evaluation that will measure the amount and direction of growth and development that take place as a result of the program.
- III. To provide leadership in developing relationships with controlling individuals and groups in the community and region which will facilitate the changes in social education that seem desirable, and particularly to strengthen the hand of those administrators and teachers who are working in their own communities for such changes.
- IV. To place special emphasis upon such problems of major concern in social education as
 - A. Social education and the community
 - B. Language interpretation and communication as factors in social education
 - C. The implications of newer researches into the nature of individual growth and development for social education

- D. The implications of newer researches in social education (e.g., Commission on the Secondary School Curriculum, Commission on the Relation of School and College, Commission on the Social Studies of the American Historical Association, etc.)
- E. The relationship of the subjectmatter of the social sciences to social education
- F. The relationship between social education and regional planning.
- V. To make available and circulate as widely as possible the results of the experimentation and study developed by this project to all interested teachers of social education, administrators, faculties of teacher-education institutions, and the like, on such problems as
 - A. Stating a philosophy
 - B. Formulating objectives
 - C. Organizing programs of study
 - D. Providing and utilizing materials
 - E. Technics of teaching
 - F. Building evaluation programs
 - G. Technics of stimulating in-service growth.
- VI. To develop technics for evaluating the effectiveness of the type of experimentation that this project involves.

The plan for the investigation is as follows:

Establishing cooperating centers—The directors and staff members visited high schools and junior colleges in the western states and selected cooperating schools for the project. These schools were selected on the basis of (a) leadership in the area, (b) quality of teaching staff, and (c) the attitude of the administration. An effort was made to select schools where the situation is most favorable to investigation and experimentation and where good work will have the widest influence upon social education in the area.

Selecting cooperating teachers—With the cooperating centers decided upon, the directors of the project spent some time in each center observing social studies teachers at work. On the basis of this survey, key teachers were selected for the project. Teachers were selected on the basis of readiness for and interest in investigation and experimentation and leadership in the local situation and surrounding area. The objective was to get able teachers who could not only carry forward investigation and experimentation but who could also assume leadership in interpreting the results of their work to others.

Selecting members of the staff and establishing a library for the project—During the early part of 1939 members of the staff were chosen and a library of materials established. The members of the staff include: Lavone Hanna, specialist in evaluation; Robert N. Bush, who has had training in sociology and done extensive experimental work in the social studies curriculum; Matthew Evans, who has done extensive work in the use of artistic resources in civilization courses; James Price, especially trained in economics, who has done extensive experimental work in contemporary problems; Carlton C. Jenkins, a leader in the Virginia curriculum revision program in the social studies. In addition to these the summer staff included the following: Margaret Bennett, specialist in guidance and adolescent psychology; F. Melvyn Lawson, who has developed experimental practices in relation to the civi-

zation approach; and William B. Brown, who has had extensive experience in directing programs of curriculum development.

Planning with the cooperating teachers during the summer—The teachers cooperating in the project worked on the Stanford campus during the summer of 1939. At this time the group studied and discussed such problems as the following: What cultural factors are important for social studies education? What is the nature of individual growth and development? What is the nature of adolescent needs and how do they affect the education program? What are sound purposes and objectives for social education? How can social studies content best be selected? How can the social studies program best be organized? What materials are most useful and how can these materials be obtained? What technics of teaching and learning are most appropriate in social studies instruction? What are the best technics for evaluating adolescent growth and development in the direction of desirable characteristics of behavior?

In studying these problems the results of various research projects in the social studies and education were utilized. Case studies were used in considering adolescent development and needs. Discussions were held daily for the purposes of pooling knowledge and clarifying ideas.

As a conception of the basic issues became clarified the group of teachers from each school began to consider a conception of social studies instruction most adequate for the particular needs of its school situation. In all cases the starting point was the curriculum program now in operation in each of the cooperating schools. The staff of the project and the teachers from other schools were helpful wherever and whenever possible. The objective was to utilize the best experience and thought of the whole group. As the plan for each school program took form, materials were tentatively selected, source units developed, and evaluation technics decided upon in preparation for changes to be instituted in local programs during the coming fall.

Developing experimental programs in the cooperating schools—In the fall of 1939 the teachers in the cooperating schools will put the programs planned during the summer into experimental operation. As the programs develop the directors and members of the staff of the project will keep in continuous contact with the cooperating teachers thru correspondence and visitation. Members of the staff will aid in selecting materials and trying them out experimentally. Aid will also be given in evaluation, in keeping records concerning the experiment, and in interpreting and reporting results.

Selecting and preparing materials—The staff of the project at Stanford selected and prepared materials suitable for use in the experimental programs. As complete a selection of materials as possible was collected in the library and used by the cooperating teachers during the summer. Analyses were made of such materials as the radio, newspaper, periodical, pamphlet, and cinema, and suggestions for experimental use made to the cooperating teachers.

Where adequate materials are not available, the staff of the project will prepare such materials whenever possible. Outstanding researches in the

social sciences will be analyzed for suitable readings, photographs collected and organized, and some writing of pamphlets and similar materials carried forward. The staff will also prepare annotated bibliographies of materials suitable for use in the cooperating schools.

Developing evaluation technics—The evaluation specialist on the staff made evaluation materials developed in various centers of the country available for teacher use, aided the cooperating teachers in preparing evaluation technics, keeping records and making reports, and developed evaluation technics when needed by the cooperating teachers. This type of service will be continued thru the school year.

Providing in-service educational opportunities for teachers—Teachers will have opportunity to secure aid from members of the staff of the project while actually meeting their problems in the classroom. They can also consult with the members of the staff thru correspondence and request staff visits from time to time.

Conferences will be held at Stanford each summer during the period of the project. At these conferences the work of the previous year will be carefully analyzed and evaluated; new developments in the social sciences and education will be studied and discussed; and new plans will be projected for the succeeding year.

Interpreting and extending the values of the investigation and experimentation—As the programs in the cooperating centers begin to function effectively, technics for interpreting results to teachers in the surrounding areas can be developed. This might be achieved thru (a) programs of visitation in the cooperating schools; (b) regional meetings; (c) providing speakers for institutes and other local educational meetings; and (d) writing articles, pamphlets, and monographs to be circulated among teachers. Materials and evaluation technics that have proved helpful will also be published.

Direction of the investigation—The project is under the direction of Grayson N. Kefauver and I. James Quillen of the Stanford University school of education. They will be aided by the administrative staffs of the cooperating schools.

The project will attempt to make the following contributions to general education: It will (a) aid in clarifying educational purposes and values for social studies teachers; (b) establish closer cooperation between the work of the university and the work of the public schools; (c) demonstrate virtues and deficiencies of various types of curriculum organizations, materials, and teaching and evaluation technics; (d) utilize research results already available in the social sciences and in education; (e) test the value of an in-service educational program for teachers; (f) develop teaching and evaluation technics for various curriculum needs in the social studies; and (g) aid directly in the task of developing social competence thru social studies instruction in the cooperating schools, and, to some extent, in education generally.

HEARING: AN EDUCATIONAL PROBLEM

PETER L. SPENCER, PROFESSOR OF EDUCATION, CLAREMONT COLLEGES,
CLAREMONT, CALIF.

Much is expected of a modern educational institution. Educators have called attention to the fact that the "whole child comes to school." Naturally, such an assertion implies that the school is expected to serve the whole of the child while he is in attendance. That is rather a large order, but it is one which must be met with reasonable effectiveness.

Someone has called to our attention the concept that there is no such actual phenomenon as a "whole child." All that the expression can signify is the particular conception of wholeness which is possessed by the one who uses it. Each day adds some modification and some increment of perceptive understanding concerning the nature of that wholeness. Frequently, the new understanding discloses inadequacies in educational practices which were previously unchallenged. Correction of such practices in the light of better understanding of students' needs is a basic aim of educational research.

Not infrequently demands are made upon the schools by agencies outside the organized educational institutions. Commonly such agencies have been developed for the purpose of studying or of serving some particular aspect of human need. As they advance in their studies or as they develop effective services, the agencies sense the importance of having their fields of interest incorporated within the concern of the school's educational program. The social pressures from such agencies and their friends sometimes serve as an embarrassment to school administrators. More often they furnish an opportunity to secure desired adaptations of school practices.

In 1935 the National Society for the Prevention of Blindness issued a bulletin in which the assertion was made that "there is no good reason why teacher-training curriculums should not include instruction in the technic of testing vision. Most teachers can master the intricacies of the objective achievement test in reading and arithmetic; likewise, they should be held responsible for learning how to determine the ability of the child to gather by means of vision the knowledge measured by the achievement test."

Educationists have been stimulated by such an implied rebuke of their practices. Widespread and serious attempts have been made to discover what visual functions are most important for educational achievement. How those visual functions can best be measured and how the results of measurement may be interpreted with the greatest validity for educational practices are problems which have been studied intensively. Studies in that regard have disclosed many aspects of visual behavior which offer interesting possibilities. It may not be long before teacher-training curriculum will include an extensive consideration of visual problems. We may hope to develop educational practices which will not only conserve the visual abilities of the students but which may be able to develop even better visual functioning than the pupils at present possess.

The problems with hearing do not seem to have the dramatic appeal which are found with those of seeing. Some thirteen years ago the house of delegates of the American Medical Association adopted the following resolution: "Recognizing the fact that the most effective means for the prevention of deafness consists in the early detection of hearing impairment, thereby giving opportunity for the prompt removal of contributing causes, and believing it to be one of the important functions of our public school authorities to safeguard the integrity of the special sense organs as well as the general health of the school child; be it

Resolved, by the Section on Laryngology, Otology, and Rhinology of the American Medical Association that it heartily favors the provision by our public school authorities for regular, periodic examinations of the hearing of all public school children, such examination to be adequate to detect even slight degrees of hearing loss."

During recent years some progress has been made toward developing instruments which are capable of measuring more adequately the hearing functions and there has been a gratifying growth in the number of schools which conduct regular caudiometric surveys. However, the studies of hearing and sound conducted in the schools are much less exhaustive in number and scope than are the studies of seeing and light. One wonders why such should be the case when there is such an essential similarity between the two fields.

The statement occurs frequently in educational literature that a large percent of all that is known is experienced thru the eyes. Mills states that "fully 85 percent of all educational experience is visual." Opposed to that idea, at least so far as language communication is concerned, is the finding reported by Rankin. He found that "listening ability or the ability to understand spoken language is the most frequently used of the four language arts." If that is actually the case the question, How well do we hear? is a pertinent and timely one.

Data concerning the prevalence of hearing defects and inabilities thruout the United States are not available. The studies which have been conducted in various centers give data which have been used in estimating the degree of deafness likely to be found. The 1937 report of the WPA project for the conservation of hearing of school children in New York City indicates that of 770,130 children tested some 30,763 were found to have "impairments" in both ears. The number with "impairments" in one ear only added about 4200 more to the group. This indicates that between $4\frac{1}{2}$ percent and 5 percent of the children examined were judged to have an auditory impairment.

That figure is roughly comparable with the results obtained in a survey conducted in Minneapolis as reported in an article by Mr. Newhart. He states that the percent of auditory defect reported in 1936 was 5.3. However, Mr. Newhart also cites a WPA project which considered the hearing conditions of rural children in Minnesota. The incidence of hearing loss among the rural group was 13.6 percent. That indicates that rural as com-

pared with urban children in Minnesota possess more than two and one-half times as much hearing deficiency. This suggests that hearing may be affected by factors of the environment and by opportunities for proper medical care. In substantiation of that point, Newhart cites a ten-year accomplishment in Minneapolis. He says: "The periodic testing of school children with the audiometer in Minneapolis over a ten-year period has proved the effectiveness of this procedure in definitely reducing the incidence of hearing impairment in the school population. While this in part has resulted from such factors as immunization, stricter isolation of cases of contagious disease and better hygiene, the marked drop from 8 percent in 1926 to 5.3 percent in 1936 is due chiefly to the production of a greater community ear consciousness, especially on the part of parents."

Striking evidence of the need for the awakening of "ear consciousness" is disclosed by the results of the audiometric tests administered in the schools of Long Beach, California, during the current year. The testing program included sixteen schools. The names of the schools, the numbers of children tested, and the number and percent of cases of hearing deficiencies are as follows:

Name of school	Number tested	Number with defective hearing	Percent
Starr King.....	73	0	0.00
Jefferson.....	958	19	1.98
Fremont.....	244	5	2.05
Longfellow.....	295	8	2.71
Lafayette.....	346	10	2.89
Burbank.....	433	15	3.46
Naples.....	76	3	3.95
Lee.....	275	11	4.00
McKinley.....	139	6	4.32
Avalon.....	237	11	4.64
Horace Mann.....	322	15	4.66
Willard.....	349	18	5.16
Signal Hill.....	113	6	5.31
Edison.....	488	26	5.33
Roosevelt.....	414	23	5.56
Stevenson.....	374	27	7.22
Total.....	5136	203	3.95

The percent of auditory deficiency for Long Beach is lower than that reported for either New York City or Minneapolis. However, there are some striking variations among the different school populations within the Long Beach system. For example, the populations of the three schools showing the smallest amount of hearing deficiency almost exactly equals that of the three schools having the highest number with deficient hearing. The numbers are respectively 1275 and 1276. The percent of deficiency for the better hearing group was 1.88. That for the group with most

defective hearing was 5.96. In other words, the prevalence of hearing deficiency within three schools is more than three times as great as that which exists among three other schools within the same school system. What are the causative factors which explain such a condition? What are the results of the condition upon school efficiency and pupil adjustment problems? These are questions which we should like answered, but we have little available data. One hundred and ninety-two children were examined by James Houloose to determine the condition of their ears and coincidental conditions which have pertinence to auditory conditions. The results so far as the nine most frequently occurring conditions are concerned are as follows:

Percent of Occurrence										
Name of school	Number examined	Enlarged turbinates	Retracted ear drums	Enlarged tonsils	Discolored ear drums	Moist turbinates	Tonsils removed	Adenopathy cervical	Cerumen	Malocclusions
Starr King.....	2	100.0	50.0	0.0*	0.0	100.0	100.0	0.0	0.0	50.0
Jefferson.....	18	88.9	83.3	33.3	33.3	44.4	55.5	11.1	27.8	50.0
Fremont.....	5	60.0	100.0	66.7	60.0	60.0	40.0	60.0	40.0	60.0
Longfellow.....	8	100.0	100.0	25.0	0.0	62.5	50.0	25.0	75.0	50.0
Lafayette.....	8	100.0	37.5	33.3	75.0	50.0	62.5	62.5	75.0	12.3
Burbank.....	14	50.0	14.3	100.0	85.7	14.3	50.0	28.6	14.3	35.7
Naples.....	3	100.0	100.0	0.0	0.0	66.7	66.7	33.3	100.0	33.3
Lee.....	11	90.9	154.6	77.7	72.7	63.6	18.1	45.5	18.1	18.1
McKinley.....	6	66.7	133.3	25.0	100.0	66.7	33.3	66.7	66.7	16.7
Avalon.....	11	81.8	81.8	42.9	0.0	45.5	36.4	27.3	0.0	27.3
Horace Mann.....	13	76.9	23.0	100.0	53.8	46.2	38.5	23.0	53.8	53.8
Willard.....	17	82.3	64.9	66.7	70.6	52.9	29.4	58.8	35.3	35.3
Signal Hill.....	5	100.0	180.0	66.7	0.0	80.0	40.0	40.0	0.0	20.0
Edison.....	26	92.3	69.2	93.3	15.4	23.1	42.0	30.7	42.3	38.5
Roosevelt.....	18	72.2	61.1	54.5	66.7	38.9	36.9	55.6	38.9	11.1
Stevenson.....	27	74.0	7.4	93.8	66.7	29.7	40.7	44.4	40.7	29.7
Total.....	192	81.2	65.6	60.4	48.9	42.7	42.2	38.5	37.5	33.3

* The percents in this column were calculated on the basis of cases who had not had their tonsils removed.

These data reveal that the school physician found enlarged turbinates in 81 percent of the children with defective hearing. Retracted ear drums were found in about two out of three instances. Sixty percent of the children with tonsils suffered some enlargement of their tonsils. Practically one-half of the children had discolored ear drums.

The children from the Stevenson school, the school having the highest percent of children with hearing deficiencies, exceeded the percents of coincidence of symptoms reported for the whole group in the instances of dis-

colored ear drums, enlarged tonsils, adenopathy (cervical), and cerumen. They had fewer tonsils removed than was the case for the city as a whole.

The children from the Jefferson school, a school with less than 2 per cent of children with hearing deficiencies, exceeded the percent of coincidence of symptoms reported for the whole group in the instances of enlarged turbinates, retracted ear drums, moist turbinates, and malocclusion of the teeth. More of these children had had their tonsils removed than was true of the city as a whole.

In order to examine further this divergent pattern of symptoms as shown by the children having greatest hearing deficiency as compared with those having the least hearing deficiency a comparison was made between the profiles of the forty-one children from the schools showing least deficiency and the profiles for forty-five children from the schools having the greatest percent of hearing deficiency. The results are as follows:

Comparison of percents of occurrence of symptoms among the forty-one children from the schools having the smallest percents of hearing deficiency with forty-five children from the schools having the highest percents of such deficiency. The pupils from Starr King, Jefferson, Fremont, Longfellow, and Lafayette compose the first group. Those from Roosevelt and Stevenson Schools make up the second group.

Percent of Occurrence

	Number examined	Percent school deficiency	Enlarged turbinates	Retracted ear drums	Enlarged tonsils	Discolored ear drums	Moist turbinates	Tonsils removed	Adenopathy cervical	Cerumen	Malocclu- sions
Least percent deficiency. . . .	41	2.1	90.2	78.0	31.6	36.6	53.6	56.2	26.7	43.9	43.9
Largest percent deficiency. . . .	45	5.7	73.3	28.9	78.6	66.6	33.3	40.0	53.6	40.0	22.2

These results reveal that the children from the schools having the least percents of hearing deficiency show greater amounts of enlarged turbinates, retracted ear drums, moist turbinates, cerumen, and malocclusions than do the children from the schools having greater percents of hearing deficiencies.

Comparably, the children from the schools having the greatest percents of hearing deficiencies show greater amounts of enlarged tonsils, discolored ear drums, and disease of the neck glands. Fewer of these children had had their tonsils removed.

It appears, therefore, that the divergence of symptoms found to exist between the children with hearing deficiencies who are in the schools having least deficiency in that regard as compared with the children from the

schools having the greater deficiency holds relatively constant as the number of cases of each population is increased. Those with the greatest hearing deficiency tend to have greater amounts of symptoms pertaining to the throat and neck. The reasons why this divergence occurs should be sought.

Hearing depends upon sound. However, sound patterns frequently include elements which are comparable in their effects to glare in the field of light. These affect the making of audiometric examinations as Newhart has pointed out. He says, "No test can be accurate when made in the presence of distracting or masking noise." However, children pursue their educational tasks under such conditions. There is great need for studies of the sound problem in order to determine how noise may be controlled in school situations and what effect the lack of such control has upon educational efficiency and general health.

Such evidence as is available indicates that about 5 percent of the public school children are deficient in auditory ability. There are wide variations between conditions found in different regions and also between different school populations within the same system. Likewise there are wide differences between the symptoms coincident with the hearing deficiency among children in the schools where much deficiency exists as compared with those where little deficiency exists. This field has been neglected too long. Serious study of it is badly needed.

SCIENCE EDUCATION AND PUPIL PREJUDICE

HARRY HOWARD GILBERT, LECTURER, UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES, CALIF.

The complexity of presentday economic and political situations necessitates an increasingly large proportion of citizens who are able to think objectively concerning their daily problems.

The stimulation of growth in ability to think objectively has long been an aim of the school science laboratory. Frequently, educators have assumed that contact with the methods of problem solving used in the technical science field would produce an automatic carry-over of this objective attitude from the laboratory to nonschool life situations. Evidence sustaining this assumption is nebulous and unconvincing.

An investigation was undertaken to discover what influence contact with upper grade secondary science exerted upon a pupil's ability to ignore his prejudices when he was confronted with nontechnical situations. Problem situations involving no scientific factual material were presented to an experimental group and to a control group. This was a test for objectivity. Both groups were tested for prejudice on certain issues involved in these problem situations. Both groups were tested for objectivity at the beginning and at the close of the school year.

It appears that contact with science instruction produces no measurable effect on a pupil's ability to ignore his prejudices.

COMPARISONS BETWEEN CLASSMATES' ESTIMATES AND SELF-ESTIMATES OF PERSONALITY DURING ADOLESCENCE

CAROLINE MC CANN TRYON, INSTITUTE OF CHILD WELFARE,
UNIVERSITY OF CALIFORNIA, BERKELEY, CALIF.

Study of the findings of other investigators reveal that self-estimates of personality or of personal and social adjustment, obtained thru the medium of questionnaires or other paper-and-pencil tests, show very little relationship with estimates made by clinicians, teachers, or other observers. Similar lack of relationship was found comparing self-estimates with classmates' estimates of personality for some 200 children during seven successive annual testings from the sixth to the twelfth grades. A verbal portrait-matching (guess who) test which included some forty word pictures was used to obtain these data. The children were directed to fill in the names of their classmates to fit the verbal portraits. In addition, each child was asked to regard himself as a member of his class group and to put down his own name if he thought the description fitted him. The children were members of a group (U. C. Growth Study of Adolescents) on which a variety of other information, including clinical and observational data had been accumulated over the same seven-year period.

The suggestion is offered that we abandon attempts to "validate" scores on personal adjustment tests against "objective criteria" of emotional adjustment. It is further suggested that we examine test responses to determine why so many subjects perform in such a highly consistent and reliable fashion on such tests. The general hypothesis is presented that subjects respond to test items in a fashion appropriate to their needs. Specific hypotheses which I believe our data support, include the following: (a) Many children, when they are having a difficult period in their development and when they are tense, unhappy, sensitive, and anxious, have a tendency to "close up," to admit less, to protect themselves. When they feel buoyant, secure, and happy they are free to say damaging things about themselves. (b) Many individuals arrive quite early in their lives at a way of looking at themselves, and such a stabilized attitude which is reflected in these tests simplifies their adjustment to the world in which they live.

Amount of self-mention on the verbal portrait-matching test from the sixth to the eighth and ninth grades decreased. There was some increase in amount again in the eleventh and twelfth grades. Amount of mention of classmates did not follow this same pattern. I would suggest that the reason there is this decrease and later increase in amount of self-mention is that in the eighth, ninth, and tenth grades many children are anxious and uncertain about their personal attributes and about their status in and relation to a rapidly changing social structure. Reticence would increase because they feel insecure. In later years of high school other interests crowd out this primary interest of establishing oneself with the group and they feel freer to mention themselves.

Agreement between self-estimates and classmates' estimates varied widely from one characteristic or trait to another. To mention oneself in a fashion that agreed with group opinion on such nonemotionally toned qualities as talkative or silent was fairly common. To mention oneself as unkempt, humorless, unfriendly, or fearful was rare; many of those who were judged by their peers to have these undesirable qualities said they were tidy, humorous, friendly, and daring and persisted in this type of self-estimate over a long-time period. Such a set of stabilized attitudes probably served as a buffer against unpleasant reality. It was rare for anyone to say of himself that he was liked, sought after, or that he was considered good looking. In the group mores such braggadocio is not tolerated. For most subjects the pressure of the group mores simplifies their approach to the test. For the few who do mention themselves in connection with these items, we have a suggestion of an overpowering need to assert superiority.

Abbreviated case studies of twelve individuals and their records over a six-year period were examined.

SECRETARY'S MINUTES

Annual Business Meeting, February 27, 1939

President W. A. Brownell presided. Approximately sixty members of the Association were present. The minutes of the 1938 annual meeting were approved. The report of the Secretary-Treasurer was read and accepted.

Reports were received and accepted from the following committees:

Committee on Awards—Walter S. Monroe, chairman.

Auditing Committee—In the absence of the chairman, the report was presented by Dr. Dreese and accepted.

Necrology Committee—The following tribute was paid Lotus D. Coffman by Dr. Peik. Motion carried that a copy be sent to Mrs. Coffman.

LOTUS DELTA COFFMAN

1875-1938

Lotus Delta Coffman was born at Salem, Indiana, January 7, 1875. He died in Minneapolis, Minnesota, on September 22, 1938.

His life and career symbolize the open outlook toward the top and the wide area of service which democratic America offers to its favorite sons. The steps of progress from a farmer boy to one of the great contemporary university presidencies were these: rural school pupil; graduate, State Normal School at Terre Haute, Indiana, 1896; principal and superintendent of schools in Indiana, 1896-1907; bachelor's degree from the University of Indiana in 1906; supervisor of the Training School at Charleston, Illinois, 1907-09; graduate student at Indiana University (M. A. 1910); graduate student and lecturer at Teachers College, Columbia University (Ph.D. 1911); supervisor again of the Training School, Charleston, Illinois, 1911-12; professor of education, University of Illinois, 1912-15; dean, College of Education, University of Minnesota, 1915-20; president, University of Minnesota, 1920-38.

Three states—Indiana, Illinois, and Minnesota—were in turn the local scene

of his activities as an educator, but the whole nation benefited from the contributions which he made as an author, teacher, administrator, research worker, and public speaker.

His contributions to American education have been recognized by the award of honorary degrees by Carleton College, Indiana University, the University of Michigan, Northwestern University, the University of South Dakota, Williams College, George Washington University, and the University of Denver.

He served many educational commissions, institutions, and organizations with sane educational counsel and vigorous leadership. These included ten educational surveys (North Dakota, Kansas, Texas, Missouri, California, North Carolina, Rutgers University, New York University, the University of Chicago, and Northwestern University). He was a trustee both of the Carnegie Corporation and of the Carnegie Foundation for the Advancement of Teaching. He has been president or chairman of the National Association of State Universities, the North Central Association of Colleges, the National Society for the Study of Education, the Association of Urban Universities, the College Teachers of Education, the American Council on Education, the American Youth Commission, the Minnesota Commission on Land Utilization, and the National Commission of Inquiry on Public Service Personnel.

Very early in his career he collaborated on texts on methods in reading and arithmetic. Later his productivity turned to the field of teacher education, his two chief contributions being *The Social Composition of the Teaching Population* and *Teacher Training Departments in Minnesota High Schools*. Later his publications and addresses dealt with higher education, one of the best known being *The State University: Its Work and Problems*.

The characteristics of Mr. Coffman which made all respect him, and those who knew him intimately love him, were: his democratic philosophy of life and education; a frank, sincere, courageous spirit; an objective, penetrating analysis of problems which gave him exceptional clarity of thought and expression, an unbiased judgment and intellectual honesty. The democratic view, the scientific orientation of education, and responsible academic freedom controlled his theory and practice. As an educator they gave to all his contributions a consistency and strength. Above all, he was modest, sympathetic, and loyal.

Thruout his professional career, he emphasized the painstaking, scientific approach to educational problems. As president of the University of Minnesota, he pioneered in a movement for widespread research on the problems of higher education. He was unusually successful in evaluating men and succeeded remarkably in attracting to his institution young men of scholarship and of future distinction.

His faith in education was unflinching. He said: "It is my settled conviction that democracy is nothing but a process of continuous education. To halt the process will mean the disintegration of democracy." (From an address at the University of Minnesota, 1932.)

Mr. Coffman was struck down in the midst of an attempt to assume again the vigorous leadership he had given the university, after a year of what had appeared to be a successful effort to regain his health. He is survived by Mrs. Coffman; his daughter, Mrs. Catherine Knutson; his son, William Mansfield Coffman; and his mother, Mrs. Laura C. Coffman.

Editorial Board—Douglas E. Scates, chairman. Report presented advised the membership: (1) that the Editorial Board was contemplating a cumulative index to cover all issues of the *Review* since its beginning, to be published in about a year; (2) a revised manual for contributors was prepared during the past year; (3) some slight physical changes were contemplated in the make-up of the *Review*, including elimination of some of the material now appearing on the front cover and listing the entire set of issues of the *Review* on the inside or outside of the back cover page in topical order rather than in chronological order.

Joint Yearbook Committee—Final report presented by Dr. Rankin with recommendation that since the committee's work had been completed and the yearbook published, this committee be officially discharged. (Committee discharged with vote of thanks.)

Committee on Nomenclature—Report presented by Dr. Good pointed out that even tho Phi Delta Kappa is carrying forward the preparation of a dictionary of educational terms, it would seem strategic for the American Educational Research Association to retain a Committee on Nomenclature in order that there may be a medium of cooperation between the two groups on the dictionary project. *Agreed* that the committee be continued.

National Committee on Research in Secondary Education—Dr. Ashbaugh, representing the American Educational Research Association on this committee, reported that the committee had renamed itself "The National Committee on Coordination in Secondary Education." He recommended that the relationship of the American Educational Research Association to the new organization be continued.

Representative on the National Council of Education—In the absence of Dr. Norton no report was presented.

Nominating Committee—The Nominating Committee, H. A. Greene, chairman, Oscar K. Buros, and Earle U. Rugg, submitted the following recommendations for officers for the ensuing year:

President: Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, Washington, D. C.

Vicepresident: Carter V. Good, Professor of Education, Teachers College, University of Cincinnati, Cincinnati, Ohio.

The report was unanimously accepted.

Report of the Executive Committee—Dr. Brownell reported the following actions taken by the Executive Committee:

1. Dr. Freeman had been requested to succeed himself as a member of the Editorial Board for a three-year term and had consented.
2. Newton Edwards had been appointed a member of the Committee on Awards succeeding Miss Goodykoontz.
3. The Executive Committee voted to take out associate membership in the American Council on Education and has authorized the appropriation of \$10 in the budget to take care of this.
4. The Executive Committee voted to affiliate temporarily for one year with the American Association for the Advancement of Science.
5. Two new honorary members are recommended, namely, John W. Studebaker, U. S. Commissioner of Education, and Frank N. Freeman. *Approved*.

Recommendations of the Executive Committee:

1. *Encyclopedia of Educational Research*—The following proposal for sponsorship of the Encyclopedia of Educational Research by the American Educational Research Association and creation of a Board of Editors to review same was adopted:

- (1) That the Executive Committee be authorized to accept from the Macmillan Company a contract for the publication of the proposed Encyclopedia of Educational Research.
- (2) The contract shall not impose a financial obligation upon the American Educational Research Association except as noted below.

- (3) That from the royalties received the treasurer of the American Educational Research Association be authorized, with the approval of the Executive Committee and on the basis of vouchers submitted, to reimburse Walter S. Monroe for expenses incurred in connection with the project.
- (4) That the \$2000 conditionally appropriated to the encyclopedia project at the 1938 annual meeting be set aside as a contingent fund from which the Executive Committee may authorize payment of future editorial expenses not now anticipated.
- (5) That the Executive Committee appoint a board of editors of six members for the Encyclopedia of Educational Research and that this committee shall advise with Dr. Monroe concerning the entire project and shall approve the same before it is published.
- (6) That the Executive Committee arrange for members of the American Educational Research Association to purchase a personal copy of the Encyclopedia of Educational Research at a special prepublication price.

2. Personnel of Board of Editors approved as follows: J. Cayce Morrison, *chairman*; Carter Alexander (former member of the Encyclopedia Committee), W. W. Charters (former member of the Encyclopedia Committee), Frank N. Freeman (former member of the Encyclopedia Committee), Charles W. Knudsen, and Douglas E. Scates.

Appreciation was expressed to Dr. Monroe for his very splendid attitude as exemplified by his active interest in the Encyclopedia of Educational Research.

3. *Committee on Awards*—Motion presented by Dr. Monroe as follows: That the incumbent president appoint, before he goes out of office, a committee of five persons, one of whom shall be a member of the present Committee on Awards, to review the present procedure followed by the Committee on Awards and present recommendations to the Executive Committee not later than June 1939, with the understanding that these recommendations if approved by the Executive Committee shall be followed in making awards for 1940. The committee should give special attention to making the selections more up to date and any other desirable changes. *Approved.*

The following personnel for this committee approved: Newton Edwards, *chairman*; Oscar K. Buros, Walter S. Monroe, Douglas E. Scates, and Helen M. Walker.

4. *Method of Electing Officers*—It was agreed that the Executive Committee should canvass the method of electing officers, which canvass would include what officers there should be, the whole method of selection of officers, and consider whether modifications are desirable and what those modifications are. This report to be submitted to the membership in writing thirty days before the 1940 meeting so that it may be voted upon at that meeting.

5. *Annual Program*—The chairman suggested that members send their criticisms and suggestions for improving and shortening the program to the new president.

The meeting adjourned at 5:40 P.M.

WILLIAM G. CARR,
Secretary-Treasurer.

REPORT OF THE SECRETARY-TREASURER FOR 1938

Membership

The December 1938 records indicate an increase of 13 active members over the records of 1937. The table of membership is given below:

	December 1937	December 1938	Resigned 1938	Dues unpaid 1938	New Members 1938	Members rein- stated	Deaths 1938	Net increase for 1938
Active	425	438	—	11	20	4	—	13
Honorary	11	10	—	—	—	—	1	—
Life	1	1	—	—	—	—	—	—
Affiliated	—	47	—	—	—	—	—	47

Subscriptions and Sales

There was an increase of 43 subscriptions to the *Review of Educational Research* during 1938, there being 482 subscriptions in 1937 as compared with 525 subscriptions in 1938. Letters urging renewal were mailed at various times during the year as subscriptions expired.

The income received from the sale of single copies of the *Review* and the *Official Report* during 1938 amounted to \$1472.50, slightly less than the amount anticipated in the budget for 1938. The income from the sale of these publications during 1937 amounted to \$1586.38.

Applications for Membership and Action Taken

Of the 32 applications for membership submitted to the Executive Committee for consideration, 26 were approved and six were not approved. Of the 26 which were approved, 13 accepted membership for 1938, 12 accepted membership for 1939, and 1 is pending. In addition, 7 others accepted invitations to membership which were extended them in 1937, making a total of 20 new members during 1938.

Review of Educational Research and Official Report

The publications of 1938, together with related information, are listed below:

TITLE	CHAIRMAN	NUMBER PRINTED	COST OF PRINTING	DISTRI- BUTED	ON HAND
Vol. VII, No. 5, Special Methods and Psychology of the Elementary-School Subjects	Arthur I. Gates	1,578	\$559.36	1,409	169
Vol. VIII, No. 1, Psychology and Methods in the High School and College	Charles W. Knudsen	1,500	445.59	1,110	390
Vol. VIII, No. 2, Finance and Business Administration	Alfred D. Simpson	1,500	442.16	1,083	417
Vol. VIII, No. 3, Psychological Tests and Their Uses	Percival M. Symonds	1,500	667.32	1,116	384
Vol. VIII, No. 4, The School Plant and Equipment	T. C. Holy	1,500	538.91	1,236	264
<i>Official Report</i> , 1938		700	720.67	485	215

Other Activities and Reports

Practical Values of Educational Research—Each member of the Department received a copy of the 1938 *Official Report*.

The Implications of Research for the Classroom Teacher—This, the joint yearbook of the American Educational Research Association and the Department of Classroom Teachers of the National Education Association, was sent to members of the Association early in February 1939.

Research Bulletin—Five issues were mailed to members during the year, entitled: "Population Trends and Their Educational Implications," "From High School to College," "Why Schools Cost More," "Statutory Status of Six Professions: Accountancy, Architecture, Law, Medicine, Nursing, Teaching," and "Safety Education thru Schools."

Advisory Committee on Education—A copy of the Report of this committee was sent to members of the American Educational Research Association in March 1938, and arrangements have been made whereby members of the Association will also receive a copy of the staff report entitled "Organization and Administration of Schools" when it is available early in 1939.

Consumers' Guide—A copy of the September 1938 issue of *Consumers' Guide* was also sent to all members of the Association early in January 1939.

Affiliated Organizations—At its annual meeting in February 1938, the Association adopted the plan whereby local educational research associations may affiliate with it. Shortly thereafter, the Pennsylvania State Educational Research Association took advantage of this opportunity and affiliated their 47 members. Affiliated membership dues are twenty-five cents per year, which entitles a member to receive one copy of the *Review of Educational Research* or the *Official Report*. The December 1938 issue of the *Review* includes the names of the affiliated members as part of the annual directory of members of the American Educational Research Association which is published each year in this particular issue.

In addition to the above activities the Secretary-Treasurer's office, as in past years, has furnished on request information concerning the American Educational Research Association, qualifications for membership, the *Review*, etc. Activities in connection with the annual meeting and dinner of the Department have been handled, including the printing of the *Program* for the meeting, the program and tickets for the dinner, and a leaflet comprising the second report of the Committee on Awards.

As has been done in previous years, an effort was made to increase the sales and subscriptions to the *Review* and the *Official Report*. A letter and advertising leaflet were sent under date of April 20, 1938, to approximately 700 libraries and 200 deans of schools of education. A letter calling attention to the *Official Report* was sent to subscribers to the *Review*. A circular advertising the joint yearbook of the American Educational Research Association and the Department of Classroom Teachers was sent to subscribers to the *Review*, with an accompanying letter.

In connection with the preparation of the *Review* and the *Official Report*, the Association is indebted to various members of the staff of the Research Division and of the editorial staff of the Division of Publications of the National Education Association, who have spent considerable time editing manuscripts, checking references, reading proof, and otherwise getting manuscripts ready for the printer.

Summary of Receipts and Expenditures

There follows a summary of the receipts and expenditures from January 1, 1938, thru December 31, 1938.

Receipts

	BUDGET	RECEIVED
Dues of active members.....	\$2,200.00	\$2,177.00
Subscriptions	1,900.00	1,756.10
Sale of single copies of the <i>Review</i> , <i>Official Report</i> , and reports..	1,600.00	1,472.50
Sale of tickets to the annual banquet.....	150.00	405.00
Miscellaneous .....	.....	13.42 ¹
*Transfer from Reserve for operating expense.....	986.00	986.00
*Transfer from Reserve for Encyclopedia of Educational Research	1,000.00	1,000.00
Total	\$7,836.00	\$7,810.02

Expenditures

	BUDGET	DISBURSED
Clerical service at N. E. A. headquarters.....	\$ 800.00	\$ 666.00
Printing programs for annual meeting.....	85.00	110.95
Printing the <i>Review</i> (6 issues at \$500 per issue—Dec. 1937, Feb., April, June, Oct., and Dec. 1938).....	3,000.00	2,124.43 ²
Printing membership cards.....	51.00	26.35
Postage and mailing, supplies, publicity, addressographing, etc...	1,000.00	695.63
Editorial Board	350.00	260.11
Annual banquet	200.00	474.50
<i>Research Bulletin</i>	75.00	91.99
Printing <i>Official Report</i>	775.00	720.67
Joint Yearbook Committee of the A. E. R. A. and the Department of Classroom Teachers	150.00	217.13
Committee on Awards	200.00	122.64
Miscellaneous	50.00	14.56
Bad accounts	100.00	151.63
Contingent appropriation to Encyclopedia of Educational Research	1,000.00	....
Total	\$7,836.00	\$5,676.59
Balance N. E. A. treasury, January 1, 1938.....	\$7,530.82	
*Less transfer from Reserve Balance as of January 1, 1938.....	1,986.00	
Net balance N. E. A. treasury, January 1, 1938.....		\$5,544.82
Receipts		7,810.02
Total		13,354.84
Disbursements		5,676.59
Cash balance N. E. A. treasury, January 1, 1939.....		\$7,678.25

¹ Of this amount \$11.75 received for affiliation dues of Pennsylvania Educational Research Association—25 cents each for 47 members.

² Includes printing of four issues of the *Review* (December 1937, February, April, and June 1938).

REPORT OF THE AUDITING COMMITTEE

January 24, 1939.

Dr. W. A. Brownell, President
American Educational Research Association
Duke University
Durham, North Carolina

Dear Dr. Brownell:

Your Committee appointed to audit the books of the American Educational Research Association has completed its work and found the accounts of the Secretary-Treasurer regular and correct.

Receipts:

The audit reveals a balance on hand December 31, 1937, of \$7,530.82. This item was checked against the previous audit. The receipts during 1938 totaled \$7,810.02. Of this amount \$1,986.00 was transferred from the Reserve Balance as of January 1, 1938, in order to meet anticipated budget requirements during 1938. This leaves the net receipts for 1938 \$5,824.02. The sub-items making up this item (\$5,824.02) were checked by the Committee from the books of the Secretary-Treasurer and found to be correct.

Expenditures:

The total expenditures as revealed by the books of the Secretary-Treasurer and as checked by the Committee were \$5,676.59. Balance on hand December 31, 1938, \$7,678.25. The balance was checked by the records of the National Education Association furnished by the Assistant Treasurer of the Association.

Very truly yours,

Committee: CARL A. JESSEN, *Chairman*
MITCHELL DREESE
CHARLES F. HOBAN, Jr.

BRIEF REPORT OF THE COMMITTEE ON AWARDS
PRESENTED AT THE BUSINESS MEETING

Cleveland, Ohio, February 27, 1939

The activities of the Committee on Awards have continued along the lines indicated in the report a year ago. Nominations of outstanding studies were solicited from the members of the committees preparing the issues of the *Review of Educational Research* for 1937. The nominations received from this field were assembled in lists, one for each of the five research areas dealt with in this volume. Each of these preliminary lists of nominations was submitted to a number of other persons—about twenty—with a request for additional nominations in the area. Revised lists were then compiled and each was sent to a number of judges, with a request for rating the researches nominated. On the basis of the ratings obtained and other information collected by the members of the Committee on Awards, the selections were determined. These were announced at the annual dinner meeting Monday night, February 27.

Since the research areas covered during a given year are those included in the *Review of Educational Research* for the preceding calendar year, the report of the Committee on Awards a year hence will complete the first cycle. Hence, the Com-

mittee suggests that a reviewing committee be appointed for the purpose of examining the procedure being followed and considering possible improvements.

The Committee on Awards desires to express its appreciation for the cooperation of the members of committees of the *Review of Educational Research* and those who rated the studies nominated for consideration. Without this cooperation, the Committee could not have fulfilled its responsibilities.

Respectfully submitted,

CARTER ALEXANDER
BESS GOODYKOONTZ
WALTER S. MONROE, *Chairman*

The Awards with Comments by the Committee

In the field of the Curriculum.

WRIGHTSTONE, J. WAYNE. *Appraisal of Newer Practices in Selected Public Schools*. New York: Teachers College, Columbia University, 1935. 117 p.

WRIGHTSTONE, J. WAYNE. *Appraisal of Experimental High School Practices*. New York: Teachers College, Columbia University, 1936. 194 p.

These studies are significant as a pioneering effort to evaluate results of teaching that are not adequately measured by conventional tests and examinations. The findings are convincing and the measurement technics developed should lead to a more satisfactory evaluation of curriculums and instructional procedures.

In the field of School Organization.

EDWARDS, NEWTON. *The Courts and the Public Schools*. Chicago: University of Chicago Press, 1933. 591 p.

A scholarly compilation and interpretation of court decisions bearing upon various aspects of the public schools. The author is the first to present such a comprehensive review of court decisions. The usefulness of the volume is enhanced by a wise organization, a detailed table of contents, and an index.

In the field of Special Methods and Psychology of the Elementary-School Subjects.

HARDY, MARTHA C., and HOEFER, CAROLYN H. *Healthy Growth*. Chicago: University of Chicago Press, 1936. 360 p.

Care in planning, thoroughness of procedure, and application of the "longitudinal" method of research have made this an outstanding study. After two years of preliminary study of the local situation, a five-year controlled experiment was organized for the purpose of ascertaining the effects of certain health instruction procedures. Elaborate data were collected. The findings support the conclusion that the program of health education as planned by the authors was highly successful.

*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 1939-40 are: PRESIDENT, Clara MacGowan, Art Department, Northwestern University, Evanston, Ill.; VICEPRESIDENT, Jane Betsy Welling, Art Department, Wayne University, Detroit, Mich.; SECRETARY, Shirley Poore, Supervisor of Art, Public Schools, Long Beach, Calif.; TREASURER, Eugene E. Myers, Director of Art, State Teachers College, Mayville, N. Dak.; DIRECTORS: Grace M. Baker, Art Department, Colorado State College of Education, Greeley, Colo.; Elizabeth Robertson, Director of Art, Chicago Board of Education, Chicago, Ill.; William E. Warner, Department of Industrial Art, Ohio State University, Columbus, Ohio; J. B. Smith, State College of Education, Alamosa, Colo.; Mrs. Dora B. Hatfield, Director of Art, Lindbergh Junior High School, Kenmore, N. Y.

This Department meets once a year in July. The annual dues, \$1, are payable to the treasurer of the Department. 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	1935:271-274	1937:203-212
1934:297-300	1936:177-184	1938:379-387

CLEVELAND MEETING

CREATIVE DESIGN IN BAUHAUS EDUCATION

L. MOHOLY-NAGY, DIRECTOR, BAUHAUS SCHOOL OF DESIGN, CHICAGO, ILL.

THE BAUHAUS SCHOOL OF DESIGN operates under a new system of education which leads to the fundamentals of expression. The aim is to develop a new type of designer, able to face all kinds of requirements, scientific and technical, social and economic, not because he is a prodigy but because he has the right method of approach.

This idea of the Bauhaus education was born out of the conviction that designs for mass production and modern architecture, in which there is an extensive use of steel, concrete, glass, and plastics, need new artists with a new mentality to handle them. Exact knowledge of materials and machines is equally necessary to give the product organic function. Thus, in the School of Design men and women are trained practically and theoretically as designers for handmade and machine-made products in wood, metal, glass, and textiles for stage, display, exposition architecture, typography, photography, modeling, and painting. This school aims also to educate architects, art teachers, and photographers and to carry into the ranks of professionals and interested laymen the principles of a new type of education. It strives for an integration and interpenetration of art, science, and technology.

A great hindrance to self-expression is fear. One is limited by the fear that someone will laugh at him or will think him ineffective. This fear is increased by an educational system which teaches that celebrated creators, the geniuses, can never be repeated. In the School of Design, instead of comparing the student's self-expression with the work of a past genius and studying the genius, the student is urged to study that which the great man himself studied in his day—those fundamental principles and facts on which all design of all times is based. Instead of relying on some other man, however ingenious and clever, to describe the truth to him, the student here must examine directly the truth itself.

The education of the student is carried on in theoretical and practical courses in the classes and workshops of the school. The general plan of Bauhaus education is for each student to spend one year in taking the preliminary courses and three years in special workshops. The preliminary curriculum is designed to explore and test the student's abilities in different directions and to give him a mastery of the means of expression when working with tools and materials. This curriculum has three main parts: (a) the elements of workshop training, (b) the elements of plastic representation, and (c) the sciences. Having completed this preliminary training, the student is ready to enter specialized workshops in wood and metal, textiles, color, light, and modeling in all materials. The final two years are devoted to the large field of architecture, educational problems, social services, and a thesis.

THE FUNCTION OF THE MUSEUM IN THE NEW ART EDUCATION

THOMAS MUNRO, CURATOR OF EDUCATION, CLEVELAND MUSEUM OF ART,
CLEVELAND, OHIO

The art museum is a fairly old institution but it is just coming to be considered seriously as an important educational mechanism, along with the school, library, and theater. Neither schools nor museums realized until recent years what possibilities lay ahead thru cooperation between them. Each was content to revolve in its own orbit: the school in a busy diversified life within its walls and the museum in a rarefied atmosphere of scholarship and aloof estheticism. Now, however, the museum must justify its existence and its claim to social value.

Every generation develops a "new education." If intelligently thought out and managed, it involves a constant readaptation of old ideals to new conditions and technics; it involves some attention to newly discovered facts, new social conditions, and new devices for the control of nature and human nature. In art education the most far-reaching changes which are taking place in the teacher's attitude result from a tendency to regard art education as an integral part of general education and of life, rather than a separate subject or a unique set of skills, facts, and enjoyment.

Two of the ten objectives set forth by the National Education Association Committee on Social-Economic Goals of America and reported in the January 1938 *Journal* were: culture—skills and knowledges; and culture—values and outlooks. Art education and art museums can make genuine contributions to these objectives. They undertake to present and help students assimilate knowledge and understanding of past civilizations, as embodied in the works of visual art. Learning how to perceive and understand art itself is a skill which can be developed in greater or lesser degree. The art teacher undertakes not only to impart traditional skills—the technics used in producing past art—but also to help in the production of new skills, more relevant to present civilization and its needs. Both the art teacher and the museum are concerned with developing certain outlooks or attitudes and certain standards of value. They do so not only by explicit teaching but also by selecting certain kinds of art as beautiful and great. They are concerned with presenting and defending the values of intellect, imagination, and productive efforts for ends more important than the satisfaction of basic physical need. They are concerned with reminding people in a busy competitive age that there are values over and above the immediate goals of industry, commerce, and war.

There are several other functions that the art museum can carry out. It can provide material in the form of concrete objects in which the nature and history of civilization is implicit. The museum, in opposition to a static conception of the world, can demonstrate graphically the omnipresence of social and cultural change. It aids the new education to cultivate individuality in the child thru providing each child with a profusion of

stimuli, not predigested but available for each to select from and reorganize into his own conception of the civilized world. It demonstrates the value of self-discipline thru showing how each artist has labored with the technical details of composition in order to achieve "free" self-expression. It shows how many kinds of technical skills there are and how each has been developed as a means to some desired end among the infinite variety of artistic styles. It presents to children the actual world, past and present, thru the eyes of radically different artists and challenges each student to go out, see, and interpret the world for himself.

SAN FRANCISCO MEETING

THE YOUNG ART TEACHER AND THE COMMUNITY

EUGENE E. MYERS, DIRECTOR OF ART, STATE TEACHERS COLLEGE,
MAYVILLE, N. DAK.

In addition to providing our young teachers with technics in fine and industrial arts and an understanding of the creative approach to art thru realizing meaning in manipulating media, we must think in terms of general community as well as children's interests and needs.

The curriculum to be effective should grow out of the pupils' interactions with their environment; these children should participate in community activities. Educators more than ever before are thinking in terms of post-school and adult education. It is exceedingly difficult for the school to operate to the best advantage when the home is on a considerably lower educational level than the school. Educators recognize, too, that in facing the complex social and economic problems of today, we need a citizenry alert, flexible, inventive, intelligent, and informed.

Children will act as coordinating factors between the school and community. The skilled teacher will plan the children's activities as a focal point in the general school-community art program. Art activities should be approached in terms of one's own experiences, that is, thru something already known. The work of children in the classroom making models of proposed community improvements, changes in landscaping school grounds and city parks, and actual experiences in redecorating rooms are not only important for an increased understanding on the part of the children and teacher but also will have special interest for the parents and other adults. This gives a wide basis for an interest in and a knowledge of the community's art values and needs.

Art education in order to receive the support it deserves must meet presentday school and community needs. The school art department may reach the public in two ways: (a) indirectly thru the school child; (b) directly to the community. The benefits of such an art program to both the community and school are obvious. Such a program creates a healthy and desirable correlation between the school and society. It facilitates the organization of a well-integrated and continuous curriculum.

ART AT GREELEY, COLORADO, STATE COLLEGE OF EDUCATION

GRACE M. BAKER, DIVISION OF ARTS, COLORADO STATE COLLEGE OF EDUCATION, GREELEY, COLO.

The purposes of art education at the Colorado State College of Education are to help the student realize that art is for everybody in everyday living and to prepare teachers and supervisors for elementary and secondary schools and colleges.

In the division of the arts, one of the core subjects, the departments of fine arts, home arts, and industrial arts are merged so far as there is substance in common for growth and development thru art. Majors in the arts may take seventy-two hours within the division and in addition sixteen hours of methods, observation, and student teaching in the laboratory school.

Integration of art information, philosophy of art education, and art experience or realization are constantly going on within the life of the student. The freshmen have as a part of their required studies six hours of art appreciation, two hours each quarter. This course, formerly given entirely to lectures, now takes place in three studios where the student may explore different art media in the general crafts, in ceramics and carving, and in drawing, painting, design, and color. The teacher gives guidance and encouragement and aids the worker in discovering his own potentialities. The student's experiences in these studios open the way for a more intelligent understanding of the art of other peoples and for greater enjoyment in the different arts.

The sophomore whose major is in the division of the arts may spend a fourth of his time in studying art. During the second year the work is intended to develop further understanding of basic principles and technics and to open the way for the student to realize more fully his own creative resources and to cultivate individual expression in experiencing art. At the close of the sophomore year the student's capacity for learning, his social tendencies, and his attitudes toward art are sufficiently in evidence that the faculty is able to judge whether he is good teacher material. Upon recommendation by the faculty he is admitted to the professional college, where all courses take on professionalization and point to the making of teachers in the arts. The graduate school affords opportunity for advanced study and for concentration in some chosen area leading to the degree of master of arts.

In the division of the arts, the student's chief sources for obtaining information are thru the related courses in his major and minor fields and in a group of courses in drawing, design, and color which have substance in common with all the arts.

In the fine arts area the sources of information emphasized are in the study of the world's art and artists in architecture, painting, sculpture, and the minor arts and crafts. In this study there is effort to recover continuity of the life of the past with the present and thereby enrich the student's background and stimulate him to creative activity; there is study of the best authorities on art structure and the principles of esthetic relationships as

they function in picture building and in the organization of three dimensional form in deep space. The student also pursues further study of design, color, and materials as they function in the different arts and crafts and in living.

In home arts the emphasis for informational study is in science as it is concerned with dietetics, foods, chemistry, home management, health, and the use of materials. There is study of home and family relations, home planning, clothing, art in dress and in the home, and specific courses in the theory of teaching the home arts, design, color, and the crafts.

In the industrial department the student enters different shops where he builds up related information about materials, processes, tools, machines, and shop equipment and how to use them in many industrial projects. He studies science as it relates specifically to the needs of shopwork and his particular interests. There are courses in the theory of industrial arts education, wood-working, metal work, book-binding, drafting, and printing. In addition to these are courses in design, drawing, and color.

The philosophy of the division of the arts is based on the idea of growth and development, which better fits the individual for his place in the world—that art at all times is woven into the heart of living and that many of the most vital human needs are answered thru art.

ART AMONG THE LIBERAL ARTS

STEPHEN C. PEPPER, CHAIRMAN, ART DEPARTMENT, UNIVERSITY OF
CALIFORNIA, BERKELEY, CALIF.

The arts have so established themselves in American universities that now there is little question that they hold a legitimate place. The issue now is: Should departments of art in universities offer anything but the history of art, and what goes with that, an analysis of the different styles, forms, and technics of different periods and with perhaps some consideration of critical standards and esthetics? In other words, are the intellectual values of art to be admitted but not the creative and appreciative values?

The art department in a university must face several long-established conditions. There is a tradition within universities so strongly intellectual as to be suspicious and even hostile to the full development of esthetic values. In the appreciation of beauty in nature or art, three sets of values are roughly involved: (a) the sensuous and emotional, (b) the discriminatory and recognitional, and (c) the informational.

The most effective methods of developing sensuous and emotional appreciation seem to be exposure to quantities of beautiful materials, discriminating comments, contagious enthusiasm, emulation, and admiration for the richness of perception of a cultivated person and for the creative powers of a talented one, stimulation of a desire to make things, presence in the company of others engaged in making things, and practice in making things. Another condition is the attempt to turn an art department into a vocational school or professional art school. This condition arises with the advent of

professional artists to represent the sensuous, emotional, and discriminatory values and to teach the practice courses. A third condition is the artistic temperament, a fact as proverbial as the absent-minded professor. At the University of California at Berkeley we are working to eliminate these conditions.

The first thing was to see to it that neither the historical idea nor the professional school idea got possession of the art department. We offer a number of courses in history and archaeology, given by professors of these subjects, and a number of other courses in practice and appreciation, given by professional artists who have attained recognition in their field, for whom learned degrees are not required or, in general, considered desirable.

The solution of the problem of artistic temperament is along the same lines. The greatest value of the artist is his individual personality. We want to encourage in each artist the full expansion of creative power and secure a variety of contemporary vital expression.

The third group of art courses lies between history and practice courses. They are those in theory and criticism. At California these courses are taught by artists who have special esthetic interests. Besides the strictly theoretical interest in the detailed esthetics of the visual arts, this field could train people for a profession of criticism that would raise the standards of present journalistic criticism.

Such is our aim, in Berkeley, to obtain all values of history, theory, criticism, and practice from the most expert men in each field and so to organize the department that the differences among these men and their aims will enrich both students and faculty.

PRESENTDAY TENDENCIES IN ELEMENTARY ART EDUCATION

MISS L. ELSTON GLENN, SUPERVISOR OF ART, PUBLIC SCHOOLS, PASADENA,
CALIF.

One of the most vital experiences in the life of the child today is his environment. The transition from home to school is hard enough for all children, especially so for the oversensitive child. Therefore, beauty of surroundings is most essential. This may seem to be a far cry from art, but one of the basic requirements of modern elementary art education, besides methods and materials, is desirable and appropriate environment for children—environment conducive to creative expression. We are inclined to think too often of art as simply painting a picture. Art, however, is so entwined into life that it is not a thing apart, but a vital, life-giving experience necessary to every child.

As to work in so-called fine arts, every child should have a chance to express himself in many media. Modern art education also recognizes that to give a child an opportunity for some form of art expression once a week or occasionally is not enough. It is the continuous build up day by day which constitutes growth in any field of education.

In the classroom of today the most progressive schools give much chance

for art expression. Thru the unit of work in which he works and lives for the time being, the child learns about the art expressions of a period or people. He expresses himself creatively in the field of design, not copied but created by him, in decoration of pottery, baskets, weaving of rugs, blankets, in decoration of the costumes that he makes, and in illustration of exciting experiences of the peoples about whom he has read and learned.

While in modern elementary art education it is the function of the art teacher to stimulate the child, the teacher must remember that it is the child's expression that is sought. It is his experience in producing something important. Today we understand that to allow a child to copy pictures only does not release his creative powers.

Sloppy, indifferent work is not accepted by the progressive elementary art teacher when the child is obviously capable of doing better. Criticism, however, must be carefully handled. It should come in the nature of constructive suggestions that will stimulate the child to further effort. Today's teacher must be ever alert to see possibilities for further development and growth, and he himself grows in his ability to suggest and guide.

TRAINING TOMORROW'S ART TEACHER

SHIRLEY POORE, SUPERVISOR OF ART, PUBLIC SCHOOLS, LONG BEACH, CALIF.

Today a new pattern of educational procedure is forced upon us by man's achievements, the mass of accumulated knowledge, and the physical aspects of our presentday living. These very aspects of existence compel us to assemble truths, knowledges, and facts into large and comprehensive areas closely related to our presentday experience. In no other way will the span of life give us time to orient ourselves in the present and at the same time link ourselves with the past, so significant to our understanding of and worthy participation in the activities of today.

Administrators are paying art the honor of a central position of trust—at least in their writings. The educational significance of emotional drive and the importance of the daily culture pattern are focusing attention upon the arts. These, then, must have a larger place in the program of the school. It is not the vocational function of art but its self-realizing and self-releasing functions which have focused attention upon it. More painting and drawing and craft experience will not fit us to meet this challenge. In the training of the art teacher of tomorrow, not only must we provide experience in human relations which will make real the meanings of art as a tool of education for the development of emotionally stable and integrated young people, but we must provide opportunity for more extended training in the technics of art itself.

In the training school for tomorrow's teacher of art there must be created a pattern of living in which long and uninterrupted periods of art experience provide that feeling of being one with the tools of expression. And such experience must be finally integrated with significant study in the field of human behavior. That study will be correlated with, in fact become a part of, the teaching experience.

ART IN THE VILLAGE

IDELLA R. CHURCH, DISTRICT SUPERVISOR OF ART EDUCATION, RIO VISTA,
CALIF.

While education has come far in the early years of this century, notably in progressive cities and states, it is still a fact that too many children in country and village schools, handicapped by inadequate equipment and financial support, are further hampered by being taught by inexperienced teachers. However good the intention and spirit of these beginning rural school teachers, many are wholly unprepared for the community activity expected of them.

Educational training institutions and city boards of education are in the main responsible. They apparently are still holding fast to one of the earliest theories of learning—namely, that one learns best in the laboratory of hard knocks. To top all this, the young teacher discovers that teaching positions in the country require that he be willing to teach three, four, or five subjects in addition to the fields in which he is prepared; often, he finds that the principal desires him to take a class in freehand drawing. I wish further to make these facts, with respect to art, more pertinent by calling attention to the following data on junior and senior high schools in villages in California. None had an enrolment of over four hundred. One hundred and fifty-five schools were cataloged. Nineteen had a full-time art teacher; in 23 the art teacher taught one additional subject; in 27 the art teacher taught two additional subjects; in 22 the art teacher taught three additional subjects; in 20 the art teacher taught four additional subjects; in 14 the art teacher taught five additional subjects; and 30 offered no art instruction. In this tabulation schools were also listed which offered three or more classes in music but none in art altho these included art as an offering, art thereby being interpreted as personal esthetic appreciation.

Quite obviously in a school of one hundred to one hundred and fifty children, if only one or even two art classes are available, it will be possible to enrol only a small percent of those children. This falls short of our plan to give large numbers of these country youngsters the benefit of a type of cultural training which is part of their heritage.

What we need is for good art teachers to come to the country and for the communities and the public to realize that children in country areas are just as deserving of the best art instruction as city children. As art educators we must strive to provide art classes for every child. It must be remembered that country children are outstandingly wholesome, unsophisticated, and imaginative, with a native intelligence quick to note the true from the counterfeit and once convinced of your honest interest in them they are loyal to the end in whatever activity you may present.

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 1939-40 are: PRESIDENT, Mrs. Frances Doub North, Department of Commercial Education, Western High School, Baltimore, Md.; FIRST VICEPRESIDENT, Vernal H. Carmichael, Ball State Teachers College, Muncie, Ind.; SECOND VICEPRESIDENT, Hollis P. Guy, University of Kentucky, Lexington, Ky.; SECRETARY-TREASURER, Harold T. Hamlen, Morristown High School, Morristown, N. J.; EXECUTIVE COMMITTEE: Mary Stuart, Brighton High School, Brighton, Mass.; Margaret Kane, Senior High School, Wilmington, Del.; Thomas F. Ferry, Stuart Junior High School, Washington, D. C.; E. W. Alexander, Hadley Vocational School, St. Louis, Mo.; Mildred E. Taft, Colby Junior College, New London, N. H.; Ruth J. Plimpton, Fullerton Junior College, Fullerton, Calif.; Stanley S. Smith, Fordson High School, Dearborn, Mich.

Following is a list of former presidents:

S. Joseph DeBrum, 1938-39; Lola Maclean, 1937-38; Ernest A. Zelliot, 1936-37; Raymond C. Goodfellow, 1935-36; M. E. Studebaker, 1934-35; Benjamin R. Haynes, 1933-34; Paul S. Lomax, 1932-33; Albert E. Bullock, 1931-32; Helen Reynolds, 1930-31; J. L. Harman, 1929-30; Paul A. Carlson, 1928-29; Lawrence N. Pease, 1927-28; John G. Kirk, 1926-27; J. O. Malott, 1925-26; Lloyd L. Jones, 1924-25; Frederick G. Nichols, 1923-24; Earl W. Barnhart, 1922-23; Clay D. Slinker, 1921-22; Thomas A. Beal, 1920-21; J. A. Book, 1919-20; C. G. Nichols, 1918-19; C. G. Nichols, 1917-18; A. H. Sproul, 1916-17; J. L. Holtsclaw, 1915-16; and Reginald R. Stuart, 1914-15.

This Department meets once each year in July. The annual dues, \$1, are payable to the secretary-treasurer of the Department. The chief publication is the NATIONAL BUSINESS EDUCATION QUARTERLY; the news publication, the NATIONAL BUSINESS EDUCATION NEWS, was first issued in 1938-39. Facts relating to the establishment of this Department and the record of the meetings are found in earlier volumes of PROCEEDINGS:

1892: 31	1902:644-701	1912:1031-1094	1922:575-590	1932:283-302
1893:787- 808	1903:719-752	1913: 619- 636	1923:553-567	1933:311-326
1894:957- 994	1904:709-736	1914: 649- 662	1924:429-438	1934:301-312
1895:862- 890	1905:669-706	1915: 883- 940	1925:354-364	1935:275-284
1896:791- 835	1906:637-639	1916: 361- 396	1926:373-391	1936:185-194
1897:792- 824	1907:877-904	1917: 315- 344	1927:335-352	1937:213-224
1898:856- 892	1908:871-906	1918: 235- 248	1928:305-324	1938:389-402
1899:998-1030	1909:701-718	1919: 259- 270	1929:317-334	
1900:542- 581	1910:833-872	1920: 263- 270	1930:275-292	
1901:721- 757	1911:827-868	1921: 369- 376	1931:343-358	

SPACE PERMITS THE INCLUSION of only a few papers here. For further information concerning the convention proceedings and for abstracts of other addresses see the October 1939 *National Business Education Quarterly*.

OPENING ADDRESS

JOSEPH DE BRUM, PRESIDENT OF THE DEPARTMENT, SEQUOIA HIGH SCHOOL, REDWOOD CITY, CALIF.

The national Department today stands unchallenged as the largest business education association in the world. Thru its representative membership in every state and territory, thru its relationship with the National Education Association, and thru its recognition by such groups as the National Council of Education, the American Association of School Administrators, and other powerful educational societies, the Department of Business Education is unequivocally the official spokesman for public business education in America.

The Department of Business Education owes its ascendancy, first, to the support of business educators in all sections of the country and, second, to the officers of the association who have given unstintingly of their time, especially during the last several years of the Department's growth.

Three goals have guided the present administration in its duties: (a) to establish a firmer foundation for the progress of succeeding administrations; (b) to add to, and build on, the accomplishments of previous years; and (c) to develop a friendlier, more cooperative connection with regional, state, and local groups. These goals have inspired this year's staff—department directors, editors, executive committee members, officers, and other workers, who are pleased to submit this accounting of the year's professional activities. During 1938-39 the Department has:

1. Edited a series of enriched *Quarterlies* planned not as current publications, but as authoritative pronouncements for your professional library.

2. Inaugurated a business education newspaper, the *National Business Education News*, filled with seasonable items of interest to business teachers from coast to coast.

3. Kept all state superintendents of public instruction and other leading general educators informed of the educational contributions of our field. These educators have received all Department publications, and direct correspondence has been maintained with them.

4. Established a Business Education Week Committee, the responsibility of which will be to prepare materials describing business education in action. N.E.A. headquarters has agreed to distribute the publicity materials to educational institutions thruout the country during American Education Week, November 1939.

5. Participated in an NBC radio hook-up on "Our American Schools" program. Consumer education and other offerings in the broad field of business education were brought to the attention of listeners last January.

6. Arranged to collaborate with the Commission on Teacher Education on a national study of the training of teachers.

7. Taken every opportunity to create a sincerely cooperative relationship with all regional business education associations. Officers of every regional association have received "goodwill" letters from the president of this Department. In practically all cases an encouraging exchange of correspondence ensued. In several instances plans were discussed for joint action on national matters.

8. Organized, or given consideration to the organization of, several important committees as follows: Business Educational Policies, Business and Business Education, General Education and Business Education, Finance, and Radio.

9. Placed less emphasis on promotional drives but at the same time increased the membership by several hundreds. This increased representation is probably the most important accomplishment.

The future—The present administration knows well that it has merely tapped the professional potentialities of the Department. With the certainty that the Department exists for service, and that it is charged with the duty of leadership in a national sense, this year's official body expresses the hope that the following objectives will be included in the 1939-40 program:

1. Continued publication of the *Quarterly* on a symposium basis.
2. More frequent publication of the *News*, which should be possible because of anticipated increases in advertisements.
3. Administrative support for the committees already established.
4. Concerted action for closer harmony among the associational groups which are unselfishly working for the improvement and betterment of business education. (Personal aggrandizement and special group interests must be ignored if desirable goals are to be reached.)
5. Adoption of the following motto: "Every teacher a member of his local, regional, and national association."
6. Creation of a specific division to work with such government agencies as the United States Office of Education and the Departments of Commerce and Labor.
7. Development of a research bureau to make available for general purposes the findings of significant researches in business education.
8. Stability in the financial setup of the Department.
9. The employment of a permanent executive secretary with headquarters in Washington, D. C. The Department should establish a central office at N.E.A. headquarters within three years.

Effective and desirable growth is a gradual process. One administration cannot, and should not attempt to, establish a platform for future action. All administrations must profit from preceding groups and envision plans for succeeding ones. The problems of business education and those of the Department are intricate and must be dealt with from a long-range point of view. But above all, the realization of any and all desirable goals is in the last analysis fundamentally dependent upon the wholehearted support of each member.

SOCIAL RESPONSIBILITIES OF BUSINESS EDUCATION

B. FRANK KYKER, ACTING CHIEF, BUSINESS EDUCATION SERVICE, U. S.
OFFICE OF EDUCATION, WASHINGTON, D. C.

If the social and vocational responsibilities of business education are to be achieved, they must be shared jointly as well as severally by business teachers and supervisors, school administrators, teacher-training institutions, government, and organizations of business educators.

These responsibilities may be summed up as follows:

1. Make available to all secondary students social business courses that will function effectively in the life of the individual and contribute to a citizenship that is economically literate and competent in business matters.

2. Specialized vocational business training for positions actually available, given to those who are qualified to profit by such training and who will be able to secure a position in which the business knowledges and skills will function. All pre-employment vocational business training should immediately precede the student's entrance into a business occupation.

3. In addition to social business courses for all students, and vocational business courses for the few, cooperative part-time and extension business classes should be made available for the upgrading of employed business workers, as is now the case for distributive workers under the George-Deen Act.

4. In addition to a teaching personnel that is broadly trained in the social, technical, and professional subjects, supplemented by occupational experience, it is of the utmost importance that competent supervision for all phases of business education be provided on a statewide and local basis.

5. Finally, it is a responsibility of all persons concerned with business education to determine educational objectives, curriculum content, standards, methods of teaching, occupations for which training should be provided, grade placement, and student selection by research, investigation, and experimentation, instead of by imitation, inheritance, and tradition.

FRAUDS AND THE CONSUMER

MRS. MURIEL N. TSVETKOFF, TREASURER, NATIONAL ASSOCIATION OF BETTER BUSINESS BUREAUS; AND MANAGER, SAN FRANCISCO BETTER BUSINESS BUREAU, SAN FRANCISCO, CALIF.

While voluntary and government agencies have reduced the volume of fraud considerably in the past few years, the fact must be faced that as long as there are ingenious minds devising new fake schemes, and people who transact business emotionally rather than rationally, there will always be a certain amount of swindling.

To minimize loss thru fraudulent schemes, Better Business Bureaus operate a four-point program: fraud prosecution, fraud prevention, promotion of fair advertising and selling practices, and consumer education.

In 1938, 568,000 inquiries and complaints were received by Better Business Bureaus in sixty-five cities thruout the United States and Canada. Consumers act as "listening posts" and report instances of fraud or suspicions of fraud to the bureaus, which in turn investigate and take whatever action is indicated by the facts developed. More than 230,000 copies of "fact" booklets were distributed, and 106 radio stations in eighty-one cities gave 1400 hours of time to Better Business Bureau warnings.

Prosecutions are made difficult by hesitancy on the part of consumers to appear in court actions, lack of knowledge concerning the rules of evidence, failure to save documentary evidence and to remember accurately what was stated at the time the fraud was perpetrated.

Teachers are urged to warn students of the danger signals which indicate a fake scheme may be attempted. Samples of such danger signals are: (a) Do not sign contracts in blank, read before you sign and keep a copy. (b) Do not be hurried into business transactions. (c) Do not depend too much on guarantees. (d) Do not part with money thru flattery. (e) Do not expect something for nothing.

WILL THE PIECES MAKE A PATTERN IN CONSUMER EDUCATION?

JOHN M. CASSELS, DIRECTOR, INSTITUTE FOR CONSUMER EDUCATION,
STEPHENS COLLEGE, COLUMBIA, MO.

As a newcomer in the field I have noted four categories which we shall consider in an effort to piece together a pattern in consumer education. The first is the extent and keenness of interest already manifest in this undeveloped subject. The demand felt on all sides for information is being met by a group of persons full of enthusiasm, energy, and purposeful sincerity. They feel the thrill of pioneering in a new and relatively untried field.

Second, the work has so far been advanced in spontaneous, piecemeal fashion. The need for work in consumer education goes back to the economic changes of the industrial revolution, but progress has been held back because of social inertia. The flood has been breaking thru the dam since 1929, however, and the channel has widened and deepened as it flowed.

Home economists and teachers of business education have made their good contributions as well as teachers in many other fields whose courses do not deal directly with consumer problems.

My third observation is the developing trend toward clarification of the concepts of consumer education. Until now, development has been sporadic rather than systematic. Consumer education should never be put in the straight jacket of any cut-and-dried pattern, and it is safe to assume that as long as it is a vital subject handled by people alive to its opportunities this will not happen. There is, however, a vital need for coordination of effort and clarification of concepts among those in the field. We can now distinguish between four concepts of consumer education, each of which expands beyond the other in scope: buymanship, personal economics, social

economics, and general education. When thinking of ourselves as consumers, we are merely focusing attention on one aspect of our many-sided lives. When we develop education around this idea of consumership, we realize it is not the only center but one of exceptional significance in the present day.

Fourth, we find today an ever growing need for work along these lines. The contributions which we may expect from consumer education in the years ahead should be many and valuable.

EDUCATED CONSUMERS MAKE BETTER CITIZENS

D. E. MONTGOMERY, DIRECTOR, CONSUMERS' COUNSEL DIVISION, U. S.
DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C.

Consumer education and action are new. The essential standards consumer educators will need to guide their progress by are: (a) preservation and use of the right of objective criticism, without which education is devoid of learning and becomes a mockery; and (b) selection of materials on a basis of accuracy, reliability, and freedom from any selling or anti-consumer purpose. The upholding of the first of these lies in the hands of every educator, as well as the supervising authorities. The second places responsibility primarily upon the supervisors who in most instances will be best able to ascertain the sources of materials and to submit them to thoro check.

Adherence to such standards will help us to find out how to educate consumers and then to educate them. This alone will not make them better citizens. To move in that direction consumers will need to learn how to put their education into use. They will need organization for one thing, and such organization they must accomplish for themselves. Then they shall have to learn how to treat with the makers and sellers of goods in getting things done more to their consumer liking. For that undertaking they shall have to command respect for their consumer viewpoint, a respect which will be assured only when the independence of the consumer interest from the producer or seller interest is clearly recognized on both sides. All this may not be the task of consumer educators. But educators can, if they keep informed of developments in the field of consumer action, contribute thru adequate preparation to the growth of a strong, independent, fearless, responsible consumer movement.

TRENDS IN THE MERCHANDISING CURRICULUM

WILLIS M. KENEALY, REGIONAL SUPERVISOR OF DISTRIBUTIVE EDUCATION
FOR SOUTHERN CALIFORNIA, LOS ANGELES, CALIF.

There have been several reasons why greater interest has not been shown in the development of a sound merchandising curriculum by the senior high schools and junior colleges. Many parents felt that service in this field,

which they termed "behind the counter clerking," did not carry social prestige. Rather low wages compared to other fields of employment was another retarding or limiting factor in the development of a merchandising program in the secondary schools. Boys and girls felt that they would prefer to enter a field which offered them greater financial returns. Another and very important reason has been the lack of qualified teachers in this field. In order to do a really effective job a teacher should have, in addition to academic training and a good teaching personality, considerable practical experience in marketing and retailing. Such teachers have not, for the most part, been available in the secondary schools.

Recent studies have shown that one out of every eight employed workers in the United States is engaged in distributive activities. Also the demand for workers in this field has increased more rapidly than in any other major occupational group. Since the secondary schools have generally made little provision for the training of students for the distributive occupations, and since a large number of graduates are unable to find employment in the occupational field for which they were trained, the distributive occupations have been forced to accept young men and women with either no training at all or training of a very meager type. The recognition of these factors has led to a general interest in the establishment of a merchandising curriculum which will provide adequate pre-employment training for young men and women who desire to specialize in merchandising.

There has been a tendency in schools where there is a thirteenth year, or thirteenth and fourteenth years, to upgrade the merchandising subjects which are offered. This trend is paralleling the trend toward the establishment of a thirteenth year in secondary schools. Since by far the greatest majority of students graduating from the twelfth grade do not continue in either junior college or university work, there will always be the need for basic training in the merchandising field prior to the thirteenth year. The increasing demand of business, however, for more mature and better trained applicants is being met in part by additional offerings in the thirteenth and fourteenth years in those institutions which have established such a continuing program.

The third trend is toward a practical curriculum. Emphasis is largely away from the single text and academic presentation to a functional program taught by teachers with merchandising experience. In order to provide for practical training, much of the course of study centers around specific business activities which are determined by an analysis of business requirements. Probably the cooperative part-time program is the closest possible approach to a practical and functional curriculum.

Along with the trend toward a more practical curriculum there is the trend toward the wider use of supplementary reading materials. Simple textbook presentation is disappearing. Reference books, trade magazines, motion pictures, outside speakers, and materials which may be obtained from manufacturers and large distributing organizations are being made available to merchandising students.

The fifth trend in the training of workers in the field of merchandising is toward more cooperative part-time programs. The George-Deen Act passed in 1936 by the United States Congress has stimulated interest in this type of training program. Possibly there is no more effective learning situation than a well-organized, properly conducted, part-time cooperative training program. Unless effectively planned and carefully supervised, however, the cooperative training program might easily result in an expensive waste of student time.

The sixth trend lies outside the secondary-school field and is toward more in-service training for employed workers in distributive occupations. Classes in the adult field are being set up thruout the United States to provide specific training in the fundamentals of merchandising.

The final trend is toward training institutions sponsored by certain large groups or industries. Recognizing the need for better training an industry may sponsor an educational program and assist in making such a program available to the members of that industry.

If the above-mentioned trends continue in the three types of programs—pre-employment training, cooperative part-time training, and in-service training—business establishments engaged in the distribution of goods and services should find a more efficient group of young men and women available for placement, as well as have a personnel trained for better service to the customer.

VOCABULARY BUILDING FOR SECRETARIAL STUDENTS

MILDRED J. O'LEARY, HIGH SCHOOL, SWAMPSCOTT, MASS.

It has been found that there is a high degree of correlation between large vocabularies and success in business and in life. Words express ideas; they are the tools of thought. They must be kept shining and ready for instant use. To do this a knowledge of words, their derivation, and correct use must be gained. Background subjects like English, economic geography, and business law help to furnish a background of knowledge and vocabulary for the secretarial student.

Teachers of background subjects should work with teachers of business English and stenography to evolve a basic vocabulary that will be of value to the student. The secretarial student must add to his technical skills an exact knowledge of words. To his general vocabulary he must add specific vocabularies—those words which have to do with different kinds of business undertakings. These will differ with different parts of the country.

Some devices that help secretarial students to gain poise and acquire vocabulary power are: keeping a vocabulary notebook, answering the school telephone, greeting visitors, speaking before groups, presiding at assemblies, interviewing business people, acting as secretaries to teachers, collecting advertising material and business letters, and working in groups on problems in research.

ILLUSTRATIONS AND HINTS ON MAKING SECRETARIAL PRACTICE EQUIPMENT WHERE NONE IS AVAILABLE

MRS. GLADYS SEALE, WADLEIGH HIGH SCHOOL, NEW YORK, N. Y.

When I first started to teach secretarial practice, I was somewhat in a quandary because we had no equipment at the time. However, the lack of money to spend on equipment was a blessing in disguise as it forced me to think of some way to have the students make the material. We all know that learning by doing is one of the most forceful and lasting methods of learning.

My lessons in telephoning include not only the use of the telephone but the operation of dials and of dummy switchboards constructed by the students themselves. The purpose of this assignment is to develop initiative and to give the pupils a thoro understanding of the dial and the monitor switchboard.

The rules of filing make fine dictation material which will increase the students' ability to take dictation and transcribe efficiently. This material will be helpful to the students when they are filing in an office. However, for a person to actually learn to file, he must do some filing. Moreover, learning by doing produces self-activity which is always desirable in any educational endeavor. Therefore, as the classwork proceeds and as the students learn more about filing, they make their own file cabinets, the guides, folders, and tabs.

In many business offices the secretary is expected to make out itineraries as well as sales distribution maps. Of course the material concerning buses, railroads, aeroplanes, and their facilities for traveling is something that over 90 percent of the class have never heard about—and add to this “how to make out an itinerary!” This material makes fine dictation which will be instructive at the same time that it helps to pull up the pupils' speed and accuracy. However, most instruction on the subject is gained by having the students make maps, put on them the cities located on the principal railroads that go out from New York City, and, using colored thread, cord, or ribbon, indicate these routes. Furthermore, it may be required of the pupils when they go into the business world to make the type of sales distribution map that most businesses have in their offices. The making of these maps is far better than pictures or diagrams, since it is a practical experience. Failure in making a businesslike railroad or sales distribution map is not common but effort is required to make a successful map.

As you may see by the projects on telephoning, filing, and itinerary work, dictation in all my secretarial practice teaching pertains to the subject being taught; character traits are constantly being developed; and students learn by actually making the equipment necessary. Each piece of equipment that the secretarial practice students make is simple, can be made by either girls or boys, and is practical for the business world.

AN INTEGRATED PROGRAM OF DISTRIBUTIVE EDUCATION: ITS SOCIAL AND ECONOMIC SIGNIFICANCE

WALTER F. SHAW, WESTERN REGIONAL AGENT FOR DISTRIBUTIVE EDUCATION, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

There are four well-defined objectives of the program in distributive education: (a) a broad, comprehensive, sympathetic attitude toward secondary education and guidance programs; (b) basic fundamental orientation courses preparatory to a part-time program; (c) cooperative part-time programs on the level of the secondary school in the secondary schools, the postgraduate schools, and the junior colleges; and (d) the building of adult extension programs in consequential short units on three levels of increasing difficulty and responsibility. Only in a democracy which does not separate its work and its culture could these objectives be broadly stated, analyzed, and interpreted in terms of the national economy.

During the fiscal year just closed there has been an increase of 50 percent in the number of training centers and 100 percent in the number of employed adults enrolled in distributive occupational subjects.

Of outstanding significance is the increasing interest shown by the small, independent businessman who is turning to education as a possible solution for many of his problems. He realizes that something must be done to reduce the increase in labor turnover, to check wasteful distributive practices, and to stop the increase in actual costs of doing business. No one appreciates more than the small businessman the seriousness of the job situation in the United States, which is causing American industry a daily loss of approximately \$3,000,000. Thousands are being hired, tried, and discharged from their positions because of their inability to meet the requirements of the distributive occupation in which they are employed.

Equally significant is the revision of courses of study in the secondary schools to provide an organization which will proceed from preparatory exploratory courses up to highly specialized training units at levels consistent with individual suggestion and skilled masteries in the elements of retail selling, retail store management, survey marketing, advertising, and in the technics of purchasing, transportation, the channels of trade, and the established mediums within these channels.

Consumers are vitally interested in strengthening the objectives of a program which makes employees more efficient, cuts the cost of distribution, and establishes merchandising practices on the basis of more intelligent service at reasonable cost. The careful selection which is resulting in an upgrading of store workers is also securing a better qualified teaching personnel. It is this trained group that may be expected to provide educational procedures to make it possible for intelligent proprietors, clerks, salespersons, and helpers in stores to prevent wasteful distributive practices.

One person in every eight is engaged in a distributive occupation. Approximately 160,000 youth from seventeen to nineteen years of age enter a

distributive occupation each year with no training whatever for the work. An additional 140,000 between the ages of twenty and twenty-one enter distributive employment under the same conditions.

A recent study revealed the fact that not more than one secondary school in eight in the western states is offering any training program in the basic principles of selling. More graduates of these schools are going into distributive fields than go into medicine, law, engineering, and the ministry combined. Not one of these schools would consider elimination of the preparation of the four groups just named for college entrance, yet for years it has been assumed by many that anybody could sell if he could speak his native tongue, count money, and read the almanac, and that the best teacher was experience.

A study in contrast is provided by a survey of the results attained during the current year: (a) more satisfied, efficient employers and employees; (b) lower costs of distribution; (c) enrichment of consumer living in terms of service; (d) lifting the standards of living to higher levels.

Economic security, social adjustments, and even the maintenance of civic order depend upon the degree to which we have satisfactory employment and the contentment which goes with it. One cannot escape the conclusion that "defective things can be thrown on the scrap pile, but with ruined people we must live." If our social structure is to endure we must take full advantage of constructive educational measures now to prevent later excessive remedial appropriations.

THE TEACHING OF TRANSCRIPTION

WALLACE B. BOWMAN, NEW ROCHELLE HIGH SCHOOL, NEW ROCHELLE, N. Y.

Success in teaching transcription is more a matter of attitude than of method. Transcription is a skill that must be developed thru careful teaching and a thoro understanding of the principles involved. The student cannot transcribe what he does not have in his notes. For this reason we must be absolutely certain that the student has in his shorthand notes all the material that he is expected to transcribe. During the learning period, the shorthand dictation speed must not interfere with the development of a satisfactory ability to transcribe. From the start students should be required to correct their errors and a great deal of emphasis should be placed on neat and businesslike corrections. At an early stage, all transcription should be put on the time basis. This will teach the student to avoid the waste of both paper and time. The use of envelopes and carbon copies in connection with transcription will enable the teacher to introduce mailing and filing procedures in the classroom. The more nearly the schoolwork approaches the requirements of the business office, the more easily the young applicants will fit into office situations.

SPECIAL CLASS PROJECTS IN SHORTHAND

HARRY W. SUNDWALL, BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH

Provision should be made for a point of fact often overlooked by teachers of shorthand. This point of fact is that many students leave the classroom to enter business life directly, which places a unique responsibility upon the shorthand class, along with other classes building commercial skills. The program for the shorthand class should be based upon directed experience in human relations as well as development of shorthand skill.

The emphasis of the classroom activity must be on technical skill development in shorthand; therefore, an organization for out-of-class activity must exist if the necessary attention is given to the building of proper attitudes toward business life and the forming of a proper response pattern in human relationships.

The program of activity of this organization might be built around projects that grow out of interests in shorthand, in business affairs, in fine arts, in social life, and in sports. Such a program of activity would condition and test the classroom people before they face business or advanced school life. It would place the shorthand class inside the outside world and the outside world inside the classroom thru activity fostering a common understanding and appreciation.

NONVOCATIONAL ASPECTS OF HIGH-SCHOOL BOOK-KEEPING

EARL CLEVINGER, HEAD, COMMERCE DEPARTMENT, CENTRAL STATE
TEACHERS COLLEGE, EDMOND, OKLA.

The first part of a bookkeeping course should be definitely social or non-vocational. Some prefer to speak of it as a consumer-training course because such subjects as family budgets and personal income tax reports should be included. The course should include training in how to keep accounts for nonmerchandising establishments such as for those whose primary source of income is from salary, fees, or commissions.

Due to the fact that vocational bookkeeping is so complicated little can be done toward teaching the subject vocationally until the student understands the fundamentals which can well be taught by means of accounts for the professional man and related types of transactions. Such treatment will go a long way toward restoring bookkeeping to the position in the curriculum it formerly held.

LOST HORIZONS AND BUSINESS EDUCATION

ROBERT E. SLAUGHTER, DIRECTOR OF TEACHER-TRAINING COURSES,
MADISON COLLEGE, HARRISONBURG, VA.

Business education for tomorrow is obligated to guide suitable material into vocational courses, train that material appropriately, place it in active

vocational life, and assist in making subsequent adjustments. Only in this manner can it serve the interest of youth and of business. Tomorrow's guidance program must be based upon extensive, valid research data concerning the individual, occupational requirements, and current and prospective occupational opportunities, both local and national.

America stands at the threshold of a new horizon, the horizon of social and economic planning. Education is looked upon, as it has been for centuries, as an indispensable instrument in the promotion of social progress. Business educators are not only a part of that education but also a most vital part, because business, to which our efforts are especially related environmentally, is the most deeply involved in the new horizon of all of society's institutions. Our heavy responsibility is commensurate with our splendid opportunities to contribute to the freedom, the welfare, and the happiness of our fellow man. We must accept the challenge of the new horizon, study, observe, work, think, and pray.

THE VOICE OF BUSINESS IN EDUCATION

LLOYD L. JONES, DIRECTOR OF RESEARCH, GREGG PUBLISHING COMPANY,
BEREA, OHIO

More and more business is going to participate in business education and it rightly should. Business is getting very weary of paying taxes, and business is going to find out what it is getting for its money. Business is going to be very much more interested in this upgrading of schools to include a thirteenth and fourteenth year. Business is largely paying the salaries of the teachers. Business is building the buildings. Business is largely buying the textbooks, and I am wondering if we have listened to the voice of business as carefully as we might and if we are really trying to do for business what it would have us do. More commercial teachers should be investigating business, sitting down with business people to find out personally what they are thinking about our vocational subjects. They will find that business is becoming as interested in vocational education as we are.

WHAT'S AHEAD IN BUSINESS EDUCATION

EARL G. BLACKSTONE, UNIVERSITY OF SOUTHERN CALIFORNIA,
LOS ANGELES, CALIF.

There are a few movements which are fairly discernible and which we ought to recognize and be prepared to handle within the next few years. One of the them is that of a proper attitude on the part of business teachers toward the idea which is apparently being so readily accepted by our school administrators—upgrading of vocational education. Closer to us than upgrading of vocational education is the matter of consumer education. That is here now. It is here to stay and it is going to be increasingly important. We have handled it haphazardly in various subjects, departments, and text-

books. Other departments are scrambling for it, business education among the rest. No one department can monopolize consumer education—all must contribute and cooperate. We face curriculum revision problems; we need to make more adequate provision for economic citizenship problems; we need to adjust our education to provide better for trait development and prognosis and occupational intelligence.

BUSINESS EDUCATION ON THE JUNIOR LEVEL

DOROTHY TRAVIS, CENTRAL HIGH SCHOOL, GRAND FORKS, N. DAK.

Textbooks should be merely the skeleton backbone of the course (of general business training), and the meat should be live material secured from current newspapers, magazines, and advertising material. Another problem is that of securing necessary blanks (checks, telegraph forms, etc.) in those schools where no funds are available for workbooks. Usually local stores, banks, telegraph offices, and other firms are willing to cooperate with the teacher to furnish such supplies. I believe it is wise as a general rule for the teacher to secure these rather than to send children to ask for them. Children may make nuisances of themselves unless some understanding has been reached between businessmen and teachers in advance.

TESTING AND GRADING

GUY G. GEORGE, SAN JOSE STATE COLLEGE, SAN JOSE, CALIF.

Tests and grades have become almost an end in themselves, it seems. One might almost think the object of education was to produce records, diplomas, degrees, certificates. I wonder if it would not be a blessed relief if they were all suddenly blown to bits; then we could be human beings, valued for what we are. The efforts which have been spent in refining the instruments of torture might better have been spent in a crusade to abolish them. Testing and grading as we have used them have not given satisfactory results. They have killed the interests of students; they have spoiled some students and depressed others; they have made drudges and "dead pans" of many teachers if they have not actually killed them; and they have placed teaching and learning on a low ethical plane.

SECRETARY'S REPORT

San Francisco, California

It was the consensus that the 1939 convention in San Francisco was the meeting nonpareil in the history of the Department. There were meetings covering all business subjects, departments, and curriculums; general meetings giving outside business contacts; and occasions offered for exchange of professional ideas between and among individuals. A special notation should be made of the numerous round-table and panel discussions. All meetings were well attended and unprecedented enthusiasm and untiring interest were shown.

Due to the foresight and resourcefulness of President Joseph DeBrum the following inspirational contacts were made possible: two general meetings at which men in business brought messages to the business teachers and administrators; four sectional meetings in which twenty-eight business educators participated; eight round tables with sixty participants; and four special programs with thirty contributors. Pupils from various schools gave four demonstrations; a consumer education exhibit attracted the interest and attention of hundreds of visitors; a business education tea and general open house for all guests were sponsored by the Bay Section of the Business Education Association of California, of which A. L. McMillan is president; the climax of the social events was a boat trip up the Sacramento River on the "Delta King."

A number of Executive Committee meetings were held to discuss the Department's activities of the past year and to consider plans for the ensuing year. A great many state and regional directors were present to attend sessions devoted to the problems of these directors.

Many evidences of the increased influence of the Department in national business education were seen in the attendance and participation of local business educators, members from many of the states, from Puerto Rico, and from Canada. The programs manifested thought and understanding in planning, and an earnest reception was afforded all the speakers.

The national membership director, Vernal H. Carmichael, reported a membership for the current year of 4500, which is several hundred more members than the Department was able to report heretofore.

The *National Business Education Quarterly*, the professional monograph of the organization, was published in October, December, March, and May, with the following themes: October 1938—Business Education on the Junior Level; December 1938—Secretarial Subjects; March 1939—Personality in Business; May 1939—What's New in Business Education.

The *National Business Education News* was inaugurated this year in the form of a "house paper" for the publication of business education news notes of interest to the commercial teachers of the United States. Three issues were distributed and were heartily received by the members.

At the business meeting, the Nominating Committee, consisting of Ira W. Kibby of California, Mildred J. O'Leary of Massachusetts, O. P. Trentham of Missouri, Charles J. Beahan of New York, and L. O. Culp of California, presented its slate for the year 1939-40. It was moved and carried that the report of the Nominating Committee be accepted. For these officers see page 408.

A communication was read from Jessie Graham suggesting that Article I, name of the constitution, be changed to read: "The name of this association shall be the American Business Education Association." A motion was carried to follow the constitution and lay the question on the table for a year.

The Department of Business Education has had a phenomenal growth in numbers, but the real growth is marked by professional advancement and increased interest in business education problems. Of all these the members of the Department can well be proud.

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 1939-40 are: PRESIDENT, Elphe K. Smith, Capitol Hill School, Tigard, Ore.; VICEPRESIDENT, David E. Temple, Central High School, Tulsa, Okla.; SECRETARY, Anna J. Masterson, 14 Oakland Avenue, Lowell, Mass.; DIRECTOR EX OFFICIO, Myrtle Hooper Dahl, Hiawatha School, Minneapolis, Minn.; REGIONAL DIRECTORS: Northeastern, Mary D. Barnes, 223 Summit Road, Elizabeth, N. J.; Southeastern, Katy V. Anthony, Binford School, Richmond, Va.; North Central, Harold H. Blanchard, Central High School, South Bend, Ind.; South Central, Florence B. Reynolds, Minne Lusa School, Omaha, Nebr.; Northwestern, Mary E. Bond, Whatcom Junior High School, Bellingham, Wash.; Southwestern, Wilbur W. Raisner, Presidio Junior High School, San Francisco, Calif.

This Department meets at the time of the annual meeting of the Association. The chief publications are the NEWS BULLETIN and a yearbook. 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	1934:313-344
1915:1161-1178	1920:343-356	1925:365-402	1930:293-308	1935:285-310
1916: 637- 652	1921:399-406	1926:393-424	1931:359-392	1936:195-218
1917: 615- 622	1922:683-692	1927:353-390	1932:303-336	1937:225-244
1918: 381- 390	1923:569-620	1928:325-352	1933:327-356	1938:403-422

PRESIDENT'S REPORT AND RECOMMENDATIONS

MYRTLE HOOPER DAHL, HIAWATHA SCHOOL, MINNEAPOLIS, MINN.

AS A TRAVELER checks back over his chart to see how far he has traveled, so the officers of the Department have been checking the progress they have made during the year just finished.

Many courtesies have been extended to us. As president I have received many invitations to attend meetings, speak at conferences, and assist with the solving of problems. These have all been greatly appreciated. It would have been difficult to have responded to these calls were it not for the generosity of the Minneapolis Board of Education and Superintendent Carroll R. Reed. They granted me all the time I needed, furnished a substitute, and paid my salary. To them I express my sincerest gratitude.

Two new classroom departments were organized during the year. These were started in Mississippi and New Mexico. Georgia and South Carolina held special classroom meetings also. In Florida, North Carolina, and Alabama splendid things have been done by alert, progressive state classroom departments. It is amazing and heartening to find how much has been accomplished by these associations in the short time they have been organized.

Many new local associations have been formed and each local has been urged to assist in forming a new local in its neighborhood.

The Department has cooperated with the Educational Policies Commission in every way possible. We now have a permanent member on the Commission. At the meeting held in Atlantic City in May our ex-officio director, Emily Tarbell, was elected to fill the place left vacant by the death of Lotus Coffman of Minnesota. It has been difficult for the representative from the Department to be of much value to the Commission as the meetings have been few and it has taken time to become familiar with the background of the studies now being made, but we feel that we will have a definite part in formulating policies as well as implementing them.

The Implications of Research for the Classroom Teacher is the title of the tenth yearbook of the Department. It was presented at the luncheon meeting in Cleveland last February. It has been gratifying to receive and read many letters and reviews commending the book. It is the hope of the committee that the teachers in the classroom will use it and report to the Department their reactions and criticisms. It is a sincere hope that it will meet a real need in actual classroom teaching.

Another accomplishment with which the teachers will be pleased is the action of the Executive Committee of the National Education Association creating for us a headquarters in Washington. At the meeting held Sunday morning, July 2, Joseph Saunders of Virginia made the following motion which was unanimously adopted:

I move that the Executive Committee create the position of executive secretary of the Department of Classroom Teachers, and that the executive secretary of the National Education Association consider such alterations and changes in the existing departments and divisions as may be to the best interests of the National

Education Association and that the Budget Committee be instructed to make adequate provision for the newly created secretaryship.

This action means that now the three largest classifications in the profession, namely, classroom teachers, administrators, and elementary principals, are established with secretaries at headquarters in Washington. Until now the largest classification has had to depend on other division directors for assistance. Since we have expanded our activities and increased our field work the details have become very heavy. Furthermore, there has been a feeling that the Department really merited recognition as an important part of our great Association. Only thru this recognition can the unity of the entire profession be recognized. The details and responsibilities of the office are still to be worked out by the officers and Mr. Givens. It means much responsibility for all, but I am confident the members will feel that we have taken another important step in our efforts to build interest and pride in the profession among the classroom teachers.

The adoption of the new Constitution and Bylaws, which increased the number of officers from seven to ten, and the establishment of our new office, have made an increased budget necessary. The Budget Committee raised the amount given the Department from \$10,000 to \$13,400. The details of this budget are given elsewhere in this report.

Last fall the officers decided to experiment with the number of issues of the *News Bulletin*. No doubt every one realizes that the big problem here is distribution; teachers in local and state organizations have the opportunity to see the publication since several copies are sent to the president, but the large number of unorganized teachers never see it. The *Journal*, however, reaches every member of the National Education Association. We therefore decided to publish three issues of the *Bulletin* and three pages in the *Journal*. We are very anxious to hear which you thought was most helpful. What policy would you like to have us follow next year? Let us hear from you. This exchange of ideas can be of real service if it reaches all interested persons.

We also experimented with a new type of meeting for the winter session. The Department scheduled no meetings before 3:30 P. M. At that time a meeting was held, with a chosen leader, and a discussion of the talks and symposiums which had been heard was held. Many valuable things were learned. Many expressions of commendation were received, as well as requests that the plan be followed again next winter.

Following our usual custom we invited as our special guest for the San Francisco meeting a teacher in a one-room school in Arizona. Mrs. Catherine D. Foy of Tucson was the one selected this year. When the idea of inviting a rural teacher originated it was the plan to invite the teacher who lived the farthest from the meeting place. We later realized that the teachers in the central section of the country would never have the privilege of attending, so the officers decided to invite from the states alphabetically, omitting those that have been represented.

A committee on teacher education was appointed this year with Mary D. Barnes as chairman. We have been invited to cooperate with the National Commission on Teacher Education. This is a very important assignment and is a matter in which we have long been interested. We are delighted that Mr. Bigelow gave us this opportunity.

The work during the year expanded greatly. Nearly three thousand letters were sent. In addition, numerous magazine articles were written and special requested materials sent. Every effort was made to answer all inquiries promptly but where other officers had to be contacted or definite dates fixed this was not always possible.

The Department has moved ahead steadily each year. This is accomplished most speedily and satisfactorily when confidence is placed in the leadership chosen. The united efforts of all groups can overcome any obstacle. We must at all times put first things first. The task before us in the profession is a big one, and there is no time or place for petty things. The teachers of the nation are looking to us for leadership and assistance. We must never be "weighed in the balance and found wanting."

I express my sincere appreciation to Reuben T. Shaw who has worked so tirelessly for the advancement of our high professional ideals; to Willard E. Givens and the various members of the headquarters staff who have helped in every way to make this a successful year; and to the many teachers in the field who are studying, working, and meeting the problems of the profession in so splendid a manner. I assure them that the Department stands ready at all times to be of any assistance possible. My greatest regret is that I am not able to have all the leaders I have met know each other as I have learned to know them. Then, indeed, would we begin to realize that with this type of leadership and with the high ideals of the profession always uppermost in our efforts, teaching will become the profession it should be and the children of America will be given the kind of education and leaders our democracy demands.

To the Department I make the following recommendations:

1. That the president be granted a year's leave of absence with full reimbursement for loss of pay.
2. That the Department continue its program of field work and conferences, making special effort to reach districts as yet not visited.
3. That the Department continue its efforts to increase the membership of the National Education Association thru stressing the efforts being made by the Association to assist all teachers, whatever their problems may be.
4. That we urge and encourage the formation of state classroom groups either as a league or federation of local associations or as a part of the state association.
5. That we continue to make every effort to assist the Educational Policies Commission in its program.
6. That we continue to aid and encourage teachers in the schools in rural areas to organize and work on their own problems.

ANALYZING PROPAGANDA

MRS. MALBONE W. GRAHAM, SANTA MONICA, CALIF.; MEMBER OF THE BOARD OF DIRECTORS, NATIONAL INSTITUTE FOR PROPAGANDA ANALYSIS

Under democracy every man and woman has a vote exactly on the assumption that every woman and man can make an intelligent choice among the alternatives presented. But the freedom of speech and other freedoms that are also the essence of our form of government allow every sort of alternatives and ideas to be presented, given in as loud a voice and as big a hall as they can get by purchase or otherwise. In short, the winds of doctrine are a necessary part of the winds of freedom, and they have come to blow with increasing violence in the sharply heightening tensions of our world. As a people we stand probably as never before in the center of propagandas—bad, good, and indifferent, domestic and imported. Democracy cannot shut them off as dictatorship can, and instantly does. Propaganda must function constructively in and among them or else it must fail.

In the field of education there is constantly, to a greater or lesser extent, depending on the tempo of the period, a movement introducing into the curriculum new subjects and new materials, not so much by abstract choice as because of something that has come about in the outside world or in the community. It creates what I like to call the area of educational dynamics. I think that the problem of classroom dealing with propaganda stands very near the center of that area today.

It is interesting to trace back and find when the term came into extensive use. If you turn to the *Index of Periodical Literature* you will find that practically no mention is made of it until 1916 and 1917. Altho its early meaning was restricted, it had the major qualities basic to it now. It was to get others to accept something already decided on and to spread a cause. Propaganda is salesmanship in the field of ideas; it is something we accept and present to others to influence them and so give just as persuasively as possible. The Institute for Propaganda Analysis, after working thru and sifting quantities of materials, gives this in terms of broad characteristics: "Propaganda is expression of opinion or action by individuals or groups deliberately designed to influence opinions or actions of other individuals or groups with reference to predetermined ends."

Propaganda moved along in a pedestrian way until the World War. Then the tempo changed swiftly. Most of us remember the posters of the Liberty Loan campaigns and those for enlistment. Nationally we established the Committee on Public Information. It was in fact a department of propaganda, for the information, deeply designed to influence for a predetermined end, was selective and emotionally high geared, as it will always be in a war situation. Its object, as that of other countries, was to build our own morale and break that of the enemy. For each country it was a weapon of war as important as aircraft and anti-aircraft guns and as ruthless.

Peace came and we dropped back from the intense, imposed pressures but to a new normalcy. The salesmen of ideas everywhere had learned much about how to influence the public. They wanted to keep on influencing, not

now to enlist or sacrifice but to buy and vote and believe. Propaganda began to be a practical daily art. Three major things in the post-war period have changed and developed it.

First, a group of scholars took it up as a matter of research and gave it scientific standing and a whole vocabulary of its own, quite unintelligible to the general public. Having dug down into the ways of manipulation, some of the exponents did decode their work and become practical advisers to those who wished to sell goods or ideas to the public. Scholarship first gave respectability, then concrete help.

Second, psychology was brought in to teach how to play on the emotional keyboard. I shall always think of it most vividly in relation to a book that came from the German Ministry of Propaganda not long ago. It was for British consumption only. There was not a British characteristic that was not known and utilized; there was not an emotional button that was not pressed; there was hardly a revered statesman who was not quoted for a desired end; neither was there a turn in the British sense of fair play untouched.

A third element increased tremendously the potentialities for manipulating minds: The physical sciences added amazing new ways of getting to those to be influenced and to the consumers of ideas. The radio and the motion picture came into almost universal use.

Three important background elements, with a recent tangent fourth—the inflow and subtle power of the imported propagandas of foreign, dictatorial countries—give a new, urgent seriousness to the situation. Before, the propagandas tended to be homegrown varieties, disturbing at times, but our own. Now we find alien philosophies and imported hates.

There is the problem in its swiftly drawn setting; there is the complex, living, developing situation. The propagandas cannot be shut off in a democracy. They cannot be simply dismissed by the “propaganda” label. Some are for destructive ends and some for constructive. The alternative is to learn and to teach the ways of resistance—analysis choice. The *why* is clear, but what about the very practical *how*? It is possible to set up a laboratory in the realm of the social studies for testing the ideas that seek place and to do that testing just as dispassionately as it is carried on in the laboratories of the physical sciences. It is not as easy when dealing with human, emotionally-charged materials, but it is tremendously significant, and soon it becomes a habit to withhold judgment, check reaction, and test and select among the competing concepts.

High among the tests is that of authority. So much of the information that comes is of necessity secondhand, thru channels of communication. There must be the check as to source. In the newspaper field the letterheading dispatches tell so much when they are understood, and to the public in general it is so little. The differences in the discount rates that must be put on U.P. and U.S. dispatches, particularly in the field of foreign policy, are striking and well worth attention. There is a necessary question mark and an “investigate further” sign over the information of the authority and its content into which category fall the daily editorial and the paragraphs of the general

columnist. "Says who?" is more than a slang phrase; it is a pertinent, pointed, and invaluable instrument in the propaganda analyst's equipment.

Probably as a propaganda carrier, the cartoon does its work with more subtle ease than any other, with the help of satire, humor, and caricature. Sometimes it is built on fact and is as authentic as it is powerful; sometimes exactly the opposite is true.

Beware, and train others to beware, the hidden source. I will give you an illustration. Propaganda that comes straight out into the open and tells its cause presents a fairly simple problem to the consumer of ideas. The American Committee for Non-Participation in Japanese Aggression is an instance. The very name tells what it wants you to believe and do; the letterhead indicates who is asking it. We have the big-name device, but they are nationally known names and simple to check for authority on the specific subject at the present time. Pictures show, with a graphicness and selectivity that is persuasive, war uses of American goods sent to Japan. It is propaganda by all our criteria. The data for reasoned decision is there.

Then there are the propaganda devices to be recognized and guarded against. They have been sifted out, isolated, and set down by the Institute. The Institute for Propaganda Analysis in New York City is the first instance where scholarship has gone into the field in the interest of the consumer. The *Group Leaders' Guide to Propaganda Analysis* is still marked and is still, in fact, experimental. It is growing with the experience in the classroom and in various groups as well as in relation to controlled experiment. The monthly bulletins analyze contemporary propaganda, with the analyses valuable for subjectmatter and as illustrations of method.

Thru all the work run the tests for the common propaganda devices, sifted out of much material and found to be the leading ways of influence for which it is well to be on the watch. They are vividly learnable and usable in our laboratory for the testing of straight and crooked thinking. We will note only two here. First is name calling in modern dress. The easiest way to get almost any of us to stop thinking and react without investigation is to label a person, an organization, with an emotionally charged word. There are qualities and attributes which these emotionally weighted words rightly carry and there can be reasoned reactions toward them. But of two things we must be sure: first, exactly what the rightful content of the word is, and second, that the package so labelled really contains those ingredients.

Second, the glittering-generalities device is the shiny side of the name-calling coin, and it is omnipresent today. By it the propagandist takes such terms as "liberty," "social justice," "Americanism," and "democracy" and attaches them to anything to which he wants to give a gratuitous aura and uses glowing general terms that carry a full quota of approval and not infrequently are used to hide real characteristics by exactly that borrowed light. Do not let us debase our intellectual currency, our finest words, by accepting them as propaganda's paper money. If we can teach the ways of testing verbal coins to find when they are counterfeit, we will have accomplished much for a functioning government of the people.

But are we in all this making ourselves and the students skeptical—just

as skeptical as we want them to be when they see a red light flash on ahead as the car races forward, and for exactly the same reason? The light does not mean, "Don't go down the road at all," nor does the label "propaganda" mean that the thing so marked is necessarily false and under no circumstances to be believed. Propaganda designates special pleading, which cannot safely be accepted without testing. The recognition of one of the devices of any propaganda as such puts up the old railroad sign along the highway to belief, "Stop, Look, and Investigate!"

RURAL TEACHER HONORED

Mrs. Catherine Foy, a teacher in a copper mining camp at Twin Buttes, Arizona, was selected as the rural teacher to be the guest of the Department of Classroom Teachers at the San Francisco convention.

A graduate of the University of Arizona with an A. B. degree, Mrs. Foy began her teaching in 1916 at Twin Buttes, then a flourishing mining camp. At that time the school had three teachers. Later she entered the Tucson elementary-school system and after her marriage to Edward Foy did substitute work in Tucson and Flagstaff. In 1923 she returned to Twin Buttes. The mining camp suffered from the depression of 1929. Mrs. Foy has been the only teacher in the school since 1931.

During the Mexican Revolution her school at Twin Buttes had many pupils whose parents had fled to the United States from Mexico. At present her twenty-one pupils are all Mexican.

"The long tenure of the rural teacher is of advantage," declares Mrs. Foy, "since he gets to know the children and their families, and he may become a big influence in the life of the young people." Her former pupils still come to Mrs. Foy for advice. Boys and girls whom she had in the first grade come to ask her about their love affairs and bring her their confidences.

Mrs. Foy served as president of the Pima County Teachers Association in 1937-38, and several times has been a delegate to the state association. She has had graduate work at the University of Southern California, the Northern Arizona Teachers College at Flagstaff, and the University of Arizona.

REPORT OF THE COMMITTEE ON ACADEMIC FREEDOM

RENA B. ROCKWELL, NEW YORK STATE TEACHERS WELFARE LEAGUE,
ELMIRA, N. Y., CHAIRMAN

Academic freedom continues to grow in importance. Both teachers and the laity are waking up to the vital connection between it and the maintaining of our democratic institutions and our individual liberty. The responsibility for continued education of the public rests upon the teachers.

The members of the Committee believe that much can be accomplished by the judicious publication of the issues involved in specific cases without giving names of people or places. Especially is this true of the most vulnerable spot at present, the selection of reading material for the social studies in high school. By strict

interpretation of a law unfortunately enacted in New York this year, a teacher might be discharged for quoting from the Declaration of Independence. But the chief danger does not lie as yet in legal enactments. While a legislature may make laws and a board of education lay down regulations almost without limit, we still have public opinion to look to for support. Hence we have the need for educating that opinion.

We commend the work of the Committee on Academic Freedom of the Highland Park (Michigan) Classroom Teachers Association, especially its study and review of the Second Yearbook of the John Dewey Society, *Educational Freedom and Democracy*. This should be a suggestion and an incentive to local committees.

The Committee met twice in Cleveland during the convention of the American Association of School Administrators and has done business thru correspondence thruout the year. Two cases have been considered. One of these involved the use of reading matter in social studies, but because of numerous complications no formal investigation was undertaken. The Oklahoma City situation was so ably handled by the Tenure Committee that there seemed nothing for us to do except to commend Elizabeth Irwin most highly and request the board of education to reinstate her. In her case at least there seemed no question but that she was being penalized for activity in teacher organization.

One of the difficulties met with by any committee lies in the fact that academic freedom is not only a right but a grave responsibility. An act may be right but not expedient. When a teacher makes himself or his cause unpopular by injudicious assertion of his rights, he does himself and all of the profession much harm. In many communities a long and tedious process of education is necessary. We must be wise and patient as well as daring. This does not imply that the greatest obstacle to freedom is not the attitude of teachers. Too often this definition of academic freedom suggests itself, a state of intellectual servility in which the teacher willingly wears unseen shackles.

Violations of academic freedom even where the teacher does not yield to soft words and does not fail to realize that he is not acting freely are rarely found without other issues, at least in cases below the college level. Frequently tenure is involved. It is therefore hard to find clear-cut cases.

A third obstacle to the functioning of the Committee has been the matter of finding cases. We are dependent upon reports from teachers. Your cooperation is urged.

We advocate more active, local committees, continued thought and study, and the reporting of cases to the Committee.

At the request of the Academic Freedom Committee of the Highland Park Classroom Teachers Association, the Committee has made the following recommendations to the Executive Committee of the Department of Classroom Teachers:

1. That a permanent committee be appointed to receive and disburse funds for the defense of teachers whose civil rights have been violated.
2. That the name of this Committee be changed from the Committee on Academic Freedom to the Committee on Academic Freedom and Civil Rights.

SECRETARY'S MINUTES

San Francisco, California

First Business Session, July 4, 1939

The first business session of the Department of Classroom Teachers was called to order by the president, Myrtle Hooper Dahl, at 2:00 P. M.

The report of the Committee on Rules was read. Sarah Fahey moved that the report be amended by substituting the order of business as printed in the official program of the National Education Association for the similar section of the Committee report. This was unanimously adopted.

On motion the minutes of the New York meeting were accepted as printed.

The annual report and recommendations of the president was then read and accepted (see page 425). The recommendations were unanimously adopted.

The report of the secretary, Katy V. Anthony, was read and accepted.

Edith Armitage, chairman, presented the report of the Committee on Recodification of the Charter and Bylaws. Three amendments were adopted; namely, Article VI, Section 1, unanimous consent was given to insert the names of Massachusetts and New Hampshire after the name of Maryland; Article IV, Section 2, was amended by inserting the words "vicepresident and secretary" after the word "president"; Article II (Bylaws) was amended by striking out all of Section 2 and substituting the following: "Officers shall be elected by ballot. The candidate for each office receiving the largest number of votes cast shall be declared elected."

The new Constitution and Bylaws, as amended, was unanimously adopted.

A motion was adopted directing the president to appoint a committee to develop a definition for the terms "classroom teacher" and "retired teacher."

The report of the elections committee was read and accepted. (See list of new officers under Historical Note on page 424).

The meeting adjourned at 5:30 P. M.

Second Business Session, Wednesday, July 5, 1939

The second business session was called to order at 2:00 P. M. by President Myrtle Hooper Dahl.

The report of the Tenure Committee was presented by Frances Jelinek of Milwaukee, Wis. It was moved by Miss Jelinek that the report be adopted. The motion was seconded by Daisy Lord, and adopted.

The report of the Legislation Committee was presented by Ona C. Raines of Tulsa, Okla. It was moved by Miss Raines that the report be adopted; Wilbur W. Raisner of San Francisco seconded the motion, which carried.

The report of the Committee on Academic Freedom was presented by Rena Rockwell, Elmira, N. Y., chairman of the Committee. It was moved by her, and seconded by Esther Helbig, of Dubuque, Iowa, that the report be adopted. Motion carried.

Recommendations regarding academic freedom were presented by Frances Jelinek. She moved adoption of the recommendations; this was seconded by Harold H. Blanchard, South Bend, Ind. A substitute motion was offered by Wilbur W. Raisner of San Francisco that the name of the Committee be changed from the Committee on Academic Freedom to the Committee on Academic Freedom and Civil Rights. The motion was seconded by Clarence R. Briggs of Los Angeles, Calif., and adopted.

The report on policies was presented by Bertha Melkonian of San Francisco. She substituted for her report the following recommendation: "The report shows much thought and consideration. It is an excellent report. However, your Committee is of the opinion that a real policies report would have to be written by a committee composed of either officers of the Department or persons who have served as officers. Before policies can be written, it is necessary to know the interests of the various organizations in the field. One must also know what information they wish and what the problems are that have to be solved. This information can only be obtained by someone who has done field work. For these reasons, your Committee recommends that the president of the Department appoint a Policies Committee, the members of which have served as officers of the Department." The adoption of the report was moved by Miss Melkonian; seconded by Mrs. Mary Barnes of Elizabeth, N. J.; and carried.

The report of the Credit Unions Committee was presented by David E. Temple of Tulsa, Okla., vicepresident of the Department, who presented it as his annual report and also moved its adoption. It was seconded by Mary Virginia Morris of Los Angeles, Calif. Motion carried.

The report on retirement was presented by Mary S. Jordan of Sioux City, Iowa; seconded by Mr. Goldberg of Los Angeles, Calif.; and carried.

The report on teacher education was submitted as the annual report of its chairman, Mrs. Mary D. Barnes of Elizabeth, N. J., eastern regional director of the Department. She moved its adoption. The motion was seconded by Miss Parcy of California and carried.

At this time the president asked unanimous consent to include in the orders of the day the reports of the Appraisal Committee of the *News Bulletin*, the western regional director, the midwestern regional director, and the ex-officio director. John Allan Smith of Los Angeles, Calif., chairman of the Appraisal Committee, moved the adoption of his report. It was seconded by Mary D. Barnes of New Jersey. Motion carried. Elphe K. Smith, Portland, Ore., western regional director, gave a résumé of her report. She moved its adoption, Mary D. Barnes seconded, and the motion carried. Florence B. Reynolds, midwestern regional director from Omaha, Nebr., presented her report. She moved its adoption, seconded by Willard M. Stevens of Mt. Pleasant, Pa., and the motion carried. Emily A. Tarbell, ex-officio director, Syracuse, N. Y., presented her report. The motion was seconded by Eula Bowen, and carried.

The report of the Resolutions Committee was presented by Juliet M. Roche of New Jersey, chairman. It was moved by Miss Roche and seconded by Mr. Whitcomb that Part I, Educational Welfare, be approved. An amendment to that motion was made by Blanche Foster of Pennsylvania to strike out the word "reasonable" in Section 3-a. This amendment was seconded by Vera Hawkins of San Diego, Calif., and adopted. The original motion as amended was then adopted.

It was moved by Miss Roche and seconded by Constance Friend of New York, N. Y., that Part II, Educational Opportunity, be adopted. An amended motion was presented by Mary D. Barnes that the word "compulsory" be stricken and the words "elementary and secondary" be substituted in Section 1 of Part II. The motion was seconded by Harold H. Blanchard of South Bend, Ind., and the amendment was adopted.

An amendment to the original motion was submitted by Sarah Gaskill of Houston, Texas, to strike the words "strongly oppose" in Section 5 of Part II, and insert or substitute the words "strongly urge," to read: "We therefore strongly urge that fully trained teachers be employed as substitutes to fill vacancies in teaching positions." This was seconded by Blanche Foster of Philadelphia, Pa. Carried.

The original motion on Part II, as amended, was adopted.

It was moved by Miss Roche and seconded by Mr. Fredericksen of Los Angeles, Calif., that Part III, Teacher Training, be adopted. The motion was adopted.

It was moved by Miss Roche and seconded by Mr. McLean of Arizona that Part IV, Unfettered Teaching, be adopted. The motion carried.

Miss Roche moved that Part V, the Enactment of Civic Ideals and Professional Standards, be adopted. Mr. Lockenbach seconded this motion, and it was adopted.

Emily A. Tarbell moved, seconded by Mary D. Barnes, that the vote by which Part V was adopted be reconsidered. Motion carried. At this time an amendment was offered to the original motion by Miss Tarbell to strike out Section 5 of Part V and insert the following:

Article V—Section 5.—We appreciate the endeavors of the motion picture companies to present excellent pictures; 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.

Seconded by Mary D. Barnes. Carried. The original motion as amended was adopted.

The hour of 4:00 P.M. having arrived, the president declared the polls closed for election.

The recommendations of the Resolutions Committee were then considered. Miss Roche moved that recommendation number 1 be accepted. Seconded by Daisy Lord. Carried.

Miss Roche moved the adoption of recommendation number 2. Seconded by Vera Hawkins. A substitute motion was presented by Mr. Whisman of Los Angeles, Calif., and seconded by Mary D. Barnes, that recommendation number 2 be stricken and the following inserted:

Recommendations—2. That the Executive Committee of the Department of Classroom Teachers of the National Education Association requests the Budget Committee of the N.E.A. to make provisions for the payment of the expenses of the standing committees of this Department during annual convention.

Substitute motion adopted.

Miss Roche moved that recommendation number 3 be adopted. Seconded by Vera Hawkins. Unanimous consent was asked and granted that the word "endorse" be stricken and the words "endorses and encourages" be substituted. The motion was adopted.

Miss Roche moved that recommendation number 4 be adopted. It was seconded by Mr. Whisman. The motion was made that letter "a." be inserted after the number "4." and that the date "1938" be inserted after the words "November first." This was seconded by Mr. Carlyle of Pennsylvania and the motion carried. Recommendation number 4 as amended was unanimously adopted.

Moved by Mrs. Johanna Lindlof of New York that the Resolutions Committee of the Department of Classroom Teachers of the N.E.A. submit to the General Assembly, of the National Education Association, Section 3 of Part V of the Department platform with the recommendation that it be adopted as a part of the platform on war of the National Education Association. This was seconded by Miss Campbell of New York, and the motion was adopted.

Miss Roche moved that the following Appreciation be adopted:

The Department of Classroom Teachers expresses grateful appreciation to all whose efforts and hospitality have contributed to the success of this, the 1939 convention. It is our wish that each may enjoy the satisfaction which comes to those whose work is well done.

The president asked for a rising vote.

Frances Jelinek of Milwaukee, Wis., moved that this session be now recessed. This was seconded by Harold H. Blanchard of South Bend, Ind., and the motion carried.

Proposed Budget for 1939-40

Contingencies	\$1,000
Conference and field work of officers, including travel, hotel expenses, etc...	4,300
Convention expenses, including travel, hotel, etc.....	3,000
Local clerical expenses for officers, including postage, clerical help, etc....	500
Salary for executive secretary.....	2,500
Printing, including <i>News Bulletin</i> , folders, stationery, etc.....	1,200
N.E.A. office expenses, including mailing room service, supplies, postage, and telegrams	600
Part-payment of convention expenses for teacher of rural school.....	100
Committee expenses	200
Total	\$13,400

PLATFORM

Part I—Educational Welfare

1. We believe that the success of our educational program necessitates provision for the welfare of our children and the well-being of teachers.
2. 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.
3. To this end we urge that each state, territory, or district in order to safeguard the teaching staff:
 - a. Enact tenure laws and regulations that enable teachers to retain their positions during efficiency of service. Permit no certification or contract proposals which tend to undermine tenure in any way where it is now established, and continue definite, active efforts for the establishment of satisfactory tenure laws in the states which do not now have such laws.
 - b. Establish an actuarially sound retirement system that will permit teachers to retire from service with a retirement allowance which will enable them to live in a comfortable and dignified way.
 - c. Provide 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 such leave of absence.
 - d. Provide salaries sufficient to maintain a reasonable cultural standard to make possible regular professional improvement and the attainment of leadership; a salary schedule which provides that all teachers in a school system who have equivalent training and experience receive equal salaries.
 - e. Make possible cumulative sick leave regulations that will protect the teacher from loss of position or pay in time of ill health or other physical misfortunes.
4. We strongly condemn the practice of service without pay, on the ground that the ultimate welfare of both pupils and teacher depends upon willingness of the public to accept the responsibility of putting the public schools on a sound financial basis.

Part II—Educational Opportunity

We believe that:

1. An educational program should be provided for children of the usual elementary- and secondary-school age, for adults, and those of kindergarten and preschool age.
2. The teaching load for each teacher should be such as to permit individual help and encouragement to each child.
3. An adequate program of health maintenance and correction of physical handicaps and adequate food for undernourished 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. Assembly and classroom programs that will develop an appreciation of the contributions of all races, creeds, and nationalities in the growth of American democracy.
5. Every child has the right to efficient instruction by fully trained teachers. We, therefore, strongly urge that fully trained teachers be employed as substitutes to fill vacancies in teaching positions.
6. We approve the inauguration of a system of exchange teachers thruout the

country for the purpose of acquainting each section of the country intimately with the ideals, aims, standards, and methods of education of every other section of the country.

Part III—Teacher Training

We believe that:

1. More selective requirements for entrance to teacher-training institutions should be established, and that the supply of newly certified teachers should be more closely regulated to the actual demand.

2. Teacher-training institutions should include courses in current educational problems such as tenure, retirement, professional organizations, and professional ethics, economics, and sociology so that teachers may become more broadly trained in the educational-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, professional 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 reaffirms its endorsement of the declaration of the National Education Association on academic freedom, or the child's right to unfettered teaching, reading as follows:

Teachers should have the privilege of presenting all points of view 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's interest. The teacher's conduct outside the school should be subject only to such controls as those to which other responsible citizens are subjected.

2. We hold that the loyalty and patriotic background of the teachers of America is beyond question, that loyalty is spiritual in character involving good citizenship and appreciation of national culture, and that in teaching we desire to inculcate true patriotism.

Part V—The Enactment of Civic Ideals and Professional Standards

1. *Civic responsibility*—Teachers are not separate entities in society but are charged by reasons of special endowment, preparation, and opportunity with the responsibility of leadership. We therefore recommend that teachers participate in community activities in an effort to promote the general welfare thru the democratic press.

2. *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 reaffirm our indorsement of the Child Labor Amendment.

We endorse all legislation for the proper protection of childhood in matters of safety, care of health, physical development, and freedom from exploitation and the burdens of continuous labor. We urge that child labor laws be strengthened to include street trades and other occupations injurious to children.

3. *Opposition to war*:

- a. We believe fully in the ideals of a democratic form of government.

- b. We believe war to be the greatest menace to civilization and to democratic institutions, and as a means of settling international disputes to be an absolute failure.
- c. We, therefore, urge the abolition of private ownership and manufacture of arms and munitions.
- d. We strongly recommend to classroom teachers thruout the United States that they teach the facts about war, emphasizing its cost in human life and ideals as well as in material wealth.
- e. 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.

4. *Classroom teacher organizations*—Classroom teachers' problems can best be solved thru teachers' own active interested efforts. We therefore urge the organization and continuance of purely classroom teachers associations, and believe that these should be affiliated with state and national professional associations.

5. *Motion pictures*—We appreciate the endeavors of the motion picture companies to present excellent pictures; 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.

6. *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 approve of radio networks for broadcasting educational and cultural programs of high standard and the use of such visual educational materials as will aid and augment the work of the classroom teacher.

7. *Conservation of American youth*—We urge that further definite, constructive action, adequately financed, be taken for the conservation of American youth. We urge the federal and state governments to enforce legislation to eliminate the illegal traffic in marijuana, liquor, and cigarettes.

Recommendations

1. That the executive committee publish the platform in the annual report of the Department and in the public press.

2. That the executive committee of the Department of Classroom Teachers of the National Education Association requests the Budget Committee of the N.E.A. to make provisions for the payment of the expenses of the standing committees of this Department during annual convention.

3. That the Department of Classroom Teachers endorses the Future Teacher Service as published in the *Journal of the National Education Association* and encourages the organizing of Future Teachers in the schools thruout the United States and its territories.

4. a. That President Roosevelt be commended for his action of November 1, 1938, fixing a 1½ cent mailing rate on books.
- b. That the Department of Classroom Teachers implore President Roosevelt to urge the continuance of this rate.
- c. That copies of this resolution be forwarded to President Roosevelt and to the National Committee To Abolish Postal Discrimination against Books.

Appreciation

The Department of Classroom Teachers expresses grateful appreciation to all whose efforts and hospitality have contributed to the success of the 1939 convention.

It is our wish that each may enjoy the satisfaction which comes to those whose work is well done.

Juliet M. Roche, *chairman*
Mary Bond
Pauline Merchant
Bertha Snell

Lillie Mae Spangler
Dorothy Zimmerman
Ernest Thornton

CONSTITUTION AND BYLAWS

PREAMBLE

We, members of the National Education Association of the United States, and subject to its constitution and ordinances, being experienced in actual classroom teaching, do adopt this constitution for the Department of Classroom Teachers. In doing so we declare this Department to be an integral, permanent, and vital part of the National Education Association. We accept the heavy responsibilities this affiliation implies; we are not unmindful of the need for maintaining and emphasizing the privileges and immunities due classroom teachers, collectively and individually.

ARTICLE I—NAME

The name of this Department shall be the Department of Classroom Teachers of the National Education Association of the United States.

ARTICLE II—OBJECTS AND PURPOSES

SECTION 1. To give added strength and power to the National Education Association.

SEC. 2. To foster within the schools democratic classroom teacher participation in the formulation of educational policies.

SEC. 3. To bring classroom teachers of the nation into sympathetic cooperation by promoting organization and by establishing high standards of professional ethics, ideals, and loyalty.

SEC. 4. To labor ceaselessly for high and well-rounded qualifications for teachers; to labor with equal diligence for their adequate remuneration and professional security; and to maintain academic freedom without which functioning education is hardly possible.

SEC. 5. To encourage teachers to assume their responsibilities as citizens as well as to exercise their rights and privileges.

ARTICLE III—MEMBERSHIP

Any member of the National Education Association who is a classroom teacher or a retired classroom teacher is eligible to membership in this Department.

ARTICLE IV—OFFICERS

SECTION 1. The officers of this Department shall be a president, a vicepresident, a secretary, six regional directors, and a director ex officio.

SEC. 2. The president, vicepresident, and secretary shall serve for a term of one year from the date of his election or until his successor is elected and installed.

SEC. 3. The regional directors shall serve for a term of three years.

SEC. 4. The officers shall be elected by secret ballot by the members present and voting at the annual meeting.

SEC. 5. The retiring president shall become director ex officio for a term of one year.

ARTICLE V—EXECUTIVE COMMITTEE

SECTION 1. The president, vicepresident, secretary, the six regional directors, and the director ex officio shall constitute the executive committee.

SEC. 2. Each regional director shall represent one of six sections of the country to be known as the northeast, southeast, north central, south central, northwest, and southwest, respectively.

SEC. 3. The present regional directors shall complete their terms of office. At the 1939 annual meeting of the Department four regional directors shall be elected: for the southwest region to serve until 1940; for the southeast region to serve until 1941; for the northwest and north central regions to serve until 1942. Thereafter, two regional directors shall be elected annually for the regular three-year term.

ARTICLE VI—REGIONS

SECTION 1. For carrying on the work of the Department the states and territories shall be grouped into six regions as follows:

Northeast—Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, District of Columbia.

Southeast—Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, Puerto Rico, Virgin Islands.

North Central—Illinois, Indiana, Iowa, Michigan, Minnesota, North Dakota, Ohio, South Dakota, West Virginia, Wisconsin.

South Central—Arkansas, Kansas, Louisiana, Missouri, Nebraska, Oklahoma, Texas.

Northwest—Idaho, Montana, Oregon, Washington, Wyoming, Alaska.

Southwest—Arizona, California, Colorado, Nevada, New Mexico, Utah, Hawaii.

ARTICLE VII—VACANCIES

SECTION 1. In case of a vacancy in the office of president the executive committee shall choose a successor.

SEC. 2. In case of a vacancy in any other office, the president shall fill the vacancy by appointment, such appointee to serve until the next annual election when the Department shall elect a person to fill the unexpired term.

ARTICLE VIII—ADVISORY COUNCIL

SECTION 1. The advisory council shall consist of one or more outstanding leaders in classroom department work in each of the states, the District of Columbia, and the territories of Alaska, Hawaii, Puerto Rico, and Virgin Islands. The members shall be appointed by the president and shall serve during the term of the president who appoints them.

ARTICLE IX—MEETINGS

SECTION 1. The annual meeting of the Department shall be held in conjunction with the annual meeting of the National Education Association, and shall consist of one or more business sessions, and such programs as the executive committee may authorize.

SEC. 2. A meeting of the officers and other members of the Department shall be held in conjunction with the annual meeting of the American Association of School Administrators at which meeting there shall be such programs as the president and executive committee shall authorize.

ARTICLE X—AMENDMENTS

SECTION 1. Amendments to this constitution may be made at any annual business meeting of the Department by a two-thirds vote of the members present and voting, provided that notice in writing of such proposed amendment shall have been filed with the secretary of the Department at least ninety (90) days prior to such annual meeting.

SEC. 2. Such notice shall be published in the *News Bulletin* of this Department prior to the annual meeting.

BYLAWS

ARTICLE I—PARLIAMENTARY AUTHORITY

SECTION 1. *Robert's Rules of Order, Revised* shall be the authority on parliamentary law in both the general meetings and those of the executive committee.

ARTICLE II—ELECTIONS

SECTION 1. At the first business meeting held at the annual meeting of the Department, nominations for the following offices shall be made: president, vice-president, secretary, and such regional directors as are to be elected. Candidates for said offices shall be nominated from the floor. Officers shall be elected by ballot. The candidate for each office receiving the largest number of votes cast shall be declared elected.

ARTICLE III—CONFERENCES

SECTION 1. Members of the executive committee shall hold conferences with local organizations of classroom teachers or with other groups of teachers for the purpose of: (1) discussing, formulating, and carrying into effect the policies and programs of the Department; (2) assisting local groups with their problems; and (3) stimulating interest in professional organization work.

SEC. 2. Former officers who are members of the Department may be authorized by the executive committee to conduct conferences and perform other services for the Department.

ARTICLE IV—DUTIES OF OFFICERS

SECTION 1. The president shall preside at all meetings of the Department and executive committee or designate some other member of the executive committee to preside in his stead. He shall appoint the advisory council and all standing and special committees. He shall be a member ex officio of all committees and chairman of the advisory council. He shall, with the assistance of the executive committee, prepare the programs for the summer and winter meetings of the Department. He shall, with the assistance of the executive committee, plan and direct the conference and field work. He shall approve all expenditures of the Department.

SEC. 2. The vicepresident shall take over the duties of the president in his absence and assist the president in carrying on the work of the Department.

SEC. 3. The secretary shall make an accurate record of the proceedings of all meetings of the Department and of the executive committee.

SEC. 4. The regional directors shall serve on the executive committees and, under the direction of the president, hold, each in his region, an annual conference for all classroom teachers in the region, to be planned with the presidents of local, district, and state classroom teacher associations and the advisory council members within the region; they shall hold conferences with local organizations of classroom teachers. They shall assist in extending the membership of the National Education Association and encourage teachers to recognize the need and value of membership in professional organizations.

SEC. 5. Each officer of the Department shall prepare an annual report of his activities during the year, such report to be presented at the annual business meeting and published in the *Official Report* of the Department.

SEC. 6. The executive committee shall assist the president in preparing programs for the annual meeting and conferences and perform such other duties as may be imposed upon it by the Department. It may employ an executive secretary and such other employees as it may deem necessary to carry on the work of the Department and fix the salaries and terms of service of such employees for a term not to exceed four years. It shall designate centers at which regional conferences of the Department shall be held; conduct the business of the Department in the interim between the annual meetings; and prepare a budget as provided by these laws.

ARTICLE V—BUDGET

SECTION 1. On or before the first day of June of each year the executive committee shall prepare and submit to the Budget Committee of the National Education Association a budget setting forth the proposed expenditures to be made by this Department during the ensuing year and the purposes for which such proposed expenditures are to be made. The executive committee shall have the power to transfer unused funds from one budget item to other items in which additional funds may be needed. The executive committee shall see that the funds set aside and appropriated by this Department and the National Education Association be disbursed for the purpose of this Department in the manner provided for in the budget and this constitution and bylaws.

ARTICLE VI—STANDING COMMITTEES

SECTION 1. There shall be the following standing committees; rules of order, elections, resolutions, and such other committees as the executive committee or the Department may authorize from time to time.

ARTICLE VII—PUBLICATIONS

SECTION 1. The Department shall issue a *News Bulletin* devoted to the interests of the Department; a yearbook whenever the Department requests an independent investigation of a problem relating to the welfare of the school or the teacher; and, annually, a publication known as the *Official Report* to contain annual reports of the officers, reports of the conferences, other activities of the Department, and such other material as the president and executive committee may deem of value.

ARTICLE VIII—AMENDMENTS

SECTION 1. These bylaws may be amended at any annual meeting by a majority of those present and voting, provided that notice in writing of such proposed amendment has been filed with the secretary of the Department at least ninety (90) days prior to such annual meeting.

SEC. 2. Such notice shall be published in the *News Bulletin* of this Department prior to the annual meeting.

*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 1939-40 are: PRESIDENT, Irvin A. Wilson, 437 S. Stone Avenue, La Grange, Ill.; FIRST VICEPRESIDENT, Maude A. Rhodes, 185 Westminster Drive N. E., Atlanta, Ga.; SECOND VICEPRESIDENT, Robert Edgar, Principal, Bedford School, Pittsburgh, Pa.; THIRD VICEPRESIDENT, Sarah Young, Principal, Parker School, Oakland, Calif.; FOURTH VICEPRESIDENT, Lester J. Nielson, Salt Lake City, Utah; FIFTH VICEPRESIDENT, Marjorie Walters, Principal, Harrison School, Cedar Rapids, Iowa; EXECUTIVE SECRETARY, Eva G. Pinkston, 1201 Sixteenth Street, Washington, D. C.; EXECUTIVE COMMITTEE: Ira M. Kline, 177 Gibson Avenue, White Plains, N. Y. (term expires 1940); Arnold Gregory, Principal, Roupp School, Highland Park, Mich. (term expires 1941); Isabel Tucker, Principal, Festus Wade School, St. Louis, Mo. (term expires 1942); Elizabeth Malcolm, Principal, Truman Street School, New Haven, Conn. (term expires 1943); CERTIFICATION DIVISION, Cassie F. Roys, 2609 Bristol Street, Omaha, Nebr.; LIFE MEMBERSHIP DIVISION, Herbert C. Hansen, 1045 N. Lockwood Avenue, Chicago, Ill.; RETIREMENT DIVISION, M. Emma Brookes, Windsor School, Ashtabula County, Ohio; PROFESSIONAL RELATIONS DIVISION, Mason A. Stratton, Brighton Avenue School, Atlantic City, N. J.

This Department meets twice each year, in February and in July. The dues, \$3, are payable to the Department of Elementary School Principals, 1201 16th Street, N. W., Washington, D. C. The Department publishes the NATIONAL ELEMENTARY PRINCIPAL and a yearbook. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1921:453-454	1926:459-496	1931:433-466	1936:239-266
1922:851-886	1927:419-456	1932:377-406	1937:279-304
1923:653-666	1928:375-410	1933:395-422	1938:423-452
1924:545-564	1929:391-424	1934:387-408	
1925:450-477	1930:333-366	1935:349-378	

CLEVELAND MEETING

REPORT OF 1939 EDITORIAL COMMITTEE

L. M. FERTSCH, PRINCIPAL, PEASE SCHOOL, AUSTIN, TEXAS, CHAIRMAN

THE 1940 YEARBOOK, of which Cecelia Galvin is chairman, is entitled *Meeting Special Needs of the Individual School Child*. The 1941 yearbook, of which Jess Hudson of Tulsa, Oklahoma, will be chairman, is entitled *Language Arts in the Elementary School*. The 1939 yearbook, *Enriching the Curriculum for the Elementary-School Child*, had its origin in the philosophy of giving the child in the schools freedom to act, freedom to learn, and freedom to solve problems. Of course, you say, this freedom in the learning activities is not new. That is true. Comenius recognized the readiness of children to enjoy action, and he justified activity learning. I do know that we strive to have teaching originate in active situations.

There is an increasing appreciation in this country of children's interests, abilities, and needs. There is a demand on the part of the public that the public school do its part in making people live richer lives, and probably it is fair to say, to become socially more useful. Rapid social and economic changes in this country always require adjustment in our curriculum. We have, therefore, thruout the states, curriculum enrichment, program adjustment studies, and progress.

The 1939 yearbook does not concern itself in its entirety with discussion of curriculum principals and practices. The yearbook probably gives for you concretely the experiences of people attempting to enrich or to vitalize the curriculum in their own schools. The Committee received one hundred and forty-seven manuscripts from superintendents of schools, elementary principals, teachers in schools, and curriculum supervisors. The Editorial Committee selected fifty-four of these manuscripts and organized these under chapter headings. The organization of these manuscripts was effected on a basis of methods of teaching that vitalize learning thru class activities, assemblies, creative writing, visual and auditory aids.

The chapter on "Making Use of Community Resources" has valuable manuscripts or discussions, giving the farm, factory, theater, concerts, and recreation centers as sources of material to enrich the curriculum for the elementary-school child. Measurements and guidance are presented in the yearbook merely to adapt curriculum content to meet child interests and needs and to evaluate results. The administrative aspect of curriculum enrichment in the yearbook is organized under the various types of administrative school organizations in the United States. We have excellent manuscripts, enriching the curriculum for the one-, two-, and three-teacher schools, the activity school, the platoon school, the departmentalized school, the cooperative group plan type of school, and other administrative organizations of schools.

For the Committee, I wish to convey to you our belief that the yearbook will find a valuable place in your collection of yearbooks. We feel the

assurance that the book will help us, the national elementary-school principals, to become more conscious of the significance of our work. How to teach the masses and treat every child as an individual is indeed our problem. I believe the yearbook will give direction to our striving.

A PHILOSOPHY FOR ELEMENTARY EDUCATION

HELEN HEFFERNAN, CHIEF, DIVISION OF ELEMENTARY EDUCATION AND RURAL SCHOOLS, STATE DEPARTMENT OF EDUCATION, SACRAMENTO, CALIF.

The vastly broadened concept of the function of elementary education with which the elementary-school principal is confronted today makes the analysis of a set of working principles indispensable. We look, then, at the elementary school serving a democratic society. By what principles may we be guided to educate elementary-school children so they can go into a world of reality and make it a better world?

There is general acceptance, in theory at least, that the school program must contribute significantly to the child's social understanding. There is evidence in new curriculum materials of emphasis upon phases of social life of immediate and vital concern. Such areas of experience as safety, conservation, food, clothing, shelter, community life, communication, transportation, education, and recreation provide the orienting centers of study. Cultures remote from the child's experience in time and place are examined for the purpose of throwing the mores of the child's own culture into bold relief. In the elementary school the learning experience must find its orientation in the child's immediate environment. After it is realistically related to his life, then the learning experience may be extended to the limits of his imagination. Only in this way are imagination and intellectual curiosity fostered.

Social understanding means knowing and feeling how group life is lived; being able to recognize the problems which emerge from group living; learning to identify the conflicting forces; and understanding of how social procedures move forward. Above all, social understanding means an attitude of willingness to participate in activities for the welfare of all and, further, it means the acquisition of the technics of effective group action in solving the problems confronting the social group.

The school must provide for learning thru firsthand experience. The child must have opportunity thru direct observation and participation in accordance with his maturity to come to know and to understand the institutions of the social world of which he is a part.

The school must provide an environment designed to stimulate needs and at the same time provide the means for satisfying them. Not only must the classroom and school be supplied with stimulating work centers where all types of expression are stimulated and all types of interests met—the library corner, the science center, the workbench for construction activities, the art center—but the environment must utilize all the social and scientific resources in the community outside of the school. Only in

such an environment can education be realistic and escape the condemnation of bookishness.

The school program must contribute definitely to personality development. Especially is the period of elementary schooling of particular significance in the growth and development of personality. Children are impressionable and deeply influenced by their experiences. Because of the very resiliency which characterizes young children, good social adjustments in the school situation tend to overcome feelings of timidity, inferiority, and inadequacy resulting from previous unfortunate experiences.

More than at any other level of the school system, the elementary school has taken individual variation into consideration. It has recognized that the intelligence quotient is only one measure of individual differences, and that if learning is to be adjusted to the variety of needs represented, the school must set about knowing each child, his health history, his physiological and psychological development, his physical endowment, his emotional adjustment, the stresses and pressures of his out-of-school environment, and his social status as well as his intellectual capacity.

The teacher, in the elementary school where respect for the child's personality is an accepted principle, imposes neither authoritarian dictation nor is he afraid to exercise guidance. The teacher functions as the most experienced member of the class group in helping children to learn to live together cooperatively and to find satisfaction in the "democratic way of life." Only by democratic living day by day in a democratic classroom environment will the child learn to find satisfaction in making his contribution to group enterprises, to use freedom wisely, to grow in attitudes of cooperation, of tolerance, of respect for the rights of others, essential to democratic living.

The school program must contribute to the realization of inherent creative abilities in children. The environment and program of the school must provide opportunity for children to develop their potentialities and preserve their individuality. Creativeness is not limited to a few fields altho it has been associated with art, music, and literature. The program of the school should bring opportunity and recognition to exploration and creative effort arising out of interests in science, dramatic representation of many kinds, construction, school organizations, hobbies, and many other activities.

SOCIAL INTERACTION AND IMPLICATIONS FOR THE ELEMENTARY SCHOOL

E. T. MC SWAIN, ASSOCIATE PROFESSOR OF EDUCATION, NORTHWESTERN
UNIVERSITY, EVANSTON, ILL.

The boys and girls of today face growing up in a world not made for children but for adults. We must regard the child's work in school and out of school as a continuous process of social interacting out of which

he accepts or rejects those things that help him to move in the direction that seems to him most significant.

Today, as boys and girls of the elementary-school age live in groups—the family, their play group, the school—they are receiving the motives and the urges to carry on in terms of their relation to these groups. The contribution that the social interaction makes to each is in proportion to his sense of belonging to his group. It is out of this living with others that he develops his own social attitudes, social values, and social concepts.

The function of the elementary school is to help boys and girls learn how to live with themselves and with groups, and if subjectmatter contributes to their living, well and good. Personality development, the developing of emotional stability, and a feeling of security are the most important contributions that the school makes to the child.

The curriculum—What is the curriculum? It is the stream of living that flows between child and child, child and teacher, teacher and administrator, and child, teacher, and administrator with parents. It is not so much what we want the children to learn as it is how you challenge them to want to learn something that is significant.

Many children still think their education comes from the textbook. I recognize the contribution that our commercial publishing houses have made to public education, but if we want to help children become free and move more creatively, let us break the strangle hold that the textbook has on the elementary schools of America. However, that is not as bad as another instrument that we use for teaching boys and girls, that vicious device called the workbook. I want children to learn the skills and to learn certain functional knowledges, but from my point of view a child cannot live in this world today without sooner or later needing to know certain things in mathematics.

Evaluation—Social interacting is determined in a greater or lesser degree by evaluation. There is nothing in the school that is doing more to help the child become sensitive to the real values of life and a meaningful understanding of what the educative process is than the concept of evaluation used in the classroom. It is important that the child be concerned about what you think of him, but it is more important that you help him to be more critical of himself and his interaction with other people.

The principal is not a representative of the superintendent or the board of education; the principal is a representative of his faculty, and he should at all times try to interpret the wishes, thinking, planning, and evaluating of his faculty to the superintendent. If a decisive issue arises, let him be careful that he does not side with the superintendent first, but rather defend the right of his teachers to do creative thinking as a group.

Who is in charge of the faculty at the faculty meeting? There is where you find one of your tests of democracy. If the principal always is in charge, I maintain that that principal does not know the real meaning of democracy. The more he can help the teachers to refine their group thinking, the greater is his leadership and the more permanent his contribution.

In the last few years you have seen boards of education dismiss teachers because they were teaching controversial issues. In the name of democracy and in the interpretation of the scientific method, what kind of school do you have that does not deal with controversial issues? Life itself is one great controversy. We are always trying to move the children under our guidance to a higher level of living. It takes more than technic, important as that may be. It takes a feeling that we have for life and growing-up of boys and girls and a desire on our part to examine this day-to-day living and to see where it is leading.

THE CRISIS OF WORLD AFFAIRS

RABBI ABBA HILLEL SILVER, ANSEL ROAD TEMPLE, CLEVELAND, OHIO

The crisis of which I am going to speak is a spiritual crisis in world affairs. As I envisage the roll and thunder of the Odyssey of our day, the vast confusion, I somewhat feel that the fundamental disturbance is not a political or even an economic one.

I had occasion a few weeks ago to speak with a dean of one of the great universities of this country, and he told me, among other things, of an interesting new development which he has observed among the students not only on the campus of his particular university but on many others which he has been visiting. He said that he had been noticing in the last year or two a certain groping on the part of the students for something spiritual to hold on to. So many things to which their fathers and mothers have clung seemed to be slipping away from them, and the foundations upon which they were taught to build their lives and upon which their parents built their lives have been so rudely shaken in recent years that these young people, facing a future of insecurity in the world and facing a world of swift and seemingly meaningless change are reaching out for spiritual stability, for something to cling to.

For twenty-five years now we have been living in a world of wars, international wars and civil wars, collapse of empires, shifting of boundaries, of unleashed brutality, of national animosities, and racial intolerances. For twenty-five years we have seen magnificent experiences in international organization collapsing. The human spirit today stands rather cowardly and shaken, in an apocalyptic mood if you will, expecting some crack of doom.

Why have all these things failed us? Science was to be the Messiah of the human race. Science was to unlock every door leading to power and wealth and leisure for mankind. Science would abolish all things which made life hard and bitter and insecure. Instead we have a situation today where the whole scientific technic of a people is being geared toward one central motif; that is, preparedness for war.

In a similar way we relied upon education—its improvement and extension. Education was to emancipate the human mind, to liquidate all superstitions, to destroy all the blind dogmas under which mankind labored thru all the dark centuries, and so we built schools and more schools, high schools,

and universities. We wrote books and built libraries for the free circulation of books, and we published untold numbers of newspapers and magazines to inform men. Yet, after more than a century of the improvement and the extension and facilitation of education, we have a situation today where in many parts of the world new superstitions and new dogmas are being substituted for old.

Likewise, we put our hopes in what we call the secularization of life. We subordinated the church to the state. We curbed the power of the church, hoping thereby to make the individual free, and we are confronted today with a *state* absolutism the like of which mankind has never seen in any of its civilized eras, a state absolutism that far exceeds anything that *ecclesiastical* absolutism ever possessed at any time in its history, and a ruthlessness and brutality unchecked. After all, religious domination of human life or church domination was attenuated by the fact that the church had constantly to refer to its source of authority, to its God or to its Bible, but the modern state is a complete law unto itself and an end unto itself. There is no higher jurisdiction, no higher court of reference. So the spirit of man today is dominated by a despotism the like of which mankind has not known, in spite of the fact that that despotism is completely secular.

In the same way, we placed our high hopes in democracy. It was to bring about the kingdom for the human spirit. In some countries we have now lived under democratic forms of government for more than a century and and a half, and yet in 1939 we behold how a people can use democracy to destroy itself, how a people can vote itself out of freedom into slavery, and we have seen by experience how injustice and corruption of all kinds can flourish even under a democracy.

Why have all these things failed us? Not because they are inherently unsound or untrue, not because democracy and education and emancipation of the human mind are inherently bad, and that their opposites—tyranny, ecclesiasticism, ignorance—are good. Not at all. They have failed us because we fail to understand that these things—education, science, self-government, the secularization of life—in and by themselves are only a means to an end, not the end in themselves. Good tools and good material alone are insufficient to build the temple of human life. There must be, first of all, a plan, an architectural vision; and there must be, secondly, a moral energized will to build according to that plan.

This plan or this design is given to us not by education and not by science; it is given to us by something which for lack of a better term we must call the spirit. What is wrong with our world is that it has lacked this unifying and coordinating faith and its concomitant dynamic will to build according to the dictates of that faith. We have been absorbed in perfecting our technics, whether of production, of technology, of amassing wealth, or of acquiring knowledge, and we have centered upon achieving individual itemized victories in the fields of these technics. We have lost sight of the goals of human justice and human freedom and human brotherhood, toward which all these technics, if they are to justify their existence in human life, must tend and which they must serve.

What are these goals? They are not far to seek. They have been defined long ago by all the classic religions of mankind and by all the great philosophies. First, there must be in human life a sense of aspiration, of out-reaching and up-reaching. Life must not feel it is confined to a hard mold. Life must reach up to the sum total of all conceivable truth and beauty and goodness in the world. The second goal to which all life must move is the exaltation of the sanctification of the individual. The founding fathers of our great country had instinctively seized upon this fundamental concept and gave it a political interpretation when they wrote in the Declaration of Independence that monumental phrase, "We hold these truths to be self-evident, that all men are created equal, and that they are endowed by their Creator with certain inalienable rights." Lastly, what human and social life needs is a sense of an overarching moral law which is binding upon all classes, kings and noblemen, and the humblest of human beings, a sense of law which is higher than the law of a class or state. In our Bible we have that sense of a supreme transcendent law which, embracing all classes and all people, united all classes and all peoples and established a human solidarity within law.

There are few countries left where man is protected against the collective, against the state, by any inalienable rights, by any charters of liberty, by any constitutional guarantees. The individual has been thrown back upon the will or the whim of a leader or a party. His stature is being lowered, and that is tragic!

Lights are going out in the world everywhere. The only people left who are still holding tapers and lamps and torches are teachers in the classroom, preachers in the pulpit, and journalists in the sanctum of their offices, and men of goodwill here and there and thruout the world who still believe in these goals, in these ends of human life, without which life is drab and cheap and meaningless; men and women here and there who want to use education, science, and democracy as means toward the ennoblement of the life of the individual and the community, as means of keeping more vividly alive in the minds of this generation these goals which were long ago set by the leaders and the seers of mankind.

What educators must strive for is a return to the humanistic education, to the classic humanistic tradition of education which set as its highest ideal the integration of the individual around these great harmonies of human life, the building up of splendid men and women in a splendid society. Here in this land of ours which has been blessed by God with a democratic tradition of one hundred and fifty years, here where we have built up a great civilization by adhering to these classical goals of human life, here at least in this free land of ours we ought to keep bright in these darkening days the torch of humanistic learning and education. We are in a real sense the chosen people of the coming renaissance of mankind. Let us not fail!

DEMOCRATIC LIVING—A PROGRAM FOR SCHOOLS

CLAIRE T. ZYVE, PRINCIPAL, FOX MEADOW ELEMENTARY SCHOOL,
SCARSDALE, N. Y.

The phrase "democratic living" is a timely rallying cry. Our function as principals of schools is to prevent the words from becoming merely another slogan. They represent a vital need both in the school and in our broader social life. Receiving, as it is, wide revival both educationally and socially, the concept of democratic living may bowl over some of us who successfully avoided certain educational shibboleths of the past until we saw clearly into the meanings and practices implicit in them.

My idea is making our schools actually represent cooperative living and sharing rather than dulling our perceptions with practices which we label democratic without their having the reality of democracy for the children and teachers involved in them. With many of us no such caution is necessary; with many others the same autocratic regime which now exists will continue to suppress teachers and children under the guise of democracy. There are schools now in which the words "democratic administration" are already serving merely as whitewash for the old fence.

Principals and teachers who together are truly sharing in solutions of school problems are a part of the new educational era which we are now entering. We are leaving a period in which elementary education has been creative on a highly individualistic plane for both children and teachers and are entering one in which further development depends largely on group thinking. We are passing from an era of individualistic effort to one of group action. We have had the opportunity in this passing individualistic period to develop and put into practice theories which have brought little children more willingly to school. We have been able to play our part in this better living for childhood largely because of recent emphasis on variations in human development and the resulting analysis and choice of curriculum content to bring maximum growth in children. In this individualistic period we have seen social development of groups of children under the direction of teachers freed from many of the restricting prohibitions and inhibitions of the education of the past. The teacher worked in an experimental period in the inclusion of human values. The continuation of his freedom in teaching once gained, however, depended by chance on the personality of administrative officers. Relationships of teachers and principals in this passing period were not those suited to the one we are entering. The administrator has contributed richly but in his own realm has also been an intense individualist.

This is a gloomy outlook for mutual understanding unless we, both teachers and administrators, can re-educate ourselves to participate in the era of social thinking which we are now entering. We must make more attempt to understand the point of view of those in other educational work. We have reached the end of an educational blind alley in which we have gone as far as we can thru individualistic creative effort, however valuable the results of that effort. We are leaving a period in which the opportunity

for right human development for children and teachers came by chance and are entering one in which they come by choice—choice on the part of a unified group of teachers and administrators working together.

Democratic living can come only when there is a kind of school living which brings human problems to the fore. A kind of life, a way of living in the school, springs not from curriculum content or placement of content, but from the variety and type of management and expressive situations growing from teachers' and children's interests. The manner in which the solving of these problems comes determines the quality of life of the school. Human actions, ways of acting in regard to human problems give us our approach to democratic living. Teachers are far closer to this understanding and working practice than are administrators. I have confidence that we could find in numberless classrooms a fine quality of human relationship. When we as administrators begin to be interested in the idea of democracy, however, we find ourselves much farther from having a depth of understanding of human action than most teachers. As a result we tend to resort to standardized self-satisfied formulas. Most of these have to do with teachers councils and curriculum committees, the first frequently a device for passing on the administrative point of view; the second a job for teachers, mainly again a means for getting work done under a different label. There is doubt as to whether curriculum content as such is of first concern to many teachers. The thing that is of concern to them is the existence of hampering human restrictions and devices for the prevention of thought on their part and of freedom of action on the part of the children.

We, the adults in the school—teachers, administrators, parents—shall find as we work in this present period of group thinking and action in the school that we have peculiar problems in discovering technics of working together. In the period just past we have worked as individualists and have had relatively little educational experience which has given us understanding of democratic working together on a level with other adults. As teacher-principal groups we must develop an understanding and practice of such technics.

When democratic living exists in the school, leadership in the solution of school problems shifts. Decisions and actions following recognition of a problem are the responsibility of the group most closely concerned. Much of our school action has been guided not by such a concept but by separation of decision, responsibility, and action. This has arisen, possibly, from the attempt to carry over the pattern of separation of legislative, judicial, and administrative departments in state control to intimate problems in school affairs.

Teachers as well as children should deal with total situations; they have a share in problem-solving from the point of recognition to solution. This is in keeping with our belief in growth and development as the aim of our schools and our conviction that growth can take place with children only when it is taking place with teachers. Development comes thru making a thinking approach to problems, thru constant evaluation of situations, and from changes in practice resulting from the best thinking of those involved

in the situation which created the problem, and with those who will be concerned with the outcome. In the small democratically cooperating groups set up for solution of problems, leadership may be in the hands of children, teachers, principals, superintendents, parents, or any combination of these. The makeup of the group will depend on the origin and nature of the problem to be solved and the degree of expertness or insight of one or another of these groups in it.

Each of us has an ethical obligation which is the development of democracy in our schools. Each of us must do more than understand the social period in which we are, be more than aware of the technics of working together, of the relationships of teachers, principals, and children in a malleable group. Each of us has the ethical obligation to choose the place or field of educational work in which he can give the highest quality of democratic action. For some of us that may be in administrative work, for many of us it should be in teaching. As teachers we must choose the place and the age of children in which our quality of living will be at its highest. Give up salary? This would be compensated for by the opportunity again to work with children. It would not be a great sacrifice. Give up position? There is no position as important as that of the teacher. Give up power? We are past the period of individual power and in one of group thinking and action!

REORGANIZATION OF THE ELEMENTARY SCHOOL TO MEET THE NEEDS OF CHILDREN

EMMETT ALBERT BETTS, RESEARCH PROFESSOR AND DIRECTOR OF THE READING CLINIC, PENNSYLVANIA STATE COLLEGE, STATE COLLEGE, PA.

A reorganization of the elementary schools to meet the needs of children would require a basic change in thinking and beliefs. This type of reorganization would be based upon three fundamental assumptions: First, education is guidance. Second, guidance is fruitful to the degree that the needs of the individual are recognized. Third, education increases individual differences. In many of the schools these three basic assumptions are violated by requiring all pupils to engage in the same activities whether or not they stand to profit from them. A reorientation cannot be achieved by a mere rearrangement of pupil desks, by inserting in the school program a period called "activities," by administering a number of new tests, by establishing remedial rooms, by the purchase of a new series of basal textbooks, by designating groups of children by some term other than "grade," or by a sudden revision of home reports. Instead, the first reorganization must be made in terms of the approach to the problem.

If faulty practices based on mystical beliefs are to be improved, then it appears that the elementary-school principal himself must answer certain questions: (a) If teachers are professionally prepared to provide individual guidance rather than to follow a rule-of-thumb procedure of escorting all the pupils of a given grade thru the same materials, what encouragement will they receive from the principal? (b) Does the principal believe in a

library to the extent that he will develop an aggressive plan for the realization of that goal? (c) Does the principal require the teacher to cover a certain number of pages or books regardless of the needs of the pupils? (d) Have the principal and teachers developed a program for the implementation of the philosophy that instruction should be initiated at a level where the pupil is? (e) Has the principal assisted the teachers in the determination of the physical, mental, and emotional needs of the pupils, or are all pupils given the same prescription of physical activities, poems, and spelling lists to be memorized? (f) Has the principal evaluated the school activities in terms of memorization versus experiencing? (g) Has the principal encouraged the development of a teacher-centered administration as a part of a learner-centered school, or are the teachers meetings, the supervision, and parent education programs principal-dictated? (h) Has the principal been guilty of attempts to compartmentalize learning activities? (i) Does the principal believe in educational guidance to the degree that he has developed with the teachers a systematic means of collecting and using pertinent data? (j) Does the principal encourage wholesale double promotion to avoid providing an enriched school program? (k) Is a policy of demoting all pupils with either general mental retardation or specific learning disabilities used to further an archaic program for the grade classification of children? In short, has the principal assumed the instructional leadership for which he is supposed to be professionally qualified and for which he is paid?

Among the first considerations is the development of a systematic and continuous program for the appraisal of pupil needs. Altho standardized tests may be useful for the appraisal of certain group needs, a program limited to such measures would have serious defects. For example, the elementary-school teacher has access to no standardized instruments for determination of level of emotional development for the appreciation of poetry, art, or music. In a sense, all good teaching is diagnostic; therefore the extent to which crucial needs are identified depends to no small degree upon the preparation of the teacher. An adequate appraisal program should provide evidence on (a) capacity for achievement, (b) achievement level, and (c) physical status.

In a well-developed program for appraisal of pupil needs, there is a need for securing an index to capacity for achievement. Altho the new revision of the Stanford-Binet is probably the best single index to mental capacity, tests are available which can be administered by a well-prepared teacher. In addition, certain data secured from the parents should be recorded in the individual pupil folder.

At higher grade levels in the elementary schools, group tests of mental capacity may be used, but with certain cautions. In the first place, the reliability of a single score cannot be expected to be as high as that taken from a well-standardized individual test. Second, tests which require any amount of reading may be misinterpreted by the teacher in the case of a retarded reader. Many erroneous suspicions of the dullness of retarded readers have been verified by means of reading tests of intelligence. Third,

the mental age secured by means of either an individual test or a group test should not be interpreted as the absolute limit of expected development. Many children have reading ages and arithmetic ages far beyond their mental ages.

A second important type of evidence that should be secured from an adequate appraisal program is the individual achievement level. One of the outstanding needs for reorganization is evidenced in practices by so-called grade specialists. Many teachers take pride in being a third-grade specialist or a fifth-grade specialist. They expect everyone to be average by ignoring the substantial groups above and below this mythical central tendency. These teachers are great students of averages and are completely unaware of deviations.

Confused thinking is evident in this question which is frequently asked by teachers, "Where should I be at the end of the first semester?" From a study of clinic cases and from reports of classroom observations, there is a preponderance of evidence to the effect that many teachers are more concerned about where they should be rather than where the pupils are. To no small degree this type of confused thinking undoubtedly has resulted from a misuse of basal materials of instructions. In view of this situation, it appears that a basic reorganization is needed in the practices that are dictated by the type of thinking expressed in the teacher's question, "Where should I be?"

If it is to be the philosophy of the school that education really increases individual differences and that a chorus of differences exists at any one so-called grade level, then the teacher should be assisted and encouraged in his efforts to identify these varying levels of achievement. Once this basic concept is established there will be less emphasis on remedial reading, remedial spelling, and remedial arithmetic and more emphasis on an adequate first teaching program.

It is satisfying to note that many progressive and alert teachers and that many clinicians are resorting to subjective tests and informal situations for determining the level of achievement in a given area. It has been found, for example, that very few, if any, standardized tests can be used for determining the level at which instruction in reading should begin. When dealing with elementary-school pupils, a competent teacher or clinician can determine the level of achievement for practical purposes more quickly by observing behavior on the materials or problems in question. One of the administrative problems then becomes that of sensitizing teachers to the need for using teaching technics for appraising level of achievement.

The purpose of determining achievement level is limited to the study of those pupils with specific or general learning disabilities. The chief reason for differentiating instruction is to provide equal learning opportunities for all the pupils in a given room. Some third-grade pupils may be challenged with so-called first-grade materials while others will be capable of dealing with sixth-grade science books. Likewise, some may be emotion-

ally mature enough to enjoy reading *Treasure Island* while others will evidence enthusiasm for nothing more than Edward Lear's *Nonsense Verse* or A. A. Milne's *Jonathan Jo*. One of the first steps toward caring for pupil needs is certainly a defining of levels of achievement.

Interrelated with capacity for achievement and achievement level is the physical status of the individual. Specialized research in this area has accentuated differences existing at any one age level. Unfortunately, however, many schools are so organized that the study of the educational implications of certain physical deficiencies has been defaulted. For example, the health office is located as remotely as possible from the principal's office. Very few school physicians have received special preparation for their school duties and very few teachers have any information on the types of services available in the health department. The school physician and the school nurse should be the closest allies of the teacher if the "whole" child is to receive consideration in the classroom.

I have tried to call attention to one important reorganization required in a substantial number of elementary schools if pupil needs are to be met, namely, that of reorganization of thinking and beliefs in regard to pupils needs. First, the principal, himself, must be aware of the probable existence of a wide variety of mental, emotional, and physical differences with a so-called grade. Second, the principal should not permit his thinking to be circumscribed by a grade concept of children. If the term "grade" is to be used at all, then it should be used to designate a group of individuals. Third, one of the first instructional jobs of a principal is that of assisting the teacher in learning the child before teaching him. Fourth, a second instructional job of the principal is that of assisting the teacher in securing appropriate materials of instruction. Fifth, a third instructional job is that of assisting the teacher in the development of classroom procedures for the guidance of the pupils into worthwhile and purposeful activities. Sixth, a fourth instructional job of the principal is that of securing assistance from parents in defining the school program. When the principal has met these obligations, he is well on his way to the reorganization of his school on a learner-centered basis.

SAN FRANCISCO MEETING

ACCENT ON ART

AGNES SAMUELSON, EXECUTIVE SECRETARY, IOWA STATE TEACHERS ASSOCIATION, DES MOINES, IOWA

Enrichment is our common purpose. In reinterpreting the three R's thru the enrichment program, the arts will take a conspicuous place. By any yardstick you want to use, the arts are essential in the educational program. No experiences which help us to identify and appreciate loveliness in life, satisfy the yearning in every heart for the beautiful, and wipe out the ugly

in our environment can properly be called a frill. No activities which are so useful in developing personal enrichment, emotional balance, and social poise can be looked upon as a luxury. No area which has so many vocational and recreational possibilities in these days of increasing leisure and continued unemployment can be considered extravagant. No work which helps to build the character of the soul of a person and to glorify the ideals of a nation can be classed as unnecessary. No material which cuts across all areas of life as the arts do can be interpreted as irrelevant in an educational program designed for all the people.

As formal methods collapse and the emphasis shifts toward happy learning situations, purposeful activities, enriching experiences, and socialized procedures, the arts have an opportunity to streamline the entire program. As the pupil learning is placed above the teacher teaching, as pupil growth takes precedence over mechanics and competitive rankings, as every child becomes important, and as children's interests become the springboard, the arts have their glorious chance to come into their own. So do the three R's. It is not what the child does to the crayon, brush, pencil, violin, costume, or compass that tells the story. It is what they do to him. People will not stagnate, use their leisure time stupidly, or accept cheap and barren amusements if they come in contact with the beauty which comes from line, color, sound, nature, and action.

What are some of the implications for elementary education and for elementary principals? Following are a few that seem to come to the top:

1. *Continue to show the relationship of the arts to everyday life.* The more we can do that the better we can reinterpret the three R's. Provide experiences which will lead children to explore the meaning of beauty in architecture, engineering, homes, sculpture, painting, skyscrapers, landscaping, streamline trains, automobiles, and airplanes. Begin with the child's environment. It is up to us to make him sensitive to beauty.

2. *Provide experiences which help to identify and appreciate beauty.* We need not point out the inexhaustible possibilities of art, music, literature, dramatics, recreation, nature, and the crafts for enrichment purposes. We are moving in the direction of enrichment as we lead pupils to explore the meaning of beauty in architecture and engineering, to enjoy the thrill of making things with their hands in homemaking and industrial arts, to become discriminating in the choice of music, literature, and moving pictures, to enjoy and write poetry, to contemplate the grandeur of the starry heavens, to conserve our natural resources, and to respect the beautiful in the culture of other lands.

3. *Invade the area of teacher education.* Perhaps a number of you come from school systems which have supervisors of instruction, but in these days when teacher loads are heavy and budgets are inadequate, the training of every teacher is extremely important. This is also true in view of the social changes, the greater democracy of procedures, and other requirements of the modern education program. The arts are as varied as life, and the education of the teacher needs to include a broad background.

4. *Seek enrichment experiences.* How can we inspire children to seek beauty and exemplify it in their lives if our own are barren? Travel is a broadening experience and inexpensive tours can always be secured. The radio and the modern transportation facilities have eliminated distance and time. Libraries are plentiful and books are available.

5. *Develop a functional program and interpret it to your own community.* With all the possibilities of the modern program for touching life in every area, for improving the environment, enriching and socializing the personality, satisfying the inner desire for beauty, dealing with realities, emphasizing social values, providing recreational enjoyment and vocational rewards, should the arts have to plead their case in the program? All they need is interpretation within and without the classrooms.

It is enrichment—teaching of discrimination, refining of growing personalities, translating cultural values into human living, and the inspiring of the young learners in our classrooms to write new chapters in the story of human achievement—that gives significance and beauty to teaching.

WHAT THE TEACHER EXPECTS OF THE PRINCIPAL IN THE ENRICHMENT PROGRAM

BEN G. GRAHAM, SUPERINTENDENT OF SCHOOLS, PITTSBURGH, PA.

Sometime ago I asked a group of teachers in a large school system to formulate for me what they expected of their principals. The first thing which they seem to believe to be of importance is the ability on the part of the principal to plan an organization. If I may speak in terms of the teacher's attitude, I want my principal to be an individual who can sit down and plan before the term begins the various steps and procedures which we are to follow for the term. The individual who can plan may not be the type of individual who can organize. When my principal takes up organization, he is not only dealing with planning but he is dealing with people, teachers, and pupils. That takes a different type of ability from that of planning. There are principals who could plan beautifully and put on paper the things to be done, but when it comes to organization they do not have the power to select the right teacher for the particular duty or to handle a group of pupils with success or to meet the problems which the parents brought to the teachers from the community.

The next thing I want my principals to have is the ability to secure for my school the necessary materials with which I am to work. They must be able to present to the superintendent of schools, or sometimes to the board of school directors, or to the committee in charge of the supplies, the real needs of the school in a way that convinces those in power that the supplies are necessary for that particular school. Not only must he be able to secure the materials and supplies, but he must have the work so planned that when I need that material it can be at my hand.

Another ability is the power to discipline. My teachers call it social en-

gineering. I asked one of them, "What do you mean when you say you want your principal to be a social engineer?" The answer was, "I want a principal who understands the attitudes of boys and girls in the classroom, the attitudes of teachers in the classroom, and particularly the attitudes of parents, to the point that no matter how difficult that problem child is to manage in my classroom, if that problem gets beyond my control I know that the principal is such a successful social engineer that he can step into the picture, take that problem child in charge, bring about a change of attitude in him, and on the part of the parents in relationship to the child and school, and presently that child who was such a distressing problem that I could not proceed is now one who fits into the situation and the work goes along with success."

Another thing with which teachers are concerned is the relationship of the principal in the enrichment program. The teacher wants a principal who can come into the classroom and be sympathetic and appreciative of the work being done. If the child is to be the center of instruction and the center of the school, I want a principal who can interpret the course of study, the content of the material being dealt with, and the methods used, so that the whole program of the school is centered upon that which is best for the individual child.

I want him to be skilful in judging the results of my teaching and to be able to discover my strength. I do not want a principal who will come to my classroom, look at my work, and walk out, making no comment either in the way of commendation or criticism. To me that is the most discouraging contact I can have with the principal. I want him to be an individual who comes into my classroom, who can see the results of my teaching, and I want him to be able to discover my strength.

I want him to be one who has the ability to use a modern testing program, so that by giving tests occasionally he can discover how my work is related to work of other teachers in the school and other teachers in the system, and then I have a better guide to determine what the results of my work are by standard or scientific tests. I do not want him to judge my work completely by that method, but I want him to be able to use that as a check against our own subjective judgments.

As a teacher I am interested in my relationship with the principal. I want him to be a person with whom I can be friendly, because if we can be on friendly terms, it makes life so much more pleasant and it makes the work easier and more delightful. I want to have a friendly relationship with the principal to the point where he will be the closest professional friend I have.

Then I want my principal to be one who is growing professionally, because if he is growing professionally, I believe that I am going to do likewise under the type of leadership which he will give.

Finally, in this day and age, I want my principal to be particularly aware of all of those factors which have to do with this enrichment program so that the school is constantly progressing in terms of the richest program for the children who are fortunate enough to attend our particular unit.

LEISURE TIME OF GIRLS AND BOYS

CICELY J. O'CONNOR, PRINCIPAL, EDISON SCHOOL, SAN FRANCISCO, CALIF.

A study group of eleven elementary-school principals, under the chairmanship of Jane Ryan, principal of the McKinley School, selected as its problem, "What is the school's and community's responsibility for the children's leisure-time activities?" The findings of a district survey made by these principals and its recommendations are so potent that thru our bureau of research and guidance, a similar citywide survey was planned.

Twenty-two thousand fourth to eighth-grade children, a cross section of San Francisco's youth, were asked to tell about home life, after-school activities, and the use of leisure time. The study shows a candid picture, perplexing and challenging to home, school, and community. The survey was organized for two purposes—general and special. The general purpose was to secure information which would enable the schools and the homes to work more effectively for the betterment of the child. The special purpose was to obtain information upon which the development and use of the city's recreation facilities and outlets could be based.

Following are the summary statements of the survey:

1. Over 50 percent of the 22,000 children live in the community type of dwelling. These children, generally speaking, are dependent on public playgrounds, parks, and schoolyards for their outdoor recreational opportunities.

2. Seventeen percent of the 22,000 children live in apartment houses, single rooms, and hotels. Of all city children, these apartment house dwellers are the most dependent on a far-sighted city planning program and correct playground placement.

3. Twenty-three percent of the 22,000 children are playing in the streets. This can be attributed to the fact that the distance between playgrounds is so great.

4. Ninety-four percent of the children live at home with their parents. The leisure-time activity survey is of service to this large group.

5. Two activities predominate on Sundays: attendance at church and at the moving pictures. The church attendance forms 39 percent of the Sunday activity and the theater-going 50 percent.

6. Fifty-seven percent of the 20,000 children who responded to this item belong to clubs. A greater percent of sixth-graders are found in clubs than any other grade. The clubs most popular with boys are the Boy Scouts or Cub Packs and the Junior Birdmen. The girls find the Girl Scouts and the Camp Fire Girls the most attractive. Clubs that from the standpoint of popularity occupy a second group position are the Y.M.C.A. and stamp clubs of the boys, and the Junior Birdmen and Y.W.C.A. of the girls.

7. Twenty-seven percent of the children attend movies twice a week. Ten percent attend more than twice a week. Eighty-seven percent of the children attending movies attend on Friday, Saturday, and Sunday. Fifty-nine percent of the children attending movies attend on Friday, Saturday, and Sunday afternoons. These children form a group of 18,504 children. Would not playground activities be better for them? Movie houses appear to be better placed than playgrounds.

8. Fifteen percent of the children attending movies go unaccompanied.

9. Movies arranged in order of popularity are: gangster films, cowboy and westerns, comedies, plays of popular books, newsreels, March of Time, adventure, travel, animated cartoons, and historic plays. The four last named are of about equal popularity. Both boys and girls list gangster films, cowboy, westerns, and comedies as their favorites. The popularity of the gangster picture leads all other types by 8 percent.

10. Ninety-four percent of the homes have a radio. Fifty-four percent of the children listen to the radio over an hour a day. Twenty-two percent listen between thirty and sixty minutes a day. Music, especially dance music and singing, received the largest vote from the radio listeners. Mystery plays and amateur hours were next in popularity. These four types of entertainment account for 72 percent of the radio vote. Historical items, news, church service, and hobby hours appear the least popular. These four items account for 4 percent of the vote. Other items occupy an intermediate position in the scale of popularity.

While much has been accomplished in providing proper and profitable leisure-time activities for the boys and girls of San Francisco, this survey summary tells us specifically what further demands there are on our schools, our homes, and our community. With the knowledge afforded us by this survey, we as teachers are convinced that we should aim continuously to influence parents to recognize the importance of desirable leisure activities for their children. The survey will be of little avail if we cannot convince the community that every dollar expended to give children better facilities for recreation is an investment that will pay tremendous dividends in the health and happiness of our future citizens.

USE OF THE ELEMENTARY-SCHOOL AUDITORIUM

ALICIA BRIMSKILL, PRINCIPAL, GRATTAN SCHOOL, SAN FRANCISCO, CALIF.

A Study of Recent Assembly Procedures, bound in two volumes and found on file in the elementary-school libraries of our city, is the result of a study made by ten principals, including one viceprincipal, under the chairmanship of Mollie Smith, principal of the Winfield Scott School.

The need for elevating the tone of assembly procedures and eliminating undesirable features was recognized and an effort made to offer a more modern and worthwhile type of program to supersede the noneducational and commercial types. As a result of this study, the assembly period assumed new importance to children, school, and community. Its value to children lies in their active participation in enterprises requiring unity of purpose. In the initial stages of group living, theirs is an opportunity to practice ideals of good citizenship and to develop a sense of responsibility. The value of the assembly to the school is measured by its development of unity of school spirit. Offering ample opportunity for motivation in classroom activities, it provides pleasure and inspiration. To the community the assembly has value because school interests are broadened and better school and community relationships developed.

It was recommended that a regular schedule of the school term's assembly programs be made by a teacher-sponsor with the principal. A rotating schedule for the teacher-sponsorship could be arranged so that all teachers might share responsibility and bring new inspiration to the program. The committee agreed that a forty- or fifty-minute period in the first part of the morning best insures freedom from interruptions and provides motivation for the day's work. Fifteen or twenty minutes of this time might be allotted to school problems of citizenship, thrift, and

attendance, the remaining time to be devoted to a program on the outgrowth of classroom work or a reflection of group interests. Simplicity in costuming and staging is definitely emphasized.

Volume I of this report includes a set of criteria for evaluating assembly programs and is offered as a guide for judging assembly standards. It also contains an outline of various types of programs. A list of possible ways of presenting material is also suggested, such as shadow plays, puppet shows, dramatizations, pantomimes, impersonations, and the like.

Seventeen hundred children answered a questionnaire distributed by this committee. It is interesting to note that 80 percent preferred an assembly consisting of a short business meeting and a class entertainment. Seventy-nine percent stated that during the week they think of the lesson that has been stressed in a particular assembly. When asked if speeches made in assembly affected their behavior, 90 percent responded "yes." To the question "Do you think the assembly has developed a better school spirit?" 98 percent of the answers were in the affirmative. Regarding the type of program preferred, 8 percent voted for travel talks by adults, 9 percent for reports on class activities, 33 percent for motion pictures related to school studies, and 50 percent for plays produced by children.

A plan for study organization in each individual classroom and for a representative governing council procedure for the school is also worked out, the goal being a school that is pupil-managed and teacher-guided.

This study group of elementary-school principals trusts that its contribution has raised the standard of auditorium programs in our city and feels privileged to have participated in the growth-in-service program.

ONE WAY TO BUILD CHARACTER

EFFIE SMITH, PRINCIPAL, FRANK MC COPPIN SCHOOL, SAN FRANCISCO, CALIF.

My approach to this subject is from the viewpoint of an elementary-school principal vitally concerned with the humane or personality development of the child and his relationship with the rest of the world. Generally speaking, character building is teaching children to think correctly in terms of the Golden Rule, "Do unto others as you would like others to do unto you," but this teaching must be applied in our relations with the animal world just as it must be applied in our relations with our fellow men. In short, it must be applied to every form of life capable of suffering.

We cannot begin too early to train children in a kindly attitude toward all God's creatures. There is perhaps no element of character more vital to happiness than a spirit of kindliness, and I know no better way to develop this kindly spirit than by teaching children kindness to animals thru the child's contact with a living pet. Boys and girls the world over have one characteristic dominant in them—their love for animal pets. Children and animals are natural friends and should be brought up to-

gether. A child can get more enjoyment from the world when he understands an animal's silent language. Likewise he becomes more responsible and self-reliant when he takes care of an animal himself. Animal pets for children are necessary if the children are to have a well-rounded education and a normal social adjustment, for living pets have a definite part in teaching children gentleness, kindness, unselfishness, responsibility, fair play, and consideration for others.

At the Frank McCoppin School in San Francisco, we have a splendid vehicle for character building thru the principles promulgated by the Children's Pets Chums Club, which I founded in the schools of our county twelve years ago. During these many years, I have been the means thru the work in my school whereby fifteen Pets Chums Clubs have been organized in San Francisco's elementary schools. To be a good Chum Club member, one must own a living pet; one must protect it and care for it properly; one must try to make others feel the same way about animals as he does. All activities are gathered together under the inclusive motto, "A child without a pet is like a flower without the sunshine."

The personnel of the Chums Club includes a president, vicepresident, secretary, board of directors, and faculty adviser. At Chums Club meetings, the board of directors read and answer questions found in the Chums Club question box. These questions find their way into the box because of some difficulty a member has in the care, feeding, housing, or some other matter relative to his pet. Then from four to six members, to their great joy and that of their audience, exhibit their pets and give interesting talks concerning them, thereby affording each member an opportunity to develop his own personality. The acquiring of poise and the increased use of clear, correct English, with increased ability to express ideas and to practice judgment, are valuable outcomes of the Chums Club activity, as is the knowledge concerning the rudiments of parliamentary law procedure. Chums Club members quickly recognize an injustice and an unkind word or act, whether it is meant for a human being or an animal.

From my experience I am convinced that the child's companionship, care, and ownership of an animal pet, under proper guidance, constitute one of the greatest helps in building a well-balanced and noble character.

BOARD OF HEALTH, SCHOOL, AND COMMUNITY RELATIONSHIPS

MRS. MABEL DAVIDSON, PRINCIPAL, FRANCIS SCOTT KEY SCHOOL,
SAN FRANCISCO, CALIF.

Recognizing the fact that absence from school due to exclusion for communicable disease is a serious handicap and the cause for retardation among elementary-school children, a group of principals under the leadership of Sue Convery of Monroe School undertook a study of school, home, and department of health relations and responsibilities in the effective

handling of the exclusion of children for so-called minor diseases. It was not our intention to make the period of exclusion shorter, but rather to make it one of isolation.

Because of strict enforcement of quarantine laws by the department of health and also because of the fact that all parents recognize the seriousness of such diseases as diphtheria, scarlet fever, and infantile paralysis, exclusion for these has proved satisfactory and the prevalence of diseases has been lessened, but not so with chicken pox, whooping cough, mumps, and measles. Children convalescing from these diseases, losing school time because of the danger of infecting other pupils, easily contact their mates outside of school hours and thus start a chain of patients who in turn must be excluded.

Data supplied us by departments of health over the United States prove conclusively that this problem is not a local one. Our study includes statistics from many cities giving the monthly incidence of common minor diseases. Regulations of the cities studied in regard to the isolation of patients and the exclusion of nonimmune contacts were compared and differences noted for further study by our department. Pamphlets and books on the infectious agents, the source of infection, the mode of transition, symptoms, incubation period, period of communicability, care of the patient, and control of the disease were all considered.

As a result of the study the committee has recommended: (a) a health education campaign to correct the prevalent but erroneous idea that all children must have the childhood diseases and, therefore, may as well be exposed early; (b) radio broadcasts of a series of lectures available at the office of the surgeon general of the United States Health Service, stressing the serious after-effects of the so-called minor diseases; (c) instruction by school nurses to principals and teachers in the science and symptoms of minor diseases so that they may be recognized; and (d) printed instructions giving definite direction in regard to exclusion and isolation to be used instead of the oral direction so easily misunderstood or forgotten.

The committee further recommends an increased number of inspectors for minor communicable diseases so that the regulations can be enforced; teaching the importance of having parents report to the proper authorities infractions of regulations affecting exclusion; educating children to the inadvisability of contacting excluded schoolmates; adjustment in the period of exclusion to conform to the national consensus; securing the cooperation of those in charge of churches, libraries, and foreign schools in refusing to admit children who are excluded from school; and securing the assistance of school attendance officers in enforcing the isolation regulations.

This vitally interested group, working together to conserve the health and school time of pupils, feels that a partial solution of its problem has resulted from the study. Many of the recommendations were put into effect, and enough valuable data were secured to focus the attention of school and health authorities on this problem which affects school, home, and the community alike.

CHILDREN'S VOICES: A READER FOR CHILDREN BY CHILDREN

SUE CONVERY, PRINCIPAL, MONROE-EXCELSIOR SCHOOL,
SAN FRANCISCO, CALIF.

Those of us who have had the privilege of working with children know the strange beauty and unusual power often found in the simple expressions of childhood. Again and again we have thrilled to a bit of writing or painting that seems to reflect unusual insight or to possess quaint charm. We have wondered about this urge for self-expression—why it flowers so successfully in one child and why it is buried so deep in another.

In San Francisco for several years we have had a strong interest in creative self-expression. Sometime ago a study group composed of approximately twenty-five teachers, working under the leadership of Anita Beckman, undertook to learn more about children's creative writing and made an intensive study over a period of two years. The study included reading and evaluation of the best writings of thousands of children. The thought that children's creative expressions have a decided place in the child's world grew into a conviction. We believe that the child's contributions may well serve as a broadening life influence for him and for his associates. We looked forward to the day when some of the splendid contributions of children could be enjoyed by other boys and girls. Today the realization of that dream has come in the form of an oral reader just off the press, *Children's Voices*. It is a book for children by children. In its pages the creative force of children in writing, in speaking, and in drawing has been crystallized for all to enjoy. It is a collection of prose, verse, and art compositions of boys and girls who have been given encouragement and guidance in their desire for expression of the thoughts and emotions aroused by personal observations and experiences.

Definite appreciation of the beauty of the children's creative offerings will come best thru the oral reading of them. Their childish spontaneity is greatly in evidence, and the charm of many original patterns is felt by the reader.

ADDRESS

DOUGLAS FAIRBANKS, JR., MOVIE ACTOR, HOLLYWOOD, CALIF.

I confess myself to be somewhat overwhelmed by the introduction accorded me by Mrs. Hoffman. Unfortunately this enthusiastic introduction only increases my nervousness here. I am holding like grim death to this table. I have never been more grateful in my life for a microphone. When I last spoke before a body of educators I was the recipient of a sound rap on the knuckles. It is a fitting commentary on the lasting effect you educators have on youth that I feel I should keep my mouth shut and my hands in my pockets tonight. As a matter of fact, I think it was Elbert

Hubbard who once said, "It is far better to keep one's mouth closed and be thought a fool than to open it and remove all doubt."

Believe me when I say that it is gratifying to have been invited to address you as a representative of the most popular entertainment medium and one directly concerned with many of the problems vital to the National Education Association. It is neither my intention nor my mission to praise or apologize for the film industry. I am not equipped to do either. I hope, however, that my humble views on a situation growing out of world affairs, as it affects the motion picture actor abstractly and the National Education Association concretely, may make you look on the motion picture and people who make it in an entirely new light.

There are two schools of thought about actors. You have read, perhaps, Somerset Maugham's somewhat unflattering account of what he thinks about actors. He said that he found them amusing companions, generous, witty, clever people, but he said he never had been quite able to believe that they are human beings. Another writer once said that it was not surprising to hear that for so many years actors were denied burial in consecrated ground, because it was preposterous to suppose that they had souls. This I assure you is an extravagance. On the other hand, actors themselves are inclined to swing to the opposite extreme in their evaluation of their parts in the scheme of things; nevertheless, it is of importance to you to consider the remarks of Sir Henry Irving that the theater must always be an indirect mechanism of teaching. And, says another quotation from Sir Henry, "As the theater must deal with the eternal conditions of humanity, so must it ever have weaknesses which result from human imperfections, but as humanity has its nobler part, so, too, the theater has capabilities of good which are as illimitable as the progress of man."

Naturally this applies to the motion picture as well as to the living theater, but with one exception: Where the theater, because of its very limitations, is free to express itself in almost any manner on almost any subject, the motion picture which is available to everyone everywhere arbitrarily has imposed upon it certain restrictions, designed to avoid the forcing of issues down the throat of any group which might think otherwise. In many cases this is an end impossible to achieve.

Last year, for example, the motion picture industry in the United States alone produced a total of three hundred and forty-six feature films. Obviously, not all of them pleased everyone and it is possible that some of them displeased a lot of people. We know, however, that no producer, writer, director, or actor approaches the making of a picture with any other end in view than to make a good one, and I am convinced that anyone who really has something of importance to say in any of the arts sooner or later is recognized by the public, which is not only the final but the best critic, and may I say the best censor.

You are in the profession of teaching and the film industry has kept constantly aware of your interest in motion pictures, so I know that you realize that those three hundred and forty-six films had a definite effect on the daily thoughts of millions of people, for unquestionably the motion picture is

one of the most powerful media for the dissemination of an idea that has ever been placed in the hands of man.

In fact, this recalls to me that sometimes in England I have been approached by schoolboys with the request to relate a few of my more terrifying exploits with red Indians in the wild and untamed West. I have no argument with the horse opera, as we call westerns. I must confess I am rather partial to them myself. However, a number of us are not sufficiently quick on the draw to save the old rancho from the rustler, and so we are concerned with the motion picture directed to, if I may say so without sounding pompous, a more serious audience. It is here that our problem arises. This problem is the challenge to you and it is from you, as an important part of that audience, that the answer must come. I refer to the question of propaganda in motion pictures.

That word "propaganda" is in disrepute these days, and yet the correct definition makes it obvious that propaganda is a force for good as well as for evil. When you, in the exercise of your profession, teach that we live under the best possible form of government, that is propaganda. Consider this question: How far should motion pictures conscientiously venture into the field of propaganda? Films are being made today in other nations which are concerned mainly with praising certain other forms of government. The motion picture theater in those nations is almost entirely devoted, under government supervision, to telling the audience that it is quite the happiest audience on the face of the earth.

In democratic nations, on the other hand, the audience itself is the controlling influence. If the audience wants the social order examined, the films will examine it. If the audience seeks criticism, the films will criticize. If the audience wants fairy stories, we shall have "Snow White."

One of the important things that happened in my life was my first big part on the stage. It was in a play called "Young Woodley" and on the occasion my father presented me with a volume of Shakespeare's works. I remember well the inscription my father wrote on the flyleaf which is a part of Hamlet's speech to the players and which reads as follows: "Let your own discretion be your tutor." While the admonition was directed at actors, I think that audiences might also give it careful consideration.

So far the motion picture industry in the United States has made only a few tentative moves in the direction of obvious propaganda, with "The Case for Democracy" as its theme. While the analysis of public opinion of these films has not been completed yet, it is important to note that some of the best pictures in recent months and some of the most entertaining as well have been based on historic incidents which in themselves serve to emphasize the merits of democracy. There is a line in one of these films which invariably draws applause. The film is called "Man of Conquest" and in it the movie Andrew Jackson says to the movie Sam Houston, "Don't ever forget that this is still the only country where a man can give the President a good cussing out and the only thing the President can do is to cuss right back or go fishing."

Not infrequently among picture people the question of propaganda in motion pictures comes up for discussion. I was talking to a friend the other day who definitely felt that the film industries of democratic nations should hammer away, possibly with government cooperation, at the case for democracy. Another friend took sharp issue with his views, pointing out that government cooperation might easily lead to government control, and certainly that is not to be desired in films any more than is government control of the press or any other medium of free expression.

From my own point of view I see certain dangers in conscious film propaganda which we cannot afford to overlook. None of us likes the fellow who goes around patting himself on the back. It is entirely possible, then, that motion pictures, emphasizing our virtues and ignoring our shortcomings, would in the end defeat their very purpose. The time would come when even the truth would be suspected. The actor must of necessity be concerned with all phases of this question. It is up to the actor and the playwright to interpret characters and events; it is up to the actor and the playwright to interpret changing world conditions. The only way a responsible actor or playwright can do this is to listen to the voice of public opinion and be guided by its trend.

This is highly important to me because the public's opinion of a screen actor is based as much upon the type of roles he plays as by the way he plays them. Having some small interest in what the next few years may bring to me, I, as an actor, am concerned with what the public's answers will be to the question of propaganda in films. There are, on the other hand, many examples of motion pictures which were made purely for the sake of entertainment, yet which proved to be forceful arguments for democracy. If they had been made with propaganda uppermost in mind, possibly with too much emphasis placed on the particular message, I wonder if they would have been as convincing.

At present there is a film called "Goodbye, Mr. Chips." It is receiving a warm welcome from critics and audiences alike; therefore, we know that the picture is highly entertaining to the great majority. Yet this charming story of a schoolmaster in a democratic country and the boys of several generations who studied with him stands as a most effective exposition of the ideals shared by us all and does so without conscious propagandizing.

You will find a similar situation in the film called "Ruler of the Seas," which has not yet been released, but in which I have just completed my own particular role at Paramount Studios. I know that Frank Lloyd, who produced and directed this picture, and those of us who played in it had no thought of pleading any special cause for anything or anyone. Mr. Lloyd was concerned with creating good entertainment, based on historical fact. "Ruler of the Seas" is an interesting story, telling of the first all-steam crossing of the Atlantic 101 years ago. This event pointed a way to speed, safety, and luxury which we all enjoy on the seven seas of the world today. It is significant to know that the story of this achievement carried with it a very strong message for our democratic way of living and working, but let me repeat it does so unconsciously.

From this point of view it becomes evident that so-called pure entertainment in itself often results in presenting a persuasive picture of life as we live it. I believe that the National Education Association, more than any other single body, has a direct interest in the kind of motion pictures made today. For the motion picture industry I want to say that we appreciate very much the increased use in the schools of sixteen millimeter reels prepared with historical features; likewise we appreciate your use of educational charts now made available by some of the studios. As a matter of fact, just before coming to San Francisco I saw some of the charts being prepared for "Ruler of the Seas."

The manner in which the motion picture reviewing committee of the Los Angeles Board of Education adapts current films to classrooms is another good example of direct educational interest in the screen. I feel that this committee plan might well be adapted to national use.

On considering what I have already said this evening, I must admit that I have violated one of the rules laid down by teachers when I was in school and I hope you will forgive me for it. I mean to say that I have proposed a question, made a couple of points for and against it, and now I should arrive at a conclusion, but it seems to me that the conclusion is up to you. The matter of propagandizing is far too weighty to be decided in haste. Certainly, I am deeply interested in what the decision will be.

Along with being very sincere in proposing to you a subject that I believe worthy of discussion by such a group, I continue to be nervous. I still am fiddling around with my tie and putting my hands in my pockets, all the things I should not be doing, and I am concerned mostly at the moment with such things as split infinitives and sentences ending with prepositions. Ordinarily an actor depends upon a playwright for patterns of speech-making, but this business of doing it alone is a far different matter. At best, speech-making is a peculiar form of human expression that was best defined by John Barrymore in a way that I should like to "crib." Mr. Barrymore said that a speech is much like the entrance of a baby into this world: There is long and painstaking preparation beforehand, no end of excitement, anxiety, strain, and physical hardship during the event, and an overwhelming relief to all concerned when it is over.

SECRETARY'S MINUTES

San Francisco, California

July 2-6, 1939

The semiannual meeting of the Department of Elementary School Principals was held in San Francisco, California, July 2-6, 1939. General sessions were held on Monday and Tuesday afternoons, July 3 and 4, respectively, in the Veterans Building, Civic Center. Maude A. Rhodes, president of the Department for this past year, had stressed community singing at each meeting. Programs had been prepared which included many of the old favorites. On Monday afternoon preceding the two speakers on the program, Dan Gilson, principal, Longfellow School, Oakland, was the leader of this very pleasant activity. Mrs. Blanche Gilson, principal, South Dos

Palos School, Dos Palos, California, was the accompanist. We are greatly indebted to Mr. Gilson and his mother for the very fine contributions they made to each program.

The theme of the Monday afternoon meeting, presided over by President Rhodes was "Reinterpreting the Three R's thru the Enrichment Program." Speakers included Agnes Samuelson and Ben G. Graham.

At the Tuesday afternoon meeting following a short business session, the program, "Growth in Service," sponsored by the San Francisco Elementary School Principals, was under the direction of Bertha E. Roberts, deputy superintendent of schools, San Francisco.

Social Affairs

Breakfast—On Monday morning, July 3, 1939, about one hundred and fifty members and friends of the Department of Elementary School Principals met in the Concert Room, Palace Hotel, San Francisco, for a get-together breakfast. This first official meeting of the Department has always been a festive occasion, for here we meet our friends for the first time at the convention, announcements and plans are given, and this expressed camaraderie ties the group completely together.

After a most delicious breakfast, Miss Rhodes gave a hearty greeting to all who had come from different parts of the United States to meet in the lovely city of San Francisco. Harry Haw, San Diego, responded as only a Californian can in talking about his native state. The group was told that those who were born in California were Californians and those who were born elsewhere and now make their home in California are Californiacs. Sarah L. Young, Oakland, was introduced and asked to tell the group of the plans which the local committee had made for our entertainment for the week. Fred B. Zimmerman, Oakland, extended a very cordial greeting to those present.

Even tho these breakfasts are delightful and informal get-together affairs, there is always a little bit of business which has to be taken care of. It is at this meeting that the president announces the Nominating Committee. Therefore, Miss Rhodes read the following names: Isabel Tucker, St. Louis, Mo., chairman; Mrs. Gertrude Best Hammond, Los Angeles, Calif.; Claude Williams, Chicago, Ill.; Mrs. A. Virginia Adams, Vineland, N. J.; and Mrs. A. R. Wilson, Durham, N. C.

Miss Rhodes thanked all for coming and expressed her appreciation to the local group for the fine arrangements made.

Banquet—Over four hundred members and friends of the Department attended the lovely banquet which had been arranged by the California Elementary School Principals Association, Southern Section, on Tuesday evening, July 4, Grand Ballroom, Palace Hotel.

In keeping with the theme of this occasion, "Crashing Hollywood," the true Hollywood spirit prevailed, making the evening the most stupendous program ever produced. The California Elementary School Principals Association, Southern Section, had worked untiringly to produce table pieces which were miniature models of scenes from prominent Paramount Studio pictures. These table decorations glistened and gleamed among the silver stars as the audience entered the ballroom. The group is indebted to Paramount Studio, Inc., for generously sending lovely stills of Douglas Fairbanks, Jr., appearing in "Ruler of the Seas," to be used as souvenirs of this festive occasion. The Chamber of Commerce of Hollywood printed the attractive cover of the program.

After an enjoyable and delicious meal, President Rhodes introduced the guests at the head table, leaving until last Mrs. Howardine Hoffman, who represented the California Elementary School Principals Association, Southern Section, and who took charge of the program. Mrs. Hoffman then gave that cordial greeting, such as only Californians seem to know how to give, and introduced the speaker of the evening.

Because the motion picture is an instrument of propaganda in behalf of democracy and the institutions of democracy, President Rhodes engaged the attention of the group with double interest, for the speaker who discussed this subject of motion pictures so ably was one of Hollywood's ranking celebrities, Douglas

Fairbanks, Jr. This youthful film star's speech was a serious recital of the problems relating to education and the part the movies can and do play in inculcation of democratic beliefs in children of elementary-school age. Here with his pretty wife, young Fairbanks was the object of admiring glances and not a few sighs.

So that Mr. and Mrs. Fairbanks and their guest could realize that administrators had their leisure moments, Mrs. Hoffman introduced Mrs. Gertrude Howard, the announcer for the radio skit on "Crashing Hollywood." This was splendidly portrayed.

Tea—On Wednesday afternoon, the San Francisco Principals Association cordially invited members of the Department and their friends to be their guests at the Japanese Tea Garden, Golden Gate Park, 4:00 to 6:00 P. M. Mathilda Levy, San Francisco, had been asked to see that the official family did not get lost; therefore, she took them out and when they arrived they found themselves in this perfectly lovely wonder spot in Golden Gate Park. A nicer courtesy could not have been extended to those visiting the golden West.

Excursions—The California Principals Association had made arrangements for principals who wished to do so, to make the following trips on Friday, July 7, to Muir Woods and to Stanford University. Those who went reported a most enjoyable trip.

Executive Meeting, Sunday, July 2, 1939

The officers and members of the Executive Committee of the Department of Elementary School Principals met in executive session Sunday, 10:00 A. M., room 2001, Palace Hotel, San Francisco, July 2, 1939. The meeting was called to order by the president. Those present were: Maude A. Rhodes, president; Harry H. Haw, fourth vicepresident; Mrs. Edith B. Joynes, Irvin A. Wilson, and Isabel Tucker, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; Sarah L. Young, chairman of local arrangements; and Eva G. Pinkston, executive secretary.

President Rhodes extended greetings to those who had been able to come across the continent and be with us at this very important meeting of the Department, and she expressed regret at the absence of those members of the executive family who had found it impossible to attend.

The secretary at this time read a telegram received from Arnold Gregory, third vicepresident of the Department who found it impossible to attend the meeting, and letters or excerpts of letters from Mason A. Stratton, first vicepresident; Elizabeth R. Malcolm, second vicepresident; Jane E. Monahan, fifth vicepresident; Ira M. Kline, member of the Executive Committee; Cassie F. Roys, director, Certification Division; and M. Emma Brookes, director, Retirement Division, who were unable to be present.

A motion was made by Mr. Hanson, seconded by Mr. Haw, that the executive secretary be instructed to write to the absent members of the official family and express sorrow at their not being in attendance at this San Francisco meeting. Motion carried.

A motion was made by Mr. Haw, seconded by Mr. Wilson, that the minutes of the Cleveland meeting be omitted since they had been approved by each member of the executive committee and published in the April 1939 issue of the *National Elementary Principal*. Motion carried.

President Rhodes asked Sarah L. Young, principal, Parker School, Oakland, and chairman of local arrangements for the Department, to tell of the plans which had been made for the meeting at San Francisco and for the conference at Berkeley. Miss Young extended to the official family a very cordial invitation from Naomi Hause, principal, John Hancock School, San Francisco, and her brother, for the group to have a sail on their yacht, "Unda Maris," around San Francisco Bay on Thursday, July 6, 1:00 to 5:00 P. M. A motion was made by Miss Tucker, and seconded by Mr. Hansen, that the executive family accept this invitation and that Miss Young will be instructed to so inform Mr. and Miss Hause.

Miss Young reported that arrangements had been completed by the Banquet Committee for the appearance of Mr. and Mrs. Douglas Fairbanks, Jr., that the program of the Tuesday afternoon meeting had been taken care of by Carrie Daly and her helpers; and that Bertha Roberts, deputy superintendent of schools of San Francisco would preside; that there would be an All Principals' Tea on Wednesday afternoon, Japanese Tea Garden, Golden Gate Park, 4:00 to 6:00 P. M., and that courtesy transportation would be furnished for those who desired to go; that the hosts for the Treasure Island headquarters, under the chairmanship of Fred B. Zimmerman, Oakland, would be ready Thursday and Friday, July 6 and 7, in the lounge of the Pacific House, 1:00 to 9:00 P. M., and that educational films would be shown in the room there. A motion was made by Mr. Wilson, seconded by Mrs. Joynes, that Miss Young be instructed to express to her committees the great appreciation of the officers and executive committee for the fine arrangements which they had made. Motion carried.

President Rhodes called for the report of the secretary and said for her at this time to present any questions which had come to headquarters which she would like to have referred to the Executive Committee. The secretary reported that:

1. On June 15 the Department had 5911 members and 190 life members, making a total of 6101 members for the year 1938-39, and that this number includes principals, supervisors, superintendents, college professors, classroom teachers, libraries, and institutions.

2. The Department published its first two-color leaflet in advertising the seventeenth yearbook, and that this brought an all-time high sale of yearbooks of any one year.

3. Eight hundred and twenty-nine Study Outlines for the sixteenth and seventeenth yearbooks have been sold to be used in principals meetings, faculty meetings, clubs, teacher study groups, and as reference material in college courses.

4. Because of the very great stress which is being placed upon the schools to be cognizant of the safety of the children, the Department sent complimentary to each member last year a copy of the annotated bibliography, *Safety and Safety Education*, published by the Research Division of the National Education Association.

5. The Department had completed two Annual Conferences on Elementary Education—at the University of Michigan, Ann Arbor, 1937, and at New York University, 1938, and that the Third Annual Conference on Elementary Education would take place July 8-21, 1939, at the University of California, Berkeley.

6. The Department has encouraged and assisted groups of principals in cities, counties, and states to organize clubs and associations; and as a result of this the directory of the eighteenth yearbook, *Enriching the Curriculum for the Elementary-School Child*, will list a very much larger number of these groups than it has ever done before.

Crucial problems confronting the Department, the elementary principals, and elementary education were next discussed. Such problems include: How can our elementary schools do better teaching? How can principals acquaint the parents and public of their communities with the things which the school is doing? Should the principal be responsible to the parents of his or her community in handling problems? Is it wise to delegate school problems to the school clerk? How can superintendents and boards of education be encouraged to study the problem of having fewer teaching principals by putting in more supervisory principals?

A motion was made by Mrs. Joynes, seconded by Miss Tucker, that the secretary be instructed to collect such data as will be necessary for the officers to study this question further. Motion carried.

A motion was made by Miss Tucker, seconded by Mr. Wilson, that the secretary see Mr. Foster and ask him to recommend to the Editorial Committee that the subject of a future yearbook be "Industrial Arts in the Elementary School." Motion carried.

A motion was made by Mr. Wilson, and seconded by Mrs. Joynes, that the meeting recess until 9 A. M Monday, July 3, 1939. Motion carried.

Executive Meeting, Monday, July 3, 1939

On Monday morning, July 3, the Executive Committee of the Department of Elementary School Principals met in room 2001, Palace Hotel, at 9:30. Those present were: Maude A. Rhodes, president; Harry H. Haw, fourth vicepresident; Mrs. Edith B. Joynes, Irvin A. Wilson, and Isabel Tucker, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary.

President Rhodes called the meeting to order and asked the group to study the problem of a Special Service Committee, having the thought in mind that the Department could render special services to those working on problems in their own schools. This problem was discussed at length. It was recommended that the new president appoint a committee.

A motion was made by Miss Tucker, and seconded by Mr. Wilson, that the plan which the Department started in 1937 of publishing a bibliography of yearbooks of the Department be continued at five-year intervals. This would mean that the next edition be published in 1942. Motion carried.

A motion was made by Mr. Haw, seconded by Miss Tucker, that a bibliography of the articles in the bulletin be mimeographed and sold at a price of twenty-five cents to those members who wished to have them. Motion carried.

Mr. Hansen, chairman of the Budget Committee, presented the following proposed budget for 1939-40:

Estimated receipts.....	\$30,000
Printing	\$8,000
General office	9,500
Salaries	8,500
Convention expense	1,000
Editorial Committee	700
Miscellaneous	600
Contingent	1,700

A motion was made by Mr. Hansen, seconded by Miss Tucker, that this proposed budget be accepted. Motion carried.

Miss Tucker presented to the group the thought of editing a bulletin once a month called "The Principals' Digest," each member of the Executive Committee to be responsible for one publication thruout the year. A motion was made by Mrs. Joynes, seconded by Mr. Hansen, that a committee be appointed to suggest or select magazines or articles on elementary education which might be used in a principals' digest. Motion carried.

A motion was made by Mrs. Joynes, seconded by Miss Tucker, that the chairman of the conference committee be the retiring president each year, that one of the members of the committee be an officer and the other member some person who would be in the vicinity of the conference city and who had attended previous conferences. Motion carried.

The secretary was instructed to contact the University of Wisconsin at Madison, on her return home, as to the possibility of the Department holding its Fourth Annual Conference on Elementary Education at that university during the summer of 1940, immediately following the N.E.A. convention at Milwaukee.

A motion was made by Mrs. Joynes, seconded by Mr. Haw, that since the Department has carried all expenses pertaining to its share of the conference meetings, and since the conference has grown and the expenses incurred are beginning to be quite heavy, a small fee be charged each conference member and in this way lessen the strain of the whole amount on the Department. Motion carried.

After a discussion it was decided that the quota for membership this year be made by adding an increase of 10 percent to the total memberships of each state for 1938-39.

After discussing the new committees to be appointed for this coming year, the

suggestion was made that the newly elected president should finish appointing the personnel of each; that each committee be asked to make a written report which the Department will mimeograph and have ready for distribution, charging only a small fee for the expense incurred.

Plans for the February meeting were discussed and since the convention will be held in St. Louis, Miss Tucker is to have charge of all local arrangements.

A motion was made by Mr. Wilson, seconded by Mr. Hansen, that the secretary be instructed to write to Paramount Studios, Inc., and express the appreciation of the officers for permitting Douglas Fairbanks, Jr., to be the speaker at the semiannual banquet in the Ballroom, Palace Hotel, Tuesday, July 4. Motion carried.

A motion was made by Mr. Haw, seconded by Miss Tucker, that the executive secretary write a letter of appreciation to all who helped make this San Francisco convention such a splendid success. Motion carried.

The officers of the Department extended a vote of thanks to the executive secretary. Meeting adjourned.

Business Meeting, Tuesday Afternoon, July 4

Reports of the following committees were given: Resolutions Committee—Sarah L. Young, Oakland, Calif.; Visual Education Committee—Harry H. Haw, San Diego, Calif.; and Necrology Committee—Irvin A. Wilson, La Grange, Ill.

Isabel Tucker, St. Louis, chairman of the Nominating Committee gave the following report for the officers for 1939-40: president, Irvin A. Wilson, La Grange, Ill.; first vicepresident, Maude A. Rhodes, Atlanta, Ga.; second vicepresident, Robert H. Edgar, Pittsburgh, Pa.; third vicepresident, Sarah L. Young, Oakland, Calif.; fourth vicepresident, Lester J. Nielson, Salt Lake City, Utah; fifth vicepresident, Marjorie Walters, Cedar Rapids, Iowa; member of the Executive Committee to finish unexpired term of Irvin A. Wilson, Arnold Gregory, Lincoln Park, Mich.; member of the Executive Committee for a four-year term, Elizabeth Malcolm, New Haven, Conn.; and director of the Professional Relations Division, Mason A. Stratton, Atlantic City, N. J.

A motion was made by Miss Tucker, seconded by Miss Sophie Bachmann, Detroit, that the report be accepted. Motion carried.

A motion was made by Harry H. Haw, San Diego, seconded by Joseph Murphy, Peoria, that voting by ballot be dispensed with, and that the executive secretary be instructed to cast the vote of the assembly for the nominees presented by the Committee. Motion carried. The ballot was cast by the executive secretary.

Department Representative Meeting, Wednesday, July 5, 1939

The meeting of the representatives of the Department of Elementary School Principals met in the Comstock Room, Palace Hotel, 1:30 P. M to discuss plans for the enrolment campaign this coming year and to present problems so that headquarters could be of more service. To this meeting were invited presidents and secretaries of state, county, district, and city organizations. The following people attended: William E. Brown, Burlingame, Calif.; Mrs. Howardine Hoffman, Chino, Calif.; May Wienke, Fresno, Calif.; Vincent I. Correll, Long Beach, Calif.; O. D. Enfield, Los Angeles, Calif.; Mrs. Leo May Gamble, Los Angeles, Calif.; Mrs. Gertrude Best Hammond, Los Angeles, Calif.; Sarah L. Young, Oakland, Calif.; Fred B. Zimmerman, Oakland, Calif.; Clarinda Baltzer, Petaluma, Calif.; Harry H. Haw, San Diego, Calif.; Jessie K. Fitzpatrick, Boulder, Colo.; Eva G. Pinkston, Washington, D. C.; Maude A. Rhodes, Atlanta, Georgia; Coral M. Norton, Boise, Idaho; Aimee E. Lyford, Elgin, Ill.; W. E. Swarthout, Maywood, Ill.; Clara Rebstein, Wichita, Kans.; Winnie Thornburg, Wichita, Kans.; A. Virginia Adams, Vineland, N. J.; Fred B. Painter, Ithaca, N. Y.; Mrs. A. R. Wilson, Durham, N. C.; Sadie A. Walker, S. Fargo, N. Dak.; L. Daisy Hammond, Dayton, Ohio; George W. Coffman, Ardmore, Okla.; Thomas N. Johnson, Knoxville, Tenn.; Lester J. Nielson, Salt

Lake City, Utah; Lillian M. Johnson, Norfolk, Va.; Mrs. Edith B. Joynes, Norfolk, Va.; James Moler, Charles Town, W. Va.; and Fred S. Schnell, Sheboygan, Wis.

With the problem of educating the youth of our land, always one of the most pertinent and most important, the following topics were discussed: how to get principals interested in their professional organization, the help colleges and universities can give to a principals organization, the stressing of the state and local groups holding conferences at which their problems will be discussed, how headquarters can help local and state organizations in their work, what the local and state organizations can do for the national department, a report of new organizations and clubs thruout the United States, and the help which local groups give to state organizations if they become interested in the larger movements which only state and national groups can work on. Suggestions were given that state superintendents and county superintendents are glad to give help in holding these conferences. A report was made that California and Virginia principals were called together this past year to hold a conference and that the expenses were paid by the state association.

Every representative at the meeting left with the firm determination to see that his or her state organizes principals clubs and that they try to improve the work in elementary education.

DEPARTMENT 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. At the meeting in Atlantic City, February 1938, it was voted to change the name of the Department to the Department of Home Economics. 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 1939-40 are: PRESIDENT, Freda G. Winning, New York University, New York, N. Y.; VICEPRESIDENT, Edna Waples, Supervisor of Home Economics, Public Schools, Portland, Ore.; SECRETARY, Dorothy Jones, Supervisor of Home Economics, Cleveland, Ohio; TREASURER, Nell M. Waddington, Treasurer, Wichita High School, East Wichita, Kans.

The Department of Home Economics meets semiannually, February and June of each year.

The Department publishes an occasional bulletin. The annual dues, \$1, are payable to the treasurer. Facts relating to the establishment of this Department and the record of its meetings may be found in earlier volumes of PROCEEDINGS as follows:

1930:771-772	1933:697-708	1936:543-553
1931:825-844	1934:693-704	1937:591-604
1932:695-712	1935:645-658	1938:453-464

HOME ECONOMICS, AN ESSENTIAL IN EDUCATION

CARLOTTA C. GREER, HEAD, HOME ECONOMICS DEPARTMENT, JOHN HAY
HIGH SCHOOL, CLEVELAND, OHIO

A GIRL'S EDUCATION is no less important than a boy's nor is it equally important. It is twice as important. This is because a girl's education should prepare her for a double role: to earn a livelihood for the few years between school days and marriage and to care for a home and train children for the many years that follow.

Since there are over 28,000,000 women in our nation engaged in home-making, is it fair to our girls not to prepare them for this important work? Is it fair that boys are not instructed in certain phases of homemaking? The successful home is that in which both men and women create a wholesome atmosphere and either contribute to or appreciate household procedures.

Whether or not a woman marries, the study of home economics is still an essential. Regardless of whether a person is a homemaker or works in a factory, an office, a store, or a schoolroom she must mingle with people, select her food and clothes, and spend money for many commodities. Of the millions spent for food each year, women spend or direct the spending of 80 percent. Hence education in buying is an essential part of her training.

How important is the matter of teaching pupils discrimination in planning and purchasing clothes? Becoming clothes have a social value; moreover, they have a psychological effect upon the wearer. Becoming clothes improve one's appearance, and a good appearance is one of the factors contributing to a pleasing personality. Any phase of education that helps in the development of a pleasing personality is important and decidedly worthwhile.

In regard to food study this question arises: Is studying about food values enough for the pupil in school or is it necessary also to give her training in the preparation of food, that is, in manipulation? It has been found thru research that there is usually very slight relationship between information regarding food values and knowledge of the preparation of a well-balanced and palatable meal. It has also been found that cooking, home cleaning, and care of children take place chiefly in the home, and indications that these functions may depart from the home are only slight.

Let us now consider education pertaining to household furnishings. One necessarily observes that while invariably our pupils, and often their mothers, are well dressed, their homes are seldom furnished in good taste. Money has been spent more effectively for clothes than for home furnishings, or the energy spent in making clothes has been used more effectively than that spent in making household furnishings. The effect of harmonious furnishings upon the occupants of a home is subtle but in the long run pronounced. It is much easier to relax and maintain poise in a room with furnishings which do not jar. Moreover, it has been found that the basis of good taste is laid in childhood; an artistic environment provides a fine first lesson in art.

Not only should girls be educated in the technics and mechanics of the household, but they should also be taught something about the training of children. Such education is not necessarily training for parenthood several years hence or for a remote responsibility. A large percent of our pupils have younger brothers and sisters. It is thus important that the older children be taught how to cooperate with their parents in caring for and training the very young members of the family.

In this new era when education for life as we live it today is being emphasized, home economists have increased responsibilities and also great opportunities. They must prepare girls for an occupation that is followed by more women than any other occupation. They have an unusual opportunity to give effective instruction in thrift and in teaching the value of wholesome food and careful food preparation. They face the responsibility of teaching appropriate and pleasing clothes selection and the selection and arrangement of household furnishings. They must welcome the responsibility of teaching child care and educating for a higher plan of family cooperation. These are all essentials in everyday living.

SOME SUGGESTIONS FOR CORRELATING AND INTEGRATING HOME ECONOMICS WITH OTHER SUBJECTS

FREDA G. WINNING, SCHOOL OF EDUCATION, NEW YORK UNIVERSITY,
NEW YORK, N. Y.; AND PRESIDENT OF THE DEPARTMENT

The first requisite to the development of well-adjusted personalities in a democracy is lacking in our schools as long as we regard subjects as unrelated units, whether the subjects be English, history, mathematics, art, or home economics. No subject is a vested interest unto itself. In fact, all teachers of tightly departmentalized subjects forget that in their classes students should be living, thinking, and doing—not just assimilating and accepting the teacher's way. The subjectmatter way is the indoctrination way. Teachers, as well as students, should together be seeking the best way. Students should be initiating, planning, and doing *with* the teacher not *for* the teacher.

Learning occurs firsthand as it does in the integrated program. Learning gained from experience is real because a student has participated in it. He has set up standards of evaluation. He adjusts himself to changing conditions. The integrated individual will have power which comes thru understanding, and power will bring freedom.

Democracy depends upon an intelligent consideration of common problems by all the people. Nothing can prevail against a society which is made up of citizens who work and live sympathetically, intelligently, and co-operatively. These attributes and attitudes we require outside the classroom and should develop within the schools.

The first step is correlation so that all subjectmatter items, without losing their identity, will contribute toward a harmonious whole. The next step

should be integration, or the loss of identity of subjectmatter groups, the emphasis being placed on the eventual product—the well-adjusted personality in a democracy. When the school approaches integration in its largest sense, not only are subjectmatter barriers broken but also all barriers between the home and community life and the school. Integration is easily accomplished thru home economics. No better place to begin can be found to study the real integration of subjects than in the elementary schools where teachers instruct thru units, not subjects. The integrated program could well be initiated by the home economics teacher for living involves planning.

TRENDS IN THE BASIC CURRICULUM IN THE SECONDARY SCHOOLS

GEORGE A. RICE, PROFESSOR OF EDUCATION, DIRECTOR OF PRACTICE TEACHING, UNIVERSITY OF CALIFORNIA; AND PRINCIPAL, UNIVERSITY HIGH SCHOOL, OAKLAND, CALIF.

During the past few years a trend toward the establishment of a basic course, sometimes called a core course, has been taking place. In some schools the basic courses have supplanted the four years of English or four years of history previously taught. Such courses have attempted to tackle the problem of the real skills needed in getting an education. They have also attempted to counteract the compartmentalization into which high-school education has fallen. Below are listed a dozen trends in presentday basic courses.

1. A plan to teach English and history together as one subject has not worked out well. It has been found easier to build a new course not directly founded on either of these subjects, altho in the basic course many of the English skills are taught and many opportunities to speak and write are afforded students.

2. Basic courses, often called "Social Living" or "Personal Management," tend to make the child the center of the program, building the curriculum around his immediate needs and interests.

3. Basic courses place much emphasis upon social behavior. Training in citizenship is broadened to include home training.

4. Basic courses emphasize health. In many schools the basic course teacher is the one to which health records of the pupils gravitate. Probably as large a proportion as one-third of the students in any high-school group needs both health education and health service.

5. Very little of the educational research which has been going on in colleges and universities has found its way into the educational practices of the classroom. The basic courses provide an excellent laboratory in which to try out new methods.

6. The progressive education movement has provided leadership in the measurement of the results of education. Many new tests have been manufactured, scored, and evaluated in the Progressive Education Association laboratory. These have made possible a study of classroom procedure and classroom results.

7. Basic courses offer an opportunity to explore the high-school curriculum with the idea of examining the ideals, goals, and outcomes of presentday courses. They provide educational guides for youngsters in the choice of courses pursued.

8. Vocational and social guides are offered in the basic courses. They often help the student to make a more realistic choice of vocation.

9. Basic courses attempt to analyze the basic skills upon which good scholarship rests, the most important of which is reading ability, and provide the commoner

study helps such as acquaintance with the library, rapid reading, and efficient memorization.

10. Basic courses attempt to broaden the cultural basis of a high-school education thru excursions and contact with leading people in a community.

11. Basic courses offer all high-school students an acquaintance with art and music from the viewpoint of a consumer rather than a producer.

12. The basic course is the answer of the modern school to modern conditions.

HOME ECONOMICS IN THE BASIC COURSE

ELLEN J. MILLIGAN, ASSISTANT SUPERVISOR OF VOCATIONAL AND PRACTICAL ARTS, LOS ANGELES, CALIF.

A school program must recognize the pupil's interest, environment, experience, and concerns. The basic or unified studies are organized around aspects of living, thus meeting individual needs better. Until recently education for home living has not been recognized by the secondary schools as a prime objective. However, within the last few years interesting developments are going which lead to such a purpose being generally accepted.

Educators are realizing that the family experience is the most vital one in the development of personality. It is where most of us acquire our basic behavior pattern, our religious sentiments, our attitudes toward people, and our unique personality. Because the family is so important in determining the character and personality of the individual it holds a place of first importance as an educational institution. The family also functions as the interpreter and transmitter of the meaning of our culture to a new generation.

In a philosophy based upon democracy, a functioning home economics program implies the rights of individuals, social understandings and concern for others, achievement and maintenance of physical health, social inter-relationships, problems of housing, causes of broken homes, community health and recreation, and human problems.

Much general curriculum revision at the secondary level centers in the planning of an instructional core. In the Los Angeles city schools such a core curriculum, namely, senior problems, has been set up. This plan embraces four major fields—consumer education, social arts, family relations, cultural and leisure time with vocational interest acknowledged by all areas. This basic course, senior problems, is planned thru the cooperation of the steering committee, which is a representative from each interest area. The courses of these various areas are compiled by the core representative with the cooperation of the teachers in each individual area of interest.

At present, of the forty-two high schools in our Los Angeles city system, twenty-four of the number elected to establish the "senior problems" curriculum for all seniors. These basic courses are also used as orientation courses in the tenth-grade level.

Social arts is the representative course of the home economics area and is presented in four units:

1. How can the home serve as a background for the individual?
2. How can family activities contribute to the successful home?

3. How can the home serve as a center for entertaining friends?
4. How can manners and convention contribute to the social life and personality of the individual?

Each unit is presented separately with the subtopics and curriculum content. Due to the valuable experience of the committee, it was decided that these four units would best meet the needs of the student in a ten-week course. Because of time allotment the course emphasizes the student in the home of today, his friends, his part in the family life, and his social development.

The administrative setup of the senior problems basic course varies due to the needs of the student in each individual school. The time allotment of the course varies from four to ten weeks. The social arts course is also presented as a B10 orientation course as well as a senior problems unit.

At present the home economics department is experimenting with an orientation course, junior arts, for the junior high-school level in two of our junior high schools. The outcome has not yet been evaluated.

In launching the basic course we try to provide every situation time will permit for the learning experience. For example, colored films on proper dress for the high-school boy and girl, lectures on charm and good grooming, discussions on family relations with suggested remedies and child behavior thru observation in day nurseries. We feel that all social activities should be created and participated in by the group to help impress upon each individual student their importance and their responsibility to society. Thru this course students may realize that establishing a successful home is one of life's greatest accomplishments.

OBJECTIVES OF CONSUMER EDUCATION FOR THE SEVERAL SCHOOL LEVELS

SAIDEE STARK, INSTRUCTOR, HOME ECONOMICS DEPARTMENT, JUNIOR COLLEGE, SACRAMENTO, CALIF.

There have always been consumer problems, even as early as the medieval guilds, but it is only recently that consumption has developed into a social problem. Educating the consumer to spend money wisely includes education in choice-making or making decisions as to what to buy. It includes education in the allocation of money to choices of goods and also includes education in the actual purchase of goods or market selection.

The problems arising from the attempt to maintain a desirable standard of living and a satisfying home with reduced income and mounting living costs have caused interest to be centered on the consumer and his buying activities. The satisfactions derived from these expenditures depend greatly upon the judgment of those responsible for the purchasing. With the home so largely a center of consumption, the ability to make intelligent selection and evaluation of commodities is a need of both young and adult life.

Recent figures published by the federal government showed that the median income for 1935-36 of all families, relief and nonrelief, was \$1160,

and the median income for nonrelief families was \$1285. These figures definitely give us standards to which we can key our consumer-buyer education, which is a challenging problem.

Since it is impossible to give pupils facts about a large variety of consumer goods and services, the basis for determining the emphasis and objectives in consumer buying will depend on such factors as the age and previous experience of the pupils, type of course or unit in which instruction is given, amount of time which can be allotted to buying problems, and qualifications of the teacher.

Some of the most fundamental aims in teaching consumer buying at the different school levels are to help pupils in planning for purchases; in analyzing the qualities of goods and services in relation to the purposes for which they are needed; in judging the satisfactions received from them; and in guiding them in utilizing reliable sources of information on consumer goods. The strongest program in consumer education is secured when the program of the school is supplemented by the home, by merchants and manufacturers, by various community organizations, and by government agencies.

DIFFERENTIATION IN MATERIALS AND TECHNICS IN CONSUMER EDUCATION FOR THE SEVERAL SCHOOLS

LEILA BUNCE SMITH, FORMER SUPERVISOR OF HOME ECONOMICS, FULTON
COUNTY SCHOOLS, ATLANTA, GA.; AND PAST PRESIDENT
OF THE DEPARTMENT

The new demand and the impetus it has received for setting up consumer education as a definite unit in the home economics course of instruction did not originate until after the enactment of the Agricultural Adjustment Act and the National Recovery Act. Inspiration for the movement grew out of the fear that cost inflation would follow the passage of these laws and that all users of farm produce as well as manufactured articles would be confronted with a rise in the price of everything consumed in the home, which would greatly increase the cost of living.

Those who are responsible for making the curriculum should always listen with attentive ears to suggestions from the outside. The public has a better understanding of what we are doing than we are prone to give it credit for. For example, one of the greatest tributes paid us as a group has come thru the employment of professionally trained home economists in business and industry.

Socialization—In the proper socialization of home economics instruction, we need more help from our superintendents—a greater understanding on their part of the value as well as the futility that may be attributed to some of our efforts. If we have gone too far in certain directions, not far enough in others, and have accumulated an excess of static, these faults may be accounted for by the fact that superintendents and principals have left us

too much to our own devices without giving our department the critical examination that was vitally needed. If the general clamor for incorporating consumer education in the curriculum has caused superintendents to focus attention upon the work of our department, much good will result from their enforced scrutiny and re-examination.

Allocation problems—In the allocation of subjectmatter there are certain divisions of consumer economics that cannot appropriately be assigned for study by school students. The problems involved in these divisions are remote from the experience, concern, or responsibility of youth; hence, high-school students evince no interest in learning their solution. If interest, need, and experience can be accepted as the determining criteria for the placement of basic study material, all problems of an adult nature and of concern only to adults will be relegated to study by clubs, by community groups of homemakers, and in extension courses.

Teachers problem in allocation and placement—The problem of the teacher can be simplified, so far as the classification of material goes, if the textbook she uses makes the necessary distinction between problems that are of interest to high-school girls and those that are of interest only to their mothers. Without such help from the textbook, the teacher's problem then becomes a real one. Most of the literature existing in the form of bulletins or magazine articles has been written for adults by adults and by men at that. The teacher must gauge her course of investigation by the need of her pupils for information. Then she must be guided in the placement of study materials by the manifestations of interest and the power to grasp their significance that are displayed at the various age levels.

Needs of students—Since consumer education is an economic subject, the most obvious need of the high-school student is a fully developed knowledge of those principles of elementary economics that relate to the issuance and circulation of money. He should learn what money is for, what it symbolizes in the exchange of goods and services, and what the barriers are to the free exchange of money for goods and services, such as tariffs on imports and costs of the services rendered by middlemen who operate between producer and consumer.

Another obvious need of the high-school student is the development of an attitude of wholesome respect for the obligation to use his money wisely. The development of such an attitude can be accomplished by the teacher's building up in her class a state of mental resistance that is characterized by abhorrence of waste of any sort, be it foolish spending, buying thru ignorance of facts as to value and quality, or losing money thru incompetent management. Having more or less negatively established a dislike for waste and wastrels, the next step should be a build-up of respect for the positive virtues of thrift and the old-fashioned economy of saving as well as for the personal rewards of those who practice these virtues.

It is legitimate, however, to follow the law of self-interest in the placement of consumer economics study materials wherever the subject may gather concreteness by application to the consumer experiences of high-school

students. The normal girl student can see at a glance the advantage of getting the full value of her money in the purchase of clothing for her personal wardrobe; she can also see with equal readiness that money saved by the wise buying of food may be used to increase the clothing allotment of the family budget. This girl can also be made to see the value of quality standards thru her interest in avoiding the sure loss entailed by the purchase of inferior or highly adulterated products.

Consumer buying represents only one part of the underlying economic philosophy that constitutes the foundation of the homemaking course; it has been there from the first but without the artificially stimulated emphasis it now receives. Consumer economics cannot be successfully taught if presented as an isolated unit, but must run as a cross section all thru the course, entering discussion where applicable and synchronizing with experience in all natural and unforced associations.

How presented—The study of group phenomena provides an interesting device for approaching many questions of a purely social nature. Such study appeals to the imagination and satisfies the intellectual desires of the more mature high-school pupils. The discussion of personal problems can be made to lead into and articulate with the study of problems that affect large groups if plans for the discussion are made by the teacher with sufficient care and forethought.

Since consumer economics in its broader phases is purely a social problem, there is no place for it apperceptively unless a background of sympathetic interest and understanding is created for it. Unless the teacher succeeds in creating such a background, stalemate will meet all her efforts.

Development of interest in group social activities—For years many of our foremost leaders have advocated the addition of new areas of social study materials to the homemaking program of instruction for the benefit of girls and boys who are not interested in a study in which the acquisition of skills dwarfs all other objectives. It is to be hoped that the readjustment required to find a more useful place for consumer economics will reveal interstices in the fabric of our course that can be filled in no other way than by the incorporation of more social study materials.

PRACTICES AND IMPLICATIONS OF HOMEMAKING EDUCATION FOR BOYS AND MEN ON VARIOUS SCHOOL LEVELS

ESSIE L. ELLIOTT, HEAD, HOME ECONOMICS DEPARTMENT, MANUAL ARTS HIGH SCHOOL, LOS ANGELES, CALIF.

Homemaking education for men and boys has long since ceased to be a pedagogical novelty. It is now an accepted part of many secondary curriculums. Some excellent adjustments in this area are being made for boys in junior high schools and colleges. There is reason to believe that as progressive education permeates the school systems, homemaking for boys will be an integral part of the core curriculum.

Home economics departments have pioneered in the development of courses in health, nutrition, food study, education for family life, and child rearing. Boys as well as girls find that mutual understanding in these experiences common to daily life are desirable.

Adolescent boys keenly desire to improve their personalities. They wish to become socially acceptable and at ease in recreational and business situations. They like food but realize the necessity for wise selection in order to develop optimum health and physiques.

The late adolescent becomes conscious of imminent responsibility as a wage-earner and head of a family. He therefore wants help in financial problems, sex adjustments, and family relationships. These are being met in some schools quite satisfactorily altho our inherited taboos have prevented administrative assistance in very important items. Some of these are:

1. School "clinics" where students may receive premarital advice
2. Practice houses or cottages where homemaking procedures take on an air of reality
3. Parallel classes for parents who will study the same problems confronting their children
4. Nursery schools where observations of young children motivate the discussions on child guidance and family relationships.

Finally we find ample justification for homemaking education in three important realms, namely, the social, the economic, and the biologic.

MORALE IN FAMILY LIFE

GERTRUDE LAWS, CHIEF, BUREAU OF PARENT EDUCATION, STATE DEPARTMENT OF EDUCATION, LOS ANGELES, CALIF.

Home life is a major concern of every individual. All promoters, all reformers, and all dictators make a strong effort to affect home practices. Every survey of human problems—books, plays, periodicals—consistently emphasizes the vital importance of the quality of family life, both to the individual and to society.

Changes in curriculum and in school practices have been gradual and in general quite slow. There is much evidence of a shift, however, from a pattern and recipe philosophy toward what might be called a growth and development philosophy.

Practices with reference to marriage and family life have been affected by social and economic changes. We can no longer expect that the majority of our children will be adequately cared for in early childhood by two parents, go to school, get a job, marry, and set up a new family.

Schools must be concerned with practices which will provide "goods" for each individual which were available in the simple plan suggested above.

Human nature remains the same in the midst of environmental change. Denial of satisfaction of fundamental human needs over too long a period makes an individual an unsuitable member of his own generation and unfit to be a progenitor of future generations.

In periods of accelerated change each institution must strengthen its protection of human values and increase its service to individual morale and welfare. Every specialist must become again a "general practitioner" concerned for the total welfare of each individual, whether it be a parent, a teacher, or a child.

In one sense every change is a transition. But the transition from long years of established practice in looking upon a separation of the functions of homes, schools, and churches to the practice of looking upon growth and development of human beings as a single continuous process, in which each institution participates, and among the practices of which there is a continuous interaction, calls for extended rethinking on the part of parents and teachers.

For the reasons indicated, it seems undesirable to fix education for family life in an existing school department or to establish a special department for it. Every public school worker contributes to or detracts from the appreciation of the value and dignity of family life. All the social sciences, the natural sciences, and the fine and industrial arts bear upon that inclusive experience.

The total resources of schools, homes, and communities need to be enlisted, organized, and used in an effort to banish excessive worry, boredom, and frustration which constitute serious threats to individual and social welfare.

Organized study by all the fathers and mothers and teachers in every schoolroom in our country would seem to be increasingly important. One evening each week by such groups, studying the outcomes of reliable research centers, defining local problems, planning solutions for those problems, and building a basis for mutual respect and confidence seems almost necessary to continued stability.

The morale that comes out of doing a task well and of feeling aware of the nature of problems and of being important to their solution is different from the morale which is generated by martial music, waving banners, and inflaming speeches. The courage necessary to faithful discharge of duties attendant upon human growth and development is as great as that which is necessary to war which destroys human life.

In addition to adult study there are three points in typical school experience at which boys and girls might well study with wise leadership in a nursery school. They occur:

1. In early adolescence, before there is too much self-consciousness, or sex consciousness, but a beginning of altruism and interest in the meaning of life
2. In the senior or junior year in high school, after which many boys and girls marry, and when a broader and more inclusive study of marriage and family life is needed
3. In college still broader and more technical study of the family in relation to individual development and in relation to other social institutions.

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 1939-40 are: PRESIDENT, Ethelyn L. Mitchell, 5535 Kenmore Avenue, Chicago, Ill.; VICEPRESIDENT, Ruth O. Ferguson, 8 North Ninth Avenue, Mount Vernon, N. Y.; SECRETARY-TREASURER, Mrs. Jessie D. Reilly, 1414 Elmdale Avenue, Chicago, Ill.; REGIONAL DIRECTORS, A. Maud Sproat, Supervisor, City and County Building, Salt Lake City, Utah; Helen S. Baldwin, 325 Beverly Avenue, San Leandro, Calif.; Grace L. Phelps, 120 Seward Avenue, Detroit, Mich.; Amy E. Emery, 45 Auburn Street, Brookline, Mass.

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	1917:417-430	1928:411-434
1885:349-368	1896:471-514	1907:455-474	1918:151-156	1929:425-448
1886:499-560	1897:584-613	1908:501-542	1919:171-178	1930:367-390
1887:329-361	1898:589-619	1909:437-456	1920:191-202	1931:467-482
1888:323-360	1899:530-574	1910:377-416	1921:461-470	1932:407-414
1889:441-482	1900:365-402	1911:477-516	1922:969-986	1933:423-434
1890:543-582	1901:501-539	1912:607-632	1923:705-718	1934:409-422
1891:527-568	1902:409-429	1913:425-446	1924:583-596	1935:379-388
1892:251-304	1903:377-406	1914:405-420	1925:478-503	1936:267-273
1893:321-382	1904:415-437	1915:629-670	1926:497-528	1937:305-314
1894:679-704	1905:341-372	1916:289-310	1927:457-472	1938:465-474

READING AND LANGUAGE AND FAILURES

MRS. MARCIA V. BONSTALL, ASSISTANT SUPERVISOR, ELEMENTARY SCHOOLS,
LOS ANGELES, CALIF.

IN LOS ANGELES we have found a problem in our upper grades which seems to be typical in other cities; for example, many children in our fourth, fifth, and sixth grades have a reading accomplishment of second- and third-grade level. Perhaps one of the main reasons for failures, where the child is of normal intelligence, has good health, has a fine home background, and seems well adjusted socially, is that of forcing children to read when they are too immature or before they are "ready to read." In so doing there is built up within the child an inferiority complex about his own ability. Failure to comprehend the written word becomes a habit. We must get across to our teachers what we mean by reading readiness. How is a teacher to know whether a child has advanced to the stage of being willing and ready to begin working with the printed page?

Let us consider a teacher with a group of children in his classroom. Let us assume that they have had kindergarten training. First of all, the teacher needs to know what kind of health each child has at present. The doctor and nurse in their examinations assist in determining good eyesight and hearing.

It behooves us in school to take into account that children live in a world of children as well as a world of adults and they have adjustments to make with each other. How well do they play together, assume a fair amount of responsibility, show initiative, as well as be individuals? The teacher needs to take these things into account. He must be able to judge the emotional stability of his pupils. Children who have had a wealth of experiences show their background in their block play, the thinking they do while making something in clay, calcimine, and wood, and in the conversations which they have in groups.

There is one criterion upon which many teachers have passed their judgment, but which, in my opinion, is not at all infallible—that of mental maturity. Unless there is a balance of characteristics, too much emphasis can be placed upon the ability to learn facts.

The daily program should be made up of good experiences drawn from many fields so that the children's days will be balanced.

Reading then is only one of the many delightful experiences when it appears. These various phases of experiences carry thru to the middle grades by providing an adequate background of interest and accomplishment.

CHARACTER BUILDING TO PREVENT FAILURES

WORCESTER WARREN, SUPERINTENDENT OF SCHOOLS, BRIDGEPORT, CONN.

Recognizing the importance of coordinating education in the home and education in the school we have made it possible for some of our kindergarten teachers to visit in the homes one afternoon a week. This plan was

inaugurated in 1935. We began with three teachers located in different parts of the city dealing with different types of parents: people of Italian extraction, a remnant of old Yankee stock in poor circumstances living next to a section of Negroes, and parents in better circumstances. In the last two groups there have been active parent-teacher associations. The first year this was tried was during the depression. Since then we have gradually extended this program so that during the past year we were able to relieve twenty-five teachers for this purpose. Next year we plan to include every teacher in the city in the plan. Every year this group sends a report of progress on January 1. In March we get together for a discussion of our experiences, and in June an annual report is sent. The following values have come out of this project:

1. It has helped the teacher by:
 - a. Giving him a better knowledge of the child, especially an understanding of home conditions which have contributed to his personality when he becomes one of his pupils.
 - b. Bringing about the cooperation of the parent in a way that we have never before had it.
 - c. Increasing the teacher's appreciation of the interest and desire of the parents for help.
2. It has helped the parent by:
 - a. Giving the parent the benefit of guidance from a trained teacher.
 - b. The teacher, dealing with the child as one of a group of thirty, being able to do for the child things that the parent has been unable to do.
 - c. Giving the parent an appreciation of the interest and desire of the teacher to help.
3. It has helped the child by:
 - a. Bringing together these two important institutions, the home and the school, in a constructive coordinated plan for guiding growth of the child.

Our kindergarten teachers are especially interested in character development. Each teacher maintains a chart on which by a system of symbols he keeps careful note of important elements of personality in his pupils. If you are going to actually secure growth it is necessary to keep some record which can be studied.

The interest in personality growth shown by our kindergarten teachers has stimulated the thought of our primary department in this direction. Whatever the causes, our supervisory and teaching staffs are becoming conscious of the need for the development of the whole child. Several years ago a committee was appointed to study this problem. After three years of study it proposed a new type of report card which attempts to direct the attention of the school and the home to this idea. This card, in operation since 1936, has undergone several revisions and will be revised next year to give the teachers more opportunity to write their comments. These cards are sent out only three times a year as we feel that it takes at least twelve weeks for the teacher to collect the material necessary for this type of report. We began the use of these report cards in six schools and have gradually extended their use until during the past year fifteen schools were using them. We expect to extend them to four more schools next year.

As a result of this interest in the development of the child, a committee of kindergarten teachers has written a pamphlet entitled "The Kindergarten Speaks." A copy of this pamphlet is handed to each parent when he or she enrolls the child in kindergarten, is discussed, and later becomes the subject for discussion at the time the teacher visits in the home. After the kindergarten pamphlet was published the primary teachers felt that there was a need for a similar description of their work and so a committee developed a pamphlet entitled "The Primary School." The purposes of it are similar to those discussed for the kindergarten pamphlet with the additional thought of building a broader concept of the primary school especially with the idea of building in the minds of parents, teachers, and children the idea of a three-year unit instead of three one-year units.

In 1933 two schools were willing to undertake the program of the junior school. Our junior school program is as follows: A teacher picks up the pupil in the first year following the kindergarten and stays with that group for three years, moving from room to room. In general, all children stay with him; the principal makes this decision. The thought of grade promotions is eliminated. No promotion decision is made until the end of the third year. The teacher deals with the child at his level of accomplishment during those three years so that in any one room there may, of course, be several small groups. At the end of the third year we determine which pupils can go on successfully with the intermediate program and which ought to take a fourth year to accomplish the objectives of the primary school. During these three years we have been trying to build up a proper relationship between school and home and those who may have to take more than three years have already become acquainted with that fact. At the end of three years it becomes more or less a natural part of the program rather than a demotion. No child is sent into our classes for subnormals until the end of the three-year period. If the building is large enough for two divisions in any one year we do not hesitate to change a child from one teacher to another if a personality conflict is of such a nature that it cannot be corrected by the teacher.

From the standpoint of character building the junior school program contributes as follows:

1. It makes it possible for the teachers to know the child and to do work on an individual basis. Every teacher who has undertaken it seems to appreciate the greater opportunity to secure child growth by capitalizing on knowledges already obtained.

2. The closer personal relationship between teacher and pupil gives him greater power to use these knowledges.

3. Going on with the same teacher eliminates the strain of adjustment to a new teacher.

4. Postponing the problem of promotion standard to the end of the third year eliminates the discouragement of demotion, whether you call it failure or not, during the first two years and makes it possible to build up a different attitude toward taking an additional year in the primary school.

5. The teacher has the opportunity to better coordinate the educational situation in the home and the school.

6. The teacher has the opportunity to experience the satisfaction and joy of watching child growth under his guidance.

This plan has been found to work with average or better than average teachers. Our experience has been that the junior school program has challenged some of the less than average teachers to a professional growth and a personality interest in children which they did not show before. It has made new personalities out of some of these teachers. In other cases where teaching weaknesses may not have been alarmingly apparent in the first year, the experience of going on with the child has brought these weaknesses to the surface so that we could deal with them as such with the idea of correcting them. In only one case have we encountered a teacher whom we did not feel we should send back for another three years' experience. We now have this program in ten schools and will extend it to five more schools next year. The greatest obstacle seems to be the hesitancy of a principal to try out a new teacher in the first year and to give a successful first-year teacher an opportunity to teach in the second and third years.

Another part of this program is the reorganization of the curriculum of our primary school, in which we are giving attention to social values, personality growth, and the problem of reading readiness thru an activity program. We believe in projecting into the primary school the philosophy and program of the kindergarten, and we have recently reorganized the work of the first year to resemble quite closely the program of the kindergarten. Next year we plan to put movable furniture into every first-year room in the city. For a city with as many old buildings as Bridgeport this is a distinct step in advance.

CONTRIBUTION OF ESTHETICS TO PREVENTION OF FAILURE

KATHERINE PAGE PORTER, SUPERVISOR OF ART, BEVERLY HILLS, CALIF.

Art in the elementary school is concerned largely with the concrete expression of individual thoughts and feelings, to the end that life itself shall be richer and more beautiful for all. From the beginning to the end of the school course art experiences should be one of continuous self-expression; of aspiration and of dreams; of experiment with a diversity of materials and of experience with beautiful things; of recreation; and of productive work done in the spirit of play, of freedom of thought and opinion, of mental and spiritual growth.

In planning for the wholesome growth and development of the child, the art program is regarded as one of the means of securing mental and emotional balance in living, and the approach to art is made from the standpoint of the individual as well as from that of the social group. The art experiences engaged in not only help the individual to be a greater source of material, as well as spiritual satisfaction to himself, but also to help make him a better citizen in the community environment in which he lives.

We feel that the art program has definite influence on the life of the

growing child, and thru the work in the elementary schools that we are contributing to the development of the child in the following ways:

1. Art contributes to the good life.
2. Art unifies the social group.
3. Art is an important factor in personality development.
4. The art program contributes to the gaining command of certain skills and technics.

Let us agree that the school is interested in the growth of the whole child, not just his mental growth. It provides many ways of learning, discussions, experiments, trips, books, creating, and constructing. It sees value in children getting acquainted with one another and learning to work together in happy social relationships. We feel that the art program plays an important part in furthering the growth of the whole child. It has been planned to motivate the entire curriculum and to contribute generously to the integration of school experience. We aim both to stimulate in the child the experience of creating and to help him to improve in the manner in which he expresses himself thru creative processes, and at the same time to stimulate in him the experience of appreciating by acquainting him with fine examples of the arts of various peoples both of the present and the past. However, it is not the primary purpose of the art curriculum to create artists but to give every child the opportunity to express himself.

WHAT KINDERGARTEN AND PRIMARY TEACHERS CAN DO TO PREVENT FAILURES IN THE MIDDLE GRADES—AN ATTEMPT AT SOLUTION

AGNES SAMUELSON, EXECUTIVE SECRETARY, IOWA STATE TEACHERS ASSOCIATION, DES MOINES, IOWA; AND PAST PRESIDENT, NATIONAL EDUCATION ASSOCIATION

The problem—At the close of a study center meeting held in a county seat town, the speaker, a specialist in the primary field, and the county superintendent, who had nearly a hundred one-room schools under her charge, were discussing the teaching of reading appreciation. The county superintendent explained to the speaker that her material on literature was wonderful, but the pupils out in those one-room schools were not ready for it. So they began to make plans.

They spent two weeks visiting county schools and getting a firsthand contact with the situation. Untrained teachers, lonely localities, books, and instructional equipment were lacking. The county superintendent explained about the failures in the first grade, time spent upon words instead of thoughts, cumbersome habits which prevented success and enjoyment in reading, difficulty of most first-grade books, immaturity of children, and the accumulated problems following the forcing of reading upon these children.

The task was not easy. It had all the problems inherent in the early childhood education in larger, well-supervised, and well-equipped school systems. In addition, such factors as distances, smallness of enrolment, teacher turnover, closeness of control of local communities, and an untried program which was different from the traditional were present. The situation was

a challenge, however, which they proceeded to meet with a carefully planned program and all the enthusiasm in the world. A pre-primer grade developed as the answer to reading readiness.

Introducing and manipulating—We believe you will be more interested in the procedures than in the content, for the reason that the common elements would be the same. The supervision of it over such a large area and under such difficult conditions is what makes this not just another example.

In the first place, there was a county superintendent sensitive to the problem and its implications in later grades and ready to attack it vigorously and intelligently. Associated with her was a successful primary educator to give direction to the program and guide it along modern scientific directions. She came to the county several times during the year to conduct teaching demonstrations, meet with teachers and patrons, and present materials and suggestions for working out experience charts and other details. The county superintendent was in active charge. She had administrative duties enough to occupy her full time had she been willing to allow them to do so.

The first year was spent in developing readiness in the county thru several meetings with rural teachers, parents, directors, and the county board of education. Various phases of beginning reading work were demonstrated. Teachers learned the "what and how" of providing experiences which would lead to reading readiness instead of placing a primer in the hands of the pupil the first day of school and allowing him to memorize the pages on the assumption that he was reading or giving him spelling workouts. No wonder the idea of schools as unpleasant experiences still prevails among some adults.

Standard reading tests were given the first- and second-grade rural pupils in April. Parents were urged to be present, and many were. The new plans were explained. Schoolboards were asked to purchase the necessary books and materials to become the property of each school. The pupils were to buy their workbooks and seatwork.

During August the rural teachers met for a week in the courtroom and made their plans and much of the material for the year. Can you picture about seventy teachers at work at a temperature of 90 degrees? They did, and in vacation, too. Rural teachers are like that when they have sympathetic leadership and understanding of their peculiar problems. They organized themselves into township groups which met during winter and spring months. Meetings with parents were an important aspect always and absolutely essential to the carrying forward of the plans. The work to be accomplished was explained without overlooking study and health habits and social contacts. Much attention could be given to the treatment of individual differences. The procedures, of course, included class instruction, seatwork which takes much time in one-room schools, between-class activities, testing over the work covered, writing, and spelling. Language was combined with health, social studies, science, nature study, and safety. Relationships with numbers were introduced. Many stories and poems were read.

The Iowa Pupils Reading Circle is one of the ways in which good litera-

ture for children in the recreatory field is made known. Children's choices enter into the selection of the preferred titles. Books are made available to school libraries thru the office of the Iowa State Teachers Association. Each spring reading parties were held in the townships. They consisted of half-day meetings with teachers, pupils, and parents at which the county superintendent and the primary worker were present. Children read sight material, write, spell, and recite poems learned. Standard reading tests were given. Parents were consulted concerning pupils who were having reading difficulties. Many eye, ear, and throat corrections were made in the attempt to overcome physical handicaps retarding progress. Parents grew aware of the difficulties which teachers found in rushing immature children into reading and the need of preparation.

Results—This program began in 1931. There has therefore been time enough to see some results in the intermediate grades. Some of them are:

1. Rural school libraries have been built up with suitable books and instructional materials. In this county the rural schoolboards allocated \$600 to the county superintendent with which to buy books for the rural schools. This amount was in addition to the 15 cents per person in enumeration required by law in our state. If you know of counties where the minimum is the maximum, you appreciate what this kind of cooperation means. In all counties following this program increase in working materials followed. This does not imply that counties with different programs do not have library service. Parents also purchase basic books and materials.

2. Teachers have had the benefit of an in-service program of professional growth. It is obvious that some primary supervisors will come to the top as the result of this program. They have had opportunities to learn and to teach. They have sensed the difference between going thru the motions and getting results.

3. The pupils have benefited. The seventh- and eighth-graders had a start, and the fourth-graders show results. Fourth-grade pupils participating in this program are able to do all types of reading with a superiority over those who have not been taught that way.

Children enjoy coming to school. They try not to miss a single day, not just to secure the stars on a perfect attendance certificate but to enjoy the experiences. If the roads are bad, fathers must take the children to school.

Tests show that the primary pupils rank in the upper quartile. Better comprehension in content subjects and better spelling and handwriting are seen. Children do much reading in the summer as well as during the school year. Many have their own library cards at the public library. In class they read from six to fifteen books.

It appears also that the IQ of children can be raised with early training and rich experiences. Dullness can be brought to an average level in some cases.

We are not claiming perfection and the curing of all ills by this program, but it has produced results in certain counties where it has been intensively tried.

4. The parents are enthusiastic—not at first, but as they see the difference. They want their children to succeed and they taste success, too, when they see their children reading easily and widely, building larger vocabularies, and developing judgments. They see that materials are provided and working conditions made desirable.

5. This experiment in developing reading readiness led to a definite elementary reading program. What began as an experiment in developing reading readiness became a program of reading for elementary grades as a grade was added each year. This demonstration is an example of a creative attempt to attack a specific problem at its source. Instead of being an extension of a graded school plan, it was designed from scratch to meet ungraded situations. The county superintendent explained to the Schoolmasters Club what was being done, and said that their participation would be welcomed. Now all the town and consolidated schools of the county are in the program except the one which has a kindergarten. When I asked the county superintendent for the secret of its success, she replied, "By being discouraged at nothing."

RECENT RESEARCH AND ITS IMPLICATIONS FOR ELEMENTARY EDUCATION

MILDRED B. MOSS, DIRECTOR OF EDUCATION, METUCHEN, N. J.

The work of the elementary school should begin with the raw material with which it is furnished, that is, the abilities of its boys and girls. We cannot assume these abilities; we must analyze them and know what each individual represents and how these abilities can be expected to mature.

We have become somewhat used to the idea that physical and mental growth are not necessarily synonymous, yet it has not permeated our educational practices. We still have chronological age specified as the sole criterion for admission to various academic levels. We know also that mental maturity and intelligence quotients as estimated by our standard testing procedures can be influenced by very tangible factors. We accept the idea that physical and mental growth are not necessarily the same, but we are inclined to estimate the mental age of a child and feel that we have a rather complete picture of his performance abilities.

Two major emotional needs, that of need for affection and group security and the need to achieve, must be satisfied before optimum learning conditions can be established. We need to determine maturity levels at which tasks can be performed. We need to determine maturity levels of preparatory experiences, such as readiness for reading and other readinesses, as new thought processes are introduced in the educational process. It is vital that the environment be so arranged that each boy and girl can achieve on his own level and sense the respect of the group for his best accomplishment.

There is also a need for the relief of emotional tensions. Much of the child's ability to succeed in a competitive world may depend upon his de-

velopment of a sense of humor. Esthetic experiences may be developed for relieving emotional tensions.

The Gestalt psychology offered by Goodwin Watson and interpreted by Hartman is suggesting a new attack on remedial reading. Based on the assumption that reading is a natural growth, and that given a child with no mental or physical handicaps and surrounded by a reading environment, he will read. If they do not learn to read it is because of some "blocking," which must be analyzed and removed.

I should like to make two recommendations for this Department for the coming year: (a) that we keep our thoughts directed on the researches, and that as far as possible incorporate them into our practices; (b) that we publicize our work. There is need for a periodic summary of news of the field of kindergarten-primary work. It would seem that the *N.E.A. Journal*, under the "elementary-school service" page, would be a place where we might exchange our professional experiences.

WE LOOK ABOUT US

HELEN M. REYNOLDS, DIRECTOR OF CHILDHOOD EDUCATION,
PUBLIC SCHOOLS, SEATTLE, WASH.

What meanings lie in the experiences which any spot may offer to children under the guidance of grownups who will take time to go about with children? We look about us; we talk over what we see from our window; new discoveries may come every day. We draw maps to record our "finds." We may use our ideas and words in our schoolmade newspapers. We make dictionaries of our own with Indian words, pioneer words, arithmetic words, neighborhood words, playtime words, and birthday words. The poetry books yield rhymes about all the things we see and hear and do. The newspapers give us pictures. The Hudson Bay Company's store, the oriental ship, and the big market all yield experiences with words to fit them.

If we highly value these understandings, we shall find a room arranged by the teacher with the children's help, a room stimulating to thought because everything in it is tied up with meanings derived from their own experiences. The contents of the room should be so significant that the child wandering into the empty room will linger to "read his way around the room."

SECRETARY'S MINUTES

San Francisco, California

Business Meeting, July 3, 1939

The annual business meeting of the Department of Kindergarten-Primary Education of the National Education Association was called to order by President Ethelyn Mitchell of Chicago.

It was moved and seconded that the president appoint a committee to approve the minutes of the business meeting before they are printed in the PROCEEDINGS. Motion carried. The president appointed Evelyn Chasteen, May L. Darlow, and Anna Irene Jenkins.

The minutes of the 1938 meeting were read and approved.

Ruth O. Ferguson, Mt. Vernon, N. Y. chairman, Resolutions Committee, made the following report for the Committee:

The widespread reaching out for new and better ways of administering to the educational needs of growing children merits the attention of all teachers. It is, however, quite natural for this Department to be especially concerned with the proposed changes in kindergarten-primary procedure. The Department is also keenly alive to the need for ample kindergarten facilities if the best results are to be attained in the work of our public schools.

Your Committee on Resolutions therefore recommends:

I. That the Department of Kindergarten-Primary Education reaffirm its purpose as set forth in Section I of Article II of the bylaws which reads as follows: "To unite kindergarten-primary teachers thruout the country for the discussion of questions pertaining to this field of education."

II. That continued emphasis be placed on this section during the period of pronounced experimentation.

III. That the Department promote and support united effort looking toward the restoration of kindergarten privileges that existed in our public schools prior to the early days of the depression.

Eugenia West Jones offered and read the following resolution to be added to the above report:

IV. That the Department deplores the chaotic condition of state educational support in New York and the apparent imminent effect of such uncertainty in the curtailment of kindergarten opportunities for the children of that state as well as the harmful precedent which is set for other states; and that the Department at once communicate with the board of education and the mayor of New York City, and the governor of the state of New York, emphasizing the responsibility of these officials to resolve the existing uncertainty in state educational support into as nearly its former status as is possible; and that the Resolutions Committee of the National Education Association be requested to submit a resolution to the delegate assembly during its San Francisco meeting, embodying the position of the Department as stated in this resolution.

After the reading of the resolution it was duly voted and added.

Ruth O. Ferguson offered a resolution thanking San Francisco for its generous hospitality during the 1939 convention. It was accepted and made part of the resolutions report.

Anna Irene Jenkins made a report of the Headquarters Committee for 1937-38. Permission was requested and granted that the report of the Committee be spread upon the minutes of this meeting in order that the report and its recommendations may be on file for the information of those who follow.

Grace Phelps, chairman, made the report for the Nominating Committee as follows: Ethelyn L. Mitchell, Chicago, Ill., president; Ruth O. Ferguson, Mt. Vernon, N. Y., vicepresident; Mrs. Jessie D. Reilly, Chicago, Ill., secretary; and Amy E. Emery, Brookline, Mass., board member.

Moved, seconded, and carried that the Nominating Committee report be accepted and the secretary was instructed to cast the ballot. The ballot was cast. The meeting was 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 1939-40 are: PRESIDENT, Mary E. Van Horn, 480 Lexington Avenue, New York, N. Y.; VICE-PRESIDENT, Leone M. Kabat, 2806 S.E. 75th Avenue, Portland, Ore.; SECRETARY-TREASURER, Elizabeth Brand, Executive Secretary for the Washington, D. C., League of Hard of Hearing, 1116 Vermont Avenue, Washington, D. C.

Meetings are held once each year in July. The Department publishes the LIP READER and an occasional bulletin. The annual dues, \$1, are payable to the secretary-treasurer. 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	1933:435-444	1936:275-282
1927:473-486	1931:483-494	1934:423-434	1937:315-324
1928:435-450	1932:415-422	1935:389-396	1938:475-483
1929:449-462			

CHILDREN—LOOK, LISTEN, AND LEARN

FRANCIS W. DOYLE, SUPERVISOR OF DEAF AND HARD OF HEARING, PUBLIC SCHOOLS, OAKLAND, CALIF.

THE HANDICAP which hard of hearing persons suffer has been given qualitative recognition for generations, but only recently has any attempt been made to determine quantitatively the extent of this handicap and to employ any scientific methods of discovering and alleviating the difficulty. One of the greatest services that can be rendered by the administrative staffs of our schools is for them to demand that every school child be given periodic scientific tests of hearing and by making certain that the proper followup is made in order that children who evidence slight hearing losses receive medical attention.

While it may not be possible to prevent inherited progressive deafness or to cure it if the loss is too great, still it is possible to at least arrest most impairments caused by infection if the disease is detected in its incipient stage. This can be made possible by administering periodic audiometer tests of all children, by educating parents as to why they must follow recommendations set forth by the school doctors, and by teaching children the danger of colds, the methods of averting these dangers, and by impressing upon parents, teachers, and nurses the importance of protecting the ears during and after such diseases as scarlet fever, whooping cough, measles, diphtheria, and influenza.

Test for hearing impairments have been made in the Oakland schools for several years. Staff meetings have been held at intervals at which the problems of hearing defects have been discussed in detail among administrators, teachers, consultants in guidance, doctors, and school nurses. Out of these meetings has come an understanding of the general aims of an audiometric survey. Due to the conscientious and untiring efforts of the school nurses, who are responsible for home calls, parents have in 65 to 75 percent of all cases followed the recommendations of the school otologist. During the school year 1938-39 a complete survey was made of all junior and senior high schools, comprising a total of over 23,000 pupils. Of this number, which included children whose impairment had been discovered in former years, slightly more than 3 percent showed a loss of nine decibels or more. This small percent is due to the fact that parents, teachers, and children were made "hearing impairment conscious" thru the efforts of the audiometrist, school otologists, teachers, and nurses at the time these same children were tested in elementary and primary grades.

The age at which we begin giving remedial and medical attention to the child is the most important factor to be considered. This necessitates constant, intelligent observation of pupils in kindergarten and primary grades. It is in these grades that the child with subnormal hearing is placed at a serious disadvantage. His knowledge is less complete and his dependence upon communication with others is greater. Moreover, it is during this

period that he is forming those attitudes toward individuals which will determine his future conduct. If a hearing handicap hinders the development of skills necessary in the future, an antagonism toward his fellows is often aroused. It is during this period of a child's life that the public school teacher can be of great service by being alert at all times to the possibility of a hearing deficiency and by notifying health authorities of his suspicions rather than be too hasty in attributing a child's lack of school progress and failure to make a proper adjustment to inferior academic ability, laziness, or inattentiveness. Such accusations tend to instil a spirit of resentment in the child and cause him to lose confidence in his own ability. In addition, the constant nervous strain of trying to hear what is said develops, in many cases, such undesirable character traits as suspiciousness and untruthfulness.

When it is discovered that a child in the lower grades has a hearing impairment sufficiently great to handicap his understanding of all that is said to him in the classroom, he should be immediately placed in a special class in which a group hearing aid is used where he can study lip reading and at the same time obtain formal instruction in language, speech, and voice conservation. According to neurologists and psychologists, the hearing function is most important in learning speech as there must be a stimulation of the sensory centers which contribute to the psychological functions if we are to produce and understand speech with maximum ability. With this ability we are able to acquire language. In other words, we learn language construction most rapidly by hearing it spoken; consequently the deafened young child should be given the opportunity of hearing the voice of his teachers and classmates thru artificial means. He should be kept in this special class until he has become adept at lip reading, has acquired a good foundation for language construction, and until his speech has been corrected of all defective elements caused by a loss in hearing. It is not fair to expect a special school to perform miracles with these children. The responsibility rests with the regular schools. An early diagnosis, medical treatment, and special educational opportunities, such as group hearing aids, lip reading, and voice conservation would, in all probability, have enabled these children to remain in public schools competing satisfactorily with normal children of their own ages.

Of course we all know that deafness has no chosen age at which it attacks so we must now consider those adventitiously deafened children after speech and language patterns have been acquired. Again, immediate medical attention should be given upon discovering a deficiency in hearing acuity but it is with the child of this age who has progressive deafness or one who has suffered a sudden and complete loss that lip reading will be a manifold blessing. By acquiring this art the child is relieved of the constant nervous strain and regains a hope of being restored to his former social status. We are now observing in our schools many instances in which deafened children are showing marked improvement in scholastic ability, taking new interest in school activities, and evidencing a great

improvement in emotional control as their ability to read the lips increases. Lip reading for the hard of hearing child is no longer in an experimental stage. It is a valuable method of instruction which produces tangible results for those unfortunate children who are handicapped in that most important function necessary in the acquisition of knowledge—the hearing function. The process of compensating for a deficiency in hearing by supplementing the sense of sight as a means of understanding what is spoken is sound pedagogy if we agree with specialists who contend that the small child employs the visual sense nearly as much as the auditory sense in learning speech and language. This belief is substantiated by the fact that congenitally blind children are somewhat retarded in speech. We are all, to a certain degree, lip readers from infancy. Then is it not the natural procedure to follow, after we discover a noticeable hearing impairment, to train more efficiently the sense of sight in order that we may analyze the various movements of speech as produced by the lips, the language of facial expression, and the external physiology of speech?

With the child in the more advanced grades as well as with the younger child, too much emphasis cannot be placed upon the value of conservation of speech. To impart the knowledge of lip reading is only part of the duties of the lip reading teacher. He must also give continuous speech training to the child whose hearing is impaired.

Do these older children need the additional assistance of supplementing group hearing aids during the lip reading period? Yes! Especially is this true of elementary- and junior high-school pupils. It has been my experience that until a child has reached high school he is very reluctant to wear an individual hearing aid. This reluctance is due to two reasons: his fear of ridicule from playmates and his inability to realize the actual benefits of wearing one. I am of the opinion that in the near future many of the larger schools will see the necessity for installing group hearing aids to be used in instructing elementary- and junior high-school pupils whose hearing loss is so great that they miss a great deal of regular classroom instruction. By concentrating all of this type of children of a large school system into one or two schools equipped to meet their needs, far greater results in efficient lip reading and speech training could be accomplished.

DISCUSSION OF MR. DOYLE'S PAPER

MYRTLE ERICKSON, TEACHER OF THE DEAF AND HARD OF HEARING, PUBLIC SCHOOLS, LOS ANGELES, CALIF.

In the spring of 1936, 1339 pupils at the Foshay Junior High School had their hearing tested. The reports of those who needed lip reading were given to the teachers in the department for the deaf. Arrangements were made with the homeroom teachers of these pupils and also the teachers who had these children in their classes the period that lip reading was to be given.

The teachers all agreed that these children needed lip reading, but the responses from the parents were quite different. Blanks were sent to the parents telling them about their child's handicap. Some never realized that the reason their child was having difficulty at school was because of his inability to hear well. Altho some parents were aware of the defect, they neglected it either from underestimation of its seriousness or from poverty.

When these boys and girls entered these classes, the first and important thing was to develop an optimistic attitude toward the handicap and the class because they and their parents resented the fact that this defect was discovered. It was brought out very distinctly that this class was for the hard of hearing and not for the deaf. It was explained very carefully that the great strain of trying to hear would be removed, that the eyes and ears would be used, and that they would be taught the externally visible characteristics and the positions of the various organs of speech. They would learn to form the habit of not only watching the lips of the speaker but also noticing the changes of expression which constantly pass over the features of the speaker instead of turning their heads and lowering their eyes.

It was pointed out that lip reading was the ability to follow movements rather than positions in general conversation, but because the various positions of the organs of speech was the basis of his skill in this art, they had to be clearly pictured. Since positions and movements changed very rapidly, the eyes had to be trained to grasp the whole picture which was impressed upon the brain; therefore, the lessons were divided into syllable drills, sentence and mirror practice, questions, stories, and games related to that drill. Many interesting games were used, some found in books for parties, some in magazines and then changed to be used for lip reading. Games were good, as lip reading required close concentration, and while the pupils were watching the movements of speech, they were also building up unconsciously a visual vocabulary in different fields such as science, history, and vocations, along with the spirit of play. Then, too, by different children coming up in front of the room the class had the opportunity to read several lips instead of just the lips of the teacher.

Since the spring of 1936 the children at the Foshay Junior High School have not been tested by the 4A audiometer. One day every semester a notice is put in the daily bulletin asking the teachers to send any child who he thinks needs lip reading to one of the specially trained teachers.

Some people think of lip reading as just reading speech from the lips of a speaker. It is more than that. It is the ability to follow movements of eyes, facial expressions, and bodily movements, as well as the lips. It is immeasurably slow and requires infinite patience and perseverance. It is only by continuous practice that pupils can see the small and insignificant movements in the mouths of the speakers with an amazing rapidity and accuracy.

DISCUSSION OF MR. DOYLE'S PAPER

FREDERIC M. DUCKLES, FIELD SECRETARY, Y. M. C. A., AND THE PACIFIC
ZONE OF THE AMERICAN SOCIETY FOR THE HARD OF
HEARING, BERKELEY, CALIF.

I have been asked to tell of some of the results we are finding in our work in California. I can give only the approximate figures. During the school year 1938-39, 126,439 children have been tested with audiometers; 5057 have been found with hearing loss, and there have been over 10,000 retests. That is extremely important since there are over 6000 children who have been found on the border line.

The number of audiometers in California has increased about 50 percent during the past year. Last year there were 25 audiometers in California. This year 24 cities, 21 counties, and 5 colleges have them. We are working to get an audiometer in every county in the state because we believe that the children will be looked after better by using the county as a unit.

One weakness in our work in California is the lack of high-school testing. The most important years to discover hearing loss are the preschool years or the more early years in the elementary schools. We could do much with the children of high-school age.

We have made wonderful progress in audiometer testing during the last three years. Of the 58 counties in California, 52 of them have done some testing and about 40 have made complete surveys.

Oakland has had fine success in getting parents to follow the recommendations of the doctors in the clinics. Approximately 70 percent of the parents follow the recommendations; however, we are having considerable trouble with the parents in rural counties.

Pasadena is working out a fine idea which should be adopted in other communities. The mothers of the hard of hearing children in Pasadena have for three years had a club to discuss problems pertaining to their children.

DEVELOPING CIVIC RESPONSIBILITY THRU LIP READING

MARSHALL HESTER, SUPERVISING TEACHER OF THE ADVANCED DEPARTMENT, CALIFORNIA SCHOOL FOR THE DEAF, BERKELEY, CALIF.

It does no good to talk about lip reading for the hard of hearing child, what it does for the hard of hearing child, or suggest special classes for the hard of hearing child unless we are going to insist on some means of discovering that child before he gets out of school, into jail, or on the relief program.

The projected tests are being carried out fairly well in a few isolated places. Oakland is one of them; that is, Oakland has a test whereby every child gets a checkup periodically. It also has a followup system.

We must not depend on lip reading to solve the educational problem of the hard of hearing child. In addition to tests and lip reading we must have some sort of an educational checkup, something more than the normal child has. We must have something to assure the education of those who do not lip read well.

In recent months and years hearing aids have improved a great deal. It is now possible to secure hearing aids that are almost ideal. The hard of hearing child who has a severe loss and is in need of a hearing aid should be given the benefit of a group hearing aid. They are made extensively, compared to two or three years ago.

DEVELOPING CIVIC RESPONSIBILITY THRU LIP READING

F. MILTON YOCKEY, PRINCIPAL, TECHNICAL EVENING HIGH SCHOOL,
OAKLAND, CALIF.

We expect civic responsibility to be developed thru lip reading. Participation is the crying need in our civic responsibility. Today the small number of possible voters who go to the polls is appalling. If democracy is going to be a success, that must change; we must have participation, not in national affairs alone but in our neighborhood affairs. It is up to all the citizens to participate, but going to the polls is not enough; it is as easy to cast your ballot on the wrong side as it is on the right side. It is not my business to tell you which is the right side. The right side is the side that you have decided upon after carefully studying the question and after informing yourself on a particular proposition. The individual who waits until election morning or the day before election and gets out his sample ballot and takes the names that he is going to vote for and then votes or calls upon someone by phone to find out if he is voting right is not voting intelligently.

Thorndike says, "Thinking must be made conscious." In other words, here is a place where the lip reading teachers have a tremendous responsibility and that is to direct the thinking of the lip reading students to an intelligent participation in civic affairs. You have that opportunity to meet and direct because these students repose wonderful confidence in you. You are in a strategic position to direct their thinking and to lead them forth to a confident and definite participation in the activities of the community, of the city, and of the nation.

Discussion groups are also of value. I do not know whether we could get the hard of hearing to participate in ordinary discussion groups with hearing aids or not. If you have discussion groups, civic problems can be discussed under the direction of an intelligent leader.

DEVELOPING CIVIC RESPONSIBILITY THRU LIP READING

HELEN SCRIVER, TEACHER OF ADULT HARD OF HEARING, PASADENA, CALIF.

At the beginning of every school year, in the state of California the teacher of lip reading, along with other adult education teachers, receives

a questionnaire which asks for the objectives and aims of the course together with an outline of the program of study to be presented. We lip reading teachers agree that the immediate objective of our courses is to develop in our pupils ability to read the lips, while our ultimate aim is the rehabilitation of the hard of hearing thru lip reading. It is the immediate objective of learning to read lips that attracts pupils to the lip reading class, and we must attain some measure of success in this particular if we are to maintain the required attendance which is at some time or other the bane of existence of every lip reading teacher.

Early in 1939 the *Saturday Evening Post* carried an illuminating article by Robert Hutchins of Chicago University in which he tells us that the people of America want adult education. "And by adult education," says Mr. Hutchins, "they do not mean vocational education. They want a cultural education in order to participate in the cultural pleasures that the educated enjoy." If there is one word in this statement that stands out with more force than any other it is the word "participate." That is what people want; they want to participate. That is what the hard of hearing crave above everything else, perhaps because it is the one thing which defective hearing has made most difficult for them to realize.

It seems a far cry from developing ability to read the lips to developing civic responsibility thru lip reading. But when one begins to talk in terms of participation the two become identical. Every experienced lip reading teacher knows that if during the course of the first few meetings he can provide ways and means to make every single individual in the class raise his hand, get to his feet, write something on the blackboard, *do* anything, he has made the first forward step in the presentation of his subject. When the hard of hearing individual begins to participate in the lip reading lesson he begins to participate in the affairs of his home. He takes his place in the family circle and contributes to the conversation something he has picked up at the class.

Have you ever stopped to think that responsibility depends in large measure upon opportunity? It is to the credit of our lip reading classes and to our organizations for the hard of hearing which are definitely connected with them that they offer opportunity for developing responsibility. We hard of hearing tend to shun responsibility under the cloak of deafness; we have to be pushed out of our shells; we have to be literally shoved into the offices of our societies, into the presidencies, the vicepresidencies, the chairmanships, and other positions to develop our own abilities and to learn to accept responsibilities.

If our lip reading classes are an important factor in the rehabilitation of the hard of hearing, then we are devolving civic responsibility thru lip reading. If the hard of hearing individual learns to participate in the exercises of the classroom, if he takes part in the activities of his own local and national societies, we need not fear that he will fail in those duties pertaining specifically to a city, to a citizen, or to citizenship. He has by his own efforts developed civic responsibility thru lip reading.

SECRETARY'S MINUTES

In the absence of all officers of the Department, the business meeting was called to order by the program chairman, Mrs. Lucelia Moore, at 4:30 P.M., July 3, in the club rooms of the San Francisco Society for the Hard of Hearing. Helen Sriver was asked to serve as secretary.

After the president's message was read, the proposed change in the Constitution to provide for both a secretary and a treasurer was discussed. Upon motion by Delight Rice, seconded by Grace Wedemeyer, the members went on record as not favoring this change.

The report of the secretary-treasurer, read by Mrs. Moore, was duly approved upon motion by Kate Morphy, seconded by Fern Nelson.

Upon motion of Delight Rice, seconded by Grace Wedemeyer, the secretary pro tem was instructed to cast the ballot for Mary E. Van Horn, president; Leone M. Kabat, vicepresident; Elizabeth Brand, secretary-treasurer.

There being no further business, the 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.*

Reorganization plans are pending. No program of the Department was held during 1938-39.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1884: 23	1894:925-956	1904: 675- 709	1914: 625- 648	1924:597-612
1885:369-404	1895:765-807	1905: 627- 668	1915: 847- 882	1925:504-521
1886:561-606	1896:717-753	1906: 703- 706	1916: 575- 612	1926:529-536
1887:605-652	1897:772-791	1907: 849- 876	1917: 473- 490	1927:487-496
1888:623-662	1898:832-855	1908: 835- 870	1918: 315- 323	1934:435-440
1889:665-700	1899:970-997	1909: 673- 700	1919: 291- 302	1935:397-402
1890:819-824	1900:531-541	1910: 789- 832	1920: 309- 310	1936:283-287
1891:807-827	1901:704-720	1911: 787- 826	1921: 507- 514	1937:325-330
1892:507-543	1902:615-643	1912:1001-1030	1922:1047-1062	1938:485-486
1893:507-524	1903:683-718	1913: 601- 618	1923: 733- 736	

*NATIONAL ASSOCIATION OF
DEANS OF WOMEN*

HISTORICAL NOTE

THE NATIONAL ASSOCIATION OF DEANS OF WOMEN, a *Department of the National Education Association*, associated itself with the *National Education Association* in 1918.

The officers of the Department for the year 1939-40 are: PRESIDENT, Sarah G. Blanding, Dean of Women, University of Kentucky, Lexington, Ky.; VICEPRESIDENT, M. Eunice Hilton, Dean of Women, Syracuse University, Syracuse, N. Y.; TREASURER, Elizabeth B. Oakes, Dean of Women, State Teachers College, Milwaukee, Wis.; SECRETARY, Esther A. Dayman, Dean of Undergraduate Students, Mills College, Mills College, Calif.; EXECUTIVE SECRETARY, Kathryn G. Heath, 1201 Sixteenth Street, N. W., Washington, D. C.

The publications of the Department consist of a quarterly JOURNAL and miscellaneous monographs. The annual dues, \$5, are payable to the executive secretary. Facts relating to the establishment of this Department and records of its meetings will be found in earlier volumes of PROCEEDINGS as follows:

1918:391-418	1924:500-536	1930:309-330	1936:219-230
1919:393-426	1925:403-449	1931:393-414	1937:245-256
1920:357-364	1926:425-458	1932:337-356	1938:619-630
1921:407-420	1927:391-418	1933:357-376	
1922:693-794	1928:353-374	1934:345-360	
1923:621-636	1929:369-390	1935:311-326	

TRENDS IN THE POSITION OF DEAN OF WOMEN AND DEAN OF GIRLS

RUTH M. STRANG, ASSOCIATE PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.¹

UNDER THE SPONSORSHIP of the research committee of the National Association of Deans of Women and Teachers College, Columbia University, and with the cooperation of presidents, principals, and deans of women and deans of girls, a study of trends in personnel work as represented in these two positions was undertaken. The investigation covered the decade of 1926 to 1936 and constituted a followup of three studies published by the Teachers College Bureau of Publications in 1928 and 1929.

The man or woman frequently makes the position. It develops in accord with the workers' interests, abilities, and personality. This relationship between the position and the person who occupies it is most pronounced in fields in which the positions are loosely or broadly defined. Such a field is student personnel work. Marked overlapping has been found in the work of the psychologist, vocational counselor, dean of women and dean of men, visiting teacher, and registrar. In one institution the registrar performs almost the same functions as the dean of men in another institution. The psychologist serves as a mental tester in one school and as an expert counselor in another situation. A great deal of this variation and duplication in function is due to each worker's interpretation of the position.

Individual differences in the institutions account for the rest of the variation and duplication in student personnel work. The exigencies of a given situation often have forced vocational counselors, deans of women, or psychologists to take over responsibilities for which they were not adequately prepared. The philosophy of education held by the administrator occasionally has necessitated their assuming functions not congenial to them.

Accordingly, in order to understand personnel work today in high schools, normal schools, colleges, and universities, it is necessary to study both the personnel workers and the institution. An investigation merely of functions is inadequate. Nor is a survey of the position at any one point of time sufficient to give insight into such a mobile vocation as student personnel work. In order to understand its development, trends in the position in the same institutions must be studied. For these reasons this study of the most prevalent personnel position, namely, that of dean of women and dean of girls, over a ten-year period was undertaken.²

This report is a descriptive study of three groups of institutions and a summary of opinions, not a series of generalizations involving statistical inference. It is a questionnaire study supplemented by visits to a limited number of institutions. These two limitations must be recognized in reading and in using the results here reported.

¹ Chairman of the research committee of the N.A.D.W., 1937-39.

² The complete report will be published in the fall of 1939 by the Bureau of Publications, Teachers College, Columbia University.

For the institutions included in the study certain significant conditions and trends have been reported in the foregoing chapters. These now will be summarized briefly.

Prevalence of deans of women and deans of girls—In colleges, universities, and teachers colleges three significant facts emerged about the position of dean of women. It is a well-established position; it is a long-established position; it is a more highly developed position in the larger institutions and those of higher rank.

Moreover, the position is not being abolished. Altho the reorganization of personnel work has resulted in the elimination of the position in a few institutions, the trend toward creating new positions and expanding the dean's staff is more prevalent than the trend toward abolishing the position.

In high school the position of dean of girls certainly is not so widespread as that of dean of women in institutions of higher learning. Approximately half of the larger and better high schools, and a much smaller percent of the smaller schools, have established the position. The position of dean of girls is a more recently established position than that of dean of women, a relatively large number of positions having been established in the decade from 1926 to 1936.

Academic preparation—Deans of women and deans of girls represent a college trained group. Practically all hold the bachelor's degree. The deans in liberal arts colleges and universities are best prepared scholastically, those in normal schools and teachers colleges next best, and the high-school group showed the smallest amount of graduate study. In all cases, however, the amount of graduate study was large. In colleges and universities 82 percent hold the master's degree and 20 percent the doctor's degree. In teachers colleges and normal schools three-fourths hold the master's degree and 10 percent the doctor's degree. In high schools 57 percent hold the master's degree and 2 percent the doctor's degree. In general, the largest percent of higher degrees was found in the larger institutions of highest rank.

The most marked trend during the ten-year period was in the number of deans having higher degrees. Altho many exceptions occurred, a general pattern was discernible, involving better academic preparation, slightly higher salary, lighter teaching load, and appointment in large and accredited institutions.

Teaching load—In the institutions studied the majority of deans of women and deans of girls teach. The range of teaching hours is wide, and the variation among institutions of the same type is marked. No unmistakable general trend during the decade in respect to teaching load was discernible. If any change has occurred, it probably is slightly in the direction of decreasing rather than increasing the dean's load and is more evident in the institutions in which the deans initially had the heaviest teaching load.

Salary—The positions of dean of women and dean of girls carry no fixed salary. One dean of women may receive five times as large a salary as another dean of women performing the same functions. The range in salary among the deans of girls studied is almost as wide. Many factors other than the

expertness with which the dean performs her work enter into the salary which she receives.

The higher salary level is not necessarily associated with the higher educational level. On the average, salaries of high-school deans are slightly higher than those of deans in institutions of higher learning. The person who wants to obtain a high salary in the field, however, would aim at a position in a fairly large accredited college or university. In all groups the higher salaries, in general, were obtained in the larger institutions of high rating.

In the early part of the decade the salaries of many deans of women and deans of girls were rising gradually. This trend toward increase in salary was interrupted seriously by the depression, as was also the upward trend in salaries of all educational workers. By 1936 the average salaries of deans had not quite reached the initial average of 1926. This trend was true of college presidents and teachers also, altho the 1938-39 figures show a return to predepression levels. Thus in the three groups studied, salaries follow the general pattern of a constant or ascending salary in the early years of the decade, a decrease in salary following the depression, and a return toward, but not quite to, the predepression level in 1936.

Organization and staff—Only impressions rather than generalizations regarding the organization of personnel work in educational institutions can be drawn from the data obtained on organization. Each institution has a somewhat different form of organization. The terms "centralization" and "decentralization" are not clearly defined and mean a different form of organization to different persons. The three strongest impressions were those of an increasing use of coordinating committees, an increasing recognition of the personnel services rendered by health officers, and an increasing awareness of the importance of faculty participation.

The staff for performing personnel services appeared to be expanding rather than contracting, and shifts in staff in the majority of cases appeared to represent a superficial rather than a fundamental change. Colleges and universities reported more reorganization and change in staff during the decade than did the teacher-training institutions and high schools. In high schools in 1936 the dean of girls was reported more than twice as frequently as the dean of boys, and the term "counselor" was used more frequently.

Functions—Personnel functions included both personnel services and administrative duties. Four services are reported almost universally as important and as performed in these institutions. These services are educational, vocational, and social guidance, and administrative aspects of personnel work. The functions most definitely persisting in the office of dean of women are counseling, housing, work with student organizations, record-keeping, and executive and committee work. The functions tending to be performed by persons outside the dean's office are vocational guidance and placement in full-time positions.

The positions of dean of women and dean of girls are well established and long established. Their future development depends, to a large extent, upon the personal qualifications and professional expertness of the persons holding these positions.

GENERAL SEMANTICS IN EDUCATION, COUNSELING, AND THERAPY

DOUGLAS GORDON CAMPBELL, ASSISTANT PROFESSOR OF CLINICAL
PSYCHIATRY, UNIVERSITY OF CHICAGO, CHICAGO, ILL.

Considerable confusion exists in the minds of professional and lay people alike about the theoretical claims and practical application made by psychologists, counselors, guidance and personnel experts, psychoanalysts, and psychiatrists in the fields of child development, scholastic education, industry, etc. The confusion is increased by lack of adequate definition of the differing functions of these workers, their technics, and particularly by their own apparent confusions and differences of emphasis as reflected by their statements, writings, and working methods. It is the purpose of this article to call attention to some of the factors involved in this complex situation.

Underlying any scientific system there can be found certain assumptions which both direct and limit its activities. The more basic assumptions, spoken of as system-functions by Alfred Korzybski,¹ from which specific doctrines are derived, often are unconscious and hence defy ready analysis.

Consider the activities, including verbalizations, of scientists whose assumptions include the notions of the separate existence; for example, of subject *and* object, heredity *and* environment, etc. While they often enough will give lip service to emergent notions represented by the terms "organism-as-a-whole," "organismal-environmental unity," etc., they usually betray their unwitting adherence to primitive assumptions by setting up artificial boundary lines. Psychologists of the old schools have been misled most. Even psychoanalysts whose derivation from medicine and neurology forces them to have plenty to say about the "organism-as-a-whole," continue to operate according to a doctrine, the dichotomous, over-rigid structure of which is traceable to the most primitive origins both in the individual and the race. Naturally such a scheme not only confuses students but hinders preventive work and therapy.

More difficulties of this nature are to be found in the bio-social sciences than in the physical sciences. In the latter group new instruments and methods of investigation have been aided by the development of mathematical languages which permit greater accuracy of representation and greater flexibility than has been possible by ordinary language. Mathematical languages vary in their structure, their way of relating relations, according to the needs of the situation. One set of assumptions determines one mathematical structure, another a different one. Assumptions, implied in the structure of languages, may not be in agreement with realities. Such often is the case in the bio-social fields of study where, with the exception of some biological sciences, implementation of research technics has not been so rapid and workers are restricted to the use of ordinary language for purposes of representation and communication.

Altho new terms are produced with facility to represent new structural observations, they are embedded too often in an old linguistic matrix, the

¹ *Science and Sanity: An Introduction to Non-Aristotelian Systems and General Semantics*. Lancaster, Pa.: Science Press, 1933. p. 145.

structure of which is based on inappropriate assumptions. Take the statement, "Smith has an anxiety neurosis because Smith is a Jew." Complicated and useful psychiatric and sociological abstractions are implied but the traditional syntactical arrangement produced by the verbs "to have" and "to be," if uncritically evaluated, implies many false-to-fact relations such as that a discrete part of Smith is an anxiety neurosis, produced by his being a Jew, and that all Jews are anxiety neurotics, etc. Thus, the very structure of our ordinary tongue may distort what we mean to convey, mislead ourselves and others, and actually restrict our horizons of investigation.

It is important to realize that scientific progress is bound up inseparably with its medium of communication. This is the principal reason for the recent accelerated progress of the so-called physical sciences. They utilize mathematical forms of representation both as instruments of communication and of investigation. The structure of mathematics is adjustable so that it can be made to correspond to the structural relations observed in the facts under consideration. Ordinary language derives what flexibility it possesses from the richness of metaphor. But its structure, largely determined by rules of syntax, is too rigid and tends to perpetuate false-to-fact structural assumptions.

The solution of this problem does not lie so much in the development of refinements of terminologies, application of mathematical methods and language, or syntactical changes of ordinary tongues as some would suggest. While these contributions are important it is more likely that methods of solution will be found by reworking much of the assembled descriptive data from the various bio-social sciences. To the work of Einstein, Pavlov, Freud, and Korzybski (named as figureheads of groups of more or less integrated investigators) may be attributed new orientations and methods which are leading to a new synthetic science of man.

Einstein may be considered the founder of non-Newtonian physics. Where previous workers had disregarded the unavoidable delay in recording or observing, due to the finite velocity of light, or any other signal, Einstein included the finite velocity of light or signals, and thus built up a relational system free from so-called absolutes and hypothetical entities, like forces, space, etc. His friend and follower, the mathematician Minkowski, developed an adequate four-dimensional mathematical technic, and coined the term "space-time" which avoided the elementalistic structural implications of space *and* time. As the observer is part of every observation he makes, science of any kind comes to be the formulation of relations between the observer and the observed. Objects, or individuals, do not exist in isolation. Structure is describable only in terms of relations and order, often highly complex and multidimensional. Thus knowledge becomes structural, and language, to serve its purposes of communication and prediction, must be structuralized in such a way that it is similar in structure to the relations, order, etc., of the observations.

Pavlov and Freud approached the problem of the human neuropsychic constitution by technics which, tho radically different, have led to complementary findings lacking only a general theory to harmonize them. The

conditional reflex technic of Pavlov made it possible to study neuro-physiology in the living organism and was predicated upon the integrative, unitary responsiveness of nervous systems. It demonstrated that subhuman forms of life had organismally determined limits to the number of orders of conditioning stimuli whereas human beings, if healthy, had apparently unlimited degrees of conditionality. Thus human reactivity has the potentiality, at least, of indefinite flexibility: primitive, infantile, or other responses to environmental stimuli which are for various reasons inappropriate for survival may be repatterned, redirected toward new goals, by conditioning them to higher orders of stimuli. Pavlov's followers, notably Ischlondsky,² have shown that the majority of human conditional reactions are governed by symbols of which words form the greatest number. Human beings alone can represent their higher abstractions by extra-neural means which may be accumulated to build up a symbolic environment which, in turn, may govern conditional reactions in contemporary and subsequent generations of people.

Freud's technic of "free" association led to the discovery of so-called unconscious mechanisms governing human behavior. Adult behavior patterns in general were considered to be repetitions of infantile reactions, the source of which was to be found in the impressions formed in infancy and stored in the "unconscious." Debatable as Freudian doctrine may be, the chief merit of his investigations was to demonstrate the symbolic character of the determinants of human conduct. Analytic technic, coupled with other psychiatric methods, shows that human reactions are conditional upon impressions, notions, and other factors of psycho-logics. An internal environment of such factors determining conduct may have their origin in past experience, instinctual drives, etc., rather than in immediate, correct-to-fact, evaluation of external realities.

Korzybski, a mathematician and engineer, synthesizing for the first time the contemporary knowledge in the physical, mathematical, and bio-social sciences, formulated a general science of human evaluation called "general semantics."³ Semantics, from a Greek root meaning signification, has been described roughly as a science of word-fact relations in comparison with logic which deals with word-word relations and science which deals with fact-fact relations. The term "evaluation," as shown by Korzybski, is broader, more general, than meaning or signification, includes them, and covers those very processes by which human beings obtain, transmit, and react to their varieties of knowledge. A general theory of evaluation, i. e., general semantics, would be fundamental to all human activities and of particular importance in education, psychiatry, etc., as the researches of Pavlov and Freud would indicate.

Neuro-physiology, a biological science, has shown that nervous systems are constructed and function in an ordered series of levels thru which at a finite velocity flow complicated electro-chemical processes spoken of as

² *Neuropsyché and Hirnrinde*: 2 volumes, German. Under the titles: *The Conditioned Reflex and Its Importance in Biology, Medicine, Psychology and Pedagogics*; and *Physiological Basis of Profound Psychology*. Urban and Schwarzenberg, Berlin, 1930.

³ See *Manhood of Humanity*, New York, and *Science and Sanity: An Introduction to Non-Aristotelian Systems and General Semantics*. Lancaster, Pa.: Science Press, 1933.

nervous currents. Certain areas or levels abstract certain characteristics of the original nervous current and transmit reactions to those abstractions to still other levels in such a way that analysis of incoming nervous data guides the reactions of the organism-as-a-whole to its environment. At human levels, abstractions reaching higher centers, are synthesized into imagery of various types. Finally, these imaginal forms of representation may be further abstracted in such a way that a single characteristic may stand for the whole—symbolization. And symbolization is capable of expression for purposes of communication.

Human organisms can transmit their experience by symbolism and, theoretically at least, commence where the preceding generations left off. This human capacity to abstract experience and produce extra-neural symbolism which may be accumulated and transmitted with the race has been called time-binding by Korzybski. It is the central observation upon which general semantics depends.

Time-binding would not be possible without the uniquely human development of the cortex of the nervous system, which means that immature humans have limited capacities to abstract and that conditional reactions may be developed in childhood which will need reconditioning for the changed conditions of adult life. The persistence of reactions appropriate to infancy, in adult life, is the source of so-called adult infantilism. Education should prevent this situation; psychiatry has to “cure” the condition when it gives rise to maladjustments.

Education, narrowly and broadly conceived, involves conditioning individual human nervous systems to develop patterned reactions governed by the evaluations implicit in various symbols and symbol-systems. Since symbols are meaningless apart from nervous systems producing and evaluating them, we should speak of the neuro-symbolic environment. Of this, the neuro-linguistic environment forms, in our western civilization, the greatest and most important part. Human nervous systems are as much conditioned to standardized thought patterns as they are to standardized evaluations of traffic lights or clothing. Thus, even our so-called creative thought is often limited in its range of utility because it is cast in the mould of traditional logics which are actually methodologies of evaluation. While it undoubtedly should be the aim of education to train students in methods of “thinking,” rather than “cramming them with facts,” *obsolete* “logics” may be as disastrous as Procrustes’ bed. A new, contemporarily adequate “logic” must replace older ones which have outlived their usefulness. Non-Euclidean, non-Newtonian, and non-Aristotelian systems have appeared. While they replace the old they do so by inclusion rather than exclusion. It is these new systems of evaluation which should govern the conditional reactions of nervous systems functioning in western civilization.

General semantics shows that the neuro-linguistic environment automatically conditions archaic, primitive, and other inappropriate reactions in immature nervous systems thru the structure of ordinary language, in the following ways:

1. Any form of representation functions as a guide to action in direct

relation to its similarity of structure to the empirical structure. Structure is a function of relations; relations a function of order. A complex map, like a weather map for flying, would have to represent multidimensional structure. These principles hold true for any kind of representation or symbolism. As symbolic representations become more highly abstracted they become more static and hence progressively unlike the dynamic processes of "reality." Various devices, as in mathematics, have to be used to represent multidimensional structure, changing relations, etc.

2. This map-territory relationship of language to the facts it represents has many implications. A map is not the territory; a verbal representation is an abstraction, and is not the actual fact. This is a denial of identification of symbols with objects, people, etc., which has led to much psycho-pathology. Furthermore, because terms and statements may be similar they imply identity when none exists in "nature." Identification, in protean terms, underlies most psycho-pathology; our neuro-linguistic environment not only assumes it in linguistic structure but conditions us into reactions based on this false-to-fact assumption.

3. Any form of representation is an abstraction of some order. In the case of language, high orders of abstraction are involved and may be confused with each other as when we use inferential terms along with descriptive terms in a statement. At each successive level of abstraction some characteristics are left out. Thus no abstraction can represent all characteristics. No map represents all the territory. Language, like maps, leaves out many characteristics and these characteristics left out may or may not be important. But the structure of ordinary language, unless modified by syntactical devices like punctuation marks, implies dogmatism, finality, etc.

4. Language is replete with terms such as "space," "time," "mind," and "emotion," which divide verbally what is empirically indivisible. Such terms Korzybski labels elementalistic. Obviously, since they imply false-to-fact structural assumptions, they should be replaced by non-elementalistic terms like time-space and body-mind.

5. Levels of abstraction determine the meanings of many words of the type: love, fact, doubt. If a statement using such a term can be made about another statement using the same term, their contexts, and so their evaluations, are different. Korzybski labels this type of term multiordinal and shows that multiordinality characterizes much of the most important terminology we have.

These are some of the outstanding features of our neuro-linguistic environment. They apparently underlie a great deal of human maladjustments, because language symbolism controls such a vast area of human behavior thru conditioning mechanisms. Language represents evaluation of low or high orders. It produces semantic (evaluational) reactions of low or high orders. Language determines the structure of internal speech, often called thinking, so that we may be said to talk ourselves into misevaluations of reality thru reacting to the false-to-fact or limited assumptions contained in the structure of language.

The terms "intension" and "extension," from classical "logic," may be applied to the two trends of human orientations: to follow definitional, verbal accounts or maps of life or to be guided by the facts themselves. By intension we go to definition; by extension we follow current realities. It is clear that our neuro-linguistic environment gives us intensional orientations if we follow it too "literally." Neurotics and psychotics are the best examples of intensional orientation, but theorists of all fields not only cling to their verbiage as if "the word was God," but they proselytize and coerce defenseless children and students to the worship of words.

The structure of the old language induced intensional orientations. It was the product of primitive, prescientific, abstractions made by nervous systems dependent upon their crude senses. Thus it is assumed that the sensations of an object were identical with objects or with each other. Extra-neural instruments of investigation revealed microscopic and submicroscopic happenings unaccountable in the old systems of evaluation, contradictory to mere "sensory perception."

New languages appeared, the structures of which were extensional, or at least less intensional. Orientation by a more extensional language is safer, and it is essential for human survival in a world created by modern science. We cannot orient ourselves by science in 1939 in one field of life and by primitive animism or the pure logic of Aquinas in others.

Progress in preventive medicine is a result of the scientific knowledge of the mechanisms of disease processes. Thus *asepsia* replaced *antisepsis*, immunization, and the costliness of hospitalization. Neuro-semantic disorders, ranging from mild to severe maladjustments, may be eliminated also when we become conscious of their mechanisms. Neuro-psychiatry and education only recently have begun to realize the very great importance of symbolism in human affairs. General semantics, as a general theory of human evaluation based on scientific 1939 knowledge from the fields of the physical and bio-social sciences, not only generalizes the problems into one unified theory but has developed practical, working technics of prevention and treatment. It stresses prevention rather than therapy, thru modification of and immunization to, the neuro-linguistic and neuro-semantic, environment. Unequivocally, preventive neuro-psychiatry is the responsibility of educators.

Practical applications of general semantics involve the training of children or adults in (a) consciousness of mechanisms of evaluation, (b) technics designed to "immunize" the nervous system against "shocks" produced by conditional reactions to the old neuro-semantic and neuro-linguistic environments, and (c) changing the structure of language in order to make it more extensional.

Training in extensional orientation by well-known educational technics of repetition, drill, etc., has the effect of diminishing and even stopping pyscho-pathological anxiety. Shocks, ordinarily produced by bumping into unexpected realities, become less frequent because, when nervous systems are trained to evaluate correctly, predictability increases.

Connected with the above methods for changing our own, individual and collective, neuro-semantic reactions, either by changing already conditioned adults or by conditioning children in new, extensional orientations, methods have been devised for changing the structure of ordinary language without changing the language in any radical way. The object, of course, is to alter the structure of our neuro-linguistic conditioning factors so that they no longer arouse improper evaluational reactions. Certain devices, adapted from mathematics, are utilized. These have the effect of introducing extensional factors of evaluation into our thinking, speaking, etc. Verbal statements, ordinarily static in implication, can be given a form which denotes the dynamic process character of the facts they are used to represent. Thus any statement is true only at the date it is made: facts, of any order, are changing; only the statement is fixed. And any statement is not the only statement that could be made about a series of happenings; this must be indicated.

By dating statements we eliminate dogmatic, true for all time, assumptions. By indexing statements we differentiate apparently similar evaluations. The expressions "et cetera," "among other things," "and so forth" remind ourselves and others that only a few facts have been covered by the statement; characteristics possible yet to be discovered have been left out. Hyphens unite many elementalistic terms and produce the implication at least of nonelementalistic structure.

These technics of general semantics already have accomplished astonishing results in education and therapy. There is every reason to believe that their chief merit lies in prevention. But prevention cannot be proved. They supplement other psycho-therapeutic procedures and radically shorten the duration of therapy. Therapeutic results appear, at the present date, to be more lasting. Patients seem to acquire a much deeper flexibility of adaptation which carries them thru situations which, under other re-educative technics, would have precipitated relapses. They do not become so dependent on the therapist.

Since teachers in our school systems have the responsibility of mediating past collective experience to children for present and future problems of adaptation, they themselves should be extensionalized by the technics of general semantics, neuro-psychiatry, etc. Teacher training is the most important area for the general application of preventive technics for mental health. The selection of healthy, fairly well-balanced, biologically sound individuals is presupposed. After selection of the best material, training should be rigorous. No longer can the teaching profession be a haven for unhealthy, neurotic "escapists." Our racial future depends upon professional educators, i. e., if we are not to succumb as a race to the influence of degenerate leaders who skilfully condition their subjects to behave at primitive, animalistic levels. Professional educators, aware of mechanisms, guided by a theory of sanity will train children how to abstract those characteristics of their culture which have the greatest value in terms of human survival and how to discover thru improved methodologies new structural data with which to construct more suitable human environments in the future.

*NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS*

HISTORICAL NOTE

THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, a *Department of the National Education Association*, 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*. In February 1939 at the Cleveland meeting, the name of the Department became the *National Association of Secondary-School Principals*.

The officers of the Department for the year 1939-40 are: PRESIDENT, K. J. Clark, Principal, Murphy High School, Mobile, Ala., FIRST VICEPRESIDENT, Oscar Granger, Principal, Haverford Township High School, Upper Darby, Pa.; SECOND VICEPRESIDENT, John E. Wellwood, Principal, Central High School, Flint, Mich.; EXECUTIVE SECRETARY, H. V. Church, 5835 Kimbark Avenue, Chicago, Ill.; EXECUTIVE COMMITTEE, Paul E. Elicker, Principal, Newton High School, Newtonville, Mass. (term expires 1940); Virgil M. Hardin, Principal Pipkin and Reed Junior High Schools, Springfield, Mo. (term expires 1940); Truman G. Reed, Principal, Lewis and Clark High Schools, Spokane, Wash. (term expires 1941); Hugh H. Stewart, Principal, Davis High School, Mount Vernon, N. Y. (term expires 1942).

The publications of the Department consist of a bulletin—issued five times a year—and a yearbook. The annual dues for the Department are \$2, payable to the executive secretary. 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	1898:664-700	1909:479-522	1920: 209- 230	1931:577-620
1888:401-434	1899:601-817	1910:443-534	1921: 667- 678	1932:493-524
1889:497-534	1900:428-453	1911:555-658	1922:1267-1294	1933:507-530
1890:613-656	1901:565-604	1912:663-766	1923: 861- 880	1934:493-512
1891:615-688	1902:455-492	1913:469-500	1924: 775- 802	1935:461-470
1892:333-374	1903:429-486	1914:445-488	1925: 609- 632	1936:361-371
1893:177-242	1904:473-536	1915:723-754	1926: 637- 652	1937:405-424
1894:743-794	1905:423-480	1916:517-574	1927: 599- 678	1938:551-564
1895:579-635	1906:633-636	1917:253-284	1928: 591- 650	
1896:557-619	1907:521-710	1918:177-190	1929: 579- 632	
1897:644-699	1908:577-668	1919:195-204	1930: 543- 596	

CLEVELAND MEETING

EDUCATION FOR DEMOCRACY

LORD BERTRAND RUSSELL, BRITISH MATHEMATICIAN AND PHILOSOPHER

I SHALL TAKE IT FOR GRANTED that democracy is a desirable thing, assuming that it can be worked, tho I should be quite willing on another occasion to argue that at length. I shall assume that we should like to preserve democratic government, that we think it is a good thing, and that we want to know how it is to be made workable. It is subject to a challenge in our day which is surprising in view of the way that during the nineteenth century it seemed to be carrying everything before it, and therefore we have to reconsider the foundations of it and how it is to be defended.

It is quite clear that education has a very large part to play in making democracy a workable system. To start at the extreme point, you certainly cannot work a democracy when the population is illiterate; if they cannot read or write, all the machinery which is required for democracy does not work. It is necessary to have a fair amount of education before democracy becomes at all possible. But I am not concerned with this elementary portion of the matter. I am concerned rather with what kind of education is necessary if one is to avoid the pitfalls into which many democracies have fallen and which have led in many parts of the world to dictatorships.

There is a curiously difficult line psychologically to be drawn if democracy is to succeed, because it needs two things that tend in different directions. On the one hand, every man needs to have a certain degree of self-reliance and self-confidence, a certain willingness to back his own judgment and to set forth his own point of view, to defend it, to do propaganda for it, to organize the propaganda if necessary, and so on; all the ordinary business of democratic politics implies confidence in your own judgment. But then, on the other hand, if democracy is to be workable, a man must be willing to submit to the authority of the majority when that authority goes against him.

You find that one or the other of those two things is very apt to fail. Either men become too subservient and follow some vigorous leader into dictatorship; or they are too self-assertive, they do not submit to the majority, and lead their country into anarchy. One or the other of those opposite dangers faces democracy, and the business of education in relation to democracy is to try to produce the type of character which is willing to advocate its own opinion as vigorously as may be, but also willing to submit to the majority when it finds the majority going against it.

There are two different parts of what education has to do in this matter as in most other things. There is on the one hand the relation to character and the emotions, and on the other hand the intellectual part. The part that has to do with character and the emotions I should like to say something about, altho it is in the main not a matter for schools; it is much more a matter that is determined in the home. To some extent schools can deal with it, but to a much greater extent it is determined by the home. It is

so important that one cannot pass it over, but in this respect schools for parents are as much needed as schools for children.

If democracy is to be workable, the population must be as far as possible free from the fiercer emotions of hatred and destructiveness and also from the emotions of fear and subservience. Now, those are emotions which are inculcated in very early childhood. A parent of average ferocity begins with his or her child by the attempt to teach him complete obedience, and makes him either a slave or a rebel, and neither a slave nor a rebel is what is wanted in a democracy. A citizen is a different sort of person from either a slave or a rebel, but you cannot get the proper emotions for a citizen out of an autocratic and rather cruel type of parent, or, of course, out of an autocratic and cruel type of school.

It is clear that too much discipline is not a good thing if you want to produce a population capable of democracy. If you want to get people into the habit of initiative, of thinking for themselves, and not taking over their opinions from others, you must get them into the attitude of neither subservience nor rebellion against authority which is natural in the man who feels that he is part of what makes authority.

Everybody in a democracy ought to have in a greater or lesser degree a portion of the governmental mentality. The governmental mentality, where you do not have a democracy, is that of masters toward dependents, which is out of place in a democracy. In a democracy, what is needed is equal cooperation, which involves assertion of your opinion up to a point but not further.

This brings us to a source of trouble to a great many democrats, namely, what is called "principle." It is wise to scan rather skeptically most talk about principle, about self-sacrifice, and about heroic devotion to a cause. There is always more of what appears like heroic, unselfish devotion where the cause is bad; and if you apply a little psychoanalysis to it, you find it is not what it appears to be. It is really people's pride, or hatred, or desire for revenge that has got itself idealized and collectivized and personified in the nation as a noble form of idealism. That is extremely dangerous. You always should apply psychoanalysis before you settle whether an emotion is good or bad, and when you find a man patriotically devoted to his country, ask yourself, "Now what is it that he is willing to do for his country?" It appears that what the nazi is willing to do is to kill people. That is the reality of the "unselfish devotion" that he shows for his country. Killing people, if you do not say you are doing it for your country, is not considered admirable, and it does not seem to me to be any better because a lot of people do it all together. If this activity, which they all believe to be noble, is really one that does harm to mankind, you may be sure that the passion which inspires it is really not a good one. If you had a kindly population, a population who in their childhood had been well treated and happy, who had grown up imagining the world a friendly place, they would not have had that particular sort of idealism which consists in joining together to kill people in large numbers and which is called patriotism. I do not admire

that sort myself, and I do not think it is a sort that you would find in a people who had had a kindly upbringing. It belongs with a certain type of cruelty, of unhappiness, of unsatisfied needs, and would tend to disappear if early education were emotionally what it ought to be.

The temper of intelligence that is needed to work a democracy is exactly analogous in practical life to what the scientific temper is in the intellectual life. The man of science lives in a sort of halfway house between complete skepticism and complete dogmatism. He, not like the skeptic, says, "All knowledge is impossible," or does he say, like the dogmatist, "I know the truth already." He is always just between these two saying, "The truth is difficult to ascertain, in fact impossible to ascertain completely, but up to a point, to a certain degree, some of it can be found out by hard work." That is the scientific attitude of mind: Truth is ascertainable to a certain degree, but not wholly, and that only with difficulty.

You will observe that in all countries which have autocratic government, there is combined with that a creed. The followers of Hitler have one creed, the followers of Mussolini another, and the followers of Stalin another. When I say a creed I mean a set of beliefs which are to be instilled into the minds of the young while they are too young to think, which are to be taught so constantly and persistently that pupils shall never afterwards be able to get away from the hypnotic influence of that early teaching. And the beliefs are instilled, not by giving you this, that, or the other reason to suppose that they are true; that is not the mechanism. The mechanism is purely one of parrot-like repetition, insistence, mass hysteria, mass suggestion. I say that it is not the sort of thing to be aimed at in a democracy. For by this method you teach people to believe a thing, not because there is any evidence for it, but merely because they have been taught it in a hypnotic fashion, and they cannot get away from it. When two opposite kinds of teaching of this sort co-exist, they produce two crowds of people who clash, and there is no means by which you can mitigate that clash. Each hypnotized automaton feels everything that is most sacred bound up with the victory of his side, everything that is most horrible exemplified by the other side. Such fanatical factions are quite incapable of meeting together in Congress and saying, "Let us see which has the majority." That would seem altogether too pedestrian and terrestrial because each of them stands for a sacred cause.

I should like to see people exposed in schools to the most vehement and terrific argumentation on all sides of every question. I should like to see this Department get the most eloquent advocates of every imaginable point of view to broadcast to all the schools in the country, opposing each other, putting their rival points of view. I should like the teachers then afterward to say to the children: "Well, now, you have heard what so-and-so said. I think the time has come when you should analyze his arguments, put them down on paper and see what they come to." The children would very soon find out that the orators who had the most effect at the moment were those who had the fewest arguments when you put them on paper. If you had opposite points of view put on every kind of thing, the opposite propagandists

would neutralize each other, and in the end you would get people who might be capable of listening to eloquence without being carried away by it. That is one of the most important things—to learn to be immune to eloquence. You will not be that by never hearing eloquence; you have to hear a lot. I would like to have all the schools listening to all the sorts of eloquence, only I would take care that it was of opposite sorts.

The whole modern technic of government in all its worst elements is derived from advertising. Advertisers are the practical psychologists of our day. They were long before Freud and the rest of the psychologists of the unconscious. They discovered that what makes you believe a proposition is not the fact that there is some reason to think it true. The same thing applies exactly in government. We have long known it in regard to presidents. You see a president's head on the coins and stamps, and presidents have always realized that it was very desirable to make themselves known. The modern dictators do the same thing. You see their pictures everywhere, hear their names everywhere, and it has much the same effect on you as the advertisements of pills and soaps.

As I said, the advertisers led the way; they discovered the technic of producing irrational belief. What the person who cares about democracy has got to do, I think, is to construct deliberately an education designed to counteract the natural credulity and the natural incredulity of the uneducated man, because the uneducated man has these two opposite defects: He believes a statement when no reasons are given for it and equally disbelieves it when reasons are given. You have two opposite tasks to cause people not to believe when there is no reason and also to cause them to believe when there is reason. The credulity and the incredulity are exactly wrong in the natural man. I think if there is any department for original sin, it is perhaps in this direction, in the ways in which we come to believe and to disbelieve things.

I would start very young. If I had to run an infant school, I would have two sorts of sweets, if I were the teacher—one very, very nice and the other very, very nasty. The very nasty ones should be advertised with all the skill of the most able advertisers in the world. On the other hand, the nice ones should have a coldly scientific statement, setting forth their ingredients and consequent excellence. I would let the children choose which they would have. I would, of course, vary the assortment from day to day, but after a week or two they would probably choose the ones with the coldly scientific statement.

There is a great deal to be done in this direction if people are to be capable of understanding how to judge a political question. I do not want to teach people one opinion or another opinion; it is not the business of education to do that. The business of education is to teach pupils to form opinions for themselves, and they need for that purpose to be rather impervious to eloquence and propaganda, to be on the lookout for the things that are intended to mislead, and to be able to pick out what really is an argument and base their opinions on that.

I would go thru, for instance, the history of past wars and let them read the propaganda on both sides and see how extraordinarily far from the mark it really was. I would let them occasionally have a newspaper of some period during the Great War. I do not know whether any of you in recent years have had occasion to look up any newspaper of any day during the Great War. If you had, you would be astonished. You would think, those of you who are old enough to have lived thru that time, "Dear me, did I really read that at the time and think it quite sensible?" Because as you read it a sort of hot blast of insanity comes out of the page at you. You cannot believe that we were really all collectively in a state of excitement in which one cannot see things right. Part of the business of education for democracy is to try to prevent people from getting too much excited; but it is a difficult art, because you do not want, on the other hand, that people should be without emotion.

I want to safeguard myself at this point. You cannot get any kind of improvement in the world, or any kind of good life, without a basis in the emotions. But you have to be sure that that basis is the right one. I think that the only sort of emotional basis is what I should call kindly feeling, that is to say a wish, not only in regard to your friends and the people you know, but in regard to mankind at large, that as far as possible they should be happy, enlightened, able to live a decent sort of life. When you find other ideals, as you very often do, strongly recommended in terms that sound like lofty morality, such ideals as national greatness, the victory of this or that cause, or any kind of thing that involves the suffering, the destruction, the misery of some large group of mankind, then say, "That is not an ideal that I care for or that any democrat can care for, because it is of the essence of democracy that we think every human being counts alike."

We are not content with a purpose that suits one group at the expense of other groups. Therefore, any narrow patriotism, however necessary it may be at the moment in practice, is not a thing that you can accept as an ideal. The emotion that must inspire our purposes is an emotion of pain in the suffering of others, and happiness in their happiness. That is the only emotional basis that is any good. Given that, you then want a belief that it is possible to make human life happier. Many people are so pessimistic and so miserable that they feel as if that were impossible, as if it were no use to struggle. The world, they think, is dreadful and that we cannot do anything about it.

I cannot and do not take that view. Whatever the immediate future may be, and I think it may be very unpleasant, I do not feel any doubt that human beings will emerge into a world very much happier than any that we have known in the past, a world in which ordinary men, women, and children will be finer, freer, healthier, less destructive, and more kindly than they were before.

If we had any sense, we could now with our existing knowledge have a world in which practically everybody would be happy. It is only the hatreds between groups that prevent that, and those hatreds between groups

are the sort of thing that I think our education for democracy should undermine both emotionally and intellectually. We should get people into that kindly frame of mind where they will not feel violent hatred of another group, and also into the intellectual state where they will see how absurd the arguments are in favor of acting against other groups. I think that our education has in some respects been a good deal to blame, perhaps more in other countries than in ours, in the fact that there are certain beliefs which are very convenient to the government, very convenient to the powers that be, but not rationally defensible. Those beliefs have been encouraged in schools—the whole set of beliefs that make up patriotism, respect for the flag, and many others. The flag may be all right in its place, but consider what it means as an emotional stimulus in education.

There have been many great Americans, and one is very glad there have been. But it is just as good that there should be great Frenchmen, Germans, or Russians. The fact that they have been Americans is nothing to the purpose, but when you get them collected under the flag, it is this irrelevant characteristic that is emphasized. Moreover, it is not quite the same American that the flag suggests whom you would admire otherwise. You might admire Edison and Burbank, but when you see the flag they do not come into your head; we think then of Sherman and Grant. The flag is essentially concerned with the militant aspect of one's country. In the world in which we live, perhaps countries may have to have a militant aspect, but for my part I think Edison and Burbank and Emerson and Thoreau are something more to be proud of than Sherman and Grant, and therefore I do not think that the collecting of children's minds around the flag is a good thing.

All of us who have classes to teach find it more convenient if we are respected. It is easier to keep discipline, and also, since we are there to teach, we want to be believed when we speak. There is a certain inconvenience in a class of children who all think for themselves and who regard you as no better than anybody else. Therefore we are all, so far as we are engaged in teaching, much tempted to set ourselves up as little gods. It is more convenient if we do, but it does not really help to educate the child except so far as it is necessary in order that the business of education should be carried on.

I remember reading a description of Tolstoy's schools. When anybody except Tolstoy taught in them, there was pandemonium, but when Tolstoy taught them there was absolute silence, absolute respect. This seemed rather astonishing until it was found that if any noise was made he got into such a fury and rage that every child cowered with terror. You do have to have enough respect for the teacher to enable the business of teaching to be carried on. But that is a comparatively small amount, and I do not think you want to set up to be certainly right or to discourage any kind of intellectual independence in the children. That has to do not only, of course, with the teacher. It has to do with the whole of the existing structure of society, with all the powers that be. We should take care not to inculcate unthinking respect. Respect should be thinking respect. It should be based upon some kind of recognition that so-and-so really has some merits,

and not simply upon tradition or pomp or a hypnotic effect. In this country you suffer much less in that respect than most countries do; but still you cannot very well help it where you have a long tradition. You tend inevitably to have more respect given to certain things than those things deserve.

Children are willing enough to give respect. Those who seem not willing to are those who have seen thru demands to enlist their respect for things that did not deserve it and have thus acquired a sort of debunking attitude, not believing anything. But if you do not try to impose upon the young, if you do not try to deceive them but let them find out for themselves what they respect, put things before them that are worthy of their respect and let them choose, my experience is that they are quite as willing to respect things as they should be, and that it is not necessary to inculcate an artificially respectful attitude, which, when it goes beyond a point, is inimical to thinking.

One knows how different it is at the university from what it was before. A university teacher who has to teach clever people never expects from them the faintest respect. He takes it for granted that they will occasionally catch him in the wrong and that he will have to admit it. We should try to have as much approach to that attitude in earlier teaching as is compatible with the actual business. You want to encourage independence, initiative, thinking for themselves, and the realization that anybody may be mistaken. You do not want to have them think what you say, just because you say it, must be right. After all, it may not be. Of course, if you state a mere fact, it will be right; but if you state an opinion, you should realize that, if you take the opinions held by people three hundred years ago, you will find very few that you would think right now, and in the same way there must be few of our opinions now that are right.

I have said very little about the nonintellectual aspects of the matter, but I would like to end with a few words about that, because while I have said that what I want is as far as possible something like the scientific attitude, I do want also besides that some capacity to feel what are the ends of life and what makes life important to human beings. That is a matter for the cultural side of education. I do not think it is to be obtained merely by knowing facts. It is to be obtained in different ways by different people. Many get it from music or poetry; some people get a great deal from astronomy. I sometimes think that if people would reflect upon the size and antiquity of the stellar universe, they would perhaps feel that some of the controversies upon this rather insignificant planet are not as important as they seem to some of us, and perhaps that might take a little of the acerbity out of our disputes. We need negatively the realization that our disputes are not as important as they seem, and thru art, music, and poetry the feeling that there are things really valuable which human beings can enjoy and achieve, and that these are different things from the ones that come in the clash of politics. All these are to be kept alive and are not to be sacrificed to the collective, organized life of the community. That life is necessary but it is not the highest part of our life. The highest part of our life is more analogous to what the religious teachers have always spoken of. It is something more individual. I think perhaps that is the deepest quarrel I have

with the people who believe in the corporate state and all the rest of it, that they seem to think that our highest life is in collective activities, and I do not believe that at all. I think our highest life is something more personal, and that where we cooperate in large groups, altho cooperation is immensely important and necessary, it is not as a rule with the very highest part of our nature because all of us reach our best in somewhat different things, so that where we all work together it is hardly possible that we can each of us reach quite the best that our nature is capable of.

All education should bear that in mind and should be very conscious of the possibility of individual excellence in the future. For that reason much the most important of all qualifications in a teacher is the feeling of spontaneous affection toward those whom he teaches, the feeling with each one of them, "This is a person with certain capacities, a person who can do certain things, who has a right to his place in the world," and not "This is a soldier in the army," or "This is material for propaganda," or "This is one of the persons out of whom I can make a great power which can do this, that, or the other." That is not the way to use the material which you teach. The right way is one much more analogous to the religious way, which realizes that each human being has in himself certain excellencies and certain possibilities, and that the business of education is to bring those out.

THE PURPOSES AND POLICIES OF THE PLANNING COMMITTEE

FRANCIS L. BACON, EVANSTON TOWNSHIP HIGH SCHOOL, EVANSTON, ILL.

A number of factors contributed to the origin of the Planning Committee and the general attitude of uncertainty following the precipitation in 1929 of the period of economic distress no doubt had some influence. However, there had been repeated suggestions over a fairly long period which pointed to the need of a central planning body. In 1936, these suggestions came to specific proposals and the executive committee established the planning committee at the time of the St. Louis convention, February 1936.

The first statement of purpose indicated the need for an overview analysis of the Department in relation to its status, program of work, and future development. Hitherto, the growth in membership had been possibly the outstanding accomplishment. The rise of the roll of members from the smallest of beginnings to a total constituting one of the largest departments in the National Education Association has been uniformly steady over a period of twenty years. This gradual growth it seems was due to the excellent ability and character of the leadership, as ably reflected in many effective ways by the executive secretary, the officers, and the members of the executive committee, rather than by a well-defined long-time view or according to a planned design worked out in advance.

The Department grew up, it would appear, and with maturity it became concerned with the problems incident to a worthy career. The mere process of acquiring a membership was no longer sufficient. Questions to be con-

sidered, values to be determined, programs of work to be outlined, and functional operations to be planned, arose as items of major concern and thus it was apparent that a special central agency was necessary. The Planning Committee was the result.

It was understood from the first that the Planning Committee was created by the executive committee as a permanent agency to serve as a constant source of planning and long-term consideration of the best interests of the Department. In respect to the executive committee the new body was to act in an advisory and recommending capacity except as specific jurisdiction and instruction were indicated by the executive committee. This initial policy has been carried out. A number of joint meetings of the executive and planning committees testify to the successful coordinative relationship.

In the beginning, by means of survey, correspondence, and deliberation, the Committee was able to formulate a program including plans both for immediate and for future development. These plans and policies follow:

1. *The interpretation and extension of the reports of the Committee on Orientation*—The Committee on Orientation was in the process of completing its significant reports at the time of the Planning Committee's origin. These reports were far too important to permit mere distribution, perhaps cursory reading, and the filing away to be forgotten according to the customary routine. The initial work of the Committee was directed to an immediate plan to stimulate discussion, evaluation, and study of the Issues and Functions of Secondary Education as prepared by the Committee on Orientation. The design as worked out was to bring the problems, issues, functions, and objectives of secondary education to the attention of both the educational and lay fields in the hope that educational service everywhere might be thereby improved.

These reports constituted a new set of objectives for secondary education accompanied by an explanatory background; a resolution of the issues; an indication of the problems with directional philosophies; the essential foundations for the development of a modern program of secondary education; a set of criteria for the evaluation of educational theory and practice. The Committee believed that here was a program which pre-eminently deserved thoroughgoing followup procedure and plans were formulated accordingly. For the first time a national report in secondary education received a definite and persistent followup and a designed machinery for extended study and interpretation. The effectiveness of this first plan of the Committee has been amply exemplified in many ways.

2. *Finding the most significant problems*—A second major purpose was to ascertain the specific needs and the problems facing principals in the field and to relate these, so far as practicable, with the general design of orientation as set forth in the reports. This effect resulted in bringing into focus certain problems of immediate concern and also of such nature as suggested further study and analysis. Study materials were prepared and distributed for a number of these problems.

Thus was indicated, to the Committee, what seemed to be the beginning of the vastly important common attack of the secondary-school adminis-

trators upon the problems with which they are most concerned. These beginning experiences seemed sufficiently clear to justify the long-time planning of a nationally coordinated scheme for the consideration and experimentation of the most significant problems. It appeared that a successful program on this front should produce results sufficiently wide in scope and specific in character to give certainty to the factors involved and to the best practices indicated.

It, therefore, became the policy of the Committee to favor the development of a program of cooperative discussion and research with the hope that the central office might become a clearinghouse for the discovery of the most acute problems, the promotion of projects which promise helpful experimentation, and the distribution of best practices.

3. *The development of discussion groups*—An early policy of the Planning Committee has been to foster the growth of the small discussion group. Isolated examples and somewhat meager evidence of the potentiality within the discussion group method was apparent but it remained for suitable recognition to vitalize the possibilities. In this the plans of the Committee have been amazingly realized. A remarkable impetus has been given to the idea with a resulting nationwide movement not only within the plans for the Department but in many manifestations in other organizations both lay and educational. The recent programs of national conventions bear abundant witness to the growth of the conception of discussion by groups. It was this Department which first announced the discussion plan on a wide scale and first presented it before a convention of the N.E.A.

The plan of the Committee in making available a pamphlet on the technic of group discussion entitled "Talking It Thru" has been of considerable service in suggesting ways and means for aiding the discussion group movement. The October 1938 *Bulletin*, No. 76, of the Department is also especially allotted to discussion group reports on purposes, plans, technics, references, and accomplishments. Further plans of the Committee include the preparation of additional material with particular design for combined use by educators and laymen.

The main purpose lying within the plan for developing discussion groups is to promote a means whereby the secondary-school principal and other members of the Department may make known their problems, discuss them, formulate them for further analysis and research, and send them to the national office. Here it is hoped materials will be prepared and distributed which will be of particular value for use by the discussion groups thus affording an opportunity for wide cooperative research and interpretation. It is apparent that significance can result with findings, interpretations, and solutions coming from such a broad and concerted attack. To better accomplish this end it has therefore become the plan to further the affiliation of local, regional, and state groups with the national organization. It is desirable that new groups within regions will be formed in order to develop the mutual helpfulness of concentration and that additional groups will be created in new areas so that a larger number of principals and schools may profit by the cooperative plan.

4. *The Washington office*—It became apparent early that a closer affiliation with the National Education Association would be desirable. The mutual advantages were obvious. Accordingly, the opportunity was accepted for the establishment of an office for the Department of Secondary-School Principals in the building of the National Education Association in Washington, D. C. This development has proved most successful in the carrying out of plans for the discussion group project. Pleasant relations and much aid have come from the general or parental organization; and helpful contacts have come from other departments and with other educational organizations centering in Washington.

It would appear that future plans should include the further extension of Departmental activities from the Washington office looking toward a gradual, if not immediate, centralization of all the work of the Department in the Washington office. Thus would increasingly significant relations with the headquarters of many national departments and organizations be made more conveniently and successfully operative.

5. *Coordinative effort with other national organizations*—In the preceding topic indication was given to a desirable trend for wider coordinative relationships. The Planning Committee believes that not only the past but the existing tendency toward isolated efforts, both within horizontal levels and perpendicular channels, in the various fields of educational endeavor is open to serious question.

The Committee is interested in creating a policy for the mutual consideration of common problems and of coordinating attempts for their solution. It has already taken a number of steps toward a larger realization of such a policy. For example, a joint project has been outlined with the National Congress of Parents and Teachers. An outline of the possibilities for joint procedure has been prepared and has received a favorable reaction from the executive body of that organization. It is hoped that this project will be carried forward so that principals in the field will have a common program to work out with their local parent-teacher organizations jointly sponsored by the two national organizations.

Another example of the same intent was a suggestion made to the Educational Policies Commission of the National Education Association and the American Association of School Administrators that this Department would welcome an opportunity to be a part, even a small one, of what obviously would seem to be a significant chance for a wide and meaningful coordination of the departments of the National Education Association on common problems and projects. The tremendous achievement already made by this Department toward the recognition and interpretation of the later announced objectives of the American Association of School Administrators would appear to emphasize desirable cooperation. With so much talk about democracy in administration, in fact, within all educational effort, and with such obvious need for suitable recognition and development it is clearly apparent that our departmental policy should be manifestly clear and that we should make every reasonable effort toward cooperation no matter what unfortunate attitudes are encountered.

Another example of our current effort is the happy relationship now going forward with the National Committee on Coordination in Secondary Education. It is believed that the mutual advantages may be large.

The Committee is taking a long-term view of coordinative effort and promises the most careful consideration to such opportunities as may be offered to the Department or as may be created by the initiative of the Committee.

6. *Coordinative relations with state secondary-school associations*—Prior to the work of the Planning Committee a plan of affiliated membership between state associations and the national Department had been worked out with considerable success. However, the plan ended with the advantage of a saving in the combined dues and the membership services accruing therefrom. With the development of the discussion group project came a plan for a truly significant affiliation of the national and state organizations. Certain advantages within a more direct and meaningful relationship are obvious enough but the promise appears even greater than anticipated.

A natural development of the Committee Policy for State Coordinators has been the investiture of these officers with a portfolio from the state associations. Another logical step has been the adoption of the discussion group idea as an integral part of the state association work. Interestingly enough the local discussion groups and the regional coordinators have become increasingly vital parts of the state programs. Thus the national and state plans have mutually stimulated and vitalized each other. Not the least advantage has been the creation of important positions and activities of participation within the several regions and within the states for men who reserve such opportunities for wider leadership and service. This, too, should provide a most significant realization of a greatly increased personnel for positions of national representation and leadership.

The Committee wishes to establish a policy devoutly helpful in all matters that will enrich the coordinative efforts thus briefly described. It looks forward hopefully to a program of increasing interchange of state and national services.

7. *Improvement of educational practice*—Early in the thinking of those who worked out the Orientation Reports and in the planning of the new committee appeared the necessity for the putting of the Issues and the Functions into operative practice. Undoubtedly this should be a logical last step. Implementation was finally agreed upon as the most representative word. The Planning Committee, after due consideration, recommended the appointment of a committee on implementation. In the words of Will French, the chairman, implementation became “an outgrowth of the Department’s effort under the guidance of the Planning Committee, to give continuity and cohesiveness to its program. It was a logical next step in the Department’s program of seeking to improve American secondary education thru the study of its purposes, problems, and programs.”

This agency of implementation has now been under way for several months and has already outlined a most significant approach to the general problem of the practical interpretation of the best theory in terms of the

actual improvement of practice in the field. To achieve the goal thus announced is a major purpose of the Planning Committee and it ardently hopes that all of its policies and plans will conspire to such end.

The work of the Committee on Implementation may, in the judgment of the planning body, actually produce the most important accomplishment in this history of the Department. It is the strong purpose of the Planning Committee to give this implementation effort all possible support and for this endeavor is sought the most favorable reaction and, indeed, the personal aid of all members of the Department.

8. *New committees*—In its early work consideration was given by the Committee to special phases of the Department's program which might well receive the careful attention of specific committees. It was agreed that a desirable policy would be to create a wide opportunity for participation by the membership of the Department. Evidence has already been given elsewhere of this policy.

In this particular connection, it was believed that the publications of the Department might well be improved. Accordingly, a special committee on publications was recommended. The successful accomplishments of this effort has been witnessed in the extent and character of the *Service Bulletin* and in the launching of the new publication "Student Life." Aid relative to publications was also given to the National Honor Society as it is a specific project of the Department.

Another special committee on student activities was created, designed to study and report on policies for the guidance of the Department and its individual members relative to the major considerations in this rather confused field. The growth of a number of state and national student organizations outside the regular educational agencies; the problem of student convention attendance; the increasing significance of student participation in administration; the relationship of our state and national secondary-school principals organizations to these problems constitute a few of the major questions involved.

The report of this committee deserves much consideration, and in the judgment of the planning body this committee should either be authorized to continue its work with increased instructions or a new followup committee should be appointed. It is believed that in this area are problems which require long-term consideration and planning.

It will also be the purpose to recommend other special committees from time to time for specific jobs which need to be done. Suggestions from the field relative to such work will be most welcome.

9. *Reorganization of the machinery for elected personnel*—The Committee has submitted to the executive body proposals for improvement of the methods of selecting officers. Now that the Department membership has become truly national, the departmental projects of great significance, and extensive participation by members rapidly developing, it seems especially desirable that our selection of the most able leaders should be reasonably assured. The Committee also believes that the Department's policy should

embrace the most democratic procedures consistent with the widest possible opportunities for representation, good faith, and suitable efficiency.

It will be the purpose of the Planning Committee to offer other proposals from time to time designed to improve the operation of the constitutional machinery in the light of the program of work and the wishes of the membership.

10. *Financial policy*—The national program now going forward requires large financial support, if it is to be truly effective. The remarkable progress already made has been largely due to the beneficent subvention of the General Education Board. The Committee hopes that the unusual significance of the program now going forward and the even greater promise in the program as planned will bring additional financial aid from outside sources. However, there can be no guarantee to this desire and there are indications that the foundations are so changing their policies that further aid will be out of the question.

It would appear entirely reasonable that the Department should be sufficiently interested in its own place among the great professional organizations of education and in the peculiar services which only a national plan may give to make reasonable efforts to provide necessary funds. The membership dues are low in comparison with other national organizations which offer comparable services and the dues alone could never have supported the program and services of recent years. The income other than dues, chiefly from the National Honor Society, and also from other special sources has not only been the means of developing the work of the Department but has permitted the building up of a significant reserve.

The Committee believes that all these sources of income should be continued and developed under the direction of the Department; that a reasonable reserve should be maintained; that in view of the desirability of the more meaningful program of service now going forward and its enlarged cost, the membership dues should be classified according to the plan proposed to the executive committee.

11. *Future planning*—The Committee feels that a mere beginning has been made. A look ahead calls for persistently continued planning. In the foregoing only a few of the possibilities have been briefly indicated. It is hoped that this report will be suggestive of the important services which this new committee may bring to the Department. If the needed financial assistance can be secured to permit the Committee to continue its program, many additional projects could be planned for which there are definite needs and demands. In some form or other certain needs in secondary education are going to be met. If some organization such as the National Association of Secondary-School Principals, which can focus on the development of a program all the insight, imagination, and experience that the professional background of many teachers and school administrators affords, does not assume positive leadership by meeting these needs with a real program, haphazard plans are certain to emerge and serious obstacles are sure to be placed in the way of the future development of secondary education.

*NATIONAL COUNCIL FOR THE
SOCIAL STUDIES*

HISTORICAL NOTE

THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES *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 1939-40 are: PRESIDENT, Ruth West, Lewis and Clark High School, Spokane, Wash.; FIRST VICE-PRESIDENT, Howard R. Anderson, Department of Education, Cornell University, Ithaca, N. Y.; SECOND VICEPRESIDENT, Fremont P. Wirth, George Peabody College for Teachers, Nashville, Tenn.; SECRETARY-TREASURER, Howard E. Wilson, Graduate School of Education, Harvard University, Cambridge, Mass.; EXECUTIVE COMMITTEE, Nelle E. Bowman, Central High School, Tulsa, Okla.; Burr W. Phillips, Assistant Professor in the Teaching of History, University of Wisconsin, Madison, Wis.; ex-presidents and officers.

The publications of the Department consist of SOCIAL STUDIES and a yearbook. The annual dues, \$3, are payable to the secretary-treasurer. Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1925:1055- 56	1929:633-642	1933:531-536	1937:425-434
1926: 653-664	1930:597-606	1934:513-520	1938:641-646
1927: 679-696	1931:621-632	1935:471-482	
1928: 651-654	1932:525-532	1936:373-382	

PROBLEMS OF THE PACIFIC

BRUNO LASKER, INSTITUTE OF PACIFIC RELATIONS, SAN FRANCISCO, CALIF.

A PECULIAR ATTITUDE, now difficult to understand in retrospect, has persisted almost to our own days in regard to the civilizations of the western Pacific. During the nineteenth century, a few American travelers and missionaries observed the folkways in the Far East and in the island world of the Pacific, but what they wrote was often biased by their own interest in converting the heathen. Realistic accounts of countries and resources more often appeared in business and government reports to which the general public had no access. Anthropologists, for the most part drawn from missionary circles, were for long preoccupied with language problems, since it was their business to translate the Bible. In this way, many of them became active also in translation from Oriental languages, and so gradually their interest broadened into a more scientific concern with Pacific cultures in all their aspects.

While scholarly interest extended to the Far East more rapidly with the growth of contacts, classroom teaching on that part of the world until quite recently was limited to sections in courses on world geography. In the history textbooks, only a few pages were devoted even to the larger countries of the East. In fact, the American schoolman of twenty-five years ago assumed that the only history of the Far East of sufficient importance to be taught was that of its modern contacts with the West. As a result, even in many of the textbooks now in use, the history of China and Japan begins with the Opium War of 1841 and the arrival of Commodore Perry in the Bay of Tokyo in 1853.

The situation has greatly changed—and this for three reasons: the improvement that has taken place in the teaching of the social sciences generally; the recognized importance of the Pacific region to the United States; and the changed status of the United States in the community of nations, especially since the World War. There are those of the older generation who still look upon this Pacific Coast as an outpost of civilization; but for the great majority, the peoples of the southern and western Pacific are no longer strange and menacing parts of the world population but participants, with ourselves in a civilization that is gradually becoming unified.

The change that has taken place in the relation of this country to the world around may be explained in various ways; but on the fact that any kind of continental isolation is henceforth impossible, there seems to be general agreement. A remarkable shift in public opinion toward international relations has taken place in this quarter-century. In recent years the task for education has not been so much that of stimulating an interest in foreign affairs as it has been the task of guiding that interest and of implementing it with reliable information and helpful principles.

In the higher elementary grades, knowledge about alien peoples and their ways is increased and deepened, with the object of securing some understanding for the relation between the character of a people and its environ-

ment and resources. In the secondary schools, the student is introduced more fully to the influences that condition the history of nations and the processes thru which their internal development reacts upon their external relations with other nations. Human or economic geography here merges with history in courses of study which often bear directly on international relations as the subject of central importance.

The importance of the Pacific for the future of America has an even larger basis: It is on this ocean that the final struggle for a balance of the unequal development of power in different parts of the world must take place. It is here that racial and national rivalries, magnified thru coalitions into a combat of larger forces than this world has ever witnessed, must either lead to a new era of barbarism or to the rise of a cooperative commonwealth of peoples.

It is in the present formation and reformation of international relations that our own United States emerges as a dominant factor. The wealth of its resources and the high standard of its technical achievements qualify it for a new type of leadership. In its own interest, the aim is not for further territorial aggrandizement but rather the integration of national purposes until a new balance and stability in world relations will have been achieved.

This general view of present economic trends would be incomplete if we did not also pay attention to the cultural changes which they bring with them and which are just as inevitable as are the political consequences. Mass production and mass distribution have swept over national boundaries and have engulfed the individual and familial capitalism that was characteristic of the economic life of the nineteenth century, with its excessive emphasis on individualism in the cultural realm. Tradition and progress are inimical to each other only where one or the other is reinforced by artificial devices. With its more than 700,000,000 people, including the largest blocks of peoples judged to be backward from the standpoint of technical advance, the Pacific region is today the center of a conflict which, like that for economic control, can lead either to destruction or to a new security for old-established cultural values. Only a willingness to smooth the way for necessary adaptations can insure that each culture group will enjoy the freedom it needs to survive and to develop in line with its own genius.

The conflict between tradition and progress is not limited, of course, to peoples which, for historic reasons, have been late in coming into the modern world, or which have been kept down by foreign domination. We see it in process in our own midst, for our whole social life is permeated with minor controversies over the tempo of cultural change. In other countries there is a similar division, and the Pacific region has become the major battlefield in the strife between progress and tradition.

The fact that Japan has managed in the space of two generations to crown its ancient ways with the structure of a modern economy must not blind us to the fact that in the island empire the traditional basis of society remains strong; that the ideas, tastes, and aspirations of the pre-Meiji era still dominate the life and thought of the people. Nor can we overlook that

China, after a century of foreign encroachments which, more than any other factor, have held back its development into a modern nation, is now experiencing an almost magical transformation in its political life.

The problem of the Pacific, whether we look at it from an economic, political, or cultural standpoint, is not, then, simply that of pacification, of stabilizing the status quo. Mighty currents have been set free with the loosening of ancient chains, whether they were chains imposed by conquest, or by the beliefs and moral restraints derived from social experience. These currents can be harmonized; they cannot be arrested.

Even from the standpoint of American business, to adopt a concrete standard for judging the values at stake, the size of our present economic relations with the other countries of the Pacific—one-fifth of our total foreign trade, one twentieth of our total foreign investments—is hardly of paramount significance as compared with the interest we have in peace itself and in the free flow of commerce, the only hope for a really important enlargement of the American stake in this region. But peace and freedom cannot be assured without regard to the particular position of other nations, their historic character and ambitions, their separate as well as their common needs.

The problem of the Pacific may be envisaged, then, as that of a region that has but recently, as time is measured in history, entered into an active international exchange of peoples, commodities, tastes, and ideas, a region in which some of the oldest and some of the youngest of the world's civilizations are close neighbors and react upon each other thru impacts that cannot but produce friction tho they also set free new streams of mutually enriching influences.

We have here side by side an old empire, China, which for ages has been able to maintain a high civilization in virtual seclusion from the rest of the world; a new empire, that of our own United States, which but recently has conquered a rich continent and still sees its main task in the development of a well-ordered commonwealth on its own territory without interference from, or interference with, the plans of other nations; the outposts of European empires, administered in the main as feeders of their central power but also increasingly as parts of integrated political systems with claims of each section on the combined resources of the whole commonwealth; an old-new empire, Japan, which within living memory has transformed itself from a semifeudal island state into an expanded realm, competing with the older empires for opportunities of material aggrandizement and of culture diffusion.

The great variety of the land areas of the Pacific in political status, resources, and culture does not in itself constitute a problem; the transformation of the ocean itself from barrier to highway has made it such. Or we might say that the present era differs from previous ones in that isolation of any part of the Pacific region is no longer possible. In varying degrees all its continental and island territories have been brought into the realm of a single economy. Thus the world depression which deprived millions

of Americans of their accustomed livelihood similarly affected millions of Chinese, Japanese, Indo-Chinese, Malays, Australians, Koreans, Manchurians, and Javanese. The European war emboldened Japan to make its Twenty-One Demands on China, the first step in a campaign to make of that country a vassal of Japan, a campaign not yet ended. Australia looks with anxiety upon a possible weakening of its outer gate which is at Singapore, 4300 miles from Sydney. An English king, for the first time in history, has just visited Canada to reinsure the loyalty of a Dominion which the United Kingdom finds it increasingly difficult to defend against possible attack. And the United States is centering its foreign policy upon a strengthening of the Monroe Doctrine, hoping by stages to transform that unilateral declaration into a multilateral alliance for mutual defence, strong enough to ward every danger of aggression from the Western Hemisphere.

Overshadowing these immediate critical tasks of readjustment is the fact that two worlds, that of the East and that of the West, hitherto with but a few marginal interests in common, are entering into a partnership in which the fortunes of each vitally affect those of the other. In former times, political and economic assimilation did not greatly interfere with regional differences in the mode of living. The new interdependence of nations derives its historic significance from the fact that mass production and mass distribution leave no aspect of life untouched. Even in agricultural countries, the old reliance on native experience is disappearing as new ideas and tastes filter in. Price levels determined by world demand and supply influence what we eat and what we wear.

In no country, however rich in resources or however backward in its assimilation of modern civilization, can all the ingredients be found which today are considered essential to make life worth living. International trade has become a necessity for all countries. Therefore, controversies that arise from international competition are no longer the only sources of friction. Equally vexing today are those questions which arise from an exclusive national use of resources as against free access to all. Our open-door policy in China, first formulated by John Hay in 1899 and restated in the Washington Treaties of 1922, was in recognition of the principle—a recognition not yet shared by all the other nations with trade and investments in that country—that in the long run the interest of foreign powers in China is best served by a generous sharing of opportunities with all who can take advantage of them.

Specifically, the immediate situation calls for the re-enforcement of the principle of the open door, for a revival of our traditional concern in the independence of China, for a fuller recognition of the principle of interdependence thru trade agreements. We have nothing to fear from a peaceful development of other nations, even tho some of them, learning to manufacture more articles for their own use, may in time become competitors of American industry. For, the progressive state, equipped with its own means of communication and manufacture, is a better customer than the state or territory exploited for its raw materials and cheap labor.

In the Philippines, American capital and technical assistance is needed to build up an industrial structure devoted to increasing the output and hence lowering the cost of goods entering into Philippine home consumption. In this way, a larger part of the people's energy would be free for the production of commodities that we can use but not produce in America, and consequently the Filipinos would increase their buying power for products of American industry which at present only the most affluent can afford.

There is also the need for security from aggression. Without such security billions of dollars of revenue are expended on national defence that ought to go into basic works of reconstruction. Two concepts in this connection have of late occupied world attention: The concept of "collective security" is little more than a compact of nations with established Colonial possessions to reinforce thru mutual cooperation their monopolies to the exclusion of others. The other concept, that of "peaceful change," admits that effective control must correspond more nearly to actual changes in the possession of political and military power, and that a true balance, predisposing for peace, requires a more flexible arrangement than that of completely independent control of resources and markets by individual nations in their own exclusive interest.

There certainly is no prospect that the East will go back to the kind of life which Occidentals found there before the advent of the steamboat. In the present war of resistance, the Chinese are said to be using ancient tactics, but their supplies come in over modern roads on automobile trucks, and thousands of small cooperative industries have been set up in the interior, using machinery brought from Shanghai and other port cities, to supply the fighting forces and the people with machine-made goods which they no longer find it easy to go without.

The change in ideas brought about by the use of cheap power in such a country as Japan is more revolutionary than the effect of communist propaganda pamphlets. Of course, this impact of the new upon the old is not even all along the front of culture-contact in the Pacific. In many places, modernization remains on the surface, while beneath the old mode of living still holds sway.

Looking to the future, the task is plain. Hitherto, the cultural byproducts of contact between the peoples of the Pacific have been haphazard, often troublesome and even damaging in their effect. Arts of a high perfection have been lost, rules of conduct resulting from age-old experience have been loosened; too often a rather primitive materialism has usurped the place of more civilized motives in the control of social life. We now realize that many cherished traditions, our own as well as those of others, must go because they no longer serve a useful purpose in the modern world. But we realize also that other traditions still have regional if not universal meaning and should be conserved in the interest of sound progress. Principles and systems of education that respect the sanctions of experience without slavishly following old models can preserve what is of value in the old without shutting out the new.

THE GUIDANCE FUNCTION OF THE SOCIAL STUDIES

EVERETT B. CHAFFEE, VICEPRINCIPAL, SAMUEL GOMPERS JUNIOR HIGH SCHOOL, LOS ANGELES, CALIF.

Altho teachers of the social studies have done much toward educating young people to the needs of society at large, they have accomplished little in helping individual boys and girls toward meeting their own personal needs. Along with a knowledge of the needs of society at large we must balance the needs of the boys and girls within our classrooms. Educators need to find out more concerning the basic needs of adolescence in a democratic society. According to a study now being made by the Progressive Education Association, young people need training in meeting problems they face daily in their family life and in their relationships with other boys and girls. They also need greater opportunities to serve in socially significant activities within the school and local community. The dictator nations have capitalized to a great degree on this universal desire of young people while we in America have done little about it. Young people must be given assurance and confidence that the world needs their services.

A proper consideration of adolescent needs, such as those mentioned above, means that the social studies teacher must become a guide and counselor to whom young people may come with their problems. This means that teachers must know a great deal more about their individual pupils. They will have to acquaint themselves with the background and problems of each boy and girl thru a study of their past school record, a knowledge of their abilities as a result of a testing program, home visitation, personal confidence, and other guidance technics. Such a program will necessitate wide changes in administration and teaching methods.

BUILDING SOCIAL STUDIES COURSES TO MEET PUPIL NEEDS

MRS. ROSE T. STELTER, ASSISTANT SUPERVISOR, SECONDARY CURRICULUM, PUBLIC SCHOOLS, LOS ANGELES, CALIF.

Thruout the report of the Regents' Inquiry of New York State emphasis is repeatedly laid on the statement that "curriculums should deal more definitely with matters growing out of pupils' own problems in the field of human relationships."

Our twelfth-year course in senior problems is, indeed, literally growing out of the major concerns and interests of students at the twelfth-year level of experience. This course, in its present stage of organization, is taking, in most schools, somewhat the pattern of four ten-week units of work, offered usually in the areas of:

1. *Social arts*—This part of the course deals with the development of good manners, improved social conduct in the home, school, and community, and with a

free and frank consideration of many personal problems which are of vital concern to high-school seniors.

2. *Consumer education*—Matters considered in this unit are: better buymanship; investments; frauds and their detection; use of credit; budgeting; insurance. It is a thoroly practical, functional course in the wise use of the small income.

3. *Family relationships*—Each pupil, in this unit, has opportunity to see himself in relation to family life and to study family and personal problems from all aspects—biological, sociological, psychological.

4. *Relationship with community, vocational, educational, recreational*—Emphasis may be placed on all three or on any one of the three relationships indicated above, according to the specific needs and interests of each class group.

Thruout the course the ideal is steadily held that the living senior and his immediate needs and real problems transcend in importance all preconceived and ready-made patterns of subjectmatter. The content of the course varies in each school, for it is constantly being reconsidered by each teacher in the light of its real vitality, usefulness, and importance in the lives of the students. The rapid success of this course would seem to be sufficient indication that in many ways it actually is meeting student needs.

The essentials for curriculum building may be summarized as follows: (a) Study the individual child to ascertain his needs. (b) Study the community with which the child is interacting. (c) Secure a modification of college entrance requirements to meet more truly actual life situations. (d) Provide opportunities for continuous, less painful and wearisome participation of teachers in developing curriculums. (e) Build courses on a scientific study of student understanding and comprehension relative to subjectmatter content, instead of on unfounded conclusions, pet beliefs, and wishful thinking. (f) Plan sequence of work so as to insure progress from grade to grade, from kindergarten to college.

TEACHING DEVICES AND ENRICHMENT MATERIALS FOR MEETING THE NEEDS OF ADOLESCENTS

AVERILL M. CHAPMAN, TRAINING TEACHER, UNIVERSITY HIGH SCHOOL,
LOS ANGELES, CALIF.

Modern teaching technics in the social studies are complicated and varied, but so are the needs of the adolescent youth. Young people must learn in democratic classrooms and school life to participate actively in their own government. They must be given the feeling that they have a share in the solution of our complex social problems. Boys and girls need to feel "at home" in school if they are to find a real interest in school life.

The use of a variety of newspapers, magazines, radio programs and transcriptions, motion pictures, and vital but inexpensive visual-type pamphlets may enrich the pupil's classroom experience and reduce an ever increasing range of personal interests. Modern teaching procedures, such as panel discussions; open forums; mock legislatures, national conventions, and elections; propaganda analysis; and excursions into community life, build within the maturing student a sense of unity with the activities of the adult world.

Personality adjustments, and increasingly mature relationships with age-mates of both sexes grow out of countless group organizations in the classroom and the school.

The forward-looking teacher must understand the aims and technics of progressive education and must interpret schoolwork to the public in terms of enjoyable but purposeful activity. Knowledge and discipline are not dispensed with but are made more functional in the lives of the children.

SECRETARY'S MINUTES

San Francisco, California

The eighteenth annual meeting of the National Council for the Social Studies, held at Pittsburgh on November 25 and 26, 1938, was attended by approximately 700 teachers representing every section of the country. Programs dealing with a wide variety of subjects were presented. On Friday sessions were devoted especially to the social studies curriculum and to the presentation of the ninth yearbook of the Council, *The Utilization of Community Resources in Teaching the Social Studies*. On Saturday important sessions were devoted to visual and auditory aids to education. At the annual business meeting, the following officers were elected: president, Ruth West, Lewis and Clark High School, Spokane, Washington; first vicepresident, Howard R. Anderson, Cornell University; second vicepresident, Fremont P. Wirth, George Peabody College for Teachers; secretary-treasurer, Howard E. Wilson, Harvard University. Additional elected members of the Board of Directors were Mary G. Kelty of Chicago and A. K. King of the University of North Carolina. Roy A. Price, Syracuse University, continues as chairman of the Committee on Public Relations and Wilbur F. Murra, Harvard University, as chairman of the Committee on Publications. It was agreed that the annual meeting for 1939 would be held in Kansas City.

Meeting jointly with the American Historical Association in Chicago on December 29, 1938, the program was devoted primarily to curriculum matters. At the meeting a committee on the curriculum was appointed under the chairmanship of Edgar B. Wesley of the University of Minnesota.

Four sessions of the Council were held in Cleveland on February 25, 1939, in connection with meetings of the American Association of School Administrators. All sessions were well attended. The Board of Directors agreed upon plans for expanding the publication program of the Council, and for undertaking more active efforts to provide speakers for local and regional meetings and to cooperate with affiliated associations of social studies teachers. The secretary reported the final incorporation of the Council under the laws of the state of Illinois.

On July 3, 1939, sessions of the Council were held in connection with the San Francisco meetings of the National Education Association. Large crowds attended meetings devoted to the social studies curriculum and methods of teaching.

*NATIONAL COUNCIL OF
ADMINISTRATIVE WOMEN IN
EDUCATION*

HISTORICAL NOTE

THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION, a *Department of the National Education Association*, was organized in Oakland, California, 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.

Since its organization the Council has held two meetings a year, one in February and one during the annual meeting of the Association in the summer. At the Atlantic City meeting of the National Education Association, 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 1939-41 are: PRESIDENT, Mrs. Inez Johnson Lewis, State Superintendent of Public Instruction, Denver, Colo.; VICEPRESIDENT, Lucy Mason Holt, Principal, Ocean View School, Norfolk, Va.; SECRETARY, Mrs. Margaret Mendenhall Smith, Principal, Ebert Platoon School, Denver, Colo.; TREASURER, Margaret C. Mackintosh, Principal, Public School No. 140, 343 Sixtieth Street, Brooklyn, N. Y.; AUDITOR, Mary Elizabeth O'Connor, Supervisor, Elementary School, Arlington, Mass.; DIRECTORS, Sue M. Powers, Superintendent, Shelby County Schools, State House, Memphis, Tenn. (term expires 1941); Caroline S. Woodruff, Principal, State Normal School, Castleton, Vt. (term expires 1941); Louise W. Mears, Professor of Geography, Milwaukee State Teachers College, Milwaukee, Wis. (term expires 1941); Sarah A. Whitlock, Principal, Lincoln School, New Brunswick, N. J. (term expires 1940); Agnes Samuelson, Executive Secretary, Iowa State Teachers Association, Des Moines, Iowa (term expires 1940).

The dues, \$1.50, are payable to the secretary. 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	1934:265-272	1936:157-160	1938:631-640
1933:269-274	1935:251-254	1937:173-176	

CLEVELAND MEETING

WOMEN IN EDUCATION

BESS GOODYKOONTZ, ASSISTANT COMMISSIONER OF EDUCATION,
WASHINGTON, D. C.

WE ARE FREQUENTLY INCLINED to say that administrative women not only in education but also in other fields are disappearing and that they will soon be extinct. The following figures are calculated to give you some encouragement:

<u>1925</u>	<u>1939</u>
8	6
9	14
856	699
40	46
10	15
9	45
3	3
26	32

The first row refers to state superintendents, 8 and now 6. The next row refers to assistant or deputy state superintendents, 9 in 1925 and now 14. The next one refers to county superintendents, and you will see the comparative numbers. The next are city superintendents, 40 and 46; college presidents, 10 and 15; junior college presidents, 9 and 45; presidents of state teachers colleges or normal schools, 3 and 3; and executive officers of state library commissions, 26 and 32.

Now let us look at the first two rows. You will remember that in 1925 we had gone thru serious times, the serious years of adjustment during the war and because so many of the men were pulled away from their administrative positions and others in order to undertake war service, a great many women went back into education and into other lines of work. Into elementary-school principalships, secondary-school principalships, and other positions went a great many capable, well-trained women who had given up their work for a few years but now were badly needed. During the period of adjustment after the war many of those women retained their positions, and until 1925 in the first column you will see the effect of a great many women having gone back into educational work and new positions being filled by well-prepared women to take administrative work.

We had also seen great increases in enrolment, increases in the amount of money spent for education, larger numbers of students entering and therefore an increased demand not only for teachers but also for administrative officers in education. All along the line there was growth. There were increases in numbers.

Look at the second column for a few minutes. 1939 represents a different direction of growth, a downward trend. We have gone thru a very serious economic depression during which time there have been decreases in enrol-

ment, decreases in the amount of money available for education and available for administrative and supervisory positions. We have gone thru a period in which there was a great economic competition for jobs, as all of you well know.

We have also seen the influence of foreign philosophies about the place of women in administrative and other lines of work. All of those influences have come in, and yet as we look at the columns of figures we see that there are very few important losses, some very remarkably important gains, and if a bit pessimistic sometimes because growth does not go faster, look at these figures or remind yourselves of them sometimes and remember that growth is slow and that we have very many fine women in administrative positions and going on into new fields of work, as the presidency of junior colleges show.

I should like to read for you two quotations, then ask if you would like to guess which one came first and which one is relatively late.

The first one is like this:

Education needs men because it is an elaborately organized enterprise, with many positions of grave responsibility and authority. Only individuals of long experience in varied phases of educational work, augmented by close study and broad knowledge of its problems can be deemed capable of holding such positions. The consideration that men are much more likely to look upon education as a career therefore carries a large weight. Most of the administrative positions in American education are now held by men. It is almost entirely among men that candidates having enough experience and ability are to be found for such positions. No superintendent of schools would choose to appoint a principal, man or woman, whom he had any reason to suppose would plan or hope to leave the school system as soon as an opportunity was offered. Among women teachers such plans and hopes are more common than among men. Right or wrong, opportunities for promotion are much more frequently open to men than to women.

Here is the second one:

Since the number of male assistants has been reduced to a minimum, the supply of desirable men for principals has all been but cut off and as women are always at hand who have had long experience in teaching and who show evidence of some executive ability, principalships have been given to them. Here again the question of economy enters into the calculation for when a woman is promoted to a principalship she does not as a rule receive as much as her male predecessor had been paid. The feeling is now in many places that experienced women teachers make the best principals that can be secured under the present conditions. The question naturally arises, therefore, where is this going to end. Is the tendency to continue until there are no more male principals of whom superintendents may be made? Are the schools to be entirely administered by women?

The first was last and the last was first. The last one I read was written and published in 1899 and the first one in 1938.

Does it not show possibly that there is not a very great deal of change in attitude after all, that pretty much the same point of view exists, a little bit of uneasiness possibly, a little bit of doubt certainly, but a very great willingness to concede that women, if they will just stay in it, have some very fine capacities for administrative work in education. What we can say

then is that so far as figures show we are holding the line pretty well ; so far as philosophy is concerned, in spite of foreign influences in the last few years, we have not gone back farther than 1899.

Now what can we do about this situation? There are several things that can be done practically. I think that first and fundamentally we need to consider what our point of view is in regard to the place of women in administrative work. I have no illusions as to the fact that women themselves are not of the same opinion as to the place of women in administrative work, and I think it would be well if we could consider the matter seriously, decide what we think is good, not for us but for the schools.

Second, it seems to me that we can do a great deal to help prepare women whom we know to have a chance to get the experience that is necessary to fit them for administrative work. We hear all over this country the statement made, "He is a good man and we ought to take care of him." I should like to propose a new national organization, not that I think we need any more, possibly even a slogan for this organization would be enough, "She is a fine, well-trained, conscientious woman and I would like to help give her a chance to get more experience."

And third, I believe that we can do much to help develop a philosophy of administration, not philosophy of administration for women but philosophy of administration of schools that will characterize women's participation in it. We have all been on the receiving end of administration longer than we have been on the giving end of administration. We have heard much said about the principles of democracy and the importance of saving democracy by the establishment of democratic action. What we need is not any more belief in democracy but the working out of technic for democratic action that will prevail.

SAN FRANCISCO MEETING

WOMAN'S PLACE IN A CHANGING WORLD

MRS. ALICE E. FIELD, COMMUNITY SERVICE, MOTION PICTURE PRODUCERS
AND DISTRIBUTORS OF AMERICA, HOLLYWOOD, CALIF.

Does the intelligence of woman equal that of man? The question is one which has been argued thruout the ages. Most of the evidence when sifted down would seem to indicate that we must recognize a major difference. In the history of the race it is man who has shown the greatest genius; he holds all the highest awards for achievement in art, music, literature, industry, science, and religion. Just how much of that genius would have flowered without the inspiration or the fostering care of some woman is more difficult to answer. One thing we do know is that the influence of women thruout history has been a humanizing one. Theirs has always been the task of preserving the home influence, of safeguarding the lives and activities of children, and of defending the health and ethical standards of the home and the community.

The professions which draw most largely upon women are those of teaching, social service, nursing, and library and secretarial work. In all of these professions women are at home because these fields of work offer an outlet for their special talents.

Outside of the professional and business world we find women, released from household drudgery by the inventive genius of men, seeking new ways to occupy themselves in community service of some kind. It is surprising that they do not move more swiftly into local, state, and national politics where they might more quickly accomplish some of their objectives, but perhaps that will come. Surely it would offer opportunity for their special skills and their desires to create better conditions for the home, children, and their neighbors.

When we come to the problem of leisure-time activities we find women taking an active part, and quite naturally. Changing conditions in our modern world offer large opportunities for service in this field. Socially-minded women all over the nation began to inquire into the social values of motion pictures as much as fifteen years ago or more. Today, there are thousands of so-called motion picture councils operating in cities and in small towns—forces that are focusing the interests of their communities upon this question. In addition, there are countless club departments in such organizations as the General Federation of Women's Clubs, parent-teacher congresses, Daughters of the American Revolution, and the American Association of University Women giving at least part-time to the question of elevation of audience standards and support of selected motion picture entertainment.

The motion picture industry, like all other great industries today, is a creation of the mind of man. Few women have found their way to the top in its executive positions. Some ten years ago, in a conference meeting of representatives of industry, art, and science in New York City, delegates from eleven women's organizations asked Will Hays, president of the Motion Picture Producers and Distributors of America, if they might have a woman executive on his staff to represent women in the industry. Mr. Hays was quick to respond to their request. "Name the woman," he said, "and I will see that she has an office and a staff in Hollywood." With one accord they chose Mrs. Thomas G. Winter, past president of the General Federation of Women's Clubs. In September 1929 Mrs. Winter took up her duties as director of public relations in the West Coast office of the Motion Picture Producers and Distributors of America. A few months later it was my great privilege to become associated with her. During these past ten years we have seen many changes, among the most significant of which is the transformation both in the quality of pictures and in audience support of worthwhile pictures. This change did not "just happen." It was an outstanding example of the humanizing and inspiring influence of women upon men's creation.

It might be interesting to dwell for a few moments upon the work done by women, aside from acting, inside the Hollywood studios. Top executives may be named on the fingers of one's two hands. Of writers there are many.

Secretaries are legion. Research workers, teachers, and film editors account for a few more. With respect to career roles for women in pictures, life is pretty accurately reflected with only here and there a woman doctor or lawyer or big business executive. But it is quite evident that woman's share in the art and industry of motion picture production is an indispensable and vital one.

As more women find their way into executive and administrative positions in this changing world, it is to be hoped that their humanizing effect upon man's creation will be extended. As guardians of children and champions of health and higher moral standards, theirs is a challenge equal to that of man in extending the boundaries of science and industry, one that calls for equal intelligence, altho of different emphasis. To strengthen and perhaps heal a sick world may well be the destiny of woman.

SECRETARY'S MINUTES

Cleveland, Ohio

First Session, March 1, 1939

Following the luncheon of attractive appointments which had been arranged by Agnes Ziska, local chairman, the president, Mrs. Inez Johnson Lewis, called the meeting to order and introduced the first speaker on the program, Bess Goodykoontz, assistant commissioner of education in the United States Office of Education.

The speaker stated in terms of figures the trend in woman's place in administrative positions. They are as follows:

	1925	1939
State superintendents	8	6
Deputy state superintendents	9	14
County superintendents	856	699
City superintendents	40	46
College presidents	10	15
Junior college presidents	9	45
Presidents of state teachers colleges and normal schools.....	3	3
State library commissioners	26	32
	921	860

Then quoting two statements, one issued in 1899 and the other in 1939, she made several trite comments in answer to her own question, "What can we do about this?"

1. We need to consider just what our point of view is in regard to the place of women in administrative work.
2. Help prepare women who are equal to the job to get the administrative positions open to candidate. "Stand by," much as men stand by, when they say, "He is a fine man; we must take care of him." Do women talk like that?
3. Develop a philosophy of administration of schools that will characterize woman's participation in it.

Miss Goodykoontz concluded her remarks with a word of exhortation, urging that as administrative women in education we do everything we can to make the place women hold in administration unselfish, sincere, and constructive.

Mrs. Lewis presented Mrs. Norma F. Wulff, a member of the Cleveland Board of Education, who extended greetings, and Charl O. Williams, who responded in behalf of the Department of Administrative Women in Education. The other honor guests were introduced, each acknowledging the introduction informally: Mrs. John Sexson and Mrs. Heiser from California, Caroline Woodruff from Vermont, and Miss Hickman of Cleveland.

Mrs. James C. Hoffman, president of the League of Women Voters, made the closing address, her topic being "Women's Place in a Democracy." Women, she said, are too often "apathetic citizens." We need to work out more "Go-See" projects to become actively interested in community needs, in legislation, in organizations promoting civic welfare, in short, we need a more glamorous patriotism. We should exercise our suffrage privilege to its full extent. Therein lies strength.

Mrs. Hoffman answered questions from the floor. The meeting was adjourned.

Business Meeting, March 1, 1939

The business meeting was called to order immediately after conclusion of the program by the president, Mrs. Lewis, who expressed to the local group, Agnes Ziska, chairman, the appreciation of the Administrative Women in Education for arranging and carrying out plans for the Cleveland meetings.

Miss O'Connor presented the amendment to the bylaws changing the term of office from one to two years. After her explanation of the need for this change, the amendment was unanimously adopted.

Miss Zander, of Wisconsin, was accorded the privilege of announcing a new book by Mrs. Mary D. Bradford, former president of the organization.

The problem before the executive board, the status of women in the field of administration, was discussed briefly by the president, and Mary Elizabeth O'Connor was named chairman of a committee of three to explore the field for research which is in progress as has been carried on relating to the question.

The Nominating Committee, consisting of Sue Powers, chairman, Cornelia Adair, and Agnes Samuelson, brought in a report. The Committee named the officers as follows:

President, Mrs. Inez Johnson Lewis, 1939-41; vicepresident, Lucy Mason Holt, 1939-41; secretary, Mrs. Margaret Mendenhall Smith, 1939-41; treasurer, Margaret Mackintosh, 1939-41; and auditor, Mary Elizabeth O'Connor, 1939-41. The directors are: Sue Powers, 1939-41; Caroline Woodruff, 1939-41; and Louise Mears, 1939-41. The directors holding over until 1940 are: Sarah A. Whitlock, 1938-40, and Agnes Samuelson, 1938-40.

The report of the Nominating Committee was accepted and the motion that the secretary be authorized to cast the ballot for the officers named in the report was carried.

Report of the treasurer was accepted and filed. The meeting was adjourned.

Business Meeting, February 27, 1939

The meeting was called to order by the president, Mrs. Lewis. Those present were: Inez Johnson Lewis, Colorado; Agnes Samuelson, Iowa; Mary Elizabeth O'Connor, Massachusetts; Sue Powers, Tennessee; Caroline Woodruff, Vermont; Margaret Mackintosh, New York; Agnes Ziska, local chairman, Cleveland, Ohio; Cornelia Adair, Virginia; and Margaret Mendenhall Smith, Colorado. Those absent (excused) were: Lucy Mason Holt, Virginia, and Lucy Mears, Wisconsin.

The minutes of the board meeting in New York City, July 1938, were approved.

The minutes of the luncheon and business meeting in New York City on July 3 were approved.

The motion by Miss Adair that we send for a copy of the study relating to status of women in administrative positions in education, which had been made by Reed College, Oregon, was carried.

It was moved by Miss Samuelson that we analyze the work of women's groups who are studying the status of women in the administrative fields and that we explore all possibilities, including the Research Division of the N.E.A., for getting a scientific study of the question. The motion was carried after interesting discussion.

Miss O'Connor moved that a committee of three be appointed by the president to make exploration and bring in a report of progress at the summer meeting in San Francisco. The motion was carried.

Miss O'Connor was named chairman and given power to select the members of her committee.

It was moved that the chairman, Miss O'Connor, and the president, Mrs. Lewis, be given power to arrange a time for making this report, either at a specially arranged conference or during the luncheon meeting at San Francisco. Motion was made by Miss Samuelson and seconded by Miss Adair and was carried.

The president appointed the Nominating Committee, Sue Powers, chairman, Miss Samuelson, and Miss Adair, to report at the meeting on Wednesday, March 1.

It was moved that the treasurer be empowered to send out due slips to Administrative Women in Education, and that these slips be accompanied by a statement explaining the purpose and plan of the organization. This statement is to be made by the treasurer or by the secretary. The motion was carried.

Agnes Ziska, local chairman of arrangements, made a complete report of luncheon plans and program.

The report was adopted and the motion made to allow payment of all bills incurred in carrying thru the mid-winter meeting.

The meeting was adjourned.

San Francisco, California

Board Meeting, July 2, 1939

The meeting was called to order by the president, Mrs. Inez Johnson Lewis. Those present were: Mrs. Inez Johnson Lewis, Colorado; Mrs. Caroline Woodruff, Vermont; Mary Elizabeth O'Connor, Massachusetts; Sarah A. Whitlock, New Jersey; Mrs. Florence Porter, California; Mrs. Edith McNabb Murphy, California; and Agnes Samuelson, Iowa. Those absent (excused) were: Lucy Mason Holt, Virginia; Sue Powers, Tennessee; and Margaret C. Mackintosh, New York.

The minutes were approved.

The topic for discussion was the luncheon and program for Wednesday, July 5. The arrangements made by local committee for the program and luncheon were approved and bills for expense attached thereto were allowed.

Informal discussion of membership resulted in a motion by Mrs. Murphy that the president be authorized to appoint a state organizer or director in each state. This person would contact city and county superintendents in each state to find material for group organizations of administrative women in education. The motion was carried.

Motion to recognize the past presidents of the National Council of Administrative Women in Education by making them honor guests at the head table on July 5, was made. The motion was carried.

Informal discussion of Miss O'Connor's report on "The Status of Administrative Women in Education" concluded the business of the morning.

The meeting was adjourned.

Luncheon and Program Meeting, July 5, 1939

The Western Woman's Club of San Francisco was selected as the scene of the mid-summer program and luncheon of the Administrative Women in Education. Around the beautifully decorated tables were assembled more than one hundred

and fifty members and guests. The local committees headed by Mrs. Edith McNabb Murphy and Mrs. Porter had selected gardenias as the key flower of the decoration and had made "Women's Activity in All Administration" the keynote of the program.

In addition to the past presidents of the Administrative Women in Education who were seated at the head table were: Mrs. Reuben Shaw, wife of the president of the National Education Association; Mrs. Alice E. Field, executive from the community service office of the Will Hays Corporation in Hollywood; Mrs. Inez Johnson Lewis, president of the Administrative Women in Education; members of the executive board of the Administrative Women in Education; and chairmen of the local committees on arrangements.

Mary Elizabeth O'Connor responded to the greeting extended by Mrs. Edith McNabb Murphy.

Following the luncheon Mrs. Lewis presented the speaker, Mrs. Alice E. Field, who made a stirring plea for more action on the part of women—a more active participation in world, community, and civic affairs.

Following the address by Mrs. Field, Mrs. Lewis presented the head table guests and invited the group to remain informally for further conference.

The meeting was adjourned.

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 1939-40 are: PRESIDENT, Norman Frost, Professor of Rural Education, George Peabody College for Teachers, Nashville, Tenn.; VICEPRESIDENT, Mrs. Gladys Potter, Assistant Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, Calif.; SECRETARY, Lois M. Clark, Early Childhood and Elementary Division, State Department of Education, Harrisburg, Pa. (Members of the Executive Committee are listed on page 603.)

The Department meets twice each year, in February and in June. The annual dues are \$2 per year for sustaining members, payable to the National Education Association. Each sustaining member receives all issues of the N.E.A. RESEARCH BULLETINS, the yearbook, the RURAL SERVICE BULLETINS, and occasional bulletins. Any member of the National Education Association may become an active member of the Department upon request to the executive secretary of the N.E.A. without additional dues. Active members receive the Rural Service Bulletins. 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	1914: 877- 908	1921: 523- 616	1928:453-544	1935:403-428
1908:1187-1216	1915:1131-1160	1922:1099-1222	1929:463-542	1936:289-320
1909: 953- 992	1916: 613- 636	1923: 745- 841	1930:401-500	1937:331-356
1910:1081-1114	1917: 599- 614	1924: 651- 714	1931:495-540	1938:487-526
1911:1117-1162	1918: 271- 294	1925: 522- 576	1932:423-454	
1912:1365-1414	1919: 281- 288	1926: 537- 600	1933:445-462	
1913: 801- 818	1920: 271- 307	1927: 497- 560	1934:441-460	

CLEVELAND MEETING

THE SCHOOL OF TOMORROW

WILLIAM E. YOUNG, DIRECTOR OF ELEMENTARY EDUCATION, STATE
EDUCATION DEPARTMENT, ALBANY, N. Y.

THE FIRST CHARACTERISTIC of tomorrow's elementary school should be that of democracy. The principle of democracy is best stated when it relates to an extension of responsibility rather than to an extension of freedom. A valid criticism of the old school is that it failed to permit children to assume responsibilities over matters of thought and conduct for which the children were quite ready.

The quickest way to destroy freedom is to inaugurate a period of freedom running rampant. True and intelligent lovers of democratic education will never be guilty of encouraging confusion or what Woodrow Wilson so aptly termed "miscellaneous restlessness."

In tomorrow's elementary school there will be greater stress on the cooperative rather than the competitive attack on problems of living and learning. As the foundation for this work in cooperation there will be the deep-seated conviction and realization that we are interdependent and that if our growth is to be a lasting growth, its fruits, as well as its struggles, must be widely distributed.

The third major difference in tomorrow's elementary school will be the variation which will be present between the schools of one community and those of another and the schools of one year and the same schools five years later. This variation might well be thought of as place and time adaptiveness. Yet the fundamental principles of education and life will have even greater geographical spread and relative permanency than they do today.

In other words, there will be a fundamental unity in the educational program not only as between community and community but also between one nation and another, and there will be a more united seeking for basic humanitarian aims. In the exaggerated words of Dudley Crafts Watson the new slogan will be, "Infinite variety but absolute unity."

The fourth characteristic of tomorrow's elementary school is that the curriculum will be considered more fundamental than the administrative organization.

Tomorrow's elementary school will be more community-centered. It will be a school of ever widening interests and sympathies. The school will recognize that its community, from an economic as well as a cultural and intellectual standpoint, includes the whole world. This principle is not a denial but an enrichment of the concept, the community-centered school. It is a denial of provincialism and cultural or economic insularity. The community-centered school does not mean the community-isolated school.

The school of tomorrow will be more intimately concerned with the very small child and will have a program suited to him for his guidance and

development. The nursery school will be a fundamental part of the educational system of America and it will be regarded more nearly as it should be, as essential as any other of the so-called levels of school organization.

REORGANIZATION OF RURAL SCHOOL DISTRICTS FOR EFFICIENCY AND ECONOMY—PROCESS AND RESULTS IN OHIO

CARL H. SHANKS, SUPERINTENDENT OF CLINTON COUNTY SCHOOLS,
WILMINGTON, OHIO

There are two outstanding reasons why rural school districts should be reorganized for efficiency and economy. First, we have witnessed a gradual increase in urban population from 1900 to 1930, and a corresponding decrease in rural population in the same period of time. However, since 1930 there has been a marked decrease in the rate of growth in urban centers, but there has been an increase in the population of rural areas. This increase in rural population is very marked in those counties where there is a large metropolitan center. Our present organization of rural schools does not adequately care for this shifting population.

The second reason for a reorganization of rural schools is the change in school enrolment. In 1900, 3.3 percent of the public school enrolment was in secondary schools and in 1934 this figure had increased to 21.4 percent. There is a declining employment of young people, and our schools must be reorganized to give a longer period of training and also offer a broader curriculum.

The rural schools of Ohio are being reorganized under House Bill No. 466, which was passed by the Ninety-First General Assembly, and became effective in June 1935. This act provided the process whereby the county board of education would draw up a plan for reorganization and after proper public hearings the plan would be submitted to the director of education for his approval. It also provided certain requirements for participation in the state public school fund, which was created by this act. It gives the director of education power to withhold funds from those elementary and high schools with an enrolment of less than one hundred and eighty pupils. The act guaranteed a minimum operating cost to all public schools in Ohio, thereby equalizing educational opportunities in all parts of the state.

At the present time there is a need for more legislation in order that the reorganization program may continue. It has been possible to decrease the number of one-room schools from 2654 in 1935 to 1471 in 1938. In the year 1938, 261 one-room schools were abolished, but in the same period of time only five small high schools of first-grade rating, four second-grade high schools, and four third-grade high schools were eliminated. Three things should be done at once: first, the amount of money allocated to small high schools should be decreased; second, some means should be found to elimi-

nate small districts having a high per pupil wealth; third, a school-planning commission should be established for determining school boundary lines.

REORGANIZATION OF RURAL DISTRICTS IN WEST VIRGINIA

E. R. VAWTER, SUPERINTENDENT OF FAYETTE COUNTY SCHOOLS, FAYETTEVILLE, W. VA.

The county unit system of administering schools was inaugurated in West Virginia in 1933. This meant an absolute reorganization of all school matters within the state. All independent districts, as well as other districts, were consolidated within the county into one district.

Fayette County, which I represent, has an area of 666 square miles, a population of 75,000, the teachers employed number 680, the annual budget is \$1,090,000, and the average daily attendance 20,000. This county is located in the Appalachian highland. The terrain is decidedly rough. The exploiting of coal, oil, gas, and timber resources are the main industries. Agriculture is comparatively of little importance. The county is bisected by the New River canyon, cutting it into two parts and increasing transportation problems. The roads are for the most part improved, but there are some dirt and gravel roads over which we must dispatch buses. The nature of the country renders some phases of transportation difficult and makes consolidation in some regions impossible. On the tops of the mountains and at the heads of the hollows where population is sparse, there seems to be no alternative than to maintain one-room schools.

Our superintendent's staff is composed of the superintendent and four assistants, of which one is a Negro in charge of Negro schools. The superintendent supervises the work of seventeen high schools, and in addition has charge of the administration of the entire system. Purchases are made by the person detailed by the superintendent, but all bills are approved by him and expenditures are finally approved by the board of education.

The assistant superintendents have supervisory duties as well as other assignments, care being taken that no one has a particular territory to supervise, but that his activities are spread over the entire county. In addition to the supervisory duties, one assistant superintendent has charge of transportation in all its phases; he also has charge of the handling of insurance. Another has the duty of supervising the maintenance, the handling of the fuel supply, and the testing program. Another purchases all books for the elementary schools, for the high-school libraries, and all high-school laboratory equipment. He also supervises the enforcement of truancy and acts as financial secretary.

We do not have a purchasing agent. This supervision is lodged in the hands of the superintendent. The office force consists of an office manager who is also a stenographer. She supervises the payment of bills. We have a bookkeeper, a statistical clerk, and a full-time stenographer.

We maintain a private telephone exchange in our offices, garage, and supply rooms, and have constant telephonic contact with all high schools and bus centers. Our transportation system is administered by an assistant superintendent, mechanic, and assistant mechanic. All bus drivers are carefully selected, given an intensive course in first-aid training, a rigid medical examination, and are supplied with uniforms by the board of education. Greater economy and efficiency are derived from doing our own repairing. Little time from school has been lost due to buses not running. Recently, we celebrated the fact that we had had 6,000,000 child rides without a fatal accident since the inauguration of the county unit system.

Emphasis is also laid upon our method of extending our maintenance thruout the county. We have a central supply house presided over by a responsible man who clears all maintenance calls thruout the county and in turn dispatches the work crews on their different missions. He is furnished with a truck so that he may, in emergency, carry supplies where needed in a hurry. This truck is also used by the assistant superintendents when traveling difficult roads in order to visit schools.

We employ two carpenter forces each equipped with a truck. There is one master carpenter. It is the duty of these forces to go when and where called, and also to make periodic visits, when not otherwise engaged, in order to make necessary repairs before something actually breaks down. Then, too, this force keeps the bus stops in repair and in order.

We maintain a painting force during the months when painting can be done, both inside and outside. It was found more satisfactory and economical to employ a painting crew rather than to contract for the work. Plumbing work is done by a master plumber and an assistant, equipped with a truck. Of all our workmen, the plumber has been one of the most satisfactory.

All supplies needed in transportation, maintenance, and plumbing work are purchased at wholesale prices, and advantage is taken of any bargains offered. Whenever possible, these purchases are based on competitive bidding, thus eliminating all favoritism. This same principle extends to the purchasing of books for the elementary- and high-school libraries. We have saved hundreds of dollars alone in the purchase of books. At present, we are having our books repaired by a WPA force, but are planning to continue this after the WPA is closed, as we have found that thousands of dollars have been saved by repairing books at the crucial moment. Each high school maintains a book repair department. For the elementary schools, we match \$5 worth of books for each \$5 put up by the teachers, and in one-room schools the offer is extended to \$7.50. The books are purchased and placed on display in the county office so that principals and teachers may inspect them before purchases are made. In this manner, we have been able to add approximately 15,000 columns per year to our libraries.

Our fire insurance has been handled in blanket form on a three-year plan instead of a one-year plan, which arrangement has resulted in a considerable

saving. Also, we have fire insurance on our buses and liability and property damage on our buses and trucks.

As regards some additional matters of economy, it has been found advantageous to discount utility bills, to have all freight prepaid and added to the bill, do all buying on the wholesale plan, as I have mentioned, and place all orders before the first of July, after having received requisitions with final reports of the teachers and principals in May.

As our yearly increment of state aid is based upon average daily attendance, the enforcement of the truancy regulations has become doubly important. This truancy enforcement is supervised by one of the assistant superintendents. Under the old district system seven or more truant officers were employed; at present, there are three.

Maintaining contact with teachers is done by visitations, meetings of different sorts, and by having prompt and efficient routes by which messages can be dispatched instantly. By the use of the telephone and bus centers, it was possible, a few years ago, to announce the approach of a blizzard. The buses were started and all children were safely at home before the storm struck. In distributing uniform tests, we experimented one afternoon and were able to distribute some material in two hours' time to all but the most remote schools.

As regards contact with the teachers, we have found that mimeographed letters are ineffective messengers. Accordingly, our instructions are published in a little newspaper patterned after our high-school publications and edited by one of the high-school journalism teachers. We call this "The County Unit." It serves as a medium thru which our office can reach not only the teachers and children but the parents and the public as well. The response on the part of the teachers and the public has been most gratifying.

An item that escaped attention formerly is the handling of extracurriculum funds on the part of principals and teachers. Whereas some are efficient in this connection, many are not, the result being that the honesty of certain individuals is questioned. To forestall this, the board of education ordered a uniform system of extracurriculum accounting, furnished each high school with necessary bookkeeping aids, directed the principals as to the way this bookkeeping shall be accomplished and sent a representative from the county office periodically to audit all extracurriculum accounts.

I should like to invite your attention to a comparison of our county unit with the old district system. By wiping out district lines, we have been able to consolidate on a wider scale; a system of transportation has been devised which is both more economical and more effective; the average daily attendance has been increased; the upkeep of buildings and equipment is on a sound regulated basis. Furthermore, it has been possible, due to rigid economy, to add more services such as departments of art, music, journalism, home economics, and industrial arts and to provide necessary equipment and athletic fields.

RESPONSIBILITIES OF THE SUPERVISOR PROVIDING FOR TEACHER GROWTH IN SERVICE

IZETTA M. BYERS, COUNTY SUPERVISING TEACHER, WASHINGTON COUNTY,
WEST BEND, WIS.

The building of a program of experience by means of which children may make growth in desirable ideals, interests, knowledge, powers, and skills is the duty of the supervising teacher. To secure these ends he must be on tap but not on top. He must be well trained and experienced so that he may democratically guide teachers to improve while teaching. He is a teacher of teachers.

To approach the problem intelligently an inventory of the capacities to achieve on the part of the teachers and pupils had to be made. This inventory revealed a wide range in pupil ability and need which evidenced two significant factors: (a) It is impossible to assign children the same level of work where a wide range of abilities obtains, and (b) there are overlapings in any range of grades.

In providing for child welfare we keep in mind his needs, interests, and ability. Merely keeping records and enforcing rules are not sufficient. Similarly in teacher welfare we need to keep in mind the same things. The supervisor must think of each teacher as progressing at his own rate rather than a group of teachers progressing as a whole. He must begin where the teacher is rather than at the point he wishes the teacher were or thinks he ought to be.

To secure the growth of teachers and have that growth centered on the needs of children, informal meetings for discussing the results of the test were held. The teachers then adjourned for creative reflection. Later a general meeting was held where the problem was set and an experiment in nineteen schools was begun where grade lines were broken down and children were assigned problems in keeping with their needs and abilities. These schools later became demonstration centers where the teachers sold the program to other teachers.

The solution of this problem in teacher growth demanded a change in the administrative setup, especially in regard to the supply of instructional materials. This change was perfected thru the establishment of a central library.

In this transition, the pupils became the center of supervision. The school exists for the child. His welfare demands that the teacher grow while in service. The plans for training teachers in service are many, and others will develop as teachers and supervisors democratically work out together better and better procedures. One thing is certain; we as administrators, supervisors, and teachers must give our best and that must be constantly improving if the youth of America is to have an opportunity to look forward with faith, hope, and confidence.

ADAPTING THE CURRICULUM TO THE NEEDS AND EXPERIENCES OF CHILDREN IN RURAL COMMUNITIES THRU ORGANIZATION

HELEN HEFFERNAN, CHIEF, DIVISION OF ELEMENTARY EDUCATION, STATE DEPARTMENT OF EDUCATION, SACRAMENTO, CALIF.

A trip to the Harmony School reveals a typical rural school situation with twenty children of five different racial or national backgrounds ranging in age from six to sixteen and with homes representing every type from parental neglect to superior understanding and care. An analysis of this situation reveals the necessity for an educational program organized in terms of the growth needs of these particular children. The children made a realistic attack upon the improvement of their own environment which led to a study of housing in their own area and in the adjacent village community.

Out of this learning situation certain clues to the adaptation of curriculum emerge: (a) The children were living a vital experience rather than merely acquiring subjectmatter. (b) The teacher's first consideration was always the interests, needs, and capacities of the particular children who constituted the group. (c) The teacher recognized that children learn in response to innate drives; therefore, provision was made for the stimulation and satisfaction of curiosity, for manipulation, dramatic play, construction, communication and the sharing of experiences, physical activity, and the expression of creative and esthetic impulses. (d) The children lived freely, happily, and naturally, exploring and experimenting in and with their environment, learning from firsthand experiences as well as from books. (e) A rather broad, socially significant area of experience stimulated many group enterprises and also many activities representing individual interests. (f) The teacher as the member of the teacher-pupil group having the widest experience served to guide the group into socially valuable content, interest, and activities which were likely to be productive of the greatest growth for each individual and for the group as a whole. (g) The teacher was constantly conscious of the importance of developing socially desirable attitudes basic to the democratic way of life. (h) The teacher recognized all subjectmatter learnings as means to insure richer and more effective living, not as ends in themselves. (i) Teacher and pupils made increasingly effective use of a wide variety of materials in re-creating the realistic experiences of community life. (j) Pupil control was not based upon teacher domination and the imposition of adult standards of behavior, but upon gradual development of self-directive choice of ways of behaving consistent with the interests and welfare of all.

ADAPTING THE CURRICULUM TO THE NEEDS AND
EXPERIENCES OF CHILDREN IN RURAL COMMU-
NITIES IN ORGANIZATION AND CONTENT
—THE PHYSICALLY HANDICAPPED

MRS. HAZEL C. MC INTIRE, SUPERVISOR OF SPECIAL CLASSES, STATE DEPART-
MENT OF EDUCATION, COLUMBUS, OHIO

The provision for special classes for exceptional children made by the division of special education of Ohio includes at present only those for crippled, cardiopathic, blind, partially sighted, deaf, and hard of hearing children. For the orthopedic classes, the organization and content of the curriculum is the same as for regular classes. This is true also of sight-saving classes, except that a course in eye hygiene is added. For hard of hearing classes, special courses in lip reading, speech correction, and ear stimulation are added to the curriculum of the so-called normal classes.

The curriculum for primary deaf classes, however, is completely different from that of the regular grades since the totally deaf child enters school without speech and with no understanding of language. These classes must have preliminary courses to develop language, understanding, to lay the foundations for speech, to secure correct voice placement, to stimulate and develop residuary hearing, and to give the deaf child the art of lip reading that will open the world of knowledge thru the spoken word of his teacher. These courses, on which most of the time is spent during the first three or four years of his school life, follow him thru all the grades, but as he acquires skill thru the use of them the curriculum broadens into that of the regular school. In fact, the child enters the regular classes for a steadily increasing proportion of work until at the completion of the eighth grade he is able to go to high school or into industrial training without the aid of his special teacher.

This participation of the deaf pupil in the work of the regular classes represents our policy for all handicapped children. We firmly believe that every child should have the opportunity of socialization and competition found within the larger group of normal children, to the extent of his ability to succeed. No child is thrust into such a group to face failure, but every child participates as far as he is able in the regular program.

Ohio believes if a handicapped child is to succeed he must have all the advantages given those of normal physique, and then the scales must be weighted in his favor thru the addition of the best scientific treatment for his disability and the most modern training in the classroom. The state has evidenced this belief by offering to share the cost of special education with any local school district which will open special classes and maintain them on a reasonable level.

The community bears a cost for each child in the special class equal to that of educating a normal child in the same district for the same period. The state pays the excess cost over this amount, within certain prescribed limits, to the local board of education after the close of the school year.

County classes may be organized to serve an entire county or portion thereof. Children may be transported daily or boarded in supervised homes, returning to their own homes over the week-end. The statutes provide for a state fund to be used for transportation and board.

This school year more than 5100 children have found their school days happy and profitable thru some type of special-class service in 258 classes in 47 districts. Of this number 1091 receive home instruction. The state has supported the program to the extent of \$550,000 per year.

A division of special education in a state department is developed to share the responsibility for the proper education of every handicapped child whether he lives in the largest city or whether he lives where creeks must be forded with the help of high courage and a pair of stout rubber boots. It is the particular obligation of such a division to give unusual attention to the children of the county districts. Organization within organization makes the wheels go round in the cities, but too often there is no power generated in the country to give impetus to a program of special education. Perhaps it has been this conviction combined with much hard work which has placed a portion of the state subsidy in some form of special education in every one of Ohio's eighty-eight counties.

Someone has said, "The way we are facing has much to do with our destination." We faced the problems inherent in placing special schools in rural districts and pressed forward with the county class as our goal. We opened the first county units in 1926, one for crippled children in the eastern part of the state in a mining section, and the other, a sight-saving class, in a county which stretches along Lake Erie. This year Ohio is the proud possessor of eleven county or regional classes. We call them regional units if children are enrolled from several counties. Two of these are for deaf and hard of hearing, three enrol cripples, and five are for children with partial sight. One other county unit is a combination sight-saving and orthopedic class. Twenty percent of all the children enrolled in Ohio's special classes are tuition pupils coming from outlying districts.

EDUCATION FOR THE PHYSICALLY HANDICAPPED CHILD IN AN OHIO COUNTY

CARL COFFEEN, SUPERINTENDENT OF SUMMIT COUNTY SCHOOLS, AKRON,
OHIO

In telling what my county is doing for the physically handicapped child, it will be my aim to tell you what we have done and how we have done it. Altho Summit County has Akron as its countyseat and two other cities within its borders, it is still a rural, or at least a semirural, county. Our problems in the establishment of centers for handicapped children have been the problems that any rural or partially rural county would meet. Summit County is thirty-one miles long and sixteen miles wide. The important centers of population are Akron, Cuyahoga Falls, and Barberton.

Our rural school population totals 11,000—8000 in the elementary

schools and 3000 in the high schools. There are nineteen different school districts with a local board of education in control of each. We have one one-room school, one two-room school, two three-room schools, and twenty-seven schools with five or more teachers.

Prior to the establishment of our county sight-saving and crippled children's centers, our pupils were either sent to physically handicapped centers in Akron or left to work out their own salvation in the school in their district. Often they were retarded, not because of the lack of ability or interest but because of the absence of proper care. This was especially true of children with poor vision. Imagine the heartaches of the child limited thru physical handicaps and yet subjected to the same physical environment and the same requirements that the normal child meets.

We have been blessed in all of our efforts to care for these handicapped children. First of all, we have had a competent, cooperative, and understanding state director of special classes, Mrs. McIntire. No one could be chosen who would more ably fill this position than she. Secondly, by an efficient and interested county health department, headed by R. H. Markwith, who was recently appointed state health director by Governor Bricker. Without the support of these two agencies our efforts would have been futile.

The first year of organization we limited our efforts to a sight-saving center. Our procedure was briefly this: The county health department located all children with eye conditions. Parents were told of our program by the nurses and were requested to have competent oculists examine their children's eyes. Formal reports were then submitted to the health department. If the parents could not afford the required examination, it was done gratis by the Children's Hospital of Akron. After all data had been collected it was forwarded to the state director of special classes for final approval.

While this work was in progress your speaker had busied himself securing a suitable room in a centrally located school. With this went the task of convincing the members of the local board of education that it was a wise venture and one that would entail little expenditure of funds on their part. This was not so difficult a problem as I had anticipated. These men were proud to have this special class in their school. We were fortunate also in being able to use one of our own teachers; over a period of time she had been in training for this type of work.

Our next tasks were the preparation of the room, the purchase of equipment, and the arrangement of transportation for our pupils. In the preparation of the room and the purchase of equipment we were guided entirely by the state department. We have a beautiful room, well lighted and well equipped. Transportation arrangements fell to my lot. We chose our drivers carefully, told them exactly what we wanted, fixed a rate that we thought was fair, and then with Mrs. McIntire's approval arranged the contracts with the Copley board of education, in whose district the class is located. The rate for drivers at present is five and three-fourths cents per mile. Out

of his earnings he must purchase liability insurance which the state requires him to carry.

The second year in cooperation with the Barberton and Cuyahoga Falls boards of education, we established centers for crippled children at two points: one in Lincoln School, Cuyahoga Falls, and the other at Portage Junior High School in Barberton. Children from the county or the city attend these schools, but the school is actually operated by the board in whose district it is located.

This plan of uniting forces in operating these schools has been of advantage to all concerned. Without the county children neither Barberton nor Cuyahoga Falls would have had enough eligible pupils to permit of the organization of a class. On the other hand it would have been necessary to transport the county children much farther to school had we been forced to establish our own center. The procedure in the organization of these classes was much like that followed in the establishment of the sight-saving center.

To round out a complete program which will care for all types of physically handicapped children, we plan next year to add to the classes already organized a center for pupils who are hard of hearing. At least 15 pupils are eligible for such a class. To give you a better idea of this work, we have 24 Summit County pupils enrolled in our sight-saving center, 32 in our crippled children's centers, and 13 to whom we are providing home instruction, another state service for those who cannot be transported to one of these special centers. If we add to this total of 69 children who are now being cared for the 15 who will be members of our hard of hearing center next year, we have 84 boys and girls who are profiting by this special service.

In the three years we have been developing this service for our handicapped children we have learned that: It is important that board members, parents, and teachers know what the program is; the cooperation of the state director of special classes and the local health authorities must be secured; children and parents deeply appreciate the special opportunities; and the teacher must be selected carefully, since the success of the enterprise depends largely upon him.

ADAPTING THE CURRICULUM TO THE NEEDS AND EXPERIENCES OF RURAL CHILDREN FOR BEHAVIOR PROBLEMS

RAYMOND S. HYSON, SUPERINTENDENT, CARROLL COUNTY SCHOOL,
WESTMINSTER, MD.

Carroll County, Maryland, is a strictly rural county—85 percent of its income comes directly from the farm. The area is 452 square miles, the population 37,000, and the assessable basis, \$40,000,000. The school population is 6300 white and 400 colored. The largest town is the countyseat, Westminster, with a population of 5000. This town is located in the geographical center with seven other incorporated small towns around it. The

schools are administered by an appointive board of six members, one appointed by the governor each year.

I shall attempt to define the term "behavior problems." Wickman in his book, *Children's Behavior and Teachers' Attitudes*, gives the following: ". . . As those kinds of behavior which are recognized and declared to be problems by the social group in which the child happens to live." This then involves an analysis both of the individual who manifests the behavior and the social order that declares the behavior unacceptable, undesirable, and unwholesome. Here you have two aspects, the pupil or child and his group—his parents, teachers, or the school.

When a "problem" develops, it is time for someone to get busy and start studying, not the problem but the situation that caused the problem. Of course, the "problem" will need to be readjusted and helped. I hold to the thesis that "an ounce of prevention is worth a pound of cure," and as school administrators, it is our job to see that our schools are so organized that these "problems" are reduced to a minimum.

These problems are "picked up" or reported to our supervisors and attendance officer. Then one of several things may follow:

Location of problems—A child may be examined at one of our regular monthly clinics. The parents are always interviewed and, whenever possible, present at the examination. A trained psychiatrist is present and the Binet Test is given. A conference is held at the end of the day with the classroom teacher, principal, and supervisor with the psychiatrist, and recommendations given are carefully considered and, if possible, followed.

Creating new interests within the school—In some cases the child's program is changed—home economics or industrial arts is added and the content subjects dropped. Complete understanding between the teachers as to the pupils' difficulties is especially effective for over-age pupils.

Earl, aged fourteen years, a normal-sized boy with a pleasant manner, had reached the sixth grade by courtesy. His performance in schoolwork indicated a discrepancy between his ability and the average ability of the children of his grade. One way for him to get attention was thru disorderliness, and since conforming to conduct requirements was too difficult, truancy followed.

A complete study was made of the case and with the approval of all concerned, Earl was given an opportunity to work in the shop under the direct supervision of the industrial arts teacher who was keenly interested in adolescent boys. The child was made the teacher's assistant and was held responsible for all of the tools in the shop. He learned the names of the tools and used many of them to make articles that were later sold. Earl returned to the regular classroom for the afternoon session. He was regular in attendance and adjustment for him was quite satisfactory.

Creating new interests by changing school home environment—The supervisory staff of the Carroll County school system had considered for nearly two years the advisability of establishing a class for children unable to do the regular work in their grades. We hesitated in naming this class once it

was established; however, it is known as a "special" class or as Mrs. Blank's class. The pupils comprising it are brought in on buses from five other elementary schools near Westminster. Since we have the county unit administration, this was easy to do, as buses are operated from these communities for high-school pupils.

Several factors had to be carefully considered before actual classroom instruction could begin. The first was the selection of the pupils for the class. In our school the Binet Test was given by a trained psychiatrist, and achievement tests were given in order to find reading and arithmetic levels and frequent conferences were held between teachers and supervisors before actual selection was made. A list was then made up of all available candidates from the several schools from which a group of about twenty boys was selected. They range in age from eleven years to fourteen and in IQ's from 53 to 83. The average age is thirteen and the average IQ is 65. A letter was sent to the parents explaining the work and, if necessary, a home visit was made. Only two parents refused to permit their sons to enrol, and at present we are refusing applications to the class.

The second factor, and probably the most important, was the selection of the teacher. We selected an individual who had had experience in a rural school, in a large graded school, and one that could make the necessary adjustments. She is taking special training in this work and to date has won the confidence of all the boys. A teacher of a special group must be enthusiastic about the work, must have a sympathetic understanding of the problems, and must possess initiative and vitality.

Another factor is the type of physical conditions under which the class and teacher must work. Too frequently these classes are put in basement rooms or the least desirable room in the building. The room should be attractive, with good furniture and workbenches, well lighted, and if possible, larger than the regular classroom unit. It is foolish to organize a class and then set up or permit conditions that hinder effective work.

The relationship of the class to the rest of the school must also be carefully considered and worked out. Teachers in the building and the other pupils must and will accept the class as a part of the regular school organization. Those in the special class participate in all school activities, and some of the boys are on the student patrol.

Finally, careful consideration must be given to the program taught. Our pupils range in reading ability from the primer to the third reader and in arithmetic from Grade I to V. Hence the instruction must be largely individual. No failures are permitted, and all pupils succeed on their level of achievement. Much of their arithmetic, spelling, writing, social studies, and reading is an outgrowth of their manual activities. A careful check is kept of the progress of all pupils, and we can report at this time a group of boys happy and successful in their new school environment.

We have established in the Westminster schools a teacher of remedial reading for normal children. The class was organized after a series of tests, consisting of Detroit Reading, Forms II and III-B, and Iowa Silent Reading

Test, Grade VI. Some pupils were given the Durrell-Sullivan Tests and the National Achievement Tests. Using these tests, teacher judgment, school marks, and the results of previous tests we were able to make up the groups from each grade. These pupils reported to the remedial teacher one hour each day; the schedule was arranged so that they missed the regular reading period. Ungraded reading material is used, and the remedial teacher is in constant conference with the regular classroom teachers. She also follows up the work in the content subjects.

A group of twenty-one fourth-grade pupils was tested in September 1937. All but one tested second grade in reading. In May another form of the same test was given and the growth varied as follows: four showed no change; two tested two years, ten months; three, third grade; two, three years, ten months; nine, four years, nine months; and one, fourth grade. Of this same group, nine are now doing regular fifth-grade work and twelve are continuing with remedial work but are in the regular fifth grade. Of the grand total of 99 doing remedial work in Grades III-VI, inclusive, in 1937-38, 49 were returned to the regular classes, 37 are continuing the work this year, seven are in our special class, and six withdrew. Eighteen pupils were returned to their regular reading work in February of the 66 who started the work this September.

The classes in composition are changing constantly for as soon as a pupil is able he is returned to his regular reading class. However, the composition class remains stable over a fairly long period of time, usually a semester.

COMMUNITY RESOURCES IN RURAL SCHOOLS

An Introduction to the Yearbook

KATE V. WOFFORD, DIRECTOR OF RURAL EDUCATION, STATE TEACHERS COLLEGE, BUFFALO, N. Y.

The title of the yearbook, *Community Resources in Rural Schools*, tells us many things about the yearbook itself. It presupposes that the rural school has resources and that they can be used. This is, in itself, a refreshing thought, for who of us cannot remember the time when the average school administrator talked of the rural school only in terms of its liabilities, and a program to meet them only in terms of consolidation. Far distances lie between those days and now, not in years but in ideas. Not only is it now recognized that the rural school has something vital and significant to offer children in its educational program, but the administrators of progressive school systems actually look with envy upon the small school and seek whenever possible to imitate it.

The relationship of the school and the community, as is brought out in the first chapter of the yearbook, is basic to the philosophy upon which the yearbook is built. The present interest of the school in the community is rooted in the interest which the community has always had in its school, an interest as American as apple pie. It is a part of our democratic tradition and schools have suffered in proportion as educational leaders have tended

to minimize its importance and ignore its usefulness. The present trend to link the school more closely to community life, and the community to the local school is honorably linked with the past. Yet the trend achieves more than historical significance. It also reveals new movements in education. Briefly, these are three.

1. The movement to link education with life is a recognition of the necessity to make the educational process lifelike, indeed to link it with life. This is no new idea in education for as early as 1899 John Dewey pointed out in *School and Society* the isolation of the school from life. In order to break down this isolation of life and education the modern school is making a serious effort to make the learning process more like life itself. To imitate this process educators have discovered that they must know the environment in which the school functions.

2. The current concern with the community lies in a new conception of the social function of the educational process. Education has always taken seriously its responsibility for the betterment of the individual child. It has only recently given serious thought to its possible responsibility for the betterment of the community. Counts' book of a few years ago, *Dare the Schools Build a New Social Order?* proposed a revolutionary procedure and raised new questions about the function of education. For the first time large numbers of educators began to wonder if the duty of the school was to improve both the individual and society. The discussion and its repercussions have unquestionably greatly influenced the whole philosophy underlying community-school relationships.

3. Recent researches, particularly those of Wellman and Stoddard of the University of Iowa, have tended to focus the attention of educators upon the importance of the environment in the development of the intelligence of children. These researches tend to indicate that intelligence is not fixed, that it can be changed, and that the environment is the deciding factor in any changes effected. If this be true, teachers who wish to understand their pupils can no longer ignore the fact that all child growth is doubly rooted, it is both biological and sociological. A teacher who would understand his pupils must study the educational implications of the environment in which they grow as well as the process of growth itself.

Because of these reasons and because the Committee on Publications feels that the rural school would profit from a yearbook that emphasized the resources inherent in the community, the present volume came into being. The yearbook is divided into three parts: Part I is divided into two chapters, the first of which is a statement of the philosophy upon which the yearbook has been based. The second chapter is a practical statement of the best and most employed technics for discovering community resources. Many rural teachers and supervisors will hail this chapter with delight for it gives a method to translate philosophy into practical classroom situations.

The technics given for gathering community data are the same as are used in making any good survey: (a) observation, (b) the conference or interview, (c) documentary research, (d) the questionnaire, and (e) the schedule or checklist.

Part II is concerned with developing community resources. The chapters are on questions of conservation and development of resources. On the question of conservation the author emphasizes the importance of the protection and promotion of our natural resources, that is forests, soil, and wild life, and then lists a wealth of practical suggestions whereby youth now in school may assist in a program. These suggestions find form in Arbor Days, school beautification, in the work of the Future Farmers of America, conservation week, in field trips, the CCC, the NYA, the Four-H Clubs. Miss Henderson of the Virginia Department of Education approaches her chapter on the development of the community thru an encouraging emphasis upon the *human resources*. She presents the thesis that youth should share in the development of community resources because (a) living in this manner becomes real to children; (b) community activities offer youth the opportunity to participate in socially worthwhile undertakings and give them insight into democratic values and processes; (c) such activities develop within youth the desire to improve conditions about them; and (d) something beneficial happens to adults as they work with children. Lest she be accused of being theoretical only, Miss Henderson then gives actual illustrations of vital and worthwhile experiences in which children have engaged in a program of community service.

Part III, composed of four chapters, considers using community resources. This is approached from two viewpoints: the use of community resources in curriculum development and in the education of special culture groups as illustrated by the Spanish and Negro groups. The authors report the significant community experiment now in process at Spring Hope, N. C.

That education should take place in terms of the culture of groups as well as in terms of the environment in which those groups live would seem inevitable. Yet the education of the Negro, the Spanish, the Indian, and the mountaineer groups in America is an illustration that the process can ignore both. In order to meet the needs of a Spanish culture group the Nambe Community School is now in the process of evolving a curriculum which will probably point the way to other communities which have similar problems. As a guide to progress the teachers have agreed upon a set of twelve basic considerations and are proceeding upon them as a sort of educational bill of rights. A reading of the chapter in its entirety gives one an encouraging prospect of what can be expected when a group of intelligent teachers with a sound educational philosophy attempt to make the school not merely lifelike but a part of life itself.

Mrs. Whiting of the Georgia Department of Education reports a similar development in terms of the Negro group in that state. Taking the community needs as a starting point, a functioning curriculum is gradually evolving to meet those needs. In view of this objective it is not surprising to learn of the realistic activities thru which children are learning. A few of these are: school gardens, canning vegetables, digging a school well, poultry raising, bee culture, and dairying. According to Mrs. Whiting the activities are typified by cooperative study, cooperative planning, execution of plans,

appraisal of results, recognition and use of outstanding work for the benefit of all thru regular term activities and summer school guidance.

In the last chapter, Fannie W. Dunn of Teachers College, Columbia University, evaluates the educational movement to integrate the school and the community. As she points out, the movement is old and has always been a characteristic of good rural school teaching. Indeed, the early movement to make the school community-centered is the forerunner of the modern one to integrate the school and the community. However, in its beginning the school-community relationship was developed to provide extracurriculum opportunities for adult and child education.

On the other hand, there were rural schools as early as 1900 which attempted curriculum adaptations in terms of the child's environment. But these forward developments, as Miss Dunn points out, were the results of isolated leadership usually in the person of a county superintendent who rose briefly to influence a program. The cooperative efforts of teachers, children, and parents which characterize the chapters in this yearbook were singularly lacking, probably because the rural teachers of that day were too young, too poorly educated, and too immature professionally to develop a philosophy of rural life of their own and put it into practice. Because of this, as might be expected, the early movement "to link schools with life" was sporadic and except for certain centers largely ineffective.

Because of these beginnings, however, and because of the teachings of such leaders as Bonser, Kilpatrick, Merriam, and others, the school began to look at its environment and to study about it. This period was characterized by school excursions and the beginning of the selection for study of certain social aspects in the environment outside the school. By 1930, according to Miss Dunn, distinct progress has been made in the incorporation of the life of the child into the education of the school.

The authors of this yearbook see beyond this stage of development in the integration of school and the larger environment of which it is a part. In the words of Miss Dunn: "The school faces the only partly solved problem of finding its place in the program of social reconstruction which is essential to the actual survival of our society. . . . Its first contribution to the total task is so to modify its own inner organization and processes that the individual it trains grows both in ability to deal intelligently with the world and in the disposition so to do." The yearbook was written to assist the average rural teacher and his pupils to make this first contribution to the total educational task.

TRANSPORTATION—GENERAL PLAN OF OPERATION IN THE STATE OF FLORIDA

EDGAR L. MORPHET, DIRECTOR OF ADMINISTRATION AND FINANCE, STATE
DEPARTMENT OF PUBLIC INSTRUCTION, TALLAHASSEE, FLA.

School transportation in Florida as in most other states has been growing very rapidly. This rapid growth has brought many problems which have not yet been solved.

For many years after transportation was begun each county board developed its own procedures and regulations. There was little uniformity. Some counties bought very cheap buses while others provided more adequate equipment. Some counties were careful about the selection of drivers, while others paid little attention. Some counties had comparatively strict regulations regarding the operation and maintenance of transportation, while others left the matter largely to the individual driver. Some counties went in for county ownership, while others adhered strictly to a contract plan.

The state first became seriously interested in school transportation about six years ago at the time the legislature provided an appropriation, part of which could be used for transportation. The state then prescribed a few basic regulations and began to attempt to help counties to determine what part of the state fund was needed for transportation. Some effort was also made to encourage uniformity in records and reports, altho this early effort was largely unsuccessful.

Early in 1937, the state department began an intensive study of the problems in the field of transportation. A member of the state department staff was assigned the responsibility of attempting to work out solutions for the problems. In the summer of 1937, the county superintendents had become conscious of the need for a more extensive study of the field and particularly for statewide rules and regulations. Accordingly, they appointed a committee for the purpose of cooperating with the state department in carrying on various studies.

The committee of county superintendents devoted its attention mainly to the problem of minimum standards and rules and regulations. By the spring of 1938, the entire situation had been canvassed thoroly and a set of regulations to be of statewide application had been agreed upon. These regulations, which are probably the most comprehensive of any state regulations adopted up to that time, cover practically every phase of the field of school transportation. They have been found most satisfactory during the year in which they have been in operation and have aided materially in bringing about major improvements in the transportation of pupils in the schools of Florida.

During the past year, the problem has been carefully studied and for the first time unit costs have been arrived at on a uniform basis. Unit costs for counties which have county-owned buses were computed to include not only the operating cost but a reasonable depreciation on the equipment. Thus unit costs of counties having county-owned equipment could be compared with the unit cost of other counties. These comparisons showed that in general the true cost of transportation in counties having county-owned equipment was considerably less than in counties using some form of contract plan, altho some counties having county-owned equipment were found to have a much higher unit cost than corresponding counties with contract equipment.

This study also showed marked variation in costs without adequate justification. In some of the more sparsely populated counties, unit costs per pupil were found to be lower than in some of the more densely populated counties.

This is partly accounted for by the differences in the type of equipment used, but in most cases it is only explained by variations in practice and procedure.

A comprehensive study has also been made of the cost of transportation as related to the number of pupils transported and the area from which they were transported; that is, these studies were made in terms of the density of the transported population.

The results of these studies led definitely to the conclusion that the plan for state aid should be changed. The old plan had been to allow \$800 for each \$1500 spent for transportation. That served its purpose for the years when transportation needed stimulating. In these days, however, it has many objectionable features, which were brought to light by these studies.

It is proposed that in the future state aid for transportation be based, first, on the number of pupils transported and, second, on the area from which those pupils are to be transported. In each county, one unit is to be allowed for each eighty pupils transported and one unit is to be allowed for each fifty-sixth square miles of area from which pupils are transported. This plan allows for the greater cost of transporting of pupils in the counties having greater sparsity of transported population. It permits each county to use its own initiative in developing its program subject, of course, to minimum standards to develop programs which are economical, because funds saved by good administration will be available for other purposes. A county which is uneconomical will soon find that it has to pay for its lack of economy out of county funds needed for other purposes.

There are many features of the general plan of operation of the transportation system in Florida which might be mentioned. It is possible to discuss only one or two of them here and to state only a few of the others. The requirement that all drivers be given a physical examination annually and that they hold a special license represents notable progress. This requirement was first established last year. The regulation that all school buses be equipped with manually or mechanically operated stop signals and that children who are to cross the highway after being unloaded from a school bus cross in front of the bus under the direction and control of the driver represents a marked increase in safety. Numerous other features involving safety, economy, and efficiency will be discovered by an analysis of the transportation regulations or a study of the improved practices noted in many of the counties.

SCHOOL BUS TRANSPORTATION IN GEORGIA

M. D. COLLINS, STATE SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.

The transportation of public school pupils in Georgia has developed rapidly during the past few years. During 1937-38 there were 24,077,867 pupils transported—37 percent of the entire yearly enrolment.

Types of school buses are metal, composite, and home built. The total value of all publicly-owned transportation equipment is \$703,750.71.

Approximately 10 percent of pupils are transported by motor vehicles owned and operated by the numerous school districts of the state. The

remaining children are transported chiefly in vehicles operated by various transportation agencies or by the parents of the pupils, such transportation usually being provided thru contract between the transportation agencies or parents in the school district.

The large number of pupils being transported and the widespread geographic distribution of children thruout the state presents a problem in costs and hazards which are causes of trends toward centralized state regulation and state control.

The laws of the state require that motor vehicles passing school buses discharging or taking on children should stop and that school buses are required to be marked.

The greater part of school transportation in Georgia is not only county-controlled but also district-controlled. Thus far there have been comparatively few serious accidents in the state of Georgia involving pupils being transported to or from school. The accidents which have occurred, however, have pointed to the urgent necessity for state regulation and state control.

All motor vehicles used in transporting school children to and from schools shall be distinctly marked "School Bus" on front, rear, and sides thereof in letters of not less than five inches in length. But drivers must stop said school buses on the right-hand side of the road or street as close to the curb or edge of said road or street as is practicable.

The total number of miles (one way) traveled in 1937-38 was 52,420. County superintendents of the different county systems make their own regulations regarding speed. This is wise because of different types of road construction.

The types of surface roads traveled over are classified as follows:

Hard surface	3,883.82
Gravel	2,618.70
Graded	31,980.59
Unimproved	13,937.37
Total	52,420.48 miles

There were 2665 buses used in the state last year. There were 979 metal bodies, 756 composite bodies, and 930 home built. Of these 2665 buses, 465 have shatter-proof glass. These 2665 buses made 71,812 loads, averaging 1.4 loads per bus each day.

The cost paid by the county boards of education was \$1,730,318.87 and district cost, \$179,221.23, making a total operation cost by local boards of \$1,909,540.10. Public utilities (privately-owned buses) operated at a cost of \$12,747.43. The unit cost per load was \$1.55, per bus mile \$.078, per pupil per month, \$2.46. The amount paid by pupils was \$3,377.50. The average months operated was 8.53.

Rules and regulations of employing mechanics are left with local boards of education.

Recommendations for improvement are: (a) state department to have a supervisor of transportation, (b) rules and regulations and standard equipment for bus drivers, (c) county boards of education to own and operate

buses, (d) the elimination of unnecessary stops, and (e) to build regular bus shelter for protection from bad weather.

PUPIL TRANSPORTATION IN CALIFORNIA

A. R. CLIFTON, SUPERINTENDENT OF LOS ANGELES COUNTY SCHOOLS,
LOS ANGELES, CALIF.

By way of introduction, it may be said that over 100,000 pupils are transported daily to and from schools in California. Approximately three-fourths of these pupils are transported by motor vehicles owned and operated by the school districts of the state. The remaining children are transported chiefly in vehicles operated by transportation agencies or by the parents of pupils.

In California all expenditures of funds for transportation are, with few exceptions, made thru local school district officials. Thus, the actual purchase of buses, payment of drivers, and payment of transportation costs are paid from local school funds, as authorized by boards of education or boards of trustees. However, school moneys for current expenditure and capital outlay purposes are secured by statewide support of schools to the extent of 54.38 percent for elementary purposes, 32.88 percent for high-school purposes, and 37.86 percent for junior college purposes. The foregoing percents are for Los Angeles County for the year 1937-38.

The larger districts tend to own their own buses and employ drivers, while the smaller districts tend to contract for the transportation of pupils on an annual contract basis, which contract may run for a maximum of three years. In exceptional circumstances, where transportation is a major problem of a given school district and represents such an expense as might interfere with financing the educational program, the county superintendent of schools is authorized by law to make special emergency apportionments from state-furnished school funds for payment of pupil transportation costs.

California school law provides for statewide regulation and control of vehicles operated by schools, transportation agencies, and parents of pupils. This control involves a plan whereby the state department of education, the department of motor vehicles, the department of industrial relations, and the railroad commission endeavor to guarantee pupil safety as far as this is possible. The legal provisions and regulations regarding pupil transportation are at a very high standard and relate to qualifications of bus drivers, agreements and contracts, and the operation and equipment of motor vehicles used. The California Department of Education Bulletin No. 22, November 15, 1937, entitled *The Regulation of Pupil Transportation*, contains 32 pages of specific information regarding requirements, duties, and liabilities in this matter.

The time consumed in collecting children obviously varies greatly in the different districts. However, school officials are encouraged to provide sufficient service so that no pupil would be required to spend more than forty-five to sixty minutes going to or from school.

The restrictions and regulations regarding pupil transportation require a high standard of efficiency in the equipment, the qualifications of drivers, and the maintenance of facilities.

As stated in the introductory remarks, 75 percent of pupils are transported in school buses owned by the local district. Thus, 25 percent of pupil transportation is by use of privately-owned facilities, either by contract with public carrier, private agencies, or parents.

In larger districts which own their own school buses it is customary to employ mechanics, or secure bus drivers who are qualified mechanics, to make the necessary repairs and adjustments. Also, in smaller districts, bus drivers may be employed as part-time janitors or engaged in maintenance of school plant.

In California the consensus seems to be that present regulations are adequate in most respects. There is some criticism of changing regulations regarding school bus equipment which are made retroactive, but such problems are matters of adjustment in individual districts. There is also some complaint of overlapping regulatory authority vested in several departments. The present California legislature now in session is giving consideration to these problems.

TRANSPORTATION—GENERAL PLAN AS USED IN ALABAMA

A. R. MEADOWS, SUPERVISOR OF RESEARCH AND SURVEYS, STATE
DEPARTMENT OF EDUCATION, MONTGOMERY, ALA.

Alabama gives state aid to transportation of pupils to public schools not as a separate item but as a necessary part of the state minimum program. This provision permits flexibility and simplifies "fund accounting." The allowance for teachers in the minimum program is transferred to transportation where teaching positions are eliminated thru consolidation. This has encouraged the consolidation of inefficient and costly small schools. Ninety percent of the white pupils now attend schools having three teachers for more than six grades. Only 4 percent of the white pupils are in one-teacher schools. Furthermore, under this financial plan available, funds may be shifted to a limited degree to and from transportation as needs arise and conditions permit and fund accounting is simplified.

In allocating state aid to transportation a cost figure was set up for each school system on the basis of the average prevailing costs in counties and cities grouped according to density of transportable pupils. Transportable pupils include physically handicapped children and those who live two miles or more from school.

County, city, and even state boundary lines have been ignored quite generally in the efforts to transport children to the nearest school offering satisfactory instruction at the least cost. The state plan makes this possible by a transportation allowance to the school system within the state which bears the transportation cost. The calculation of such allowance is simple and

is made by the state department of education thereby removing the necessity of one local school unit having to settle the transportation cost with another school unit. The local units agree on the number of children to be transferred and report the data to the state where full transfer is made in the minimum program allowance.

In the state financial plan, provisions are made for local school systems to transfer from the privately-owned contract system to county ownership of school buses and the operation of central repair and maintenance shops. This is done thru the issuance of capital outlay warrants against county or district taxes for the purchase of buses and construction of a central shop. Such warrants have netted par at $2\frac{3}{4}$ percent interest to be retired annually over a six- or seven-year period for buses and a twenty-year period for the shop. Counties, thru public ownership, have improved the school bus equipment and have reduced the cost of transportation.

Local initiative is encouraged, thru local resources, to go beyond the state minimum provisions for transportation, but constitutional tax limitations definitely limit local initiative.

School buses as such are exempted from state and local taxation. School bus license tags are issued by the state free to public and private owners of school buses used exclusively for pupil transportation.

The present technics for allocating state aid to transportation are defective to the degree that original cost figures were based on defective equipment, on any road conditions not taken care of in the density of population correction, and on inadequate routing, if any. However, if a given appropriation is to be allocated, the use of the average cost in several counties tends to make the allocation fair on the basis of existing conditions. Alabama is inaugurating a program to correct these defects thru school surveys which set up model systems of transportation in areas of the state having different natural conditions beyond the control of local superintendents, such as roads, climate, and density of population. Thru experimental studies the cost of adequate, safe, and comfortable transportation can be determined for sample counties in areas having different conditions.

The administration of pupil transportation in Alabama is thru county and city school superintendents under policies approved by local boards of education and by the state board of education. Local superintendents are responsible for selecting drivers, purchasing or contracting school bus equipment, and for setting up bus schedules and operating rules and regulations. They work partly thru school principals and county school bus supervisors in seeing that policies and contracts are properly carried out.

The state highway patrol assists in enforcing traffic laws and in inspection of school buses. The state department of education recommends minimum safety standards for the transportation program, must approve the issuance of all capital outlay warrants, and provides uniform accounting record books and report blanks. This year each school bus driver is furnished a record and report book consisting of seven forms. These forms are designed to give complete and accurate cost accounting on transportation by type of roads and number of bus stops and to encourage safety thru adequate

safety inspection of equipment. All school bus accidents are reported to the local superintendents and to the state superintendent of education.

The state department of education, in cooperation with state institutions of higher learning, thru surveys, sets up proposed school bus routes and school bus schedules, traces routes to show location of road hazards which should be removed, and recommends procedures for improving school bus transportation. The survey presents plans based upon objective data for school consolidation, for the proper location of school centers, and for transportation to the school centers. The state department of education furnishes consultative services on marketing of capital outlay warrants, estimating number and size of buses needed, purchase of school bus equipment, construction of repair shops, appraisal of school bus equipment offered for sale or in use, cost accounting, budgeting, and all other phases of pupil transportation.

TRANSPORTATION: GENERAL PLAN AS USED IN WISCONSIN

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

Wisconsin functions under a transportation law the chief features of which are:

1. Schoolboards may provide transportation for all children in any district of the state if they are so directed by the annual meeting of district voters.

2. The board shall provide transportation for all children more than two and one-half miles from school in elementary districts and four miles in union free high-school districts.

3. If boards fail to provide transportation in cases such as those above, parents may provide transportation and be paid therefor at the rate of twenty cents per day for the first child and ten cents per day for each additional child if they attend school at least one hundred and twenty days.

4. Any child more than four miles distant from his home school may attend school in another district and have his tuition paid by the home district if he is one-half mile nearer the school of his choice and provided facilities in this school permit.

If the voters of a school district vote to consolidate or to close the school, the board shall provide transportation for all children over two miles from the nearest public school.

In the case of suspended schools the board shall pay tuition for all children in the district and shall pay transportation for all over two miles from the nearest public school.

Children living over two and one-half miles from school may get board and lodging in lieu of transportation aid not to exceed \$2 per week.

Wisconsin meets its crippled children problem by allowing any district to provide transportation and tuition for crippled children regardless of

distance. There is no stipulated number of days a child must attend. The approval of the crippled children division is necessary. State aid in these cases is the same as provided in ordinary situations.

These provisions apply to children outside of cities. One of the duties of the county superintendent of schools is to inspect buses used for child transportation. Minimum requirements involving drivers, kinds of vehicles, insurance on cars, bonding of drivers, and contracts with transporters are set up by the state superintendent of public instruction. There is no state or district participation in the purchase of vehicles.

Wisconsin at present plays a minor part in meeting its transportation problem. Our legislature appropriates annually \$240,000. Local communities spend \$600,000. Of Wisconsin's 500,000 children in school, approximately 18,700 are transported.

Wisconsin needs new legislation for the government of transportation. A bill at present before the legislature provides that:

1. The board shall provide transportation for all children in common school districts and over two miles from school and three miles in the case of union free high schools.
2. The board may be mandamusd to compel compliance with the above stipulation.
3. The state superintendent of public instruction may withhold state and county aids if requirements as to distance, vehicles, etc., are not met.
4. Schoolboards may purchase buses from school funds.

A second bill relating to high schools provides that:

1. The board may provide transportation for all students in and out of the school district.
2. The state superintendent shall prescribe specifications for cars and establish routes for buses to travel.
3. Schoolboards may purchase buses from school funds.
4. High-school buses traveling thru districts with closed schools may pick up children for elementary-school attendance and be paid therefor.
5. All drivers must be under written contract.

Wisconsin's transportation laws are not new; since their inception, new problems have arisen and new conditions need to be met. We hope the proposed acts outlined above may be of aid in this direction. Every accident involving a driver of school children retards the possibility of establishing school transportation routes. It is our hope in Wisconsin that with new legislation and stringent rules covering equipment and drivers that school transportation can be made safe and thus advisable in the eyes of parents.

SAN FRANCISCO MEETING

THE USE OF THE COMMUNITY AS A SOURCE OF
INSTRUCTIONAL MATERIAL IN THE NEW
PROVIDENCE SCHOOL, MONTGOMERY
COUNTY, TENNESSEE

D. HARLEY FITE, AUSTIN PEAY NORMAL SCHOOL, CLARKSVILLE, TENN.

Eight years ago the Austin Peay Normal School secured the New Providence Elementary School, one of the schools in Montgomery County, Tennessee, for use as its training school. It is as director of teacher training and principal of this school that I have labored for the past eight years.

In the New Providence School we study farm law and county government. We learn from neighbors and the *Magistrate's Code Book* such information as is in daily use by our own citizens. We use the county court in the proceedings of our state and national lawmaking bodies as reported in our newspapers to make our teaching real and vital about this branch of our government. We do not learn merely encyclopedic definitions of referendum, recall, and ballot, but our procedure is to organize the class into similar bodies and go thru the whole performance. We use old ballots for the study of election methods, and on election days we secure unofficial ballots and vote on actual candidates. A real election is held with all the officers, judges, and clerks at their posts.

Our files contain bonds, magistrate's warrants, search warrants, official ballots, leases, deeds, mortgages, bank notes, and census blanks. We visit the courtroom to observe trials and lawsuits. Our lawyers and judges are interviewed. Police headquarters and the jail are made use of in our studies.

A significant feature of the New Providence School is its program of beautification. When the school opened in September 1931, there was a four-room structure but not a shrub or flower. During the first year 1260 bulbs and pieces of shrubbery and 68 trees were planted. Pupils learned what flowers were best and how far apart to set them. Today there is a ten-room structure, including a gymnasium and community house, on a campus that is beautifully landscaped. Local flowers, shrubs, and trees were used. Not a cent of appropriated money was spent for plants. Parents donated, children and teachers went to the woods for them, and pupils and teachers planted and cared for them.

I believe every country school should supply a home for at least the principal. In addition to the home there should be a few acres of land owned by the school. We have a teacher's home with twenty-two acres of land. A portion of this land is used for demonstration plots for various crops under different cultivation and fertilization. It is expected that they will be helpful not only to the pupils but also to farmers in the school district.

Another portion of the plowed land is reserved for a vegetable garden for the principal's home.

We keep a small herd of sheep, a flock of chickens, some hogs, and a few beef calves. Our Four-H Club boys care for these. They learn the practical as well as the theoretical side of farming. With these acres, crops, and livestock we bring right to the door of the school environmental teaching material similar to that of the whole country side. Agriculture classes are taught daily in the upper grades. In these classes are taught just the things farmers should know. Book knowledge of agriculture will not suffice.

Last year we bought a flock of purebred Wyandottes. These hens laid on an average of three eggs per day for the first week. They averaged nineteen eggs per day the third week. The children had concrete evidence of the value of balanced rations. In the spring we purchased one hundred "Triple A" White Rock baby chicks. Some of these were used to supply Four-H Club boys with chickens for their projects. The others were kept at school where we grew them in a brooder made by the children.

The children of each room have gardens. These they plant and cultivate and harvest. The outdoor work is correlated with that taught inside. Grapevines, fruit trees, and shrubbery are pruned by the pupils. Fertilizers are mixed and applied by them. Lessons on such jobs as pruning peach trees are not so effective unless accompanied by actual participation. Saying that the trees should be V-shaped or cone-shaped means little unless the actual pruning is done.

Conservation is studied carefully at New Providence School, mostly thru the use of the local surroundings. Strip farming is practiced, check dams are constructed, land is terraced by the use of the county instruments, cover crops are planted, and actual experiments are carried on to show the practical way to conserve our soil. Trips to nearby farms are made to observe erosion under different methods of farming.

Excursions open fields of new interests and thinking to children; they awaken dormant curiosity; they insure meaning for subsequent vicarious experiences; they provide real situations calling for the exercise of desirable traits such as promptness, courtesy, and consideration for the rights of others. The children learn much that is valuable thru arranging their engagements for their interviews.

Our study of communication and transportation has carried us far afield, but we have always begun with our own local means. We visit the telephone office, the telegraph office, the newspaper plants, the post office, the rural carriers, the farms, the bus station, the freight and passenger depots, road building, bridges, tourist camps, steamships docked at Clarksville, and the airport.

In our study of the social needs of the community we visited the homes as well as the local places of amusement. Out of this study grew a gymnasium, club room, kitchen, and tennis courts. These facilities are in almost constant use by the people of the community, young and old. The school sponsors a community recreational program which takes care of the needs of

the people locally. Instead of leaving the local community to buy amusement of the spectator type, our people now provide their own amusement.

THE USE OF COMMUNITY RESOURCES IN THE ESSEX SCHOOL

HERBERT WENNERBERG, ESSEX, CALIF.

The Essex School is a rural school of about forty pupils, located in a desert community forty miles west of Needles, California. The school bus picks up the children from four small communities in this section. About half of the school population is composed of Mexican railroad section laborers' children and the remainder are white children of miners, filling station owners, and highway maintenance men. All eight grades of the elementary school were represented in grade placement and group mental tests show mental abilities which range from about 45 to 122 in terms of IQ.

I have been impressed with what seems to be three more or less differentiated characteristics of my rural community. In the first place, isolation from the large centers of activity found in the city disturbed nearly all of the parents because they realized that many experiences of social organization which were commonplace to them were strange to their children. Consequently, they were willing to aid the school in whatever manner possible, but they wanted to be convinced of the value of any excursion planned and of the child's interest in it before they gave unqualified support. When parents, as well as children, participate in the planning, the enthusiasm and expectation with all of the attendant activity of preparation for the excursion is one of the most interesting experiences in small community life.

The second observation was that the school was a ready medium for focusing the social life of the community and that this social interest also tied into an interest in pupil progress. The social life of the community was not dependent upon the school, however, since there were social activities which had no relationship to the school, but the school could, because of the interest in pupil progress, draw a larger, wider sampling of the community in social activities, particularly as conducted by the parent-teacher association.

In the third instance, this rural community had an unusual interest in all of the activities of the school, particularly as they related to their children. I believe that it is a fundamental desire on the part of parents that their children reflect only that which could be praiseworthy to the parents. Back of this perhaps is a compensatory hope, a hope that the child or children will evidence achievement which may indicate success as the child matures, particularly if the parent had experienced reverses, and most of them had. Combine these three situations and one finds a ready desire on the part of the community to participate in school activities.

THE STATUS OF THE RURAL TEACHER

WM. MC KINLEY ROBINSON, DIRECTOR, DEPARTMENT OF RURAL EDUCATION,
WESTERN STATE TEACHERS COLLEGE, KALAMAZOO, MICH.

Those of us interested in rural education all too often get together to commiserate over the inadequacies and handicaps of the rural school. Before coming to that portion of my report on the study of the professional, social, cultural, and economic status of the rural teacher, may I point out one or two causes for rejoicing.

A study of one-teacher schools in 1911-12 showed that 40 percent of the teachers had completed only the elementary school or less than two years of high school and that an additional 30 percent had completed but from two to four years of high school. Just twenty-five years later, our study showed that 62 percent had completed two years and 10 percent four years of normal school or college work. Not limiting the data to the one-teacher school, including rather all teachers in the elementary and secondary schools of the open country and centers of less than 2500 in population, 40 percent reported the completion of four years of college work, and 22 percent had done some graduate work.

While inexperience and insecurity still remain as major problems in rural education, there has been some gain. For the 11,000 teachers the average was seven years of teaching experience, three years of which were in the school of that year. The Committee on the Status of the Rural Teacher has no hesitation in recommending the final report of the study as contained in "Teachers in Rural Communities," the 128-page N.E.A. *Research Bulletin*, issued in February of this year, as being as accurate a picture of the rural teacher as can be obtained by the questionnaire method.

The average salary of the teacher reporting was \$867, which of necessity many had to supplement by other means bringing the average total income to \$967. Salaries varied less in relation to sex, number of years of teaching experience, and number of dependents than in relation to the years of professional training and state in which the teaching was done. With an average of \$559 in one state, salaries ranged on up to an average of \$1501 in California. There were some surprises in the ranking of the twenty states included in the study, for the positions in some states seemed to have little relation to the total wealth or the agricultural wealth of the state. With twenty-two teachers receiving less than \$200 and but one hundred and sixty receiving more than \$2000, the high-school teachers and those with some administrative responsibilities were in the higher brackets as usual. On these salaries two-thirds of the teachers—both men and women, married and single—had others wholly or partly dependent upon them, a fourth having two or more entirely dependent upon them.

What professional, social, and cultural standards does an income of somewhat less than \$1000 allow? Thirty percent of the teachers were continuing their professional education thru attendance at summer school. The great

majority were members of their state teachers associations. But over against these must be weighed the facts that one-half bought no professional books, two-thirds no nonprofessional books, and 15 percent subscribed for no professional magazine in that school year. As residents of rural communities they had access to meager if any public library services. More than one-third of them had no automobile, a limitation the more keenly felt because of the distances with which to reckon and because of the limited public conveyance facilities. Whether maintaining their own homes, boarding in the community, or living with relatives, from one-third to one-half of them lacked the conveniences and refinements accepted as standard in housing. But 17 percent owned or were buying homes of their own. A sufficiently long period of rest or travel during the summer vacation to merit mention was noted by only 15 percent. Savings and face value of insurance policies averaged a total of less than \$3000.

Further interesting and significant classifications of data and breakdowns of data are included in the final report. Thanks to a grant from the General Education Board, it was possible to include a comparable study of the Negro rural teacher of the southern states.

Are these conditions which will attract and hold the teachers which the people of this great democracy wish for one-half of their future citizens? This nation can afford higher standards and will do so when fully aware of the situation. From the beginning the primary purpose of the Committee has been to obtain the data with which to arouse a more widespread concern on the part of both the public and the profession. That the profession is becoming somewhat more interested in the problem is evidenced by the fact that within recent months comparable studies of rural teacher status have been made in Alabama, Florida, Louisiana, Nebraska, and Wisconsin. A study of the economic status of the rural teacher in seven other states has recently been published by the United States Office of Education as a co-operative WPA project in research in universities. But the general public will not be so easily reached.

There has just come from the press *A Fair Start in Life for the Country Child*, a brief interpretive bulletin in popular form based upon the report of the Committee. Another is soon to follow. The first bulletin is designed primarily for distribution directly to lay individuals and organizations such as schoolboard members, legislators, parent-teacher organizations, Granges, etc. The other bulletin, also brief and in popular form, is for the use of individual teachers and teacher organizations. These, prepared by members of the headquarters staff, are a somewhat new venture for the N.E.A. Your suggestions and criticisms and aid in their distribution are earnestly solicited by the Committee.

RURAL SCHOOLS AT WORK TO IMPROVE THE QUALITY OF COUNTRY LIFE—THE FALLBROOK UNION HIGH SCHOOL

JAMES E. POTTER, DISTRICT SUPERINTENDENT, FALLBROOK, CALIF.¹

Improving the quality of country life has long been recognized as a problem, but, like many other American problems, it has not been solved because no one was directly responsible. No one group can, of course, effect a solution, and different localities may have different requirements, but there is no doubt that in many places the modern school can accomplish much. The Fallbrook Union High School recognized this fact several years ago and realized that one of the great needs in a rural community is a central agency to supply the facilities for a fuller life—facilities which, in the city, are provided from many sources. By expanding its program to meet all the community needs, the Fallbrook Union High School has become just such an agency.

The only high school in a large agricultural district comprising over four hundred square miles in northern San Diego County, Fallbrook Union High School serves as a community center for the rather sparse population for miles around and affords cultural and recreational privileges which would otherwise be entirely lacking.

One of the first requirements in securing this "fuller life" is providing for the physical needs. Altho this section is ideally situated as to climate and natural resources, it is by no means a rich community exempt from the problem of unemployment. Yet there has been no unemployment around Fallbrook since the beginning of the government's works program, for the school immediately began a series of projects which, under CWA first, then under SERA, and finally thru the PWA, WPA, and SRA, have provided employment for all the needy when they could not otherwise secure it.

Of major importance in this expansion program is an auditorium-gymnasium building, which also contains a cafeteria and music room. Here all large public gatherings are held, community dinners are served, and the Community Players or other groups are free to use the beautifully equipped stage for plays or other programs. During the basketball season, teams of the town league and surrounding towns have night games in the gymnasium.

The mild southern climate makes outdoor recreational facilities even more important. WPA projects have completed an athletic field which provides for all sports, including a nightball court and cement bleachers. Here, four nights a week, large crowds gather to see the various teams of the Nightball Association play. There are even two girls teams who have their turn at the court.

Next in appeal to nightball is the swimming pool maintained under strictly sanitary conditions and open to the public free of charge. Students love to boast that they have the only school swimming pool in the county.

¹ Presented by Miss Laura McKeever, English Department, Fallbrook Union High School, in Mr. Potter's absence.

A crew of recreation officials, under the WPA, are on duty constantly thruout the year to supervise play on the various parts of the campus, where all types of games are available for all, old or young, at almost any time. Golf fans may even practice driving or putting.

There is also a small club house on the corner of the athletic field, where boys may meet for indoor games and handcraft, and there is a room in the shop building where one of the women of the recreation staff teaches crafts.

Next is the free nursery school, one of the most popular and most appreciated of the services rendered by the high school. In a district where the principal industry is the growing of citrus fruits and where the packing house employs many young women, the nursery school is of vital importance to many. Young mothers on going to work in the morning may leave their children in the care of competent workers, and may pick them up after work, confident that they have had perhaps better care than they would have had at home if the mother had been with them. All children up to grammar school age are accepted, and many families send their children simply because they love it and the mothers realize the benefit they receive from this happy association with other children.

The girls of the homemaking department of the high school also profit by receiving practical experience in child training thru their regular visits at the nursery school in correlation with their class work. The girls look forward with much enthusiasm to their turn at the nursery school.

Since a large percent of a high-school student body will not enter institutions of higher learning, it is the business of the modern secondary school to do all it can to train its young people for the lives they will lead, giving them as great a background and as wide an experience as possible. Acting on this policy, the Fallbrook Union High School stresses its homemaking and vocational agriculture courses. The WPA building project now in progress is a complete new homemaking unit and a model home. Next will come an equally extensive agriculture unit. Plans are being made to use the model home in connection with the courses in home planning, decorating, and management. The girls will take turns actually living in the home and managing it. They will also entertain, and demonstrations will be held for the benefit of women of the community who wish help with their own plans.

Most of the boys will go into agricultural work. Each boy has a home project of his own, and the whole group does experimental budding, has a garden, etc. While in school some of the boys started money-making projects which they continued after graduation. The Future Farmers of Amercia has for several years sponsored a community Farmers' Day, which has proved popular with its parade, community dinner, and judging contests.

Nor is the cultural side of this "fuller life" neglected. Fallbrook Union High School maintains its "A" rating at the University of California and offers the complete curriculum of college preparatory courses. An excellent school library, open to the public, is raising the standards of reading taste by furnishing incentive for better reading. Such modern facilities as the radio and motion pictures are used in vitalizing the curriculum. In the music department, musical instruments and equipment are made available to all.

Appreciation of good music and a desire for the finer things of life have been greatly stimulated.

Trips, sponsored each year by the school, enable bus loads of eager young people to go to San Diego to visit beautiful Balboa Park with its famous zoo. They go thru the newspaper building, the airplane factory, and see the court in action. This year a trip to Los Angeles and vicinity enabled nearly half the student body to visit Griffith Planetarium, the Huntington Library and Art Gallery, Hollywood's Radio City, and attend the Civic Light Opera Festival at the Philharmonic Auditorium. The inspiration gained and the memory of these excursions influence their lives more than can be understood from a mere telling of the facts.

Few individuals fail to respond to beautiful surroundings, and pride in these surroundings instils a desire to live up to them. This pride in their school is shown by students and townspeople alike. The terraced hillsides with their many rock walls, the well-kept buildings, the excellent landscaping with lawns, flowers, and shrubs, and the well-planned athletic field with its green turf make the high-school grounds the showplace of Fallbrook. For many years, cuttings and plants from the schoolgrounds and lath house have been distributed freely to any who desire them. Each year new means of serving the community are devised so that Fallbrook Union High School may further improve the quality of country life.

RURAL SCHOOLS AT WORK TO IMPROVE THE QUALITY OF COUNTRY LIFE: MUSIC PROGRAM IN PLACER COUNTY, CALIFORNIA

MRS. ARTA BRADT FLOOD, SUPERVISOR OF RURAL SCHOOLS, PLACER COUNTY,
AUBURN, CALIF.

In order to show what contribution our music program has made to improving the quality of country life, let me turn the clock back a few years and picture a county, definitely rural, much of it mountainous, its wide area dotted with approximately forty schools, the majority of them one-room. In some of the largest schools music was a part of the program, but in many of the others days went by without the joyous, friendly experience of singing together, due to the lack of training on the part of the teachers coupled with the feeling that they could not teach music.

Our problem, then, was to supply the training lack and to build up the teacher's confidence in his own ability. Briefly the procedure was this: When the supervisor visited the schools he taught some songs by rote. This demonstrated to the teacher the sheer delight that the children took in the experience and the fact that a fine voice was not essential.

An extension course was organized under the direction of a music supervisor from a neighboring city, a woman with high professional standards combined with real human understanding. She used elementary procedures, such as the teaching of a rote song and the simplest of reading. It was unmis-

takable evidence of the teachers' interest and desire to improve the way they came faithfully, week after week, often thru stormy weather over difficult mountain roads.

At about this time the state adopted a new music series. The county rural supervisors made a yearly outline for this, dividing the work into monthly periods. Each month a meeting was held, attendance at which was voluntary, where the songs for the month were taught the teachers and additional training in note reading and so on was given. Interest was such that these meetings continued over a period of several years. Occasionally a teacher brought one of his pupils whose voice was true and sweet to help him in his teaching.

At the present time not a day passes but the children in all the schools share in some sort of musical experience; it may be singing, it may be performing on some instrument, or again it may be intelligent, appreciative listening. In a few of the small one-room schools the singing has not advanced much beyond the unison stage, in most you will find two-part singing, and in an occasional one, three-part. It is a thrilling experience to walk into a little school of about sixteen average children distributed thru all the grades and hear them singing such delightful harmonies as "Stars of the Summer Night" or "Dawn at Carmel" in three well-balanced parts.

Practically every school in the county has a piano, many have phonographs, quite a number have radios, so the children have the opportunity to hear and learn to appreciate good music in different mediums of expression. In one small school I know, if you arrive sometime after eleven o'clock on Thursday morning, you will find the children in or around the teacher's car with the most absorbed expressions on their faces listening to the "Standard Symphony Hour" over her car radio.

When boards of trustees are hiring new teachers, one of the first questions is, "Can you teach music?" That question alone is significant of the way the music program is affecting the quality of rural life, but let me cite you a few examples:

Here is a little school of about a dozen pupils in a small mountain community, a relic of the gold rush days. Its teacher desired the best of everything for the children, yet realized her musical deficiencies. There was living in the community a music teacher who was interested enough to help. Thru his interest and generosity those children have acquired a joy in and an appreciation of good music which many children in larger centers will never experience. It is really remarkable the facility with which the children change from one instrument to another and how well they play. Incidentally, many of the instruments were lent by this same kind gentleman until the children were able to buy their own. Their pleasure has been shared with the community as well. In almost any kind of neighborhood gathering the children's musical ability functions.

Traveling farther up and up into the high Sierras we find a real orchestra, unique in its personnel, composed as it is of elementary-school boys and girls, their teacher, high-school boys and girls, and adult members of the community. When this orchestra was first organized the community was served by a one-room elementary school and a very small branch high school housed in a makeshift building. Now both the elementary and the high school have two teachers and together occupy a fine modern building.

Now down into the valley to a little school, the timber for whose building came around the Horn back in the 1850's. Here the leaven supplied by the children's singing inspired the grownups to hold community sings. For the first one the children borrowed the song books from the Rotary Club in town; later they chose old favorites from their song books and had other songs mimeographed. This school makes another real contribution to the folk of its neighborhood thru a charming old custom. Each Christmas for several years, an interested patron has lent his truck, and the little group has gone singing thru the community, their fresh young voices in the well-loved carols bringing a message of joy and peace thru the winter night.

In one of our largest centers the music teacher has been a member of the symphony orchestra in a nearby city. Thru her efforts the thrilling musical experience and rare privilege for rural children of seeing as well as hearing a symphony orchestra has been made possible for many. The first year they were transported in private cars; this last year the school bus took fifty children to the concert.

The high point of our musical year is the May music festival. What an inspiration to see 900 eager little faces turned to the leader and then to hear them "sing, sing, loving the singing." For that is the reason they are there. They are not necessarily the children with the best voices, not in any way a selected group. They are there simply because they find joy in their music, because they themselves have chosen to come. Father or mother or one of the good neighbors has brought groups of children from here, there, and everywhere. A bus or two from the larger centers has brought their singers. Some of the children have traveled as far as ninety miles to share in this happy occasion.

Out in their separate schools they have learned their songs: unison, two-part, and some three-part, these last mostly in the larger schools. Then on a Sunday afternoon in May they meet at a central point in a beautiful out-of-door setting. An orchestra from one of our three high schools plays a processional and the children file into their places. It is the kind of sight that brings a lump into your throat.

The program begins. This is the first time the children have all sung together and they gain confidence as the festival proceeds on its ordered way. Presently the orchestra plays "Country Gardens," and groups of children dance gaily out to the Maypoles on the green. The orchestra stops, and the chorus takes up the tune, singing the words with spirit. Again the orchestra takes up the strain, and the dancers merrily wind the Maypoles.

Then more groups of songs interspersed with music by the orchestra, and we come at last to the traditional closing hymn, "Now the Day Is Over." The festival is over for another year leaving its imprint on all concerned, audience as well as participants. It is a lovely memory.

THE LAND IS THE TEXTBOOK

ANNE RAYMOND, FIELD REPRESENTATIVE, SOIL CONSERVATION SERVICE,
ALBUQUERQUE, N. MEX.

The Southwest is a country with a peculiar and special sort of delight. Mountains pushed up out of the sea tell a story of earth's changes, and all about one there is an old pattern of living which has scarcely been nicked.

Here in the Southwest, villages are often sixty to a hundred miles one from another and one is able to feel and realize the land. It has an awe-inspiring quality of destruction; its storms are fierce, its action terrible. Nestled in its cracks and crevices are the small villages and cities with people rich in colorful surroundings living simple lives. There is delicate balance between earth and sky, wind and rain, soil and vegetation. People live close to the soil. Each and every one feels and shares in the beauty of nature and likewise suffers immediate consequences when storms wrack the land. Perhaps only those who live in the midst of it can adequately understand its fascinating story.

Many are the stories of this fascinating study. I could tell of the lessons on soil and water by the children of Flagstaff high in the Arizona forest land. But I will not, for you can read this day-by-day story of land and water written by children and teacher which has been recorded for those who wish it. It was published in part in the October number of the *Arizona Teacher's Magazine* and will be available in full in the near future.

Today, as always, soil and water run to the sea. We must know the balance in nature and the many cycles within cycles of nature's orderly sequence. Man must live within the cycles; he must not break them or short circuits will bring him trouble. Know its rhythm, follow its ways, and man and earth, animal and plant are replenished.

We graze our cattle and sheep enough to use the grass but we consider the needs of the land and of the grass so that each year enough grass will grow to hold the soil and catch the rain and plant itself again. We use our forests for food and shelter and clothes but we study the forest and use it wisely so that it will continue to build soil, catch snow and rain, break the wind, and grow new trees.

The land is the textbook full of beauty, interest, and surprises. The world around us supplies the subjectmatter for our learning. Ralph Waldo Emerson said, "He who knows what sweets and virtues are in the ground, the waters, the plants, the heavens, and how to come at these enchantments, is the rich and royal man."

RURAL SCHOOLS AT WORK TO IMPROVE THE QUALITY OF COUNTRY LIFE: DEVELOPING GOOD TASTE AT SILVERHILL, ALABAMA

V. D. MOORE, PRINCIPAL, SILVERHILL, ALA.

Silverhill School, in the fall of 1938, was a typical school of rural Alabama, the average five-teacher rural school in a brick building of six classrooms and an auditorium. The grades extended from the first thru the eighth. The first five grades were equally divided between three teachers; each teacher had two grades with approximately fifteen pupils. The sixth, seventh, and eighth grades were in two rooms taught by two teachers alternating. The spare room was used as a study hall and an unclassified library. The large auditorium was well equipped with double folding chairs and

a stage; a velour curtain was the sole stage equipment. The unsanitary condition of two outdoor toilets required immediate attention.

The cooperative attitude of the people of the community toward the school was manifested by their activities before school opened in the fall. The townspeople had cleaned the grounds and had planted trees and shrubs around the building. The schoolhouse was cleaned, the windows washed, and the grass mowed by members of the parent-teacher association.

At the beginning of the school year 1938-39 the teachers of Silverhill School studied a number of state educational bulletins. In order to find the needs of the community and of the children, a survey was made. Ten general aims were set up, and a statement of the guiding philosophies of the teachers was outlined.

The toilets were in fair repair but unsanitary, a situation quite common in rural schools. A project of sanitation was accordingly begun in all the grades, after a discussion of a number of health enemies common to the area: ground-itch (hookworms), flies (carriers of summer complaints or dysentery), and mosquitoes (carriers of malaria). Plans were made to correct the unsanitary conditions. A committee on ways and means was elected by each room. A general health committee was formed from the room representatives. All of the pupils' suggestions were considered and the following were decided upon:

1. A committee on supplies found that a merchant had several cases of toilet paper that had been rained on and slightly damaged. He was willing to sell it for two cents a roll. The parent-teacher association was asked to buy it.

2. Each teacher donated a paper towelrack and two rolls of towels. The children brought three cents per month. This amount was sufficient to pay for towels for the children to use.

3. Samples of soap and health charts were secured from Lever Brothers, Cambridge, Mass. Letters of request were written in a sixth-grade English lesson. The best letter was chosen by the pupils to be sent.

4. The building committee was responsible for the furnishings of the dressing rooms. Dressers were made by nailing boards across the ends of orange crates. These were painted to harmonize with the colors in the room. Cretonne was draped around the crates. The children secured nail kegs which were made into vanity seats by packing cotton into the shallow end of kegs and by making cretonne skirts for them. The kegs were tootall for the little children; hence the committee made slip covers for small reading chairs to serve the purpose. The vanities and seats were placed under the cloakroom windows, and mirrors were hung. This project made possible the "fresh-up corner." Each child brought his own supplies and was free to refresh himself after recreation periods and during free time.

5. Small stands with open drains were built of apple boxes and placed under the outside faucets so that the children could wash their hands.

6. A sixth-grade boy secured used oil from his father's garage. This was mixed with creosote and poured into the toilet pits.

7. In the workshop the boys took old desk tops and sawed out toilet seats. The rusted iron work was knocked off, and scrap pieces of two-by-fours were notched so that they were level with the seats. These were nailed across the booths; the seats were hinged to the two-by-fours with old leather; covers were sawed and hinged to one-inch boards nailed to the two-by-fours.

The organization of the workshop was an outgrowth of an exhibit of articles made by all of the children for a booth at the Baldwin County Fair. No tools were available. The week after the fair a letter was sent to the patrons asking for tools.

In reply to this letter the children brought to school approximately sixty hand tools of all kinds, shapes, and sizes. Most of them could be utilized. A number of people offered to supply necessary tools which had not been donated. In less than two weeks there were enough tools supplied to equip a workshop which would compare favorably to most manual training shops.

The school program was changed to allow the pupils to use the shop at least an hour each day if they desired to; thus the manual training department of the school came into existence at an actual cost of two dollars for welding and sharpening planes, chisels, and saws. The workshop grew so rapidly that arrangements were made to use an old building across the street in order to have space for the power machinery which was acquired during the winter.

8. Two gallons of brick red paint had been left by PWA workers; these were used to paint the toilets. No money was on hand to buy brushes; there were none in the shop equipment which the children had secured. A call was sent out for old brushes that had been ruined by leaving them in paint. A dozen or more were brought in. The brushes were cleaned by boiling them in a solution of baking soda and water and working out in kerosene. The toilets were then painted inside and outside. This project, begun during the first month of school, was kept alive throughout the year by a committee composed of children elected by the rooms. A new committee was elected each Friday. As a result many of the pupils repaired and painted their toilets at home; some made new seats at school to carry home.

No provision had been made at school for the care of sick children. This problem was discussed in the health class shortly after the completion of the sanitation project. The Four-H Club girls decided to equip a room. The principal, having no need for his office, since he taught every period in the day, lent it for this purpose. The furnishings consisted of three battered tables, a chair, a heatrola, and a filing cabinet. There were no curtains or shades at the windows; the walls were dull and uninteresting. In order to raise money to redecorate and equip the hospital room, a play was given by the girls, the proceeds of which netted six dollars. The pupils used this sum to buy green and walnut enamel, a rug, cotton, bed ticking, green homespun cloth, and cream-colored marquisette. One of the teachers donated a discarded iron cot. The tables, chairs, cot, and cabinet were enameled walnut color. A pillow and mattress were made by the pupils under the guidance of the mother of one of the pupils. The couch cover was made of green homespun and the draperies of the same material. Sheer marquisette glass curtains gave a bright, cheery atmosphere to the room. An old display case was given to the children; this they enameled green. Suitable medical supplies were purchased and placed in this case. A tan, grass rug was selected by the Four-H Club girls. The boys made flower stands of brush poles, painted coffee cans for flower pots, and made a wood box with hinged top. It was really surprising how many sick children there were for the first few days!

The seventh and eighth grade girls found that soup would sell at lunch time. A study of food values revealed the need for hot lunches. The parent-teacher association had a small wood-burning cook stove and enough equipment to serve about fifty persons. The kitchen was a small room 10 x 20 feet with a 6 x 6 pantry. In November the organization was asked to lend its equipment to the school. The principal made a trip to interview the county welfare agent, who promised to furnish enough food to feed the

underprivileged children. With the aid of two NYA and two PWA helpers the girls provided hot lunches which were sold at a very low price. Each class in turn lined up before the refreshment room door and was served. After securing their lunches, the children returned to their own rooms where their lunch period was supervised. This provided an opportunity to learn good table manners. Children who were unable to purchase their lunches were fed; in this way needy children were not made conspicuous.

A rest period after lunch was started in December. The larger boys designed and made folding cots for the smaller children at a cost of forty-five cents each. The older pupils plan to make some for themselves this fall. During the year the observance of health habits, such as care of teeth, bathing, proper sleep habits, and the use of first aid, greatly increased our attendance.

The writer has chosen to describe the procedure of the beautification of one room, altho all rooms were in the same condition. The project had its beginning in the seventh- and eighth-grade room early in the school year. The room was uninviting. There were old style desks of the double type in part of the room and single type in the other, no shades or curtains at the windows, no flowers, three prints hung so high on the wall that no one noticed them, badly smoked walls, poor light, stove wood on the floor, and only a large pasteboard box for wastepaper.

First, the seventh- and eighth-grade pupils decided to paint the room. The teacher lent them two dollars to buy a good grade of calcimine. Thru the teacher's guidance an appropriate color scheme was selected, sea green for the walls and golden tan for the ceiling; thus the study of color and the amount of light reflected by various colors was motivated thru a real need. The children measured the walls, floor space, windows, and cloakroom doors in mathematics class to ascertain the amount of material needed. In English class the order for materials was made out and the best one selected by the pupils and sent to a mail-order house. The curtain material was cream colored with green and gold figures. The girls made the curtains while the boys were painting the room.

A campaign was begun to raise money to buy lumber to build tables. Some of the ways used in raising money were: a comic baseball game, a bingo party, the sale of soup, homemade candy and cookies, a three-cent play, a game party, a cake raffle, and a cake walk. The entire community enjoyed the parties.

Lumber was bought, and the boys built tables four feet square. Each child dressed his part of the table and painted it. The base was painted forest green and the top, cream; a woodbox and wastepaper basket were made of scrap lumber and painted forest green. The folding steel chairs from the study hall were enameled forest green to match the tables. The children planted flowers in green enameled coffee cans. These were placed on the stands in the windows and on the tables. Appropriate colorful prints, obtained from discarded magazines and advertisements, were hung on a level with the children's eyes. The other rooms in the school followed the

same procedure of beautification, using different color schemes for each room.

The community showed an interested and cooperative attitude thruout the school year. This was due, in part, to the different kinds of useful household articles which the children made for their homes. They located and got possession of an old loom, which they repaired and on which they wove rugs. They made exhibits for three fairs: the Baldwin County Fair, the West Florida Fair at Pensacola, and the Gulf Coast Fair at Mobile, Alabama. One hundred dollars in prize money was the reward for their efforts. This money was placed in a general fund to pay for school supplies. At Christmas each child made a gift for his parents in the workshop.

As a result of the school program the parents and children are happy and extremely proud of Silverhill School. The year's attendance was 96 percent, and the enrolment increased 36 percent over the school year 1937-38. People purposely visited the school in large numbers from distances as far away as three hundred miles.

As a direct result of the close contact between the parents and the school, many homes were calcimined or painted, two churches were repainted, and four local business houses were painted. Furniture, rugs, plaques, woodboxes, pine needle baskets, and many other useful articles were made by the children and their parents to beautify their own homes.

SECRETARY'S MINUTES

Cleveland, Ohio

Business Meeting, Tuesday Afternoon, February 28, 1939

The annual business meeting of the Department of Rural Education was held immediately following the program in South Hall C, Public Auditorium, Cleveland, Ohio. Mrs. Katherine M. Cook, president of the Department, presided.

The report of the Committee on Publications and Constructive Studies was called for. The chairman, Kate V. Wofford, speaking for the Committee, reported as follows:

1. The 1938 yearbook, *Newer Types of Instruction in Small Rural Schools*, has been widely sold, and a reprint is being made.
2. The 1939 yearbook, *Community Resources in Rural Schools*, has been published and is ready for distribution. (It was reviewed briefly during the afternoon program.)
3. The 1940 yearbook will be prepared by Miss Carney's Committee on Teacher Education. (Miss Carney reviewed the Committee's plans during the afternoon program.)
4. The Committee is seeking an appropriation to carry on studies of the instructional and social programs of centralized schools. While this has not yet been granted, the Committee is hopeful that satisfactory arrangements will soon be completed.

The president called for the report of the Committee on Membership. The chairman, Norman Frost, presented the following recommendations:

1. That state membership chairmen be continued and that the names of these chairmen and state membership data be given wider publicity

2. That a special committee of the Department of Rural Education be appointed to organize one or more regional rural life and education conferences in cooperation with other agencies

3. That special requests be made to state education associations to find a place on their general programs for rural life and education and that rural departments of state associations be encouraged where they exist and organized where they do not exist

4. That a committee be appointed to canvass the possibility of special rates for members of the Department for professional literature and teaching aids

5. That a committee on membership be continued to canvass possibilities and make further report.

The report was accepted and approved.

The report of the Committee on Resolutions was called for, and was given by Ray P. Snyder, chairman. It was accepted, amended, and approved. (This report follows the secretary's minutes.)

The president called for the report of the Committee on Program and Policy. Frank W. Cyr, chairman, reported that the Committee had a report ready to submit. He recommended that the Committee be authorized to mimeograph the report, send it to all members of the Department for thoro, careful consideration and their written reactions, and that the report be printed after due consideration by the Committee of the recommendations of members. His recommendation was accepted and approved.

The president called for the report of the Nominating Committee. The report was made by the chairman, H. E. Ryder. A motion was made and carried to accept the report, suspend the rules, and vote by acclamation. This was done and the persons named were elected (see Historical Note, page 562).

Members of the Executive Committee were elected as follows: Donald MacKay, president, Eastern New Mexico Junior College, Portales, N. Mex. (term expires 1940); Chloe C. Baldrige, director, Rural Education, State Department of Public Instruction, Lincoln, Nebr. (term expires 1940); May Trumper, head, Rural Education Department, State Normal School, Geneseo, N. Y. (term expires 1941); R. D. Baldwin, professor of education, West Virginia University, Morgantown, W. Va. (term expires 1941); L. P. Terrebonne, superintendent, Iberville Parish Schools, Plaquemine, La. (term expires 1942); S. T. Burns, state director of music, State Department of Education, Baton Rouge, La. (term expires 1942); A. F. Elsea, director, Rural Education, State Department of Education, Jefferson City, Mo. (term expires 1943); Edwin R. Embree, president, Julius Rosenwald Fund, Chicago, Ill. (term expires 1943); Lois M. Clark, Early Childhood and Elementary Division, State Department of Education, Harrisburg, Pa. (term expires 1944); Frank Ransdell, superintendent, Hardin County Schools, Kenton, Ohio (term expires 1944); Mrs. Katherine M. Cook, chief, Division of Special Problems, United States Office of Education, Washington, D. C. (term expires 1940, ex officio); president and vicepresident, ex officio.

REPORT OF THE COMMITTEE ON RESOLUTIONS

Agriculture continues as the greatest industry in the United States. The welfare of all the people is largely dependent upon a prosperous farm population. Since there can be no prosperity without intelligent citizenship, it is of first importance that adequate provision be made for the education of all rural children. In spite of some improvement the Department recognizes that in many states of the Union children who live on the farms do not have educational opportunities comparable with those provided in most urban and suburban centers of population. We recognize the need for study and guidance of all rural children and we emphasize the need for special attention to the exceptional child in all programs of rural education.

As items in a program that will have large influence in removing inequalities in education that now exist we list as of first importance:

1. *Federal aid*—The Department of Rural Education reaffirms the resolution concerning federal aid adopted at Atlantic City in 1938 herewith repeated:

The Department of Rural Education thoroly endorses the principle of federal aid for public education. It recognizes the fact that schools in the rural areas of many states can provide equality of educational opportunity only thru federal aid. It urges the present session of the Congress of the United States to enact legislation providing for such aid.

Such aid must be distributed according to the educational need of each state on an objective basis determined by law. The statutory provisions for federal aid should contain ample safeguards against federal interference with state and local autonomy in the administration of their educational systems. We urge that when federal aid becomes available the states use the funds for a fundamental program of equalizing educational opportunities, taking full cognizance of the needs of schools in rural areas.

2. *State aid*—Many of the inequalities as between urban and rural education are due to the failure of the states to recognize their responsibility in providing adequate support to supplement local support of schools. Therefore, the Department urges that the executive and legislative authorities in each state give consideration to a state program of aid by which funds will be distributed on an equalization plan so that each community may provide the minimum program which is recognized as necessary for the education of all children without an undue burden of local taxation. In this connection it may 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 schools, except as it may be necessary for the state to determine and supervise the maintenance of minimum standards.

3. *District reorganization*—Efficient schools in any community are dependent upon a satisfactory local unit of administration within which there may be a community of interest to provide the necessities for the schools. This local unit, in order to be effective, should contain a sufficient number of children to make possible well-organized educational programs for both elementary- and high-school children. In many states it is, therefore, of first importance that the unit for local taxation and administration be enlarged.

In making this recommendation we reaffirm our belief in democracy and we recognize that the practice of democratic procedure is essential to the perpetuation of democratic government. This practice should first take place in local units of government and it should be so exercised as to protect the rights of the residents of the communities and also of the people of the state and of the nation. Therefore, in the reorganization of local units of taxation and administration we would provide for a large measure of local initiative and control within the minimum standards which are considered necessary for the welfare of all the people.

4. *Curriculums*—Rural life in many ways has enrichments not enjoyed in the city; also there are physical limitations inherent to the rural setting. Curriculums

should be so organized as to take full advantage of the materials and resources of the rural environment and to use the same in method of approach, in emphasis on certain phases of subjectmatter and, to a certain extent in content and in teaching materials.

Syllabuses, teaching aids, and related material, adapted to rural school conditions, should be just as available to the rural teacher as materials based on the urban environment are now available to the city teacher.

5. *Supervision*—There is a critical need of increased supervision in rural areas (a) because the majority of beginning teachers are now employed in these areas thruout the United States; and (b) because teacher turnover is still very great in these areas, requiring adjustment of large numbers of teachers every year to new situations. The rural teacher also is handicapped in maintaining additional professional training because of lower salary schedules and greater costs in reaching educational centers, and therefore is in especial need of supervisory assistance.

Supervisory services for these areas is well worthy of state support both in providing local supervisors and in promoting and strengthening departments of rural education in teacher-training institutions and in state education departments. We regret the apparent loss of such services in some states during recent months as a result of reorganization or of economy programs.

6. *School buildings and equipment*—It is recognized that adequate school buildings and equipment are most certain of attainment in a satisfactory local unit of school administration. However, the children are here today and gone tomorrow. We accordingly urge that all rural children be given the opportunity now to attend school in safe school buildings, buildings that conserve health and promote a high degree of pupil morale, efficiency, and civic appreciation.

We further urge the planning of new school buildings with a view to wide community interests and to the increasing use by all the rural people in programs for youth and adults to promote an active interest in economic, social, civic, and educational affairs.

7. *The intermediate unit*—Experience teaches that rural schools may have the greatest service in supervision and in rural leadership thru well-organized intermediate units, as for example the county unit or the supervisory district intermediate unit as each may exist in the respective states. Therefore, we urge the further extension of the intermediate unit and its strengthening where it now exists as a means of improving rural education service. The administrative officer and his supervisory assistants should possess a high degree of professional training and should be appointed by and be responsible to a lay board.

We condemn any practice of selection of the professional officers of the intermediate unit or of any other unit of school organization except on a basis of qualifications of competence and ability gained thru professional training and experience.

8. *Teacher training*—Rural teachers carry on their work under quite different conditions and in a totally different environment than do urban teachers. Many are teaching for the first time. Therefore, we recommend that special emphasis be placed upon rural teacher training in all teacher-training institutions.

9. *Teacher salaries, tenure, and retirement*—We believe in equality of salary, tenure, and retirement as between the rural and the urban teacher. We recognize the frequent limitations of the local unit in its relation to these matters. In fairness to the rural child it should not be necessary for rural teachers to look to the city as the only means of advancement in the profession. We also recognize that there has been a far greater percentile decrease in rural than in urban school salaries during depression years and that the present rural school status in both training and experience is below national norms. Therefore, we recommend that

A. The salaries of teachers in rural areas be made adequate to invite and to hold well-trained and experienced teachers.

B. Required training and certification be of such an order that qualified and competent teachers shall be provided for rural schools. By this we mean prepara-

tion and training, with special adaptation to rural needs, comparable to that provided for urban teachers.

We recognize that in many states federal aid and state aid to school districts and to teacher-training institutions are necessary if these objectives are to be realized.

10. *Research*—We commend and recommend for careful consideration the *Research Bulletin* of the National Education Association, Vol. XVII, No. 1, entitled, "The Rural Teacher's Economic Status," prepared by a committee of this Association, and also the 1939 yearbook of the American Association of School Administrators entitled *Schools in Small Communities*.

11. *Transportation*—The transportation of children to school is essential to adequate schooling in many rural areas and has had a tremendous increase in recent years. In order to guide pupil transportation in ways of maximum safety and service we recommend the establishment and the strengthening of state supervisory staffs. We further recommend the establishment of minimum standards of practice and equipment to provide for maximum pupil safety and maximum economy. For the accomplishment of these purposes we approve and are appreciative of the study now being carried on and made possible by a grant from the General Education Board.

D. L. BAILEY,
FANNIE W. DUNN,
CAROLINE J. EVINGSON,
LOIS M. CLARK,
RAY P. SNYDER, *Chairman*.

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 1939-40 are: PRESIDENT, Mildred Fahy, Principal, Peirce School, 1423 Bryn Mawr Avenue, Chicago, Ill.; REGIONAL VICEPRESIDENTS: George J. Skewes, State Teachers College, Mayville, N. Dak.; Jack Hudspeth, Coordinator of Science, Austin, Texas; Glen Cline, Pasadena Junior College, Pasadena, Calif.; Philip Johnson, Cornell University, Ithaca, N. Y.; SECRETARY, Helen M. Strong, in charge of Educational Relations, Soil Conservation Service, U. S. Department of Agriculture, Washington, D. C.; TREASURER, Aelfric James, Sr., 801 Spring Garden Street, Easton, Pa.

This Department meets once each year, in July. The Department publishes a yearbook. The annual dues, \$.50, are payable to the treasurer. 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	1922:1239-1266	1931:561-576
1896: 937- 967	1905: 781- 826	1914:721- 772	1923: 843- 860	1932:467-480
1897: 916- 958	1906: 719- 720	1915:995-1028	1924: 753- 774	1933:477-488
1898: 959- 984	1907: 951- 958	1916:699- 750	1925: 598- 608	1934:469-480
1899:1097-1117	1908: 965- 998	1917:535- 556	1926: 625- 636	1935:439-448
1900: 592- 608	1909: 789- 828	1918:295- 296	1927: 583- 598	1936:333-346
1901: 771- 802	1910: 949- 968	1919:289- 290	1928: 569- 590	1937:375-386
1902: 759- 789	1911: 939- 992	1920:305- 308	1929: 559- 578	1938:527-538
1903: 847- 896	1912:1153-1194	1921:663- 666	1930: 529- 542	

THE ORGANIZATION OF THE NATIONAL COMMITTEE ON SCIENCE TEACHING

IRA C. DAVIS, UNIVERSITY OF WISCONSIN, MADISON, WIS.

THE COMMON TALK AT CONVENTIONS of science teachers associations the past few years has been the need of a national committee on science teaching. Many recognized that we have a large number of associations working independently of each other and often at cross purposes. Practically all of these teachers wanted to know why the associations were not cooperating with each other to solve the large number of problems so urgent in science education today. All of these teachers and associations apparently desired that some action be taken but usually with the intimation that someone else should start it. The big problem was how to get started.

Enough of you are members of different associations to realize the importance of finances. None of the existing organizations of science teachers are in a position to finance the activities of a national committee for a period of two or three years. If all of these organizations pooled their financial resources, they still could not undertake such a venture. The problem was where to get the money.

The officers and members of the Department of Science Instruction had discussed this problem at its meetings at Denver, Portland, Detroit, and New York. Other organizations were consulted. A few suggested that we might attempt to interest some of the education foundations or boards in financing a science committee. Some objected to this procedure. However, there was unanimous agreement that the National Education Association was the organization that should sponsor such a committee. This Association has approximately 200,000 members, is well financed and managed, and is genuinely interested in initiating and promoting new developments in education.

The Department of Science Instruction made a formal request to the Executive Committee of the National Education Association for funds two years ago. The request was accepted in principle at that time, and last year a fund of \$1000 was provided for the organization of the science committee and for continuing its work for one year.

Now that the money was available, what plan should be followed in organizing a national committee on science teaching? Definite principles were set up and agreed upon. These principles were unanimously accepted by cooperating groups:

First, that the committee should be organized and conducted on democratic principles. The whole procedure should be a real demonstration of democracy in action. Second, the Committee should be a real national organization of science teachers. Every organization of science teachers should be given an opportunity to cooperate by having a member on the general committee or by having a consultant on one of the subcommittees. Third, the Committee should develop a program in science teaching for

Grades I-XIV, inclusive, thru the inductive or problematic approach. This means that the program, when developed, will be based on the opinions, beliefs, and judgments of a large group of teachers after the careful discussion and consideration of all available evidence.

All national organizations of science teachers were invited to select one of their members to represent them on the general committee. Each of these organizations was asked to take care of the expenses of its representative in attending meetings. The American Association for the Advancement of Science has two members on the general committee. The following national organizations each have one or will have one member on the general committee:

- American Chemical Society—Chemical Education Section
- American Nature Study Society
- American Science Teachers Association
- Central Association of Science and Mathematics Teachers
- National Association for Research in Science Teaching
- National Association of Biology Teachers
- National Council on Elementary Science

The American Physics Teachers Association and the Association of Science Teachers of the Middle Atlantic States and Maryland have representatives acting as consultants, but I am quite certain we can complete arrangements soon to take care of the finances of their representatives as members of the general committee.

The Department of Science Instruction has six members on the general committee. Five of these members have their expenses paid by the National Education Association and one by the board of education of the city in which the member teaches. You may ask why the Department of Science Instruction has six members and all others a maximum number of nine. You must keep in mind that this is a financial arrangement to make possible the getting together of a representative national committee of science teachers. We had the money to pay the expenses of this number. The others had difficulty in taking care of the expenses of one member of the general committee. Then, too, the members of the general committee representing the Department of Science Instruction are members of practically all of the other associations.

The members of the general committee represent associations having more than 30,000 members. The members of the committee come from eleven different states from California to New York and from North Carolina to Minnesota.

It is necessary to have one general committee with a relatively small membership if satisfactory progress is to be made. It is also essential to have these members attend all meetings of the committee. However, this general committee must be in a position to reach out and get a large number of teachers to cooperate with it. The general committee then becomes the policy-making and policy-forming committee. It should be in a position to evaluate all of the contributions made by the large number of cooperating groups.

In order to get a large number of cooperating groups, each state, district, or local group of science teachers was invited to select a consultant to cooperate with the general committee. At the present time we have more than one hundred and fifty consultants from forty-three states. The number will be enlarged as we find additional science teachers who can represent geographic areas not now represented or teachers who can do specific tasks the general committee desires to have done. Any science teacher who really wants to cooperate with the committee will be welcomed as a consultant.

The total membership of science teachers represented by members of the general committee and by consultants is in excess of 50,000. The members of the general committee feel we should solicit the advice and suggestions of other associations which are in a position to help us. An extensive and thorough consideration of all phases of a new science program from all points of view should help to make it more practical and workable. The associations now cooperating are: Educational Policies Commission, Society for Curriculum Study, Association of Teachers Colleges, and National Association of State High-School Supervisors and Directors.

The first meeting of the committee and consultants was held in Cleveland, February 23 and 24. The total attendance of the members of the committee, consultants, and invited guests was forty-one. The first meeting was devoted to organization and getting the plans and points of view of each member of the committee. Each member was given an opportunity to present his or her plans and suggestions for the committee to follow. Each presentation was followed by a brief discussion. The discussions were used to get the meanings of the suggestions made, not to argue over differences of opinion. Consultants and visitors took an active part in the discussions. Most of the time the second day was devoted to a discussion of fields of instruction which are a part of science or are closely allied to it. The problem of health instruction was discussed by Dr. Teschler of the American Medical Association, and the problem of conservation by E. Laurence Palmer of Cornell University. "Geography and Social Problems" were discussed by Helen E. Strong of the Soil Conservation Service, by C. Langdon White, and by Dr. Donner of Western Reserve University. The representative selected to present the problems in the social studies was not able to be present because of illness. Willard E. Givens, executive secretary of the N.E.A., and Reuben T. Shaw, president of the N.E.A., discussed the future plans of the Educational Policies Commission and the ways in which the National Education Association might help and cooperate with the science committee.

The general committee agreed on a five-point attack for developing this new program. Five subcommittees were selected as follows: Subcommittee on Philosophy or Frame of Reference or Point of View, Nathan A. Neal, chairman; Subcommittee on the Personal and Social Needs of Children, W. C. Croxton, chairman; Subcommittee on Evaluation of Methods, Materials, and Results of Teaching, Carleton E. Preston, chairman; Subcommittee on Teacher Training, S. R. Powers, chairman; and Subcommittee on Administrative Practices, Ira C. Davis, chairman.

All members of the general committee and consultants have been assigned to one of these subcommittees.

The chairmen of these committees made an intensive survey of the areas in which they might operate and the problems which they might undertake. Further, the opinions of all consultants were solicited and considered in making final plans for presentation at the meetings at Cleveland on May 12 and 13. Mr. Powers distributed a large number of his preliminary reports on teacher education and Mr. Croxton distributed over 3000 copies of his questionnaire on the personal and social needs of children. Mr. Neal and Mr. Preston made careful surveys of all literature which might be of interest to their committees. The committee on administration attempted to summarize the information on administrative practices, problems, and difficulties which would be of value and interest to the general committee and to all of the subcommittees.

A careful and thoro survey of all of the problems the committee might consider in developing a fourteen-year program in science was made before the meeting at Cleveland in May. This two-day meeting at Cleveland was devoted to two meetings of the general committee, several meetings of each of the subcommittees, and several joint meetings of all committees.

The general committee voted to add another subcommittee on materials needed for teaching. E. S. Obourn has agreed to act as chairman of this committee.

I have attempted to give you, as briefly as possible, the activities and progress of the National Committee on Science Teaching to date. I shall answer briefly one of the questions raised, What are the greatest difficulties the committee has encountered and will continue to encounter in the future?

1. The getting of funds to carry on the work. We have requested a considerably larger budget this year than we had last year.

2. Reaching a larger number of teachers of science and getting them to believe this is a real cooperative venture. We need now more leaders for groups in some of our larger cities or in other areas in which different groups might work together. We need more consultants who will really assume leadership and responsibility. We need people who can persuade boards of education that this new work is so valuable that teachers should be relieved of some teaching duties, be provided some secretarial help, and have their expenses paid to the meetings of committee. We could use fifty to one hundred more consultants if we could locate them.

3. Getting teachers to feel they have a certain degree of responsibility in developing this program. The committee has no desire to make a plan of its own and force it on teachers. What the committee wants are the opinions, beliefs, plans, philosophies of teachers so it can work with them to get a new program.

To me, these are the issues and opportunities we must face as science teachers:

Are we willing to assume leadership in demonstrating how science can contribute to a better democratic mode of life?

Are we willing to face the facts concerning the results of instruction in science and in education in general?

Are we going to insist on teaching science for subjectmatter alone? Can we justify the statement any longer—study science for the sake of science alone?

Are we willing to undertake the reorganization of our whole program of science education if a new kind of organization will better fill the needs of children? In other words, are we willing to organize schools for boys and girls rather than for subjectmatter?

Are we willing to work together to discover what the personal and social needs of children are? Are we willing to base our evaluation program on the acquisition of desirable social outcomes rather than the acquisition of facts and principles?

Are we willing and eager to be scientific in teaching science?

Can teachers work together cooperatively in improving their teaching?

SCIENCE MEETS THE NEEDS OF BOYS AND GIRLS

KENNETH E. OBERHOLTZER, SUPERINTENDENT OF SCHOOLS, LONG BEACH, CALIF.

Science instruction given in our schools should attempt to meet the most persistent, important needs of boys and girls if it is to be a vital factor in the improvement of living. There are indications of trends in curriculum development which point in this direction, and the fact that this Department of the National Education Association has a national committee at work studying "needs" as a basis for the science curriculum is noteworthy. Learning at its best has been characterized as the application of intelligence to the meeting of needs.

The school cannot be concerned with all of the needs of all pupils, but it can certainly be concerned with the more important and persistent personal and social needs. Aims or values have much to do in the selection of needs for consideration. We first recognize the need, then we try to evaluate it in our scheme of values and meet the need in accordance with this. Our needs are sources of activity, points of departure in curriculum development, whereas aims are points of reference by which we are guided in our evaluation of the needs. The concept of interests has a vital relation to the concept of needs. Interests are those powerful motivating factors that give rise to a differentiation in activities which satisfy the needs. The more complex our civilization and the higher the general degree of intelligence, the greater the variety of interests. Interests give character to the activities of people in their efforts to satisfy their needs.

We should consider the immediate, felt needs of boys and girls as well as the more remote needs. Aside from the expressed and observed needs are those which may be gained from an examination of studies on child growth, of studies on the general activities of persons, from an examination of the problems found in current literature, and from studies of community conditions. Conservation and safety are two areas of interest to which science can make a contribution.

Schools are giving more attention to the personal-social needs of boys and girls. Science has much to offer in meeting these needs of today. Needs should be a principal basis for the reconstruction of the science curriculum.

A LAND USE PROGRAM FOR THE SENIOR HIGH SCHOOL

HELEN M. STRONG, IN CHARGE, EDUCATIONAL RELATIONS, SOIL CONSERVATION SERVICE, UNITED STATES DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C.

City industries and agriculture alike depend upon the land. The way in which the land is used today will determine its capabilities for sustaining a high standard of living in the American nation of the future.

The results of scientific research provide the basis for all sound land use practices. High-school sciences such as physics, chemistry, geography, biology, geology, and botany are some of the sciences that contribute to sound land use procedure on farm and forest and range and pasture lands. Consequently, these high-school sciences can well include in their laboratory and field studies consideration of problems pertaining to the land.

Information of interest to science teachers about work and research in the field of land use is available from the Soil Conservation Service, United States Department of Agriculture, Washington, D. C.

TEACHING THE SCIENTIFIC ATTITUDE IN THE JUNIOR COLLEGE

WILLIAM H. CONLEY, DEAN OF WRIGHT JUNIOR COLLEGE, CHICAGO, ILL.

Probably all educators will agree that one of the important tasks of the junior college in the field of general education is the teaching of the scientific attitude. This may be taught thru various channels, even in courses that are not in themselves sciences. However, I shall confine my discussion to teaching the scientific attitude thru the scientific method, and shall use as examples the physical science survey course and the course in integrated mathematics.

The scientific method is used to mean the complex pattern of thinking which is an interplay between reasoning and experiment. It involves the collection and classification of facts, derivation of general principles, proposal and testing of hypothesis, and statement of the theory.

This method can probably be taught to more people thru an integrated course in physical sciences than thru the traditional courses of that field. The evidence at Wright Junior College where such a course has been given for the past five years, using the lecture demonstration method and employing the overview descriptive approach, seems to indicate that there has been a measure of success in teaching the scientific method thru such technic.

Another important channel for teaching the scientific method is a functional course in mathematics in which the thinking process and applications are stressed rather than merely mathematical skills and abilities. Many traditional courses emphasizing skills fit into the category with some laboratory sciences where cookbook methods were used without success to give the students an idea of the scientific attitude.

The most important single factor in teaching this method is the teacher. If the teacher is well trained, sets up the scientific method as a specific objec-

tive, understands it thoroly and has enthusiasm for it, he will probably succeed. All things being equal, the methods here described will probably be more effective for the greater number of students than the traditional technics.

CONSERVATION FUNCTIONS IN A SCHOOL SYSTEM

BEN J. ROWAN, SUPERINTENDENT OF SCHOOLS, APPLETON, WIS.

One of the primary functions of American education is to perpetuate and improve democratic society. In order to do this schools should aim to help conserve and improve both human and natural resources. These two are so interdependent that to conserve one the other must also be maintained and kept from destruction. This means that every teacher, no matter where or what he teaches, must be a teacher of conservation.

The work is approached from four levels: primary grades, intermediate grades, junior high school, and senior high school. Each level is divided into three main topics: animal life, plant life, and the earth's surface. Each main topic is divided into subtopics. Objectives for each are chosen, activities and correlations determined, and materials listed.

A survey of any classroom will reveal an abundance of conservation material in texts, supplementary texts, plants, flowers, and pets. The various state governments and the United States Department of Agriculture thru its forestry and soil division offer much free material as well as a considerable amount at nominal cost.

The conservation concept, so far as the pupil is concerned, should be a gradually cumulating one. In the elementary grades sensory appeal opens the doors to nature study. The child's love for birds, flowers, and animals can be led to a desire to protect them. In the junior high school cause and effect treatment gives new life to the facts, and activities become the keynote. In senior high school the adult level is approached and the social and economic implications stressed. Thus, conservation functions in a school system.

RESPONSIBILITY OF SCIENCE IN SOCIAL ATTITUDES

H. HARWOOD TRACY, INSTRUCTOR IN LIFE SCIENCES, FULLERTON JUNIOR COLLEGE, FULLERTON, CALIF.

This discussion is limited to a single phase of social life, namely, college youth associations and the preparation for marriage. When one stops to think of the far-reaching influence of ignorance and false philosophies in our social life, it is very apparent that someone has a responsibility that has not been fulfilled. College students from every part of the country are demanding that the schools do something about this lack of proper knowledge of marriage. The business world is full of failures or half successful men who entered the business world full of ambition and capacity. Stanley S. Dickinson, a leading business consultant, says, "Trouble at home causes more emotional upsets and more instability in business than any other single factor." Our instruction in colleges, in other words, has taught men the

science of their jobs; but someone has failed in preparing men and women to live an adjusted life at home.

Modern science has discovered new knowledge regarding sex development of childhood that is almost revolutionary. It is on the psychic side of sex that this newer understanding of sex has developed most strongly. The average parent has little opportunity to secure this newer understanding of sex. Also, in the upper adolescent years the youth must with increasing completeness wean himself from the parent. The urge for independence is strong. Instruction by a parent seems to savor of direction, of continued parental guidance, thus seeming to defeat the desire for independence. Here lies the great argument for school instruction in problems dealing with courtship and marriage.

Students who have been permitted to take courses in marriage preparation are emphatic in their approval of the courses and the benefits derived from them. The enrolment in the family relations courses as offered in the Fullerton Junior College has steadily grown. The work was introduced as a part of the discussion of the study of heredity in the regular college class in zoology. Four years ago the work was offered in a special course called "Family Relations." These classes meet coeducationally for two meetings a week, and one session in which the sexes are separated. Such student comments as "I have obtained more helpful knowledge in this one semester's course than in all the rest of my college work" indicate youth's acceptance of these courses. Doctors to whom marriage relations students have gone for further aid have voluntarily reported how well informed and what a fine attitude the young people have.

Marriage adjustments cannot be isolated from life adjustments. Mental hygiene is greatly needed by our youth. The problem of mental hygiene is best taught in connection with a practical subject, not in the abstract. The enthusiasm, hope, and idealism of youth, especially as associated with marriage, make them receptive to the suggestions for more wholesome living that can and should be a part in any course in marriage. Youth's social and marriage problems are among the most vital of all life. Youth is asking for our help. Can we refuse?

HOW SCIENCE FULFILLS THE NEEDS OF BOYS AND GIRLS IN THE CHICAGO SCHOOLS

WILLIAM H. JOHNSON, SUPERINTENDENT OF SCHOOLS, CHICAGO, ILL.

Science instruction in the Chicago public schools has developed rapidly in the first eight grades. Administrators, teachers, and pupils have shown marked interest in the many phases of elementary science. Children of today are living in a world of applied science and are anxious to learn more about their environment and the many mechanical inventions they see about them. Elementary science opens not only a new learning area for the exploration of elementary-school children but it affords much objective material that may be correlated with reading, mathematics, social studies, safety, and health education.

The teachers and pupils have been provided with texts and reference materials suitable to their grade level. The use of high-school texts and advanced technics commonly taught in high school has been discouraged.

Every precaution is taken to protect teachers and pupils from possible injury. The supply list has been revised, and concentrated acids and poisons have been dropped from the list. Principals have been instructed to destroy all such concentrates that may have been received previously. Teachers have been instructed not to use 110-volt electrical current in experimental work with the children because of the possibility of receiving severe electrical shock.

Elementary science is not a book subject altho texts and reference materials have an important place in instructional procedures. Teachers are encouraged to use objective materials in their teaching. Boys and girls are given an opportunity to experiment, observe, and construct models involving the principles of science. The elementary science work is intended to give pupils an opportunity to investigate and explore in an elementary way the breadth of information that the courses in science afford. Science also offers many opportunities for developing desirable social habits. The children work as individuals, in small groups, and as members of the larger group. Habits of civic pride and respect for property are encouraged by the planting and caring of flowers and shrubs around the school and in the community. An interest in native birds and their care is encouraged from the kindergarten thru the eighth grade.

The science bulletin, issued to each school every two weeks, has proved popular with the teachers because it contains items of practical help for their teaching. Sample lessons, construction problems, experiments, book reviews, science poems, and announcements are typical of the content. Much of the material that appears in the bulletin is contributed by principals and teachers.

The new science course of study for Grades VII-VIII has been well received. The work, divided into units by months, suggests activities, references, experiments, related handwork, visual education materials, and educational trips. The course offers the teacher ample opportunity to make selections of instructional content within the interest and ability of the class and adapted to the community and school.

The science work in the first six grades of the elementary school is taught by the room teacher. The course at present is organized on the spiral plan. The units of instruction for the first six grades are as follows: trees, insects, birds, garden plants, wild flowers and weeds, energy and matter, aquatic plants and animals, sky study, and larger mammals. The science work in Grades VII-VIII is departmentalized and the content is arranged seasonally.

Chicago high schools offer an extensive program of science education. Marked strides have been made in the past two years in the improvement of laboratories and refinement of instructional materials. Every science laboratory in every high school is in excellent working condition. Every piece of equipment is on inventory. All purchases are made from approved, listed

specifications, which procedure has raised the quality of apparatus delivered to schools. Collective buying has resulted in a saving of about 20 percent in cost of apparatus and supplies.

Chicago's three junior colleges offer courses in science and have well-equipped laboratories and research facilities. The Chicago Teachers College, now a four-year school, offers a major in science for those who wish to become science teachers in the elementary school.

Many science courses are also given in our special schools for crippled, retarded, and truant boys and girls. The work here is modified and adapted to the needs and accomplishment levels of these children. Related science is given in our vocational schools. The science work in these schools emphasizes the applied science of trade and industry. In addition to the day school science work, hundreds of adults take science in Chicago's evening schools. In general, all of Chicago's 500,000 school children and the 30,000 adults who take evening classes have an opportunity to study science and for those who show special interest and aptitude specialized instruction is available at the college level.

SECRETARY'S MINUTES

San Francisco

The Department of Science Instruction held its sessions in the Veterans Building in San Francisco. Ira C. Davis, chairman of the National Committee on Science Teaching, gave an excellent report of the organization of the group and the contribution of the other science groups to the committee. The theme of all the meetings was "How Science Fulfills the Needs of Boys and Girls." Kenneth E. Oberholtzer, superintendent of schools of Long Beach, California, sounded the keynote in his address. The four sections—elementary, junior high school, senior high school, and junior college—held sessions on July 3 and 4.

On July 5 at the luncheon session, William H. Johnson, superintendent of schools of Chicago, discussed the theme as it applied to a great city. "Science in the Modern School Program" was the title of a panel discussion under the able leadership of Grayson N. Kefauver, dean of Stanford University. Fred Anibal of Stanford University and Mrs. Gladys L. Potter of the state department of education, Sacramento, located the problems in their fields. Leila Ann Taggart, director of rural education, Santa Barbara; Olga Schwellinger, Horace Mann Junior High School, San Francisco; and George J. Skewes, State Teachers College, Mayville, North Dakota, were other members of the panel.

The Constitution of the Department was revised so that four regional vice-presidents were elected. This was done with a view to increasing personal contacts and membership of the Department. Proceedings of all the sessions will be printed and mailed to members of the Department. Aelfric James, Sr., 801 Spring Garden Street, Easton, Pennsylvania, is the new treasurer to whom dues of 50¢ may be sent.

DEPARTMENT OF SECONDARY TEACHERS

HISTORICAL NOTE

THE DEPARTMENT OF SECONDARY TEACHERS *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. At the San Francisco meeting in 1939 the name of the Department was changed from the Department of Secondary Education to the Department of Secondary Teachers.*

The officers of the Department for the year 1939-40 are: PRESIDENT, George R. Rankin, Boys Technical High School, Milwaukee, Wis.; VICE-PRESIDENT, Ruth West, Teacher, Lewis and Clark High School, Spokane, Wash.; SECRETARY, Edith V. Titcomb, Woodrow Wilson Junior High School, San Jose, Calif.; TREASURER, Joseph C. Driscoll, Erasmus Hall High School, Brooklyn, N. Y.; EXECUTIVE SECRETARY, Ernest D. Lewis, Evander Childs High School, New York, N. Y.

This Department meets once a year, in July. The dues, \$1, may be sent directly to the National Education Association. The principal publication is a bulletin—issued five times a year. 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	1896:557-619	1906:633-636	1916:517-574	1933:489-506
1887:393-442	1897:644-699	1907:521-710	1917:253-284	1934:481-492
1888:401-434	1898:664-700	1908:577-668	1918:177-190	1935:449-460
1889:497-534	1899:601-817	1909:479-522	1919:195-204	1936:347-360
1890:613-656	1900:428-453	1910:443-534	1920:209-230	1937:387-404
1891:615-688	1901:565-604	1911:555-658	1921:667-678	1938:539-550
1892:333-374	1902:455-492	1912:663-766	1922:1267-1294	
1893:177-242	1903:429-486	1913:469-500	1923:861-880	
1894:743-794	1904:473-536	1914:445-488	1924:775-802	
1895:579-635	1905:423-480	1915:723-754	1932:481-492	

UNIFYING THE SECONDARY CURRICULUM AROUND THE PROBLEMS OF YOUTH

J. PAUL LEONARD, STANFORD UNIVERSITY, CALIF.

ANY ADEQUATE STUDY of the youth situation in America must take into account the program of the school, the activities of youth on leaving school, and the relationship between what youth do in school and what they do in life upon entering the activities of an adult society. There has been very little change in the relative amount of time devoted to college preparatory work and general education in our secondary schools since 1925. In fourteen American cities in 1924, 62.5 percent of the pupil's time was devoted to academic subjects of the college preparatory type. In 1929 this figure was still 60.9 percent.

Uniform deficiencies—There is remarkable uniformity in our high schools; all are doing the same thing. High schools five miles apart offer the same dearth of subjectmatter courses, each failing to meet the needs of the various pupils. We do not supplement each other; we duplicate. We have no regional planning of our educational institutions, either secondary or higher, to meet the collective needs of boys and girls. Hence, we have equalized uniform deficiencies.

What do youth think of the organization of our secondary school? Sixty percent of the large sampling of our youth indicated they would leave high school immediately if they did not think continued schooling would improve their vocational chances. Compare this with our figures which show that less than 15 percent of the total time of the secondary pupil is spent on any type of vocational work. Compare this also with the figures which show that about 75 percent of our youth leaving high school need to earn their own living immediately.

From 25 to 50 percent of our youth say the guidance was not helpful; 48 percent of our youth declare their education to be of little or no economic value; 75 percent want sex information in the secondary school; 60 percent of them want the school to give them some versatility in vocational training. All of them cry out to our schools to give them an understanding of the social conditions that will engulf them upon leaving school.

Note that 10 percent of youth goes to college; yet 75 percent of our school time is taken up with courses chiefly college preparatory in character. Only 19 percent of our youth between the ages of sixteen and twenty-four are in high school or college; 33 percent are employed full-time; the remaining 52 percent are doing odd part-time jobs, loafing, or bumming.

All of our studies show that pupils in large numbers are seriously deficient in social competence, adequate reading ability, intelligent communication, powers basic to understanding of qualitative relationships and knowledge of daily problems and social tensions, and the ability to earn their own living. We turn out pupils fundamentally conservative on social issues; intolerant and narrow-minded pupils who do not know what freedom in a democracy means; pupils with little appreciation of individual rights and duties. To

quote from the New York Survey, "Students leaving our high schools are reluctant to assume responsibility, for civil cooperation, or to commit themselves to action which will involve personal sacrifice or effort."

Only one out of every eleven youth leaving our schools take any part-time or supplementary education after graduation from high school. Only 3 percent of youth maintain that the schools were responsible for helping them secure positions. There is little evident relationship between school training and the kinds of jobs pupils get. Does it surprise you that businessmen contend the nation over that they pay little attention to recommendations of teachers when they are looking for youth to employ? The most important factor that youth has to offer when he leaves high school is an "approach personality." This sells. The array of courses the pupil has taken is of little commercial value.

About two-thirds of our youth leave school without graduating. Fifty-four percent of our youth leave school *before* graduation because of economic reasons, and 25 percent leave because of lack of interest in school. Note that this 79 percent of our youth who leave school do so largely because of reasons entirely beyond their control. With an academic curriculum in which they cannot be interested and a poverty-stricken home for which they are not responsible youth faces an almost impossible position.

Dissatisfaction—From 85 to 98 percent of our male youth and from 23 to 100 percent of our female youth prefer other occupations than the ones in which they are engaged, but why this dissatisfaction among youth? More than 50 percent of our youth out of high school one year will have to leave their present employer if they are to earn enough to marry, live decently, and stay out of debt. Taking all types of employment together, only 5½ percent of our youth receive over \$20 per week and only 1 percent receive over \$30 per week. If you have been to college your average wage is likely to be around \$22. One-third of our youth hold jobs with firms paying 75 percent of their employees less than \$20 a week. Add to these conditions the facts that labor unions do not welcome into their ranks graduating youth and that the policy of many of our firms is to employ young people at low wages during their most vigorous years, and then discharge them before they have attained enough seniority to justify high wages.

Reorganization needed—I wish to propose for your consideration and discussion a seven-point program of reorganization. First, we must build among our profession much greater social understanding of modern life than we now possess. Second, we must make a clean break with the academic tradition which controls secondary education today. This means renouncing allegiance to college preparatory curriculums: it means severing the tie of subservience with colleges, which in secondary schools becomes obedience to impersonal regulations. Third, our secondary schools need to be reoriented around the problems of youth. Fourth, we must establish an adequate system of guidance. Fifth, we are obligated to remap our vocational education program; industry as well as the schools. Business as well as professional enterprise must combine to work out for youth a satisfactory program of vocational training. Sixth, all educational institutions within the community need to consolidate legally

to provide adequate educational guidance and services. As soon as possible the departments of public health, libraries, recreation, and juvenile correction need to be brought under the control of a unified educational system. We should develop a social planning institution for the education of youth placed under the control and direction of professional people and removed entirely from the array of political appointment. Seventh, adequate attention needs to be given by all citizens to guaranteeing the distribution of public funds so that money spent for relief and old-age security, both of which are necessary in modern life, shall not be taken from the funds which should be reserved for the education of youth.

THE CORE CURRICULUM

ELIZABETH SPARHAWK, TEACHER, EAST HIGH SCHOOL, DENVER, COLO.

The content of a core course in every school varies so widely that it would be impossible to answer specifically what is the content. The content is determined by arduous and thoughtful planning on the part of parents, teachers, and pupils. Many years ago teachers were not confronted with the question in class, "Why should I do this?" There was an acceptance of the fact that what teacher said was right and not to be questioned. Now we are becoming more and more aware of the need for answering this question. Shall we have our curriculum so constructed that we have an hour of English, an hour of mathematics, an hour of home economics, and let the material learned be dropped at the end of a fifty-minute period? Should not our English carry into every classroom we enter? Will not the study of a geometric design or an understanding of graphs enable us to interpret the charts which are so common today in our reading intelligently newspapers and periodicals? Problems or content of core courses should carry over into elective subjects and into everyday living. Thus we should attempt to plan with our students and assist them to see the "why" of what they are doing.

Another phase of planning for content and for guidance in the core is the work of the staff. A most stimulating and helpful feature of this core program has been teacher planning. It takes some time for six adults, trained in different subjectmatter fields, to abandon their pet subject and see a problem in the whole.

Before any unit of work is started the pupil-teacher planning takes place. This is valuable in helping the students feel that they are planning the work. Once they selected a unit of work which when started proved uninteresting to them. However, the unanimous feeling of the classes was that they must complete it in a satisfactory manner as they had selected it. Group and individual responsibility thus is developed.

The parents are the most difficult to educate in the core program. We have formed a parent-council, with two parent representatives from each of the six classes. This parent-teacher council meets approximately once a month, at night, to plan the work of the core and parent and community meetings. We have found the parents most eager to learn of the new philosophies of education, curriculum changes, and trends in education.

The question of learning comes next. Frequently, it has been said of core students that their knowledge is general, and lacks specific detail. A study made in the spring of 1938 in the Denver high schools indicated that in comparison to other classes previously visited the core students were trained to check in an analytical manner the material presented. Of course, this does not prove that core students are better trained than other students. There is a growing awareness among core teachers and students of a need for accuracy as an answer to the challenge of a too general education.

One of the most serious charges directed against the core course is the lack of discipline. It is true that greater freedom does exist in this type of curriculum, but core courses do not do away with the teacher; they increase the responsibilities and ingenuity of each one concerned in the work.

The school which is about to introduce a core program would be wise to precede it by a little teacher education. Also, the principal needs to be well aware of the problems which face him in pioneering in the core field. The community is not always sympathetic to a change as radical, as they consider it, as this new curriculum offers. So it needs firm, wise, and tolerant leadership on the part of the executive to bear the brunt of repeatedly unwarranted criticism. Again, within the school there is much dissension among the teachers who are selected to do this experimental work and those who are not. An understanding of what the work is to be and a volunteering on the part of those interested might seem to offer a solution for this problem. The enthusiasm and interest of the teacher play a tremendous part in the success of the core program.

Core programs in various schools differ, but it would seem desirable to allocate to a unified studies program, or core curriculum, the consideration of problems which:

1. Are common to large groups of pupils, if not all
2. Are persistent or recurring in human experience, or are related to or illustrative of such problems; that is, a bond issue for the construction of a local sewage disposal plant may illustrate the persistent problem of sanitation
3. Are not likely to be handled well by any of the traditional subjects, that is, family relationships
4. Require, or would profit by, cooperative planning, teaching, and learning
5. Call for exploration in several areas of experience; that is, health in biology, recreation, the home, sex, care of children, public health, health hazards in industry, the consumer, safety, etc.
6. Require orientation in a wide range of relationships and implications for their significance to become apparent; that is, the corporation—as related to mass production, advertising, absentee ownership, labor problems, propaganda, war, imperialism, pressure groups, etc.
7. Require consideration of various points of view in addition to factual data, for example, race relations
8. Require larger blocks of time than conventional periods, that is, community study and participation
9. Call for relatively continuous experience rather than a unit course, for example, the arts. These are not strictly problems, but kinds of experience which should be included in the core curriculum
10. Extend the application of such objectives as technics of thinking, work habits, study skills, social sensitivity, creativeness, etc., over a wider range of experience than the traditional subjects

11. Require a minimum of specialized laboratory equipment
12. Do not require extended drill in specific skills; for example, taking three months off for drill in typing or percent or cabinetmaking
13. Do not require sudden extension or drastic modifications of present levels or work habits and study skills; for example, a sudden shift from lesson learning to complete responsibility.¹

The building and development of a core course offers a challenge to the teacher whose primary interest is the child, and whose paramount interest is in promoting a democratic way of living.

PROBLEMS OF INTEGRATION AND CORRELATION AT THE SECONDARY-SCHOOL LEVEL

JOHN T. WAHLQUIST, PROFESSOR OF EDUCATION AND DIRECTOR OF TRAINING, UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH

Three viewpoints are discernible in contemporary American secondary education: the ideological, the utopian, and the progressive. On the extreme right are the worshippers of traditions, more or less content with the status quo. What could be more natural than to transfer to the classroom the beliefs in transcendental values and eternal verities preached in the churches, inculcated in the homes, and lauded in certain political circles.

At the other extreme are the Utopians. On the assumption that practically every feature of the conventional program is wrong, the members of this group indulge in wishful thinking and radical experimentation. This has been the fault of many so-called Progressive schools (spelled with a capital P), as Dewey has ably argued in his *Experience and Education*. A complete break with empirical traditions and conventions is fraught with dangers and difficulties. Altho the members of this group usually rally under the pragmatic flag, they forget that a true pragmatist is an empirical idealist guided by the experience of mankind and a concrete realist advocating experimental studies. Consequently, they philosophize from their arm chairs, fail to take advantage of the empirical findings of the seasoned school masters, and ignore the findings of the scientists.

In between these two extremes are the true progressives (spelled with a small p). Here consideration is given to the present faculty, the preparation of the individual members, their interests, their studies, etc.; to the present student body, the backgrounds of the individual members, their interests, their plans, etc.; to the school plant with its rooms, equipment, libraries; to the parents; and to the taxpayers. The members of this group, be they pragmatists or realists, recognize how little is known about education. Furthermore, they realize the danger of superimposing upon any school any pattern evolved elsewhere.

For our present purposes we are interested in this third approach, the progressive (spelled with the small p). If realists, we are more likely to favor correlation than integration; and, if pragmatists, we are more likely to favor integration than correlation. The new realist recognizes both content and

¹ Manual for Teachers Working on Core Courses, Denver public schools, November 1938.

activity, both the reality of externals and the reality of personal experiences. On the other hand, he refuses to make a god out of either subjectmatter or the individual learner. He is willing to do anything that will be more conducive to the adjustment of the individual to his world. Nevertheless, he hangs to the concept of an external world beyond the whims and caprice of the individual. For these reasons, it is difficult for a realist to see the necessity for an integrated curriculum, if by that term we mean a student-centered curriculum, whereas he will give wholehearted approval to some attempts at correlation of subjectmatter fields.

The pragmatist, on the other hand, is frankly skeptical of any scheme of education concerned with the "eternal verities" of the idealist or the scientific abstractions of the realist outside the immediate experience of man. The same pragmatic forces which were so successful in challenging the traditional elementary school are now challenging the high school. Pragmatic views inevitably end with concern for the individual and his integration. Furthermore, it is the *unitary whole* and not the unified whole which receives the attention. Here the pragmatist parts company with the realist.

It is not the purpose of this paper to discuss the core-curriculum. However, even after the concept has been accepted, there is the problem of organization. What shall we select: (a) culture-epoch units, (b) unified studies, (c) broad fields, (d) contemporary problems, or (e) pupil-teacher planned units? The realist will accept the former and balk at the latter. The culture-epoch approach, the typical "unit-activity" is essentially correlation, not integration: for example, ancient Greece is studied in terms of art, music, literature, political science, and science proper as set forth in a course of study. Similarly, unified studies, such as English and the social studies, may be regarded as an attempt at correlation, altho from another angle partial integration may be uppermost. Similarly, broad fields usually stop short of integration, leaving more or less conventional divisions in the school day, as art and crafts, language arts, physical activities, science, social-economic studies, etc. The contemporary-problems approach makes a complete break with chronology and logical organization. Here the realist may balk and the pragmatist rejoice. Few realists would approve informal, impromptu pupil-teacher planned curriculums, especially at the secondary level.

After we have evolved our philosophy, formulated our psychology, and set up our organization, we must face the problem of teaching personnel. Undoubtedly, the greatest obstacle to the reconstruction of secondary education is the problem of finding teachers properly qualified for the new programs. Such teachers must have philosophic insight, conception of learning, breadth of education, and personality necessary for the new enterprise.

The new programs present challenges to many conventional practices, such as grades, credits, honors, methods of testing, and ability grouping. Altho realist and pragmatist alike are about thru with grades and credits, in theory, if not in practice, there will be a division of opinion upon such items as measurement and grouping students. The realist still retains his faith in quantitative measurement of objective realities. The pragmatist is thru with measurements and anxious for personal evaluations. Nevertheless,

the more common varieties of the core curriculum involve educational measurement. Only extreme pupil-teacher planned activities stress pupil-teacher evaluations. Similarly, the less extreme varieties of the core curriculum invite realistic concern for scheduling and grouping. On the other hand, homogeneous grouping and complete integration are incompatible.

In *The Evaluation of the Elementary School*, J. R. McGaughy says, "We cannot have true homogeneous grouping, because no individual is himself homogeneous—in other words anyone differs widely in his capacities and abilities. . . . The assumption that the homogeneous grouping of twenty to fifty children is possible, and even a few of the more important fields of activity . . . become an absurdity."

With McGaughy's conclusion the speaker agrees; namely, ". . . the problem of homogeneous groupings, in the light of present evidence, must be solved on the basis of the philosophical and psychological problem involved, rather than on the statistical evidence of the achievement of pupils."

THE SIGNIFICANCE OF THE STUDY OF INTERNATIONAL RELATIONS

CARL G. WINTER, MC CLATCHY HIGH SCHOOL, SACRAMENTO, CALIF.

America with the finest resources and the greatest power of all the nations today is failing to assume its natural leadership. International relations is the course that will prepare us for this leadership. It may be approached thru the study of political science, diplomatic history, contemporary events, personalities, economic organization, world geography, international law, international organizations, or thru a study of such topics as transportation, communication, or peace.

Irrespective of the method of approach, the results should show some common factors. The first is a concept of world reality today. It should prevent the characterization of nations as personalities. Carefulness in the use of words is learned, which should help overcome prejudices attached to labels, such as the word "radical." A concept of world reality helps us, by the study of conditions elsewhere, to chart our own course of action. By studying how others have solved their problems we can advance on the social plane. The practical value of this course for foreign trade and diplomats is undisputed. Rural dwellers find out what crops to plant or not to plant by a knowledge of conditions in the world. They learn also about the formation of cooperative markets and buying associations, such as have been developed in Denmark. The urban dwellers can be benefited by a study of the forward strides that Belgium has taken in the last few years when wages increased 37 percent, unemployment was reduced by two-thirds, and taxes were reduced 900,000,000 francs a year.

Examples of successful problem solving by others aids us in solving our own problems. Since we are a democracy, all people should understand government problems. International relations courses enable us to educate large groups. They also tend to minimize prejudices detrimental in problem solv-

ing by broadening the views of the people. Social scientists are too prone to present problems in too elementary or too advanced a fashion. International relations prevents this by keeping the presentation on the level of the people studying the problem. The greatest value of this course is that it teaches friendship and peace.

THE DEPARTMENTAL PLACEMENT OF JUNIOR COLLEGE GEOGRAPHY

IDA MAY SHRODE, PASADENA JUNIOR COLLEGE, PASADENA, CALIF.

What placement of junior college geography most effectively aids in synchronizing geographic education with other pupil learnings? This is a question which administrators and geography teachers need to consider in planning for geography's maximum contribution to education at the junior college level.

Few junior colleges as yet offer enough work in geography to justify the existence of separate departments, hence there arises this question of departmental affiliation. Teachers in junior colleges, in which departments are grouped into the divisions of humanities, the social sciences, biological sciences, and physical sciences, have the additional problem of finding the division as well as the department in which our work will function most effectively. A leading university which has pioneered in grouping courses into four divisions has placed the department of geography in both the physical and social science divisions.

In certain California junior colleges, geography is offered only by commerce departments; others include it with social science offerings. In a few it is allied with physical sciences, in at least one with biology, and in another is in a department of earth sciences. One junior college has a separate one-man department of geography. Where administered with unlike subjects, there is a possibility that geography may be taught by nonspecialists and be neglected in the budget.

Inquiring into the departmental affiliation of mathematics, botany, French, or typewriting one would not encounter such confusion, because of more general agreement as to the place of those subjects in the curriculum. Altho the lack of uniformity in geography's curriculum position comes in part from local conditions, it doubtless arises primarily from the inherently dual nature of the subject. Since the landscape, the focus of geographic study, is composed of both natural and manmade features, geography does not belong exclusively either to the natural or to the social sciences but to both and serves as a connecting link between them. It has been introduced into some junior colleges to broaden business training and help prepare students for admission to the college of commerce in the universities. In a few institutions it has sprung from geology and physiography and remains allied with those sciences.

In junior colleges, in which boundaries between departments are not formidable walls, the departmental placement of a subject may not be highly significant, but departmental barriers are still real in many institutions, and

we geographers must hurdle them. We are challenged not only to ascertain the place in the curriculum in which geography can render its greatest contributions but also to present work which meets the needs of various types of students.

The topics treated and the emphasis on them depends in part on the departments in which geography is offered. Most junior colleges offer work which parallels the year course in the lower division of the universities and meets the requirements of students who will study beyond the fourteenth year. Most junior colleges also offer courses for students who hope to go directly into jobs. Generally in such courses the economic aspects of geography are particularly stressed. We who are most vitally concerned that geography live to the fullest its role of synthesizing learnings and experiences will have to find its most favorable departmental alignment in the expanding junior colleges.

MUSICAL EXPERIENCES APPROPRIATE TO A PROGRAM OF INTEGRATION

FRANCES HAWKINSON, EAGLE ROCK HIGH SCHOOL, LOS ANGELES, CALIF.

An integration program requires emphasis on personality rather than on subjectmatter. Such a procedure lends itself to a philosophy of learning based on children's immediate relative needs, ultimate absolute needs, and natural interest. Means for self-revelation of personality must be provided for all children. Thru an integrated program the student is given opportunity to develop capacities for self-expression thru participation, and he is growing in understanding by becoming familiar with and knowing the contributions of people who have had the same desires and satisfactions.

Integration means the use of different technics on the part of teachers. It means a greater "particularity" on our part as to the material that has most worth. For the student it means making for himself one pattern of life in which all his activities are included. It makes him an individual of some consequence.

Children are by nature musical. They long for a means of self-expression. Teachers and adults should see to it that they have the opportunity to express themselves. The acceptance of a musical experience in the learning program gives the student a natural outlet for his emotional reactions without self-consciousness.

The considerations which guide the procedure of an integrated program include: (a) the type and general interest of the class, the amount of time desired for a unit of work, events of local interest, the school program; (b) the content of the unit of work; and (c) the activities in which children engage while realizing the contributions of the past and present culture.

There should be no expectation of ultimate attainment, but there should be opportunity for maximum participation, the teacher providing the means thru the integrated program. The ultimate achievement thus grows directly out of the child's needs and proceeds on the level of the child's ability.

SECRETARY'S MINUTES

San Francisco, Calif.

First Session, Monday Afternoon, July 3, 1939

"Correlation and Integration of High-School Subjects" was the theme of this session which consisted of a general meeting and fourteen joint conferences of the Department of Secondary Teachers and subject groups. The general meeting and most of the joint conferences were held in the Mission Senior High School and the Everett Junior High School. Much of the success of this session was due to the assistance of cooperating departments and associations such as the Department of Art Education, the National Council of Teachers of English, the National Council of Geography Teachers, the National Vocational Guidance Association, the Department of Home Economics, the National Council of Teachers of Mathematics, the National Federation of Modern Language Teachers, the Music Educators' National Conference, the National Council for the Social Studies, the National Association of Teachers of Speech, the American Educational Theater Association, the Department of Science Instruction, the Department of Visual Instruction, and the Department of Vocational Education.

Valuable papers were read at the general meeting and the joint conferences. Many of these will appear in the September 1939 and succeeding issues of *Secondary Education*, the official organ of the Department of Secondary Teachers.

Second Session, Tuesday Noon, July 4

This session was a luncheon conference and quite appropriately dealt with the education and problems of American youth. Ernest D. Lewis of Evander Childs High School and executive secretary of the Department, presided.

A large number of teachers enjoyed a well-balanced program. Grayson N. Kefauver, dean of education, Stanford University, spoke on "Trends in European Secondary Education" and Robert J. Kerner, professor of modern European history, University of California, Berkeley, spoke on, "Youth Movements and the International Crisis." Dorothy Gordon, advisory consultant on children's programs of the National Broadcasting Company, presented in a delightful manner and in costume a series of American and European folks songs. The American folk songs were nationally broadcast over NBC.

The conference was concluded with a forum discussion by high-school pupils from the Galileo high school, San Francisco, on the topic, "Do American High Schools Promote Good Citizenship?" Esther Bruckner was in general charge of the discussion group and Allen C. Blaisdell, president of the International House, Berkeley, acted as moderator.

Third Session, Wednesday Afternoon, July 5

Following the discussion of the previous day, problems of youth, and especially citizenship training, held chief attention. Joseph Driscoll of the Erasmus Hall High School, Brooklyn, N. Y., presided. Aubrey A. Douglass of the state department of education, Sacramento, presented a paper on, "What Is Happening in Our Secondary Schools in Promoting Social Competence," and Harold F. Tuttle of the College of the City of New York spoke on, "Indoctrination in Civic Training in the High School."

At this session a film just released depicting some aspects of secondary education to be seen at the Golden Gate International Exposition was presented thru the courtesy of Ira W. Kibby, director of educational exhibits.

Fourth Session, Thursday Afternoon, July 6

The last session was a luncheon conference, dealing with the ten-point program of the Committee on Motion Pictures. William Lewin, the chairman of the Committee, presided. Fourteen states and Canada and Hawaii were represented.

After the luncheon at the Palace Hotel, the members present continued the discussion at Galileo High School, where scenes from new photoplays were presented. A classroom discussion of the plays followed by pupils from Galileo High School under the direction of Esther Bruckner of that school. A teacher discussion of the same plays was the concluding feature of this session.

In addition to the regular sessions, the department arranged other activities. There were several informal committee conferences held at the department headquarters in the Palace Hotel. One of the most important considered the need for a closer cooperation of subject groups and the Department of Secondary Teachers during the school year as well as during the annual convention period.

Thru the courtesy of Samuel Goldwyn the Department was able to invite convention delegates and their friends to a preview of the photoplay, "They Must Have Music," featuring Heifetz, master violinist. Between seven and eight hundred teachers present gave their reactions in writing as to the educational and recreational values of the picture. Almost unanimous approval was the verdict. Introductory remarks were made by James Roosevelt.

Following the convention, on Monday, July 10, there was an educational tour of the Hollywood studios, under the guidance of William Lewin, chairman of the Committee on Motion Pictures. About fifty teachers, in groups of from five to ten, enjoyed unusual privileges at the different studios visited, including Paramount, Warner Brothers, Metro-Goldwyn-Mayer, Selznick, and others.

Business Meeting

The annual business meeting of the Department of Secondary Teachers was called to order by the president, George R. Rankin, at 4:30 P.M. on Wednesday, July 5, 1939. The meeting was held in the auditorium of Mission High School, San Francisco, California. Agnes B. Churchill, South Division High School, Milwaukee, Wisconsin, was named secretary pro tem in the absence of Mrs. Nettie R. Bolland, secretary. Minutes of the 1938 annual meeting were accepted as printed in the N.E.A. *Proceedings*.

The report of the executive secretary, Ernest D. Lewis, stressed the services of the Department publication, *Secondary Education*, the activities of various committees and subcommittees, and the preparation of convention programs. He reported a successful luncheon conference at Cleveland, Ohio, on March 1. Due to the enthusiastic response by local high-school teachers, more than five hundred persons were present to hear the chief speaker, Ben Cherrington, United States Department of State, and others who participated. In this conference the Department of Visual Instruction and the American Association of Technical High Schools and Institutes cooperated.

Mr. Lewis spoke of the need for reorganization of some committee activities. However, the Committee on Motion Pictures of which William F. Lewin is chairman has been very successful, for a large preview subcommittee has functioned thruout the year and upon its recommendations Mr. Lewin has published study guides on several films. For fourteen weeks during the summer of 1939 there is being conducted in New York City under the direction of this committee a weekly radio discussion of an important photoplay. Recent activities of Chairman W. L. Rice of the Committee on Citizenship Training were reviewed by Mr. Lewis.

In the absence of the treasurer, Mr. Lewis presented a statement of the finances of the Department.

Discussion of the need for wider publicity and greater membership followed and suggestions were offered.

A vote of thanks to the retiring officers was moved, seconded, and passed.

President Rankin reappointed Ernest D. Lewis, Evander Childs High School, New York, New York, as executive secretary for the year.

A proposal to change the name of the Department to the Department of Secondary Teachers was left to the discretion of the incoming officers.

The meeting duly adjourned.

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, 1931, and final plans for the creation of the Department were made and a constitution was adopted.

The officers of the Department for the year 1939-40 are: PRESIDENT, Rosemarie Dacey, Oakman School for Crippled Children, Detroit, Mich.; VICEPRESIDENT, Elizabeth Walsh, Director, Bureau for Children with Retarded Mental Development, New York, N. Y.; SECRETARY-TREASURER, Jessie Tritt, Director, Special Classes, Public Schools, Los Angeles, Calif.

The annual dues for the Department, \$.50, are payable to the secretary-treasurer. 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
1936:383-398

1937:435-446
1938:565-578

THE CALIFORNIA PROGRAM OF SPECIAL EDUCATION

HARRY D. HICKER, CHIEF, BUREAU OF VOCATIONAL REHABILITATION,
STATE DEPARTMENT OF EDUCATION, SACRAMENTO, CALIF.

THE WELFARE OF THE EXCEPTIONAL CHILD demands our best planned endeavor. The needs of the exceptional child differ from those of the normal child, and appropriate procedures must be made effective to take care of those needs. The life satisfactions of the exceptional child depend upon the attention and efficiency with which suitable measures provided for them are carried out.

California has long been mindful of the need of special provisions for exceptional children. The term "exceptional children" includes the gifted, the academically maladjusted, the mentally retarded, those presenting behavior problems, those with defective speech or any type of physical handicap. The larger cities of the state provide for these children special opportunity classes, adjustment classes, welfare classes, and orthopedic classes. For the physically handicapped children there are also hospital classes, hospital bedside instruction, and home instruction. The enrolment of exceptional children in the state as a whole is approximately 30,000, and to provide for their educational needs there are nearly 1200 special supervisors and teachers.

The state aids the work for physically handicapped children in the local school districts by reimbursing the district for excess cost of instructing such children. The state provisions for special education are administered by the Commission for Special Education in the state department of education. Organized about two years ago, the Commission has partly carried out a definite program of activities including formulation of general policies and principles concerning the education of exceptional children; formulation of minimum standard requirements for special classes and qualifications of teachers of special classes; a survey of physically handicapped children in the state; and a study of the current status of special education. Reports have been published of the two studies made, and a general bulletin concerning special education is now in preparation.

The Commission for Special Education believes that all programs for handicapped children should include a five-point endeavor to include remedial treatment for improvement of physical condition, social adjustment to aid the child to learn to get along with others, academic instruction, counseling and guidance in social, educational, and vocational matters, and finally vocational training which may make each child employable if his or her handicap can possibly be overcome to this extent. Such a program, properly coordinated and efficiently carried out, will aid each exceptional child toward adjustments which will bring a maximum of life satisfactions. The Commission further believes that the program of special education should be made so complete that no child in the state who needs special

attention shall be deprived of the opportunity. Already much is being accomplished in that direction.

SOME NEW STEPS IN THE FIELD OF SPECIAL EDUCATION

JOHN LOUIS HORN, PROFESSOR OF EDUCATION, DOMINICAN COLLEGE,
SAN RAFAEL, CALIF.

Crippled children are, educationally speaking, among the most neglected in the United States. The Rotary Clubs, the Shriners, and other philanthropic groups and individuals are doing more for the welfare of these children than the states in which they live. It is as true today as it was twenty years ago that, as the United States Commissioner of Education then said, "These children are not enumerated in the decennial federal census, and in the schools of most cities, towns, and rural districts not even suitable seats and desks are provided for them."

While considerable progress has been made in providing hospitalization and surgical care for these children, and some cities make generous provision for their elementary education, such as the splendid new Sunshine School of San Francisco, they are almost universally barred from secondary education. Crippled children cannot go up and down stairs in the usual high school, nor can they use the ordinary chairs, desks, or work in the laboratories. To quote from a study of the United States Bureau of Education, "A high proportion of crippled children are unable to go beyond the elementary school, because there are no special high schools for cripples in the United States."

The outstanding need of the crippled child in America today is the establishment of state schools, not hospitals, where children from rural districts may be received for their entire education, and children from the cities which maintain special elementary schools may be given secondary and vocational education. In view of the facts that higher education of college and university grade is available for the deaf and blind and that large sums are being spent in the United States in teaching the feeble-minded, it seems tragic that children of normal mentality whose handicap is only physical are barred from education beyond the elementary school in almost every state in the union.

State schools, when established, should be located in the largest urban centers. This would enable many children to continue to live at home, attending as day pupils, and give rural children, who would reside in the school, access to the medical resources of these cities. When all the crippled children of the state are gathered into one or two schools it will be possible to accomplish what not even the largest American cities can do today—provide expert physical care and the secondary education as well as the vocational training and guidance so important to children who must face the future permanently handicapped.

THE FEDERAL GOVERNMENT MUST ASSUME RESPONSIBILITY FOR AIDING THE EDUCATION OF PHYSICALLY HANDICAPPED CHILDREN

JOHN J. LEE, GENERAL ADVISER, DEPARTMENT OF SPECIAL EDUCATION,
COLLEGE OF EDUCATION, WAYNE UNIVERSITY, DETROIT, MICH.

In stating our theme that "the federal government must assume responsibility for and aid in the education of physically handicapped children," we are not simply making a plea for federal aid. Instead, we shall attempt to emphasize a responsibility which our federal government has not assumed and which in the interest of its citizens it must meet. Both of these controlling limitations have been removed.

We maintain that the federal government is now able to aid and that thru the Office of Education it can and should assist in the education of physically handicapped children. We maintain further that extended delay in meeting this responsibility to its citizens constitutes a withholding and a denial of its duty and obligation to them.

For the education of the handicapped there are three services, two of them limited. The Braille Printing House for the Blind at Louisville, Kentucky, is financed by an annual appropriation of \$125,000, and Gallaudet College in Washington, D. C., is maintained for the collegiate training of the adult deafened. The third educational service is the Civilian Vocational Rehabilitation for the training and placement of the adult handicapped in remunerative employment. It is generally recognized and accepted that the federal government has the right to aid in and provide for essential educational services.

Special education for the deaf and blind in this country dates back a hundred years. More than 370,000 handicapped children are being educated thru special schools and classes every year; approximately 21,000 teachers are employed to teach these children and the annual expenditures for the education of these 370,000 children totals approximately \$66,000,000. We have vast experience and we have extensive research in every field to amply assure that both our methods and our results are beneficial and reliable.

The urgent necessity for a federal program and for federal aid for the education of physically handicapped children is strikingly obvious when we observe further that the federal government has assumed responsibility for the physical health and well-being of these same children thru the aid given under the Social Security Act for public health and for medical treatment. It assumes responsibility for the social and living conditions of children under authority of the same act and thru the services of the Children's Bureau. It recognizes its responsibility for helping to make these handicapped persons become self-supporting thru the services of counseling, guidance, vocational training, and placement, which are extended and made available thru the rehabilitation service.

When we emphasize the need for special educational aid, we point out that the government is now aiding in the medical and health phases of the

program which is the first essential service for the physically handicapped. We are asking that aid then be forthcoming for education and training, which is the second essential service. But to date the national policy seems to be one of neglect and omission, leaving the entire burden and responsibility upon the states. Yet for the third essential service of vocational training and placement the federal government itself inaugurated this service and presented inducement to the states to come in and assist with this program and service.

Now what provision and plan do we propose or submit for federal aid in this undertaking? I refer to the Pepper-Boland Bill which was introduced in the Congress three years ago. Extended hearings were held before the Senate Committee on Education and Labor. The bill was reported favorably by the Committee but failed to pass. The same bill was introduced in the present Congress, but to date there appears to be little promise of immediate enactment. At least eight national organizations have endorsed the bill, but there has been a lack of strong and wide demand or of support for it. The bill proposes an annual federal appropriation of \$11,800,000. Forty thousand dollars is to be allotted to each state without the requirement of state matching. This should insure the inauguration of special educational services in every state. Approximately \$9,000,000 is to be allotted to the states with the requirement that each state match its federal grant. Approximately \$500,000 is designated for use in research and in the preparation of teachers to teach handicapped children.

We who are engaged in special education have not met our full responsibility in presenting the case for the education of 2,500,000 physically handicapped children in the United States. We know what their problem is. Our methods are tried and promise an effective solution of the problem.

May I propose and urge that the Department of Special Education of the National Education Association assume an active interest and exercise a strong leadership, in helping America meet its responsibility for the education of the 2,500,000 physically handicapped children now living in the shadows.

THE PERSONALITY OF THE SPECIAL CLASS CHILD

WINIFRED RICHMOND, PSYCHOLOGIST, UNITED STATES DEPARTMENT OF
THE INTERIOR, WASHINGTON, D. C.

The psychologist or psychiatrist who studies adult cases of maladjustment learns from his patients that which throws considerable light upon the problems of childhood and adolescence. Viewing the patient as a "total personality" he is studied from all angles—physical make-up, intelligence, emotional make-up and habits of feeling, the various attitudes and behavior patterns which he displays in life situations or in the environment of clinic, hospital, or other institutions. What he is at present has a history, and in tracing that history back thru adolescence and childhood we may find reasons for the picture he presents at present.

Man is first of all an animal, and if he is a good animal he has a better chance to develop the distinctly human qualities of intelligence, emotional balance, and self-direction. Tho not by any means all cases of maladjustment or nervous breakdown occur in people with poor bodies, many of them do. The mental disease known as dementia praecox or schizophrenia is an outstanding example. As a group these people are "asthenic," weak, with narrow chests and flabby musculature, with poor posture and poor coordination, and these characteristics were present in childhood. Tho we cannot say certainly which children of this physical make-up will develop into schizophrenics, we can recognize them as needing a special hygienic regime. In a study of five hundred cases of dementia praecox at St. Elizabeth's Hospital, it was found that 76 percent of them had been retarded in school. The average grade attainment was the sixth and the average mental age, judged by careful individual studies, was around eleven years.

In studying the intelligence of our adult cases of all types, we are forced to conclude that many adults who appear to have functioned on a defective level all their lives have enough intelligence, if they had ever been able to use it, to enable them to have made social and economic adjustments. There are many causes of intellectual retardation—physical disabilities in the central nervous system and the endocrine glands especially; special disabilities, especially those in the language field; emotional factors and poor methods of child care and training.

The study of emotional development and the retraining of emotional attitudes form a large part of the work with mental and nervous patients. Emotional immaturity and emotional defect are far more common than defective intelligence, and doubtless they too have many causes.

Mental patients frequently display a poor language sense, and vocabulary tests upon a large number of normal adults imply that many people are confused thinkers because their language sense is poor. When we have discovered by the trial-and-error method which children fall into this category, it is frequently too late to do much about it. We know little yet about how people think and the connection of language with thought. Perhaps if we put less stress upon words with children and sought first to give them clear concepts and to develop expression thru whatever physical media seem to suit individuals best, we would have fewer nonreaders and speech defectives.

THE EMOTIONAL FACTOR AND THE PROBLEMS OF CHILDREN

ELTA S. PFISTER, DIRECTOR, DIVISION OF INDIVIDUAL GUIDANCE, BURBANK
PUBLIC SCHOOLS, BURBANK, CALIF.

There is disagreement concerning a basic philosophy of education for the youth of today, as evidenced by such descriptive terms as the conventional school, the progressive school, the experimental, the modern, creative, and others. We who are interested in the child and his problem ask for a comprehensive conception of education. It is not enough in this world of acknowl-

edged changing values to teach the tools of learning as such. It is necessary to recognize, among other socio-psychological objectives, the emotional factor and emphasize the importance of mental hygiene.

It has been clearly indicated that the exceptional child, who may be termed delinquent, is merely an individual who is in greater need than another of a stimulation to develop his constructive potentialities. If there are individuals who need proof of the importance of the consideration of an emotional factor either in training or retraining the exceptional child, let him pick up any one of the nation's daily newspapers and he will find evidence of rampant, untrained emotions releasing and expressing themselves antisocially in individuals who were undoubtedly repressed, restrained, and never led toward an integration of personality. Behavior is merely a symptom, an expression of underlying motivations.

In order better to understand this underlying emotional factor, an investigation was conducted in southern California. Eighty-two case histories were gathered from twenty-four communities. This is not a large number or is the material fully developed, but the results are significant. Among these results are the following:

The socially unadjusted child is more likely than not to be emotionally unstable, but the emotionally unstable is not always delinquent.

The emotionally unstable are not necessarily low or high in mental ability. The Binet booklets reveal a range of intelligence earned, from 57 to 147, with a median of 96.

Psychographic analysis indicates that, in general, cases of emotional instability range above mental age in language comprehension, strength of mental imagery, attention and associative processes. They range below mental age in memory, spontaneous interest, and motor coordination.

When a boy or girl persists in antisocial conduct, careful probing into the history of that child will reveal a sore spot or pent-up emotions which to him or her is action-directing. Careful release in wholesome conduct or even sympathetic understanding will bring out more happiness and success in living. In the cases of the atypical, exceptional, or handicapped child, educational methods as first indicated can be stamped a failure if they do not make it possible for boys and girls to live happily and successfully with other boys and girls in a community.

A SPECIAL EDUCATIONAL SERVICE FOR HOMEBOUND, PHYSICALLY HANDICAPPED ELEMENTARY YOUTH

MEREDITH W. DARLINGTON, DIRECTOR OF ELEMENTARY COURSE CONSTRUCTION, TEACHERS COLLEGE AND THE EXTENSION DIVISION, UNIVERSITY
OF NEBRASKA, LINCOLN, NEBR.

Educational leaders seem to have overlooked a group of American children, the physically handicapped, who because they are unable to make an educational plea for themselves and cannot conform to the predetermined pattern of the public school are shut off from their rightful educational heritage, a common school education. A nationwide survey revealed tens of

thousands of crippled children with no future except to become crippled adults dependent upon society—a bleak future since only about 50 percent of the states have legal provisions for the education of the handicapped pupil. Because an economically feasible educational technic is lacking, only crippled children in metropolitan areas have educational privileges, while crippled children in the small towns and open country because of their remoteness are denied educational opportunities. If society is to help the crippled child to help himself, it must provide: (a) more special classes and schools in localities where such classes are feasible; (b) more visiting teachers where the services are desirable; (c) the development of an educational technic that will provide a continuous program of education suited to their needs and abilities of crippled children living in small towns or villages or in the open country miles from a modern school district with special classes or visiting teachers.

Individualized instruction has proved satisfactory in many progressive schools. James E. McDade, formerly assistant superintendent of the Chicago schools, states: “. . . The day of vocal pedagogy is passing. We are in an age of readers, and pupils ought not to be continually talked to. Let them get much of their education by silent reading thru the quiet medium of print. . . . Most of the pedagogical direction that is now wasted on the desert air of class recitation would be better reserved in print to come to the pupil precisely when he needed it, and when he could make use of it to just the extent necessary for his own guidance.”

Individualized instruction materials with modifications can provide supervised home study courses for those crippled children, homebound or remote from schools or visiting teachers. Home study has been satisfactory for more than twenty years in Australia, New Zealand, and Canada. Australia has the oldest and largest correspondence school in the world with an enrolment of 5260, a Gibraltar in educational annuals. In addition to a mastery of the three R's, home study gives social and character development. The United States put the cart before the horse when it started the supervised home study program on the college level. In 1929, Nebraska began developing secondary courses which have been used in forty-two states. Realizing the national as well as the state need of educational materials for crippled and isolated pupils, the University of Nebraska is developing a complete series of elementary supervised home study courses to be released in September 1939.

The functional administration and success of supervised home study depend on three factors: (a) the local supervisor, (b) instructional materials, and (c) supplementary teaching and correction service. Since the pupil is the educational responsibility of the local community, the local school authority names the supervisor and enrolls the pupil for supervised home study. The pupil's guidebook, *My Silent Teacher*, contains instructional directions and integrated activities which permit the pupil to progress and to master skills and understandings at his own rate. The correspondence teacher, alert to individual needs and abilities, provides the correctional service and supplementary material to meet individual differences.

Supervised home study courses are complete, practicable, individualized, and enriching, but they do not promise a panacea for all the educational ills of crippled children. It is inspiring to vision the time when supervised home study will be functioning on a national scale with every state providing educational opportunities for its handicapped and isolated children.

SIGHT-SAVING FOR EVERY CHILD

FRANCES BLEND, PRINCIPAL, SCHOOL FOR BLIND AND SIGHT-SAVING,
LOS ANGELES, CALIF.

The most valuable pair of eyes in the world are the ones that each person sees every day in his mirror. No doubt they are not perfect, but they are the best he will ever have.

Eye difficulties are on the increase. Twenty percent of our school children have some degree of defective vision. By the time they reach college this proportion has increased to 40 percent. Changed living conditions and demands are largely responsible for this alarming development of eye difficulties. The last century, and particularly the present generation, has added a burden and strain to the human eyes so rapidly that there has not been sufficient time for the eyes to adapt to these increased demands.

What can be done about it? Civilization must not turn back. Adaptation will still be our most effective basis for progress in solving the problem of saving sight. We must learn to use intelligently and at the same time conserve the one pair of eyes with which nature has endowed us. While a false tooth has been perfected that functions very well indeed, who has ever discovered an artificial eye that serves any but a beautifying purpose?

The first step in solving a problem is in the understanding of its conditions. The problem of lasting sight conservation must be initiated with the children. The five hundred and ninety-six special classes in the United States for pupils with seriously defective vision have blazed the trail and have proved that sight-saving does pay. Since the children of today with normal vision will be the ones to carry on the world's work tomorrow, should they not be receiving the most skilled training in eye conservation? Should not the principles by which the vision of pupils in special classes has been conserved be practiced in all classrooms? Should not each teacher become in theory and also in fact a sight-saver?

PARENTS AND SPECIAL EDUCATION

GERTRUDE LAWS, CHIEF, BUREAU OF PARENT EDUCATION, CALIFORNIA
STATE DEPARTMENT OF EDUCATION, SACRAMENTO, CALIF.

Traditionally there is a wide cleavage between homes and schools. Education in homes goes on entirely unaffected by school practices which are often based upon quite different beliefs. In the past if there was any awareness on the part of parents of what the schools were doing, it was mostly expressed as annoyance, criticism, fault-finding, or in indiscriminate approval. Always

a small percent of the parents have been sympathetic participants in the education planned in the schools.

At the same time many schools plan their programs of study in complete disregard of the process of education which went on entirely in homes during several years and for about 90 percent of children's time after they enter school. Churches plan their programs, other community agencies plan their programs and feel and act as if the thing we say were not true. We say that education is a process, complex and slow. We do not speak of it as being processes any longer, but as *a* process for each individual: A process is affected by the conditions in which it takes place. Those conditions are provided in part by adults. It is obvious that the wiser, the healthier, the safer, the better, and the happier adults are the better the conditions in which children will learn. No matter how professional school workers may act with reference to parents, the fact remains that all parents are enormously important to the process of education not only while the learner is at home but while he is at school as well. They are the only continuous factor in the lives of their children. A teacher may be ever so brilliant, ever so excellent in every way, but at best he is a relatively temporary factor in the life of any child.

No one would assume that the teacher can make fathers and mothers more mature than they are; or in other words that the process of maturing can be speeded up, beyond limits. But it is not naive in the least to assume that a teacher can learn to recognize the signs of immaturity and understand the immaturity of parents as a factor in the child's problem.

What are some of the most familiar signs of immaturity in adults, whether they are parents or teachers? Probably the most common is fussiness. It has been said that there are two kinds of conditions about which a mature person is not fussy: those which can be changed and those which cannot be changed. The mature person sets about changing conditions which need to be, and can be, changed and has no time to fuss about them. The mature person is able to recognize conditions which are beyond human control and knows that fussing about them is useless. A fussy parent is either ill or immature—the illness or immaturity is to be understood by the professional worker. A fussy teacher is ill or immature—the illness or immaturity of the teacher is to be understood by the parents. Another evidence of immaturity of adults is overseverity. The mature or "grownup" person knows that severity, beyond limits, hinders the process of learning. He knows that violence is destructive. The emotionally immature being turns to violence when he feels inadequate. On the other hand, overindulgence on the part of adults is another sign of immaturity.

The inconsistent adult who vibrates between one extreme and the other, depending upon his own personal feeling, rather than upon mature insight into the nature of the problem and a clearly defined method of attack upon the problem, is familiar to all of us. There are many parents and teachers who give expression to annoyance in violence of some form and they try to atone for it by some injurious form of indulgence not only in their dealings with children but with each other.

There are immature adults who are flippant concerning really serious and important conditions. Lacking the judgment or even the knowledge necessary to wise action they "laugh it off." Then there is the bragging, boasting, swaggering adult who goes about like a child dressed up in his father's clothes, really feeling big. The more mature, the wiser the person, the more aware is he likely to be of the subtle factors in any human problem. The strutting adult never makes anyone bow the head because of a feeling of being in the presence of a great soul.

Another sign of immaturity is habitual self-pity. The mature person knows his own assets and liabilities. He knows that he has to live with himself and makes every effort to make that living tolerable. We might go on indefinitely in consideration of more obscure and less common signs of emotional immaturity in adults. These illustrations should serve to emphasize the point sufficiently that immaturity is the problem rather than the manifestations of it. Such manifestations in children are understandable by most of us, but we tend to forget that the rate of emotional maturing varies just as the rate of physiological growth does, and we feel critical of the adult who displays the signs of his immaturity. What can be done about it? It can be understood. The understanding person is likely to act more wisely with reference to any situation than the person who does not understand.

The place to begin with effective plans for special education would seem to be with the parents and ourselves. We want to be aware of our own immaturities as they are revealed by our customary attitudes and practices. We want to be aware of the ways in which adult fears are expressed and try to understand the ways in which adult immaturities and fears affect children. The teachers must really see the importance of parents and must have a genuine regard for the part parents play in the total process of each individual's education, even if the particular parent may be extremely immature or extremely fearful. With such insight and regard, both parents of a child would be included in making plans with the child whose problem is being studied. Too many people still look upon education as a matter of some person telling another what to do, how to do it, when to do it, and then being strong enough to enforce the orders. Such practice is not even remotely connected with the complex and difficult problems of special education. Nobody can feel his own personal importance who is not permitted to participate in making the plans he is expected to carry out. The long experience of a parent with his own child and his knowledge of experiences which the child has had but which may not have been considered as having a bearing upon the child's difficulties are invaluable. One never ceases to wonder at the temerity of professional people who dare deal with children's education without the help and cooperation of the parents; nor does one cease to wonder at the confidence of parents who entrust the care of their children to teachers whom they do not know and whom they may never see.

My belief is that in instances in which initiative in bringing about cooperation between schools and homes must be taken by the teachers, the parents should be invited to come to the school for a conference. It still seems to be

good manners to wait for an invitation to go to a home. If a parent takes the initiative and invites the teacher into the home there is an entirely different atmosphere from that which obtains when a teacher goes uninvited. I know all the arguments about parental indifference and inertia and have heard many stories of advantageous outcomes of home visits by teachers. But even in those instances one cannot but think that added advantages might have come from the observance of custom in visiting parents. The teacher has the advantageous position. He can always feel free to request the help of the parent in planning for the needs of a child, especially in cases where there are evidences that special care is needed.

The keynote of all real progress will continue to be individual ingenuity and perseverance in relationship to others not opposed to them. There is no real basis for opposition between or among adults who are engaged in education, either at home or at school. The basis for cooperation in some instances, however, can be built only by use of patience, wisdom, and humor on the part of those who are emotionally mature enough to exercise them.

SECRETARY'S MINUTES

San Francisco, California

July 3, 4, 5, 1939

The first general session was held Monday, July 3, 1939, at 2:00 P.M. in the Veterans Building. Rosemarie Dacey, president of the Department, presided. Lillian B. Hill, chief, bureau of mental hygiene, state department of education, Sacramento, California, extended greetings. Elise H. Martens, senior specialist in the education of exceptional children, U. S. Office of Education, Washington, D. C., gave an address on "Curriculum Adjustment for the Exceptional Child." Harry D. Hicker, chief, bureau of vocational rehabilitation, state department of education, Sacramento, California, gave an address on "The California Program of Special Education." John Louis Horn, professor of education, Dominican College, San Rafael, California, gave an address on "Some Next Steps in the Field of Special Education."

Approximately 250 persons attended and 50 persons paid up their memberships for 1939-40.

The second session, a luncheon conference, was held at the Bellevue Hotel at 12:30 P.M. on Tuesday, July 4, 1939. Veronica Dickey, teacher of speech correction, Oakland public schools, presided. Helen Heffernan, chief, division of elementary education, state department of education, Sacramento, California, gave an address on "Mental Health thru the Reading Program." Winifred Richmond, psychologist, U. S. Department of the Interior, St. Elizabeth's Hospital, Washington, D. C., gave an address on "The Personality of the Special Class Child."

Approximately 70 persons attended the luncheon.

The third session was devoted to section meetings, most of them being held at the Veterans Building, Civic Center, at 2:30 P.M. The sections were:

- | | |
|------------------------------|-----------------------------|
| A. Behavior Problem Children | E. Deaf and Hard of Hearing |
| B. Speech Correction | F. Sight-Saving and Blind |
| C. Crippled | G. Gifted |
| D. Mentally Retarded | H. Remedial Reading |

We estimate that a total of 400 to 500 persons attended these section meetings.

The last meeting was a dinner meeting on Wednesday, July 5, 1939. Mrs. Mabel F. Gifford, chief, bureau of correction of speech defects, state department of education, San Francisco, California, presided. Jessie A. Tritt, supervisor, education of

exceptional children, Los Angeles public schools, introduced Gertrude Laws, chief of bureau of parent education, state department of education, Los Angeles, California, who gave a talk on "Parents' Problems."

About 50 persons attended the dinner.

The chairman of the Resolutions Committee reported the following resolutions:

WHEREAS, the Pepper-Boland Bill is a bill to provide federal aid for the purpose of enabling each state to establish, extend, and improve services for educating physically handicapped children, and

WHEREAS, Rosemarie Dacey, president; Elizabeth Walsh, vicepresident; and Jessie A. Tritt, secretary-treasurer, have worked so effectively and untiringly to promote such an excellent program, and

WHEREAS, the local group has assisted so ably and untiringly in perfecting the program presented here; therefore, be it

Resolved, That the Department of Special Education extend to these people and to all speakers and others its sincere appreciation and gratitude.

O. SPENCER

M. HENDERSON

M. MURPHY, *Chairman*

At the dinner meeting the officers for 1938-39 were re-elected for 1939-40. (See list of officers on page 634.)

*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. Annual dues, \$4, are payable to the executive secretary. Meetings are held twice a year, in connection with the conventions of the N.E.A. and of the American Association of School Administrators.

The officers for the year 1939-40 are: PRESIDENT, Julia L. Hahn, Third Division Supervising Principal, Washington, D. C.; FIRST VICEPRESIDENT, Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Public Instruction, Sacramento, Calif.; SECOND VICEPRESIDENT, Prudence Cutright, Assistant Superintendent, Minneapolis, Minn.; FIELD SECRETARY, James F. Hosic, Professor Emeritus of Education, 50 Rockland Ave., Yonkers, N. Y.; EXECUTIVE SECRETARY, Edna Simmons, 1201 Sixteenth Street, N. W., Washington, D. C.; EXECUTIVE COMMITTEE: Edith M. Bader, Assistant Superintendent, Ann Arbor, Mich. (term expires 1942); Hollis L. Caswell, Teachers College, Columbia University, New York, N. Y. (term expires 1941); Rudolph D. Lindquist, Director, Cranbrook School, Bloomfield Hills, Mich. (term expires 1940); and the officers of the Department, *ex officio*.

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	1932:679-694	1936:523-541
1929:803-826	1933:681-696	1937:567-590
1930:773-800	1934:673-692	1938:579-597
1931:801-824	1935:627-644	

CLEVELAND MEETING

THE CASE FOR SUPERVISION

JAMES F. HOSIC, PROFESSOR EMERITUS OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y.

SUPERVISION WAS HIT FAIRLY HARD by the great slump. Many supervising principals were given classes. Some general and special supervisors were returned to the ranks. Superintendents, here and there, even in large cities, were left with almost no supervisory assistants. One state legislature passed a law abolishing supervisory officers other than superintendents and principals altogether. In the absence of a much needed national survey in this area, no one knows precisely what happened nor how far lost supervisory services have been restored. Certainly no one can estimate the damage. Either these services were not really so valuable as we thought or an enormous amount of harm was done.

Changes in staff organization—The situation has been complicated by certain changes in the staff organization of many central educational offices. New officers, with new titles, are employed to perform one or more of the major functions of supervision. This tends to give the impression that supervisory services have been curtailed, whereas they have actually been intensified. We must recognize that all school officers in any way responsible for the instructional program are supervisory officers so far as they have that relation, no matter what titles they bear. This is important not only for the sake of a true estimate of how much supervision there is but also for the sake of judging its worth and for other reasons.

There are additional factors to be considered. Among them are the increased emphasis placed in recent years on the principal as a supervisor, the length of time devoted to the preservice education of teachers, and the stress laid by educational reformers on the "freedom" of the individual teacher. Greatly concerned about the teaching of cooperation, the reformers seem to have overlooked the importance of example. They would have the teacher play a lone hand. Pestalozzi would be delighted to see Gertrude with her children; however, Pestalozzi lived a long time ago.

Equality of opportunity—The one-room school has its advantages but it is not adequate for the needs of our time. The Gulick Commission in its report on the schools of New York State recommends legislation to abolish at an early date all of the old-fashioned district schools, and a bill has been introduced in the assembly to bring this about. The Commission might have done a further service by striking at the "one teacher with his class in his classroom" idea that still persists. It is merely a survival. Children should go to a school, not merely to a teacher, and that school should be as good as the schools provided for any other children.

So far in our history, educators and statesmen alike have talked equality of opportunity for America's children mainly in terms of administration.

The costs of schools, we are told, should be equalized. Every school child should have a seat in a good building—a building that is well lighted, heated, and ventilated, with a principal and teachers as highly certified and well paid as elsewhere. There should be adequate furnishings, books, and other materials, library, lunchroom, and playground. These are highly desirable conditioning factors and every effort to obtain them is to be applauded. Nevertheless, they are not enough. As the Gulick Commission says, the quality of schools is not in direct proportion to their cost. Some schools operating on restricted budgets manage to give their pupils fine educative experiences. That is, the pupil as an individual learns to make the most of himself; as a member of society, he learns to give a maximum of service to his fellow men.

The modern program of activities—In the last analysis, the question of equality of opportunity is a question of the program of activities actually provided. A good modern program is skilfully devised for the growth of the pupils as individuals—a great variety of individuals—and at the same time for the maintenance and improvement of society. Neither of these is allowed to obscure the importance of the other. The use of the local environment is blended with use of the world at large. Fact and fancy, man and nature, past, present, and future, firsthand and vicarious experience, individual and group activity, freedom and guidance, learning thru error and learning thru hitting the bull's-eye, all are kept in just balance.

This is a large order. The one-room school, single or multiple, cannot compass it. Few schools left to their own devices can be expected to accomplish it. Even approximation in schools generally demands the mobilization of all the wisdom, tact, and skill available. Teachers in schools and schools in systems must have expert leadership and guidance, and expert leadership and guidance of schools and teachers in improving educational programs is supervision—not, be it said, in carrying out programs that have been devised by others, but in a never-ending process of building and rebuilding, trying out and evaluating, continually adapting, by means of experiment and experience, thru cooperative effort. It is idle to talk of equality of opportunity apart from supervision.

The true purpose of supervision—Obviously this is not the lame duck concept of supervision. In that view, teachers are generally inadequate in personality, lacking in scholarship, and imperfectly trained for their tasks. Granted. So are we, all of us. Like Goethe, we shall pray at the last, “Mehr licht! Mehr licht!” Supervision is amply justified by what it does for teachers and supervisors—as persons. It will be, always. But this is not its ultimate aim. To make better schools for the community and the community's children, this is its true informing purpose. It is in striving together for this common end that teachers and supervisors find the incentive to growth and the means of attainment. Leadership and cooperation are the watchwords for the task. “Each for all and all for each” should be the motto. The consciousness that teacher and supervisor alike are contributing all they can to the joint effort will be the reward.

This is not totalitarianism either. There are those who would hand down ready-made programs with the authority of the state. One such was speaking in a national conference on the curriculum. "Let a special commission," said he, "lay out a program for all schools and let the authorities see that they follow it." When an inquirer in the audience rose to ask, "What then would the teachers in the schools have to do with it?" the speaker replied, "Nothing, until they got the blueprints." There is a budding *Führer* for you!

Current practice does not support his position. There is, however, a dangerous tendency to set the formulating of the program of activities apart from other aspects of supervision. This dates perhaps from the publication of the excellent Speyer School Curriculum for the elementary school. Interest in the publication of elaborate course of study bulletins grew apace after that, and resulted in such elaborate curriculum revision programs as those instituted in Denver and St. Louis. Hundreds almost as elaborate have been carried out since, tho not usually in such wholesale fashion. Curriculum specialists and bureaus of curriculum research, both in schools of education and in school systems, appeared. Systems not having specialists of their own called them in from outside. State offices in particular have managed revision programs in this way, with notable results.

Leadership the chief function of supervision—The fact remains that putting plans on paper and getting them into effect are two different things. Building a program of activities is a process of growth from within, not a pronouncement from without. Some of the more ambitious projects in curriculum-making have been conspicuous for failure to produce results in practice. The influence of such a project in a given situation seems to be felt in direct proportion to the degree in which principals and teachers participate in it. After all, the actual curriculum of a school is the series of experiences which the pupils of a school in fact do have. Plans are indispensable, but they are seldom literally realized. Circumstances have a way of modifying plans, often for the better. The curriculum is bound to be a growth in the individual school amid actual conditions, and these are never twice exactly the same. In any case, leadership in curriculum improvement, whoever may exercise it, is a supervisory function. It is, indeed, the supreme supervisory function. And it is indispensable. For without it there is only individualism, rugged or otherwise, instead of well-organized effort in which team play does its perfect work.

Let us repeat, curriculum research and special skill in gathering, formulating, and publishing materials for both teachers and pupils are invaluable and the training of more experts in these lines is greatly to be desired. The problem is to coordinate their work as specialists with the program of supervision as a whole. To divide the field between curriculum making, on the one hand, and guidance of teachers in their work, on the other, would be most unfortunate. Teaching method is intrinsic in the program of activities or it is merely a body of standardized rules and procedures, like the "method of the recitation," from which, good Lord, deliver us! Subjectmatter is not

simply something to be transmitted by word of mouth or printed page, received and stowed away; it is something to be lived, done, experienced, built into one's behavior. Method is, on the teacher's part, leadership and guidance of pupils in doing this. All that the pupils do has some significance. The old dichotomy of discipline and teaching is irrelevant. We are agreed, I take it, that the modern teacher thinks in terms of experience, the total experience. How then can anyone essay to help teachers with their work except by aiding them to play their parts in enabling the pupils to have desirable experiences and have them abundantly? But those experiences are the curriculum.

Teaching as a profession—The case for supervision becomes stronger when we look over the presentday educational scene. One striking feature is the rise of the university professional school to a position of enormous prestige and power. The advanced scientific study of education is now so widespread that we are tempted to forget how young it is. A department that was looked at askance by professors of other departments only yesterday is already far on the way to a place of respectability. That conquest, however, has its dangers. Schools of education are associated, not with other professional schools, but with the academic faculties, and academic faculties are engaged primarily in the pursuit of knowledge. Schools of education appear to be in process of assimilation to the academic ideal. They tend to prize knowledge, not as an instrument but for its own sake. The professor of education yearns for recognition as a scholar and devotes his energies more and more to research and less and less to the improvement of his teaching. Some would say that in schools of education teaching is becoming a lost art, that students exist solely as the occasion for the organization and presentation of publishable knowledge. This is an exaggeration, tho the tendency in that direction is unmistakable. Lecturing, accompanied by assigned readings and examinations, is common tho by no means universal practice. One professor of psychology goes beyond this by reading in class from his own treatise, which his students use as a textbook. His scholarly pursuits leave him no time or inclination to prepare fresh lectures, to say nothing of planning class meetings in which the students can really participate and pool their efforts, or of giving adequate direction to their out-of-class activities. In this connection it is well to remember that a large proportion of our secondary-school teachers are graduates of academic colleges, in which they frequently have only general education courses and little or no opportunity for observation and practice in demonstration schools. Normal schools, moreover, are gradually becoming colleges, even state universities, in which academic interests tend to take precedence over interest in the art of teaching.

The point is that neither the prospective teacher's attitude toward teaching nor his ability to deal with people is likely to be developed helpfully by his experience in these college classes. What he sees and does will probably influence him more than what he hears or reads. Ambition for scholastic achievement goes up, along with a tendency toward formal methods of instruction. Meanwhile, appreciation of the social art of teaching goes down. He will be likely to teach as he was taught. His experience as a pupil in elementary or secondary school may come to his aid, it is true, but even this

will probably be found to be inadequate as a guide to teaching in a school of today. Broader scholarship, deeper culture, greater maturity are all to the good. No one in his right mind will belittle them. But the fact remains that teaching, like engineering, is a profession and makes unique demands. Teachers must be trained—if not before, then after they come on the job. The responsibility of supervision is obvious.

The war between science and philosophy—The bearing of all this on the development of modern programs of activity in the schools is likewise obvious. There is, however, a second feature in the educational scene that deserves attention. This also is an affair of the universities.

It is the war between science and philosophy, typified by the measurement movement on the one hand and the activity movement on the other. Both are familiar and need not be discussed here. They can and doubtless will be harmonized, with concessions on both sides. At present the bewildered worker in the field can hardly be chided for saying, "a plague on both your houses." "A definitive spelling vocabulary," says the scientist, "can be worked out by careful investigation and we shall then be able to assign to each school grade the words that all pupils must learn to spell." "Not so fast," says the philosopher. "Each pupil should learn to spell the words he wants to use when he wants to use them. If he is allowed to express his individuality, his spelling needs will be different from those of any other pupil. A standardized list is undesirable." "Research," says the scientist, "will enable us to streamline the subjects of study, so that only the essentials will be taught in each and those by sure-fire methods." "Not so," says the philosopher; "it is impossible to decide in advance what subjectmatter will be used by any class or pupil or will appeal to his interests. We will rely on integrated units of activity and draw upon the so-called subjects of study as required." It is all very confusing. Meanwhile schools must keep open and daily programs must go on. If ever level-headed supervisors were needed as mediators, it is now. There is truth in all these contentions and supervisors have a golden opportunity, in their role as leaders and guides, to help their fellow workers in the schools to find it. For "a house divided against itself cannot stand."

Coordinating the work of specialists—Improvement of the school program of activities calls for experimentation. Armchair philosophy may provide hypotheses but it must finally resort to fact finding to secure the raw material for conclusions. Here supervision has been increasingly valuable. Schools have become laboratory centers and, recognizing the necessity of check and counter check, several schools have associated themselves and pooled their results. This has become common procedure.

The problem of coordinating the work of specialists in research with general and special supervisors is the same as in the case of curriculum experts. This paper holds no brief for one plan of organization as opposed to others but does insist on the necessity of coordination and on regarding supervision as an inclusive function. Staff officers, other than teachers, who are concerned with instruction are supervisors, no matter what titles they happen to bear.

All will agree, I think, that school systems should make constant use of scientific method in solving their problems. The facts as to pupils should be accurately known and carefully considered in planning both for groups and for individuals. Gathering and using such facts is quite as truly a supervisory function as helping teachers to guide their pupils in the use of library books, for example.

Certainly supervisors perform an indispensable service when they assist teachers in keeping up with the results of the scientific study of education. Merely to know what conclusions investigators have reached entails an enormous amount of reading, attendance at conventions, and perhaps summer or extension courses. To discriminate between the important and the unimportant, the valid and the spurious among the numerous contentions made is far from easy, even for the best informed. For the individual teacher or supervisor it is too much to ask—too much to accomplish working alone. Where there is cooperative supervision, however, one does not have to work alone. The intelligence of all concerned is focused on the problem.

Harmonizing conflicting opinions—In the present state of educational theory in this country, steering a sane middle course is difficult. It is something like trying to be a true liberal in politics; the reactionaries want to change nothing, the radicals want to change everything. Both are full of conviction and insist that they are right. Amid such loudly conflicting voices, what chance have the mild tones of the moderate to be heard? Nevertheless, supervision now has a fine opportunity of proving its worth as a harmonizer of conflicting opinions and an agency for selecting the best among offered alternatives.

The report of the Regents' Inquiry is highly suggestive as to what enlightened supervision can do. Such surveys have usually proceeded by means of testing, accompanied by classroom observation and interviews. The Gulick Commission laid stress not only on general conditions but also on outstanding examples of good work. The idea was to disseminate knowledge thruout the state of typically good administration and typically good teaching and supervision. In some cases schools were encouraged to carry experiments further in order to explore more fully the possibilities of improvement. Thus the Commission acted as a clearinghouse, not with the idea of setting up a standardized practice but of enabling each school and school system to profit by the example of others in the process of developing its own program. The Commission seems to favor unity of spirit and purpose rather than uniformity of procedure. But it does not leave the individual in the dark as to what procedures have been followed successfully.

This is a nice point and might well be labored. Some of the more radical among us seem to be pure individualists. Surely the individuality of teachers should be respected. A few more studies of the actual individual differences of teachers, present and prospective, would help. But it is one thing to choose a course of action as a teacher because that is what you are accustomed to or because you have got a new idea and quite another to choose

it after due consideration of alternatives in the light of all the facts. The Regents' Commission chose to walk by sight, not alone by faith. In doing so it set a good example of supervision and demonstrated the service of dissemination—seeking to make schools as good everywhere as they are anywhere. It is unnecessary to urge that such service as this is invaluable.

Our own position regarding supervision—Our executive committee has recently issued a report on the functions of supervision in which it stresses the growth of teachers. To quote the words of the report: "We believe the major concern of supervision should be to contribute to teacher growth in the following large areas, namely:

1. The area of personal growth in terms of wholesome physical and mental development
2. The area of socio-economic understanding and adjustment
3. The area of professional competence."

Whether the major concern of supervision is best stated in the three divisions of teacher growth above named is of course open to honest difference of opinion. That supervision can and often does contribute richly to the growth of teachers is undoubtedly true. The converse is true also. Many a high-school teacher of science or mathematics has come to be a fair to good elementary principal, largely thru the cooperation of an experienced teaching corps in the school to which he was sent. We might generalize by saying that a good school system should contribute to the growth of everyone, whether child or adult, in the territory it serves. Certainly the board should grow, likewise the superintendent and his immediate staff, the principals and the parents, as well as the teachers and the children.

The practical question that confronts us is, What sort of supervision will contribute most to desirable growth on the part of pupils, parents, teachers, and supervisors alike? The Morrison Committee of our Department described it as at once philosophic, cooperative, creative, scientific, and effective. Others have added "and democratic." Perhaps this is implied in "cooperative." Other committees of our Department have dealt most constructively with such topics as how to encourage creativeness in teachers, how to integrate the supervisory services in a school system, how to evaluate such services, how to employ the scientific method in laying out and developing supervisory programs, and how to apply in supervision the principles of leadership. A highly significant body of doctrine has gradually been brought together, by these committees, by writers in *Educational Method*, and by others. The foundations for a highly competent professional service of supervision have been laid. There remains the task of building thereon. We have good reason to hope and believe that when the next "recession" comes the value of supervision—supervision that is far more than mere inspection and first aid to the weak and ailing, a vital and necessary force in making good schools—will be better recognized, not only in the profession but by schoolboards, legislators, and even by the man in the street.

INCREASING SOCIAL UNDERSTANDING OF
TEACHERS

LILLIAN A. LAMOREAUX, DIRECTOR OF CURRICULUM AND INSTRUCTION,
SANTA BARBARA, CALIF.

My task is to speak on "Increasing Social Understanding of Teachers." We might ask ourselves, "Why do we wish to increase the social understanding of teachers?" There can be but one reply, "We believe that increasing social understanding of teachers will enable them to guide pupils to a better understanding of the world about them, thereby helping the pupils now and at all time to find their place in the world in which they live."

As I view the in-service training of teachers in Santa Barbara, for the past three years, I see that it involves three definite steps: (a) increasing social understanding thru widening teachers' experiences; (b) making it possible for social understanding to reach the classroom thru teacher participation in curriculum building; and (c) the refinement of classroom technics and procedures.

Widening teachers' experiences thru excursions—Santa Barbara teachers are trying to gain an understanding of their community and of their behavioral environment. Saturday excursions have been planned to Los Angeles and vicinity. The teachers have examined the harbor, its facilities and activities; investigated processing and distributing plants in and around the community; and visited observatories, museums, and art galleries.

Our community has a rich and romantic historical background. Many evidences of colorful days of the Indian, Spanish, and Mexican past remain in Santa Barbara today and have a very decided influence upon its present-day life. A series of lectures was arranged at the Historical Museum to acquaint the teachers with the three different Indian cultures that have occupied Santa Barbara. The Botanic Garden paralleled with a series of lectures describing the plant and animal life of those Indian periods. This opportunity to see, taste, and handle plants that were used for food and clothing in those days and are still existent in Santa Barbara's community today was a valuable experience for teachers. The old Mission, with its historical records, the perfectly good dam built by Indians during the Mission days, and the aqueducts for carrying the water from the dam to the Mission and the life surrounding the community make their contribution to teachers' social understanding. Excursions to the Channel Islands can be taken under the direction of the Museum and excavation may be carried on there for evidences of past cultures.

Contributions of foreign neighbors to American culture—Our community participates in an activity which we feel is quite unique, yet we have definite proof of its utility in bringing the schools and the community into a closer relationship—a relationship based not only on understanding but also upon service as well. One of our teachers is released from the classroom for half a day. He spends his time in going about the community, contacting and meeting the members of the thirty-two foreign groups who live among us.

He instils in these people the sincere desire of the public schools to understand them and their contribution to the American way of life. They in turn feel a responsibility to understand and meet the needs of the schools; so, under the direction of the school's coordinator, they organize themselves into a cultural group and work together. On a certain given date they bring the treasures of their culture to a large room reserved in the public library, and a program in which the schools and the given group cooperate is planned. These people tell of their contribution to American culture. They give us an understanding of their native country, why they left home, what they found when they got here, the adjustments they had to make to live among us. They share with us their folk music, dances, and customs.

This program was originally planned for one day and one evening but it has become so much a part of the community that it now spreads over three days. One evening is reserved for the teachers in order that their social understanding may be enlarged, and they in turn may carry it back to the pupils. During the day excursions for the children are scheduled, in which they go and view the treasures of the culture being represented. A working relationship is established between the school and the given culture whereby the schools feel perfectly free to call upon these people at any time during the year to participate in classroom activities. Thus the community is carried directly into the classroom.

Community service—Believing that teachers should have time to participate in community activities, women teachers are released each Wednesday afternoon to attend the Woman's Club programs, while men teachers participate in Service Club work.

Another helpful means of widening teachers' experiences is to give them responsibility for the leadership of parent groups who desire an understanding or an interpretation of school practices. The central staff provides guidance for these teachers, and they in turn serve as leaders of parent groups. This activity has met with surprising success during the past semester. Good speakers have been secured to talk to the teachers on events of the day, on hobbies, and other interesting things of life, and discussion groups have been formed.

Committee work—Committees working on problems that involve policies of the system have had their social understanding enlarged. For example, we had the neat little problem in Santa Barbara of determining what we would do about the school excursions. Every teacher felt that excursions were an indispensable part of instruction and were one of the most important visual aids. In the state of California excursions for children are not provided for and made legal in the school code. However, they are recognized as happening, for the law states that if we go on a school excursion we must carry a Red Cross kit. Public funds cannot be spent for hiring a public conveyance for transporting children on these school excursions. A committee was formed to work upon the problem of the excursion policy. A great deal of interaction between teachers, community, and law took place in the setting up of the policy on this one occasion.

Participation in curriculum building—We have said that the second step of the in-service training was making it possible for social understandings to reach the classroom thru teacher participation in curriculum building. Preliminary to specific curriculum building activity, Santa Barbara teachers and administrative staff spent one year in study and discussion. The administrative staff set the stage for this study, deliberately planning to make it attractive as well as profitable to teachers. A good library was made available and readily accessible to teachers in each school building. Outlines for study were developed and leadership was furnished. Problems of our changing world, philosophical and psychological points of view, as well as changing school practices were studied.

Classroom teachers are periodically released from the classroom to sit for one day, two days, or a week, as is found necessary, to work with our own administrators and representatives of the Stanford staff in curriculum building. Three-fourths of the members of curriculum committees are teachers and one-fourth are administrators and Stanford representatives. The entire theme of Santa Barbara's curriculum pattern is "Guiding Youth in Living Effectively in Their Behavioral Environment." We believe that teachers are able to put into practice effectively only those things which they understand and in which they believe. Our aim has been to understand and put into practice, rather than to publish a quantity of material for the world to look at. Those functioning on committees carry directly back to the teaching group the results of their work for teacher reaction.

Teachers meetings have been held on different growth levels. At these meetings teachers have had the opportunity to raise problems and discuss and plan the organization of their work. Teachers are consciously making an effort to bring about a closer relationship between the activity carried on in the room and the problems that are raised. The same principles of learning apply to teachers that apply to children. We have strived in our teachers meetings to carry on the same good practices that we hope teachers will carry into their classrooms.

Refinement of technics—The third point in the teacher-training program has been the refinement of technics. To aid in this, four major activities have been carried on. These I will describe briefly by using illustrations.

The teachers felt that the classroom conference period could well be improved and they especially wanted help with their planning and evaluation technics. We came together on the different levels of the school and discussed planning and evaluation. We started first with the principles underlying these activities. Following the teachers meeting, we selected a demonstrator and a conference leader on each grade level—one who would be willing to give a demonstration and another who would be willing to lead a conference following the demonstration. These people were given definite training to develop power and confidence in themselves for the coming demonstrations.

Orientation sheets were worked out for the visiting teachers, telling them how to be good visitors, indicating some points that they might look for in the demonstration, and general orientation to the class being observed. On a given day substitutes were placed in the classrooms of the

teachers on that grade level and the teachers all gathered in the classroom of the demonstrator. The director of instruction invited the principals and supervisors to stay away. The thought was that the classroom teachers might feel more freedom to speak among themselves without revealing their weaknesses to a higher-up. The demonstration was carried on for an hour and a half and a conference followed for the rest of the morning. Later on a bulletin was developed out of these learning experiences and released to the teachers.

A second type of demonstration has been by specialists. We would invite in someone particularly good in choric verse, creative activities in verse, dance, or music to demonstrate some special feature.

The third type of demonstration has been the regular type of inter-school or inter-class visitation.

The fourth type of demonstration was planned for the purpose of giving teachers information and practice in the same manipulative experiences which children are expected to carry on in the classroom. For instance, a teacher who is dealing with Mexico and expects to do some work with Mexican pottery sits down with an authority and actually makes Mexican pottery in the same way that the Mexicans make it. Or, a teacher who expects to develop with his children creative dances actually works out, under supervision, creative dances of his own.

The major activities just described illustrate the manner in which teachers gain insight into basic understandings and desirable technics and procedures. Out of a vast exposure they develop or refine procedures to use in their classrooms with their pupils.

USING NEW EDUCATIONAL TOOLS

EDGAR DALE, BUREAU OF EDUCATIONAL RESEARCH, OHIO STATE
UNIVERSITY, COLUMBUS, OHIO

If we are going to be of genuine assistance in "helping children in their use of radio, movies, and newspapers," we ought to be quite clear at the outset just what we are about. We can use new educational tools just as blindly, just as stupidly, as we have used old ones. Certainly we do not want to use these tools to do better what ought not be done at all.

The major premise in my discussion of new educational tools is that the school is, ideally, not an isolated and insulated institution. On the contrary, the school should bear an organic relationship to the rest of the community. The weakness of all educational effort is that it operates out of focus, apart from the community context in which it should function. Schools are too frequently operated under the assumption that they are the major educative agencies in the community. That may once have been true in a very simple type of community life. It is not true today.

But who is doing the educational job in a situation where one man can speak by radio to the entire listening world? Who is doing the educational job when a single movie may be seen by as many as thirty-five or forty

million people? Who is doing the educational job when forty million newspapers are issued every day in the United States? Who is checking up on the educational qualifications of the three great unlicensed teachers—the radio, the movies, and the press?

I am no alarmist. But can we ignore in the school an agency like the radio, which occupies the attention, direct and indirect, of boys and girls from two to three hours a day? Is it none of our educational business when high-school boys and girls in our towns and cities average one movie a week? Does it make no educational difference when high-school boys and girls spend from twenty-five to thirty-five minutes a day reading the comics, the front page, and the sports or woman's page?

We know, certainly, that theatrical movies can and do influence information, attitudes, conduct. Curiously enough, we worry about the wrong things as far as these media are concerned. We worry about the effect of these media on narrow, restricted areas of morals, but are frequently unaware of the problems which are raised on the broader questions of morals—on our philosophy of life, our basic values. Censors can become tremendously concerned about whether a criminal discloses the technics of committing a crime but they have no hesitancy in passing a movie which shows war and espionage as glamorous.

Familiar stereotypes—Do you agree with the fictional stereotypes presented in the movies, the radio, and the press? Is it true, as the movies tell us, that romantic love solves all problems? Is "getting the boy" (or the girl) the big problem of American life? Or is this problem merely one of a whole series of problems in public relations which everyone must face as he grows up, as he lives thru a rich and mature life? What kind of mental food is this for the four and one-third million young people between the ages of sixteen and twenty-four who are unemployed? What kind of diet is this for the four million persons who have postponed marriage since the depression?

Another stereotype found in these media is that success is to be measured in material terms, by pecuniary standards, that success is one man fighting his way alone (or with his wife) against a cruel, unfriendly world—competitive individualism. Movie heroes, by actual statistical study, are shown to move in a world of top hats and tails, evening gowns, fashionable resorts, big cars, devoted but humorous butlers, palatial mansions. Is this the goal toward which that long line of fighters for the democratic way of life have been striving? Or should our writers, our dramatists, point out to us with striking clarity and force the richness and joy of the cooperative way of life? I once heard the late Anna Wilmarth Ickes say: "If we must have pomp and majesty and dramatic spectacle in American life, I would like to give a golden crown and robe of ermine to Jane Addams of Hull House." Movies, radio, and the press tell us what and who are important in American life. Wherein do you agree and disagree with their judgments? This is a critical question for discussion in the classrooms of America.

Note, also, the treatment by these media of minority groups, especially the Negro. Where does the average individual get his stereotype of the Negro? Do not the movies tell us that Negroes are comical, that they are shiftless and superstitious, slaves of voodoo, that they best fit into the role of servants? Did you ever see a newspaper story which said that "John Smith, white," had been arrested by the police?

Why was it so easy to revive the Ku Klux Klan in the twenties? Why does anti-Semitism and anti-alienism grow so readily here in America, nurtured as it is each week by that kindly Christian, Father Coughlin? Why cannot Negroes attend the movies, even in a northern city like Columbus, where it is actually against the law to exclude them? Why are the fourth-grade children in a favored community where I recently spoke already anti-Semitic? Why does anti-Catholicism strike such a responsive note in the hearts of many "un-Americans"? The answer is not easy, but certainly we in the schools of America have not genuinely dedicated ourselves to the democratic way of life. How else can we explain the fact that an organization of educators, the Phi Delta Kappa fraternity, still has a clause in its constitution which restricts membership to white persons?

Our responsibility—I am not seeking a scapegoat for this situation. Each one of us helped either thru action or inaction to weave this web of ignorance and intolerance. I am not trying to indict any group or any communication agency. But certainly we must be clear as to what the problem is if we expect to do anything sensible about solving it. May I commit the educational sin of being specific?

First, get the cooperation of your local parent-teacher association in finding out the nature and extent of the radio, press, and newspaper problem in your community. Plan a simple, easily tabulated study which will give you answers to these questions: (a) the amount of time spent each week on these media; (b) the movies, radio programs, newspaper features best liked and least liked; (c) recreational opportunities within the home or community which serve as substitutes for these media.

Study these data as a group of teachers and ask yourselves the questions: What responsibility do we have for these media? What is the responsibility of the home or of other community agencies? Next, meet with parent leaders and plan a panel discussion at which basic problems and issues in these fields will be discussed jointly with children and young people. Then work out a program of action which receives general agreement.

After having carried forward such a program, I suggest that you find some place in the curriculum, formally or informally, where the following objectives in the field of discrimination can be developed.

Developing good taste—A second activity which you can carry forward in order to derive the greatest values from the radio, the movies, and the press is to develop the habit of discriminating selection. We develop good taste by tasting good things. There are superior newspapers, foreign correspondents, sports writers, movies, and radio programs. But far too frequently the attention of youngsters has not been called to them. Should

not all high-school students have tasted radio's "Town Meeting of the Air," the "University of Chicago Round Table," the excellent musical offerings, the many creditable news broadcasts? But have they? The report of the Regents' Inquiry in New York State indicated that they have not.

Third, we can evaluate the whole process of film-going as a recreation and the way in which films are viewed. Why we go to the movies is a question we can discuss with our students. We can also evaluate the films themselves—not, I assure you, by a predetermined set of values provided by the teacher or by some textbook, but by a homemade, working, growing set of standards made by the student, standards that become increasingly clear and consistent. We can move from the meager standards of a flat liking or disliking to the more refined and enriching standards of social values, direction, photographing, casting, lighting, and music and sound effects.

Broadcasts need similar evaluation. Let us ask about the integrity, the competence, and the logic of a speaker. Let us write down on paper the assumptions underlying the argument of a radio advertiser. Is he trying to give an unworthy product an aura of prestige and dignity by surrounding it with symphonic music? Are his statements appeals to reason or are they appeals to rivalry in display, to prestige, to selfishness? Would an unbiased scientific laboratory find the product as satisfactory as the advertiser suggests?

Evaluating newspapers—Let us also develop standards for evaluating newspapers. Let us do as scores, yes hundreds, of teachers are doing—compare daily newspapers in different cities with each other. Note how some newspapers editorialize in their headlines, a practice which, by the way, is disapproved by their own codes of ethics. Have your students check on the generalization that "newspapers are filled with crime news." Are they, really? Note also a form of editorializing by omission, by position, by space, by repetition. Study the comic strips. What are good ones and poor ones, in the opinion of your grade children? Your mature students may want to study them to see what comic cartoon culture is really like. Are cartoons ever used to put across certain social ideals, for example, favorable to gambling, for or against the New Deal, for or against certain types of business? Discover the rich mine of information available in a good metropolitan newspaper. Teach students how to use the index, how to get the highlights of the news in a minimum of time by skilful skimming.

Utilizing known technics—I have suggested some things that we might do in the classroom with these community instruments of education. These appear to me to be activities leading toward the attainment of our present objectives of education. Why are most teachers not carrying them out? There may be many reasons, but I should like to suggest a specific one. These new tools of community education are not clear-cut subjectmatter so much as they are experience itself. They are not easily handled thru a memorization-of-information process. A motion picture like "The Life of Émile Zola" does not have chapter headings; there are no questions

at the end of the chapter, no boldface type which indicates what is important. Instead, there are literally hundreds of facts in the picture. Furthermore, it is a unitary experience which cannot be handled in the piecemeal fashion typically used in handling written subjectmatter in books. This is not to suggest that it is difficult to use such materials. But, certainly, a new outlook about purposes in education must be an accompaniment to their intelligent use.

We now have available scientific knowledge of how to develop a world of plenty, but that information and the necessary attitudes are not yet built into the hearts and minds of men. In the field of health, we know with certainty that we can completely eliminate a disease like diphtheria, yet each year this disease takes its toll of thousands of lives here in the United States. Each year some 35,000 people lose their lives in automobile accidents in spite of the fact that, as Paul Hoffman, president of the Automotive Safety Foundation, has informed us, we now possess known technics for cutting this death-rate exactly in half. Our soil conservation experts do know how to conserve the fertility of the soil, yet we allow this basic resource to be depleted at an alarming rate. We do have technics for crime prevention which too often remain unused. Somehow or other, many of these findings of the experts do not reach the lives of the common man. We have not learned yet how to bridge that gulf.

In the past, we have depended largely upon written materials and face-to-face oral communication for transmitting ideas. Certain basic reading skills were necessary before one could be put into the possession of scientific knowledge. But today, with these new tools of communication, no such barrier exists. Hearing alone is necessary for radio, sight and hearing for the motion picture. And the newspaper is making increasing use of pictorial material for the communication of ideas.

The challenge—Here, then, is the challenge of these new ways of communicating experience. How can they be used to increase our understanding of reality? How can they be used for the spread of scientific knowledge? How can they be used to reconstruct many outmoded stereotypes? How can they be used so that they will promote, not stultify, thinking? In the past, we had poverty, disease, prejudice, and intolerance because known technics for dispelling them were either lacking or unavailable. Today no such barrier exists. Indeed, the only barrier to an intelligent, sane, kindly world is our own inertia, our lack of willingness to use the educational opportunities which stare us in the face. That barrier can and must be surmounted.

SECRETARY'S MINUTES

Cleveland, Ohio

Business Session, Tuesday, February 28, 1939

The annual business meeting of the Department of Supervisors and Directors of Instruction was held on Tuesday, February 28, President Bader presiding.

The first item of business concerned action on the amendments to the constitution of the Department as printed in *Educational Method* for December 1938. These

amendments provided for an increased number of state branches and sections of the Department with representation on the Board of Directors and for more flexibility in the arrangements for meetings.

Rudolph D. Lindquist, chairman of the Nominating Committee, presented a report of the officers elected by the Board of Directors for 1939-40. (For list of officers see Historical Note, page 648.) The chairman then read the names of the five directors whose terms expired this year: Prudence Cutright, Helen Heffernan, Rudolph D. Lindquist, William T. Melchior, and Lucile Nicol, and called attention to a sixth vacancy due to the resignation of E. T. McSwain, whose term would have expired in 1941. He then presented the following nominations for re-election: Prudence Cutright, Helen Heffernan, and William T. Melchior, each to serve a term of three years; new directors, Blanche Fuqua, director of instruction, Terre Haute, Ind., and Paul T. Rankin, supervising director of research and informational service, Detroit, Mich., for a term of three years; and L. S. Tireman, head, Department of Elementary Education, University of New Mexico, Albuquerque, N. Mex., for a term of two years to fill out the unexpired term of E. T. McSwain. On motion these nominations were accepted.

There being no further business the meeting adjourned.

NOTE:

At the Atlantic City meeting in February 1938, the executive committee of the Department was commissioned to make a study of supervision with a view to restating the purpose and function of the Department and revising its program in the light of this purpose. At the Cleveland meeting, the final report was submitted. This contains the following summary:

We conceive the purposes of education to be well defined by the Educational Policies Commission in its reports, *The Unique Function of Education in American Democracy* and *The Purposes of Education in American Democracy*. We conceive the function of the Department of Supervisors and Directors of Instruction to be to contribute to teacher growth in the furtherance of these purposes of education. We believe the major concern of supervision should be to contribute to teacher growth in the area of personal growth in terms of wholesome physical and mental development; the area of socio-economic understanding and adjustment; and the area of professional competence in the guidance of children thru learning experiences.

Recommendations of the executive committee included: (a) the revamping of the policies governing the Department publications; (b) the development of a wider type of activities in the form of meetings and conferences; (c) the development of working groups among the membership; and (d) a closer articulation with other groups whose purposes are in line with those of the Department. The reorganization of the work of the headquarters office, including provision for handling the new phases of the revised program, was also recommended.

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 1939-40 are: PRESIDENT, J. E. Hansen, Chief, Bureau of Visual Instruction, University of Wisconsin, Madison, Wis.; FIRST VICEPRESIDENT, Etta Schneider, Associate in Audio-Visual Education, Teachers College, Columbia University, New York, N. Y.; SECOND VICEPRESIDENT, (*To Be Appointed*); SECRETARY-TREASURER, (*To Be Appointed*); EXECUTIVE COMMITTEE: E. Winifred Crawford, Director, Visual Education, Public Schools, Montclair, N. J.; F. D. McClusky, Director, Scarborough School, Scarborough, N. Y.; Edgar Dale, College of Education, Ohio State University, Columbus, Ohio; Nelson Greene, Editor, EDUCATIONAL SCREEN, 64 E. Lake St., Chicago, Ill.; Charles F. Hoban, Jr., Director, Motion Picture Project, American Council on Education, Washington, D. C.; Grace F. Ramsey, Associate Curator, American Museum of Natural History, New York, N. Y.

The dues for this Department, \$2, are payable to the secretary. The chief publication is EDUCATIONAL SCREEN. 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	1927:951-970	1931:947-964	1935:719-726
1924:963-986	1928:949-970	1932:787-800	1936:619-620
1925:864-871	1929:937-944	1933:779-796	1937:659-668
1926:949-964	1930:911-930	1934:777-788	1938:599-607

THE ADMINISTRATION OF VISUAL AIDS IN A CITY SYSTEM

PAUL G. EDWARDS, DIRECTOR OF VISUAL INSTRUCTION, PUBLIC SCHOOLS,
CHICAGO, ILL.

WITH A CORRECT PROGRAM, proper materials, and trained teachers, visual instruction can simplify the work of teaching. Simplicity always increases effectiveness, and effectiveness is a supreme end in American education.

The Chicago public school system maintains 325 elementary-school buildings, 37 high-school buildings, 30 branch high schools, 30 special schools, 3 junior colleges, and 1 teachers training school. All of the elementary and special schools have one or more stereopticon lanterns and one or more silent 16 mm. projectors. Thirty elementary schools have 16 mm. sound projectors. All of the high schools and colleges have more than one stereopticon lantern and several silent and sound 16 mm. motion picture projectors. All of this equipment is purchased thru sealed bids by the board of education upon recommendation by the superintendent of schools who in turn calls upon the director of visual instruction for advice and council.

One of the difficulties connected with operating a large city bureau is to get the films to the schools when needed. In Chicago all elementary schools are handled on a "block-booking" basis. Five reels of films and four sets of slides on assorted subjects are packed in a shipping unit. The contents of this unit remain intact during the school year and are listed inside the cover of the heavy fiber shipping cases. The subjects included cover geography, science, health, and children's literature. Thirty-two schools are placed on a round-robin shipping schedule, each school on the circuit getting one shipment per week for thirty-two weeks. Thus each school will receive a total of 160 reels of films and 128 sets of slides per year. Ten such circuits are now in operation.

At the beginning of the school year every school is notified what shipping units they will receive, the contents of each unit, and the shipping and pick-up dates. These booking notices are placed on the bulletin board in the office of the school so that teachers may know far in advance what to expect and plan their work accordingly. We have found that the flexible curriculum of the elementary school adapts itself to this booking plan, and teachers like it better than any other. Nothing disappoints or discourages a teacher more than to make repeated requests for films and slides only to have them denied because material is not available. The "block-booking" plan determines a pre-arranged program for the school and we find that it works to better advantage for all.

Material is never sent from school to school. While on paper the round-robin may so indicate, we actually bring the films and slides into our inspection department after each school uses them and before they are sent forward. One fourth of this material is moved on each of the days—Tuesday, Wednesday, Thursday, and Friday.

High-school and college courses are not as flexible as the work of the elementary school. Therefore all films and slides are "spot booked" for use in these institutions. Each high-school teacher orders directly from our booking clerk. If the film required can be booked within one week of the date requested the booking is made and the teacher notified. If the booking cannot be made within that time limit the request is denied.

The booking record of each film for an entire year is kept on a single folded form lying flat in a visible file. This "film-booking record" form holds also separate record of each duplicate of the film up to eight copies. For films with more than eight duplicates a second form is placed in the file. When this booking has been entered, merely by writing the name of school on horizontal line under proper date, the orders are filed by the name of the school in chronological order. As each shipping day arrives the orders for that day are assembled for the day's shipment.

All deliveries are made by package delivery service at twenty-five cents per stop. We have found this cheaper and more efficient than our own trucking service. The delivery problem is a special business in itself, and we find that the people prepared to render the service can do it better than we can ourselves. Our deliveries leave the department at 8 A.M., and we have a receipt for the delivered merchandise the same evening. Mechanical troubles, labor troubles, difficulty due to weather, etc., are all borne by the hired delivery company.

A constant running inventory of every piece of equipment and a separate card form for every film and slide are kept up to date and are never more than six hours behind the shipping schedule.

All minor repairs on projection equipment are made in the bureau. We have found that it is not practical or economical to install a service bureau for major repairs which require elaborate and expensive tools and instruments. Once each year every projector receives a thoro inspection, usually made during the summer vacation period.

Practically all of the work of caring for records of film showings in the schools and the actual work of projection are done by crews of trained student operators. Our larger high schools have between 50 and 100 boys available in crews during their school periods when they are not actually in class. The student secretary on duty for a given period has the schedule for the day before her each period and assigns these operators to duty in the proper rooms. About 25 of these students actually carry on the mechanical routine of visual instruction, thus leaving the teacher free to teach the children and develop their best reactions to the visual lesson.

ADAPTING VISUAL MATERIALS TO INSTRUCTION

CHARLES H. LAKE, SUPERINTENDENT OF SCHOOLS, CLEVELAND, OHIO

As visual instruction directors you will be called upon to furnish working plans for the program of visual instruction and the materials to make the program effective. Your first assignment is to ascertain what materials are desirable to supplement the existing program of studies and the next will

be the selection of materials within the limits of the budget. As a director of visual instruction you must be skilled in the technics of these new tools as they apply to classroom instruction. You must be constantly revising your material, rejecting that which proves to be relatively valueless, improving that which is out of date or inferior, and adding new material to keep abreast of the course of study.

Motion pictures are excellent as an instructional device. They are expensive, of course, and there is still much room for the development of films which accurately supplement the work of the schoolroom.

Then there is the question of the advertising film. Many of these films contain valuable instructional material, and I have no great worry about using a good film which is adapted to the regular course of study, even if it does contain some advertising. I do object, however, to the use of a film which contains but a small amount of material that amplifies or clarifies the course of study, just because the film is free.

Another field which deserves attention is the selection and grouping of still pictures according to subjects and levels of learning. All still pictures should be suitably mounted, properly labeled, documented, and arranged systematically in topical sets for quick reference and classroom use. The development of illustrative material for local community study has not received the attention that it deserves. Community material should sensitize the pupil to the local industries and governmental problems.

Graphs, slides, and charts—The glass lantern slide is a visual tool, the serviceability of which can be much increased with a little ingenuity in adaptation. There is no reason why the lantern slide should not replace to a large extent mounted pictures, charts, graphs, wall maps, diagrams, and similar graphic material. In the place of wall maps and wall charts, a small box of lantern slide maps will give more service at less cost. The slide is easily used, can be easily stored, and is readily adapted to the usual use made of charts, diagrams, graphs, and maps. Lantern slides make it possible for a teacher to work without loss of time and at small cost.

Lantern slides become static thru their organization into large sets which hinder instead of help the busy classroom teacher. The breaking up of these large sets into small units that can be taken into the classroom will change the slide from a storehouse tool into one readily usable.

Educational films—Extensive experiments have proved that the motion picture is an aid to learning, but I suspect that comparatively few of these essential findings have been applied in the school use of films. Not enough discrimination is used in selecting the pictures and too frequently the real need of the teacher who is to use the film is ignored. There are three important problems in the adjustment of motion pictures in the school curriculum. They are (a) the problem of relating the film content to the curriculum; (b) the problem of the classroom technic used by the teacher; and (c) the problem of the cost of the equipment including the projector and films. The solutions of these three problems are vital to real progress in the use of films for instruction purposes.

The film content is, of course, just as important as the content of a text-

book. It is important that the content of the film shall stimulate thought concerning the unit of study before the class.

The educational standards of the director of visual education in a school system or in a building can be checked when you inspect the films which he recommends to teachers. The films, of course, should supplement the various units being taught. In the use of educational films, the director of visual instruction should exert a very important influence. He is both a supervisory and an administrative officer of the school system. He is administrative so far as the management of his visual education library or museum is concerned. He should have control of the budget for the purchase of visual education materials. He administers the distribution of all such materials. His supervisory duties include the suggesting of suitable materials for the use of teachers in the various fields of work.

An adequate budget for the purchase of visual materials is essential. So far as possible, suitable materials should be purchased outright and become a part of the regular equipment of the school system. Rentals for short-time use generally are unsatisfactory and rarely enable teachers to make satisfactory adjustments wholly suitable to instruction.

Each instructor using a film should (a) preview each film that he contemplates using; (b) adjust the film ideas to the purpose of the lesson; (c) prepare the class to receive the film; (d) allow time before and after the showing of the film for class activity; and (e) make a "check up" of the ideas which the pupils got from the showing.

The radio and visual materials—Recently we have been experimenting with the radio as a connecting link between the pupils, teachers, and the visual materials. In 1938 the Cleveland public schools constructed an ultra-high frequency broadcasting station (41.5 mc). This station broadcasts many lessons daily to Cleveland schools. Each school has a receiving set and it is possible to teach all classes. The radio equipment has been supplemented by selected visual materials, mostly lantern slides. At the present time, 130,000 lantern slides are arranged into 3000 small units, closely correlated with these radio lessons. Each unit consists of fifty slides which cover a series of broadcast lessons.

Education by radio is still in the experimental stage and it is hoped thru our experimentation to test the feasibility and effectiveness of radio communication on an ultra-high frequency as it applies to: (a) direct teaching on the several grade levels; (b) the supervision of instruction in any or all branches; (c) the problems of administration in a large school system; (d) the promotion of special types of education such as the safety education program; (e) the stimulation and the unification of the work of parent-teacher groups and other cooperating organizations; (f) information for groups of patrons and interested citizens with respect to the policies, program, and needs of the school system; (g) the presentation of the "news of the day" to pupils of the junior and senior high schools; and (h) the presentation of special feature programs, such as those of school musical organizations, successful dramatizations, and short talks on subjects of special interest to pupils.

REPORTING TO THE PUBLIC THRU MOTION PICTURES

WILLIAM G. HART, IN CHARGE OF FILM PUBLICITY, FORDSON SCHOOL, DEARBORN, MICH.

Many of us are convinced that the schoolmade motion picture offers the most effective available means of vitalizing the school public relations program. The purpose of this meeting is to bring together those of us who are interested in the schoolmade film designed specifically for publicity purposes.

Now the problems of film production in any field are so varied as to have merited the consideration of a number of entire conferences over a period of several days. Involved are the problems of necessary equipment, choosing the activity to be filmed, writing the scenario, "shooting" technics, and editing and titling. Neither co-worker Godfrey Elliott nor I know the final answer to all the problems we intend to raise here today. It has been our privilege, perhaps, to make some of the mistakes first. But it is our hope and plan that the meeting may bring forth an interchange of ideas which will be mutually helpful.

In our limited time we propose to make a frontal attack upon one of the most fundamental considerations: Exactly what activities should we film for greatest returns in terms of intelligent public understanding of our schools? As for other areas of discussion, we shall entrust you to point the avenues of greatest interest.

In considering what to film, there arises at the outset the practical problem of the different approach needed in a city school as over against the school serving a wide area. What activities should receive the greatest emphasis in each case? Godfrey Elliott, principal of the Oakvale, West Virginia, public schools, has worked intimately with this problem for the past three years. His conclusions should be valuable.

REPORTING TO THE PUBLIC THRU MOTION PICTURES

GODFREY ELLIOTT, PRINCIPAL OF SCHOOLS, OAKVALE, W. VA.

The overwhelming majority of schools when confronted with the problem of what to tell the public via the films have turned to the "survey" type of film, one that attempts to give a broad general picture of the operation of their schools. This statement is borne out by the nationwide survey conducted for the last two years by Hardy Finch for the National Council of Teachers of English. About 80 percent of the public relations films found in this survey were definitely of this type. Typical description comments are: "eight hundred feet on school activities, faculty, and board members"; "one thousand feet on student activities," "scenes from nursery schools thru junior college."

Now the survey type of film is undoubtedly valuable. In our school, we are inclined to credit such a film with an important part in saving our junior high-school organization during the depression. But one cannot go on turn-

ing out epics of the same general character indefinitely any more than we can continue publishing news articles on the general theme of "What Our Schools Do from Kindergarten to Graduation." A choice of material inevitably becomes necessary. What shall we film? What points shall we emphasize?

A number of school systems have experimented with this problem. Typical is the film project carried on by the Dormont (Pennsylvania) High School where in 1937 a series of movie shorts was produced for public consumption thru the local theater. Subjects treated here included basketball, track, arts and crafts, band, school newspaper, honor pupils, the superintendent, concerts, and cafeteria. The films were, as far as was discernible, a success. In spite of their success, these films were of a hit-or-miss character. The Dormont films, as is true of our own—and, as far as we can discover, practically all publicity films to date—aimed to give the public what they thought it wanted to know, or better, what they thought it ought to want to know.

Now what does the public want to know? Shall we feature sports or parent-teacher associations, extracurriculum activities or the three R's? A survey of the literature reveals all too little investigation into the problem. Most helpful is the study carried on by Belmont Farley several years ago. In his survey of 5067 school patrons, Farley found that the topics in which patrons were most interested was headed by pupil progress and achievement, followed by methods of instruction, health of pupils, and courses of study. Last on the list were parent-teacher and extracurriculum activities. By way of contrast, a similar survey of school newspaper publicity on the West Coast showed the topics to have been stressed in almost direct reverse order to that of parent interest.

It would appear that much of our newspaper publicity has been misdirected. Movie publicity may easily follow in the same traditional channels if not subjected to critical analysis.

PHOTOPLAY APPRECIATION IN NEW YORK CITY

FRIEDA LICHTMAN, JULIA RICHMAN HIGH SCHOOL, NEW YORK, N. Y.

As the result of in-service courses on the art of the cinema, given under the direction of the Bureau of Visual Instruction of New York City, there has been a notable growth in the number of courses in photoplay appreciation in the junior and senior high schools. In one elementary school, the eighth-grade pupils developed a film project in which critics' reviews and articles on film production were arranged in scrapbooks. Frequent opportunity for discussion of current films was provided, and the teacher reports enthusiasm of the students thruout.

In a junior high school, the photoplay appreciation program received the support of the parents, resulting in an organized course for seventh- and eighth-grade pupils. Thirteen classes meet weekly to consider various aspects of the motion picture, including its history, problems of production, and

problems of acting. The teacher in charge has noted active participation among slow-learning pupils. A more advanced course is being contemplated.

In a number of the city high schools, photoplay clubs, sponsored by the English departments, have been initiated. One of these has begun a program of schoolmade films, depicting school activities.

A survey of the movie habits of the girls attending Julia Richman High School, one of New York City's largest schools with an enrolment of 8000, bore out the testimony of other studies, namely, that these high-school students were attending the movies on an average of once a week. Junior high-school students revealed similar movie-going habits, with 1 percent in one school admitting to attendance at seven movies a week! When one considers the influence of 8000 girls living in various sections of the city and the regularity with which they patronize the movies, a program of photoplay appreciation is justified.

Such a program was recently initiated in the Julia Richman High School under the direction of the visual instruction department. With the cooperation of four teachers of English and members of the library staff, students became cognizant of the worthwhileness of the film "Wuthering Heights." Posters which depicted the story, casting, costuming, settings, make-up, finishing touches, and rehearsals of the production were displayed in the school library and in the corridors. Discussion among 400 students in English classes stimulated interest in the novel and the photoplay. In one group of classes pupils prepared reports on one of the following: a biography of Emily Brontë; the novel, *Wuthering Heights*, by Brontë; *Miracle of Harwood* by White; the film, "Wuthering Heights"; the play, "Wuthering Heights." The students considered the medium or media which would best portray the mood of the story.

The posters, prepared by the Motion Picture Producers and Distributors, provided the basis for much discussion. Some of the comments on their value were:

The pictures are very beautiful, especially the gowns. I imagine that the picture is very interesting, affording not only enjoyable entertainment, but opportunity to gaze into the mode of living a century ago. The posters have aroused my desire to see the picture.

I am greatly interested in the study of cosmetics. I find the poster on make-up of the stars very interesting.

In one class of thirty-five girls, a full period discussion was given to the photoplay and novel; committee reports based on each of the posters included discussion of the direction of the polka by Jackie Crosby, conference rehearsals, and lighting effects to create desired moods. One girl noted the contrast of Cathy's costumes in the scenes with Heathcliff and with Edgar. Mood was detected in the make-up of the principals. A pupil commented that Cathy's complexion in the death scene reflected solemnity and the will to die. They noted the moods represented in the three main sets: gaiety at the Linton's, sadness at Wuthering Heights, and adventure at the moors.

Other questions discussed on the film, "Wuthering Heights," were: Are there any scenes in the film which could not be cut? Do you see any value

in such discussion? Students agreed that organized study of current photoplays would help them to appreciate better and more serious films. They recommended the production of such classics as *Jane Eyre* and *Lorna Doone*.

An increase in library circulation and reservations for the novel resulted from this study. Worthwhile literature can be fostered by intelligent film renditions. The motion picture film is a valuable medium for the mental, social, and psychological growth of the individual. Let us guide the adolescent in his critical evaluation and selection of photoplays. Better films will eventually be produced.

SECRETARY'S MINUTES

San Francisco

Business Session, July 5, 1939

Resolutions and other business passed during the business meeting of July 5, at which Rita Hochheimer presided, were:

1. That a protest be made to the National Education Association regarding a program given at the general sessions in this field, in which cooperation from our Department was not solicited. It is requested that any arrangements in the future for a visual education program for the general sessions of the National Education Association be made thru the Department of Visual Instruction.

2. The following officers have been elected for 1939-40: president, J. E. Hansen, director, Bureau of Visual Instruction, University of Wisconsin, Madison, Wis.; first vicepresident, Marian Evans, director of Visual Instruction Center, San Diego, Calif.; second vicepresident, Etta Schneider, associate in curriculum and teaching, New York, N. Y.; secretary-treasurer pro tem., Don C. Ellis, Teachers College, Columbia University, New York, N. Y.; Executive Committee, E. Winifred Crawford, Edgar Dale, F. Dean McClusky, Charles F. Hoban, Jr., Mrs. Grace F. Ramsey, and Nelson Greene.

3. The committee report, prepared by Mrs. Grace Fisher Ramsey, was recommended for mimeographing and distribution to the members of the Department. It deals with school-museum cooperation.

4. The Committee To Cooperate with Warner Bros. in making available their short subjects in 16 mm. for school use was empowered to continue its efforts.

5. The Report of the Committee on International Relations was read by Mr. Lindstrom, chairman. His committee was asked to continue its work on the use of films in foreign countries for international understanding.

6. The Editorial Committee reported progress in the development of the first yearbook of the Department. The Society for Curriculum Study has appointed Edgar Dale to act as chairman, in collaboration with F. Dean McClusky, chairman for our Department. The joint yearbook will show how visual aids can be integrated into the modern curriculum.

7. The committee working with the Sloan Foundation regarding the production of films on economic problems recommended that the Foundation proceed with its plans, and add to them a program of teacher training in the use of films for economics. (Since the meeting, an Educational Film Institute, under the direction of Spencer Pollard, economist from Harvard, has been established at New York University by the Sloan Foundation.)

8. The Teacher-Training Committee has sent out a questionnaire regarding techniques of instruction to summer session instructors.

9. The revised constitution was passed, and copies will be mailed to members.

10. The *Educational Screen* will continue for the next year to be the official publication for 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 1939-40 are: PRESIDENT, Mack Stoker, Assistant Supervisor of Teacher Training, Bureau of Trade and Industrial Education, State Department of Education, Sacramento, Calif.; SECRETARY, J. G. Allen, Principal, Soldiers' Orphan School, Scotland, Pa.

Facts relating to the establishment of this Department and the record of meetings are to be found in earlier volumes of PROCEEDINGS as follows:

1875:100	1889:615-636	1902:549-579	1916:461-516	1929:945-972
1876:237-291	1890:757-808	1903:595-664	1917:431-472	1930:931-954
1877:218-252	1891:741-758	1904:593-630	1918:249-270	1931:965-994
1879:203-223	1892:435-474	1905:557-590	1919:271-280	1932:801-816
1880:222-234	1893:588-614	1907:759-820	1920:269-270	1933:797-806
1881:239-251	1894:871-892	1908:739-798	1921:851-858	1934:789-798
1882:129-172	1895:718-764	1909:597-644	1922:1465-1480	1935:727-734
1883:xiv-xvi	1896:754-790	1910:595-788	1923:1025-1050	1936:621-628
1884:293-333	1897:736-754	1911:709-786	1924:987-1014	1937:669-676
1885:248-274	1898:757-786	1912:897-1000	1925:872-912	1938:609-618
1886:479-498	1899:904-931	1913:553-600	1926:965-996	
1887:539-550	1900:491-504	1914:565-624	1927:971-1006	
1888:545-590	1901:646-682	1915:815-846	1928:971-1004	

CLEVELAND MEETING

PROGRESS IN VOCATIONAL EDUCATION

J. C. WRIGHT, ASSISTANT COMMISSIONER FOR VOCATIONAL EDUCATION,
OFFICE OF EDUCATION, WASHINGTON, D. C.

ENROLMENTS in vocational education classes carried on in secondary schools in the United States under federal grants at the close of the last fiscal year totalled 1,810,150. This enrolment, which is 313,000 greater than for the previous year, includes 461,000 persons receiving instruction in vocational classes in agriculture; 686,000 taking training in trade and industrial classes; 627,000 attending home economics classes; and 36,000 in classes for those engaged in the distributive occupations.

The comparatively small enrolment in classes organized for instruction of those engaged in the distributive occupations—occupations involved in the distribution of farm and manufactured products from the producer to the consumer—is because federally aided classes in this field are reimbursed from funds authorized under the George-Deen Act which did not become operative until the beginning of the last fiscal year. Approximately 8,500,000 persons are employed in various capacities in these occupations; each year approximately 150,000 youths from eighteen to nineteen years of age find their first employment in these fields; and in addition, 130,000 workers between the ages of twenty and twenty-four enter the distributive occupations from other fields of employment.

The rate of business failures among retailers is unusually high due to lack of training on the part of personnel and failure on the part of owners and managers to apply sound principles in the operation of their businesses. Less than 10 percent of those who enter the field of retailing each year succeed and somewhat less than 50 percent of those who embark in retailing are merely able to hold their own. Operating costs of department stores and other general merchandising establishments have increased approximately 50 percent since the turn of the century, that is, from 24 to 36 percent of sales. There is widespread interest in vocational education in the distributive occupations on the part of trade and business associations representing distributive workers, chambers of commerce, and of leaders in the field of business education.

Under the national vocational education act states are required to match federal funds allocated for vocational education dollar for dollar, but last year the states as a whole spent from their own funds for vocational education of all types, \$1.54 for every dollar of federal money. In the field of industrial education the states as a whole spent \$2 of state money for every dollar of federal money.

There is a tendency on the part of home economics and agricultural teachers in secondary schools in rural communities to set up cooperative programs of training having for their objective improvements on the farm, in the farm home, and in the community.

There is increased interest in the development of training for those engaged in public service occupations—police officers, public health nurses, firemen, tax assessors, inspectors of weights and measures, food inspectors, and others. Special provision for this was made under the terms of the George-Deen Act.

Of interest is the program of vocational rehabilitation carried on under the federal vocational rehabilitation act of 1920. This act provides for the use by the states of federal funds for the rehabilitation of persons disabled thru sickness, injury, or congenital causes, and places them in self-supporting employment, and is administered by the Office of Education. Under the federal legislation, rehabilitation of the disabled person is accomplished by restoring him physically, training him for employment suitable to his handicap, placing him in employment either independently or in an industrial or other establishment, and following him up until his permanent employment is assured.

More than 9800 disabled persons were prepared for and placed in remunerative employment last year in forty-six states, Hawaii, Puerto Rico, and the District of Columbia, under the program of vocational rehabilitation promoted thru federal grants. In addition, 47,843 disabled persons were in process of rehabilitation at the end of the year. Vocational rehabilitation is carried out on an individual or case basis rather than upon a mass basis. Vocational rehabilitation of an individual may take from a few days to three years or more. The average cost of rehabilitating a disabled person is \$300, whereas the average cost of maintaining a disabled person as a public charge ranges from \$300 to \$500 annually.

NEW DEVELOPMENTS IN HOME ECONOMICS EDUCATION

MARY BEEMAN, BALL STATE TEACHERS COLLEGE, MUNCIE, IND.

From time to time, as groups of intelligent, thinking people come together, they focus their attention on new developments. This is a very healthy attitude because it means that we are critically analyzing our position, evaluating the growth made, and recognizing that there is a job ahead, one that needs concentration of effort and forces to keep on developing.

The Lyndes have pointed out in *Middletown in Transition* that the "finer things of life are not all in the future, but are supported by us here and now." The support of home economics education has reached that stage of development where emphasis is placed upon social values rather than upon technical values, where the development of the individual means an awareness of his drives and the factors that inhibit or promote his growth. One of the most significant marks of progress is a realization that we must work with the child, learn his interests, help him to analyze his needs, and plan means for meeting them.

A second factor that is changing the program for this individual is the curriculum which, if offered to provide rich experiences, will permit an

understanding of and means for solving current problems. This means that the child must have a part in planning his program of learning.

Another major concern of home economics today is the use of investigations and research in helping to determine what has been learned and the direction to take. One of the more recent developments in the use of studies has been to use the findings as guides to teachers to build their own programs for each particular school and community. This guide is planned to stimulate the teacher to a critical analysis and evaluation of his own philosophy of education, followed by helps in determining "persistent problems" of the child and suggestions on how to build a program. To help the child develop a feeling for home calls for a more homelike plant and equipment in which to work. One school is now in the process of providing housing thru one large planning room and around this smaller rooms for carrying out individual- and group-planned experiences.

We have been able to present here only a few of the factors at work in providing for the individual at all levels of his training opportunity for the consideration of the far-reaching modifications of the home which are occurring in our American way of living. That education for home and family living aims at providing the child with means for an attack upon his problems and not to impose upon him their solutions, which can only at the best be a relative matter.

PART-TIME COOPERATIVE CLASSES

NINA CLOVER, ASSISTANT STATE SUPERVISOR IN CHARGE OF
DISTRIBUTIVE EDUCATION, STATE DEPARTMENT OF
EDUCATION, STILLWATER, OKLA.

The introduction of cooperative retail selling into public secondary schools and its further expansion is one of the most progressive attempts in vocational education to coordinate educational theory and actual working practices. The purpose of these courses is to enable junior and senior high-school students to become acquainted with actual selling in retail stores at the time they are studying retail selling and related subjects.

The cooperative plan has many advantages from the employer's point of view. It provides him with extra help during the noon hour, on Saturdays, and on special sales days. The cost of training is lowered because of the instructional material given in the direct related class, which is retail selling. In selecting these new employees, he has the help of teachers, of vocational counselors, high-school principals, the dean of boys and the dean of girls, and last but certainly not least, of the cumulative high-school records. In this way the employment manager may select only those who have good scholastic and personality records, who have ability and willingness to learn, and who have a sense of responsibility both to the school and store obligations.

The cost of training these new employees is lessened because the fundamental principals of selling and related subjects are given in the classroom

by a special instructor who has thoroly studied the subject and who has had from two to eight years' practical experience. These students, having completed one or two years of high school, are at a receptive age. Having had little experience in selling, it is comparatively easy for the employer to teach them his methods. Since this is definitely a training program, a planned schedule of processes is given the employer so that he too may become an educator in his own store. Having taught them the store policies and methods of merchandising during their apprenticeship he now has in his organization excellent promotional material.

The greatest advantage which a student derives from this course is the opportunity to work on a job under favorable conditions. Students are given such beneficial training that most of them become interested in some phase of retailing and many are advanced and placed on the regular pay roll. Another advantage is that of early association with people; still another, the excellent opportunity for gaining merchandise information, which will prove a valuable asset in their later business activities. The pupils acquire a sense of self-reliance and self-confidence from successfully fulfilling store and school obligations. While taking this training reasonable compensation is received by the student which often enables him to finish high school. Credit is given upon satisfactory completion of the course.

PREPARATION OF TEACHERS FOR DISTRIBUTIVE EDUCATION CLASSES

JACK MILLIGAN, CHIEF, BUSINESS EDUCATION DIVISION, STATE BOARD OF CONTROL FOR VOCATIONAL EDUCATION, LANSING, MICH.

The success of the distributive education program is in direct relation to the personnel whose function it is to perform the teaching job. This, too, results in the greatest problem in the field, which is that of securing such a personnel.

Contrary to the concepts of a great number of individuals who witnessed beginnings of this program and who foresaw a great deal of training on the secondary-school level, we find that the largest portion of training must be conducted in the adult field. Teachers in the adult field will be, primarily, distributive workers who spend part time in the teaching field. In order to prepare these individuals adequately for the teaching job, it is necessary to use the following procedure:

1. Organize intensive conference training groups wherein methods of instruction, philosophy of distributive education, and course material surveys are discussed
2. Individual contact work by state and local supervisors
3. Frequent state and local conferences of these teachers.

Teachers for the cooperative program may be secured from among the group of people who have already graduated from schools of retailing, or from among those teachers who can present the basic practical experience qualifications. Teacher-training plans for distributive education must be arranged in such a manner that we do not overload the field.

A NATIONAL VIEWPOINT ON GUIDANCE

HARRY A. JAGER, CHIEF, OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

A scarcity of jobs has focused the attention of the whole country on the youth who are out of school and out of work. They are an army to which additions are made at the rate of nearly three quarters of a million annually. What are our public schools offering these young people in the way of opportunity to equip themselves with the knowledge and skills necessary to secure a job? Even more, what are our schools doing to give these young people a knowledge of the world of occupations and to actively make a connection between the school and such of these occupations as pupils may have a chance to occupy?

Every recent inquiry into public school activities has pointed out the necessity for strengthening the guidance and placement activities of our schools. The report of the Regents' Inquiry in New York State says that only in the specialized vocational schools can a boy or girl be reasonably sure that he gets a chance for employment after he completes his secondary-school program. Nine-tenths of the academic high schools assume no active concern for their pupils' vocational adjustment when they leave school.

Can we afford to continue lengthening the "in-school" period of our youth without at the same time making some provision for their preparation for and placement in a suitable job when they are thru school?

Our educational system must be replanned to meet the needs of modern life. In this replanning due recognition must be given to the need for giving as definite help to those who are going to work as to those who are going to college. The selection of a job, preparation for that job, and securing it are as important to some pupils as selection of a college, preparation for that college, and entrance into it are to other pupils. This may not be so much a question of additional costs as a question of change of viewpoint and emphasis.

Work opportunities are not confined to the professions and the skilled trades. The general high school should make as careful a study of the requirements of these other work opportunities as the vocational schools have of the skilled trades and should also make similar provisions for placement.

SAN FRANCISCO MEETING

A COMMUNITY PROGRAM OF VOCATIONAL EDUCATION IN OPERATION

WORTH MC CLURE, SUPERINTENDENT OF SCHOOLS, SEATTLE, WASH.

Vocational education belongs at the postgraduate level. It should not be expected to be a substitute for high-school experience. Neither is it a panacea for unemployment. Every school system has a responsibility to meet the

needs of all of its youth and should not hesitate to adapt curriculums and organization in the interests of those needs. The Seattle policy of vocational education is selective so far as the skilled trades are concerned. The board proposes to provide only those vocational offerings which can meet local employment requirements as demonstrated thru careful surveys of occupational needs. The board does not propose to train in excess of the employment market. Preliminary surveys are made by the school staff. Advisory committees representing both employers and labor aid in these surveys, and each occupational course after its establishment retains its advisory committee for consultation purposes. In view of the relatively expensive character of vocational education, only those students are accepted whose aptitudes are regarded as sufficient to justify the investment of their time and the public's money. Thus, the high-school general commercial and industrial offerings have become a means of exploration and selection and are serviceable to high-school counselors in advisement and recommendation.

The most important new development in the Seattle occupational adjustment program is the agreement for a cooperative junior placement service. One purpose of the service is that of providing a center where youth between the ages of fifteen and twenty-two years may secure information, counsel, and assistance on problems relating to leaving school, vocational training, entrance into employment, and progress in a chosen occupation. Another purpose is that of assisting the schools by providing information for use in the adjustment of their curriculums with relation to conditions of employment and encouraging the development of vocational guidance and vocational training in line with employment needs and opportunities so that such training may be available to those who need and are qualified for it.

Placement is an essential part of any occupational adjustment program. Thru it the schools have a check on the effectiveness of their occupational instruction. Thru it in turn they receive an accurate reflection of the business and employment opportunities which are actually open to the products of the schools.

Occupational adjustment is being viewed in Seattle as a vital phase of the whole educational program and not as a separate picture. Seattle does not subscribe to the belief that educational service should be confined to the mere polishing of the intellect. Those who still adhere to this doctrine should know more about the problems of modern youth in order that they may sense the significance to American democracy of the answers American education shall make in this generation.

INDUSTRY'S RESPONSIBILITY FOR TRAINING

HOWARD C. WELLS, DIRECTOR OF PERSONNEL, PARAFFINE COMPANIES,
INC., SAN FRANCISCO, CALIF.

As early as the Babylonian Code of Hammurabi (2100 B.C.) apprenticeship commanded state attention. The institution survives even today,

tho in a somewhat different form, as part of the European system of industrial education and thru collective agreements between organized employers and workers in some industries in the United States.

Technically, the system was suited to an industry based upon crafts. The economy of indenturing a youth to a master and of a subsequent period of journeyman wandering and contact with other masters derived from two primary facts: that power in processing was essentially human power. Apprenticeship as a general and exclusive system of adjustment of youth to livelihood activities lost its social usefulness when science and invention discovered how to use other sources of power than human muscles. Apprenticeship began to decline and apprenticeship legislation was gradually repealed in order to render more simple the acquisition of labor by the rapidly developing factory industries.

In the nineteenth century in the United States educators became interested in the part that industrial education should play in preparing students for life. As a result of the interest of the various groups, provision for industrial education in publicly-supported schools was made by a dozen states, and in 1917 the federal government put its support by the passage of the Smith-Hughes Act, which establishes a federal board for vocational education. Along with the government interest, private trade schools have come into being, and since 1882 an increasing number of large industries are conducting schools to train their employees.

Training for foremen deserves special consideration because of the changing character of the foreman's job. Formerly, in large plants, and even now in small plants, the foreman was required to fix rates and costs, supervise machine installation and repair, hire workers, keep production records, inspect the work, train new employees, and secure the required output.

Now that large plants have become functionalized by setting up departments to carry on various activities, the foreman, with less work in detailed operations, has taken on the more important job of coordination and leadership—industrial relations is probably the most important part of the foreman's job today.

The training of foremen is undoubtedly industry's biggest job today.

THE CALIFORNIA PLAN FOR TRADE AND INDUSTRIAL EDUCATION

JOHN C. BESWICK, CHIEF, BUREAU OF TRADE AND INDUSTRIAL
EDUCATION, CALIFORNIA STATE DEPARTMENT OF
EDUCATION, SACRAMENTO, CALIF.

In order to meet basic economic needs of the individual and of society, which are essential to the state's prosperity and stability, it is essential that individuals be prepared for gainful employment in trade and industrial pursuits and that persons already employed be upgraded in their specific skills and occupations for the stabilization of employment.

To establish the most efficient trade and industrial education programs each community's individual needs must be studied and determined. That can only be done thru organized surveys conducted thru the local public schools, employer groups and employee groups, and such other agencies as may be concerned or interested with a view to determining training needs.

The federal and state vocational education acts provide appropriations which may be used to reimburse local school districts for part payment of the salaries of directors, supervisors, coordinators, and teachers in vocational programs and for specific services in the field of research and surveys. Federal and state vocational education funds are apportioned to school districts for the purpose of promoting and developing trade and industrial education programs to meet community needs and not merely for the purpose of lessening the financial burden of the districts. Therefore, because there is a need for an expanded program in new trade and industrial fields in local communities, such as training for the fire service, training for police service, in-service training for public service, and apprentice training for new industries that are developing, it may become advisable to discontinue reimbursement to local communities for specific programs or classes which may have been successfully maintained over a period of years on a reimbursement basis.

Programs and classes in the field of trade and industrial education which may be organized in local school districts, and for which reimbursement from the vocational education funds may be anticipated, if maintained in accordance with the provisions of the California Plan for Trade and Industrial Education, include trade extension classes and preapprentice training programs.

Programs and classes in the field of trade and industrial education to meet the requirements of the California Plan for Trade and Industrial Education must provide trade or manipulative instruction, trade technical instruction, and related technical instruction. By manipulative instruction is meant actual instruction in the skills and practices of the trade. Trade technical instruction is instruction that will equip the learner with the necessary specific technical knowledge, designated as trade knowledge. Related technical instruction is instruction in subjects that will give the learner additional technical or manipulative experience not absolutely required by the ordinary worker in the trade or occupation but considered an additional asset to the learner. All such instruction must be of less-than-college grade and should be offered primarily to those who would best benefit by such instruction; that is, normal, intelligent, physically fit individuals.

VOCATIONAL EDUCATION AND THE COMMUNITY AGENCIES

BENJAMIN E. MALLARY, LECTURER IN EDUCATION, UNIVERSITY OF CALIFORNIA, BERKELEY, CALIF.

The National Education Association is only one of many nationwide organizations concerned with the problem of social security. If we multiply that concern by ten, by a hundred, or by a thousand, and if that deep concern in turn be interpreted into action, would it by the simple social process of adding the efforts independently total up to national security? This to my mind is the fundamental policy of rugged individualism. I contend that no matter how sincere the individualist may be or how rugged and efficient his efforts, adding these well-meaning brethren all together is more apt to give us a negative rather than a plus social quantity.

I have been very much interested in a trend which is taking place during the last two or three decades. This trend may be observed by reading the speeches at national conventions and the literature published in the various areas of our applied social sciences. Let us take three words: cooperate, coordinate, and integrate. It should be obvious that the word "cooperate" means to work with and the word "coordinate" means to work together in an orderly way, yet I contend that our major problem of economic security cannot be solved by all of us working simply with each other or together. The problem of interrelationship of functioning parts of an organization is not a problem of with or together but involves an intricate inter-functioning, the object of which is for the whole organization to act as a well-knit or integrated unit. This means that we must approach the problem of vocational education, employment, and economic security as a community problem, in broader areas a state problem, and in turn a national problem and perhaps an international problem.

When the leaders in the field of vocational education sit down with the representatives of the other socially functioning agencies of the community, state, or nation they attempt to see the problem as a whole, work out a solution in terms of the problem as a whole, not in terms of existing agencies and their present function, but in terms of the work to be done, independent of who is to do it. The next step would be to find out what agency or institution could best perform the function, then to assign definitely to that agency that function clearly defined. The next step would be to work out the way the agencies would work as a unit in solving the unique, specific, and definite problems of youth and other citizens whose economic status must be made secure. In addition to solving the social problem of economic security thru one of the specialized functions, that is, vocational education, we vocational educators have the other problem, perhaps the more important one, of learning to take part in a united attack under a unified command.

A PROGRAM OF JOB-FINDING AND STUDENT PLACEMENT

S. D. BENBOW, ASSISTANT DIRECTOR, OAKLAND VOCATIONAL SCHOOLS, OAKLAND, CALIF.

The Oakland public schools are committed to the policy of actively helping high-school graduates find jobs. Our job-finding activities fall in two groups—direct placement activities and indirect placement activities. Direct placement activities are carried on by placement agents and instructors in the Oakland public schools so assigned.

The Merritt Business School's placement record for the past few years is as follows: 1934-35—1322 placements; 1935-36—1663 placements; 1936-37—2619 placements; and 1937-38—1702 placements. These placements were made by instructors with a part of their time assigned to placement work, the total assigned time being equivalent to one and one-half teaching positions.

The Central Trade School's placement record for the past few years is: 1934-35—374 placements; 1935-36—529 placements; 1936-37—697 placements; and 1937-38—602 placements. Trade placements are effected by the individual instructors, who spend part of one day every two weeks in the field.

In the high schools part of the responsibility of viceprincipals is to assist in the placement of the students. The record for the high schools for the past few years has been: 1934-35—218 placements; 1935-36—316 placements; 1936-37—456 placements; and 1937-38—276 placements.

Each semester representatives of the California State Employment Service tour the high schools and take employment applications of all graduating seniors who expect to seek employment upon graduation. During 1937 they placed 1167 youths in the sixteen- to twenty-year age range; in 1938 the figure was 761; for the first four months of 1939 it was 324. Indirect placement activities are along two lines. The first is occupational films. Five moving pictures have been produced to date by the visual department of the Oakland public schools. The second is occupational pamphlets. Two hundred and sixty-five thousand occupational pamphlets have been printed for use in the senior high schools on forty-eight different subjects. There are two types of pamphlets—occupational briefs and occupational bulletins.

CURRICULUM VALUES IN VOCATIONAL EDUCATION

RICHARD E. RUTLEDGE, DIRECTOR, OAKLAND VOCATIONAL SCHOOLS, OAKLAND, CALIF.

In the secondary-school curriculum changes of the greatest magnitude are in process of accomplishment. We know that in the industrial centers there is a movement toward all youth being forced out of employment and presumably into high school. Most teachers naturally teach what they have taught and in about the same manner. Designed for the 5 to 10 per-

cent who expected to enter the professions, the high schools have added a few activities and diluted the academic work so that probably 30 percent of the students are fairly well satisfied with a program which meets college entrance requirements. For the remaining 70 percent the curriculum adjustment recently offered has been a continuous pushing out of school or an attempt to train for a vocation.

For most of the 70 percent this was no solution for two reasons: (a) For most vocations no need for specific school training has been demonstrated. (b) The so-called vocational work was as academic as the languages and college preparatory mathematics.

The advancing age of employment is removing many vocational courses to the post high-school level. This is a blessing for it gives to the administrator facilities for shopwork for many students without the necessity of giving job preparation. The high school is taking over the objectives of the junior high school with great success. The vocational type of shop becomes a general shop in this new movement just as the commercial department becomes general training for consumers.

Little time need be spent on the values of the industrial arts program in the high school and college. All concede its valuable contributions. The general courses in industrial arts, homemaking, and commercial subjects do not solve the whole high-school curriculum problem. There are many youths whose whole beings resent the confinement of school. I question the fitness of vocational education for any youth who enrolls at his parents' insistence. The real vocational students, such as the farm youth who is and likes to be a farmer or the unemployed girl who has a definite promise of work as soon as she can type acceptably, are different persons from those who go to school thru compulsion or to escape from homework or aimless activities in public playgrounds.

In the field of guidance, vocational education makes its greatest contribution to the general school program. Since in after-school life persons shift from one type of work to another in search of vocational and economic adjustment so the school must offer opportunities for youth to discover its interests and abilities.

It is on the adult level that vocational education can show its full values to the community. It can expand to meet new community demands. It can offer training for the beginning job for beginners and extension and apprenticeship training for wage-earners. Its courses, often short units, meet specific needs, and its objective is to meet these needs with the least possible expenditure of time by the student and of funds by the public.

*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, in Denver, Colorado; the fifth conference took place in August 1933, in Dublin, Ireland; the sixth conference took place in August 1935, in Oxford, England; and the seventh conference took place in August 1937, in Tokyo, Japan.*

The officers for the year 1939-40 are: PRESIDENT, Paul Monroe, Garrison-on-Hudson, 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	1927:1007-1016	1935:735-742
1922:312-317	1928:1005-1012	1936:629-630
1923:106, 402-424	1929:975 -988	1937:677-678
1924:272-274	1931:985 -994	1938:647-650
1925:913-927	1933:807 -814	
1926:997-1004	1934:799 -800	

THE 1939 WORLD FEDERATION CRUISE

PAUL MONROE, GARRISON-ON-HUDSON, N. Y., PRESIDENT OF THE WORLD
FEDERATION

THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS held its goodwill tour to Latin America, July 6 to August 28, 1939. While we had expected to hold our Eighth Biennial Conference in Rio de Janeiro August 6 to 11, because of unsettled political conditions in Europe which had affected conditions in Latin America it seemed best not to hold the Conference and the Brazilian authorities requested its postponement which was granted.

However, since the steamer "Rotterdam" had been chartered and many tickets sold to American and Canadian teachers, and since the idea of the goodwill tour was just as pertinent and desirable as it had been originally, this part of the plan was carried out.

The cruise made calls at fifteen different ports. In most of them we visited schools. However, the schools at Caribbean ports were not in session. Unfortunately, this was true of practically all of the English colonies which we visited—Nassau, Jamaica, Barbados, and Trinidad, and of the Dutch colony of Curacao. It was instructive to find in nearly all of the cities visited that they had advance schools either of an experimental or of a demonstration nature which were quite as excellent as anything of the kind which we have at home.

While the original program which had been formulated for the meeting in Brazil and which had involved the representatives of many nations was necessarily laid aside, all of the nineteen sections of the organization were organized and all except two of them had full programs involving one session on the steamer between Rio and Puerto Rico and one session in Puerto Rico. Several of the sections held a third session on the steamer between Puerto Rico and New York, but one evening meeting was held in Puerto Rico.

However, at each of the capitals which we visited addresses of welcome were given either at a general meeting or at a dinner so that in place of one general session devoted to addresses there were several.

The following impromptu remarks made by the leader of the North American group, the president of the Federation at the Industrial School in Montevideo, will give some idea of the character of these general meetings and of the composition of the audience to which the remarks were addressed:

There are two points I would like to dwell on. The first one is addressed largely to our colleagues here to greet us and the second addressed largely to my own colleagues from the North. The first point has to do with the purpose of the World Federation of Education Associations and the purpose of this cruise. We all subscribe to the idea that disarmament of the mind must precede disarmament of the nations. We are all interested in this process of disarmament since the major purpose of the World Federation is to promote international understanding and thus international peace, and we realize that the disarmament of the mind is a task for the teachers of the various countries of the world. One of the first steps in the disarmament of the mind is to have the individual recognize that individuals of

other races or of other nationalities are neither better nor worse than he, but different. The recognition of the fact that there can be many excellencies in national character is one of the first steps toward the establishment of a world citizenship.

This recognition should be all the easier here in the Americas since the composition of our body politic is made up of so varied a selection of representatives from various European nations. Each of these national groups has its own cultural achievements and cultural expressions and thus all can contribute to that complexity which we call our own culture and each becomes the very fabric of civilization. We of the Americas are in a better position to realize this than are the people of any of the countries from which our various elements of population come. Consequently, it is incumbent upon us to take the leadership in emphasizing the idea of world citizenship and of a common culture in which we all participate.

But this recognition of a world citizenship and of a universal culture is one for fairly remote realization and depends largely upon the inculcation of this idea in our pupils but the world will hardly await the development of such an idea. We need something which is more immediately within our grasp so the members of the World Federation of Education Associations have also been emphasizing the importance of personal acquaintance and personal contact among the teachers, for upon this personal acquaintance is based a better understanding between the representatives of different nations or different races and upon that acquaintance-ship can be based a better understanding and a greater goodwill. This is an ideal immediately attainable. It is for this purpose that we have participated in this goodwill tour, to become better acquainted with our South American neighbors, our fellow teachers, and to acquire some firsthand acquaintance with the culture which they have evolved. Therefore, we are among you today as visitors who have enjoyed every expression of your cultural interests and of your educational endeavors.

The second point which I wish to emphasize is addressed to my own colleagues of this goodwill tour. I wonder if you could realize the importance of these schools which you have visited yesterday at Buenos Aires and today at Montevideo. Our boast at home is that our schools are the chief instruments of democracy; that in them all of the children of all classes in society are educated together and are thus fused into a common democracy. But we would remember that in Canada there is a very large minority, the French Canadian, different in culture and in language and in religion from the majority and that they have separate schools. In the United States, we would recognize that we have a still larger minority, the Negroes, different in race and culture, and for them also, in most parts of the country, there exists a separate system of schools. To the extent that there exists these minorities, we fail to attain complete democracy thru our schools. Even in Europe during the years since the World War there have been strivings after such a universal democratic school.

Here in Uruguay, as also in Argentina, countries which formed their educational system very largely on the model which we had worked out ourselves in the North, you have the clearest attainment of this ideal of a universal school that is attained in any country in the world. There are no racial minorities in these countries. There are no cultural minorities of any marked characteristics. For the most part all of the children attend these public schools and you find the nearest approach to the ideal that you will find in any of these countries.

At Rio our first entertainment consisted of special exercises in the School of the United States where a most elaborate program of songs and calisthenics by the children were greatly enjoyed by the visiting teachers. In the afternoon a reception was given by the minister of education. On this occasion the minister of education made an address and an honorary degree was conferred by the rector of the University of Brazil on the president of the Federation.

Another enjoyable event was the reception of the entire body of teachers at the Grand Prix of the Annual Races of the National Jockey Club. The following afternoon, the group was entertained in the Botanical Gardens at a reception given by the minister of agriculture.

In the afternoon, the minister of foreign affairs, Oswaldo Aranha, thru whom the original invitation had been extended, gave an elaborate reception to the visiting teachers. At this reception the minister of foreign affairs gave the following address of welcome:

We receive you with much pleasure because you belong to the American family and also because you are educators. It is profoundly sad for us that the congress that should have been held in this city had to be postponed because of international trouble at this moment and its repercussion in Brazil.

There is nothing more important today than education. The greatest undertaking of our civilization is to humanize man, in order to give him greater solidarity toward everything that is human. The meaning of the social sciences and the arts thus becomes, gradually, an object of repercussion among statesmen, thinkers, and men of all social spheres. Thought dominated nature thru science, and now, for the first time, it is trying to govern the relations between men, in order to make life richer and better.

In this era of social organization, the work of the educator is of the greatest importance. Only thru the process of education can social habits be rectified, for collective experience has proved that human existence becomes fuller and richer thru education.

Education is a life process and should not terminate with youth. It does not consist in the preparation of man to carry on certain functions in life; rather, education should help develop individuality to the fullest, making use of all the possibilities of growth and making the individual capable of future education.

Another aspect of modern pedagogy is that mind and sensibility must travel in parallel lines. It is not enough to store up abstract knowledge; we must connect knowledge with human sensibility. Thus, education embraces all forms of thought activity.

American civilization, in the beginning characterized by its constant preoccupation with human interest, has been transformed into a pioneer of this modern conception of education. Some of your greatest philosophers were educators also.

Thus, America has attained the ideal for which she fought—to create a new system where intellect and sentiment are correlated, all the while cultivating all human values and always aspiring to better things. This common conception of life and of aspiration forms the essence of the friendship which exists between our two countries, and it is for this reason that it has the greatest possibilities of enduring.

The following morning a reception was given in the Municipal Art Building. Here the director of the Museum gave a personally conducted tour in which he explained the merits of Brazilian art and of the exhibition. During all of these four and a half days of our visit in Rio de Janeiro numerous other visits to the many places of interest had to be made.

No session of sections, general sessions, or delegates assembly were held in New York upon arrival on August 28 as had been planned and announced. The representatives that had planned to come from Europe and from other countries were unable to do so because of the war situation. Consequently, there could be held no World Conference. In the sessions held on board the steamer we could recognize this limitation and that we were a meeting of teachers from the United States, from Canada, and from

Japan and that our many other colleagues were prevented from being present. Hence, out of courtesy to them, if not for the reason that there was not a quorum present, we could not hold the general meetings. Later on, at a meeting of the directors held in New York on the 28th at which were present two of the directors from England who had come over for this purpose, it was decided that the officers and directors of the past biennium should hold over for an additional year and that a general conference should be planned for next year, provided there was no war at that time. Since this dire event has since happened, it is obvious that there will be no attempt to hold a conference this coming season. However, the directors decided that in case there should be a war we should attempt to hold either a directors meeting or a delegates assembly, or both, either in New York or in London, but that the decision on this point should be deferred until the spring until we knew exactly what political conditions would be.

ASSOCIATIONAL RECORDS
AND
INFORMATION

Charter

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
---	--------------------------

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. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

Members

SEC. 6. (a) The officers of the corporation shall be a President, one or more Vicepresidents, 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 bylaws.

Officers

(b) 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; 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.

Additional
Boards, Coun-
cils, Commit-
tees, and
Officers

SEC. 7. (a) 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

(b) The invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created shall be held in 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 Representative Assembly, after the proposed expenditure has been approved by the Board of Trustees and the Board of Directors, 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.

Permanent
Fund

(c) 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 bylaws of the corporation shall otherwise provide.

(d) 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 meetings 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 in accordance with the bylaws.

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 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.

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.

Sections 5-8 were amended by Congress and approved by the President of the United States, June 14, 1937. These amendments were accepted as amendments to the charter and adopted as amendments to the constitution by the Representative Assembly of the National Education Association of the United States at Detroit, Michigan, June 29, 1937.

Bylaws

*As Amended at the Annual Business Meeting of the Representative Assembly,
San Francisco, July 1939*

ARTICLE I—MEMBERSHIP

SECTION 1. The membership of the National Education Association shall consist of four classes: Active, Associate, Corresponding, and Institutional, whose qualifications, rights, and obligations shall be as hereinafter prescribed.

Membership
Defined

SEC. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

SEC. 3. The dues of an active member shall be \$2 or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several Departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of \$2 shall be entitled to receive the *Journal*. Those who pay annual dues of \$5 shall be entitled to receive, in addition to the *Journal*, the *Research Bulletins* and the volume of *Proceedings*. Those who pay \$100 become members for life without payment of additional dues and are entitled to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*.

Obligations
and
Privileges

SEC. 4. All 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.

Life
Directors

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.

Institutional Members SEC. 7. Institutional Membership in the Association may be held only by libraries in normal schools, teachers colleges, liberal arts colleges, and universities, and by public libraries. The annual dues for the regular Institutional Membership shall be \$5, which shall entitle the institution to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*. A special Institutional Membership shall be available to the above-named institutions for a fee of \$2. This shall entitle the institution to receive the *Journal* only. Institutional Membership shall have no rights other than to receive the publications named.

Right To Vote SEC. 8. 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 National Council of Education shall be limited to the membership of the said Council whose dues are paid in the National Education Association.

Representative Assembly SEC. 9. 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.

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, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws. (See Act of Incorporation, section 6, first paragraph.)

(b) The Board of Directors shall consist of the President, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by the Representative Assembly for the term of three years or until their successors are chosen, and of all Life Directors of the National Education Association, provided, however, That any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director.

(c) 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, the District of Columbia, and the 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 who shall serve one, two, or three years. Thereafter all terms of office for such members shall be for a three-year period.

(d) The Executive Committee shall consist of nine members as follows: The President of the Association, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and three members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors. The election of the members of the Executive Committee by the Representative Assembly shall be by the Hare System of Proportional Representation. The provisions of this Section shall become effective in the selection of the Executive Committee for the Association year beginning with the close of the convention in 1937.

(e) 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 7, first paragraph, first sentence.)

(f) 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. 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. **Affiliated State Associations**

SEC. 3. 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 \$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. **Affiliated Local Associations**

SEC. 4. Each Affiliated Association, both state and local, shall be furnished a certificate of membership.

SEC. 5. 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. 6. 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. 7. 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. 8. 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. 9. 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 some part of 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, these bylaws, and standing rules, 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 approved 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 Vicepresidents of the Association shall serve as Assistants to the President for such services as may be required of them.

**Duties of
Vicepresidents**

SEC. 3. 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.

**Duties of the
Executive
Secretary**

SEC. 4. 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; and shall pay the same only upon the order of the Board of Trustees.

**Duties of the
Treasurer**

SEC. 5. (a) The Board of Directors when in session 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 7, first 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 and standing rules. (See Act of Incorporation, section 7, second 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, these bylaws, and standing rules 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. The Board of

**Duties of the
Board of
Directors**

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.

(f) 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 American Association of School Administrators 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. 6. (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.

(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. 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. 7. (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

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.

Function of
National
Council

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.

Membership

SEC. 3. The annual meeting of the Council shall be held during the week of the annual meeting of the Association.

Time of
Meeting

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 denominated 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.

Loss of
Membership

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 (1939) in existence, to wit: The Departments, first, of American Association of School Administrators; second, of Vocational Education; third, of Kindergarten-Primary Education; fourth, of Music Education; fifth, of Secondary Teachers; sixth, of Business Education; seventh, of American Association for Health, Physical Education, and Recreation; 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 Home Economics; twenty-third, of Administrative Women in Education; twenty-fourth, of Art Education, twenty-fifth, of Teachers of Speech; twenty-sixth, Garden Education; twenty-seventh, of Journalism Directors. 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 and standing rules 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.

Officers of
Departments

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.

Department
Headquarters

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.

Rights of
Departments

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.

How
Established

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.

Fees for
Department
Members

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. 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. 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.

Bylaws and
Rules

SEC. 2. 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. 3. 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.

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

Formation of Quorum

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.

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, standing rules, and in the rules of procedure adopted by the Representative Assembly.

ARTICLE X—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.

ARTICLE XI—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.

SEC. 2. In all voting on proposed amendments to the charter, bylaws, and standing rules, written ballots shall be used whenever 200 members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the Executive Secretary he shall arrange for written ballots in accordance with the petition. 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.

SEC. 3. The standing rules may be amended at the annual meeting of the Representative Assembly without notice by two-thirds vote of the Representative Assembly and by a majority vote of the Representative Assembly if the amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken.

Standing Rules

MEMBERSHIP

Membership Year	Rule 1. The membership year shall be from September 1 to August 31. All membership dues shall be credited to the current membership year unless otherwise requested.
Time and Place of Payment of Dues	Rule 2. The annual dues of members shall be sent to the Executive Secretary on or before December 31. An active member failing to pay dues as herein provided shall forfeit the privileges of membership and be dropped from the list of members.
Membership Card	Rule 3. 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. Arrangements may be made with Local and State Affiliated Associations for the issuance of a coinclusive membership card, or insignia, or both on a voluntary basis.

OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

Nominations	Rule 4. (a) 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, Vicepresidents, Treasurer, and the three members of the Executive Committee to be elected by the delegates. Candidates for said offices shall be nominated from the floor upon roll call of the states.
Qualifications of Directors	(b) On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States in which the term of office expires 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 three-year period immediately preceding the election, provided, however, That the requirement of membership in a state association for a candidate for National Education Association Director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the National Education Association delegates present from that state. Only delegates who are active members of the National Education Association and whose dues have been paid in a State, or District, or Territory, or a Local Association, if organized, respectively, shall have the right to vote for such directors.
Election of Officers	(c) 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, in which the term of office expires 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 Representa-

tive 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.

(d) 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.

Rule 5. Each Affiliated Association 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.

Relationship:
National, State,
and Local

OTHER DUTIES OF EXECUTIVE SECRETARY

Rule 6. The Executive Secretary 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. He shall countersign checks drawn by the Treasurer in payment of bills and shall deposit in an authorized depository in the name of the Association and disburse therefrom any funds authorized by the Board of Trustees advanced to him by the Treasurer for the payment of expenses set forth in the budget adopted by the Representative Assembly. 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 moneys, 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.

Duties of
the Executive
Secretary

OTHER DUTIES OF TREASURER

Rule 7. The Treasurer 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

Duties
of the
Treasurer

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.

COMMITTEES

Rule 8. 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.

Rule 9. 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 Rule 14; and the Committee shall report its findings to the Board of Directors.

Rule 10. 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.

Rule 11. The Committee on Credentials shall receive the official list of delegates from the Executive Secretary and report thereon to the Representative Assembly.

Rule 12. 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.

Rule 13. The Committee on Necrology may prepare for the published *Proceedings* brief memorial tributes to members who have died during the year.

Rule 14. 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.

Rule 15. The Representative Assembly may provide such additional committees as it may deem wise.

ANNUAL AND BUSINESS MEETINGS

Rule 16. The first day of the annual meeting shall be Monday; the first day of the business meeting shall be Tuesday.

Rule 17. (a) 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

MEETING OF NEW BOARD OF DIRECTORS

(b) 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.

MEETING OF BOARD OF TRUSTEES

(c) 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.

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.
 S. S. GREENE, President
 W. E. SHELDON, Secretary
 Z. RICHARDS, Treasurer
- 1866—INDIANAPOLIS, IND.
 J. P. WICKERSHAM, President
 S. H. WHITE, Secretary
 S. P. BATES, Treasurer
- 1867—No session
- 1868—NASHVILLE, TENN.
 J. M. GREGORY, President
 L. VAN BOKKELEN, Secretary
 JAMES CRUICKSHANK, Treasurer
- 1869—TRENTON, N. J.
 L. VAN BOKKELEN, President
 W. E. CROSBY, Secretary
 A. L. BARBER, Treasurer
- 1870—CLEVELAND, OHIO
 DANIEL B. HAGAR, President
 A. P. MARBLE, Secretary
 W. E. CROSBY, Treasurer

NATIONAL EDUCATIONAL ASSOCIATION, 1871-1907

- 1871—ST. LOUIS, MO.
 J. L. PICKARD, President
 W. E. CROSBY, Secretary
 JOHN HANCOCK, Treasurer
- 1872—BOSTON, MASS.
 E. E. WHITE, President
 S. H. WHITE, Secretary
 JOHN HANCOCK, Treasurer
- 1873—ELMIRA, N. Y.
 B. G. NORTHRUP, President
 S. H. WHITE, Secretary
 JOHN HANCOCK, Treasurer
- 1874—DETROIT, MICH.
 S. H. WHITE, President
 A. P. MARBLE, Secretary
 JOHN HANCOCK, Treasurer
- 1875—MINNEAPOLIS, MINN.
 W. T. HARRIS, President
 M. R. ABBOTT, Secretary
 A. P. MARBLE, Treasurer
- 1876—BALTIMORE, MD.
 W. F. PHELPS, President
 W. D. HENKLE, Secretary
 A. P. MARBLE, Treasurer
- 1877—LOUISVILLE, KY.
 M. A. NEWALL, President
 W. D. HENKLE, Secretary
 J. ORMOND WILSON, Treasurer
- 1878—No session
- 1879—PHILADELPHIA, PA.
 JOHN HANCOCK, President
 W. D. HENKLE, Secretary
 J. ORMOND WILSON, Treasurer
- 1880—CHAUTAUQUA, N. Y.
 J. ORMOND WILSON, President
 W. D. HENKLE, Secretary
 E. T. TAPPAN, Treasurer
- 1881—ATLANTA, GA.
 JAMES H. SMART, President
 W. D. HENKLE, Secretary
 E. T. TAPPAN, Treasurer
- 1882—SARATOGA SPRINGS, N. Y.
 G. J. ORR, President
 W. E. SHELDON, Secretary
 H. S. TARBELL, Treasurer
- 1883—SARATOGA SPRINGS, N. Y.
 E. T. TAPPAN, President
 W. E. SHELDON, Secretary
 N. A. CALKINS, Treasurer

- 1884—MADISON, WIS.
 THOMAS W. BICKNELL, President
 H. S. TARBELL, Secretary
 N. A. CALKINS, Treasurer
- 1885—SARATOGA SPRINGS, N. Y.
 F. LOUIS SOLDAN, President
 W. E. SHELDON, Secretary
 N. A. CALKINS, Treasurer
- 1886—TOPEKA, KANS.
 N. A. CALKINS, President
 W. E. SHELDON, Secretary
 E. C. HEWETT, Treasurer
- 1887—CHICAGO, ILL.
 W. E. SHELDON, President
 J. H. CANFIELD, Secretary
 E. C. HEWETT, Treasurer
- 1888—SAN FRANCISCO, CALIF.
 AARON GOVE, President
 J. H. CANFIELD, Secretary
 E. C. HEWETT, Treasurer
- 1889—NASHVILLE, TENN.
 ALBERT P. MARBLE, President
 J. H. CANFIELD, Secretary
 E. C. HEWETT, Treasurer
- 1890—ST. PAUL, MINN.
 J. H. CANFIELD, President
 W. R. GARRETT, Secretary
 E. C. HEWETT, Treasurer
- 1891—TORONTO, ONT.
 W. R. GARRETT, President
 E. H. COOK, Secretary
 J. M. GREENWOOD, Treasurer
- 1892—SARATOGA SPRINGS, N. Y.
 E. H. COOK, President
 R. W. STEVENSON, Secretary
 J. M. GREENWOOD, Treasurer
- 1893—CHICAGO, ILL.
 (International Congress of Education)
 ALBERT G. LANE, President
 IRWIN SHEPARD, Secretary
 J. M. GREENWOOD, Treasurer
- 1894—ASBURY PARK, N. J.
 ALBERT G. LANE, President
 IRWIN SHEPARD, Secretary
 J. M. GREENWOOD, Treasurer
- 1895—DENVER, COLO.
 NICHOLAS MURRAY BUTLER, President
 IRWIN SHEPARD, Secretary
 I. C. MCNEILL, Treasurer

- 1896—BUFFALO, N. Y.
 NEWTON C. DOUGHERTY, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1897—MILWAUKEE, WIS.
 CHARLES R. SKINNER, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1898—WASHINGTON, D. C.
 J. M. GREENWOOD, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1899—LOS ANGELES, CALIF.
 E. ORAM LYTE, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1900—CHARLESTON, S. C.
 OSCAR T. CORSON, President
 IRWIN SHEPARD, Secretary
 CARROLL G. PEARSE, Treasurer
- 1901—DETROIT, MICH.
 JAMES M. GREEN, President
 IRWIN SHEPARD, Secretary
 L. C. GREENLEE, Treasurer
- 1902—MINNEAPOLIS, MINN.
 WILLIAM M. BEARDSHEAR, President
 IRWIN SHEPARD, Secretary
 CHARLES H. KEYES, Treasurer
- 1903—BOSTON, MASS.
 CHARLES W. ELIOT, President
 IRWIN SHEPARD, Secretary
 W. M. DAVIDSON, Treasurer
- 1904—ST. LOUIS, MO.
 JOHN W. COOK, President
 IRWIN SHEPARD, Secretary
 McHENRY RHODES, Treasurer
- 1905—ASBURY PARK AND OCEAN GROVE, N. J.
 WILLIAM H. MAXWELL, President
 IRWIN SHEPARD, Secretary
 JAMES W. CRABTREE, Treasurer
- 1906—No session
- 1907—LOS ANGELES, CALIF.
 NATHAN C. SCHAEFFER, President
 IRWIN SHEPARD, Secretary
 J. N. WILKINSON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1908—

- 1908—CLEVELAND, OHIO
 EDWIN G. COOLEY, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1909—DENVER, COLO.
 LORENZO D. HARVEY, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1910—BOSTON, MASS.
 JAMES Y. JOYNER, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1911—SAN FRANCISCO, CALIF.
 ELLA FLAGG YOUNG, President
 IRWIN SHEPARD, Secretary
 DURAND W. SPRINGER, Treasurer
- 1912—CHICAGO, ILL.
 CARROLL G. PEARSE, President
 IRWIN SHEPARD, Secretary
 KATHERINE D. BLAKE, Treasurer
- 1913—SALT LAKE CITY, UTAH
 EDWARD T. FAIRCHILD, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1914—ST. PAUL, MINN.
 JOSEPH SWAIN, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1915—OAKLAND, CALIF.
 DAVID STARR JORDAN, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1916—NEW YORK, N. Y.
 DAVID B. JOHNSON, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1917—PORTLAND, ORE.
 ROBERT J. ALEY, President
 DURAND W. SPRINGER, Secretary
 THOMAS E. FINEGAN, Treasurer
- 1918—PITTSBURGH, PA.
 MARY C. C. BRADFORD, President
 J. W. CRABTREE, Secretary
 A. J. MATTHEWS, Treasurer
- 1919—MILWAUKEE, WIS.
 GEORGE D. STRAYER, President
 J. W. CRABTREE, Secretary
 A. J. MATTHEWS, Treasurer
- 1920—SALT LAKE CITY, UTAH
 JOSEPHINE CORLISS PRESTON, Pres.
 J. W. CRABTREE, Secretary
 A. J. MATTHEWS, Treasurer
- 1921—DES MOINES, IOWA
 FRED M. HUNTER, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1922—BOSTON, MASS.
 CHARL ORMOND WILLIAMS, Pres.
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1923—OAKLAND-SAN FRANCISCO
 WILLIAM B. OWEN, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1924—WASHINGTON, D. C.
 OLIVE M. JONES, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1925—INDIANAPOLIS, IND.
 JESSE H. NEWLON, President
 J. W. CRABTREE, Secretary
 CORNELIA S. ADAIR, Treasurer
- 1926—PHILADELPHIA, PA.
 MARY MCSKIMMON, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1927—SEATTLE, WASH.
 FRANCIS G. BLAIR, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1928—MINNEAPOLIS, MINN.
 CORNELIA S. ADAIR, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1929—ATLANTA, GA.
 UEL W. LAMKIN, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1930—COLUMBUS, OHIO
 E. RUTH PYRTLE, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1931—LOS ANGELES, CALIF.
 WILLIS A. SUTTON, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1932—ATLANTIC CITY, N. J.
 FLORENCE HALE, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer
- 1933—CHICAGO, ILL.
 JOSEPH ROSIER, President
 J. W. CRABTREE, Secretary
 HENRY LESTER SMITH, Treasurer

1934—WASHINGTON, D. C.	1937—DETROIT, MICH.
JESSIE GRAY, President	ORVILLE C. PRATT, President
J. W. CRABTREE, Secretary	WILLARD E. GIVENS, Executive Secretary
HENRY LESTER SMITH, Treasurer	J. W. CRABTREE, Secretary Emeritus
1935—DENVER, COLO.	R. E. OFFENHAUER, Treasurer
HENRY LESTER SMITH, President	1938—NEW YORK, N. Y.
WILLARD E. GIVENS, Executive Secretary	CAROLINE S. WOODRUFF, President
J. W. CRABTREE, Secretary Emeritus	WILLARD E. GIVENS, Executive Secretary
R. E. OFFENHAUER, Treasurer	J. W. CRABTREE, Secretary Emeritus
1936—PORTLAND, ORE.	R. E. OFFENHAUER, Treasurer ¹
AGNES SAMUELSON, President	1939—SAN FRANCISCO, CALIF.
WILLARD E. GIVENS, Executive Secretary	REUBEN T. SHAW, President
J. W. CRABTREE, Secretary Emeritus	WILLARD E. GIVENS, Executive Secretary
R. E. OFFENHAUER, Treasurer	J. W. CRABTREE, Secretary Emeritus
	B. F. STANTON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

OFFICERS—1938-39

REUBEN T. SHAW.....	President.....	Head, Science Department, Northeast High School, Philadelphia, Pa.
WILLARD E. GIVENS.....	Executive Secretary.....	1201 16th St., N. W., Washington, D. C.
J. W. CRABTREE.....	Secretary Emeritus.....	1201 16th St., N. W., Washington, D. C.
R. E. OFFENHAUER.....	Treasurer.....	President, Bowling Green State University, Bowling Green, Ohio ¹

Honorary

JOHN DEWEY.....	Professor Emeritus of Philosophy.....	Columbia University, New York, N. Y.
MRS. SUSAN M. DORSEY.....	1506 Arapahoe St.,	Los Angeles, Calif.

Executive Committee

REUBEN T. SHAW.....	President.....	Head, Science Department, Northeast High School, Philadelphia, Pa.
CAROLINE S. WOODRUFF.....	First Vicepresident.....	Principal, State Normal School, Castleton, Vt.
JOSEPH H. SAUNDERS.....	Chairman, Board of Trustees.....	Superintendent of Schools, Newport News, Va.
R. E. OFFENHAUER.....	Treasurer.....	President, Bowling Green State University, Bowling Green, Ohio ¹
FRED D. CRAM.....	Iowa State Teachers College,	Cedar Falls, Iowa
MRS. MYRTLE HOOPER DAHL.....	R. F. D. 2, Mound,	Minn.
SIDNEY B. HALL.....	State Superintendent of Public Instruction,	Richmond, Va
AMY H. HINRICHS.....	Principal, Audubon School,	New Orleans, La.
ALBERT M. SHAW.....	Box 885, Arcade Annex,	Los Angeles, Calif.

Board of Trustees

JOSEPH H. SAUNDERS.....	Chairman.....	Superintendent of Schools, Newport News, Va.
REUBEN T. SHAW.....	President.....	Head, Science Department, Northeast High School, Philadelphia, Pa.
EDGAR G. DOUDNA.....	Secretary.....	Board of Normal School Regents, Madison, Wis.
FLORENCE HALE.....	Editor, <i>The Grade Teacher</i> ,	29 Le Roy Ave., Darien, Conn.
THOMAS J. WALKER.....	Secretary, Missouri State Teachers Association,	Columbia, Mo.

Vicepresidents

CAROLINE S. WOODRUFF.....	First Vicepresident.....	Principal, State Normal School, Castleton, Vt.
ANDREW AVERY.....	County Superintendent of Schools,	Bainbridge, Ga.
M. E. BROCKMAN.....	Superintendent of Schools,	Chester, S. C.
EVERETT R. ERICKSON.....	Assistant Professor, University of Alaska,	College, Alaska.
HARLEY W. HOLMES.....	Superintendent of Schools,	Marshall, Mich.
R. L. HUNT.....	Superintendent of Schools,	Madison, S. Dak.
MRS. LAUREL O. KNEZEVICH.....	Teacher, 847 South Grand Ave.,	Los Angeles, Calif.
DAISY LORD.....	Teacher, 1027 West Main St.,	Waterbury, Conn.
LESTER A. RODES.....	Supervising Principal of Schools,	South River, N. J.
B. C. TIGHE.....	Principal, Senior High School,	Fargo, N. Dak.
PAUL THURSTON.....	Superintendent of Schools, District No. 1,	Overton, Nev.
N. ELIOT WILLIS.....	Principal, 171 Woodside Ave.,	Winthrop, Mass.

¹ Deceased December 29, 1938. B. F. Stanton served the remainder of the year.

Board of Directors

REUBEN T. SHAW, President.....	Philadelphia, Pa.
CAROLINE S. WOODRUFF, Vicepresident.....	Castleton, Vt.
R. E. OFFENHAUER, Treasurer.....	Bowling Green, Ohio
JOSEPH H. SAUNDERS, Chairman, Board of Trustees.....	Newport News, Va.

Life Directors

BOARD OF EDUCATION.....	Nashville, Tenn.
ILLINOIS STATE TEACHERS ASSOCIATION.....	Springfield, Ill.
TEACHERS INSTITUTE.....	Philadelphia, Pa.

State Directors

Alabama	L. FRAZER BANKS, Assistant Superintendent of Schools.....	Birmingham
Alaska	EVERETT R. ERICKSON, Assistant Professor, University of Alaska	College
Arizona	HAROLD W. SMITH, Superintendent of Schools.....	Glendale
Arkansas	W. E. PHIPPS, P. O. Box 13.....	North Little Rock
California	HELEN HOLT, Teacher, 1543 B Santa Clara Ave.....	Alameda
Colorado	W. B. MOONEY, Executive Secretary, Colorado Education Association	Denver
Connecticut	HELEN T. COLLINS, Principal, Lovell School.....	New Haven
Delaware	H. V. HOLLOWAY, State Superintendent of Public Instruction.....	Dover
District of Columbia	A. GRACE LIND, Supervising Principal, Emery School.....	Washington
Florida	JAMES S. RICKARDS, Executive Secretary, Florida Education Association	Tallahassee
Georgia	M. D. COLLINS, State Superintendent of Schools.....	Atlanta
Hawaii	EARL L. MCTAGGART, Executive Secretary, Hawaii Education Association	Honolulu
Idaho	W. D. VINCENT, Superintendent of Schools.....	Boise
Illinois	JOHN W. THALMAN, Superintendent, Township Secondary Schools	Waukegan
Indiana	CHARLES O. WILLIAMS, Secretary, Indiana State Teachers Association	Indianapolis
Iowa	FRED D. CRAM, Professor, Iowa State Teachers College.....	Cedar Falls
Kansas	F. L. SCHLAGLE, Superintendent of Schools.....	Kansas City
Kentucky	WILLIAM S. TAYLOR, Dean, School of Education, University of Kentucky	Lexington
Louisiana	J. N. POCHE, Teacher, Samuel J. Peters High School of Commerce	New Orleans
Maine	WILLIAM B. JACK, Superintendent of Schools.....	Portland
Maryland	EUGENE W. PRUITT, County Superintendent of Schools.....	Frederick
Massachusetts	ANNIE C. WOODWARD, Teacher, 78 Highland Ave.....	Somerville
Michigan	GROVER STOUT, Principal, Wingert School.....	Detroit
Minnesota	DAISY BROWN, Teacher, 407 South 6th St.....	Stillwater
Mississippi	H. V. COOPER, Superintendent of Schools.....	Vicksburg
Missouri	THOMAS J. WALKER, Secretary, Missouri State Teachers Association	Columbia
Montana	M. P. MOE, Executive Secretary, Montana Education Association	Helena
Nebraska	ALICE ROBINSON, Dean of Women, State Teachers College.....	Kearney
Nevada	J. R. WARREN, Teacher, Billingshurst Junior High School.....	Reno
New Hampshire	LYLE WILSON EWING, Head, English Department.....	Claremont
New Jersey	SARAH O. WHITLOCK, Principal, Lincoln School.....	New Brunswick
New Mexico	D. N. POPE, 711 West 5th Street	Roswell
New York	RENA ROCKWELL, Teacher, 364 West Clinton.....	Elmira
North Carolina	ELMER H. GARINGER, Principal, Central High School.....	Charlotte
North Dakota	G. W. HANNA, Superintendent of Schools.....	Valley City
Ohio	L. W. REESE, Superintendent of Schools	Washington Court House
Oklahoma	KATE FRANK, Teacher, Central High School	Muskogee
Oregon	C. R. BOWMAN, County Superintendent of Schools.....	Medford
Pennsylvania	HARVEY E. GAYMAN, Assistant Executive Secretary, Pennsylvania State Education Association	Harrisburg
Puerto Rico.....	FRANCISCO RODRÍGUEZ-LÓPEZ, Supervisor, Urban Elementary Schools	San Juan
Rhode Island	JAMES F. ROCKETT, State Director of Education.....	Providence
South Carolina	A. C. FLORA, Superintendent of Schools.....	Columbia
South Dakota	S. B. NISSEN, Editor, <i>South Dakota Education Association Journal</i>	Sioux Falls
Tennessee	S. L. RAGSDALE, Principal, Humes High School.....	Memphis
Texas	RUSH M. CALDWELL, Teacher, Woodrow Wilson High School.....	Dallas
Utah	N. HOWARD JENSEN, Principal, Central School.....	Tooele

Vermont	JOSEPH A. WIGGIN, Principal, High School.....	Brattleboro
Virginia	MRS. EDITH B. JOYNES, Principal, Washington-Gatewood Schools	Norfolk
Washington	CORA OLESON, Teacher, Ridpath Hotel.....	Spokane
West Virginia	W. W. TRENT, State Superintendent of Schools.....	Charleston
Wisconsin	AMANDA H. SCHUETTE, Director of Commercial Education, 220 South Van Buren Street.....	Green Bay
Wyoming	H. H. MOYER, Principal, High School.....	Rawlins

NATIONAL COUNCIL OF EDUCATION

President—L. A. PECHSTEIN, Dean, Teachers College, University of Cincinnati, Cincinnati, Ohio.
Vicepresident—EDGAR G. DOUDNA, Secretary, Board of Normal School Regents, Madison, Wis.
Secretary—MARGARET KIELY, Dean of Women, Queens College, Flushing, N. Y.
Executive Committee—A. L. THRELKELD, Superintendent of Schools, Montclair, N. J.; MRS. EDITH B. JOYNES, Principal, Washington-Gatewood Schools, Norfolk, Va.; H. V. HOLLOWAY, State Superintendent of Public Instruction, Dover, Del.

OFFICERS OF DEPARTMENTS—1938-39

Adult Education

President—GEORGE C. MANN, Director, Adult Education, State Board of Education, Los Angeles, Calif.
Vicepresident—MRS. ELIZABETH C. MORRIS, Director, Adult Education, Raleigh, N. C.
Secretary—FRANK M. DEBATIN, Dean, Washington University, St. Louis, Mo.
Assistant Treasurer—GEORGE R. BRYANT, State Supervisor, WPA Education, 8 E. Chestnut St., Columbus, Ohio.
Coordinate Vicepresidents—CAROLINE A. WHIPPLE, State Education Department, Albany, N. Y.; GEORGE L. MAXWELL, Assistant Director, Education Division, WPA, 1739 New York Avenue, N. W., Washington, D. C.; M. S. ROBERTSON, State Director, WPA Education, 803 Canal Bank Bldg., New Orleans, La.; FRANCES K. WETMORE, Director, Adult Education, Board of Education, Chicago, Ill.; PAUL L. ESSERT, Principal, Opportunity School, Denver, Colo.

American Association for Health, Physical Education, and Recreation

(A Department of the N. E. A.)

President—FREDERICK W. COZENS, University of California, Los Angeles, Calif.
President-Elect—MARGARET BELL, Director, Department of Physical Education, University of Michigan, Ann Arbor, Mich.
Vicepresident for Health Education—DOROTHY NYSWANDER, District Health Center, Astoria, N. Y.
Vicepresident for Physical Education—GROVER MUELLER, Director of Physical Education, Public Schools, Philadelphia, Pa.
Vicepresident for Recreation—FRANK S. LLOYD, New York University, New York, N. Y.
Past-President—C. H. MCCLOY, Research Professor of Anthropometry and Physical Education, University of Iowa, Iowa City, Iowa.
Executive Secretary-Treasurer—N. P. NEILSON, 1201 Sixteenth St., N. W., Washington, D. C.
Editor—E. D. MITCHELL, Associate Professor of Physical Education, University of Michigan, Ann Arbor, Mich.
Member-at-large—C. E. TURNER, Massachusetts Institute of Technology, Cambridge, Mass.

American Association of School Administrators

(A Department of the N. E. A.)

President—JOHN A. SEXSON, Superintendent of Schools, Pasadena, Calif.
First Vicepresident—CHARLES B. GLENN, Superintendent of Schools, Birmingham, Ala.
Second Vicepresident—PAUL T. RANKIN, Supervising Director of Research and Informational Service, Public Schools, Detroit, Mich.
Executive Secretary—S. D. SHANKLAND, 1201 Sixteenth St., N. W., Washington, D. C.
Executive Committee—BEN G. GRAHAM, Superintendent of Schools, Pittsburgh, Pa. (1939); J. C. COCHRAN, Superintendent of Schools, San Antonio, Tex. (1940); JESSE H. MASON, Superintendent of Schools, Canton, Ohio (1941); J. W. RAMSEY, Superintendent of Schools, Fort Smith, Ark. (1942); and the president, first vicepresident, and second vicepresident, ex officio.

American Association of Teachers Colleges

(A Department of the N. E. A.)

President—FRANK W. THOMAS, President, Fresno State College, Fresno, Calif.
Vicepresident—E. C. HIGBIE, President, Wilson Teachers College, Washington, D. C.
Secretary-Treasurer—CHARLES W. HUNT, Principal, State Normal School, Oneonta, N. Y.
Executive Committee—E. J. ASHBAUGH, Dean, School of Education, Miami University, Oxford, Ohio (1939); MARVIN S. PITTMAN, President, South Georgia Teachers College, Collegeboro, Ga. (1940); FRANK E. BAKER, President, State Teachers College, Milwaukee, Wis. (1941).

American Educational Research Association

(A Department of the N. E. A.)

- President*—W. A. BROWNELL, Professor of Educational Psychology, Duke University, Durham, N. C.
Vicepresident—BESS GOODYKOONTZ, Assistant Commissioner of Education, U. S. Office of Education, Washington, D. C.
Secretary-Treasurer—WILLIAM G. CARR, Director, Research Division, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.
Executive Committee—DAVID H. SUTTON, Director, Division of School Finance, State Department of Education, Columbus, Ohio; DOUGLAS E. SCATES, Director, School Research, Public Schools, Cincinnati, Ohio; and the officers of the Department, ex officio.

Art Education

- President*—CLARA MACGOWAN, Art Department, Northwestern University, Evanston, Ill.
Vicepresident—JANE BETSY WELLING, Art Department, Wayne University, Detroit, Mich.
Secretary—MRS. ANNABEL J. NATHANS, Director, Art Education, Public Schools, 703 Carondelet St., New Orleans, La.
Treasurer—MRS. DORA B. HATFIELD, Art Department, Lindbergh Junior High School, Kenmore, N. Y.
Directors—GRACE M. BAKER, Head, Division of Arts, Colorado State College of Education, Greeley, Colo.; ELIZABETH ROBERTSON, Director of Art, Chicago Board of Education, Chicago, Ill.; WILLIAM E. WARNER, Department of Industrial Art, Ohio State University, Columbus, Ohio; J. B. SMITH, State College of Education, Alamosa, Colo.; SALLIE B. TANNAHILL, Teachers College, Columbia University, New York, N. Y.

Business Education

- President*—JOSEPH DEBRUM, Sequoia Union High School, Redwood City, Calif.
First Vicepresident—LELAH BROWNFIELD, Director, Secretarial Department, Alabama College, Montevallo, Ala.
Second Vicepresident—HERBERT A. TONNE, New York University, New York, N. Y.
Secretary-Treasurer—MRS. FRANCES D. NORTH, Western High School, Baltimore, Md.
Editor-in-Chief, Quarterly—JESSIE GRAHAM, Assistant Supervisor of Commercial Education, Los Angeles, Calif.
Executive Committee—RUBY V. PERRY, Margaret C. Hanson Normal School, New Orleans, La. (1939); ELMER E. SPANNABEL, Holmes School, Pittsburgh, Pa. (1939); VERNAL H. CARMICHAEL, Ball State Teachers College, Muncie, Ind. (1940); MARY STUART, Brighton High School, Brighton, Mass. (1940); E. W. ALEXANDER, Vocational High School, 3405 Bell Ave., St. Louis, Mo. (1941); MILDRED E. TAFT, Colby Junior College, New London, N. H. (1941); MARGARET KANE, Wilmington High School, Wilmington, Del. (1941).

Classroom Teachers

- President*—MYRTLE HOOPER DAHL, R. D. #2, Mound, Minn.
Vicepresident—DAVID E. TEMPLE, Masonic Temple Bldg., Tulsa, Okla.
Secretary—KATY V. ANTHONY, 1903 Hanover Ave., Richmond, Va.
Director, Ex Officio—EMILY A. TARBELL, 235 Glenwood Ave., Syracuse, N. Y.
Regional Directors—Western, ELPHE K. SMITH, Box 22, R. D. #1, Tigard, Ore. (1939); Eastern, MRS. MARY D. BARNES, 223 Summit Road, Elizabeth, N. J. (1940); Midwestern, FLORENCE B. REYNOLDS, 6820 North 24th St., Omaha, Nebr. (1941).

Elementary School Principals

- President*—MAUDE A. RHODES, Principal, Whitefoord School, Atlanta, Ga.
First Vicepresident—MASON A. STRATTON, Principal, Brighton Avenue School, Atlantic City, N. J.
Second Vicepresident—ELIZABETH R. MALCOLM, Principal, Truman Street School, New Haven, Conn.
Third Vicepresident—ARNOLD GREGORY, Principal, Raupp School, Lincoln Park, Mich.
Fourth Vicepresident—HARRY H. HAW, Principal, Alexander Hamilton School, San Diego, Calif.
Fifth Vicepresident—JANE E. MONAHAN, Principal, Public School #92, New York, N. Y.
Executive Secretary—EVA G. PINKSTON, 1201 Sixteenth St., N. W., Washington, D. C.
Executive Committee—MRS. EDITH B. JOYNES, Principal, Washington-Gatewood Schools, Norfolk, Va. (1939); IRA M. KLINE, 177 Gibson Ave., White Plains, N. Y. (1940); IRVIN A. WILSON, Principal, Delano School, Chicago, Ill. (1941); ISABEL TUCKER, Principal, Festus Wade School, St. Louis, Mo. (1942).
Certification Division—CASSIE F. ROYS, Principal, Walnut Hill School, Omaha, Nebr.
Life Membership Division—HERBERT C. HANSEN, 1045 No. Lockwood Ave., Chicago, Ill.
Retirement Division—M. EMMA BROOKES, Windsor, Ashtabula County, Ohio.

Home Economics

- President*—FREDA G. WINNING, School of Education, New York University, New York, N. Y.
Vicepresident—LELA A. TOMLINSON, State Department of Public Instruction, Baton Rouge, La.
Secretary—MRS. NATALIE S. DIERMIER, Woodrow Wilson High School, Washington, D. C.
Treasurer—NELL M. WADDINGTON, Supervisor of Home Economics, Wichita, Kans.

Kindergarten-Primary Education

President—ETHELYN L. MITCHELL, 5535 Kenmore Ave., Chicago, Ill.

Vicepresident—RUTH O. FERGUSON, 8 North 9th Ave., Mount Vernon, N. Y.

Secretary-Treasurer—MRS. JESSIE D. REILLY, 1414 Elmdale Ave., Chicago, Ill.

Executive Committee—ETHEL MASSENGALE, Supervisor, Kindergarten-Primary Education, Board of Education, Atlanta, Ga. (1939); A. MAUD SPROAT, Supervisor, Kindergarten-Primary Education, Board of Education, Salt Lake City, Utah (1940); GRACE L. PHELPS, 120 Seward Ave., Detroit, Mich. (1941); HELEN C. BALDWIN, 325 Beverly Ave., San Leandro, Calif. (1941).

Lip Reading

President—MARY E. VAN HORN, New York League for Hard of Hearing, 480 Lexington Ave., New York, N. Y.

Vicepresident—LEONE M. KABAT, 2806 S. E. 75th Ave., Portland, Ore.

Secretary-Treasurer—ELSIE O. BENSING, New York School for Deaf, Knollwood Road, White Plains, N. Y.

Music Education

Reorganizing—officers not appointed at New York convention.

National Association of Deans of Women

(A Department of the N. E. A.)

President—HARRIETT M. ALLYN, Academic Dean, Mt. Holyoke College, South Hadley, Mass.

Vicepresident—M. EUNICE HILTON, Dean of Women, Syracuse University, Syracuse, N. Y.

Treasurer—GLADYS C. BELL, Dean of Women, University of Denver, Denver, Colo.

Secretary—ESTHER A. DAYMAN, Dean of Undergraduate Students, Mills College, Mills College, Calif.

Executive Secretary—KATHRYN G. HEATH, 1201 Sixteenth St., N. W., Washington, D. C.

National Council of Administrative Women in Education

(A Department of the N. E. A.)

President—MRS. INEZ JOHNSON LEWIS, State Superintendent of Public Instruction, Denver, Colo.

Vicepresident—LUCY MASON HOLT, Principal, Ocean View School, Norfolk, Va.

Secretary—MRS. MARGARET MENDENHALL SMITH, Principal, Ebert School, Denver, Colo.

Treasurer—MARGARET C. MACKINTOSH, Principal, Public School 140, Brooklyn, N. Y.

Auditor—MARY ELIZABETH O'CONNOR, Supervisor of Elementary Education, Natick, Mass.

Directors—SUE M. POWERS, Superintendent, Shelby County Schools, State House, Memphis, Tenn. (1939); CAROLINE S. WOODRUFF, Principal, State Normal School, Castleton, Vt. (1939); LOUISE W. MEARS, Professor of Geography, Milwaukee State Teachers College, Milwaukee, Wis. (1939); SARAH A. WHITLOCK, Principal, Lincoln School, New Brunswick, N. J. (1940); AGNES SAMUELSON, State Superintendent of Public Instruction, Des Moines, Iowa (1940).

National Council for the Social Studies

(A Department of the N. E. A.)

President—C. C. BARNES, Director, Social Sciences, Detroit Public Schools, Detroit, Mich.

First Vicepresident—RUTH WEST, Lewis and Clark High School, Spokane, Wash.

Second Vicepresident—HOWARD ANDERSON, Cornell University, Ithaca, N. Y.

Secretary-Treasurer—HOWARD E. WILSON, Graduate School of Education, Harvard University, Cambridge, Mass.

Executive Committee—NELLE E. BOWMAN, Central High School, Tulsa, Okla.; BURR W. PHILLIPS, Assistant Professor in the Teaching of History, University of Wisconsin, Madison, Wis.; and the ex-presidents and officers.

National Association of Secondary-School Principals

President—PAUL E. ELICKER, Principal Newton High School, Newtonville, Mass.

First Vicepresident—K. J. CLARK, Principal, Murphy High School, Mobile, Ala.

Second Vicepresident—OSCAR GRANGER, Principal, Haverford Township High School, Upper Darby, Pa.

Executive Secretary—H. V. CHURCH, 5835 Kimbark Ave., Chicago, Ill.

Executive Committee—McCLELLAN G. JONES, Principal, Union High School, Huntington Beach, Calif. (1939); JOHN E. WELLWOOD, Principal, Central High School, Flint, Mich. (1939); VIRGIL M. HARDIN, Principal, Pipkin and Reed Junior High Schools, Springfield, Mo. (1940); TRUMAN G. REED, Principal, Lewis and Clark High School, Spokane, Wash. (1941).

Rural Education

President—MRS. KATHERINE M. COOK, Chief, Division of Special Problems, U. S. Office of Education, Washington, D. C.

Vicepresident—JOHN W. CONDIE, State Superintendent of Public Instruction, Boise, Idaho.

Executive Committee—O. H. BENNETT, Superintendent, Hamilton County Schools, 532 Court House, Cincinnati, Ohio (1939); LOIS M. CLARK, Supervisor of Rural Practice, State Teachers College, West Chester, Pa. (1939); DONALD MAC KAY, President, Eastern New Mexico Junior College, Portales, N. Mex. (1940); CHLOE C. BALDRIDGE, Director of Rural Education, State Department of Public Instruction, Lincoln, Nebr. (1940); MAY TRUMPER, Head, Rural Education Department, State Normal School, Geneseo, N. Y. (1941); R. D. BALDWIN, Professor of Education, West Virginia University, Morgantown, W. Va. (1941); L. P. TERREBONNE, Superintendent, Iberville Parish Schools, Plaquemine, La. (1942); S. T. BURNS, State Director of Music, State Department of Education, Baton Rouge, La. (1942); A. F. ELSEA, Director of Rural Education, State Department of Education, Jefferson City, Mo. (1943); EDWIN R. EMBREE, President, Julius Rosenwald Fund, 4901 Ellis Ave., Chicago, Ill. (1943); FRED C. FISCHER, Superintendent, Wayne County Schools, 2615 Barlum Tower, Detroit, Mich. (ex officio); president and vice-president, ex-officio members.

Science Instruction

President—MILDRED FAHY, Principal, Peirce Elementary School, 1423 Bryn Mawr Ave., Chicago, Ill.

Eastern Vicepresident—PHILIP G. JOHNSON, Professor of Secondary Education, Cornell University, Ithaca, N. Y.

Western Vicepresident—GLEN E. CLINE, Pasadena Junior College, Pasadena, Calif.

Secretary—MARY MELROSE, Supervisor of Elementary Science, Public Schools, Cleveland, Ohio.

Treasurer—GEORGE J. SKEWES, State Teachers College, Mayville, N. Dak.

Secondary Teachers

President—GEORGE R. RANKIN, Boys Technical High School, Milwaukee, Wis.

Vicepresident—RALPH S. CHRISTEN, Wilbur Wright Junior High School, Detroit, Mich.

Secretary—MRS. NETTIE R. BOLLAND, High School of Commerce, Portland, Ore.

Executive Secretary—ERNEST D. LEWIS, Evander Childs High School, New York, N. Y.

Treasurer—RACHEL E. ANDERSON, Andrew Jackson High School, St. Albans, N. Y.

Special Education

President—ROSEMARIE DACEY, Oakman School for Crippled Children, Detroit, Mich.

Vicepresident—ELIZABETH WALSH, Director, Bureau for Children with Retarded Mental Development, New York, N. Y.

Secretary-Treasurer—JESSIE TRITT, Supervisor, Special Education, Public Schools, Los Angeles, Calif.

Supervisors and Directors of Instruction

President—EDITH M. BADER, Assistant Superintendent of Schools, Ann Arbor, Mich.

First Vicepresident—HOLLIS L. CASWELL, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Second Vicepresident—LUCILLE NICOL, Assistant Superintendent of Schools, P. S. 50, 101st Ave. and Liverpool St., Jamaica, L. I., N. Y.

Field Secretary—JAMES F. HOSIC, 50 Rockland Ave., Yonkers, N. Y.

Executive Secretary—MARY F. HAZELL, 1201 Sixteenth St., N. W., Washington, D. C.

Executive Committee—PAUL T. RANKIN, Supervising Director, Research and Informational Service, Board of Education, Detroit, Mich. (1939); RUDOLPH D. LINDQUIST, Director, Cranbrook School, Bloomfield Hills, Mich. (1940); JULIA L. HAHN, Supervising Principal, 3rd Division, Public Schools, Washington, D. C. (1941); and the officers of the Department, ex officio.

Visual Instruction

President—RITA HOCHHEIMER, Bureau of Visual Instruction, 128 East 52nd St., New York, N. Y.

First Vicepresident—J. E. HANSEN, Chief, Bureau of Visual Instruction, University of Wisconsin, Madison, Wis.

Second Vicepresident—MARIAN EVANS, Director, Visual Instruction Center, Public Schools, San Diego, Calif.

Secretary-Treasurer—DON CARLOS ELLIS, 20 Princeton St., Garden City, N. Y.

Executive Committee—EDGAR DALE, College of Education, Ohio State University, Columbus, Ohio; NELSON L. GREENE, Editor, *The Educational Screen*, 64 East Lake St., Chicago, Ill.; CHARLES F. HOBAN, JR., Director, Educational Motion Picture Project, American Council on Education, 744 Jackson Place, Washington, D. C.; MRS. GRACE FISHER RAMSEY, Associate Curator, Department of Education, American Museum of Natural History, New York, N. Y.; E. WINIFRED CRAWFORD, Director of Visual Education, Public Schools, Montclair, N. J.; ETTA SCHNEIDER, Association in Audio-Visual Education, Teachers College, Columbia University, New York, N. Y.

Vocational Education

President—CHARLES SYLVESTER, City Director of Vocational Education, Baltimore, Md.

Secretary—PAUL L. CRESSMAN, Director, Bureau of Instruction, State Department of Public Instruction, Harrisburg, Pa.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

OFFICERS—1939-40

AMY H. HINRICHS.....President.....Principal, Audubon School, New Orleans, La.
WILLARD E. GIVENS.....Executive Secretary.....1201 16th St., N. W., Washington, D. C.
J. W. CRABTREE.....Secretary Emeritus.....1201 16th St., N. W., Washington, D. C.
B. F. STANTON.....Treasurer.....Superintendent of Schools, Alliance, Ohio

Honorary Presidents

JOHN DEWEY.....Professor Emeritus of Philosophy.....Columbia University,
New York, N. Y.
MRS. SUSAN M. DORSEY.....1506 Arapahoe St., Los Angeles, Calif.

Executive Committee

AMY H. HINRICHS.....President.....Principal, Audubon School, New Orleans, La.
REUBEN T. SHAW.....First Vicepresident.....1329 Real Estate Trust Bldg.,
Philadelphia, Pa.
JOSEPH H. SAUNDERS.....Chairman, Board of Trustees.....Superintendent of Schools,
Newport News, Va.
B. F. STANTON.....Treasurer.....Superintendent of Schools, Alliance, Ohio
HELEN T. COLLINS.....Principal, Lovell School, New Haven, Conn.
FRED D. CRAM.....Iowa State Teachers College, Cedar Falls, Iowa
MRS. MYRTLE HOOPER DAHL.....R.D. 2, Mound, Minn.
ALBERT M. SHAW.....Box 885, Arcade Annex, Los Angeles, Calif.
JOHN W. THALMAN.....Superintendent Township Secondary Schools, Waukegan, Ill.

Board of Trustees

JOSEPH H. SAUNDERS.....Chairman.....Superintendent of Schools, Newport News, Va.
AMY H. HINRICHS.....President.....Principal, Audubon School, New Orleans, La.
EDGAR G. DOUDNA.....Secretary.....Secretary, Board of Normal School Regents, Madison, Wis.
FLORENCE HALE.....Editor, *The Grade Teacher*, P. O. Box 345, Darien, Conn.
THOMAS J. WALKER.....Secretary, Missouri State Teachers Association, Columbia, Mo.

Vicepresidents

REUBEN T. SHAW.....First Vicepresident.....1329 Real Estate Trust Bldg., Philadelphia, Pa.
HARRY CLARK.....Superintendent of Schools, Knoxville, Tenn.
J. J. CLARK.....Superintendent Roosevelt School, District 66, Route 5, Phoenix, Ariz.
J. CARL CONNER.....2215 North Walker Ave., Oklahoma City, Okla.
ARTHUR W. FERGUSON.....Superintendent of Schools, York, Pa.
R. L. HUNT.....College of Agriculture and Mechanic Arts, State College, N. M.
RALPH B. JENKINS.....Superintendent of Schools, Englewood, Colo.
M. A. KOPKA.....Superintendent of Schools, Hamtramck, Mich.
BIRDINE MERRILL.....Box 303, Gresham, Ore.
SARAH T. MUIR.....Lincoln High School, Lincoln, Nebr.
LESTER A. RODES.....Supervising Principal of Schools, South River, N. J.
B. C. B. TICHE.....Principal, Senior High School, Fargo, N. D.

Board of Directors

AMY H. HINRICHS, President.....New Orleans, La.
REUBEN T. SHAW, Vicepresident.....Philadelphia, Pa.
B. F. STANTON, Treasurer.....Alliance, Ohio
JOSEPH H. SAUNDERS, Chairman, Board of Trustees.....Newport News, Va.

Life Directors

BOARD OF EDUCATION.....Nashville, Tenn.
ILLINOIS STATE TEACHERS ASSOCIATION.....Springfield, Ill.
TEACHERS INSTITUTE.....Philadelphia, Pa.

State Directors

Alabama	L. FRAZER BANKS, Assistant Superintendent of Schools	Birmingham
Alaska	EVERETT R. ERICKSON, Assistant Professor, University of Alaska	College
Arizona	HAROLD W. SMITH, Superintendent of Schools	Glendale
Arkansas	W. F. HALL, State Department of Education	Little Rock
California	LEONARD L. BOWMAN, Viceprincipal, Santa Barbara High School	Santa Barbara
Colorado	W. B. MOONEY, Executive Secretary, Colorado Education Association	Denver
Connecticut	DAISY LORD, Teacher, Public Schools, 1027 West Main St.	Waterbury
Delaware	H. V. HOLLOWAY, State Superintendent of Public Instruction	Dover
District of Columbia	A. GRACE LIND, Supervising Principal, Emery School	Washington
Florida	JAMES S. RICKARDS, Executive Secretary, Florida Education Association	Tallahassee
Georgia	M. D. COLLINS, State Superintendent of Schools	Atlanta
Hawaii	EARL L. McTAGGART, Executive Secretary, Hawaii Education Association	Honolulu
Idaho	W. D. VINCENT, Superintendent of Schools	Boise
Illinois	JOHN W. THALMAN, Superintendent Township Secondary Schools	Waukegan
Indiana	L. V. PHILLIPS, Principal, Lincoln High School	Vincennes
Iowa	FRED D. CRAM, Professor, Iowa State Teachers College	Cedar Falls
Kansas	F. L. SCHLAGLE, Superintendent of Schools	Kansas City
Kentucky	WILLIAM S. TAYLOR, Dean, School of Education, University of Kentucky	Lexington
Louisiana	J. N. POCHE, Samuel J. Peters High School of Commerce	New Orleans
Maine	WILLIAM B. JACK, Superintendent of Schools	Portland
Maryland	EUGENE W. PRUITT, County Superintendent of Schools	Frederick
Massachusetts	ANNIE C. WOODWARD, Teacher, 78 Highland Ave.	Somerville
Michigan	GROVER STOUT, Principal, Wingert School	Detroit
Minnesota	DAISY BROWN, 630 State Office Bldg.	St. Paul
Mississippi	H. V. COOPER, Superintendent of Schools	Vicksburg
Missouri	EVERETT KEITH, Assistant Secretary, Missouri State Teachers Association	Columbia
Montana	M. P. MOE, Executive Secretary, Montana Education Association	Helena
Nebraska	ALICE ROBINSON, Dean of Women, State Teachers College	Kearney
Nevada	J. R. WARREN, Teacher, Billingshurst Junior High School	Reno
New Hampshire	LYLE WILSON EWING, Head, English Department	Claremont
New Jersey	SARAH O. WHITLOCK, Principal, Lincoln School	New Brunswick
New Mexico	R. J. MULLINS, Secretary, New Mexico Education Association, 114 E. Marcy St.	Sante Fe
New York	RENA B. ROCKWELL, Teacher, 364 West Clinton St.	Elmira
	FREDERICK HOUK LAW, Teacher, 345 E. 15th St.	New York City
North Carolina	ELMER H. GARINGER, Principal, Central High School	Charlotte
North Dakota	G. W. HANNA, Superintendent of Schools	Valley City
Ohio	L. W. REESE, Superintendent of Schools	Washington Court House
Oklahoma	KATE FRANK, Teacher, Central High School	Muskogee
Oregon	MARIE A. LESSING, Teacher, 605 Columbia Bldg.	Portland
Pennsylvania	HARVEY E. GAYMAN, Executive Secretary, Pennsylvania State Education Association	Harrisburg
	HELEN MAXWELL, Teacher, 2411 Highland Ave.	Newcastle
Puerto Rico	FRANCISCO RODRIGUEZ-LOPEZ, Supervisor, Urban Elementary Schools	San Juan
Rhode Island	JAMES F. ROCKETT, State Director of Education	Providence
South Carolina	A. C. FLORA, Superintendent of Schools	Columbia
South Dakota	S. B. NISSEN, Secretary, South Dakota Education Association	Sioux Falls
Tennessee	S. L. RAGSDALE, Principal, Humes High School	Memphis
Texas	RUSH M. CALDWELL, Teacher, Woodrow Wilson High School	Dallas
Utah	N. HOWARD JENSEN, Principal, Central School	Tooele
Vermont	JOSEPH A. WIGGIN, Principal, High School	Brattleboro
Virginia	MRS. EDITH B. JOYNES, Principal, Washington Gatewood Schools	Norfolk
Washington	CORA OLESON, Teacher, Ridpath Hotel	Spokane
West Virginia	W. W. TRENT, State Superintendent of Schools	Charleston
Wisconsin	AMANDA H. SCHUETTE, Director of Commercial Education, 220 So. Van Buren St.	Green Bay
Wyoming	H. H. MOYER, Principal, High School	Rawlins

NATIONAL COUNCIL OF EDUCATION¹

President—L. A. PECHSTEIN, Dean, Teachers College, University of Cincinnati, Cincinnati, Ohio.
Vicepresident—EDGAR G. DOUDNA, Secretary, Board of Normal School Regents, Madison, Wis.
Secretary—MARGARET KIELY, Dean of Women, Queens College, Flushing, N. Y.
Executive Committee—A. L. THRELKELD, Superintendent of Schools, Montclair, N. J.; MRS. EDITH B. JOYNES, Principal, Washington-Gatewood Schools, Norfolk, Va.; H. V. HOLLOWAY, State Superintendent of Public Instruction, Dover, Del.

¹ These officers carry over from last year. No election was held at the regular meetings. Officers will be elected in the fall of 1939.

OFFICERS OF DEPARTMENTS—1939-40

Adult Education

President—GEORGE C. MANN, Director, Adult Education, State Board of Education, Los Angeles, Calif.
Vicepresident—MRS. ELIZABETH C. MORRIS, Director, Adult Education, Raleigh, N. C.
Secretary—FRANK M. DEBATIN, Dean, Washington University, St. Louis, Mo.
Assistant Treasurer—GEORGE R. BRYANT, State Supervisor, WPA Education, Columbus, Ohio.
Coordinate Vicepresidents—CAROLINE A. WHIPPLE, Supervisor, Adult Education, State Education Department, Albany, N. Y.; GEORGE L. MAXWELL, Assistant Director, WPA Education Program, Washington, D. C.; M. S. ROBERTSON, State Director, WPA Education Program, New Orleans, La.; FRANCES K. WETMORE, Supervisor, Adult Education, Public Schools, Chicago, Ill.; PAUL L. ESSERT, Principal, Emily Griffith Opportunity School, Denver, Colo.

American Association for Health, Physical Education, and Recreation

President—MARGARET BELL, Director, Department of Physical Education, University of Michigan, Ann Arbor, Mich.
President-elect—HIRAM A. JONES, Director, Division of Health and Physical Education, State Education Department, Albany, N. Y.
Past-President—FREDERICK W. COZENS, Dean of Applied Arts College, University of California, Los Angeles, Calif.
Vicepresident for Health Education—ETHEL MEALEY, Director of Health Education, Division of Maternal and Child Health, State Board of Health, Portland, Ore.
Vicepresident for Physical Education—PAUL R. WASHKE, Director of Intramural Athletics, University of Oregon, Eugene, Ore.
Vicepresident for Recreation—E. DANA CAULKINS, Director, Westchester County Recreation Commission, White Plains, N. Y.
Executive Secretary-Treasurer—N. P. NEILSON, 1201 Sixteenth St., N. W., Washington, D. C.
Editor—E. D. MITCHELL, Professor of Physical Education, University of Michigan, Ann Arbor, Mich.
Members at Large Governing Board—JAY B. NASH, New York University, New York, N. Y.; C. E. TURNER, Massachusetts Institute of Technology, Cambridge, Mass.; JESS HAIR, State Department of Education, Baton Rouge, La.

American Association of School Administrators

President—BEN G. GRAHAM, Superintendent of Schools, Pittsburgh, Pa.
First Vicepresident—JOHN A. SEXSON, Superintendent of Schools, Pasadena, Calif.
Second Vicepresident—HOMER W. ANDERSON, Superintendent of Schools, Omaha, Nebr.
Executive Secretary—S. D. SHANKLAND, 1201 Sixteenth St. N. W., Washington, D. C.
Executive Committee—J. C. COCHRAN, Assistant Superintendent of Schools, San Antonio, Texas (1940); JESSE H. MASON, Superintendent of Schools, Canton, Ohio (1941); J. W. RAMSEY, Superintendent of Schools, Fort Smith, Ark. (1942); WILLIAM J. HAMILTON, Superintendent of Schools, Oak Park, Ill. (1943); and the president, first vicepresident, second vicepresident, ex officio.

American Association of Teachers Colleges

President—CHARLES C. SHERROD, President, State Teachers College, Johnson City, Tenn.
Vicepresident—FRANK D. McELROY, State Teachers College, Mankato, Minn.
Secretary-Treasurer—CHARLES W. HUNT, Principal, State Normal School, Oneonta, N. Y.
Executive Committee—MARVIN S. PITTMAN, President, South Georgia Teachers College, Collegeboro, Ga. (1940); FRANK E. BAKER, President, State Teachers College, Milwaukee, Wis. (1941); H. L. DONOVAN, President, State Teachers College, Richmond, Ky. (1942).

American Educational Research Association

President—BESS GOODYKOONTZ, Assistant Commissioner of Education, U. S. Office of Education, Washington, D. C.
Vicepresident—CARTER V. GOOD, Professor of Education, Teachers College, University of Cincinnati, Cincinnati, Ohio.
Secretary-Treasurer—WILLIAM G. CARR, Director, Research Division, National Education Association, Washington, D. C.
Executive Committee—DOUGLAS E. SCATES, College Station, Durham, N. C.; W. A. BROWNELL, Professor of Educational Psychology, Duke University, Durham, N. C.; and the officers of the Department, ex officio.

Art Education

President—CLARA MACGOWAN, Art Department, Northwestern University, Evanston, Ill.
Vicepresident—JANE BETSY WELLING, Art Department, Wayne University, Detroit, Mich.
Secretary—SHIRLEY POORE, Supervisor of Art, Public Schools, Long Beach, Calif.
Treasurer—EUGENE E. MYERS, Director of Art, State Teachers College, Mayville, N. Dak.
Board of Directors—MRS. DORA B. HATFIELD, Art Department, Lindbergh Junior High School, Kenmore, N. Y.; WILLIAM E. WARNER, Department of Industrial Art, Ohio State University, Columbus, Ohio; J. B. SMITH, Adams State Teachers College, Alamosa, Colo.; ELIZABETH ROBERTSON, Director of Art, Chicago Board of Education, Chicago, Ill.; GRACE M. BAKER, Head, Division of Arts, Colorado State College of Education, Greeley, Colo.

Business Education

President—MRS. FRANCES DOUB NORTH, Department of Commercial Education, Western High School, Baltimore, Md.
First Vicepresident—VERNAL H. CARMICHAEL, Ball State Teachers College, Muncie, Ind.
Second Vicepresident—HOLLIS P. GUY, University of Kentucky, Lexington, Ky.
Secretary-Treasurer—HAROLD T. HAMLEN, Morristown High School, Morristown, N. J.
Executive Committee—THOMAS F. FERRY, Stuart Junior High School, Washington, D. C. (1940); MARY STUART, High School, Brighton, Mass. (1940); MARGARET KANE, Senior High School, Wilmington, Del. (1940); E. W. ALEXANDER, Hadley Vocational School, St. Louis, Mo. (1941); MILDRED E. TAFT, Colby Junior College, New London, N. H. (1941); RUTH J. PLIMPTON, Fullerton Junior College, Fullerton, Calif. (1942); STANLEY S. SMITH, Fordson High School, Dearborn, Mich. (1942); and the past president ex officio.

Classroom Teachers

President—ELPHE K. SMITH, Capitol Hill School, R.D. 1, Box 22, Tigard, Ore.
Vicepresident—DAVID E. TEMPLE, Central High School, 215 Masonic Temple, Tulsa, Okla.
Secretary—ANNA J. MASTERSON, 14 Oakland Avenue, Lowell, Mass.
Director, Ex Officio—MYRTLE HOOPER DAHL, R.D. 1, Mound, Minn.
Regional Directors—Northeastern, MRS. MARY D. BARNES, 223 Summit Road, Elizabeth, N. J. (1940); Southwestern, WILBUR W. RAISNER, Presidio Junior High School, 419 Munich St., San Francisco, Calif. (1940); Southeastern, KATY V. ANTHONY, Binford Junior High School, 1903 Hanover Ave., Richmond, Va. (1941); South Central, FLORENCE B. REYNOLDS, Minne Lusa School, 6820 N. 24th St., Omaha, Nebr. (1941); North Central, HAROLD H. BLANCHARD, Central High School, South Bend, Ind. (1942); Northwestern, MARY E. BOND, Whatcom Junior High School, Bellingham, Wash. (1942).

Elementary School Principals

President—IRVIN A. WILSON, 437 S. Stone Ave., La Grange, Ill.
First Vicepresident—MAUDE A. RHODES, 185 Westminster Drive N. E., Atlanta, Ga.
Second Vicepresident—ROBERT H. EDGAR, Principal, Bedford School, Pittsburgh, Pa.
Third Vicepresident—SARAH L. YOUNG, Principal, Parker School, Oakland, Calif.
Fourth Vicepresident—LESTER J. NIELSON, 724 Windsor St., Salt Lake City, Utah.
Fifth Vicepresident—MARJORIE WALTERS, Principal, Harrison School, Cedar Rapids, Iowa.
Executive Secretary—EVA G. PINKSTON, 1201 Sixteenth St. N. W., Washington, D. C.
Executive Committee—IRA M. KLINE, 177 Gibson Ave., White Plains, N. Y. (1940); ARNOLD GREGORY, Principal, Raupp School, Lincoln Park, Mich. (1941); ISABEL TUCKER, Principal, Festus Wade School, St. Louis, Mo. (1942); ELIZABETH R. MALCOLM, Truman St. School, New Haven, Conn. (1943).
Certification Division—CASSIE F. ROYS, *Director*, 2609 Bristol St., Omaha, Nebr.
Life Membership Division—HERBERT C. HANSEN, *Director*, 1045 N. Lockwood Ave., Chicago, Ill.
Professional Relations Division—MASON A. STRATTON, *Director*, Principal, Brighton Avenue School, Atlantic City, N. J.
Retirement Division—M. EMMA BROOKES, *Director*, Windsor, Ashtabula County, Ohio.

Garden Education

President—PAUL H. JONES, Curator, Fordson Horticultural Gardens, Fordson High School, Dearborn, Mich.
Vicepresident—VAN EVRIE KILPATRICK, Emeritus Director of Nature Education, 121 E. 51 St., New York, N. Y.
Secretary—PAUL R. YOUNG, School Garden Supervisor, Public Schools, Cleveland, Ohio.
Treasurer—CLAYTON F. PALMER, Assistant Supervisor of Nature Study and Gardening, Public Schools, Los Angeles, Calif.

Home Economics

President—FREDA G. WINNING, School of Education, New York University, New York, N. Y.
Vicepresident—EDNA WAPLES, Supervisor of Home Economics, Public Schools, Portland, Ore.
Secretary—DOROTHY JONES, Supervisor of Home Economics, Public Schools, Cleveland, Ohio.
Treasurer—NELL M. WADDINGTON, Supervisor of Home Economics, Public Schools, Wichita, Kans.

Kindergarten—Primary Education

President—ETHELYN L. MITCHELL, 5535 Kenmore Ave., Chicago, Ill.
Vicepresident—RUTH O. FERGUSON, 8 North Ninth Avenue, Mount Vernon, N. Y.
Secretary—MRS. JESSIE D. REILLY, 1414 Elmdale Ave., Chicago, Ill.
Executive Committee—A. MAUD SPROAT, Board of Education, Salt Lake City, Utah (1940); GRACE L. PHELPS, 120 Seward Ave., Detroit, Mich. (1941); HELEN S. BALDWIN, 325 Beverly Ave., San Leandro, Calif. (1942); AMY E. EMERY, 45 Auburn St., Brookline, Mass. (1943).

Lip Reading

President—MARY E. VAN HORN, New York League for Hard of Hearing, 480 Lexington Ave., New York, N. Y.
Vicepresident—LEONE M. KABAT, 2806 S. E. 75th Ave., Portland, Ore.
Secretary-Treasurer—ELIZABETH BRAND, Washington, D. C. League for Hard of Hearing, 1116 Vermont Avenue, Washington, D. C.

Music Education

National Association of Deans of Women

President—SARAH G. BLANDING, Dean of Women, University of Kentucky, Lexington, Ky.
Vicepresident—M. EUNICE HILTON, Dean of Women, Syracuse University, Syracuse, N. Y.
Treasurer—ELIZABETH B. OAKES, Girls' Counselor, Proviso Township High School, Maywood, Ill.
Secretary—ESTHER A. DAYMAN, Dean of Undergraduate Students, Mills College, Calif.
Executive Secretary—KATHRYN G. HEATH, 1201 Sixteenth St. N. W., Washington, D. C.

National Association of Journalism Directors

President—WILLIAM E. BLAKE, Journalism Director, Hartford High School, Hartford, Conn.
Vicepresident—OLIVE ALLEN, Journalism Director, Central High School, St. Paul, Minn.
Secretary—ORVAL C. HUSTED, Journalism Director, Senior High School, Sand Springs, Okla.
Treasurer—HARRIET L. BLUM, Journalism Director, Eastern High School, Detroit, Mich.

National Association of Secondary-School Principals

President—K. J. CLARK, Principal, Murphy High School, Mobile, Ala.
First Vicepresident—OSCAR GRANGER, Principal, Haverford Township High School, Upper Darby, Pa.
Second Vicepresident—JOHN E. WELLWOOD, Principal, Central High School, Flint, Mich.
Executive Secretary—HARRY V. CHURCH, 5835 Kimbark Ave., Chicago, Ill.
Executive Committee—PAUL E. ELICKER, Principal, Newton High School, Newtonville, Mass. (1940); VIRGIL M. HARDIN, Principal, Pipkin & Reed Junior High School, Springfield, Mo. (1940); TRUMAN G. REED, Principal, Lewis & Clark High School, Spokane, Wash. (1941); HUGH H. STEWART, Principal, Davis High School, Mt. Vernon, N. Y. (1942).

National Association of Teachers of Speech

President—A. CRAIG BAIRD, Professor of Speech, University of Iowa, Iowa City, Iowa.
First Vicepresident—DAYTON MCKEAN, Professor of Speech, Dartmouth College, Hanover, N. H.
Second Vicepresident—T. EARL PARDOE, Professor of Speech, Brigham Young University, Provo, Utah.
Executive Secretary—R. L. COURTRIGHT, Professor of Speech, Wayne University, Detroit, Mich.
Editor of Quarterly Journal of Speech—GILES W. GRAY, Professor of Speech, Louisiana State University, Baton Rouge, La.
Editor of Research Studies—CLARENCE T. SIMON, Professor of Speech, Northwestern University, Evanston, Ill.

National Council for the Social Studies

President—RUTH WEST, Lewis & Clark High School, Spokane, Wash.
First Vicepresident—HOWARD R. ANDERSON, Department of Education, Cornell University, Ithaca, N. Y.
Second Vicepresident—FREMONT P. WIRTH, George Peabody College for Teachers, Nashville, Tenn.
Secretary-Treasurer—HOWARD E. WILSON, Graduate School of Education, Harvard University, Cambridge, Mass.
Executive Committee—NELLE E. BOWMAN, Central High School, Tulsa, Okla. (1939); BURR W. PHILLIPS, Assistant Professor in the Teaching of History, University of Wisconsin, Madison, Wis.; and the ex-presidents and officers.

National Council of Administrative Women in Education

- President*—MRS. INEZ JOHNSON LEWIS, State Superintendent of Public Instruction, State House, Denver, Colo.
Vicepresident—LUCY MASON HOLT, Principal, Ocean View School, Norfolk, Va.
Secretary—MRS. MARGARET MENDENHALL SMITH, Principal, Ebert Platoon School, Denver, Colo.
Treasurer—MARGARET C. MACKINTOSH, Principal, Public School 140, Brooklyn, N. Y.
Auditor—MARY ELIZABETH O'CONNOR, Supervisor of Elementary Education, Public Schools, Arlington, Mass.
Directors—SUE M. POWERS, Superintendent, Shelby County Schools, State House, Memphis, Tenn. (1940); CAROLINE S. WOODRUFF, Principal, State Normal School, Castleton, Vt. (1940); LOUISE W. MEARS, Professor of Geography, Milwaukee State Teachers College, Milwaukee, Wis. (1940); SARAH A. WHITLOCK, Principal, Lincoln School, New Brunswick, N. J. (1941); AGNES SAMUELSON, Secretary, Iowa State Teachers Association, Des Moines, Iowa (1941).

Rural Education

- President*—NORMAN FROST, George Peabody College for Teachers, Nashville, Tenn.
Vicepresident—MRS. GLADYS L. POTTER, Assistant Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, Calif.
Secretary—LOIS M. CLARK, Early Childhood and Elementary Division, State Department of Education, Harrisburg, Pa.
Executive Committee—DONALD MACKAY, President, Eastern New Mexico Junior College, Portales, N. Mex. (1940); CHLOE C. BALDRIDGE, Director of Rural Education, State Department of Public Instruction, Lincoln, Nebr. (1940); MAY TRUMPER, Head, Rural Education Department, State Normal School, Geneseo, N. Y. (1941); R. D. BALDWIN, Professor of Education, West Virginia University, Morgantown, W. Va. (1941); L. P. TERREBONNE, Superintendent, Iberville Parish Schools, Plaquemine, La. (1942); S. T. BURNS, State Director of Music, State Department of Education, Baton Rouge, La. (1942); A. F. ELSEA, Director Rural Education, State Department of Education, Jefferson City, Mo. (1943); EDWIN R. EMBREE, President, Julius Rosenwald Fund, Chicago, Ill. (1943); LOIS M. CLARK, Early Childhood and Elementary Division, State Department of Education, Harrisburg, Pa. (1944); FRANK RANSDELL, Superintendent, Hardin County Schools, Kenton, Ohio (1944); MRS. KATHERINE M. COOK, Chief, Division of Special Problems, U. S. Office of Education, Washington, D. C. (1940); and the president and vicepresident, ex officio.

Science Instruction

- President*—MILDRED FAHY, Principal, Peirce Elementary School, 1423 Bryn Mawr Avenue, Chicago, Ill.
Vicepresidents—North Central, GEORGE J. SKEWES, State Teachers College, Mayville, N. Dak.; Southern, JACK HUDSPETH, Coordinator of Science, Austin, Texas; Western, GLEN E. CLINE, Pasadena Junior College, Pasadena, Calif.; Eastern, PHILIP G. JOHNSON, Cornell University, Ithaca, N. Y.
Secretary—HELEN M. STRONG, Education Relations, Department of Agriculture, Washington, D. C.
Treasurer—AELFRIC JAMES, SR., 801 Spring Garden St., Easton, Pa.

Secondary Teachers

- President*—GEORGE R. RANKIN, Boys Technical High School, Milwaukee, Wis.
Vicepresident—RUTH WEST, Lewis and Clark High School, Spokane, Wash.
Secretary—EDITH V. TITCOMB, Woodrow Wilson Junior High School, San Jose, Calif.
Executive Secretary—ERNEST D. LEWIS, Evander Childs High School, New York, N. Y.
Treasurer—JOSEPH C. DRISCOLL, Erasmus Hall High School, Brooklyn, N. Y.

Special Education

- President*—ROSEMARIE A. DACEY, Oakman School for Crippled Children, Detroit, Mich.
Vicepresident—ELIZABETH WALSH, Director, Bureau for Children with Retarded Mental Development, New York, N. Y.
Secretary-Treasurer—JESSIE A. TRITT, Supervisor, Education for Exceptional Children Section, Public Schools, Los Angeles, Calif.

Supervisors and Directors of Instruction

- President*—JULIA L. HAHN, Division of Supervising Principals, Public Schools, Washington, D. C.
First Vicepresident—HELEN HEFFERNAN, Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, Calif.
Second Vicepresident—PRUDENCE CUTRIGHT, Assistant Superintendent of Schools, Minneapolis, Minn.
Field Secretary—JAMES F. HOSIC, 50 Rockland Avenue, Yonkers, N. Y.
Executive Secretary—EDNA SIMMONS, 1201 Sixteenth Street N. W., Washington, D. C.
Executive Committee—RUDOLPH D. LINDQUIST, Director, Cranbrook School, Bloomfield Hills, Mich. (1940); HOLLIS L. CASWELL, Professor of Education, Teachers College, Columbia University, New York, N. Y. (1941); EDITH M. BADER, Assistant Superintendent of Schools, Ann Arbor, Mich. (1942); and the officers of the Department, ex officio.

Visual Instruction

President—J. E. HANSEN, Chief, Bureau of Visual Instruction, University of Wisconsin, Madison, Wis.

Vicepresident—ETTA SCHNEIDER, Associate in Curriculum and Teaching, Teachers College, Columbia University, New York, N. Y.

Secretary-Treasurer Pro Tem—DON CARLOS ELLIS, 20 Princeton St., Garden City, N. Y.

Executive Committee—CHARLES F. HOBAN, JR., Director, Motion Picture Project, American Council on Education, 1013 Eighteenth St. N. W., Washington, D. C. (1940); GRACE F. RAMSEY, Associate Curator, American Museum of Natural History, New York, N. Y. (1940); EDGAR DALE, College of Education, Ohio State University, Columbus, Ohio (1941); NELSON GREENE, Editor, *Educational Screen*, 64 E. Lake St., Chicago, Ill. (1941); E. WINIFRED CRAWFORD, Director, Visual Education, Public Schools, Montclair, N. J. (1942); F. D. MCCLUSKY, Director, Scarborough School, Scarborough, N. Y. (1942).

Vocational Education

President—MACK STOKER, Assistant Supervisor of Trade and Industrial Teacher Training, University of California, Berkeley, Calif.

Secretary—J. G. ALLEN, Principal, Soldiers' Orphan School, Scotland, Pa.

HEADQUARTERS STAFF

1201 Sixteenth Street, Northwest, Washington, D. C.

Willard E. Givens, Executive Secretary

J. W. Crabtree, Secretary Emeritus

Directors of Divisions

MARY J. WINFREE.....	Accounts and Records
HAROLD A. ALLAN.....	Business
AGNES WINN.....	Affiliated Associations
CHARL ORMOND WILLIAMS.....	Field Service
T. D. MARTIN.....	Membership
JOY ELMER MORGAN.....	Publications
WILLIAM G. CARR.....	Research
FRANK W. HUBBARD.....	Associate Director, Research
HOWARD A. DAWSON.....	Rural Service
HARRIETT M. CHASE.....	Secretary's Office

Secretaries of Departments at Headquarters

N. P. NEILSON.....	American Association for Health, Physical Education, and Recreation
S. D. SHANKLAND.....	American Association of School Administrators and Administrative Service
KATHRYN G. HEATH.....	National Association of Deans of Women
EVA G. PINKSTON.....	Elementary School Principals
WALTER E. MYER.....	Director of Discussion Group Project, National Association of Secondary-School Principals
EDNA SIMMONS.....	Supervisors and Directors of Instruction

COMMITTEES, COMMISSIONS, AND COUNCILS OF THE NATIONAL EDUCATION ASSOCIATION, 1938-39

COMMITTEE ON ACADEMIC FREEDOM

(Authorized by Representative Assembly)

Smith, Henry Lester, Chairman; Dean,
School of Education, Indiana Univer-
sity, Bloomington, Ind.
Kilpatrick, William H., 106 Morning-
side Drive, New York, N. Y.
Oppe, Greta, Ball High School, Galves-
ton, Texas.

Rockwell, Rena B., Chairman, Academic
Freedom Committee of the Depart-
ment of Classroom Teachers, 364
West Clinton, Elmira, N. Y.
West, Ruth, Head, Department of So-
cial Studies, Lewis and Clark High
School, Spokane, Wash.

APPRAISAL COMMITTEE

(Authorized by Representative Assembly)

San Francisco Convention

Pratt, Orville C., Chairman; Superin-
tendent of Schools, Spokane, Wash.
Armitage, Edith E., 28 Howard St.,
Auburn, N. Y.
Broderick, Lillian, President, Yonkers
Teachers Association, 216 Park Ave.,
Yonkers, N. Y.
Keenan, Robert C., Principal, Bowen
High School, 2710 E. 89th St., Chi-
cago, Ill.

Lively, Mrs. Emery, 2900 Prytania St.,
New Orleans, La.
Lord, Daisy, 1027 West Main St.,
Waterbury, Conn.
Merrill, Birdine, Box 303, Gresham,
Ore.
Raines, Ona C., 1631 East Fourth St.,
Tulsa, Okla.
Shaw, Albert M., Box 885, Arcade An-
nex, Los Angeles, Calif.

COMMITTEE ON BYLAWS AND RULES

(Authorized by Bylaws)

Adair, Cornelia S., Chairman; 3208
Hawthorne Ave., Richmond, Va.
(1939)
Hendrix, H. E., Superintendent of Pub-
lic Instruction, Phoenix, Ariz. (1940)
Marsh, Arthur L., Executive Secretary,
Washington Education Association,
707 Lowman Bldg., Seattle, Wash.
(1941)

Read, Faye, 131 Vernon Ave., Pueblo,
Colo. (1942)
Sohl, Charles E., Principal, Glenside-
Weldon Junior High School, Glen-
side, Pa. (1943)

COMMITTEE ON CODE OF ETHICS

(Special Committee)

King, W. P., Chairman; Executive Sec-
retary, Kentucky Education Associa-
tion, 1422-23 Heyburn Bldg., Louis-
ville, Ky.
Hardy, H. Claude, Superintendent of
Schools, White Plains, N. Y.

Reeder, Ward G., Ohio State Univer-
sity, Columbus, Ohio.
Remy, Kathora, 216 Primera Drive, San
Antonio, Texas.
Sanford, Mrs. Autie Curry, Superintend-
ent, Rusk County Schools, Lady-
smith, Wis.

COMMITTEE TO COOPERATE WITH THE AMERICAN LEGION

(Authorized by Representative Assembly)

Representing N.E.A.

Bachrodt, Walter L., Chairman; Super-
intendent of Schools, San Jose, Calif.
Cram, Fred D., Professor of Education,
Iowa State Teachers College, Cedar
Falls, Iowa.
Dienst, Charles F., Deputy State Super-
intendent of Public Instruction, Lin-
coln, Nebr.

Faust, J. Frank, 524 Montgomery Ave.,
Chambersburg, Pa.
Richmond, James H., President, Mur-
ray State Teachers College, Murray,
Ky.

Representing American Legion

Schwartz, William D., Jr., Chairman;
P. O. Box 922, Charleston, S. C.
Allen, C. Richard, 528 Cooper St.,
Camden, N. J.
O'Neil, James F., 351 Chestnut St.,
Manchester, N. H.

Sowers, Dan, 337 Wilson Ave., Mor-
gantown, W. Va.

Twomey, J. J., Court House, Lawrence,
Mass.

COMMITTEE TO COOPERATE WITH THE AMERICAN
TEACHERS ASSOCIATION

(Authorized by Representative Assembly)

Smith, S. L., Chairman; George Pea-
body College for Teachers, Nashville,
Tenn.
Babcock, Mildred D., 7-5 Minetta St.,
New York, N. Y.
Newbold, N. C., State Director of
Negro Education, Department of Edu-
cation, Raleigh, N. C.
Wilkinson, Garnet C., First Assistant
Superintendent of Schools, Franklin
Administration Bldg., Washington,
D. C.
Williams, Fannie C., 1922 Louisiana
Ave., New Orleans, La.

Advisory Members

Baer, H. K., Supervisor of Elementary
Schools, State Department of Educa-
tion, Charleston, W. Va.
Baltimore, Mrs. Thelma L., 206 Elm
St., N. W., Washington, D. C.
Banks, W. R., Principal, Prairie View
State Normal and Industrial College,
Prairie View, Texas.
Barnes, W. H., 48 Campus Drive, Mor-
gantown, W. Va.
Bird, C. L., Wilson High School, Wil-
son, Ark.
Birr, O. A., Principal, N. Ninth Street
School, Milwaukee, Wis.
Brawley, James P., Dean, Clark Uni-
versity, Atlanta, Ga.
Burns, Charles G., Principal, Miller
High School, 2322 Dubois St., De-
troit, Mich.
Bush, M. P., President, Jones County
Agricultural High School and Junior
College, Ellisville, Miss.
Bush, Norris F., South High School,
Louisiana Ave. and S. William St.,
Denver, Colo.
Butler, J. W., Principal, Sumner High
School, Cairo, Ill.
Caliver, Ambrose, Senior Specialist in
the Education of Negroes, U. S. Office
of Education, Washington, D. C.
Campbell, W. M., Superintendent of
Schools, Roseburg, Ore.
Carlson, George W., Marshall High
School, Minneapolis, Minn.
Carney, Mabel, Professor of Education,
Teachers College, Columbia Univer-
sity, New York, N. Y.
Chester, Paul, Principal, Humboldt
County High School, Winnemucca,
Nev.
Clement, R. E., President, Atlanta Uni-
versity, Atlanta, Ga.
Conway, Carroll, Superintendent of
Schools, Eunice, N. Mex.
Cousins, Robert L., Director of Negro
Education, State Department of Edu-
cation, Atlanta, Ga.
Dickison, C. A., Principal, Thomas Jef-
ferson High School, 1319 E. Forty-
first St., Los Angeles, Calif.

Dillon, Ruby, Bellingham High School,
Bellingham, Wash.
Doe, Chester W., Superintendent of
Schools, Northwood, N. H.
Duckrey, Tanner G., Principal, Paul
Laurence Dunbar School, Twelfth St.
North of Columbia Ave., Philadel-
phia, Pa.
Duke, E. A., Rural School Supervisor,
State Department of Public Instruc-
tion, Oklahoma City, Okla.
Easom, P. H., State Agent for Negro
Education, State Department of Edu-
cation, Jackson, Miss.
Edgerton, R. O., Principal, Thomas
Jefferson School, Portsmouth, Va.
Edwards, Margaret M., Head, Depart-
ment of Home Economics, Woman's
College of the University of North
Carolina, Greensboro, N. C.
Egan, Joseph, Principal, Harvard School,
Boston, Mass.
Eleazer, R. B., Educational Director,
Commission on Interracial Coopera-
tion, 710 Standard Bldg., Atlanta, Ga.
Elliott, Nellie L., Principal, Bird and
Grant Schools, Des Moines, Iowa.
Farmer, Samuel J., Jenkinjones, W. Va.
Favrot, Leo M., Field Agent, General
Education Board, 49 W. Forty-ninth
St., New York, N. Y.
Felton, J. B., State Agent for Negro
Schools, Department of Education,
Columbia, S. C.
Gallup, Ruth, 1833 Emerson St., Den-
ver, Colo.
Goodrich, Lowell P., Superintendent of
Schools, Fond du Lac, Wis.
Grossley, R. S., President, State Col-
lege for Colored Students, Dover, Del.
Hale, W. J., President, Tennessee Agri-
cultural and Industrial State College,
Nashville, Tenn.
Hammond, E. Kyle, 114 Cherry Ave.,
Hampton, Va.
Henderson, L. E., Principal, Senior
High School, Beatrice, Nebr.
Hill, Henry H., Superintendent of
Schools, Lexington, Ky.
Hill, Leslie P., President, Cheyney
Training School for Teachers, State
Teachers College, Cheyney, Pa.
Hill, Sam R., Principal, West High
School, Elati St. and W. Tenth Ave.,
Denver, Colo.
Hoban, Mary X., Westminster Hotel,
2301 W. Pacific, Spokane, Wash.
Hodge, J. A., Principal, Sumner High
School, Kansas City, Kans.
Holbrook, Sara M., Assistant Professor
of Education, University of Vermont,
Burlington, Vt.
Holmes, Mabel G., Continental School,
South Seventh and Second Ave.,
Elizabeth, N. J.
Huffington, J. Walter, Supervisor of
Colored Schools, Department of Edu-
cation, Lexington and Liberty Sts.,
Baltimore, Md.

- Hunt, R. L., Superintendent, Consolidated School, Louise, Miss.
- Johnson, Bernice, 1454 Ellis St., Bellingham, Wash.
- Johnson, Charles S., Director, Department of Social Science, Fisk University, Nashville, Tenn.
- Johnson, Everett, Phoenix Public Schools, Phoenix, Ariz.
- Kagarise, Blanche, 68 E. Pearl St., Nashua, N. H.
- Klein, Arthur J., Department of Education, Ohio State University, Columbus, Ohio.
- Knudson, K. O., Principal, Las Vegas Union School District, Las Vegas, Nev.
- Leavell, U. W., Professor of Education, George Peabody College for Teachers, Nashville, Tenn.
- Lee, J. R. E., President, Florida Agricultural and Mechanical College, Tallahassee, Fla.
- Lester, L. M., Associate Director, Division of Negro Education, Department of Education, Atlanta, Ga.
- Lewis, A. C., State Department of Education, Baton Rouge, La.
- McCuistion, E. M., Supervisor of Negro Schools, State Department of Education, Little Rock, Ark.
- McElwaine, S. R., Principal, Lincoln School, Lafayette, Ind.
- McGehee, E. G., Jr., State Supervisor of Negro Schools, State Department of Education, Montgomery, Ala.
- Marshall, Clifton N., Principal, Glenfield School, Montclair, N. J.
- Martin, William H., Assistant Superintendent of Schools, Mt. Vernon, N. Y.
- Merrill, A. W., Superintendent of Schools, Des Moines, Iowa.
- Morton-Finney, J., Head, Department of Languages, Crispus Attucks High School, Indianapolis, Ind.
- Nelson, Olga, 609 Schoenbar Ave., Ketchikan, Alaska.
- Neulen, Leon, Superintendent of Schools, Camden, N. J.
- Neville, James H., Superintendent of Schools, Kirksville, Mo.
- Nickell, V. L., Superintendent of Schools, Champaign, Ill.
- Oberholtzer, E. E., Superintendent of Schools, Houston, Texas.
- Peregoy, C. G., Principal, Woodrow Wilson High School, Beckley, W. Va.
- Perry, W. A., Principal, Dunbar Junior High School, Tucson, Ariz.
- Phillips, H. T., Chairman, Department of Education, Northwest Missouri State Teachers College, Maryville, Mo.
- Pipkin, John G., Business Manager, Public Schools, Eighth and Louisiana Sts., Little Rock, Ark.
- Porter, P. G., Principal, Lincoln Junior High School, Atchison, Kans.
- Potter, Floyd A., Director, Elementary Schools, Atlantic City, N. J.
- Potts, Louis R., County Superintendent of Schools, Moundsville, W. Va.
- Priest, Charles, Superintendent of Schools, Carson City, Nev.
- Primrose, J. W., Principal, Irving School, Quincy, Ill.
- Richardson, H. R., Principal, Jefferson School, Alexandria, Va.
- Sartain, Auxford S., State Teachers College, Troy, Ala.
- Shepard, James E., President, North Carolina College for Negroes, Durham, N. C.
- Smith, Frank K., 2228 Elizabeth St., Pueblo, Colo.
- Stauterman, Eda B., President, Elmira Women Classroom Teachers Association, Elmira, N. Y.
- Stout, Grover, Principal, Wingert School, 1851 W. Grand Blvd., Detroit, Mich.
- Taylor, D. B., Special Supervisor, State Department of Education, Austin, Texas.
- Thompson, Mrs. Marjorie Knorr, Bundy School, Washington, D. C.
- Towle, C. A., Superintendent of School Union No. 16, Exeter, N. H.
- Turner, W. E., State Agent for Negro Schools, Department of Education, Nashville, Tenn.
- Vaughn, E. Norman, Superintendent, Bannock County Schools, Pocatello, Idaho.
- Vawter, E. R., Superintendent, Fayette County Schools, Fayetteville, W. Va.
- Walker, Mrs. Hazel M., Principal, R. B. Hayes School, Cleveland, Ohio.
- Weakley, G. A., Superintendent of Schools, 900 Brighton St., El Centro, Calif.
- Weatherford, Mrs. L. R., Woodrow Wilson Junior High School, Tulsa, Okla.
- Whisonant, E. D., Superintendent of Schools, Box 248, Baxley, Ga.
- Whitmer, J. W., Principal, Gunckel School, Toledo, Ohio.
- Williams, C. R., Superintendent of Schools, Waterman, Ill.
- Williams, W. T. B., Vicepresident, Tuskegee Normal and Industrial Institute, Tuskegee Institute, Ala.
- Wright, Arthur D., President, Southern Education Foundation, Inc., 726 Jackson Place, N. W., Washington, D. C.

COMMITTEE ON COOPERATIVES

(Authorized by Representative Assembly)

- Shaw, Albert M., Chairman; Box 885, Arcade Annex, Los Angeles, Calif.
- Ewing, Sara, 5461 Pleasant Run Parkway, South Drive, Indianapolis, Ind.
- Lull, Herbert G., Head, Department of Education, Kansas State Teachers College, Emporia, Kans.
- McAndrew, Mary B., Superintendent of Schools, Carbondale, Pa.
- O'Geran, Graeme, Professor of Economics, Syracuse University, Syracuse, N. Y.

Advisory Members

- Ahlering, Inez, Head, Commercial Department, Francis Joseph Reitz High School, Forest Hills, Evansville, Ind.
- Albert, H. R., 1832 North Salinas, San Antonio, Texas.
- Amlin, Charles, 1124 Huntington Drive, South Pasadena, Calif.
- Anderson, H. E., 3107 North 12th St., Tacoma, Wash.
- Annable, Charles W., Hope High School, Providence, R. I.

- Armitage, Edith E., 28 Howard St., Auburn, N. Y.
- Bainbridge, Mrs. Jennie S., Box 204, Hamilton Square, N. J.
- Beach, Agnes, 2328 S. W. 18th St., Portland, Ore.
- Boyd, Jack, East High School, Denver, Colo.
- Briggs, Pearl, 1718 Seneca St., Buffalo, N. Y.
- Buck, L. Talbert, President, Federation of Evansville Public School Teachers, Bosse High School, Evansville, Ind.
- Burkhard, Russell V., Principal, Frank A. Day Junior High School, Newtonville, Mass.
- Butterfield, E. E., Principal, John Adams High School, East 116th St. and Corlett Ave., Cleveland, Ohio.
- Charter, Lena M., Supervisor, Home Economics Education, State Department of Education, Charleston, W. Va.
- Chipman, R. S., Principal, South Emery High School, Ferron, Utah.
- Christoffel, Thomas, Roosevelt Junior High School, St. Paul, Minn.
- Clark, Harold F., Professor of Education, Teachers College, Columbia University, New York, N. Y.
- Colvert, C. C., Dean, Northeast Center, Louisiana State University, Monroe, La.
- Cool, Dwight, 432 South Second St., Sterling, Colo.
- Cordero, Rafael de J., University of Puerto Rico, Rio Piedras, P. R.
- Dahl, Mr. Arlie L., Principal, Craig Public School, Craig, Alaska.
- Dale, Hugh C., West End High School, Birmingham, Ala.
- Douglas, Lloyd V., Head, Department of Commercial Education, Iowa State Teachers College, Cedar Falls, Iowa.
- Drescher, H. A., Dean, Hibbing Junior College, Hibbing, Minn.
- Eddy, Ralph L., Head, Department of Science, Eveleth Public Schools, Eveleth, Minn.
- Floyd, Frank E., 1621 Grantwood Ave., Cincinnati, Ohio.
- Frack, George, 506 West Sandusky St., Findlay, Ohio.
- Freeman, Mrs. Philip, Supervisor, Sussex County School Board, Stony Creek, Va.
- Fuller, Robert J., Superintendent of Schools, 8 Ridge Road, Hanover, N. H.
- Graves, Elizabeth, High School, Mason City, Iowa.
- Gray, M. P., Woodlawn High School, Birmingham, Ala.
- Greene, Robert A., Bristol High School, Bristol, Conn.
- Guenther, J. J., Central High School, 20th and Dodge St., Omaha, Nebr.
- Hamill, Robert M., 11013 S. E. Powell Blvd., Portland, Ore.
- Hammer, Nina G., 903 Broadway, Pekin, Ill.
- Harap, Henry, Professor of Education, George Peabody College for Teachers, Nashville, Tenn.
- Hays, Arthur H., Boise High School, Boise, Idaho.
- Holley, Ella J., Rural Supervisor, State Department of Public Instruction, Wilmington, Del.
- Hopkins, Helen, 627 Veronica Ave., East St. Louis, Ill.
- Howard, Marie R., President, Providence Teachers Association, Providence, R. I.
- Hoyman, W. H., Superintendent of Schools, Indianola, Iowa.
- Hult, Selma A., Principal, Whittier Junior High School, Lincoln, Nebr.
- Ihlenfeldt, R. S., Elementary School Supervisor, State Department of Public Instruction, Madison, Wis.
- Jenks, Mildred B., 320 Union St., Springfield, Mass.
- Johnson, Ina, 901 Ninth St., South, Fargo, N. Dak.
- Jones, W. J., Educational and Vocational Director, Pennsylvania Industrial School, Huntingdon, Pa.
- Kenehan, Katherine, 5700 Montview Blvd., Denver, Colo.
- Kilburn, H. Parley, Snow College, Ephraim, Utah.
- Kimball, Philip H., Principal, Washington State Normal School, Machias, Maine.
- Kincaid, W. A., Superintendent of Public Schools, Montpelier, Vt.
- Kline, Aaron, Principal, Pullman School, 521 East 113th St., Chicago, Ill.
- Lafferty, Oma Clare, Central High School, Charlotte, N. C.
- Lee, Miss A. Keakealani, Washington Intermediate School, Honolulu, T. H.
- Lessing, Marie, President, Portland Grade Teachers Association, Inc., 831 Terminal Sales Bldg., Portland, Ore.
- Linehan, Lenore, President, St. Paul Division, M. E. A., 1343 Goodrich Ave., St. Paul, Minn.
- Livingston, K. E., Principal, Junior High School, Portales, N. Mex.
- Lund, M. A., Superintendent of School District No. 18, Valier, Mont.
- Lussenhop, Ray, 729 North Harvey Ave., Oak Park, Ill.
- Mapp, A. J., 200 Maryland Ave., Portsmouth, Va.
- Martelle, W. W., 3500 Twenty-second Ave., Kenosha, Wis.
- Martin, Wesley, Superintendent, Yerington Union Schools, Yerington, Nev.
- Maxwell, C. R., Dean, College of Education, University of Wyoming, Laramie, Wyo.
- Mayo, Vera, William James Junior High School, Fort Worth, Texas.
- Mehus, O. Myking, Department of Sociology, State Teachers College, Maryville, Mo.
- Miller, J. Cloyd, Superintendent of Schools, Lordsburg, N. Mex.
- Millett, R. N., Springfield High School, Springfield, Vt.
- Moe, O. Kay, 530 South Dakota St., Dillon, Mont.
- Moore, Wendall M., 2821 East Sixteenth St., Oakland, Calif.
- O'Reilly, Violet, Principal, L. E. Rabouin Vocational School, 727 Carondelet St., New Orleans, La.
- Page, Virginia Lee, 376 Washington Ave., S. W., Roanoke, Va.
- Parkinson, Robert O., Washington High School, Sioux Falls, S. Dak.
- Petty, Natalie Anne, 221 Park Ave., Pittsburgh, Pa.
- Pittman, Marvin, President, South Georgia Teachers College, Statesboro, Ga.
- Porter, Louise, North Little Rock Senior High School, North Little Rock, Ark.
- Reed, Mabel, S. 109 Wall St., Women's Athletic Club, Spokane, Wash.
- Resh, Mrs. Mary S., President, Education Association of the District of Columbia, Abbot Vocational School, Washington, D. C.
- Reynolds, Florence B., 6820 North Twenty-fourth St., Omaha, Nebr.

Robertson, C. L., Superintendent, Jamestown Public Schools, Jamestown, N. Dak.
 Rollo, Clint, 730 North Norton St., Tucson, Ariz.
 Russell, Loren H., 1235 South Main St., Elkhart, Ind.
 Servis, Ual, County Superintendent of Schools, Raton, N. Mex.
 Sherman, Ruth, Vermillion, S. Dak.
 Sherwood, Ann V., Principal, Frank B. John School, Salisbury, N. C.
 Sigtenhorst, Margaret G., 848 Bates St., S. E., Grand Rapids, Mich.
 Slater, Vita L., 1022 North Twentieth St., St. Joseph, Mo.
 Smith, Alfred W., Superintendent of Schools, Newport, N. H.
 Smith, R. B., State Supervisor, Vocational Agricultural Education, State Department of Education, Little Rock, Ark.
 Spikes, L. E., Superintendent of City Schools, Burlington, N. C.
 Stoddard, J. A., Professor of Secondary Education, University of South Carolina, Columbia, S. C.
 Stoner, Russell, R. R. #1, Dayton, Ohio.
 Tapp, Hambleton, 1812 Norris Place, Louisville, Ky.
 Taylor, Elizabeth, Caddo Parish School Board, Shreveport, La.

Thomas, M. Ray, Superintendent of Schools, Independent District No. 2, St. Anthony, Idaho.
 Thomas, Wesley E., Director of Field Service, Michigan Education Association, Lansing, Mich.
 Thompson, James O., Professor of Commerce, University Preparatory School and Junior College, Tonkawa, Okla.
 Townsend, George L., 3238 Green St., Harrisburg, Pa.
 Turrentine, Richard J., Director, Department of Philosophy and Education, Texas State College for Women, Denton, Texas.
 Unzicker, William L., Murphy High School, Mobile, Ala.
 Ward, W. H., Director, Extension Division, University of South Carolina, Columbia, S. C.
 Wexler, Isadore, Principal, Kimberly Avenue School, New Haven, Conn.
 Wilkins, R. C., Central High School, Superior, Wis.
 Wilson, Josephine, Sam Houston Elementary School, Dallas, Texas.
 Wright, C. O., Assistant Secretary, Kansas State Teachers Association, 315 West Tenth St., Topeka, Kans.
 Yarbrough, R. M., Superintendent, Sunflower County Schools, Indianola, Miss.

SUBCOMMITTEE ON CREDENTIALS

New York City Convention

(The complete committee is listed in the volume of *Proceedings*. A new committee will be elected for the San Francisco convention)

Ratcliffe, Betty, Chairman; Broadway Apartments, Muskogee, Okla.
 Blankenhorn, John W., 1801 Hudson St., Longview, Wash.

Gordon, John G., Newhalen, Alaska.
 Miller, Grace Helene, 154 E. 68th St., New York, N. Y.
 Smith, Ben, Superintendent of Schools, Greensboro, N. C.

COMMITTEE ON CREDIT UNIONS

(Authorized by Representative Assembly)

Moran, James E., Chairman; National Director, Connecticut Credit Union League, Box 1121, Waterbury, Conn.
 Dixon, Florence E., P. A. Capdau School, New Orleans, La.
 Howell, J. C., General Manager, Detroit Teachers Credit Union, 1735 Calvert St., Detroit, Mich.
 Pinkney, Leslie A., Business Manager, Teachers Credit Union, 340 South Lawn St., Kansas City, Mo.
 Sherrard, J. P., Principal, Elementary School No. 44, Buffalo, N. Y.

Advisory Members

Allen, Bess Opal, 912 S. Wolcott St., Casper, Wyo.
 Allen, Sherman A., 18 N. Parkway, Worcester, Mass.
 Annable, Charles W., Hope High School, Providence, R. I.
 Bailey, P. L., Manager, Jackson County Teachers Credit Union, 535 Wildwood Ave., Jackson, Mich.
 Barrick, D. L., 1014 Chestnut Ave., Muskogee, Okla.
 Bechtold, Ray H., Principal, Baldwin High School, Birmingham, Mich.
 Beck, C. R., Washington High School, Sioux Falls, S. Dak.

Berry, Louise, Central Junior High School, Durham, N. C.
 Beyer, Louise W., Berkeley High School, Berkeley, Calif.
 Booth, John M., Superintendent of Schools, Kellogg, Idaho.
 Bradford, Guy, 1616 Metropolitan Ave., Kansas City, Kans.
 Broome, Edwin W., Superintendent, Montgomery County Schools, Rockville, Md.
 Brown, W. Salem, Manager, Atlanta Teachers Association Credit Union, 279 Ninth St., N. E., Atlanta, Ga.
 Brown, William J., 5012 Maunalani Circle, Honolulu, T. H.
 Brundrett, N. R., Secretary-Treasurer, Birmingham Credit Union, 2015 Seventh Ave., N. Birmingham, Ala.
 Bubbers, William, Washington High School, Sioux Falls, S. Dak.
 Buck, Mrs. Sarah A. K., Wailuku, Maui, T. H.
 Carothers, M. W., Director, Division of Instruction, State Department of Public Instruction, Tallahassee, Fla.
 Cocanower, C. D., Director of Commerce and Business Administration, Phoenix Junior College, Phoenix, Ariz.
 Coffey, L. C., 458 N. Sycamore, Albuquerque, N. Mex.

- Cornely, Elsie, 119 Seventeenth St., N. E., Cedar Rapids, Iowa.
- Cowperthwait, Elizabeth R., Principal, Medford Public School, Medford, N. J.
- Cross, Lester M., Wyandotte High School, Kansas City, Kans.
- Cunningham, Frank P., 310 E. Cincinnati Ave., San Antonio, Texas.
- Daugherty, George, Principal, Yerington Union Schools, Yerington, Nev.
- Dirksen, George, Superintendent of Schools, Wolsey, S. Dak.
- Doughton, Sam B., Berkley Apartments, Columbia, S. C.
- Duncan, R. H., Principal, Lee Junior High School, Roanoke, Va.
- Dunham, A. S., Principal, Juneau High School, Juneau, Alaska.
- Dunlevy, William P., Manager, San Diego Teachers Credit Union, 2924 Ash St., San Diego, Calif.
- Dunn, Mrs. M. U., Emery School, Washington, D. C.
- Ellis, Emmett, Central Missouri State Teachers College, Warrensburg, Mo.
- Emmert, W. L., Principal, Broadwater County High School, Townsend, Mont.
- Ernest, Robert B., 1848 N. Main, Decatur, Ill.
- Eulenstein, Margaret E., Bosse High School, Evansville, Ind.
- Forbes, Mrs. Margaret H., 2504 Grove Ave., Richmond, Va.
- Franklin, E. E., Deputy State Superintendent of Public Instruction, Elko, Nev.
- Freeman, Myrta A., General Supervisor, Butte County Schools, 1540 Robinson St., Oroville, Calif.
- French, Daisy B., 619 Seventh St., Huntington, W. Va.
- George, Lloyd, Treasurer, Cedar Rapids Teachers Credit Union, 218 Highland Drive, Cedar Rapids, Iowa.
- Gepson, E. D., 4246 Grant St., Omaha, Nebr.
- Gibbs, Edna, 1117 Twenty-fifth St., Des Moines, Iowa.
- Goodhue, Horace R., Manager, Moorhead Teachers Credit Union, Moorhead, Minn.
- Goodman, Clara G., Suffolk Manor, 15th and Clearview Sts., Philadelphia, Pa.
- Gudmundson, G. G., Treasurer, Union County Teachers Federation Credit Union, 160 Lincoln Ave., E., Roselle Park, N. J.
- Hammond, L. L., Treasurer, Pittsburgh Teachers Credit Union, 176 Dakota St., Bellevue, Pa.
- Hampton, Mrs. Florence K., Secretary-Treasurer, Los Angeles Teachers Credit Union, 302 Trinity Auditorium Bldg., Los Angeles, Calif.
- Hargrave, E. B., 2215 W. Washington St., Indianapolis, Ind.
- Herr, Marguerite M., 301 Watts St., Durham, N. C.
- Hickman, J. H., 1816 Washington St., Charleston, W. Va.
- Hippaka, T. A., Supervisor, Industrial Arts Department, Madison Public Schools, Madison, Wis.
- Hitner, John W., 4677 Adams Ave., Philadelphia, Pa.
- Hobbs, Lucy, Central High School, Sioux City, Iowa.
- Holt, Miss Terrell, 728 Napier Ave., Macon, Ga.
- Horton, A. H., Superintendent, Red River Parish School Board, Conshatta, La.
- Howard, Marie R., 29 Modena Ave., Providence, R. I.
- Hunt, Donnell H., 1408 N. Sixth St., Boise, Idaho.
- Hyde, Parke S., 5934 Great Oak Circle, Los Angeles, Calif.
- Inman, W. O., Superintendent of Schools, Paris, Tenn.
- Irizarry, Oscar B., Department of Education, San Juan, P. R.
- Jackson, Archie C., McKinley High School, Honolulu, T. H.
- Jackson, Mrs. C. W., 122 Walnut St., Bluefield, W. Va.
- Keller, Fred, Superintendent of Schools, Tarkio, Mo.
- Kienbaum, Ervin, 740 W. Cambourne, Ferndale, Mich.
- Kilburn, H. Parley, Snow College, Ephraim, Utah.
- Kincaid, William A., Superintendent of Schools, Montpelier, Vt.
- LaPoe, James L., Associate Professor of Education, Rutgers University, New Brunswick, N. J.
- Lindell, George E., Cheyenne High School, Cheyenne, Wyo.
- Lindhorst, Genevieve, 3037 N. Sixteenth St., Kansas City, Kans.
- Locke, John F., 412 E. Sixth St., Cincinnati, Ohio.
- Lyon, Laura, Tunnelton High School, Tunnelton, W. Va.
- Maas, Harry, Principal, Nokomis Junior High School, Minneapolis, Minn.
- McCombs, N. D., Assistant Superintendent of Schools, Des Moines, Iowa.
- McKean, E. J., Superintendent of Schools, Tomah, Wis.
- McKee, W. T., Principal, Capitol Heights Junior High School, Montgomery, Ala.
- McLaughlin, Mrs. Ruth G., Roy, N. Mex.
- McLeland, Albert, Secretary-Treasurer, Fort Worth Teachers Credit Union, 1430 S. Jennings Ave., Fort Worth, Texas.
- Maehling, Hilda, 1357 Third Ave., Terre Haute, Ind.
- May, Ernest A., 3924 N. Cramer St., Milwaukee, Wis.
- Miller, Guy D., Executive Secretary, Springfield Teachers Economic Association, Springfield, Mass.
- Millerberg, Joseph D., 6858 S. State St., Midvale, Utah.
- Moe, F. B., Dean, Virginia Junior College, Virginia, Minn.
- Montgomery, Mrs. Mary M., West Innes St., Salisbury, N. C.
- Moynihan, Laura, 626 S. Kenilworth Ave., Oak Park, Ill.
- Mulrooney, Thomas W., Principal, Bancroft School, Wilmington, Del.
- Myers, John T., President, Association of Chicago Teachers, 77 W. Washington St., Chicago, Ill.
- Myers, Vest C., Dean, Southeast Missouri State Teachers College, Cape Girardeau, Mo.
- Neilson, Clara F., Ferndale, Wash.
- Noblitt, Dewey I., Chairman, Credit Committee, Thurston County Teachers Credit Union, Olympia, Wash.
- O'Gara, Edward J., 247 Main St., Lisbon, N. H.
- Olney, Elbert Y., Treasurer, District of Columbia Teachers Federal Credit Union, Anacostia Junior-Senior High School, Washington, D. C.
- O'Neill, Elizabeth I., Head, Modern Foreign Languages Department, Brighton High School, Brighton, Mass.

- Ortiz, Julio B., Dean, College of Business Administration, University of Puerto Rico, Rio Piedras, P. R.
- Parks, Lillian, Central High School, Charlotte, N. C.
- Petersen, C. William, 482 Baxter Blvd., Portland, Maine.
- Pike, W. A., Secretary-Treasurer, Virginia Education Association Credit Union, 507 Seventh St., S., Virginia, Minn.
- Pulliam, N. D., Secretary, Arizona Education Association, 403 Security Bldg., Phoenix, Ariz.
- Ramsey, J. W., Superintendent of Schools, Fort Smith, Ark.
- Read, Faye, 131 Vernon Ave., Pueblo, Colo.
- Reichelt, Norma A., Logan High School, La Crosse, Wis.
- Richards, W. M., Superintendent of Schools, Emporia, Kans.
- Richardson, H. R., Principal, Jefferson School, 32 Alexandria Ave., Alexandria, Va.
- Roberts, Gertrude, President, Huntington Teachers Federal Credit Union, Huntington, W. Va.
- Roecker, W. F., 3319 N. Fourteenth St., Milwaukee, Wis.
- Rupp, R. G., Hammond High School, Hammond, Ind.
- Sanborn, Clarence C., Headmaster, Senior High School, Portsmouth, N. H.
- Scott, Burton F., President, Morton Teachers Credit Union, 602 N. Central Ave., Chicago, Ill.
- Scott, Katherine K., 106 N. Plum St., Richmond, Va.
- Shaw, O. A., University of Mississippi, University, Miss.
- Sheafer, Harley F., Treasurer, Cleveland Teachers Credit Union, Inc., 13826 West Ave., Cleveland, Ohio.
- Sheldon, Don R., Superintendent of Schools, Prescott, Ariz.
- Shierson, Harry E., Superintendent, Three Forks Consolidated School District No. 24, Three Forks, Mont.
- Stack, Frank O., Treasurer, Portland Teachers Credit Union, Deering High School, Portland, Maine.
- Stanfield, Mrs. Effie, McAlester, Okla.
- Stone, Frederick R., 1441 S. Salina St., Syracuse, N. Y.
- Stout, Hugh G., Manager, Portland Teachers Credit Union, 307 Studio Bldg., Portland, Ore.
- Sweeney, Clara, 912 Walnut St., Knoxville, Tenn.
- Swing, Glenn O., Superintendent of Schools, Covington, Ky.
- Taylor, A. B., Elizabeth Apts., Provo, Utah.
- Thurston, Paul, Superintendent of Schools, District No. 1, Overton, Nev.
- Turner, L. C., Executive Assistant, Board of Education, Akron, Ohio.
- Walton, Thomas A., Secretary-Treasurer, San Diego Teachers Credit Union, 603 Commonwealth Bldg., San Diego, Calif.
- Warmbold, Lottie, 2843 Thirty-sixth Ave., S., Minneapolis, Minn.
- Welch, Mrs. Marguerite S., 165 Searlwyn Road, Syracuse, N. Y.
- White, Mrs. Claire T., 2905 Fulton St., Little Rock, Ark.
- Williams, J. D., Principal, Avondale School, Birmingham, Ala.
- Williams, John R., 609 Elm St., Emporia, Kans.
- Wilson, Miss Linnie B., Business Manager, Tulsa Teachers Credit Union, Masonic Temple Bldg., Tulsa, Okla.
- Wixon, John, Sterling High School, Sterling, Colo.
- Wong, Gilbert L. H., Wailuku Elementary School, Wailuku, Maui, T. H.
- Yates, H. B., President, Dallas Teachers Credit Union, 715 Kirby Bldg., Dallas, Texas.
- Young, Ralph B., Deering High School, Portland, Maine.
- Youngs, Olga, Eleanor McMain High School, New Orleans, La.

COMMITTEE ON ECONOMIC STATUS OF THE RURAL TEACHER

(Authorized by Representative Assembly)

- Robinson, William McKinley, Chairman; Department of Rural Education, Western State Teachers College, Kalamazoo, Mich.
- Cavins, L. V., Director of Surveys and Field Studies, State Department of Education, Charleston, W. Va.
- Cyr, Frank W., Associate Professor of Education, Teachers College, Columbia University, New York, N. Y.
- Gaumnitz, W. H., Senior Specialist in Rural Education Problems, U. S. Office of Education, Washington, D. C.
- Mead, A. R., Director of Educational Research, University of Florida, Gainesville, Fla.
- Terrebonne, L. P., Superintendent, Iberville Parish Schools, Plaquemine, La.
- Wofford, Kate V., Director of Rural Education, State Teachers College, Buffalo, N. Y.
- Birdwell, A. W., President, Stephen F. Austin State Teachers College, Nacogdoches, Texas
- Brown, Zeta I., State Department of Education, Augusta, Maine.
- Chute, Mrs. Emma R., Prescott, Wash.
- Doudna, Edgar G., Secretary, Board of Regents of Normal Schools, Madison, Wis.
- Foster, J. Carlisle, Superintendent of Schools, Bethune, S. C.
- Free, Mrs. Juel, Public Schools, Spencer, Ind.
- Freeman, Eleanor, Rural School Supervisor, Office of the County Superintendent of Schools, Redwood City, Calif.
- Frost, Norman, Professor of Rural Education, George Peabody College for Teachers, Nashville, Tenn.
- Fulkerson, Mrs. Mary L., County Superintendent of Schools, Salem, Ore.
- Hargrove, W. H., Professor of Rural Education, Colorado State College of Education, Greeley, Colo.
- Herring, W. C., Head, Department of Education, State Teachers College, Ada, Okla.

Advisory Members

- Adams, Sarah J., Layton, Utah.
- Baldwin, R. D., College of Education, West Virginia University, Morgantown, W. Va.

Heyl, Helen Hay, Chief, Bureau of Curriculum Development, State Education Department, Albany, N. Y.
 Holden, A. John, Jr., Superintendent of Schools, Caledonia Central Supervisory Union, Danville, Vt.
 Holt, Harry L., Principal, Bay View School, Seward, Alaska.
 Houston, Mattie, Elementary School Principal, Greenville, Miss.
 Huff, Raymond, Superintendent of Schools, Clayton, N. Mex.
 Irvine, Paul, Professor of Education, Alabama Polytechnic Institute, Auburn, Ala.
 Jackson, Frank W., Superintendent of Schools, Madison, N. H.
 Jackson, W. A., Benton, Ark.
 Kilian, Raymond, Deputy State Superintendent of Schools, Box 680, Reno, Nev.
 King, H. B., Assistant State Superintendent in Charge of Elementary Schools, State Department of Public Instruction, Dover, Del.
 Knehans, Esther L., State Teachers College, Cape Girardeau, Mo.
 McMurtry, Horace, Department of Education, Western Kentucky State Teachers College, Bowling Green, Ky.
 Markley, R. L., Commissioner of Education, Cheyenne, Wyo.
 Moore, Harry W., County Superintendent of Schools, Flemington, N. J.
 Morris, Retson A., County Superintendent of Schools, Jefferson, Iowa.
 Myers, C. E., State Supervisor of Research and Finance, State Department of Education, Richmond, Va.

Nelson, Lowry, Professor of Sociology, University of Minnesota, Department of Agriculture, University Farm, St. Paul, Minn.
 Partridge, H. R., Superintendent of Schools, Alliance, Nebr.
 Peterson, Francis E., Supervising Principal, West Hawaii Schools, Kealahou, Hawaii, T. H.
 Pittman, Marvin S., President, South Georgia Teachers College, Collegeboro, Ga.
 Robinson, Raymond W., Chief, Division of Consolidation and Transportation, State Department of Public Instruction, Harrisburg, Pa.
 Rosenlof, G. W., Professor of Secondary Education, University of Nebraska, Teachers College, Lincoln, Nebr.
 Stonecipher, E. E., Director of Rural Education and Extension, Kansas State Teachers College, Pittsburg, Kans.
 Sutton, D. H., Director of School Finance, State Department of Education, Columbus, Ohio.
 Swain, C. C., President, State Teachers College, Minot, N. Dak.
 Swenson, Anna, Director, Teacher Training Department, State Teachers College, Mankato, Minn.
 Warner, Mrs. Ida M., County Superintendent of Schools, 419 Idaho Bldg., Boise, Idaho.
 Weeks, I. D., President, University of South Dakota, Vermillion, S. Dak.

EDUCATIONAL POLICIES COMMISSION

(A Joint Commission of the National Education Association and the American Association of School Administrators)

Stoddard, Alexander J., Chairman; Superintendent of Schools, Philadelphia, Pa.
 Carr, William G., Secretary; 1201 Sixteenth St., N. W., Washington, D. C.

Appointed Members

Adair, Cornelia S., Principal, Franklin School, Richmond, Va.
 Coffman, Lotus D., President, University of Minnesota, Minneapolis, Minn. (Deceased, September 22, 1938.)
 Counts, George S., Professor of Education, Teachers College, Columbia University, New York, N. Y.
 Day, Edmund E., President, Cornell University, Ithaca, N. Y.
 Edmonson, J. B., Dean, School of Education, University of Michigan, Ann Arbor, Mich.
 Hunter, Frederick M., Chancellor, Oregon System of Higher Education, Eugene, Ore.
 Norton, John K., Professor of Education, Teachers College, Columbia University, New York, N. Y.
 Samuelson, Agnes, Executive Secretary, Iowa State Teachers Association, Des Moines, Iowa.
 Sexson, John A., Superintendent of Schools, Pasadena, Calif.
 Smith, Payson, Lecturer in Education, Harvard University, Cambridge, Mass.
 Stoddard, Alexander J., Superintendent of Schools, Philadelphia, Pa.

Strayer, George D., Professor of Education, Teachers College, Columbia University, New York, N. Y.
 Sutton, Willis A., Superintendent of Schools, Atlanta, Ga.
 Tarbell, Emily, Classroom Teacher, 235 Glenwood Ave., Syracuse, N. Y.

Ex-Officio Members

Dahl, Myrtle Hooper, President, N. E. A. Department of Classroom Teachers, 312 South Eighth St., Minneapolis, Minn.
 Givens, Willard E., Executive Secretary, National Education Association, Washington, D. C.
 Graham, Ben G., President, American Association of School Administrators, Superintendent of Schools, Pittsburgh, Pa.
 Shankland, S. D., Executive Secretary, American Association of School Administrators, Washington, D. C.
 Shaw, Reuben T., President, National Education Association, 1327 Real Estate Trust Bldg., Philadelphia, Pa.

Advisory Members

Studebaker, J. W., U. S. Commissioner of Education, Washington, D. C.
 Zook, George F., President, American Council on Education, Washington, D. C.

COMMITTEE ON EQUAL OPPORTUNITY

(Authorized by Representative Assembly)

Bradley, Helen, Chairman; 2349 Ashland Ave., Cincinnati, Ohio.
 Morris, Mary E., Principal, Gove Junior High School, Denver, Colo., Vice-Chairman.
 Bamberger, Florence E., College for Teachers, Johns Hopkins University, Baltimore, Md.
 Kroner, Mrs. Frances W., 114 Valentine St., Mt. Vernon, N. Y.
 Mallory, Gertrude, 1518 Ardendale Ave., San Gabriel, Calif.

Advisory Members

Adams, Mrs. A. Virginia, Principal, George Cunningham School, Vine-land, N. J.
 Alexander, Bessmarie, 2412 Broadway, Bellingham, Wash.
 Allen, Ella Voltstedt, 5116 Crenshaw Blvd., Los Angeles, Calif.
 Amos, Esther L., Estree Junior High School, Gloversville, N. Y.
 Barnes, Floyd C., Superintendent of Schools, Drew, Miss.
 Bates, Mrs. Vivian M., Colchester, Vt.
 Battle, L. H., Superintendent of Schools, P. O. Box 151, Douglas, Ga.
 Bell, Josephine, Northeast High School, Oklahoma City, Okla.
 Benjamin, Edith, 6414 Wayne Ave., Chicago, Ill.
 Bennett, Mrs. James H., Box 215, Fairhope, Ala.
 Bloder, Mary, Box 131, Salmon, Idaho
 Bogan, Gertrude L., Thomson School, Washington, D. C.
 Brell, Mrs. Mary C., 1725 Fleming Road, Middletown, Ohio.
 Brown, Anne, Salmon Falls, N. H.
 Browne, A. T., Superintendent, Acadia Parish Schools, Crowley, La.
 Bruner, T. A., Superintendent of Schools, Harlem, Mont.
 Bryce, Marion, 821 Chestnut St., Erie, Pa.
 Buker, Lou, Elementary Supervisor, Department of Public Schools, Augusta, Maine.
 Burke, Gertrude M., 400 Graves St., Syracuse, N. Y.
 Carlton, Mrs. Ada N., 1602 Claremont Ave., Richmond, Va.
 Chamberlain, Mrs. D. Edna, 2233 North Denver, Tulsa, Okla.
 Clarke, M. J., Superintendent of Schools, Ely, Nev.
 Coberly, E. L., Director of Research and Statistics, State Department of Public Instruction, Springfield, Ill.
 Cockerille, Clara, Grade Supervisor, Public Schools, Altoona, Pa.
 Coffeen, Carl, County Superintendent of Schools, Court House, Akron, Ohio.
 Conway, Walter, Superintendent, Chinook City Schools, Chinook, Mont.
 Court, Grace, Principal, Adams School, Phoenix, Ariz.
 Cramer, R. V., Principal, Switzer School, 1829 Madison St., Kansas City, Mo.
 Craver, Mrs. Anna B., 32 Judson St., Binghamton, N. Y.
 Davenport, Mrs. Minnie, Superintendent, Canyon County Schools, Caldwell, Idaho.

Dilks, Elizabeth R., 14 Broad St., Clayton, N. J.
 Doherty, Helen F., Junior High School, Portsmouth, N. H.
 Doolittle, Howard C., 431 Club Drive, San Antonio, Texas.
 Doremus, Mattie S., 365 Twelfth Ave., Paterson, N. J.
 Dunlavy, Lena, 3426 Meadowbrook Drive, Fort Worth, Texas.
 Early, J. J., Superintendent of Schools, Sheridan, Wyo.
 Easom, P. H., State Agent for Negro Schools, State Department of Education, Jackson, Miss.
 Edington, Mrs. Agnes, County School Superintendent, Lordsburg, N. Mex.
 Edmiston, Leon R., 110 Olive Ave., DuBois, Pa.
 Ekstrom, C. Emanuel, Head, Department of Education, Brown University, Providence, R. I.
 Elliott, Nellie L., Principal, Bird and Grant Schools, Des Moines, Iowa.
 Engstrand, Agnes, Superintendent of County Schools, Manhattan, Kans.
 Eversull, Frank L., President, North Dakota Agricultural College, Fargo, N. Dak.
 Faison, Elizabeth O., 4523 Columbia St., Portsmouth, Va.
 Fay, Alice M., 65 Sherman St., Chapman School, Portland, Maine.
 Forrester, Gertrude, 529 4th Ave., West Bend, Wis.
 Fosse, Frances, 1721 North Church St., Rockford, Ill.
 Foster, Blanche, Tilden Junior High School, Philadelphia, Pa.
 Frazier, Jesse M., Principal, Greensboro Township Schools, Kennard, Ind.
 Furr, Mrs. Era Mae, Principal, Miami Springs School, Miami, Fla.
 Gnau, Mrs. Beatrice B., 1702 S. Smithville Road, Dayton, Ohio.
 Graves, Elizabeth H., President, Iowa Association of Journalism Directors (1937), Senior High School, Mason City, Iowa.
 Groves, Julia Wharton, Principal, Boyden High School, Salisbury, N. C.
 Grubbs, Mrs. Ethel C. Harris, President, Columbian Educational Association, Berret School, Washington, D. C.
 Hancock, Annie, Principal, Broad Street School, Salem, Va.
 Hanley, James L., Superintendent of Schools, Providence, R. I.
 Harvey, Clara W., Jennings Avenue Junior High School, Fort Worth, Texas
 Hawfield, S. G., Superintendent, Catarus County Schools, Concord, N. C.
 Henry, Beryl, Superintendent of Schools, Hope, Ark.
 Holland, Mary, Principal, Trombly School, Detroit, Mich.
 Holler, J. C., Superintendent, Anderson County Schools, County Court House, Anderson, S. C.
 Horn, Carl M., Superintendent of Schools, Dowagiac, Mich.
 Hunt, Mrs. Emma Albers, 214 Scenic Drive, Knoxville, Tenn.
 Hurst, James, Division Superintendent, Norfolk County Public Schools, 51-52-57 Nusbaum Bldg., Norfolk, Va.

- Jarrard, H. G., State School Supervisor, State Department of Education, Atlanta, Ga.
- Johnson, K. C., County Superintendent of Schools, Woonsocket, S. Dak.
- Keith, Everett, Assistant Secretary, Missouri State Teachers Association, Columbia, Mo.
- Kenney, Don E., Richfield, Utah
- Kimble, N. O., County Superintendent of Schools, Henderson, Ky.
- Koch, Hazel E., 1541 E. State St., Rockford, Ill.
- Kohn, Charlotte, President, Madison Education Association, Madison, Wis.
- Kunde, Louise, 1218 Sixth Ave., Stillwater, Minn.
- Langston, Mrs. Margaret, 6809 Wellington St., Tampa, Fla.
- Leavitt, Francis H., Principal, Moapa Valley High School, Overton, Nev.
- Libbey, Frances Yale, 1212 W. Walnut St., Stockton, Calif.
- McCarthy, Alice, Junior High School, Winona, Minn.
- McIntosh, Everett J., 62 Front St., Weymouth, Mass.
- MacLennan, Mrs. Myrtle C., Stewart Junior High School, Tacoma, Wash.
- McTaggart, Earl L., Executive Secretary, Hawaii Education Association, 1049 Likeliike St., Honolulu, T. H.
- Mapes, Elmer S., Superintendent of Schools, Bristol, R. I.
- Markley, R. L., Commissioner of Education, Cheyenne, Wyo.
- Marsh, J. F., President, Concord State Teachers College, Athens, W. Va.
- Masterson, Anna J., 14 Oakland St., Lowell, Mass.
- Messenger, Helen, Northern Illinois State Teachers College, De Kalb, Ill.
- Midlen, Lillie Huntington, 4524 Regent St., Philadelphia, Pa.
- Miller, J. Cloyd, Superintendent of Schools, Lordsburg, N. Mex.
- Moncla, Robert O., Supervisor, Lafourche Parish Schools, Thibodaux, La.
- Morneweck, Carl D., Adviser, Child Accounting and Research, Department of Public Instruction, Harrisburg, Pa.
- Murphy, Edna I., Grand Rapids, Minn.
- Nyman, Mrs. Mary O., 1503 Sunset Drive, Tacoma, Wash.
- Oates, Anne J., 22 Prospect St., Williamantic, Conn.
- Olson, Mrs. Clara M., P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Fla.
- Orr, Lulu Rose, Superintendent, Webster County Schools, Court House, Fort Dodge, Iowa
- Parks, Lillian L., 238 Colonial Ave., Charlotte, N. C.
- Pearson, I. T., Supervisor of Instruction, Dade County, School Administration Bldg., Miami, Fla.
- Penn, Mrs. Ella M., 439 Clinton Heights Ave., Columbus, Ohio
- Peters, Mrs. L. W., Box 1253, Baton Rouge, La.
- Pittenger, L. A., President, Ball State Teachers College, Muncie, Ind.
- Pool, Calvin E., Superintendent of Schools, Nome, Alaska
- Powers, G. W., Superintendent, Windham Central District Schools, Athens, Vt.
- Prodoehl, A. L., 5204 W. Wells St., Milwaukee, Wis.
- Ragland, Mrs. Geneva F., 514 S. 15th St., La Crosse, Wis.
- Rankin, Mrs. Vivian S., Principal, 2551 N. Delaware St., Indianapolis, Ind.
- Rarick, C. E., President, Fort Hays Kansas State College, Hays, Kans.
- Rector, Laura J., Mineral Wells, W. Va.
- Reed, Lula B., County Superintendent of Schools, Red Oak, Iowa
- Reiche, Howard C., 11 Moody St., Portland, Maine
- Robinson, Gertrude M., 1211 N. Washington St., Lexington, Nebr.
- Rosenfeld, Harriett, 446 South Third Ave., Tucson, Ariz.
- Rowlett, Mrs. Eleanor P., 4828 W. Seminary, Richmond, Va.
- Rundell, Mrs. Ruth Butler, 907 E. Park Square, Prospect Park, Pa.
- Ryan, Margaret M., 315 E. 16th St., Tucson, Ariz.
- Savage, Ethel, Weston School, Elkhart, Ind.
- Schulz, Mary C., 19185 Bretton Drive, Detroit, Mich.
- Small, Mary F., Bryant Junior High School, Minneapolis, Minn.
- Smith, Elphe K., Route Number One, Box 22, Tigard, Ore.
- Smith, Katherine L., Woodbury, N. J.
- Smith, S. L., Director of Public Relations, George Peabody College for Teachers, Nashville, Tenn.
- Southard, Elizabeth, 115 N. College, Tulsa, Okla.
- Stringer, Carolyn E., 2308 N. 50 St., Omaha, Nebr.
- Stringer, S. L., Vicepresident, M.E.A., Commissioner of Schools, Crosby, Miss.

JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION

(Authorized by Representative Assembly)

- Wilson, Charles C., Acting Chairman; Director, Physical and Health Education, Hartford Public Schools, 249 High St., Hartford, Conn.
- Neilson, N. P., Executive Secretary, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C.
- Shaw, Fannie B., Director of Health Education, Georgia State Department of Health, Atlanta, Ga.
- Stoddard, George D., Director, Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa
- Whitney, Anne, 134 Adams St., Milton, Mass.

COMMITTEE ON INDIVIDUAL GUIDANCE

(Special Committee)

Stolz, Herbert R., Chairman; Assistant Superintendent of Schools, Oakland, Calif.
 Allyn, Harriett M., Academic Dean, Mt. Holyoke College, South Hadley, Mass.
 Lee, Edwin A., Professor of Education, Teachers College, Columbia University, New York, N. Y.
 Thom, Douglas A., 520 Commonwealth Ave., Boston, Mass.

Advisory Members

Adams, Karl L., President, Northern Illinois State Teachers College, De Kalb, Ill.
 Albert, Mrs. Gertrude, Central High School, Washington, D. C.
 Albright, Paul, Director of Guidance and Research, Senior High School, Cheyenne, Wyo.
 Allen, Catherine, 1532 Fourth Ave., Columbus, Ga.
 Allen, Charles F., Supervisor of Secondary Education, Public Schools, Eighth and Louisiana Sts., Little Rock, Ark.
 Allen, Richard D., 20 Summer St., Providence, R. I.
 Amiss, Catherine, College Apartments, Salem, Va.
 Bachman, Ross W., Maunoloa, Molokai, T. H.
 Backus, Bertie, Principal, Alice Deal Junior High School, Washington, D. C.
 Baker, Augusta, Hotel Shirley-Savoy, Denver, Colo.
 Balch, Mary, Catalina Foothills Estates, Tucson, Ariz.
 Ballenger, Harry L., Director of Personnel, New Mexico Normal University, Las Vegas, N. Mex.
 Barlow, Amy, Box 394, Ketchikan, Alaska
 Barnes, Floyd C., Superintendent of Schools, Drew, Miss.
 Barnes, Lorine, 1618 Eleventh Ave., S., Apt. #3, Birmingham, Ala.
 Beers, Mrs. Maude O., Principal, Kapiolani School, Hilo, T. H.
 Belknap, Mrs. Stella, Washington Intermediate School, Honolulu, T. H.
 Bennett, H. K., Regional Supervisor, Department of Public Instruction, State House, Des Moines, Iowa
 Bennett, Margaret E., Director of Guidance, Pasadena City Schools, 320 E. Walnut St., Pasadena, Calif.
 Beschel, Margaret, President, Hamden Teachers League, Hamden, Conn.
 Bible, B. A., Guidance Department, Knoxville High School, Knoxville, Tenn.
 Bigham, Ruth, 1040 Detroit St., Denver, Colo.
 Bishop, Fred G., Superintendent of Schools, Two Rivers, Wis.
 Black, Mrs. E. H., 306 W. Tenth St., Bristow, Okla.
 Bockwith, Mrs. Mary M., President, Elizabeth Teachers Association, School Eleven, Elizabeth, N. J.
 Boehringer, C. Louise, Director of Elementary Education, Department of Public Instruction, State House, Phoenix, Ariz.
 Bowen, Edith, Supervisor, Elementary Training, Utah State Agricultural College, Logan, Utah
 Brockmann, L. O., President, North Central District, Montana Education Association, Lewistown, Mont.
 Broholm, Stella, Rice School, Elkhart, Ind.
 Bullard, Irma, 3539 Blaisdell Ave., Minneapolis, Minn.
 Burger, Florence, 817 W. Tenth St., Erie, Pa.
 Byrne, Mrs. Helen C., 726 S. York St., Denver, Colo.
 Caldwell, William, Director of Guidance, West Technical High School, W. Ninety-third and Willard Ave., Cleveland, Ohio
 Canaipi, Mario P., Head, Guidance Department, Classical High School, Providence, R. I.
 Carson, Irene, 701 S. Beech St., Casper, Wyo.
 Carson, Mrs. W. L., Beaufort, S. C.
 Chapman, Paul W., Dean, College of Agriculture, University of Georgia, Athens, Ga.
 Christy, Erma B., Supervisor of Guidance, Division of Educational Research, 101 Central High School Building, Muncie, Ind.
 Clark, K. J., Principal, Murphy High School, Mobile, Ala.
 Clay, Mrs. Wana, State Director of Special Education, Department of Education, Cheyenne, Wyo.
 Clement, J. A., Professor of Education, University of Illinois, Urbana, Ill.
 Cochran, Clyde B., Executive Secretary, West Virginia State Classroom Teachers Association, 1816 Washington St., Charleston, W. Va.
 Collins, Henrietta, Eleanor Cope Emlen School of Practice, Chew and Upsal Sts., Philadelphia, Pa.
 Cooley, Emma Pritchard, Director of Vocational Guidance, Orleans Parish School Board, 703 Carondelet St., New Orleans, La.
 Cooper, Bert, Director, Extension Division, State Teachers College, Maryville, Mo.
 Crane, L. D., Supervisor of Vocational Education, Cheyenne Public Schools, Cheyenne, Wyo.
 Cross, A. J. Foy, Director of Instruction, Omaha Public Schools, 602 City Hall, Omaha, Nebr.
 Darling, Millard S., 14 Colebrook St., Hartford, Conn.
 Darrow, Harriett L., Grasmere School, Meadowbrook Rd., Fairfield, Conn.
 del Toro, José E., Supervisor of High Schools, Department of Education, San Juan, P. R.
 Dilks, Edith A., 14 Broad St., Clayton, N. J.
 Dixon, Mary L., 572 Broadway, Benton Harbor, Mich.
 Dobson, Gladys, Supervisor, Visiting Teacher Department and Child Guidance Clinic, Public Schools, 631 Northeast Clackamas St., Portland, Ore.
 Doty, Miss Frankie, 1236 Georgia Ave., Kansas City, Kans.
 Dudley, L. Leland, Superintendent of Schools, Amherst, Mass.
 Dunsmore, Clarence C., Director of Guidance, Department of Education, 131 Huguenot St., New Rochelle, N. Y.

- Eastburn, L. A., Director of Research and Guidance, Phoenix Union High Schools and Junior College, Phoenix, Ariz.
- Eikenberry, D. H., College of Education, Ohio State University, Columbus, Ohio
- Elam, Burton N., John Marshall High School, Richmond, Va.
- Elmott, Mrs. Charlotte D., Director of Guidance, City Schools, 1235 Chapala St., Santa Barbara, Calif.
- Ensign, Lela May, Girls Counsellor, Junior High School, Boise, Idaho
- Everett, Edna E., Box 165, Driver, Va.
- Ewing, Lyle Wilson, Bible Hill, Claremont, N. H.
- Farnum, Idella K., Keene Normal School, Keene, N. H.
- Feldman, Cecelia S., 2115 N. Fifty-ninth St., Philadelphia, Pa.
- Felten, Mrs. Elizabeth, Washington Park High School, Racine, Wis.
- Flathers, Ila V., Lincoln Bldg., Mankato, Minn.
- Fowler, Fred M., Occupational Counselor, Public Schools, 354 W. First, N., Salt Lake City, Utah
- Frazier, Jesse M., Principal, Greensboro Township Schools, Kennard, Ind.
- Freeh, J. L., Superintendent of Schools, Sardinia, Ohio
- Friend, Marie, Educational Counselor, Paseo High School, Kansas City, Mo.
- Fuller, Violet, District No. 20 Psychiatrist, Congress Hotel, Pueblo, Colo.
- Gamble, Mrs. Leo May, Director, Elementary Principals Club, 3838 S. Hobart Ave., Los Angeles, Calif.
- Gentry, Curtis, Director, Department of Secondary Education, 204 E. Fourth Ave., Knoxville, Tenn.
- Gross, Mrs. Vivian, Robert E. Lee Junior High School, 3100 N. W. Fifth Ave., Miami, Fla.
- Hanna, Paul R., Professor of Education, Stanford University, Stanford University, Calif.
- Hayes, Fanny B., Senior Girls Dean, Technical High School, Omaha, Nebr.
- Heaton, Kenneth L., Cooperative Bureau for Educational Research, 507 Mutual Bldg., Lansing, Mich.
- Heineman, Alma, 3511 Stacey Ave., Cincinnati, Ohio
- Henderson, Leon, President, Department of Classroom Teachers, Florida Education Association, 5408 Cherokee Ave., Tampa, Fla.
- Hier, Ruth, James Ford Rhodes High School, 5100 Biddulph Ave., Cleveland, Ohio
- Hilliard, D. M., Director of Instruction, Board of Education, 317 Poplar Ave., Memphis, Tenn.
- Hillyer, Mrs. Carl, 825 N. Seventh St., Grand Junction, Colo.
- Hintgen, Josephine, Director of Guidance, Public Schools, La Crosse, Wis.
- Hitner, John W., 4677 Adams Ave., Philadelphia, Pa.
- Honeycutt, A. W., Superintendent of Schools, Chapel Hill, N. C.
- Hubbard, Charlotte A., Augusta Lewis Troup Junior High School, Edgewood Ave., New Haven, Conn.
- Hunt, R. L., Superintendent of Schools, Madison, S. Dak.
- Hurst, M. E., 3118 E. Fourth St., Tulsa, Okla.
- Hutcherson, George E., Chief, Bureau of Guidance, State Education Department, Albany, N. Y.
- Hutson, P. W., Associate Professor of Education, University of Pittsburgh, Pittsburgh, Pa.
- Imhoff, Mrs. Donna Mae, Home Economics Department, High School, Rocky Ford, Colo.
- Irle, R. L., Superintendent of Schools, Glasgow, Mont.
- James, Virginia White, Principal, Wilson Dam School, Sheffield, Ala.
- Johnson, A. W., Principal, Junior High School, Minot, N. Dak.
- Johnson, H. D., Principal, Cleveland Junior-Senior High School, Fifteenth Ave., S., and Lucile Sts., Seattle, Wash.
- Jones, Arthur J., Professor of Secondary Education, University of Pennsylvania, Philadelphia, Pa.
- Kelley, Otela, 210 W. Ridgewood, San Antonio, Texas
- Kelly, George A., Director, Psychological Clinic, Fort Hays Kansas State College, Hays, Kans.
- Keys, Alma, State Supervisor, Home Economics Education, State Department of Education, Little Rock, Ark.
- Kiely, Margaret, Dean, Queens College, 65-30 Kissena Blvd., Flushing, N. Y.
- Kilpack, John G., Board of Education, 631 N. E. Clackamas St., Portland, Ore.
- Kroetch, Gertrude M., E. 1013 Mission Ave., Spokane, Wash.
- Lash, Ellen L., 31 Court St., Portsmouth, Va.
- Layton, Warren K., Director, Division of Guidance and Placement, Board of Education, Detroit, Mich.
- Lee, Charles A., Professor of Education, Washington University, St. Louis, Mo.
- Leeds, Albert M., Supervising Principal, Township Public Schools, Franklinville, N. J.
- Leidy, E. E., Superintendent of Schools, North Baltimore, Ohio
- Liller, Chester, Kingwood, W. Va.
- Littell, Mrs. Flo-Ena, Harvey School, Vancouver, Wash.
- Loree, D. H., Principal, High School, Hollidaysburg, Pa.
- Ludlum, Blanche, 527 E. First St., Long Beach, Calif.
- Lyseth, Harrison C., Director of Secondary Education, Department of Education, Augusta, Maine
- McAdam, Nina E., Dean of Girls, Senior High School, 2450 S. W. First St., Miami, Fla.
- McCracken, George E., Principal, Churchill County High School, Fallon, Nev.
- MacDonald, M. Violet, 273 Washington St., Gloucester, Mass.
- McEwen, Elizabeth, Alamo Apartments, Bellingham, Wash.
- McGaw, Elizabeth, Grant High School, N. E. Thirty-sixth Ave. and Thompson St., Portland, Ore.
- McKechnie, Anne E., Dean of Girls, Deering High School, Portland, Maine
- McKenney, Marjorie E., Henley School, South Portland, Maine
- Maehling, Hilda, McLean Junior High School, Terre Haute, Ind.
- Manuel, H. T., Department of Educational Psychology, University of Texas, Austin, Texas
- Marshall, R. E., Principal, High School, Clovis, N. Mex.
- Mayo, Frank W., Principal, Rutland High School, Rutland, Vt.

- Melcher, George, Superintendent, School District of Kansas City, Library Bldg., Ninth and Locust Sts., Kansas City, Mo.
- Meyer, Charlotte, 680 S. Broadway, Decatur, Ill.
- Milnes, Frances A., C. K. McClatchy Senior High School, Freeport Blvd. and Bidwell Way, Sacramento, Calif.
- Mitchell, Byron L., President, Portland Teachers Association, Deering High School, Portland, Maine
- Moody, Dwight L., Director, Summer Tutoring School, New Hampton, N. H.
- Moody, Earle W., Assistant Principal, Orange High School, Orange, Mass.
- Morgan, DeWitt S., Superintendent of Schools, Indianapolis, Ind.
- Morris, Glyn L., Director, Pine Mountain Settlement School, Pine Mountain, Ky.
- Morrison, Maria P., Assistant Superintendent of Schools, Nashua, N. H.
- Morrison, Sam H., 51 N. Burgess Ave., Columbus, Ohio
- Moss, Mildred B., 236 Woodbridge Ave., Metuchen, N. J.
- Mottley, Bessie M., Educational and Vocational Adviser, Thomas Jefferson High School, Richmond, Va.
- Mowry, Florence P., Principal, Junior High School, Woonsocket, R. I.
- Murray, Ruth A., 30 Kidder St., Portland, Maine
- Neal, Elma A., First Assistant Superintendent of Schools, San Antonio, Texas
- Neville, Charles E., 14 W. Lodges Lane, Bala-Cynwyd, Pa.
- Newman, Sallie B., Director of Instruction, Elementary Schools, Jackson, Miss.
- Niedermeyer, Carrie, Supervisor, Elementary Education, Primary Department, Public Schools, Omaha, Nebr.
- Norris, Helen, Public Schools, Pekin, Ill.
- Nylen, Donald, Supervisor of Guidance in Secondary Schools, Administration Bldg., Seattle, Wash.
- Obenchain, I. R., Director of Curriculum, Public Schools, Birmingham, Ala.
- O'Gara, Edward J., 247 Main St., Lisbon, N. H.
- O'Gara, Mrs. Queen, Roosevelt School, 11526 Linwood St., Detroit, Mich.
- Olson, Willard C., School of Education, University of Michigan, Ann Arbor, Mich.
- Orcutt, W. E., Principal, Central Junior High School, Marion, Ohio
- Orr, Lulu Rose, Superintendent, Webster County Schools, Fort Dodge, Iowa
- O'Toole, Anna, Clairton High School, Clairton, Pa.
- Paddock, Howland H., 720 Fifty-ninth Place, Kenosha, Wis.
- Page, A. R., 1831 Van Hise Ave., Madison, Wis.
- Palmerton, L. R., Student Counselor, South Dakota State School of Mines, Rapid City, S. Dak.
- Percy, Mrs. Mildred S., 3900 Connecticut Ave., Washington, D. C.
- Perkins, Ella H., Primary Supervisor, Education District No. 1, Overton, Nev.
- Peters, Mrs. L. W., Principal, Nicholson School, Baton Rouge, La.
- Petry, D. A., Principal of Schools, Felton, Del.
- Phelps, Edson E., High School, Springfield, Vt.
- Pierce, Gladys, 1236 Georgia Ave., Kansas City, Kans.
- Pittard, Thelma, Elementary School Teacher, Milton, W. Va.
- Probst, Ella M., 4836 S. Lyndale Ave., Minneapolis, Minn.
- Quig, Emily H., Principal, Washington School, Summit, N. J.
- Race, Stuart R., Supervising Principal, Public Schools, Glen Rock, N. J.
- Raines, Ona C., President, Department of Classroom Teachers, 1631 E. Fourth St., Tulsa, Okla.
- Randall, Elmer, Principal, Virgin Valley High School, Bunkerville, Nev.
- Rankin, Mrs. Vivian S., 2551 N. Delaware St., Indianapolis, Ind.
- Rayne, Eleanor W., North Texas State Teachers College, Denton, Texas
- Reed, Catherine E., Dean of Women, State Teachers College, Buffalo, N. Y.
- Reed, Jennie M., Director of Educational Research, Central School, Tacoma, Wash.
- Reeder, Julia E., Dean of Women, High School, Huntington, Long Island, N. Y.
- Riddick, Ruth, President, Norfolk Education Association, Maury High School, Norfolk, Va.
- Roberson, Avis K., Treasurer, Texas Classroom Teachers Association, 2224 Weatherbee St., Fort Worth, Texas
- Robinson, Bruce B., Director, Department of Child Guidance, 31 Green St., Newark, N. J.
- Rodriguez-Bou, Ismael, Polytechnic Institute of Puerto Rico, San German, P. R.
- Root, Frank S., Superintendent of Schools, Fayetteville, Ark.
- Sanderson, Ruth L., Dean of Girls, William Nottingham High School, Syracuse, N. Y.
- Sanford, C. W., Principal, University High School, University of Illinois, Urbana, Ill.
- Schrader, Katharine, 1275 Franklin St., Denver, Colo.
- Shannon, Mary Neal, Elementary Supervisor, Fulton County Board of Education, Atlanta, Ga.
- Shewmaker, Roberta, Principal, Park View School, Warder and Newton Sts., N. W., Washington, D. C.
- Simmons, Hazel L., High School, Charleston-Kanawha, W. Va.
- Smith, Mrs. Alathena J., Shorewood Public Schools, Milwaukee, Wis.
- Smith, Leo, Assistant Principal, High School, Great Falls, Mont.
- Sohl, Charles E., Principal, Glenside-Weldon Junior High School, Glenside, Pa.
- Sorensen, R. R., Superintendent of Schools, Tracy, Minn.
- Southall, Maycie, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tenn.
- Starr, Anna S., Psychological Clinic, Rutgers University, New Brunswick, N. J.
- Stevens, Roland E., Principal, Lincoln Junior High School, Portland, Maine
- Stout, A. J., Superintendent of Schools, Administration Bldg., 415 W. Eighth Ave., Topeka, Kans.
- Symonds, Percival M., Professor of Education, Teachers College, Columbia University, New York, N. Y.

- Taylor, Ida Belle, 622 N. Clinton Ave., Dallas, Texas
- Thomas, Josephine, Principal, John McDonogh High School, New Orleans, La.
- Thomas, Melba, Public Schools, Jerome, Ariz.
- Thomas, Ruth H., High School, Passaic, N. J.
- Trabue, M. R., Dean, School of Education, Pennsylvania State College, State College, Pa.
- Turner, J. E., President, State Normal School, Lewiston, Idaho
- Tyler, Harry E., Dean of Counseling and Student Personnel, Sacramento Junior College, Sacramento, Calif.
- Vachon, Edmond J., Principal, Cabot High School, Cabot, Vt.
- Wagner, M. Channing, Assistant Superintendent of Schools, Wilmington, Del.
- Wahlquist, John T., Director, William M. Stewart School, University of Utah, Salt Lake City, Utah
- Walker, Mrs. Stephen, Franklin Administration Bldg., Thirteenth and K Sts., N. W., Washington, D. C.
- Wallin, J. E. W., Director, Division of Special Education, State Department of Public Instruction, Wilmington, Del.
- Wannamaker, George W., Superintendent of Schools, Brunswick, Ga.
- Warden, Kenneth W., Director, Research and Attendance, Board of Education, Memphis, Tenn.
- Washburne, Carlton, Superintendent of Schools, Winnetka, Ill.
- Weber, George F., Executive Assistant, Elementary Education, Board of Education, Akron, Ohio
- Westby, George, Superintendent of Schools, Greenfield, Iowa
- Wheatley, Benjamin W., Superintendent, White Pine County High Schools, Ely, Nev.
- White, Mrs. W. J., 206 N. James St., Goldsboro, N. C.
- Whitlock, Sarah O., Principal, Lincoln School, New Brunswick, N. J.
- Wickstrom, Milma, Division of Guidance and Placement, Board of Education, Detroit, Mich.
- Williams, Harold J., Superintendent of Schools, Spencer, Iowa
- Willis, N. Elliot, Principal, Junior High School, Winthrop, Mass.
- Wilmoth, Stark A., Principal, Junior High School, Elkins, W. Va.
- Wilson, Miss Edgar Ellen, State Director, Elementary Education, Department of Education, Austin, Texas
- Wilson, Elizabeth K., Director, High School Counseling, Ninth and Locust Sts., Kansas City, Mo.
- Wilson, Elsie E., 110 Apple Ave., Hampton, Va.
- Wood, Julian C., State Director, Department of Business Education, High School, Tooele, Utah
- Wooden, Harley Z., Assistant State Superintendent of Schools, Department of Public Instruction, Lansing, Mich.
- Woods, Elizabeth L., Supervisor of Educational Research and Guidance, Board of Education, Los Angeles, Calif.
- Worcester, D. A., Professor of Educational Psychology, University of Nebraska, Lincoln, Nebr.
- Worlton, James T., Assistant Superintendent of Schools, Salt Lake City, Utah
- Wright, Barbara, Supervisor of Counselors, Board of Education, Minneapolis, Minn.
- Wright, Juliette Dodd, 2438 Dudley Ave., Parkersburg, W. Va.
- Wyllie, David, Jr., High School, Hamden, Conn.
- Young, Dorothy O., Bethesda-Chevy Chase High School, Bethesda, Md.

COMMITTEE ON INTERNATIONAL RELATIONS

(Authorized by Representative Assembly)

- Woodward, Annie C., Chairman, 78 Highland Ave., Somerville, Mass.
- Monroe, Paul, Honorary Chairman, Garrison-on-Hudson, N. Y.
- King, W. P., Vice-Chairman, Secretary, Kentucky Education Association, 1422-23 Heyburn Bldg., Louisville, Ky.
- Koerner, Grace, Secretary, Hotel East Orange, East Orange, N. J.
- Simmons, Mrs. Louise B., 1216 S. Knoxville St., Tulsa, Okla.
- Advisory Members**
- Aiken, Georgia W., Hotel Alms, Cincinnati, Ohio
- Alger, John L., President, Rhode Island College of Education, Providence, R. I.
- Allen, Constance, Elementary Department, Public Schools, San Antonio, Texas
- Asbury, Emery, Principal, Gault Junior High School, Tacoma, Wash.
- Baker, Augusta, Lake Junior High School, Denver, Colo.
- Barlow, Amy, Box 394, Ketchikan, Alaska
- Beachley, Catherine, Dean of Girls, Hagerstown High School, Hagerstown, Md.
- Beard, Mrs. Laura L., Principal, Franklin Academy, Columbus, Miss.
- Berman, Samuel, Principal, James R. Ludlow School, Sixth and Master Sts., Philadelphia, Pa.
- Bigelow, Frances M., 187 Spring St., Portland, Maine
- Black, E. H., Superintendent of Schools, Bristow, Okla.
- Blackwelder, D. L., Superintendent of Schools, McComb, Miss.
- Blair, Francis G., 440 E. Conedy St., Springfield, Ill.
- Blaisdell, Helen E., South High School, Minneapolis, Minn.
- Blaisdell, Joseph E., Principal, Rockland High School, Rockland, Maine
- Blake, Katherine D., 353 W. Fifty-seventh St., New York, N. Y.
- Blodgett, Mary M., 1400 Lake Shore Drive, Chicago, Ill.
- Boyd, Margaret, President, Steubenville Education Association, Steubenville, Ohio
- Bradford, Mrs. Mary D., 6028 Third Ave., Kenosha, Wis.
- Brantley, Mrs. Mary P., Hugh Morson High School, Raleigh, N. C.
- Brier, Adelia M., 3490 E. Fall Creek Blvd., Indianapolis, Ind.

- Brookfield, Elsa, South Side High School, Elmira, N. Y.
- Brown, Mrs. J. C. B., Senior High School, Miami Beach, Fla.
- Bunting, R. L., Superintendent, London Independent School District, New London, Texas
- Burke, J. L., Jr., Superintendent of Schools, Jal, N. Mex.
- Burns, R. A., Professor of Education, Dartmouth College, Hanover, N. H.
- Bush, Maybell G., Elementary School Supervisor, Department of Public Instruction, Madison, Wis.
- Cadman, Bernice M., 231 S. Main St., Janesville, Wis.
- Campbell, Mary A., Supervisor of Elementary Schools, Walnut Hill School, New Britain, Conn.
- Carleton, E. A., Salem High School, Salem, Ore.
- Casey, Martha S., 5929 Waterman Blvd., St. Louis, Mo.
- Casey, William V., Superintendent of Schools, Boulder, Colo.
- Chambers, W. Max, Superintendent of Schools, Okmulgee, Okla.
- Champlin, Carroll D., Professor of Education, Pennsylvania State College, State College, Pa.
- Church, E. E., President, Potomac State School, Keyser, W. Va.
- Clark, Mrs. Frances E., Director Emerita, Educational Activities, RCA-Victor Company, Inc., Camden, N. J.
- Claxton, P. P., President, Austin Peay Normal School, Clarksville, Tenn.
- Clemons, Clarice M., Snead Junior College, Boaz, Ala.
- Cool, Dwight W., 432 S. Second St., Sterling, Colo.
- Cooper, H. V., Superintendent of Schools, Vicksburg, Miss.
- Crawford, Mary Major, Nebraska State Teachers College, Kearney, Nebr.
- Davis, Deborah, 1621 Hayes St., Boise, Idaho
- deFrancesco, Italo L., Art Instructor, State Teachers College, Kutztown, Pa.
- Devilbiss, Hilda, 310 Court St., Portsmouth, Va.
- Dilks, Elizabeth R., 14 Broad St., Clayton, N. J.
- Dolph, A. H., Principal, Fremont County Vocational High School, Lander, Wyo.
- Donovan, H. L., President, Eastern Kentucky State Teachers College, Richmond, Ky.
- Dowling, Evaline, Girls Vice-Principal, Theodore Roosevelt High School, 450 S. Fickett St., Los Angeles, Calif.
- Duke, Florence E., 2224 W. Grace St., Richmond, Va.
- Earley, Albert, Supervisor of Schools, Department of Public Instruction, Sussex County Court House Annex, Georgetown, Del.
- Eisner, Miriam D., Vice-Principal, Alamo School, San Francisco, Calif.
- Ellis, Mabel R., Principal, George Peabody School, San Francisco, Calif.
- Ellis, Roy, President, Southwest Missouri State Teachers College, Springfield, Mo.
- Evans, May, 175 W. Ninety-third St., New York, N. Y.
- Fahey, Sara H., 185 Berkeley Place, Brooklyn, N. Y.
- Fair, Jessie Frances, 296 Walhalla Road, Columbus, Ohio
- Feik, L. W., Superintendent of Schools, Sioux City, Iowa
- Finley, John H., New York Times, New York, N. Y.
- Finly, Emma C., Lorain High School, Lorain, Ohio
- Ford, Thomas H., Superintendent of Schools, Reading, Pa.
- Forehand, Ruth, Murphy High School, Mobile, Ala.
- Frazier, Maude, Superintendent of Schools, Las Vegas, Nev.
- Gadbery, Clara Frances, 1215 E. Second St., Casper, Wyo.
- Gallogly, Georgiana, 1109 N. Cass St., Apt. 308, Milwaukee, Wis.
- Gardberg, Naomi, 1803 General Pershing St., New Orleans, La.
- Gardner, Ethel M., Principal, Andrew Jackson School, 420 N. Jackson St., Milwaukee, Wis.
- Gibbons, R. O., Principal, Franklin School, Quincy, Ill.
- Glenn, C. B., Superintendent of Schools, Birmingham, Ala.
- Gosling, Thomas W., Assistant Superintendent of Schools, Franklin Administration Bldg., Washington, D. C.
- Gray, Clifton D., President, Bates College, Lewiston, Maine
- Guhin, M. M., President, Hub City School Supply Co., Inc., Aberdeen, S. Dak.
- Gyger, John T., Superintendent of Schools, R.F.D. #5, Portland, Maine
- Hagerman, Mrs. Bernice, 1421 Logan St., S. E., Grand Rapids, Mich.
- Haggard, C. Patience, Dean of Women, State Normal School, Potsdam, N. Y.
- Haight, R. C., State School Supervisor, Helena, Mont.
- Hall, R. G., Professor of History, Albion College, Albion, Mich.
- Hammer, Nina G., 903 Broadway, Pekin, Ill.
- Hanna, Lavone, Central High School, Tulsa, Okla.
- Hardy, Rosa, Principal, Blytheville High School, Blytheville, Ark.
- Haver, Jennie M., County Helping Teacher, Hunterdon County Schools, Clinton, N. J.
- Hawkins, Frederick E., Vice-Principal, Hope High School, 324 Hope St., Providence, R. I.
- Hayes, Maude, Principal, Centennial School, Little Rock, Ark.
- Holmes, W. H., Superintendent of Schools, 257 S. Fourth Ave., Mt. Vernon, N. Y.
- Holt, Lucy Mason, Principal, Ocean View School, Norfolk, Va.
- Hood, Cornelia, 1409 Pennsylvania Ave., Ft. Worth, Texas
- Hood, Edna E., Supervisor, Household and Fine Arts, Public Schools, Administration Bldg., Kenosha, Wis.
- Hood, Elizabeth, Supervisor, Department of Household Arts, Racine Public Schools, Racine, Wis.
- Houston, Miss Gabriel, Principal, Oakhurst School, Clarksdale, Miss.
- Howard, Daniel, Superintendent Emeritus, Windsor Public Schools, Windsor, Conn.
- Jacobsen, Christine A., 1320 W. Forty-first Place, Los Angeles, Calif.
- Johnson, M. Irene, Director of Student Teaching, Manchester College, North Manchester, Ind.
- Kelly, D. J., Superintendent of Schools, Binghamton, N. Y.
- Kennedy, Mary C., 535 Kossuth St., Lafayette, Ind.
- Kroner, Mrs. Frances W., Davis High School, Mt. Vernon, N. Y.

- Laatsch, Melvin H., Assistant Professor of Political Science, University of Vermont, Burlington, Vt.
- Lefferts, Walter, Fitzsimons Junior High School, Twenty-sixth and Cumberland Sts., Philadelphia, Pa.
- Lester, L. M., Associate Director, Division of Negro Education, Department of Education, Atlanta, Ga.
- McAlister, H. L., President, Arkansas State Teachers College, Normal Station, Conway, Ark.
- McAlpine, Mrs. Grace, Superintendent of Washington County Schools, Stillwater, Minn.
- McCardle, May R., Fresno High School, Fresno, Calif.
- McCarthy, Helen, 3621 Virginia Ave., Kansas City, Mo.
- McCausland, Ina M., 454 N. Firestone Blvd., Akron, Ohio
- Macdonald, Flora Jane, President, Ashland Teachers Association, Ashland High School, Ashland, Wis.
- McKean, Herbert A., Principal, Edison School, Tacoma, Wash.
- Magginis, W. D., Rock Hill, S. C.
- Mann, Mrs. Margaret, County Superintendent of Schools, Primghar, Iowa
- Marsh, Daniel L., President, Boston University, Boston, Mass.
- Melkonian, Bertha, President, San Francisco Classroom Teachers Association, 465 Post St., San Francisco, Calif.
- Moore, John Watson, Superintendent of Schools, Winston-Salem, N. C.
- Neubert, Jessie Lou, 1404 Laurel Ave., Knoxville, Tenn.
- Nielson, Minnie J., 901 Fifth Ave., Valley City, N. Dak.
- Nitzkowski, Ellen, Phoenix Union High Schools and Junior College, Phoenix, Ariz.
- Norman, J. W., Dean, College of Education, University of Florida, Gainesville, Fla.
- Nuttall, L. John, Jr., Superintendent of Schools, Salt Lake City, Utah
- O'Connor, Mary Elizabeth, Supervisor of Elementary Schools, Arlington, Mass.
- Page, Laurence A., Head, Department of Social Studies, F. J. Reitz High School, Forest Hills, Evansville, Ind.
- Parkinson, Ethel M., Head, English Department, Decatur High School, Decatur, Ill.
- Patt, Hermann G., Principal, John Clarke School, Newport, R. I.
- Patterson, Mrs. S. C., Superintendent, Clinch County Schools, Homerville, Ga.
- Peterson, Anna J., Supervisor of Elementary Education, 10 Suydam St., New Brunswick, N. J.
- Pierce, Cedric E., Principal, Barton Academy and Graded School, Barton, Vt.
- Porter, George N., Principal, Garfield High School, Seattle, Wash.
- Prendergast, James J., President, Classroom Teachers League, 2814 Broadway, Bellingham, Wash.
- Ralls, Mary Calvert, 6529 Jefferson St., Kansas City, Mo.
- Ray, Charlotte, Simmons School, Minneapolis, Minn.
- Ready, I. E., Principal, Rocky Mount High School, Rocky Mount, N. C.
- Reeder, Mrs. Fannie Scoville, 2017 Giddings St., Chicago, Ill.
- Rhodes, Maude A., Principal, Whiteford School, Atlanta, Ga.
- Richter, Leilet, George W. Brackenridge High School, San Antonio, Texas
- Riddle, Anna E., 2 Summit Place, St. Joseph, Mo.
- Rideout, Walter J., Superintendent of Schools, Livermore Falls, Maine
- Roach, Mary Margaret, Principal, Roach School, 125 N. Edward St., Decatur, Ill.
- Robinson, W. T., Superintendent of Schools, Chattanooga, Tenn.
- Rodgers, Myrtle, Principal, Georgia Tucker Grammar School, Monroe, La.
- Rowland, Albert Lindsay, President, State Teachers College, Shippensburg, Pa.
- Scarborough, Ruth, Shepherd State Teachers College, Shepherdstown, W. Va.
- Schneider, Marcella, 3035 W. Wisconsin Ave., Milwaukee, Wis.
- Schroeder, Mrs. Florah, County Superintendent of Schools, Condon, Ore.
- Shepherd, Grace M., Professor of Education, State Teachers College, Maryville, Mo.
- Siders, Walter R., Sixth Floor, City Hall, Omaha, Nebr.
- Sires, Ronald V., Burris School, Muncie, Ind.
- Smith, Jessica, Head, Department of Social Studies, Wichita High School North, Wichita, Kans.
- Smith, Mrs. Margaret H., Principal, Sixty-first Street School, Los Angeles, Calif.
- Smith, Mrs. Margaret Mendenhall, Principal, Ebert School, Twenty-third and Glenarm Place, Denver, Colo.
- Stanton, B. F., Superintendent of Schools, Alliance, Ohio
- Starn, Bertha, 1023 Lincoln St., Beatrice, Nebr.
- Stoker, Spencer, Department of Philosophy and Education, Texas State College for Women, Denton, Texas
- Stover, Ella A., 309 Dinwiddie St., Portsmouth, Va.
- Stratton, Mason A., Principal, Brighton Avenue School, Atlantic City, N. J.
- Swenson, E. Hildegard, 103 Forest Ave., Dayton, Ohio
- Swift, Fletcher Harper, Professor of Education, University of California, Berkeley, Calif.
- Sykes, Mrs. Dorothy Edison, Superintendent, Gila County Schools, Globe, Ariz.
- Thompson, Anna M., Northeast High School, Kansas City, Mo.
- Thompson, Laurence O., Superintendent of Schools, Keene, N. H.
- Tighe, B. C. B., Principal, Senior High School, Fargo, N. Dak.
- Trent, Adelaide R., Teacher in Charge, DuPont Circle School for Children, Washington, D. C.
- Turk, Genevieve, Principal, Scarritt School, Kansas City, Mo.
- Vaughan, J. P., Superintendent, Independent School District No. 40, Chisholm, Minn.
- von KleinSmid, Rufus B., President, University of Southern California, Los Angeles, Calif.
- Walker, Anna W., 5732 Spruce St., Philadelphia, Pa.
- Wellemeier, J. Fletcher, Dean, Junior College, Ninth and State Ave., Kansas City, Kans.
- Wexler, Isadore, Principal, Kimberly Avenue School, New Haven, Conn.

White, Emilie Margaret, Central High School, Thirteenth and Clifton Sts., N. W., Washington, D. C.
 Whitehouse, W. W., Dean, Albion College, Albion, Mich.
 Whitener, Ann E., 2331 Cathedral Ave., Washington, D. C.
 Wilferth, J. W., Superintendent of Schools, Springer, N. Mex.
 Williams, Harold J., Superintendent of Schools, Spencer, Iowa
 Willis, Charles F., Assistant Superintendent of Schools, Department of Education, Baltimore, Md.

Wilson, Mrs. Alice, Director, Student Forum on International Relations, George Washington High School, San Francisco, Calif.
 Wilson, Elmer E., Superintendent, Independent School District No. 12, Mullan, Idaho
 Wirt, Lula E., State Teachers College, Kearney, Nebr.
 Wynn, W. T., Department of English, Georgia State College for Women, Milledgeville, Ga.
 Yoshida, Shigeo, Vicepresident, Hawaii Education Association, 1049 Likeliike St., Honolulu, T. H.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION

(Special Committee)

Parks, Martha Manier, Chairman; State Department of Education, Nashville, Tenn.
 *Baldridge, Chloe C., Director, Rural and Elementary Education, State Department of Education, Lincoln, Nebr.
 Batchelder, Mildred, 520 North Michigan Ave., Chicago, Ill.
 *Bristow, William H., Mansfield Teachers College, Mansfield, Pa.
 Greer, Margaret R., Central Library, Board of Education, 315 City Hall, Minneapolis, Minn.

*Gustafson, Myrtle, Claremont Junior High School, Oakland, Calif.
 *Lathrop, Edith A., Associate Specialist in School Libraries, U. S. Office of Education, Washington, D. C.
 McPherson, Oscar H., John Dixon Library, Lawrenceville School, Lawrenceville, N. J.
 Potter, Hope L., Senior High School Library, South Pasadena, Calif.
 *Ratcliffe, Betty, Broadway Apartments #33, Muskogee, Okla.
 Roos, Jean Carolyn, Cleveland Public Library, Cleveland, Ohio

*N.E.A. appointee

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

(Authorized by Representative Assembly)

Pettengill, Mrs. J. K., Chairman; President, National Congress of Parents and Teachers, Eddystone Hotel, Detroit, Mich.
 Bingham, Mrs. J. W., 2005 Cowper St., Palo Alto, Calif.
 Irons, Ralph, Superintendent of Schools, Evansville, Ind.
 Samuelson, Agnes, Executive Secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines, Iowa
 Turner, Mrs. C. H., 705 South Broadway, Redondo Beach, Calif.

Advisory Members

Allison, Mrs. Elsie N., 1136 S. Quincy, Tulsa, Okla.
 Anderson, C. R., Principal, Elementary School, 1004 Madison, Helena, Mont.
 Bailey, T. D., Supervising Principal of Schools, DeFuniak Springs, Fla.
 Bench, Dean W., Supervisor of Schools, Huntington, Utah
 Beschel, Margaret, President, Hamden Teachers League, 327 Edgewood Ave., New Haven, Conn.
 Best, E. L., Superintendent, Mechlenburg County Schools, Charlotte, N. C.
 Bosshard, Lucy, Principal, Roosevelt School, Green Bay, Wis.
 Bostrom, Roy O., Superintendent of Schools, Harvey, N. Dak.
 Bosworth, Clarence W., Superintendent of Schools, Park and Pontiac Aves., Cranston, R. I.
 Bready, Mrs. Helen P., Principal, Leland Junior High School, Chevy Chase, Md.

Bryson, George W., County Superintendent of Schools, Welch, W. Va.
 Buford, J. Lester, Superintendent of Schools, Mt. Vernon, Ill.
 Carey, Frances, 132 E. DeVargas St., Santa Fe, N. Mex.
 Clark, J. J., Superintendent, Roosevelt School District No. 66, Rt. #5, Phoenix, Ariz.
 Cody, Frank, Superintendent of Schools, Detroit, Mich.
 Crawford, Carl, Sheridan High School, Sheridan, Wyo.
 Dille, G. E., Superintendent of Schools, 7539 Manchester Ave., Maplewood, Mo.
 Eldred, Donald, Proctor, Vt.
 Erickson, Everett R., University of Alaska, Box C, College, Alaska
 Gill, D. W., Superintendent of Schools, Dumas, Ark.
 Harmon, H. O., Superintendent of Schools, Lexington, S. C.
 Herrington, Frank H., Vice-Principal, Carrick High School, Pittsburgh, Pa.
 Hopkins, P. H., Superintendent of Schools, Somerset, Ky.
 Jenner, Arthur E., Principal, John Simpkins School Bldg., Bass River, Mass.
 Jordan, L. W., County Superintendent of Schools, Scottsboro, Ala.
 LeMay, S. R., Superintendent of Schools, Athens, Texas
 Manley, Laura C., 711 W. Clinton St., Elmira, N. Y.
 Minor, Lillian, Supervisor, Norfolk County Public Schools, 51-52-57 Nussbaum Bldg., Norfolk, Va.

Morton, Max D., Chairman, Board of Directors, Colorado Education Association, Pueblo, Colo.
 Mykland, A. A., Superintendent of Schools, Issaquah, Wash.
 Peavey, Carroll W., Headmaster, Rochester High School, Rochester, N. H.
 Peet, J. H., Superintendent of Schools, Cedar Falls, Iowa
 Pence, Edith E., Director of Curriculum, San Francisco Public Schools, San Francisco, Calif.
 Petit, L. H., Superintendent of Schools, Chanute, Kans.
 Porrata, Oscar E., University of Puerto Rico, Rio Piedras, P. R.
 Pyrtle, E. Ruth, Principal, Bancroft School, Lincoln, Nebr.
 Read, Helen P., Principal, Stirling School, New Brunswick, N. J.

Rogers, C. E., Superintendent of Schools, Johnson City, Tenn.
 Scott, Arthur J., Principal, Samuel J. Peters High School, New Orleans, La.
 Shelton, F. M., State Supervisor of High Schools, State Department of Education, Columbus, Ohio
 Simley, Irvin T., Superintendent of Schools, South St. Paul, Minn.
 Strout, A. Everett, Principal, Butler School, Portland, Maine
 Taylor, Bertha E., Principal, Henry School, Seventh and P Sts., N. W., Washington, D. C.
 Walker, Kirby P., Superintendent of Schools, Jackson, Miss.
 Whiteside, H. C., Principal of School, Delmar, Del.
 Williams, M. E., Superintendent of Schools, Winner, S. Dak.

LEGISLATIVE COMMISSION

(Authorized by Representative Assembly)

Hall, Sidney B., Chairman; State Superintendent of Public Instruction, Richmond, Va.
 Callahan, John, State Superintendent of Public Instruction, Madison, Wis.
 Graham, Ben, Superintendent of Schools, Pittsburgh, Pa.
 Grove, Frank L., Secretary, Alabama Education Association, 21 Adams Ave., Montgomery, Ala.
 Ivy, H. M., Superintendent of Schools, Meridian, Miss.
 Packard, Bertram E., State Commissioner of Education, Augusta, Maine
 Strayer, George D., Teachers College, Columbia University, New York, N. Y.

Advisory Members

Adams, Mrs. A. Virginia, Principal, George Cunningham School, Vineland, N. J.
 Ade, Lester K., State Superintendent of Public Instruction, Harrisburg, Pa.
 Alford, T. H., State Commissioner of Education, Little Rock, Ark.
 Almen, A. L., State Senator, Thirteenth District, Chairman, Committee on Education, Balaton, Minn.
 Ames, W. R., Montana State University, Missoula, Mont.
 Ammerman, K. V., President, Indiana State Teachers Association, Principal, Broad Ripple High School, Marion Road at Sixty-third St., Indianapolis, Ind.
 Anderson, Esther L., State Superintendent of Public Instruction, Cheyenne, Wyo.
 Anderson, H. D., Principal, Township High School, Secretary, Board of Education, Ottawa, Ill.
 Anderson, Homer W., Superintendent of Schools, 601 City Hall, Omaha, Nebr.
 Anderson, J. T., President, Nebraska State Teachers Association, President, State Teachers College, Wayne, Nebr.
 Anderson, Walter W., Principal, White Pine County Mining School, P. O. Box 88, Ely, Nev.
 Andrews, W. J., President, Georgia Education Association, Superintendent, Stevens County Schools, Toccoa, Ga.
 Annable, Charles W., 30 Hoppin Ave., Riverside, R. I.
 Applegate, Mrs. Stella S., 307 Stacy-Trent Hotel, Trenton, N. J.

Archer, C. P., President, Minnesota Education Association, University of Minnesota, Minneapolis, Minn.
 Atwood, S. F., State Superintendent of Public Instruction, Olympia, Wash.
 Avery, Andrew L., Superintendent, Decatur County Schools, Bainbridge, Ga.
 Babcock, Earl H., President, Michigan Education Association, Superintendent of Schools, Grand Haven, Mich.
 Bailey, Francis L., Commissioner of Education, Montpelier, Vt.
 Bailey, Fred C., 1947 Lafayette Ave., S. E., Grand Rapids, Mich.
 Bailey, Thomas D., President, Florida Education Association, Principal, High School, DeFuniak Springs, Fla.
 Baker, Mary A., President, Iowa State Teachers Association, Garfield School, Davenport, Iowa
 Baldwin, G. H., President, Rhode Island Institute of Instruction, Providence, R. I.
 Baldwin, R. D., Professor of Education, West Virginia University, Morgantown, W. Va.
 Ball, Ernest C., President, Tennessee Education Association, Superintendent of Schools, Memphis, Tenn.
 Ballou, Frank W., Superintendent of Schools, Washington, D. C.
 Banks, L. Frazer, Assistant Superintendent of Schools, Birmingham, Ala.
 Bass, W. A., Superintendent of Schools, Nashville, Tenn.
 Bassett, Raymond E., Secretary, Vermont Education Association, Goddard College, Plainfield, Vt.
 Beasley, N. C., Dean-Registrar, State Teachers College, Murfreesboro, Tenn.
 Bell, Gerald L., Principal, McCallie School, Knoxville, Tenn.
 Benezet, Louis P., Department of Education, Dartmouth College, Hanover, N. H.
 Benner, Thomas E., Dean, College of Education, University of Illinois, Urbana, Ill.
 Bennison, Olive W., Secretary-Treasurer, Department of Classroom Teachers, W. 1409 Fourth Ave., Spokane, Wash.
 Biester, Fred L., Principal, Glenbard Township High School, Glen Ellyn, Ill.
 Blackwell, J. D., President, State Teachers College, Salisbury, Md.

- Bliss, Walton B., Executive Secretary, Ohio Education Association, 21 E. State St., Columbus, Ohio
- Bloom, W. C., Superintendent, Dawson County Schools, Lexington, Nebr.
- Boggs, Rose E., 2009 South E. St., Richmond, Ind.
- Bopp, Earl F., President, Cleveland Teachers Federation, John Adams High School, Cleveland, Ohio
- Bowman, C. R., Superintendent of County Schools, Medford, Ore.
- Bowman, George A., President, Ohio Education Association, Superintendent of Schools, Lakewood, Ohio
- Brady, John F., Chief Deputy Superintendent of Schools, San Francisco, Calif.
- Brandenburg, W. A., President, Kansas State Teachers College, Pittsburg, Kans.
- Bray, Mildred, State Superintendent of Public Instruction, Carson City, Nev.
- Breckner, Elmer L., Director of Research, Washington State Planning Council, 400 Old Capitol Bldg., Olympia, Wash.
- Brisker, Mrs. Sarah F., 726 Shepherd St., N. W., Washington, D. C.
- Brister, R. H., Superintendent of Schools, Waco, Texas
- Brock, Frank M., Principal, Alki School, W. Stevens St. and Fifty-ninth Ave., S. W., Seattle, Wash.
- Brockman, M. E., Superintendent of Schools, Chester, S. C.
- Broderick, Lillian, President, Yonkers Teachers Association, 216 Park Ave., Yonkers, N. Y.
- Browe, Herman, Assistant Superintendent of Schools, Detroit, Mich.
- Brown, B. Frank, Superintendent of Schools, Gulfport, Miss.
- Brown, Daisy, 630 State Office Bldg., St. Paul, Minn.
- Brownfield, Harry J., Superintendent, Fayette County Public Schools, County Bldg., Uniontown, Pa.
- Bryan, J. E., Superintendent, Jefferson County Schools, Birmingham, Ala.
- Bugg, John J., Superintendent, Pinal County Schools, Florence, Ariz.
- Burkhard, Russell V., Principal, Frank A. Day Junior High School, Newtonville, Mass.
- Burkholder, E. Paul, Supervisor, State Department of Education, Georgetown, Del.
- Burt, W. T., Superintendent, Consolidated School, Camilla, Ga.
- Butler, Leslie A., Professor of Educational Administration, Michigan State Normal College, Ypsilanti, Mich.
- Butterfield, E. W., Superintendent of Schools, Bloomfield, Conn.
- Caldwell, Rush M., 2527 Ross Ave., Dallas, Texas
- Campbell, Arthur, Superintendent of Schools, Anderson, Ind.
- Campbell, J. M., President, Washington Education Association, Superintendent of Schools, Selah, Wash.
- Carleton, E. F., Secretary, Oregon State Teachers Association, 602-603 Studio Bldg., Portland, Ore.
- Carpenter, W. W., Professor of Education, University of Missouri, Columbia, Mo.
- Carter, George M., President, Maine Teachers Association, Superintendent of Schools, Caribou, Maine.
- Cary, Miles E., McKinley High School, Honolulu, T. H.
- Clark, Harry, Superintendent of Schools, Knoxville, Tenn.
- Clark, J. J., President, Arizona Education Association, Superintendent, Roosevelt School District No. 66, Route 5, Phoenix, Ariz.
- Clarke, M. J., Superintendent of Schools, Ely, Nev.
- Cloud, Roy W., Secretary, California Teachers Association, 155 Sansome St., San Francisco, Calif.
- Coates, J. P., Secretary, South Carolina Education Association, 1218 Senate St., Columbia, S. C.
- Cobb, B. B., Secretary, Texas State Teachers Association, 410 E. Weatherford St., Fort Worth, Texas
- Collins, Albert H., State Superintendent of Education, Montgomery, Ala.
- Collins, Helen T., Principal, Lovell School, New Haven, Conn.
- Collins, M. D., State Superintendent of Schools, Atlanta, Ga.
- Collison, Mrs. Nellie S., Secretary, Delaware State Education Association, Wilmington High School, Delaware Ave. and Monroe St., Wilmington, Del.
- Colvin, W. L., Principal, High School, Jeanerette, La.
- Condie, John W., State Superintendent of Public Instruction, Boise, Idaho
- Condon, John W., Secretary, New Hampshire State Teachers Association, 465 Maple St., Manchester, N. H.
- Cooper, H. V., Superintendent of Schools, Vicksburg, Miss.
- Cornish, William B., President, Connecticut State Teachers Association, Principal, Glenbrook and Julia A. Stark Schools, Stamford, Conn.
- Cosgrove, Mrs. Alice G., President, Idaho Education Association, 517 S. Fourth St., Pocatello, Idaho
- Couch, Edward Branson, 1133 N. Everett St., Glendale, Calif.
- Crabbe, A. L., State Superintendent of Public Instruction, Oklahoma City, Okla.
- Cram, Fred D., Extension Department, State Teachers College, Cedar Falls, Iowa
- Crow, E. R., Principal, Columbia High School, Columbia, S. C.
- Culp, V. H., Director, Rural Education, Northern Normal and Industrial School, Aberdeen, S. Dak.
- Dacey, Cecile, Cooley High School, Detroit, Mich.
- Dahl, Mrs. Myrtle Hooper, 312 S. Eighth St., Minneapolis, Minn.
- Daniels, Martin E., President, Vermont Education Association, Superintendent of Caladonia County Schools, Lyndonville, Vt.
- Dexter, Walter F., State Superintendent of Public Instruction, Sacramento, Calif.
- Dickison, P. E., Representative, 78th District, Texas House of Representatives, Court House, San Antonio, Texas
- Dietrich, E. N., State Director of Education, Columbus, Ohio
- Dietrich, H. O., Superintendent of Schools, Norristown, Pa.
- Dilts, Dwight F., Secretary, Nevada State Education Association, 402 W. Musser St., Carson City, Nev.
- Doudna, Edgar G., President, Wisconsin Education Association, Board of Normal School Regents, Madison, Wis.

- Downey, Walter F., State Commissioner of Education, Boston, Mass.
- Duggan, B. O., State Commissioner of Education, Nashville, Tenn.
- Dunn, D. Y., Superintendent of County Schools, Lexington, Ky.
- Dunn, Wendell E., President, Maryland State Teachers Association, Principal, Forest Park High School, Baltimore, Md.
- Eaton, H. M., Superintendent of Public Instruction, Douglas County, Omaha, Nebr.
- Eckles, Isabel Lancaster, School of American Research Museum of New Mexico, Santa Fe, N. Mex.
- Edmonson, J. B., Dean, School of Education, University of Michigan, Ann Arbor, Mich.
- Eikenberry, V. L., Superintendent of Schools, Vincennes, Ind.
- Elcan, E. G., Superintendent of Schools, Bainbridge, Ga.
- Eldred, Arvie, Secretary, New York State Teachers Association, 152 Washington Ave., Albany, N. Y.
- Eldridge, Raymon W., Principal, Lawrence School, 27 Francis St., Brookline, Mass.
- Elliott, Charles H., Commissioner of Education, Trenton, N. J.
- Elliott, Eugene B., State Superintendent of Public Instruction, Lansing, Mich.
- English, Colin, State Superintendent of Public Instruction, Tallahassee, Fla.
- Englund, Walter E., Secretary, Minnesota Education Association, 2642 University Ave., St. Paul, Minn.
- Erickson, Everett R., Assistant Professor of Education, University of Alaska, College, Alaska
- Erwin, Clyde A., State Superintendent of Public Instruction, Raleigh, N. C.
- Evans, Evan E., President, Kansas State Teachers Association, Superintendent of Schools, Winfield, Kans.
- Ewing, Lyle Wilson, Bible Hill, Claremont, N. H.
- Faulkner, Robert M., President, Hawaii Education Association, 1049 Likelike St., Honolulu, T. H.
- Faust, J. Frank, Principal, High School, Chambersburg, Pa.
- Ferguson, Arthur W., Superintendent of Schools, York, Pa.
- Ferguson, L. W., Principal, Haynesville High School, Haynesville, La.
- Feris, Frances F., Natrona County High School, Casper, Wyo.
- Fidler, W. L., President, New Jersey State Teachers Association, Superintendent of Schools, Audubon, N. J.
- Fife, Ray, Professor, Department of Agricultural Education, Ohio State University, Columbus, Ohio
- Fillers, H. D., Superintendent of Schools, Wichita Falls, Texas
- Fischer, Fred C., Superintendent, Wayne County Schools, 2615 Barlum Tower, Detroit, Mich.
- Fisher, E. C., Superintendent of Schools, Peoria, Ill.
- Flinn, Virgil L., President, West Virginia State Education Association, Superintendent, Kanawha County Schools, Charleston, W. Va.
- Flora, A. C., Superintendent of Schools, Columbia, S. C.
- Foote, Leon R., Professor of Education, Eastern Montana Normal School, Billings, Mont.
- Force, Anna Laura, Principal, Lake Junior High School, Denver, Colo.
- Fowler, Wade C., Chief Clerk, Department of Public Schools, Jefferson City, Mo.
- Fowlkes, John Guy, Professor of Education, University of Wisconsin, Madison, Wis.
- Fox, George, County Superintendent of Schools, Board of Education, Annapolis, Md.
- Francis, Thomas, President, Pennsylvania State Education Association, Superintendent, Lackawanna County Schools, Scranton, Pa.
- Frank, Kate, Central High School, Muskogee, Okla.
- Frazer, L. E., President, Southwestern Louisiana Institute, Lafayette, La.
- French, Will, Teachers College, Columbia University, New York, N. Y.
- Fulmer, C. A., President, Delaware State Education Association, Principal, Wilmington High School, Wilmington, Del.
- Gaddy, Claude F., Superintendent of Schools, Raleigh, N. C.
- Gaiser, P. F., Superintendent of Schools, Vancouver, Wash.
- Gaiser, Silar, Superintendent of Schools, Salem, Ore.
- Galbraith, C. Layton, Superintendent of Schools, McGill, Nev.
- Gallagher, Edith, Attorney at Law, 501½ S. Fifteenth St., St. Joseph, Mo.
- Garinger, Elmer H., Principal, Central High School, Charlotte, N. C.
- Gates, C. Ray, Superintendent of Schools, Grand Island, Nebr.
- Gayman, H. E., Executive Secretary, Pennsylvania State Education Association, 400 N. Third St., Harrisburg, Pa.
- Gerling, Henry, Superintendent of Schools, St. Louis, Mo.
- Gibson, Joseph E., Professor of Education, Tulane University, New Orleans, La.
- Glenn, Charles B., Superintendent of Schools, Birmingham, Ala.
- Goins, Jesse L., Superintendent of Schools, Cheyenne, Wyo.
- Goodall, Elizabeth, Assistant Superintendent of Schools, Kanawha County, Charleston, W. Va.
- Gordon, A. W., Secretary, Maine Teachers Association, 185 State St., Augusta, Maine
- Goslin, Willard E., President, Missouri State Teachers Association, Superintendent of Schools, Webster Groves, Mo.
- Grace, Alonzo G., State Commissioner of Education, Hartford, Conn.
- Gray, C. H., County Superintendent of Schools, Quincy, Fla.
- Gray, Jessie, 1210 Fillmore St., Frankford, Philadelphia, Pa.
- Grier, B. M., Superintendent of Schools, Athens, Ga.
- Griffey, Annie G., Assistant Superintendent of Schools, Eighth and Louisiana Sts., Little Rock, Ark.
- Griffith, P. H., Director of Extension, Louisiana State University, Baton Rouge, La.
- Grigg, Claude, Superintendent of Schools, Albemarle, N. C.
- Grosvenor, Edith Louise, Iowa Apartments, Washington, D. C.
- Grubbs, Mrs. Ethel C., Head, Department of Mathematics, Berret School, Washington, D. C.

- Gunn, Henry M., Principal, Lincoln High School, 1620 S. W. Park Ave., Portland, Ore.
- Gunn, Thomas J., Principal, Central High School, 2425 Tuxedo Ave., Detroit, Mich.
- Guyger, John T., Superintendent of Schools, Falmouth High School, Portland, Maine
- Hanley, James L., Superintendent of Schools, Providence, R. I.
- Hanna, George W., Superintendent of Schools, Valley City, N. Dak.
- Harman, A. F., President, Alabama College for Women, Montevallo, Ala.
- Harrington, Francis E., Secretary, Connecticut State Teachers Association, 320 State Office Bldg., Hartford, Conn.
- Harris, T. H., State Superintendent of Education, Baton Rouge, La.
- Harvill, Halbert, Dean, Austin Peay Normal School, Clarksville, Tenn.
- Healy, Joseph E., President, Virginia Education Association, Blair Junior High School, Norfolk, Va.
- Heatwole, C. J., Secretary, Virginia Education Association, 401 N. Ninth St., Richmond, Va.
- Helms, W. T., City Superintendent of Schools, Richmond, Calif.
- Hendrix, H. E., State Superintendent of Public Instruction, Phoenix, Ariz.
- Hickey, P. J., Secretary-Treasurer, Board of Education, Madison School, St. Louis, Mo.
- Highsmith, J. Henry, Director, Division of Instructional Service, State Department of Public Instruction, Raleigh, N. C.
- Hillman, John I., Secretary, Idaho Education Association, 331 Sonna Bldg., Boise, Idaho.
- Hines, J. F., State Superintendent of Public Instruction, Pierre, S. Dak.
- Holler, J. C., Superintendent of Schools, Anderson, S. C.
- Holliday, Leonore, 2805 Stratford Ave., Cincinnati, Ohio
- Hollis, L. P., Superintendent, Parker School District, Greenville, S. C.
- Hollister, Mrs. Neva W., 1646 San Pablo Ave., Fresno, Calif.
- Holloway, Harry V., State Superintendent of Public Instruction, Dover, Del.
- Holmes, Harley W., Superintendent of Schools, Marshall, Mich.
- Holt, A. D., Secretary-Treasurer, Tennessee Education Association, 601-602 Cotton States Bldg., Nashville, Tenn.
- Holt, Helen F., 1543 B Santa Clara Ave., Alameda, Calif.
- Hope, James H., State Superintendent of Education, Columbia, S. C.
- Howard, Mrs. Aileen W., 2522 Florence Ave., Arcadia Calif.
- Howard, C. A., President, Eastern Oregon Normal School, LaGrande, Ore.
- Howell, C. M., Secretary, Oklahoma Education Association, 326 Key Bldg., Oklahoma City, Okla.
- Huff, Raymond, Superintendent of Schools, Clayton, N. Mex.
- Hughes, Rees H., Superintendent of Schools, Parsons, Kans.
- Hughey, A. H., Superintendent of Schools, El Paso, Texas
- Humphrey, G. D., President, Mississippi State College, State College, Miss.
- Hunt, Homer E., Superintendent of Schools, St. Albans, Vt.
- Hunt, Lyman C., Superintendent of Schools, Burlington, Vt.
- Hunt, R. L., Superintendent of Schools, Madison, S. Dak.
- Hutchinson, Mrs. Mary, College Station, Columbus, Miss.
- Ireland, E. W., Superintendent of Schools, Stratford, Conn.
- Jack, William B., Superintendent of Schools, Portland, Maine
- Jacob, Walter, Principal, Public School #3, Bright St. and Jersey Ave., Jersey City, N. J.
- Jacobsen, E. W., Superintendent of Schools, Oakland, Calif.
- Jacobson, C. C., President, South Dakota Education Association, Superintendent of Schools, Canton, S. Dak.
- James, W. A., Principal, Ball High School, Galveston, Texas
- Jeffords, H. Morton, Superintendent of Schools, Wallingford, Conn.
- Jenkins, Ralph D., President, Colorado Education Association, Superintendent of Schools, Englewood, Colo.
- Jensen, N. Howard, Principal, Central School, Tooele, Utah
- Jerde, O. J., Department of Social Science, State Teachers College, St. Cloud, Minn.
- Johnson, Homer L., Superintendent, Pike County Schools, Pittsfield, Ill.
- Johnson, Laurence B., Managing Editor, *New Jersey Educational Review*, 605 Broad St., Newark, N. J.
- Jones, Ralph B., President, Arkansas Education Association, Junior High School, Grand Ave. at Fifteenth St., Fort Smith, Ark.
- Joynes, Mrs. Edith B., Principal, George Washington and Gatewood Schools, Berkeley, Norfolk, Va.
- Julian, Roy B., Superintendent of Schools, Valparaiso, Ind.
- Karnes, Anthony E., Commissioner of Education, Juneau, Alaska
- Keller, J. A., President, State Teachers College, Florence, Ala.
- Keller, W. K., Superintendent of Schools, Anchorage, Alaska
- Kenehan, Grace, 5700 Montview Blvd., Denver, Colo.
- Kennedy, Margaret J., Dean of Women, New Mexico Normal University, Las Vegas, N. Mex.
- Kerney, O. C., Secretary, Wyoming Education Association, Newcastle, Wyo.
- Kersey, Vierling, Superintendent of Schools, Los Angeles, Calif.
- Kidder, Gordon E., Superintendent, Joint School District No. 28, Lake-Missoula Counties, Ronan, Mont.
- Kilgore, L. L., Superintendent, Jefferson Davis Parish School Board, Jennings, La.
- Kimball, V. E., Assistant State Superintendent of Public Instruction, Madison, Wis.
- King, Lloyd W., State Superintendent of Public Schools, Jefferson City, Mo.
- King, W. P., Secretary, Kentucky Education Association, 1422-23 Heyburn Bldg., Louisville, Ky.
- Kirkpatrick, Lee, Superintendent of City Schools, Paris, Ky.
- Knezevich, Mrs. Laurel O., President, Los Angeles Elementary Teachers Club, 847 S. Grand Ave., Los Angeles, Calif.
- Knox, J. H., Superintendent of Schools, Salisbury, N. C.
- Knox, William F., Central Missouri State Teachers College, Warrensburg, Mo.

- Kopp, Charles L., Superintendent of Schools, Allegany County, Cumberland, Md.
- Kulp, Claude L., Superintendent of Schools, Ithaca, N. Y.
- Lafargue, W. S., Superintendent of Schools, LaFourche Parish, Thibodaux, La.
- Lafferty, Oma Clare, Central High School, Charlotte, N. C.
- Laing, Earl R., Principal, Burt School, Detroit, Mich.
- Lamb, L. H., Superintendent of Schools, Flint, Mich.
- Lamkin, Uel W., President, Northwest Missouri State Teachers College, Maryville, Mo.
- Langworthy, Harry W., Superintendent of Schools, Gloversville, N. Y.
- Larson, Jordan L., Superintendent of Schools, Ames, Iowa
- Law, Frederick Houk, Stuyvesant High School, 345 E. Fifteenth St., New York, N. Y.
- Lawson, Miss Willie, Secretary, Arkansas Education Association, 319 W. Second St., Little Rock, Ark.
- Layton, C. M., Superintendent of Schools, Wooster, Ohio
- Lee, Charles A., Professor of Education, Washington University, St. Louis, Mo.
- Lefkowitz, Abraham, Principal, Samuel J. Tilden High School, Tilden Ave. and E. Fifty-seventh St., Brooklyn, N. Y.
- Lefler, Millard C., Superintendent of Schools, Lincoln, Nebr.
- Lewis, Mrs. Inez J., State Superintendent of Public Instruction, Denver, Colo.
- Lind, A. Grace, Supervising Principal of Schools, Emery School, Washington, D. C.
- Lindsey, John C., Superintendent of Schools, Mitchell, S. Dak.
- Littlefield, B. E., Superintendent of Schools, Fairmont, N. C.
- Livingston, Esther, 104 N. W. Third St., Homestead, Fla.
- Lofdahl, Leslie, 1510 Ninth Ave., Rockford, Ill.
- Logan, Jack, Superintendent, East Independent School District, Waterloo, Iowa
- Long, Oren E., Superintendent of Public Instruction, Box 2360, Honolulu, T. H.
- Longfellow, J. T., Superintendent of Schools, Oregon City, Ore.
- Loper, John D., Superintendent of Schools, Phoenix, Ariz.
- Lopez, Francisco Rodriguez-, 30 Vallejo St., Rio Piedras, P. R.
- Lord, Charles E., Superintendent of Schools, Camden, Maine
- Lord, Daisy, 1027 W. Main St., Waterbury, Conn.
- Lowe, Barrett, Superintendent of Schools, Wessington Springs, S. Dak.
- Luiz, John C., Principal, Waialae School, Nineteenth and Harding Aves., Honolulu, T. H.
- McAlister, Sam B., North Texas State Teachers College, Denton, Texas
- McAndrew, Mary B., Superintendent of Schools, Carbondale, Pa.
- McBride, E. A., Talladega, Ala.
- McClenny, George L., State Superintendent of Public Instruction, Topeka, Kans.
- McClure, Worth, Superintendent of Schools, Seattle, Wash.
- McCombs, N. D., Assistant Superintendent of Schools, 629 Third St., Des Moines, Iowa
- McCowen, E. O., Superintendent of Schools, Scioto County, 305 Court House, Portsmouth, Ohio
- McCurdy, M. E., Secretary, North Dakota Education Association, 300 de Lendrecie Bldg., Fargo, N. Dak.
- McFarland, E. W., Department of Economics, Wayne University, Detroit, Mich.
- MacGregor, Effie, Principal, John Burroughs School, 2003 Aldrich Ave., S., Minneapolis, Minn.
- McIntosh, Everett J., President, Massachusetts Teachers Federation, 62 Front St., Weymouth, Mass.
- MacKay, Donald, President, Eastern New Mexico Junior College, Portales, N. Mex.
- McKenna, Emmett, President, North Dakota Education Association, Superintendent of Schools, Edgeley, N. Dak.
- MacLean, Daniel, Headmaster, Berlin High School, Berlin, N. H.
- McLure, John R., University of Alabama, University, Ala.
- McMurray, Floyd I., State Superintendent of Public Instruction, Indianapolis, Ind.
- McShane, Mrs. Alice, Sullivan High School, 6631 N. Bosworth Ave., Chicago, Ill.
- McTaggart, Earl L., Secretary, Hawaii Education Association, Honolulu, T. H.
- Mahoney, J. R., Professor of Economics, University of Utah, Salt Lake City, Utah
- Mallory, Gertrude, Franklin High School, Los Angeles, Calif.
- Manning, C. G., Superintendent of Schools, District No. One, Junior High Bldg., Lewistown, Mont.
- Markham, W. T., State Department of Education, Topeka, Kans.
- Marsh, Arthur L., Secretary, Washington Education Association, 707 Lowman Bldg., Seattle, Wash.
- Marston, R. B., Secretary, West Virginia State Education Association, 1816 Washington St., Charleston, W. Va.
- Martin, E. D., President, New Mexico Educational Association, Superintendent of Schools, Deming, N. Mex.
- Martin, John E., Superintendent of Schools, Suffolk, Va.
- Maryott, Alfred J., Secretary, Rhode Island Institute of Instruction, Assistant Superintendent of Schools, East Providence, R. I.
- Mason, Jesse H., Superintendent of Schools, Canton, Ohio
- Masterson, Anna J., Dover Street School, Lowell, Mass.
- Mattoon, A. L., Findlay Education Association, Findlay, Ohio
- Maxwell, Charles F., Superintendent, Westmoreland County Schools, Greensburg, Pa.
- May, Ernest A., 3924 N. Cramer St., Milwaukee, Wis.
- Melcher, George, Superintendent of Schools, Kansas City, Mo.
- Merchant, Mrs. Pauline, Garden Grove, Calif.
- Merrill, Birdine, President, Oregon State Teachers Association, Shattuck School, Portland, Ore.
- Messner, Jacob C., Superintendent, Harrington Special School District, Harrington, Del.

- Metcalf, J. L., Superintendent of Schools, Afton, Wyo.
 Miller, Chester F., Superintendent of Schools, Saginaw, Mich.
 Miller, G. Tyler, Division Superintendent, Warren and Rappahannock Public School System, Front Royal, Va.
 Mobley, M. D., State Director of Vocational Education, State Department of Education, Atlanta, Ga.
 Moe, Martin P., Secretary, Montana Education Association, 403-405 Power Block, Helena, Mont.
 Montgomery, T. T., President, Oklahoma Education Association, Chickasha, Okla.
 Mooney, W. B., Secretary, Colorado Education Association, 230 Coronado Bldg., Denver, Colo.
 Moore, C. H., Superintendent of City Schools, Clarksville, Tenn.
 Moore, Robert C., 312 N. High St., Carlinville, Ill.
 Morgan, Barton, Head, Department of Vocational Education, Iowa State College, Ames, Iowa
 Morgan, DeWitt S., Superintendent of Schools, Indianapolis, Ind.
 Morrison, Ed, President, Panhandle Agricultural and Mechanical College, Goodwell, Okla.
 Morrison, Howard D., Superintendent of Schools, Department of Public Instruction, Mercer County, Court House, Trenton, N. J.
 Mosby, H. G., Superintendent of Schools, Irene, S. Dak.
 Moyer, H. H., Principal, High School, Rawlins, Wyo.
 Muir, Sarah T., Nebraska State Teachers Association, Lincoln, Nebr.
 Mullins, R. J., Secretary, New Mexico Educational Association, 114 East Marcy St., Santa Fe, N. Mex.
 Munro, Paul M., Superintendent of Schools, Columbus, Ga.
 Murdock, John R., Member of Congress from Arizona, House Office Bldg., Washington, D. C.
 Murphy, J. H., Superintendent of Schools, New Holstein, Wis.
 Neale, M. G., Professor of School Administration, University of Minnesota, Minneapolis, Minn.
 Neulen, Leon N., Superintendent of City Schools, Camden, N. J.
 Nissen, S. B., Editor, *South Dakota Education Association Journal*, Sioux Falls, S. Dak.
 Nixon, Hugh, Secretary, Massachusetts Teachers Federation, 15 Ashburton Place, Boston, Mass.
 Norton, E. B., President, Alabama Education Association, Andalusia, Ala.
 Norton, John K., Professor of Education, Teachers College, Columbia University, New York, N. Y.
 Oleson, Cora, Vicepresident, Washington Education Association, Ridpath Hotel, Spokane, Wash.
 Oliver, T. W., President, Kentucky Education Association, Box 128, Pikesville, Ky.
 Owen, Ralph D., Professor of Educational Administration, Temple University, Philadelphia, Pa.
 Page, William C., Superintendent, Parental School, 5300 N. St. Louis Ave., Chicago, Ill.
 Parker, Jessie M., State Superintendent of Public Instruction, Des Moines, Iowa
 Patrick, W. Burton, Superintendent of Schools, Orange, N. J.
 Pearson, Irving F., Secretary, Illinois Education Association, 100 E. Edwards St., Springfield, Ill.
 Peters, Harry W., State Superintendent of Public Instruction, Frankfort, Ky.
 Phillips, A. J., Secretary, Michigan Education Association, 935 Washington Ave., Lansing, Mich.
 Phillips, L. V., Principal, Lincoln School, Vincennes, Ind.
 Phillips, Spencer, Secretary, Louisiana Teachers Association, 418 Florida St., Baton Rouge, La.
 Phipps, W. E., Superintendent of Schools, Russellville, Ark.
 Pillsbury, W. H., Superintendent of Public Instruction, Schenectady, N. Y.
 Pipkin, John G., Business Manager, Public Schools, Eighth and Louisiana Sts., Little Rock, Ark.
 Pitcher, William, Superintendent, St. Tammany Parish School Board, Covington, La.
 Plenzke, O. H., Secretary, Wisconsin Education Association, 404 Insurance Bldg., Madison, Wis.
 Poche, J. N., S. J. Peters High School, New Orleans, La.
 Pope, D. N., 711 W. Fifth St., Roswell, N. Mex.
 Powers, J. Orin, University of Maryland, College Park, Md.
 Powers, Sue M., Superintendent, Shelby County Schools, Memphis, Tenn.
 Priest, Charles H., Superintendent of Schools, Carson City, Nev.
 Pringle, James N., Commissioner of Education, Concord, N. H.
 Pruitt, E. W., Superintendent, Frederick County Schools, Board of Education, Frederick, Md.
 Prunty, Merle, Director of Personnel, Stephens College, Columbia, Mo.
 Pulliam, Nolan D., Secretary, Arizona Education Association, 403 Security Bldg., Phoenix, Ariz.
 Putnam, Rex., State Superintendent of Public Instruction, Salem, Ore.
 Pyle, H. R., Superintendent of Schools, Marked Tree, Ark.
 Quigley, Georgia, Principal, Perkins School, Des Moines, Iowa
 Ragsdale, S. L., L. C. Humes High School, Memphis, Tenn.
 Ramsey, Ralph L., Secretary, Georgia Education Association, 403-404 Walton Bldg., Atlanta, Ga.
 Ransom, Mrs. R. E., Supervisor, Adult Education, Cleveland County, Kings Mountain, N. C.
 Reardon, Ruth, State Superintendent of Public Instruction, Helena, Mont.
 Redding, William F., Assistant Superintendent of Schools, Providence, R. I.
 Reese, L. W., Superintendent of Schools, Washington Court House, Ohio
 Reeves, J. A., Superintendent, Union High School, District No. 1, Mt. Vernon, Wash.
 Reynolds, Mrs. Frances, High School, Vancouver, Wash.
 Reynolds, T. A., Assistant State Superintendent of Schools, Springfield, Ill.
 Richardson, E. S., President, Louisiana Polytechnic Institute, Ruston, La.
 Richmond, James H., President, Murray State Teachers College, Murray, Ky.
 Rickards, James S., Secretary, Florida Education Association, 33 Centennial Bldg., Tallahassee, Fla.
 Risley, James H., Superintendent of Schools, District No. 1, Pueblo, Colo.

- Roberts, Roy W., Associate Professor of Agricultural Education, University of Arkansas, Fayetteville, Ark.
- Robinson, Alice, Dean of Women, State Teachers College, Kearney, Nebr.
- Rockett, James F., Director of Education, State House, Providence, R. I.
- Rockwell, John Gundersen, Commissioner of Education, St. Paul, Minn.
- Rockwell, Rena, 364 W. Clinton St., Elmira, N. Y.
- Rodes, Lester A., Supervising Principal of Schools, South River, N. J.
- Roe, Warren A., Principal, Alexander Street School, Newark, N. J.
- Rose, C. E., Superintendent of City Schools, Tucson, Ariz.
- Ross, Harry M., 803 E. Front St., Missoula, Mont.
- Rowell, Virginia, 200 W. 107th St., Los Angeles, Calif.
- Rushton, E. W., President, South Carolina Education Association, Superintendent of Schools, Batesburg, S. C.
- Russell, Charlotte, 448 W. Sixty-second St., Chicago, Ill.
- Russell, Earle S., Superintendent of Schools, Windsor, Conn.
- Ryder, H. E., Superintendent, Sandusky County Schools, Fremont, Ohio
- St. John, C. E., Superintendent of Schools, Arkansas City, Kans.
- Samuelson, Agnes, Secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines, Iowa
- Sanford, Mrs. Autie Curry, Superintendent, Rusk County Schools, Ladysmith, Wis.
- Saunders, Joseph H., Superintendent of Schools, Newport News, Va.
- Saxvik, H. O., Superintendent of Schools, Bismarck, N. Dak.
- Schlagle, F. L., Superintendent of Schools, Kansas City, Kans.
- Schrock, Anna, 508 S. Fulton St., Salisbury, N. C.
- Scully, Susan, 6410 Woodlawn Ave., Chicago, Ill.
- Setzebrandt, A. O. H., Principal, Barnard School, Tulsa, Okla.
- Sexson, John A., Superintendent of Schools, Pasadena, Calif.
- Shafer, B. F., Superintendent of Schools, Freeport, Ill.
- Shaver, C. N., President, Sam Houston State Teachers College, Huntsville, Texas
- Sheldon, Donald R., Superintendent of Schools, Prescott, Ariz.
- Sherrod, C. C., President, State Teachers College, Johnson City, Tenn.
- Sherwin, Willie May, County Superintendent of Schools, 303 S. Fourth St., Hamilton, Mont.
- Skidmore, Charles H., State Superintendent of Public Instruction, Salt Lake City, Utah
- Skinner, Robert W., Principal, High School, Sheridan, Wyo.
- Small, William J., President, New York State Teachers Association, Assistant Superintendent of Schools, Niagara Falls, N. Y.
- Smith, Bela B., Superintendent of Schools, Kingston, Pa.
- Smith, B. L., Superintendent of Schools, Greensboro, N. C.
- Smith, Harold W., Superintendent of Schools, Glendale, Ariz.
- Smith, Harry P., School of Education, Syracuse University, Syracuse, N. Y.
- Smith, Henry Lester, Dean, School of Education, Indiana University, Bloomington, Ind.
- Smith, Hugh S., Principal, Jefferson Junior High School, Sixth St. and Virginia Ave., S. W., Washington, D. C.
- Smith, Irving W., Superintendent of Schools, Great Falls, Mont.
- Smith, J. M., President, Tennessee Polytechnic Institute, Cookeville, Tenn.
- Smith, J. R., 1833 S. Fifteenth St., E., Salt Lake City, Utah
- Smith, Q. M., President, State Teachers College, Murfreesboro, Tenn.
- Snyder, Raymond H., President, State Normal School, Albion, Idaho
- Sparks, Elizabeth A., R. R. No. 1, Box 158, Kansas City, Kans.
- Stahl, H. E., Superintendent of Schools, Claymont, Del.
- Stanton, B. F., Superintendent of Schools, Alliance, Ohio
- Stilwell, H. W., Superintendent of Schools, Texarkana, Texas
- Stoddard, A. J., Superintendent of Schools, Philadelphia, Pa.
- Stouffer, Samuel M., Superintendent of Schools, Wilmington, Del.
- Stout, Grover, Principal, Wingert School, 1851 W. Grand Blvd., Detroit, Mich.
- Straight, J. J., Superintendent of Schools, Fairmont, W. Va.
- Stringer, S. L., President, Mississippi Education Association, Commissioner of Education, Crosby, Miss.
- Strong, S. C., Secretary, New Jersey State Teachers Association, 307 Stacy-Trent Hotel, Trenton, N. J.
- Sullivan, S. B., President, Illinois Education Association, Principal, High School, W. Frankfort, Ill.
- Sutton, D. H., Director of School Finance, State Department of Education, Columbus, Ohio
- Sutton, Willis A., Superintendent of Schools, Atlanta, Ga.
- Sweeney, Joseph C., Chapel St., Harrisville, R. I.
- Taylor, Charles W., State Superintendent of Public Instruction, Lincoln, Nebr.
- Taylor, Milton B., Secretary, Utah Education Association, Room 316, Beneficial Life Bldg., Salt Lake City, Utah
- Taylor, Walter N., Secretary, Mississippi Education Association, Box 826, Jackson, Miss.
- Taylor, William S., College of Education, University of Kentucky, Lexington, Ky.
- Temple, D. E., 215 Masonic Temple Bldg., Tulsa, Okla.
- Terrebonne, L. P., Superintendent, Iberville Parish Schools, Plaquemine, La.
- Thalman, John W., Superintendent, Waukegan Township High School, Waukegan, Ill.
- Thompson, Arthur E., State Superintendent of Public Instruction, Bismarck, N. Dak.
- Thompson, Laurence O., President, New Hampshire State Teachers Association, Superintendent of Schools, Keene, N. H.
- Thornton, J. W., President, Utah Education Association, Principal, Farrar Junior High School, Provo, Utah
- Thrasher, Mrs. Anne N., Secretary, Education Association of the District of Columbia, Woodrow Wilson High School, Washington, D. C.
- Thurston, F. L., Secretary, California Teachers Association, Southern Section, 408 S. Spring St., Los Angeles, Calif.

- Thurston, Paul, Superintendent of Schools, District No. 1, Overton, Nev.
- Tighe, B. C. B., Principal, Senior High School, Fargo, N. Dak.
- Todd, G. W., Superintendent of Schools, Lewiston, Idaho
- Townsend, W. B., College of Education, Butler University, Indianapolis, Ind.
- Traner, Fred W., Secretary, Nevada State Education Association, University Station, Reno, Nev.
- Trent, W. W., State Superintendent of Free Schools, Charleston, W. Va.
- Troy, Ann A., Principal, Washington School, Nutley, N. J.
- Turnbull, L. W., Superintendent of Schools, North Bend, Ore.
- Turner, H. L., Director, Department of Laboratory Schools, Michigan State Normal College, Ypsilanti, Mich.
- Underwood, Frank M., Assistant Superintendent of Schools, Board of Education, St. Louis, Mo.
- VanBuskirk, D. A., Superintendent of Schools, Hastings, Mich.
- Vandiver, J. S., State Superintendent of Education, Jackson, Miss.
- Van Duyn, Grover, Assistant Superintendent of Public Instruction, Indianapolis, Ind.
- Varney, Benjamin H., Jonesboro, Maine.
- Vaughan, John, President, Northeastern State Teachers College, Tahlequah, Okla.
- Vincent, W. D., Superintendent of Schools, Boise, Idaho
- Wahl, James F., Superintendent of Schools, Helena, Ark.
- Walker, Thomas J., Editor, School and Community, Columbia, Mo.
- Waller, A. M., Superintendent, Ward County Schools, Minot, N. Dak.
- Walsh, John E., Principal, Nampa High School, Nampa, Idaho
- Warren, J. B., Secretary, North Carolina Education Association, Box 350, Raleigh, N. C.
- Warren, J. R., Principal, B. D. Billingshurst Junior High School, Reno, Nev.
- Warters, Jane, Miami Senior High School, 2450 S. W. First St., Miami, Fla.
- Watson, Bruce M., 509 Woodland Court, Wayne, Pa.
- Weglein, David E., Superintendent of Public Instruction, Baltimore, Md.
- Welch, Harold L., 174 Binford St., Ogden, Utah
- Wells, Mrs. Elva C., 5425 Connecticut Ave., Apartment 202, Washington, D. C.
- Wells, Guy H., President, Georgia State College for Women, Milledgeville, Ga.
- Wetherington, A. B., Superintendent of Schools, Blevins, Ark.
- Whelchel, E. V., Educational Director, WPA of Georgia, 10 Forsyth St. Bldg., Atlanta, Ga.
- White, Holman, Superintendent of Schools, District No. 7, Simon Muhr School, Twelfth Street and Allegheny Ave., Philadelphia, Pa.
- White, L. A., Superintendent of Schools, Minot, N. Dak.
- White, W. H. S., President, State Teachers College, Shepherdstown, W. Va.
- Whitlock, Sarah O., Principal, Lincoln School, New Brunswick, N. J.
- Wieland, J. A., State Superintendent of Public Instruction, Springfield, Ill.
- Wiggin, Joseph A., Principal, Brattleboro High School, Brattleboro, Vt.
- Wilcox, George B., President, Texas State Teachers Association, College Station, Texas
- Wilhelms, Frederick T., 7354 Clyde Ave., Chicago, Ill.
- Wilkinson, Garnet, Assistant Superintendent of Schools, Franklin Bldg., Washington, D. C.
- Williamson, Pearl, Superintendent of Schools, DeQueen, Ark.
- Willis, N. Elliot, Principal, Winthrop Junior High School, Winthrop, Mass.
- Wilson, James H., Superintendent of Schools, Rocky Ford, Colo.
- Wilson, J. T., Superintendent, Dade County Schools, 275 N. W. Second St., Miami, Fla.
- Wilson, Mrs. Julia S., 3044 Upper Manoa Road, Honolulu, T. H.
- Woodbury, Mrs. Grace I., 4 Lakecroft Court, Melrose, Mass.
- Woodruff, Caroline S., Principal, State Normal School, Castleton, Vt.
- Woods, L. A., State Superintendent of Public Instruction, Austin, Texas
- Woodward, Annie C., 78 Highland Ave., Somerville, Mass.
- Woodward, H. M., Regional Director, Education and Recreation Divisions, WPA, 303 Kearns Bldg., Salt Lake City, Utah
- Wooster, Earl, Principal, High School, Reno, Nev.
- Wright, C. O., Assistant Secretary, Kansas State Teachers Association, 315 W. Tenth St., Topeka, Kans.
- Wyatt, Robert H., Secretary, Indiana State Teachers Association, 203 Hotel Lincoln, Indianapolis, Ind.
- Yount, M. E., Superintendent, Alamance County Public Schools, Graham, N. C.

NATIONAL COUNCIL ON TEACHER RETIREMENT OF THE N. E. A.

(Formed by the merging of the Committee on Retirement Allowances of the N. E. A. and the National Council of Teachers' Retirement Systems)

- Hougham, Robert B., Chairman; Executive Secretary, Indiana State Teachers Association, Retirement Fund Board, 334 State House, Indianapolis, Ind.
- Taylor, Louis, Vice-Chairman; Secretary, New York City Teachers Retirement System, Municipal Bldg., New York, N. Y.
- Roch, Jennie, Secretary-Treasurer; Assistant Secretary, New Orleans Teacher Retirement System, 703 Carondelet St., New Orleans, La.
- Allen, T. T., State Teachers College, East Stroudsburg, Pa.
- Clifford, J. M., Secretary, Michigan Teachers Retirement Fund, Michigan Education Bldg., Lansing, Mich.

Medinger, Mildred, Secretary, Maryland State Teachers Retirement System, Baltimore, Md.
 Rogers, P. C., Secretary-Treasurer, Teachers Retirement System of Louisiana, 418 Florida St., Baton Rouge, La.

Advisory Members

- *Aiken, Georgia W., Hotel Alms, Walnut Hills, Cincinnati, Ohio
- *Allen, Catherine, 1532 Fourth Ave., Columbus, Ga.
- *Allison, Laura L., 1807 East Ave., Austin, Texas
- Baish, H. H., Secretary, Pennsylvania State School Employees Retirement Board, Education Bldg., Harrisburg, Pa.
- *Brotherson, Marie, 644 Ohio, Kansas City, Kans.
- *Brown, Daisy, State Teachers Retirement Fund, 630 State Office Bldg., St. Paul, Minn.
- *Brown, Mrs. Nina, 311 North D St., Indianola, Iowa
- Cole, Elva E., Executive Secretary, Washington Teachers Retirement Fund, Box 748, Olympia, Wash.
- Congdon, Randolph T., Executive Secretary, New York State Teachers Retirement Board, 152 Washington Ave., Albany, N. Y.
- *Cowles, LeRoy, Dean of Education, University of Utah, Salt Lake City, Utah
- *Crawford, Will C., Superintendent of Schools, San Diego, Calif.
- *Davis, Mrs. Jane, 1013 Horatio St., Tampa, Fla.
- Dutton, Mary E., Recording Secretary, Chicago Public School Teachers Pension and Retirement Board, 228 North LaSalle St., Chicago, Ill.
- *Emerson, Ethel, 911 Linwood Blvd., Kansas City, Mo.
- *Frank, Kate, Central High School, Muskogee, Okla.
- Gibson, C. S., Roosevelt School, Syracuse, N. Y.
- *Gray, M. P., Woodlawn High School, Birmingham, Ala.
- *Hickman, Alma, Station A, Hattiesburg, Miss.
- *Housman, Ida, 1025 Garden St., Hoboken, N. J.
- Karraker, O. M., Secretary, Illinois State Teachers Pension and Retirement Fund, Centennial Bldg., Springfield, Ill.
- Kershner, W. E., Secretary, Ohio State Teachers Retirement System, Ohio State Savings Bldg., Columbus, Ohio
- Lane, Edward M., Secretary, Detroit Teachers Retirement Fund Board, 1354 Broadway, Detroit, Mich.
- Lillywhite, Ray L., Secretary, Utah Teachers Retirement Board, 331 State Capitol, Salt Lake City, Utah
- Loining, Carl, Secretary, Duluth Teachers Retirement Fund Association, Board of Education, Administration Bldg., Duluth, Minn.
- *Morse, Marguerite, 1615 Maple St., Clearwater, Fla.
- Murphy, Sherwood R., Secretary, Baltimore Employees Retirement System, City Hall, Baltimore, Md.
- *Richards, R. H., Principal, Lincoln Elementary School, 9th Ave and 25th St., Huntington, W. Va.
- *Ruiz, Fred, 908 Sixteenth Ave. S., Nampa, Idaho
- Shanley, Dorothy M., Secretary, Connecticut State Teachers Retirement Board, State Capitol, Hartford, Conn.
- *Slade, A. A., Superintendent of Schools, Laramie, Wyo.
- Smith, Dee, Secretary-Treasurer, Minneapolis Retirement Fund Board, 742 Metropolitan Bank Bldg., Minneapolis, Minn.
- Stretcher, E. T., Secretary, Portland Teachers Retirement Fund Association, 621 N. E. Clackamus St., Portland, Ore.
- Tete, A. J., Secretary-Treasurer, Board of Trustees, Teachers Retirement Fund of New Orleans, 703 Carondelet St., New Orleans, La.
- *Thompson, Elizabeth, Colebrook, N. H.
- Trathen, Albert, Director of Investments, State of Wisconsin Annuity and Investment Board, State Capitol, Madison, Wis.
- White, H. E., Executive Secretary, Minnesota State Teachers Retirement Fund, St. Paul, Minn.
- Wood, John A., 3rd, Secretary, New Jersey State Teachers Pension and Annuity Fund, Box 550, Trenton, N. J.

*N.E.A. appointee

COMMITTEE ON NECROLOGY

(Authorized by Bylaws)

- James, W. A., Chairman; Principal, Ball High School, Galveston, Texas
- Adams, Mrs. May L., Fayette, Ala.
- Boehringer, C. Louise, P. O. Box 1008, Phoenix, Ariz.
- Burgoon, A. L., Superintendent of Schools, Diamondville, Wyo.
- Burke, Lottie C., Principal, Riverside School, Memphis, Tenn.
- Compton, Carolyn V., Principal, West Brunswick School, Brunswick, Md.
- Crosby, Otis, 18618 Santa Barbara Drive, Detroit, Mich.
- Dalbey, Hazel, 1411 Twelfth Ave., Greeley, Colo.
- Eickler, George A., Superintendent of Schools, Northampton, Pa.
- Erickson, Everett R., Assistant Professor of Education, University of Alaska, College, Alaska
- Feagan, Archie A., Harrington, Del.
- Fisher, E. C., Superintendent of Schools, Peoria, Ill.
- Galbraith, C. L., Superintendent of Schools, McGill, Nev.
- Gray, C. H., Superintendent of Schools, Quincy, Fla.
- Greenlee, Mary, Elementary Principal, Mooresville, N. C.
- Hamilton, Gertrude, South Eighth Street School, Newark, N. J.
- Hammond, E. Kyle, Newport News High School, Newport News, Va.
- Heen, Elizabeth L., Principal, August Ahrens School, Waipahu, Oahu, T. H.
- Henderson, L. E., Principal, High School, Beatrice, Nebr.
- Hensel, Bertha, 3600 North Spring, St. Louis, Mo.

Howard, Marie R., Candace Street School, Providence, R. I.
 Howell, Clyde M., Secretary, Oklahoma Education Association, 326 Key Bldg., Oklahoma City, Okla.
 Johnson, Ruth, Idaho Falls, Idaho
 Johnson, W. F., Superintendent of Schools, Harlan, Iowa
 Keelen, Mrs. F. A., Zwolle High School, Zwolle, La.
 Kreiman, Lucy, 432 Clark St., Helena, Mont.
 Kroetch, Gertrude M., East 1013 Mission Ave., Spokane, Wash.
 Lichtenberger, James, Principal, Windom School, Minneapolis, Minn.
 McCabe, Gertrude, Bristol, Conn.
 MacCracken, Elliott, Hargardine St., Ashland, Ore.
 McCurdy, M. E., Secretary, North Dakota Education Association, Fargo, N. Dak.
 Meikle, Jean B., Director, Intermediate Grades, Board of Education, Yonkers, N. Y.
 Miller, J. Cloyd, Superintendent of Schools, Lordsburg, N. Mex.
 Moore, Myrtle, Powell Junior High School, Washington, D. C.
 Nelson, Bertha, 719 Union St., Fort Wayne, Ind.
 O'Gara, Edward J., Main Street, Lisbon, N. H.

Pohotski, Minnie, 1000 South Twenty-third, Fort Smith, Ark.
 Ray, Clara N., Principal, Elementary School, Corinth, Miss.
 Roderick, Edward E., Deputy Commission of Education, Augusta, Maine
 Rodriguez-Bou, Ismael, Polytechnic Institute, San Germán, P. R.
 Smith, Edgar B., Principal, High School, Greenfield, Mass.
 Stallings, Lila, Principal, Sydney Lanier School, Brunswick, Ga.
 Tarr, Floyd, County Supervisor of Physical Education, Oroville, Calif.
 Taylor, Milton B., Executive Secretary, Utah Education Association, 316 Beneficial Life Bldg., Salt Lake City, Utah
 Tempel, H. V., Henry Clay High School, Shelbyville, Ky.
 Vachon, Edmond J., Principal, Cabot High School, Cabot, Vt.
 Voss, Viola, 1432 McVicar St., Topeka, Kans.
 Wall, Erwin, 726 Orchard St., Racine, Wis.
 Watts, Mrs. Kathleen, County Superintendent of Schools, Camden, S. C.
 Whittaker, Mrs. Elizabeth, 516 South First Ave., Sioux Falls, S. Dak.
 Wright, Julia, 2438 Dudley Ave., Parkersburg, W. Va.

PUBLISHING COMMITTEE

(Authorized by Bylaws)

San Francisco Convention

Sarah Fahey, Chairman, 185 Berkeley Place, Brooklyn, N. Y.
 Helen Wilson, 28 Lincoln Avenue, Grafton, Pa.
 Pearl Donoho, Burt 3306, Omaha, Nebr.

John Allen Smith, 4727 South Tenth Avenue, Los Angeles, Calif.
 Mary Farnsworth, 15055 Hubbell, Detroit, Mich.

COMMITTEE ON RESOLUTIONS

(Authorized by Bylaws)

Hall, W. F., Chairman; State Supervisor of Elementary Schools, State Department of Education, Little Rock, Ark.
 Bradley, Helen, Vice-Chairman; 2349 Ashland Ave., Cincinnati, Ohio.
 Skewes, George, Secretary; Department of Education, State Teachers College, Mayville, N. Dak.

Advisory Members

Bertram, Anna L., Superintendent, Lewis County Schools, Vanceburg, Ky.
 Bjork, Ray, Superintendent of Schools, Glendive, Mont.
 Brister, R. H., Superintendent of Schools, Waco, Texas.
 Brown, Virginia M., 605 Hillcrest Ave., Wilmington, Del.
 Carter, C. D., Superintendent of Schools, Torrington, Wyo.
 Chapel, J. C., 7939 26th Ave., Kenosha, Wis.
 Clark, Harry, Superintendent of Schools, Knoxville, Tenn.
 Clarke, M. J., Superintendent of Schools, Ely, Nev.

Condie, John W., State Superintendent of Public Instruction, Boise, Idaho.
 Dacey, Cecile, 9374 Wildemere Ave., Detroit, Mich.
 Deamer, Arthur, Superintendent of Schools, Cedar Rapids, Iowa.
 Dotts, Cecil K., Principal, Kawanana School, Honolulu, T. H.
 Friend, Constance, 127 W. 79th St., New York, N. Y.
 Wilson, Martin (alternate), 130 W. 42nd St., New York, N. Y.
 Gordon, John G., Office of Indian Affairs, Newhalen, Alaska.
 Hageman, Hilda A., 4475 West Pine, St. Louis, Mo.
 Henderson, Leon, 2807 Estrella St., Tampa, Fla.
 Huff, Raymond, Superintendent of Schools, Clayton, N. Mex.
 Hunt, R. L., Superintendent of Schools, Madison, S. Dak.
 Hutchinson, Mrs. Mary, College Station, Columbus, Miss.
 Jeffords, H. Morton, Superintendent of Schools, Wallingford, Conn.
 Johnson, Lottiellen, 2315 T St., #A, Sacramento, Calif.
 Keenan, Robert C., Principal, Bowen High School, 2710 E. 89th St., Chicago, Ill.

Little, M. R., State Supervisor of Schools, Louisville, Ga.
 Lively, Mrs. Emery, 2900 Prytania St., New Orleans, La.
 Loper, John D., Superintendent of Schools, Phoenix, Ariz.
 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.
 Mitchell, Byron L., Deering High School, Portland, Maine
 Parratt, J. Easton, State Capitol, Salt Lake City, Utah
 Powers, Guy, Superintendent of Schools, Athens, Vt.
 Powers, J. Orin, 822 Emerson St., N. W., Washington, D. C.
 Propps, J. J., Daniel Webster High School, 1940 West 40th St., Tulsa, Okla.
 Reynolds, Florence B., 6820 North 24th St., Omaha, Nebr.
 Roche, Juliet M., Public School No. 34, Jersey City, N. J.
 Rockett, James F., State Director of Education, State House, Providence, R. I.

Rodriguez-Bou, Ismael, Polytechnic Institute, San German, P. R.
 Rowlett, Mrs. Eleanor P., 4828 W. Seminary Ave., Richmond, Va.
 Rushton, E. W., Superintendent of Schools, Batesburg, S. C.
 Rusinko, John, 624 S. E. Erie St., Minneapolis, Minn.
 Shields, Edith, 1111 Boren Ave., Seattle, Wash.
 Smith, Elphe K., Route 1, Box 22, Tigard, Ore.
 Strother, Eura, Central Junior High School, Watts St., Durham, N. C.
 Thompson, L. O., Superintendent of Schools, Keene, N. H.
 Williams, H. E., County Superintendent of Schools, Florence, Ala.
 Willis, N. Elliot, Principal, Junior High School, Winthrop, Mass.
 Worley, Vivienne S., 1591 South Franklin St., Denver, Colo.
 Wyatt, Robert H., Secretary, Indiana State Teachers Association, 203 Hotel Lincoln, Indianapolis, Ind.
 Zentmyer, John D., Principal of High School, Hagerstown, Md.

COMMITTEE ON SALARIES

(Special Committee)

Elsbree, Willard S., Chairman; Professor of Education, Teachers College, Columbia University, New York, N. Y.
 Boggs, Rose E., 2009 S. E. St., Richmond, Ind.
 Cooke, Dennis H., Professor of School Administration, George Peabody College for Teachers, Nashville, Tenn.
 Fowlkes, John Guy, Professor of Education, University of Wisconsin, Madison, Wis.
 Jahnke, Clara L., W. 1930 Eighth Ave., Spokane, Wash.

Advisory Members

Adams, Mrs. May Landers, Supervisor of Elementary Schools, Fayette, Ala.
 Alexander, Margery H., Route #2, Box 64, Derita, N. C.
 Allman, J. I., Supervisor of School Administration, State Department of Education, Atlanta, Ga.
 Anderson, J. T., President, Nebraska State Teachers College, Wayne, Nebr.
 Andrews, W. J., Superintendent, Stephens County Public Schools, Toccoa, Ga.
 Appelt, Margaret A., 415 Norwood St., N. E., Grand Rapids, Mich.
 Bacon, Willard H., Superintendent of Schools, Westerly, R. I.
 Baldwin, Harold P., 1666 Eighty-fifth Ave., Oakland, Calif.
 Bass, William A., Superintendent of City Schools, Nashville, Tenn.
 Benezet, Louis P., Dartmouth College, Hanover, N. H.
 Bennett, Mrs. Isabel P., 42-35 147th St., Flushing, N. Y.
 Bergen, Meta B., Polytechnic High School, Sixteenth St. and Atlantic Ave., Long Beach, Calif.
 Berning, T. J., Director, Department of Education, State Office Bldg., St. Paul, Minn.

Bickford, Mrs. Margaret, 164 Crescent Ave., Revere, Mass.
 Black, E. H., Superintendent of Schools, Bristow, Okla.
 Black, H. M., Superintendent of Schools, Hugo, Okla.
 Black, Mary S., Principal, Grammar School, Battle Mountain, Nev.
 Blanchard, H. H., Northern Indiana Teachers Federation, 404 Citizens Bank Bldg., South Bend, Ind.
 Bloom, W. H., Superintendent of Schools, Fairbanks, Alaska
 Boggs, Ruth, Dean of Girls, Girls High School, Anderson, S. C.
 Bolls, Julia, Principal, Clay Street Elementary School, Vicksburg, Miss.
 Bookmeyer, Mary B., North High School, Omaha, Nebr.
 Booth, John N., Editor, *Kansas City Teachers Journal*, Westport High School, 315 E. Thirty-ninth St., Kansas City, Mo.
 Bopp, Earl F., President, Cleveland Teachers Federation, 1254 Leader Bldg., Cleveland, Ohio.
 Bowles, Gibson, 6006 S. E. Ash St., Portland, Ore.
 Boyd, Margaret, President, Steubenville Education Association, Wells Bldg., Steubenville, Ohio
 Bracken, John L., Superintendent of Town School District, Clayton, Mo.
 Brandon, Leonie, 272 Lombard St., New Haven, Conn.
 Bright, Mrs. George, 920 S. Fifth Ave., Sterling, Colo.
 Brown, Eugenie J., John Hay High School, Cleveland, Ohio.
 Brown, Paul R., Superintendent of Schools, Linden, N. J.
 Bunnell, Edna, Emerson School, Muncie, Ind.
 Burke, Arvid J., Director of Information Service, New York State Teachers Association, 152 Washington Ave., Albany, N. Y.

- Burnham, Mrs. Louise M., #122, Salmon, Idaho
- Butler, E. R., Department of Administrative Research, Board of Education, Detroit, Mich.
- Campbell, D. S., George Peabody College for Teachers, Nashville, Tenn.
- Cannon, Roy E., Superintendent, Multnomah County Schools, 605-606 Court House, Portland, Ore.
- Cartwright, R. S., President, Elgin Council of Education, Elgin High School, Elgin, Ill.
- Clarke, Ethel E., 1935 S. E. Ash St., Portland, Ore.
- Clarke, Mrs. W. L., 403 Mountain Ave., S. W., Roanoke, Va.
- Coleman, C. T., President, Hammond Teachers Association, Hammond High School, Hammond, Ind.
- Colton, Albert S., 5936 Chabolyn Terrace, Oakland, Calif.
- Cooper, D. D., Superintendent of Schools, White Sulphur Springs, Mont.
- Cooper, E. Lyle, Superintendent, Blaine County School District 43, Turner, Mont.
- Cornish, William B., Principal, Julia A. Stark School, Glenbrook, Conn.
- Cramer, Roscoe V., Principal, Switzer School, 1829 Madison St., Kansas City, Mo.
- Crawford, Emily, 323 S. Jay St., Tacoma, Wash.
- DeLany, F. M., Principal, Obadiah Knight School, Dallas, Texas.
- DeLong, Vaughn R., Superintendent of Schools, 69 Spring St., Oil City, Pa.
- Dempsey, T. J., Jr., Chairman, Commission on Secondary Schools, Director, State School Supervision, State Capitol, Atlanta, Ga.
- Dietz, Mrs. Edna McNeil, 1901 W. Travis St., San Antonio, Texas.
- Donecker, Frances, 226 S. Monumental, San Antonio, Texas
- Douglass, E. M., Principal, Montgomery Blair High School, Silver Spring, Md.
- Dunagan, Maude, Whatcom Junior High School, Bellingham, Wash.
- Eells, Walter C., Coordinator, American Council on Education, 744 Jackson Place, N. W., Washington, D. C.
- Eisely, Mrs. A. M., Elementary Supervisor, Public Schools of Madison Parish, Tallulah, La.
- Eisenberg, Ephraim, 8 Ruby Place, Newark, N. J.
- Englund, W. E., Executive Secretary, Minnesota Education Association, 2642 University Ave., St. Paul, Minn.
- Erwin, Clayton L., Superintendent of Schools, Rutland-Windsor District, Ludlow, Vt.
- Evans, E. E., Superintendent of Schools, Winfield, Kans.
- Faulk, J. W., Superintendent of Parish Schools, Lafayette, La.
- Feik, L. W., Superintendent of Schools, Sioux City, Iowa
- Finck, Edgar M., Supervising Principal, Dover Township Public Schools, Toms River, N. J.
- Fink, Gertrude M., 1530 Grove St., Lafayette, Ind.
- Forbes, Mrs. Margaret H., 2504 Grove Ave., Richmond, Va.
- Forsyth, Joseph W., 1424 Comly St., Philadelphia, Pa.
- Franz, G. F., Principal, Washington Junior High School, Hopple St. near Colerain, Cincinnati, Ohio
- Frazier, Maude, Superintendent of Schools, 315 S. Seventh St., Las Vegas, Nev.
- Freeble, C. R., Beech Court Road, Leetsdale, Pa.
- Fulmer, C. A., Principal, Wilmington High School, Wilmington, Del.
- Gagan, Rose, Principal, Adams School, Janesville, Wis.
- Gallagher, M. C., Superintendent of Schools, Billings, Mont.
- Garner, May, 943 S. Durbin St., Casper, Wyo.
- Gayman, L. E., 131 W. McCreight Ave., Springfield, Ohio
- Gordon, Walton, Principal, Central Intermediate School, Honolulu, T. H.
- Gorow, George F., Principal, Sherman School, Tacoma, Wash.
- Graffam, Donald T., Head, Social Science Department, Citrus Union High School and Junior College, Azusa-Glendora, Calif.
- Gray, Margaret O., 188 Four Mile Road, W. Hartford, Conn.
- Greene, Mrs. Lulah Radley, 215 E. First St., Aberdeen, Wash.
- Guhman, Ruth, 6646 Iris Ave., Cincinnati, Ohio
- Haller, Helene, Hays Hall, University of Idaho, Moscow, Idaho
- Hamlin, James A., Superintendent of Schools, Sanford, Maine
- Harker, W. J., 123 Woodlawn St., Green Bay, Wis.
- Harvey, Barbara, 1025 W. Cleveland Ave., Spokane, Wash.
- Haslam, James E., Coordinator, Distributive and Business Occupations, Public Schools, Salt Lake City, Utah
- Hill, Jo E., Washington Intermediate School, Honolulu, T. H.
- Hills, May A., Superintendent, Dallas County Schools, Court House, Adel, Iowa
- Hollister, C. D., Roseau, Minn.
- Horn, Gunnar, Benson High School, Omaha, Nebr.
- Horner, Thomas R., Principal, Charleston High School, Charleston-Kanawha, W. Va.
- Humphreys, John S., Principal, Rule Junior-Senior High School, Knoxville, Tenn.
- Irons, F. S., Superintendent, Bennington Southwest District Schools, Bennington, Vt.
- Isle, W. W., President, Southwestern State Teachers College, Weatherford, Okla.
- Jetton, Walter C., Principal, Augusta Tilghman High School, Paducah, Ky.
- Johnson, G. L. H., Superintendent of Schools, Danville, Va.
- Johnson, Lillian M., Principal, Patrick Henry School, Norfolk, Va.
- Jonas, Russell E., Executive Secretary, Iowa State Board of Educational Examiners, State House, Des Moines, Iowa
- Jones, Mrs. Eugenia West, 318 S. Benton Way, Los Angeles, Calif.
- Karnes, Anthony E., Commissioner of Education, Territory of Alaska, Juneau, Alaska
- Karpen, J. P., Superintendent, Dakota County Schools, Hastings, Minn.
- Keller, Mrs. Elizabeth B., 19 Alliance Ave., Rochester, N. Y.
- Kellogg, Albert B., Superintendent of Schools, Claremont, N. H.
- Kelly, Fred L., Graymont School, 300 Eighth Ave. West, Birmingham, Ala.

- Kemp, A. F., Superintendent, Berks County Schools, Court House, Reading, Pa.
- Kirk, Mrs. Page, Western High School, Washington, D. C.
- Kittrell, Charles A., Superintendent, Independent School District, Waterloo, Iowa
- Knight, Edgar W., Division of Teacher Training, University of North Carolina, Chapel Hill, N. C.
- Kopp, Charles L., Superintendent, Allegany County, Cumberland, Md.
- Krieger, Frida, Peckham Junior High School, Milwaukee, Wis.
- LaFargue, W. S., Superintendent of Parish Schools, Thibodaux, La.
- Larson, Emil L., Professor of Education, University of Arizona, Tucson, Ariz.
- Lawrence, D. D., 215 Park Ave., Findlay, Ohio
- Leeds, Albert M., Supervising Principal, Franklin Township Public Schools, Franklinville, N. J.
- Lessing, Marie, President, Portland Grade Teachers Association, Inc., 605 Columbia Bldg., Portland, Ore.
- Lewis, Frederick J., District Superintendent of Schools, Eldred, N. Y.
- Lloyd, Daniel B., Theodore Roosevelt High School, Washington, D. C.
- Lord, Helen M., 1417 Fourth Ave., Los Angeles, Calif.
- Ludwig, G. P., Principal, Hedgesville High School, Hedgesville, W. Va.
- McCasky, E. M., Head Coach, Department of Athletics, Lorain High School, Lorain, Ohio
- McFarland, W. H., Superintendent, Bullitt County Schools, Shepherdsville, Ky.
- McKee, James S., President, Schoolmen's Club of Kansas City, 101 W. Thirty-ninth St., Kansas City, Mo.
- McLaughlin, F. R., Superintendent of Schools, Rossford, Ohio
- MacLean, Daniel W., Headmaster, Berlin High School, Berlin, N. H.
- Mackey, Mrs. Harris, Gilliam's Landing, Hot Springs, Ark.
- Madsen, I. N., Head, Department of Psychology, Lewiston State Normal School, Lewiston, Idaho
- Maneval, R. V., 1873 E. Seventeenth St., Tulsa, Okla.
- Maxwell, C. R., Dean, College of Education, University of Wyoming, Laramie, Wyo.
- Mayes, H. I., Principal, Township High School, Johnston City, Ill.
- Miner, S. D., Superintendent of Schools, Addison-Rutland District, Orwell, Vt.
- Mitchell, H. F., Route #1, Homestead, Fla.
- Montgomery, Esther, 1448 L St., Lincoln, Nebr.
- Montgomery, James C., 15 Lincoln Place, East Rutherford, N. J.
- Moore, C. H., Superintendent of Schools, Clarksville, Tenn.
- Moore, Harry L., Superintendent of Schools, Portsmouth, N. H.
- Morrison, Mrs. Carrie E., Lincoln Junior High School, Portland, Maine
- Moynihan, Laura, 626 S. Kenilworth Ave., Oak Park, Ill.
- Munson, Mrs. Clara D., 971 E. Clinton St., Elmira, N. Y.
- Nash, Mrs. John, 901 E. Twenty-First St., Anniston, Ala.
- Norris, Forbes H., Assistant Superintendent of Schools, Administration Bldg., Richmond, Va.
- Ottman, Angelena, Benjamin Franklin School, Binghamton, N. Y.
- Parkinson, B. L., President, Mississippi State College for Women, Columbus, Miss.
- Partridge, John A., Principal, Caribou High School, Caribou, Maine
- Pearce, Milton O., President, Philadelphia Teachers Association, Principal, Alex K. McClure School, Philadelphia, Pa.
- Phillips, A. B., Superintendent of Schools, Juneau, Alaska
- Phillips, A. J., Executive Secretary, Michigan Education Association, Lansing, Mich.
- Plunkett, Moss A., President, School Trustees Association of Virginia, Shenandoah Life Bldg., Roanoke, Va.
- Poulter, G. Raymond, 2539 Gramercy St., Ogden, Utah
- Powell, Caroline, Boyden High School, Salisbury, N. C.
- Pratt, Bernice, 1509 Park Ave., S. E., Cedar Rapids, Iowa
- Raisner, Wilbur W., 419 Munich St., San Francisco, Calif.
- Reed, John E., 61 Dunklu St., Concord, N. H.
- Remington, Mrs. Pearl M. T., Assistant Superintendent of Schools, East Providence, R. I.
- Remy, Kathora, President, San Antonio Teachers Council, 216 Primera Drive, San Antonio, Texas
- Rice, Mrs. W. D., Winthrop College, Rock Hill, S. C.
- Robinson, Alice M., State Teachers College, Kearney, Nebr.
- Roderick, Edward E., Deputy Commissioner of Education, Augusta, Maine
- Roe, Clara G., 322 E. Fifth St., Flint, Mich.
- Rolfe, Stanley H., Superintendent of Schools, Newark, N. J.
- Rose, C. E., Superintendent of Schools, Tucson, Ariz.
- Rosenlof, G. W., University of Nebraska, Lincoln, Nebr.
- Rugg, L. S., Principal, West End Grammar School, Alexandria, La.
- Rutherford, J. C., Superintendent of Schools, Phillips, Wis.
- Sand, Harold J., South High School, Minneapolis, Minn.
- Scales, Opal, 609 Dayton St., Muskogee, Okla.
- Scates, Douglas E., Director of Research, Cincinnati Public Schools, 216 E. Ninth St., Cincinnati, Ohio
- Scobee, R. T., Superintendent of Schools, Jefferson City, Mo.
- Scully, Susan B., 6410 Woodlawn Ave., Chicago, Ill.
- Semple, Julia, Lafayette Apts., Aberdeen, Wash.
- Senger, Harry L., Editor, C. T. A. Bulletin, 347 Warren Ave., Cincinnati, Ohio
- Sheffer, W. E., Superintendent of Schools, Manhattan, Kans.
- Shugart, Lehman C., Thomas Jefferson High School, Elizabeth, N. J.
- Sims, Mrs. Louise, 677 Santa Barbara Rd., Berkeley, Calif.
- Siverson, A. Godfrey, President, Des Moines Teachers Club, Garfield Bldg., Des Moines, Iowa
- Sloan, Cora Mae, 2204 Hurley Ave., Fort Worth, Texas
- Smith, J. M., President, Tennessee Polytechnic Institute, Cookeville, Tenn.

- Smith, Karl C., Superintendent of Schools, West Liberty, Iowa
 Smith, T. O., Ogden High School, Ogden, Utah
 Snow, Edward H., Principal, Lower Merion Junior High School, Ardmore, Pa.
 Snow, Mrs. Mary L., 94 Pleasant Ave., Portland, Maine
 Stackpole, George R., Superintendent of Schools, Winooski, Vt.
 Steiner, John P., Superintendent of Schools, Portales, N. Mex.
 Stoecker, Mamie B., Principal, J. J. McGilvra School, Seattle, Wash.
 Stringer, S. L., Commissioner of Education, Crosby, Miss.
 Strome, Forrest C., 1903 White's Road, Kalamazoo, Mich.
 Sullivan, Julia E., President, Boston Teachers Club, 15 Beacon St., Boston, Mass.
 Sylla, Ben A., Superintendent of Schools, Cook County, Chicago Heights, Ill.
 Taylor, J. L., Superintendent of Schools, Searcy, Ark.
 Taylor, Milton B., Executive Secretary, Utah Education Association, 316 Beneficial Life Bldg., Salt Lake City, Utah
 Tobias, Edna M., Hardin, Mont.
 Tomlinson, Mrs. Florence, 3100 Twelfth Ave. N., Birmingham, Ala.
 Turcott, George L., Principal, Elko County High School, Elko, Nev.
 Turek, James, North Tarrytown High School, North Tarrytown, N. Y.
 Turner, T. Russell, 2913 Franklin St., Wilmington, Del.
 Vidrine, George C., President, Texas Classroom Teachers Association, 327 Hot Wells Blvd., San Antonio, Texas
 Wagner, Thomas J., Superintendent, Second District Westchester County Schools, County Office Bldg., White Plains, N. Y.
 Walker, Mrs. Sadie A., 701 Tenth St., S., Fargo, N. Dak.
 Walls, Ruth, 129 Jackson St., Kingwood, W. Va.
 Walters, Marjorie, President, Elementary Principals of Iowa, Principal, Harrison School, Cedar Rapids, Iowa
 Watson, J. L., Superintendent, Pulaski County Special School District, County Court House, Little Rock, Ark.
 Werner, J. C., Assistant Superintendent, Allegheny County Schools, Pittsburgh, Pa.
 Werner, John C., Director of Training, State Normal School, Albion, Idaho
 Weschler, Florence, President, National League of Teachers Associations, 4625 Highview Blvd., Erie, Pa.
 Willis, Benjamin C., Superintendent of Schools, Caroline County, Denton, Md.
 Wiseman, C. R., Professor of Education, South Dakota State College, Brookings, S. Dak.
 Wish, Fred D., Jr., Superintendent of Schools, Hartford, Conn.
 Wolf, Miss Ollie, Washington School, Chicago Heights, Ill.
 Wolfe, W. D., Superintendent of Schools, Atchison, Kans.
 Woodside, Mrs. Viola C., Nishuane School, Montclair, N. J.
 Wooley, W. T., Superintendent of Schools, Community High School, Monticello, Ill.
 Young, George P., Superintendent of Schools, Alamosa, Colo.
 Zeigel, W. H., Dean of the Faculty, Delta State Teachers College, Cleveland, Miss.

COMMITTEE ON SUPPLY, PREPARATION, AND CERTIFICATION OF TEACHERS

(Authorized by Representative Assembly)

- Jaggers, R. E., Chairman; Director of Teacher Training and Certification, State Department of Education, Frankfort, Ky.
 Herndon, Mrs. Louise Burgess, Franklin School, Richmond, Va.
 Rosier, Joseph, President, Fairmont State Teachers College, Fairmont, W. Va.
 Spargo, John A., Superintendent of Schools, Nutley, N. J.
 Suhrie, Ambrose, School of Education, New York University, Washington Square, New York, N. Y.

Advisory Members

- Abbot, Pansy Jewett, Superintendent of County Schools, Redwood City, Calif.
 Abercrombie, John W., Supervisor of Education, Montgomery, Ala.
 Adams, F. R., Superintendent of Schools, Marshall, Minn.
 Alger, John L., President, Rhode Island College of Education, Providence, R. I.
 Allman, H. B., Superintendent of City Schools, Muncie, Ind.
 Anderson, C. J., Dean, School of Education, University of Wisconsin, Madison, Wis.
 Armentrout, W. D., Vicepresident, Colorado State College of Education, Greeley, Colo.
 Ball, Ernest C., Superintendent of City Schools, 317 Poplar Ave., Memphis, Tenn.
 Barnes, Mrs. Mary D., 225 Summit Road, Elizabeth, N. J.
 Bartlett, Mary Ruth, Beaver High School, Bluefield, W. Va.
 Bateman, Merle S., Credential Secretary, State Department of Education, Lexington Bldg., Baltimore, Md.
 Bedwell, Robert L., Head, Department of Education, Mississippi State College for Women, Columbus, Miss.
 Belt, Elizabeth, Frank B. John School, Salisbury, N. C.
 Bemis, Marlowe, 116 S. Fourth St., Sterling, Colo.
 Bent, Mrs. Elizabeth Cameron, Supervisor, Education and Teacher Training, San Jose State College, San Jose, Calif.
 Beyer, Louise, Hotel Durant, Berkeley, Calif.
 Bjork, Ray O., Superintendent, Dawson County High School, Glendive, Mont.
 Black, Florence, Castleton, Vt.
 Blake, Dorothy Stuart, 320 College Ave., S. E., Grand Rapids, Mich.
 Bonar, Hugh S., Superintendent of Schools, Manitowoc, Wis.

- Bond, J. C., President, Teachers College of Kansas City, 1840 E. Eighth St., Kansas City, Mo.
- Bowman, Grover C., President, State Teachers College, North Adams, Mass.
- Brown, Mrs. Nina, Simpson College, Indianola, Iowa
- Brown, Stella, Towson, Md.
- Bullard, Irma L., 3539 Blaisdell Ave., Minneapolis, Minn.
- Burk, Margaret, Wilson Teachers College, Eleventh and Harvard Sts., N. W., Washington, D. C.
- Burns, Ralph A., Professor of Education, Dartmouth College, Hanover, N. H.
- Byers, Loretta, Director of Training, Southern Branch, University of Idaho, Pocatello, Idaho
- Camp, Cordelia, Western Carolina Teachers College, Cullowhee, N. C.
- Carr, A. T., Principal, Nathan Hale Junior High School, Cleveland, Ohio
- Carter, Lovie, 905 E. Weatherford St., Fort Worth, Texas
- Chambers, W. Max, Superintendent of Schools, Okmulgee, Okla.
- Chandler, H. E., Secretary of the Teachers Appointment Bureau, University of Kansas, Lawrence, Kans.
- Christensen, W. W., Superintendent of Schools, Idaho Falls, Idaho
- Conger, N., Dean of Education, Oklahoma Agricultural and Mechanical College, Stillwater, Okla.
- Conner, Jay D., Assistant Superintendent of Schools, 825 Union St., San Diego, Calif.
- Davis, Chester V., Superintendent, Ruth School, Ruth, Nev.
- Davis, John C., Superintendent of Schools, Bridgewater, Mass.
- Day, L. C., Superintendent of Schools, South Portland, Maine
- Deamer, Arthur, Superintendent, Independent School District, 716 A Ave., N. E., Cedar Rapids, Iowa
- Dixon, Madeleine, Supervisor of Personnel, Wilmington Public Schools, Eleventh and Washington Sts., Wilmington, Del.
- Dodge, Mrs. Ida Flood, 720 S. Second Ave., Tucson, Ariz.
- Douglass, Bennett C., Professor of Education, University of Vermont, Burlington, Vt.
- Drahn, Mamie, Circle Park School, Ft. Worth, Texas
- Drew, Nina, 3268 S. W. Third St., Miami, Fla.
- Dudley, L. Leland, Superintendent of Schools, Amherst, Mass.
- Eason, T. D., Director of Higher Education, State Board of Education, Richmond, Va.
- Eich, Dorothy B., 224 Pleasant St., Oak Park, Ill.
- Elrod, Lacy, Supervisor, Division of Certification, State Department of Education, Nashville, Tenn.
- Emens, John R., Associate Professor of Secondary Education, Wayne University, Detroit, Mich.
- Engle, C. H., Secretary, Illinois State Examining Board, 403 Centennial Bldg., Springfield, Ill.
- English, Mildred, Superintendent, Peabody Training School, Georgia State College for Women, Milledgeville, Ga.
- Galbraith, C. Layton, Superintendent of Schools, McGill, Nev.
- Gammage, Grady, President, Arizona State Teachers College, Tempe, Ariz.
- Gennoe, Mrs. Nannie, Principal, Mountain View School, Knoxville, Tenn.
- Gerson, Armand J., Associate Superintendent of Schools, Parkway at Twenty-first St., Philadelphia, Pa.
- Gillentine, Flora Myers, Chairman, Division of Education and Psychology, Henderson State Teachers College, Arkadelphia, Ark.
- Goetch, E. W., Director, Placement Bureau, Iowa State Teachers College, Cedar Falls, Iowa
- Goodrich, Bessie Bacon, Curriculum Adviser, Des Moines Public Schools, 629 Third St., Des Moines, Iowa
- Grier, W. P., Superintendent of Schools, Gastonia, N. C.
- Grose, C. Herman, Superintendent of Schools, Public Library Bldg., Erie, Pa.
- Haas, Francis B., President, State Teachers College, Bloomsburg, Pa.
- Hardester, Mildred, Gregory School, West Orange, N. J.
- Harrington, Mary L., 1251 Clarkson St., Denver, Colo.
- Harwell, Frank L., Superintendent of Schools, Talladega, Ala.
- Haught, D. L., Dean, Concord State Teachers College, Athens, W. Va.
- Heidelberg, H. B., Superintendent of Schools, Clarksdale, Miss.
- Henderson, Leon N., President, Department of Classroom Teachers of the Florida Education Association, 5408 Cherokee Ave., Tampa, Fla.
- Hendrix, A. W., Principal, Junior-Senior High School, Prescott, Ariz.
- Hepner, Walter, President, San Diego State College, San Diego, Calif.
- Herbst, R. L., State Director of Research, State Department of Public Instruction, Dover, Del.
- Herrick, John H., Director of Research, Shaker Heights City School District, S. Woodland and Woodbury Roads, Cleveland, Ohio
- Hester, E. R., Principal, Arcadia High School, Arcadia, La.
- Hodges, Dorothy, Assistant Director, Division of Teacher Training and Licensing, State Department of Education, Indianapolis, Ind.
- Hollis, E. V., School of Education, College of the City of New York, Convent Ave. and 139th St., New York, N. Y.
- Hollis, L. P., Superintendent, Parker School District, Greenville, S. C.
- Holt, Frank O., Dean, Extension Division, University of Wisconsin, Madison, Wis.
- Hotz, H. G., Dean, College of Education, University of Arkansas, Fayetteville, Ark.
- Howard, C. A., President, Eastern Oregon Normal School, La Grande, Ore.
- Hudlow, Ulah, 503 E. Third St., Tucson, Ariz.
- Hughes, Rees H., Superintendent of Schools, Parsons, Kans.
- Hunnicutt, Edwin, 1020 High St., Bellingham, Wash.
- Hunt, H. A., Superintendent of Schools, Portsmouth, Va.
- Hutchinson, Mrs. Mary, President, Mississippi Education Association, Columbus, Miss.
- Isle, W. W., President, Southwestern State Teachers College, Weatherford, Okla.
- Ives, C. A., Dean, Teachers College, Louisiana State University, University, La.

- Jenkins, Ralph C., President, Danbury State Teachers College, Danbury, Conn.
- Kefauver, Grayson N., Dean, School of Education, Stanford University, Stanford University, Calif.
- Kelly, Hobart R., Superintendent of Schools, Ketchikan, Alaska
- Kessler, R. V., 830 W. Alameda St., Tucson, Ariz.
- Kethley, William M., President, Delta State Teachers College, Cleveland, Miss.
- Kiely, Margaret, Dean, Queens College, 65-30 Kissena Blvd., Flushing, N. Y.
- Kirby, David, Secretary, State Board of Education, Charleston, W. Va.
- Klonower, Henry, Director, Department of Teacher Education and Certification, Department of Public Instruction, Harrisburg, Pa.
- Knowles, Robert R., Superintendent of Schools, Sterling, Colo.
- Learned, Welthea M., First Vicepresident, Utah Education Association, 316 Beneficial Life Insurance Bldg., Salt Lake City, Utah
- Leary, Genevieve M., Director of Training Schools, New Haven State Teachers College, New Haven, Conn.
- Letton, Mildred C., 5641 Euclid Ave., Kansas City, Mo.
- Little, G. Tappan, Portland High School, Portland, Maine
- Ludeman, W. W., Dean, Southern State Normal School, Springfield, S. Dak.
- McCall, W. Morrison, Director, Division of Instruction, State Department of Education, Montgomery, Ala.
- McClelland, Donald W., Principal, State Normal School, Johnson, Vt.
- McConnell, Robert E., President, Central Washington College of Education, Ellensburg, Wash.
- McCowen, E. O., County Superintendent of Schools, Room 305, Court House, Portsmouth, Ohio
- McCouston, Ed, Supervisor of Colored Schools, State Department of Education, Little Rock, Ark.
- McDonnell, Julia, Principal, High School, Torrington, Conn.
- McNamara, Mary, Principal, Benson High School, Omaha, Nebr.
- McNutt, Franklin H., Director, Division of Instruction, State Department of Education, Columbus, Ohio
- Malloy, Helen M., 108 Madison Ave., Hartford, Conn.
- Manship, Mrs. Helen, School #6, Elizabeth, N. J.
- Mason, Wallace E., President, Normal School, Keene, N. H.
- Maul, Ray C., Director, Extension Division, Teacher Placement Bureau, Kansas State Teachers College, Emporia, Kans.
- Meadows, Leon R., President, East Carolina Teachers College, Greenville, N. C.
- Merritt, Mrs. Margaret R., Principal, Taft Junior High School, Washington, D. C.
- Michie, Catherine, 2827 N. W. Twelfth Ave., Miami, Fla.
- Miller, Melvina, Cleveland, Ga.
- Milligan, John P., State Teachers College, Newark, N. J.
- Moffett, Marcella G., Washington School, Trenton, N. J.
- Moore, Harold E., Director, Bureau of Teacher Recommendations, Indiana University, Bloomington, Ind.
- Morgan, Kenneth O., Robert E. Lee Junior High School, 3100 N. W. Fifth Ave., Miami, Fla.
- Moseley, C. C., Superintendent of Schools, Anniston, Ala.
- Muir, Sara T., Lincoln High School, Lincoln, Nebr.
- Myers, Alonzo F., Professor of Education, New York University, New York, N. Y.
- Nagel, Anne L., 811 Fourteenth St., Racine, Wis.
- Nanninga, S. P., Dean, College of Education, University of New Mexico, Albuquerque, N. Mex.
- Nelson, May M., 1214 New Orleans Ave., Tampa, Fla.
- Newpher, James A., Director, Bureau of Professional Licensing, State Department of Public Instruction, Harrisburg, Pa.
- Obenshain, Annie S., Belspring, Va.
- O'Rourke, E. Veronica, 818 W. Third St., Chester, Pa.
- Parker, W. W., President, Southeast Missouri State Teachers College, Cape Girardeau, Mo.
- Partch, C. E., Dean, School of Education, Rutgers University, New Brunswick, N. J.
- Pate, W. R., President, Peru State Teachers College, Peru, Nebr.
- Patterson, D. R., Director, State Curriculum Program, State Department of Education, Jackson, Miss.
- Peik, W. E., Dean, College of Education, University of Minnesota, Minneapolis, Minn.
- Phillips, Guy B., Professor of Education, University of North Carolina, Chapel Hill, N. C.
- Pittenger, B. F., Dean, School of Education, University of Texas, Austin, Texas
- Pittenger, Lemuel A., President, Ball State Teachers College, Muncie, Ind.
- Powers, J. Orin, Professor of Education, University of Maryland, College Park, Md.
- Puffer, Rodney A., Assistant to the Superintendent of Schools, 414 Fourteenth St., Denver, Colo.
- Raasch, Meta, Washington High School, 2525 N. Sherman Blvd., Milwaukee, Wis.
- Ragan, Mary Jo, Park City-Lowry School, Knoxville, Tenn.
- Rasmussen, Axel, Superintendent of Schools, Skagway, Alaska
- Reed, Carroll R., Superintendent of Schools, Minneapolis, Minn.
- Richardson, Josephine, 1411 N. Ellison St., Oklahoma City, Okla.
- Robert, E. B., Teachers College, Louisiana State University, University, La.
- Robinson, Claude C., Board of Control, Central High School, Evansville, Ind.
- Robinson, Orrin W., Deputy Superintendent of Schools, Department of Public Instruction, Honolulu, T. H.
- Roderick, E. E., Deputy Commissioner of Education, Augusta, Maine
- Rogers, Murphy P., Dean, Louisiana State Normal College, Natchitoches, La.
- Runyan, Mrs. Ruth, 146 Woolper Ave., Cincinnati, Ohio
- Seeds, Corinne A., Principal of University Elementary School, University of California at Los Angeles, Los Angeles, Calif.
- Shannon, Ethel, Board of Education, Public Schools, Kansas City, Kans.

Shuster, Ethyl, 1402 N. Fifth St., Tacoma, Wash.
 Slayton, Sue, 1007 S. Park St., Kalamazoo, Mich.
 Smith, C. B., President, State Teachers College, Troy, Ala.
 Smith, Guy D., Superintendent of Schools, Stillwater, Minn.
 Spangler, Lillie Mae, 321 E. Tenth St. Dallas, Texas
 Sprouse, W. L., College of Education, Ohio State University, Columbus, Ohio
 Srygley, Ola, 1409 Pennsylvania Ave., Fort Worth, Texas
 Starcher, Genevieve, Supervisor of Certification, State Department of Education, Charleston, W. Va.
 Stephens, Miland, President, Ogden Teachers Association, Lincoln School, Ogden, Utah
 Swain, C. C., President, State Teachers College, Minot, N. Dak.
 Taplin, Winn L., District Superintendent of Schools, Fair Haven, Vt.
 Thomas, Robert Lee, Supervisor, Division of Elementary Schools, State Department of Education, Nashville, Tenn.
 Thompson, Arthur E., State Superintendent of Public Instruction, Bismarck, N. Dak.
 Thompson, Lawrence O., Superintendent of Schools, Keene, N. H.

Thompson, M. E., Director, Teacher Training and Certification, State Department of Education, Atlanta, Ga.
 Towner, Earl M., Principal, I. I. Stevens School, Eighteenth Ave. N. and E. Galer St., Seattle, Wash.
 Van Tassel, C. D., 812 Dunwood Court, Toledo, Ohio.
 Vincenty, Nestor I., First Assistant Commissioner of Schools, Department of Education, San Juan, P. R.
 Waddell, Gladys G., Park School, Casper, Wyo.
 Walker, Kirby P., Superintendent of Schools, Jackson, Miss.
 Washburn, Carleton, Superintendent of Schools, Winnetka, Ill.
 Willey, Warner M., Western Kentucky State Teachers College, Bowling Green, Ky.
 Wine, E. C., Principal, Alcott Elementary School, Wichita, Kans.
 Wirt, Lulu E., State Teachers College, Kearney, Nebr.
 Wist, Benjamin O., Dean, Teachers College, University of Hawaii, Honolulu, T. H.
 Wyland, Mary Jane, Associate Professor of Education, Pennsylvania State College, State College, Pa.
 Wyman, H. B., Dean, Phoenix Junior College, Phoenix, Ariz.
 Young, Pauline A., Librarian, Howard High School, Wilmington, Del.

COMMITTEE ON TAX EDUCATION

Wilson, Martin, Chairman; 130 W. Forty-second St., New York, N. Y.
 Dacey, Cecile, Cooley High School, Detroit, Mich.
 King, LeRoy A., Professor of Educational Administration, University of Pennsylvania, Philadelphia, Pa.
 Mahoney, J. R., Professor of Economics, University of Utah, Salt Lake City, Utah.
 Martin, James W., Director, Bureau of Business Research, University of Kentucky, Lexington, Ky.

Advisory Members

Allman, H. B., Superintendent of Schools, Muncie, Ind.
 Bardarson, Otto W., Chairman, Financing Public Education Committee, District Superintendent of Schools, Carmel, Calif.
 Campbell, Henry L., Superintendent of Schools, Ruston, La.
 Campbell, R. F., Superintendent of Schools, Preston, Idaho.
 Cason, Ernest, Principal, Winter Park Elementary School, Winter Park, Fla.
 Cheney, Ray E., Superintendent of Schools, River Forest, Ill.
 Clifford, J. M., Executive Secretary, Michigan Teachers Retirement Fund Board, Michigan Education Association Bldg., Lansing, Mich.
 Clowes, Frederick A., Principal, Washington Intermediate School, Honolulu, T. H.
 Cook, J. H., State School Supervisor, Box 465, Rome, Ga.
 Cooper, Lewis B., Associate Professor, Department of Education, Texas Technological College, Lubbock, Texas.
 Cromwell, R. Floyd, Supervisor of Educational and Vocational Guidance, State Department of Education, Baltimore, Md.

Cushing, Herbert L., President, Nebraska State Teachers College, Kearney, Nebr.
 Derrick, S. M., University of South Carolina, Columbia, S. C.
 Early, W. A., Principal, High School, Lacrosse, Va.
 Fee, Ira B., Superintendent of Schools, Missoula, Mont.
 Floyd, G. C., Director of Finance, State Department of Education, Little Rock, Ark.
 Gardner, George R., Superintendent of Schools, Auburn, Maine.
 George, N. L., Superintendent of Schools, Duncan, Okla.
 Hart, I. H., Extension Division, Iowa State Teachers College, Cedar Falls, Iowa.
 Haygood, T. F., Department of Economics, West Virginia University, Morgantown, W. Va.
 Herrick, John H., Director of Research, Board of Education, Shaker Heights, Ohio.
 Howard, Robert, Superintendent of Schools, Carlsbad, N. Mex.
 Hunt, Lyman C., Superintendent of Schools, Burlington, Vt.
 Ivy, H. M., Superintendent of Schools, Meridian, Miss.
 Jordan, Dana S., Superintendent of Schools, Littleton, N. H.
 Kremer, Catherine J., Sykeston, N. Dak.
 Larson, Emil, Professor of Education, University of Arizona, Tucson, Ariz.
 Lloyd, Daniel B., Roosevelt High School, Thirteenth and Upshur Sts., N. W., Washington, D. C.
 McGlade, Charles, Superintendent of Schools, Pullman, Wash.
 MacGregor, W. H., Assistant Secretary, Alabama Education Association, 21 Adams Ave., Montgomery, Ala.
 Maddocks, Carl W., Superintendent of Schools, Milford, Conn.

- Peterson, Leroy, Director of Research, Wisconsin Education Association, 404 Insurance Bldg., Madison, Wis.
- Rankin, Arthur L., Superintendent, Hamilton County Schools, Chattanooga, Tenn.
- Rasmussen, Jewell J., Director of Research, Utah Education Association, 1331 Sherman Ave., Salt Lake City, Utah.
- Reusser, W. C., Professor of Education, University of Wyoming, Laramie, Wyo.
- Roca, Pablo, Statistician, Department of Education, San Juan, P. R.
- Rodgers, Mrs. Lucy E., Superintendent, Morrow County Schools, Heppner, Ore.
- Rosa, Irvin E., Superintendent of Schools, Owatonna, Minn.
- Ryan, James C., University of Alaska, College, Alaska.
- Shawe, H. B., Principal, High School, Gardnerville, Nev.
- Sheffer, W. E., Superintendent of Schools, Manhattan, Kans.
- Shilling, John, Assistant State Superintendent of Secondary Schools, State Department of Education, Dover, Del.
- Smith, Payson, School of Education, Harvard University, Cambridge, Mass.
- Tarbell, Emily, 235 Glenwood Ave., Syracuse, N. Y.
- Troxel, O. L., Professor of Education, Colorado State College of Education, Greeley, Colo.
- Vaughan, T. E., Associate Secretary, Missouri State Teachers Association, Columbia, Mo.
- White, Winton J., Superintendent of Schools, Board of Education, Englewood, N. J.
- Williams, Martin E., Superintendent of Schools, Winner, S. Dak.
- Wueller, Paul H., 34 Glennland Apts., State College, Pa.

COMMITTEE ON TENURE

(Authorized by Representative Assembly)

- DuShane, Donald, Chairman; Superintendent of Schools, Columbus, Ind.
- Dahl, Mrs. Myrtle Hooper, 312 S. Eighth St., Minneapolis, Minn.
- Jelinek, Frances, President, Milwaukee Teachers Association, Room 150, Hotel Wisconsin, Milwaukee, Wis.
- Keenan, Robert C., Principal, Bowen High School, 2710 E. Eighty-ninth St., Chicago, Ill.
- Kingan, J. Constance, High School, Royal Oak, Mich.
- O'Connor, Mary Elizabeth, Supervisor of Elementary Schools, Arlington, Mass.
- Blunk, Ella, Senior High School, Grand Island, Nebr.
- Booth, C. L., Superintendent of Schools, Pasco, Wash.
- Booth, Jonathan L., Elementary Supervisor, Public Schools, Tucson, Ariz.
- Bowden, A. O., Department of Anthropology, University of Southern California, University Park, Los Angeles, Calif.
- Boyum, Louise V., Principal, Wailuku Elementary School, Wailuku, Maui, T. H.
- Briggs, Pearl A., 1718 Seneca St., Buffalo, N. Y.
- Brooks, L. W., Principal, Wichita High School East, Wichita, Kans.
- Brown, Eugenie J., Euclid-Logan Hotel, Cleveland, Ohio
- Brown, Lelia O., Summer Avenue School, Newark, N. J.
- Buck, L. Talbert, President, Evansville Public School Teachers Association, 719 Lombard Ave., Evansville, Ind.
- Burger, Florence, 817 W. Tenth St., Erie, Pa.
- Burgess, Grace E., 142 W. Cedar Ave., Denver, Colo.
- Burmaster, Rosa M., Principal, Washington School, Muncie, Ind.
- Burnham, Mrs. Louise M., #122, Salmon, Idaho
- Burr, Samuel Engle, Superintendent of Schools, New Castle, Del.
- Butterfield, R. L., Principal, Benjamin Franklin High School, Rochester, N. Y.
- Carter, Mrs. R. W., 2444 A. Burbank Road, Honolulu, T. H.
- Chapel, J. C., 7939 Twenty-sixth Ave., Kenosha, Wis.
- Christensen, W. W., Superintendent of Schools, Idaho Falls, Idaho
- Clark, Robert Wayne, 615 Upland Ave., Jenkintown, Pa.
- Cline, Blanche, Principal, Columbia School, 903 S. Fourth St., Champaign, Ill.
- Comfort, Nick, School of Religion, University of Oklahoma, Norman, Okla.
- Cook, Katherine, 912 W. Twenty-third St., Austin, Texas

Advisory Members

- Anderson, Homer W., Superintendent of Schools, Omaha, Nebr.
- Andrews, Mrs. Flora J., 2110 E. Lead Ave., Albuquerque, N. Mex.
- App, Isaac D., County Superintendent of Schools, Municipal Bldg., Harrisburg, Pa.
- Applegate, Mrs. Stella S., 307 Stacy-Trent Bldg., Trenton, N. J.
- Avery, Sarah O., 1509 Park St., Syracuse, N. Y.
- Baldwin, George H., Chief, Division of Promotion and Supervision, State Department of Education, Providence, R. I.
- Barr, Mrs. Minerva A., 21 Meriden St., Buffalo, N. Y.
- Baskervill, Elizabeth, 24 Elliott St., Orangeburg, S. C.
- Batchelder, Carl J., Deputy Commissioner of Education, State House, Montpelier, Vt.
- Bechtold, R. H., Principal, Baldwin High School, Birmingham, Mich.
- Bell, George Giltner, Principal, City Schools, Huron, S. Dak.
- Betts, Otsie V., 2009 Ross Ave., Fort Worth, Texas
- Blanche, H. H., Northern Indiana Teachers Federation, 404 Citizens Bank Bldg., South Bend, Ind.
- Bloom, W. C., Superintendent of Dawson County Schools, Lexington, Nebr.
- Bloom, W. H., Superintendent of Schools, Fairbanks, Alaska

- Copeland, S. D., Superintendent of Schools, Augusta, Ga.
- Corlett, Robert K., Principal, Horace Mann Junior High School, Burlington, Iowa
- Couch, Edward B., 1133 N. Everett St., Glendale, Calif.
- Cowart, Ralph W., Director, Teacher Placement Bureau, University of Alabama, University, Ala.
- Crawford, Will C., Superintendent of Schools, San Diego, Calif.
- Cumming, George J., Superintendent of Schools, Rockland, Maine
- Dacey, Cecile M., Cooley High School, Detroit, Mich.
- Davis, Chester V., Superintendent, Ruth School, Ruth, Nev.
- Davis, Mrs. Genevra P. W., 855 North Ave. 50, Los Angeles, Calif.
- Davis, Mrs. Jane Adrian, 1013 Horatio St., Tampa, Fla.
- Dick, L. C., Superintendent, Madison County Schools, W. Jefferson, Ohio
- Dickinson, Florence M., Principal, Lincoln School, Camden, N. J.
- Dirksen, George H., Superintendent of Schools, Wolsey, S. Dak.
- Donoho, Pearl, 3306 Burt St., Omaha, Nebr.
- Doyle, Mary C., Central High School, St. Paul, Minn.
- Drake, Flora E., 2230 Brookside Ave., Indianapolis, Ind.
- Duyck, Leon W., Principal, Giffin School, Knoxville, Tenn.
- Dyer, Kathleen, 305 W. Thomas St., Salisbury, N. C.
- Eakin, Myrl I., Schenley High School, Oakland, Pittsburgh, Pa.
- Early, John J., Superintendent of Schools, Sheridan, Wyo.
- Egan, Agnes, 2055 Bellaire St., Denver, Colo.
- Egbert, Freda D., 7529 Alaska Ave., N. W., Washington, D. C.
- Eldridge, Raymon W., Principal, Lawrence School, 27 Francis St., Brookline, Mass.
- Eubank, L. A., Dean, State Teachers College, Kirksville, Mo.
- Evans, C. Ray, North Summit School District, Coalville, Utah
- Farris, Frankie Lou, 518 Greenwood Road, Roanoke, Va.
- Feris, Frances F., Natrona County High School, Casper, Wyo.
- Fisher, E. C., Superintendent of Schools, Peoria, Ill.
- Fligor, Elizabeth, 2736 Walker Ave., Kansas City, Kans.
- Frank, Anna, Secretary, Department of Classroom Teachers, Oklahoma Education Association, Hotel Tulsa, Tulsa, Okla.
- Gambill, Gladys G., Head, Department of English, Newport News High School, Newport News, Va.
- Garber, L. O., Principal, College High School, State Teachers College, Mankato, Minn.
- Gaskins, C. E., Assistant Principal, South High School, Lima, Ohio
- Gibbs, Mrs. Helen B., 377 West First St., Dayton, Ohio
- Gilman, John S., Superintendent of Schools, Laconia, N. H.
- Gottfried, Mary M., High School, Montclair, N. J.
- Greene, J. H., Superintendent of Schools, Elberton, Ga.
- Greer, H. G., Superintendent of County Schools, Monroeville, Ala.
- Grieder, Theodore G., Superintendent of Schools, Winslow, Ariz.
- Grier, B. M., Superintendent of Schools, Athens, Ga.
- Grove, Frank L., Secretary, Alabama Education Association, 21 Adams Ave., Montgomery, Ala.
- Hale, Mrs. Gertrude F., 58 Lewis St., Athol, Mass.
- Hall, Fred P., Jr., 27 Colonial Road, Portland, Maine.
- Hanks, Mina E., 315 N. Park St., Tucson, Ariz.
- Hanson, Virginia, 1414 Sixteenth Ave., S., Birmingham, Ala.
- Hargrave, E. B., Vice-Principal, George Washington High School, Indianapolis, Ind.
- Hart, Harry T., Principal, Stevens School, Stamford, Conn.
- Hassell, B. L., Principal, High School, Clarksville, Tenn.
- Hawley, Arja M., 417 Chilton St., Elizabeth, N. J.
- Hayes, Frieda L., 156 Tremper Ave., Kingston, N. Y.
- Hendricks, Lorene, 711 Union St., Boise, Idaho.
- Holley, Ella J., Rural Supervisor for New Castle County Schools, Wilmington, Del.
- Holmes, William H., Superintendent of Schools, Mt. Vernon, N. Y.
- Holt, Miss Terrell, 728 Napier Ave., Macon, Ga.
- Howell, Sadie, 107 Sylvia St., West Lafayette, Ind.
- Humphreys, Pauline A., State Teachers College, Warrensburg, Mo.
- Imhoff, G. C., James Ford Rhodes High School, Cleveland, Ohio.
- Ireland, E. W., Superintendent of Schools, Stratford, Conn.
- Irizarry, Oscar B., Director of English for Public Schools, Department of Education, San Juan, P. R.
- Isaac, Mrs. Agnes, 3945 Loquat St., Coconut Grove, Fla.
- Jackson, C. W., Principal, Beaver High School, Bluefield, W. Va.
- Jacobs, Clara M., Department of Educational Research, District #1, City Schools, Pueblo, Colo.
- Jenkins, Joseph, 118 S. Twelfth St., Salt Lake City, Utah.
- Johnson, Ina R., Senior High School, Fargo, N. Dak.
- Johnson, Walter D., Principal, Eureka County High School, Eureka, Nev.
- Jordan, Dana S., Superintendent of Schools, Littleton, N. H.
- Jordan, Mary S., Martin Hotel, Sioux City, Iowa.
- Keese, Thomas O., Newport News Education Association, High School Building, Newport News, Va.
- Keller, Lester E., Principal, Sudlow Intermediate School, Davenport, Iowa.
- Kennedy, Margaret J., Dean of Women, New Mexico Normal University, Las Vegas, N. Mex.
- Kirkpatrick, Virginia, Addison Apartments, Charlotte, N. C.
- Kittrell, Charles A., Superintendent, Independent School District, Waterloo, Iowa.
- Knokey, Walter B., Superintendent, Union High School, Tulare, Calif.
- Knox, William, President, Missouri State Teachers Association, Central Missouri State Teachers College, Warrensburg, Mo.

- Lathrop, Aline, Assistant Director, Division of Information and Statistics, State Department of Education, Austin, Texas.
- Lawyer, Mrs. Harriet Rose, President, Classroom Department, California Teachers Association, 1151 Shattuck Ave., Berkeley, Calif.
- Layman, G. A., Jefferson High School, Roanoke, Va.
- Lees, Gladys L., 3520 S. Tenth St., Tacoma, Wash.
- Lehmiller, Ruth, 822 Market Ave., N., Canton, Ohio.
- Lesley, Sarah M., 521 Sterling St., Greensboro, N. C.
- Lewis, R. F., Superintendent of Schools, Waukesha, Wis.
- Lively, Mrs. Emery, 2900 Prytania St., New Orleans, La.
- Lord, Mary A., West Junior High School, Sioux City, Iowa.
- Loser, Paul, Superintendent of Schools, Trenton, N. J.
- Lozo, John P., Principal, Wildwood High School, Wildwood, N. J.
- Lyon, Arthur B., President, Janesville Education Association, Janesville, Wis.
- McCullum, Mrs. Opal, Public Schools, Paragould, Ark.
- McDowell, C. L., Superintendent of Schools, Eagle Grove, Iowa.
- McIntosh, Everett J., 62 Front St., Weymouth, Mass.
- McLaughlin, F. R., Superintendent of Schools, Rossford, Ohio.
- MacKay, Jean Armour, 121 Highland Ave., Highland Park, Mich.
- Manuel, Dessa, Superintendent of Schools, Bolivar, Mo.
- Marshall, R. W., Proviso Township High School, Maywood, Ill.
- Matthews, Mabel, Christenberry Junior High School, Knoxville, Tenn.
- Maynard, Mrs. Marion H., 2221 Jones St., Apt. #19, Omaha, Nebr.
- Miller, Martin S., High School, Olympia, Wash.
- Miller, Oscar E., Principal, Horace Mann Junior School, San Antonio, Texas.
- Mitchell, Byron L., Deering High School, Portland, Maine.
- Mock, Lula, 1921 Park Ave., Dallas, Texas.
- Moncla, S. A., 702 S. Market St., Opelousas, La.
- Montgomery, Esther, 1448 L St., Lincoln, Nebr.
- Montgomery, O. C., 1064 Elmwood Place, Columbus, Ohio.
- Moore, Mrs. Clarence, Secondary School Principal, Osceola, Ark.
- Moreau, Cecilia M., 334 N. Main St., Presque Isle, Maine.
- Muller, Edgar E., Superintendent, Alameda County Schools, Oakland, Calif.
- Nation, R. W., President, Fort Worth Classroom Teachers Association, 305 Haynes St., Fort Worth, Texas.
- Nelson, Bertha, 719 Union St., Apt. M-2, Fort Wayne, Ind.
- Nicely, O. W., 3426 Winthrop St., Indianapolis, Ind.
- Nicodemus, Bess, West High School, Muskogee, Okla.
- Nissen, S. B., Editor, *S. D. E. A. Journal*, 200 Williams Bldg., Sioux Falls, S. Dak.
- Nixon, Drury M., Jr., Superintendent, W. L. T. High School, Wellford, S. C.
- Olson, Mrs. Clara M., College of Education, University of Florida, Gainesville, Fla.
- O'Rourke, Catherine, 3057 W. Jackson Blvd., Chicago, Ill.
- O'Rourke, Pauline, Supervisor of County Schools, Barton Academy, Mobile, Ala.
- Orr, Conrad O., Principal, Beaverhead County High School, Dillon, Mont.
- Owens, A. D., Superintendent of Schools, Newport, Ky.
- Parkhurst, Miss Marion C., Supervising Principal of Schools, Burlington, Vt.
- Patrick, W. Burton, Superintendent of Schools, Orange, N. J.
- Patterson, Carl E., Central High School, Tulsa, Okla.
- Payne, I. D., Director of Training and Placement, Arizona State Teachers College, Tempe, Ariz.
- Petty, Natalie Anne, 221 Park Ave., Pittsburgh, Pa.
- Pitcairn, Cora, 549 Miller Ave., Clairton, Pa.
- Pitcher, Honora L., Commercial High School, New Haven, Conn.
- Plenzke, O. H., Executive Secretary, Wisconsin Education Association, Insurance Bldg., Madison, Wis.
- Porreca, Lena, Broadway School, Hackensack, N. J.
- Pratt, Adah, Elgin High School, Elgin, Ill.
- Preble, Mrs. F. Blanche, 10855 Vernon Ave., Chicago, Ill.
- Pugh, Dorothy, 2129 W. Broadway, Muskogee, Okla.
- Pyle, Thomas W., Principal, Bethesda-Chevy Chase Senior High School, Bethesda, Md.
- Ralls, Mary C., 6529 Jefferson St., Kansas City, Mo.
- Rathbone, Albert J., District Superintendent, Washington Union High School, Centerville, Calif.
- Reid, Louise, Drexel, N. C.
- Remington, Pearl M. T., Assistant Superintendent, Department of Public Schools, E. Providence, R. I.
- Rhea, W. L., Principal, Oak Street Junior High School, Burlington, Iowa.
- Rhodes, Mrs. Barbara Snyder, 3920 S. E. Belmont St., Portland, Ore.
- Rives, V. C., Superintendent of Schools, St. Joseph, La.
- Roberson, Avis K., 2224 Wetherbee St., Fort Worth, Texas.
- Roland, H. M., Superintendent of Schools, Box 390, Wilmington, N. C.
- Ronda, Teckla, 703 Hubbard St., Racine, Wis.
- Ross, Harry M., 803 E. Front St., Missoula, Mont.
- Rowlett, Mrs. Eleanor P., 4828 W. Seminary Ave., Richmond, Va.
- Schlagle, F. L., Superintendent of Schools, Kansas City, Kans.
- Shaw, Mrs. Celia V., St. John Avenue School, Binghamton, N. Y.
- Shawkey, Morris P., Morris Harvey College, Kanawha County Library Bldg., Charleston, W. Va.
- Sheehan, Mary A., Vice-Principal, Washington High School, Rochester, N. Y.
- Shepherd, Grace M., Department of Education, State Teachers College, Maryville, Mo.
- Smith, Ernest A., 538 E. Court Ave., Jeffersonville, Ind.
- Smith, Stanton E., 223 Morningside, Chattanooga, Tenn.
- Snow, E. H., Principal, Lower Merion Junior High School, Ardmore, Pa.
- Snyder, Wayne T., Principal, Jefferson School, 1310 Wabash Ave., Kansas City, Mo.

- Staffelbach, Elmer H., Head, Department of Education and Teacher Training, San Jose State College, San Jose, Calif.
- Staley, A. H., Superintendent of Schools, Hastings, Nebr.
- Stiles, Chester D., Superintendent of Schools, Westfield, Mass.
- Strickland, Rose, Principal, Powell School, Birmingham, Ala.
- Strong, Vera, Vicepresident, Texas Classroom Teachers Association, 1922 Blodgett Ave., Houston, Texas.
- Sullivan, Helen C., 77 Spruce St., Portland, Maine.
- Sutherland, Anne, Walnut Hills High School, Cincinnati, Ohio.
- Swanson, Esther, Cissna Hotel, Bellingham, Wash.
- Sweet, Margaret, Director of Training, Lewiston State Normal School, Lewiston, Idaho.
- Taylor, J. C., Superintendent, Livingston Academy, Livingston, Tenn.
- Telfer, Annis R., 319 Broadway, Apt. 7, Pueblo, Colo.
- Tigert, John J., President, University of Florida, Gainesville, Fla.
- Townsend, H. E., Ruston, La.
- Tracey, Earle T., Superintendent of Schools, Nashua, N. H.
- Travers, L. B., Assistant Superintendent of Schools, Los Angeles, Calif.
- Vachon, Edmond J., Principal, Cabot High School, Cabot, Vt.
- Vance, Una E., 2223 Routt, Pueblo, Colo.
- Van Patten, M. M., Superintendent of Schools, Emmett, Idaho.
- Van Tassel, C. D., 812 Dunwood Court, Toledo, Ohio.
- Wall, Erwin, Head, Commercial Department, Washington Park High School, Racine, Wis.
- Watkins, R. H., Superintendent of Schools, Laurel, Miss.
- Weathersby, William H., Education Department, State Teachers College, Hattiesburg, Miss.
- Webster, Raymond C., 1224 Olive St., Coatesville, Pa.
- Weeks, Zoraida E., Assistant Editor, *New York State Education*, 152 Washington Ave., Albany, N. Y.
- Wiley, Tom, Superintendent of County Schools, Albuquerque, N. Mex.
- Williams, Margaret, Joseph Kohn High School of Commerce, New Orleans, La.
- Wilson, Mrs. A. R., Principal, Lakewood School, Durham, N. C.
- Wilson, C. B., Principal, Carr Central High School, Vicksburg, Miss.
- Wine, E. C., Principal, Alcott Elementary School, Wichita, Kans.
- Wood, Julian C., 148 N. East St., Tooele, Utah.
- Woodbury, Mrs. Grace I., 4 Lakecroft Court, Melrose, Mass.
- Woods, Ethel, Principal, South Side School, Jonesboro, Ark.
- Woods, Quata, 4313 Avondale, Dallas, Texas.
- Zimmerman, M. B., Superintendent of Schools, Wahpeton, N. Dak.

MINUTES OF THE NINETEENTH REPRESENTATIVE
ASSEMBLY

San Francisco, California, July 2-6, 1939

First Business Session, Tuesday Morning, July 4, 1939

The first session of the Representative Assembly of the National Education Association was held in the War Memorial Opera House, San Francisco at 9:00 A.M., with *President Shaw* presiding.

President Reuben T. Shaw: I wish to open the Representative Assembly with an announcement concerning a program that will occur this morning over a nation-wide hookup, including both fairs, handled by the Council against Intolerance in America. Prominent singers and speakers will participate. I make this announcement largely because the gentleman who will give the invocation this morning is a member of the Committee in charge of the program.

The invocation will now be given by *Rabbi Rudolph I. Coffee*, president, Jewish Committee for Personal Service, San Francisco.

(The invocation was given.)

President Shaw: We will have the report of the Committee on Credentials at this time. *Mr. Hargrave* is chairman.

E. B. Hargrave (Indiana): The Committee on Credentials met in Conference Room 403 of the Civic Auditorium at 3 P.M., on Monday, July 3, 1939, with thirty-four members present. The secretary of Credentials reported that 1290 delegates had registered. The Committee voted that all delegates properly certified be seated and that the registration of delegates close at 8:30 A.M., on Wednesday, July 5. The following subcommittee was elected to make decisions covering any questions that may arise pertaining to the seating of delegates for the year: *E. G. Kuhn*, West Virginia; *Anna J. Masterson*, Massachusetts; *J. D. Williams*, Alabama; and *E. B. Hargrave*, chairman. I move the adoption of this report.

(Seconded by *William Donelly* of Michigan. The report was adopted as read.)

President Shaw: The next order of business will be the adoption of the Rules of Procedure. *Cornelia Adair*, chairman of the Committee on Bylaws and Rules, will present the report.

Cornelia S. Adair (Virginia): Following are the Rules of Procedure for the conduct in the Representative Assembly as printed in the Official Manual for Delegates and as amended:

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 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 nominations so long as there are only two seconding speeches.

3. In all nominations by roll call of states, any two states may exchange their alphabetical positions, but no state shall by reason of such change be deprived of its opportunity to nominate or second.

4. No member shall speak in debate more than twice during the same day to the same question, nor longer than five minutes at one time, unless permission is granted by a majority vote of the Representative Assembly at that session.

5. All resolutions and all main motions submitted for consideration shall be in writing and shall be signed by the maker and the seconder.

6. 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.

7. 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.

8. All morning sessions of the Assembly shall be exclusively business meetings.

9. "Section 2. In all voting on proposed amendments to the charter and on proposed amendments to the constitution or bylaws, written ballots shall be used whenever two hundred members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least two hundred members of the Representative Assembly and filed with the executive secretary, he shall arrange for written ballots in accordance with the petition. 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" (see Article XI, Section 2, of the bylaws).

10. In order to expedite the transaction of business the Official Program shall be the order of the day. The Committee on Bylaws and Rules shall arrange each day the program for the period designated as "unfinished business" or "debate period." Due consideration shall be given to the wishes of each committee chairman and other interested persons in arranging the length of time and the place on the "unfinished business program" of his particular report.

11. There shall be an official parliamentarian to whom questions may be directed thru the presiding officer only.

I move the adoption of these Rules of Procedure.

(Seconded and carried.)

President Shaw: The order of business as printed, with the exception of substituting "unfinished business" for "debate period" at the end of each agenda of the Representative Assembly, will become the order of the day.

(Motion to adopt was carried unanimously.)

President Shaw: I should like at this time to introduce our parliamentarian. For several years we have had *Mr. Bottolfson* who this year is governor of Idaho and who definitely planned to be here. Circumstances have made it impossible for him to be here, but he has sent to us the speaker of the house of representatives of the state of Idaho, and I should like to ask *Mr. Horsley* to stand at this time.

The next in order of business is the reading of the minutes of the New York meeting. They are printed in abbreviated form in your Delegate's Manual.

Joseph H. Saunders (Virginia): I move the minutes be approved as printed.

(Seconded by *Mr. Bowman* of Oregon and carried.)

President Shaw: The next item of business is the nomination and election of members of the Publishing Committee. Nominations are now in order.

Emily Tarbell (New York): I nominate *Sara Fahey* of New York City, who did such splendid service on the Committee last year.

Thomas Francis (Pennsylvania): I place in nomination *Helen E. Wilson*, president of the Pittsburgh Teachers Association.

Homer Anderson (Nebraska): I wish to place in nomination *Pearl Donoho* of Omaha.

Helen Holt (California): California wishes to place in nomination *John Allen Smith* of Los Angeles.

Grover Stout (Michigan): I nominate *Mary Farnsworth* of Detroit.

President Shaw: Are there further nominations?

Delegate from Pennsylvania: I move that nominations be closed.

(Seconded by *Mr. Stout*. Carried unanimously.)

L. Frazer Banks (Alabama): I move that the secretary be instructed to cast a unanimous ballot for these five nominees.

(Seconded by *Mr. Smith*. Carried unanimously.)

President Shaw: The secretary will announce the election.

Executive Secretary Willard E. Givens: The ballot is cast and I announce the election of *Sara H. Fahey*, New York; *Helen Wilson*, Pennsylvania; *Pearl Donoho*, Nebraska; *Mary Farnsworth*, Michigan; and *John Allen Smith*, California.

President Shaw: Will the Committee organize and proceed with the work of the Committee? We shall now proceed with the report of the Committee on Bylaws and Rules, *Miss Adair*.

Miss Adair: Before presenting the proposed amendments to the N.E.A. Bylaws printed on pages 7, 8, and 9 of the Official Manual for Delegates, I have been requested by the Committee on Bylaws and Rules to make the following statement: The title as printed in the program is somewhat misleading. The only part that the Committee on Bylaws and Rules has taken in the matter of amendment to the N.E.A. bylaws and rules is to put such recommendations in correct form for printing in the May issue of the *Journal*.

The Committee on Bylaws and Rules does not assume responsibility for any amendments. It is customary to print in the May *Journal* and in the Official Manual for Delegates all amendments to the N.E.A. bylaws proposed for the consideration of the Representative Assembly. All of the amendments proposed at the New York City convention and printed in the *Journal* may be adopted by a two-thirds vote of the delegate assembly. The others will require unanimous consent unless the amendment to Article XI, Section 1, be unanimously adopted.

There are two amendments to standing rules offered. These may be adopted by a two-thirds vote.

It is not necessary for any of these recommendations to be brought up unless the former proposers or some other members of the delegate assembly wish to bring them up. Blanks have been prepared for the use of anyone who wishes to move the adoption of any given proposal.

The Canal Zone was left out of the list of states and territories. Please add "Canal Zone" to Group 6. It will then read, "Mississippi, Arkansas, Louisiana, Canal Zone." In Article I, Section 8, add the words "National Education Association." It will then read ". . . dues paid in the National Education Association."

President Shaw: The report is now before you. I should like to take the amendments up one by one beginning with the last one that is printed which is an amendment to Standing Rule 4.

Martin Wilson (New York): I move that Standing Rule 4 be amended by the addition of the following: "Provided, however, that the requirement of membership in a state association for a candidate for National Education Association director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the National Education Association delegates present from that state."

Fred D. Cram (Iowa): I second the motion and wish to report that the Board of Directors voted to recommend this amendment to Standing Rule 4.

President Shaw: The motion is before you. Are there any remarks? All in favor say "aye," opposed "no."

(Division was called and rereading of the motion was requested. The motion was reread.)

President Shaw: The parliamentarian suggests that we have a standing vote. Will those in favor please stand? I do not believe a count is necessary but if anyone wishes it after putting the other side, we will have the vote repeated and counted.

Will those opposed please stand? There appears to be no question of a two-thirds vote for the adoption of the amendment. It is so ruled.

The next item which we will take up is the proposed amendment to Article II, Section 1(b).

Mr. Wilson: I move that Article II, Section 1(b) be amended by the addition of the following paragraph:

Provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second Director.

Mr. Cram: I second the motion and wish to report that the Board of Directors voted to support and recommend to the Representative Assembly the first of the three proposals for an amendment providing for a second state director as printed in the Official Manual for Delegates.

(The motion was carried.)

President Shaw: I should like next to bring to your attention for consideration several items dealing with vicepresidents. You will find several proposed amendments to Article II, Section 1(a). There are two very definitely distinct items contained therein, one dealing with the matter of a second vicepresident, and the other with the matter of regional vicepresidents. Article II, Section 1(b) is also included in this group as is Standing Rule 4.

Before taking any action I should like to announce that having heard much discussion pro and con in regard to the merits of some of these proposals, and having no actually signed resolution before me here, the matter may not be necessarily called up. In fairness, however, to the Representative Assembly, I am making that statement, and then I shall hesitate for a moment to see if anyone has a specific motion. If not, again I shall ask *Mr. Cram* to make a statement from the Board of Directors, and we will take appropriate action. If no one makes a motion, I shall call upon *Mr. Cram*. *Mr. Cram*, will you make a statement in behalf of the directors?

Mr. Cram: The Board of Directors voted to propose that Article II, Section 1(a) having to do with certain changes in that section respecting vicepresidents; and likewise Article II, Section 1(b) be laid on the table for one year. During the year, of course, the sections indicated will remain in force as they now appear in the bylaws.

President Shaw: In view of the fact that there is no motion before the house, I take it that a motion to lay on the table is out of order. In fairness to all of those concerned, I should like to make a ruling, subject to your approval, that the proposals contained herein shall be regarded as presented to the Representative Assembly to lie over for one year for such disposition as the Representative Assembly one year from now may desire. Hearing no objection, the matter will be disposed of that way.

I should like to propose that in preparing this material for the May *Journal* of next year, the matter be presented in such a way that the issue of the second vicepresidency, as contained herein, shall be made separate and distinct from the proposal dealing with regional vicepresidents.

If there is no objection, this question will lie over for consideration next year. Hearing no objection, it is so ordered.

I believe that takes care of the disposition of all items, except the proposal dealing with Article III, Section 2.

Miss Adair: I move that Article III be amended by the addition of a new section which shall read as follows: "The vicepresidents of the Association shall serve as assistants to the president for such services as may be required of them."

Mr. Cram: I second the motion and wish to report that the Board of Directors expressed approval of the addition of a new Section 2 to Article III of the bylaws and of the necessary renumbering of other sections of Article III in accordance with the change thus made.

(Carried unanimously.)

President Shaw: Before presenting the proposed amendment to Article I, Section 8, I wish to ask unanimous consent to add the words "in the National Education Association" at the end of the paragraph. Hearing no objection, we will proceed.

Miss Adair: I move that Article I, Section 8, of the bylaws be amended to read as follows: "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 National Council of Education shall be limited to the membership of the said Council whose dues are paid in the National Education Association."

(Seconded by *Mr. Cram*. Carried.)

Miss Adair: I move that Article II, Section 9 of the bylaws be amended to read as follows: "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 some part of the expenses of delegates to the annual business meeting of the Association."

This is what we have done for some years. That is all we can do with our finances as such. The proposed amendment merely clarifies.

(Seconded by *Mr. Cram*. Carried.)

Miss Adair: I move that Article III, Section 4(b) of the bylaws be amended by striking out the words "and the Committee on Bylaws and Rules."

(Seconded by *Mr. Cram*. Carried.)

Miss Adair: I ask unanimous consent to delete the following from Article XI, Section 1: ". . . provided that these bylaws may be amended at the annual meeting of the Representative Assembly in 1939 by a two-thirds vote if such amendment has been printed in the May *Journal* of the National Education Association."

(Seconded by *Mr. Cram*. Carried.)

Miss Adair: I move that Standing Rule 4 be amended to read as follows: "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, . . . On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates of the Representative Assembly by ballot. . . ." This deletes the provision for voting on the third day which was necessary in 1938.

(Seconded by *Mr. Cram*. Carried.)

Miss Adair: Last year there was presented at New York an amendment which, in some way, was not included in the amendments to the bylaws printed in the *Journal* and Manual. I wish to present it now and ask that it lie over until next year for a vote.

It would be an amendment to Article II, Section 3, as follows: "Within a given jurisdiction, however, the local education association maintaining an affiliation with the state education organization shall have priority in affiliating with the National Education Association; and, when such local organization so requests, it shall be the sole local National Education Association affiliate within such jurisdiction."

The Executive Committee felt that this was a local affair, but those presenting the amendment are quite anxious that it be studied and presented for action next year. I, therefore, present this to you and ask that it lie on the table until next year for study.

President Shaw: *Miss Adair* has presented this proposition to you and, under our bylaws, there need be no further announcement. It shall appear in the minutes and be printed in the May *Journal* for your consideration next year. If there is no objection, the ruling stands that way.

We shall proceed to the next order of business.

Louis Nusbaum (Pennsylvania): Before you leave the matter of bylaws, may I call attention to what may be a trifling matter, but it seems to me of some importance. In the amendments which you have just acted upon, the expression "N.E.A." is used, and not "National Education Association." All thru the bylaws the full term is used. May that be cleared up?

President Shaw: I think *Mr. Nusbaum's* point is well taken, that in the bylaws we should have the name spelled out in full, and unless there is some objection we will so rule.

President Shaw: We now come to the announcement for arrangements for voting. *Mr. Galbraith*, superintendent of schools, McGill, Nevada.

C. Layton Galbraith (Nevada): The voting for the officers will take place on Thursday between the hours of 8:00 A.M. and 6:00 P.M., in the Civic Auditorium near the desk where you received your delegate's badge.

President Shaw: Nominations for president are now in order. The secretary will call the roll of states.

Secretary Givens: We shall proceed to call the roll of states. Alabama.

Alabama: Alabama yields to South Dakota.

R. L. Hunt (South Dakota): It is indeed a pleasure and an honor to present a lady for our next N.E.A. president who, by training, experience, and activities, is well qualified for this high honor and responsibility. Her training has been in the leading colleges and universities in the South. Her experience has been that of a teacher and principal in elementary and secondary fields.

She has defined an elementary principal as a chore boy, and I think all of us who have been principals realize that that may have more truth than we think it has. Those who have worked with her on committees in the N.E.A. for the past five or six years know she not only assigns responsibilities, expects us to do them, and sees that we do them, but she also does many of the chores herself.

Her activities in the city and state and in the N.E.A. have given her valuable experience for this high honor. She has been the president of the teachers organization of her city and of her state and, as many here know, has been active in the N.E.A. for a number of years as secretary and chairman of the Resolutions Committee, and for the past two years she has been on the Executive Committee.

She is from a southern state that has made quite a record. This is something which all the states have been endeavoring to do. Unfortunately, few states have succeeded as her state has in carrying out an effective and sound tenure and retirement law. Her state has made by far the greatest gain in membership in the N.E.A. during the past year, as you have no doubt noted in your Manual.

She is described by those who know her and have worked with her as a vigorous and conscientious worker, a clear thinker who combines dignity and self-possession with her work.

Therefore, we ask you as members of this Representative Assembly to give your endorsement of, your support to, and your vote for *Amy Hinrichs*, of New Orleans, Louisiana, for our 1940 president of the National Education Association.

L. E. Frazar (Louisiana): Mr. President and representatives: It is my pleasure and privilege to represent the entire teaching profession of Louisiana in seconding the nomination of *Amy Hinrichs*. She has for many years been a leader in education in Louisiana. As author of the Teacher Retirement Act of the state of Louisiana, I found *Amy Hinrichs* responsible in a large measure for the passage of that splendid bill. As a member of the Educational Committee of the house of representatives of Louisiana, it was thru the splendid efforts of *Amy Hinrichs* that we have the excellent tenure law in Louisiana today. We have accorded *Miss Hinrichs* every available honor that it is possible for the teachers of Louisiana to give any one person, and it is with our sincere pleasure that we commend to you her candidacy as president of the N.E.A. to carry on the splendid administration of this wonderful organization as it has been carried on in the past several years. We, the teachers of Louisiana, 100 percent, endorse the candidacy of *Amy Hinrichs*.

(The nomination of *Amy Hinrichs* was seconded by the following states: Arkansas, Florida, Georgia, Hawaii, Indiana, Maine, Massachusetts, Minnesota, Mississippi, Montana, New Jersey, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, Washington, Wyoming.)

President Shaw: We will now proceed to the nomination of vicepresidents. The Secretary will call the roll.

Secretary Givens: Roll call for vicepresidents. Alabama.

Alabama: Alabama yields to Tennessee for the nomination of a former Alabaman.

S. L. Ragsdale (Tennessee): In nominating a person for the vicepresidency, I wish to present one who has this year doubled in his own city the membership in the N.E.A., one who has been invited to address half of the forty-eight state associations, and who therefore would be a most valuable assistant to the new president in presenting the cause of the N.E.A. before educational gatherings.

He has been for eight years a paid member in the local city teachers leagues, white and Negro, in the state association and a life member in the N.E.A. He is a Yale graduate, B.A. and M.A., with three years of further graduate training in school administration at Peabody College. He has taught in every type of school, from the village school to the city superintendency. He has never sought offices in any educational gatherings, but when he was a college professor in South Carolina he was conscripted for the presidency of their state association and the East Tennessee Education Association elected him president without his knowledge while he was away helping a Negro teachers association. He has been for eight years a hard working member of N.E.A. committees without ever seeking an office in those committees.

In his present city superintendency at Knoxville, Tennessee, he successfully protected this year thirty-one married women teachers whom the schoolboard was about to dismiss. His city pays above its salary schedule, has a tenure law, pension system, equal salaries for men and women, a credit union for each race, and is noted for the democracy of its school administration.

It gives me unusual pleasure to present at this time *Harry Clark*, superintendent of schools, Knoxville, Tennessee, as one of the vicepresidents. I am sure he has done a splendid service on the Resolutions Committee, and I know most of us know about it.

Alaska: Alaska yields to Massachusetts.

E. J. McIntosh (Massachusetts): Massachusetts is happy to present for your consideration as a candidate for the office of vicepresident, and for re-election, *N. Eliot Willis*.

Harold W. Smith (Arizona): Arizona wishes to place in nomination for the office of vicepresident of the National Education Association the president of the state teachers association. I do not have time to tell you all the good things I know about *Jimmy Clark*, but you will have to come down to Arizona to find out some of them for yourself.

In Arizona 53 percent of our teachers are members of the National Education Association. Forty-seven percent of them are roaming around out in the bushes some place. *Jimmy Clark* has agreed to go out on horseback, at his own expense, and round up the other 47 percent for members in the National Education Association, provided you give him this job without salary.

Helen Holt (California): I wish to place in nomination *Mrs. Laurel Olson Knezevich* of Los Angeles. *Mrs. Laurel Olson Knezevich* is the retiring president of the Los Angeles Elementary Teachers Club, and has served the National Education Association as vicepresident the past year.

Nellie V. Thompson (Colorado): For Colorado, we wish to nominate *Ralph B. Jenkins*, who is superintendent of schools of Englewood, a suburb of Denver. *Mr. Jenkins* is superintendent of a city that is a mile high. His ideals as an educator are as high as the city in which he works. We are happy to present *Ralph B. Jenkins* as a candidate for vicepresident of the N.E.A.

Hawaii: We yield to California.

Indiana: Indiana seconds the nomination of *Mr. Jenkins*, of Colorado.

Mr. Stout: Michigan nominates for vicepresident *M. A. Kopka*, superintendent of schools of Hamtramck, Michigan. *Mr. Kopka* is a successful school man and a popular fellow thruout our state. He is sitting right here beside me, and if you would see his smile you would all vote for him without question.

Minnesota: Minnesota is pleased to second the nomination of *Mrs. Knezevich*, of California.

Mr. Anderson: Nebraska wishes to place in nomination *Sarah Muir*, member of the high-school faculty of Lincoln, and a former president of the state teachers association of our state.

M. J. Clarke (Nevada): Nevada wishes to place in nomination for vicepresident of the N.E.A. the name of *Paul Thurston*, superintendent of schools of Overton, Nevada.

W. L. Fidler (New Jersey): New Jersey wishes to place in nomination the name

of a favorite son, *Lester A. Rodes*, who has served as state director, and during the past year has served as one of the vicepresidents. *Mr. Rodes* is known and admired by all who know him. We really have a short name for him. Although he does not come from the western plains, we call him "*Dusty*" *Rodes* and "*Dusty*" *Rodes* is one real swell fellow. I know he will make a splendid vicepresident for this Association.

George Skewes (North Dakota): North Dakota takes pride in presenting to you a man who will be a real help to our unanimously nominated president. We wish to nominate and ask your consideration of *B. C. B. Tighe*. Lest you might not know how to spell that name, I will tell you it is Irish and it is spelled T-i-g-h-e.

Mr. Tighe is an able speaker, an ardent supporter of educational causes, a leader in his own state, and a man who can stand an awful lot. He came out here with me, and part of the time we stayed at tourist camps and he had to sleep with me at night, so you know he can stand a lot of work.

Kate Frank (Oklahoma): Oklahoma wishes to place the name of *J. Carl Connor*, elementary principal of Oklahoma City, as one of the vicepresidents. *Mr. Connor* is a life member of the National Education Association and he is a real friend of education and a real friend of the teachers and has helped greatly with the N.E.A. membership in the state of Oklahoma the past year.

Marie Lessing (Oregon): Oregon wishes to place in nomination a classroom teacher who has served as president of the Portland Grade Teachers Association, who is now president of the Oregon State Teachers Association, who is a member of the board of the Inland Empire Education Association, and who has been an active member of the N.E.A., *Birdine Merrill* of Portland, Oregon.

Mr. Nusbaum: The delegation from Pennsylvania desires to place in nomination as their unanimous choice *Arthur W. Ferguson*, superintendent of schools of York, Pennsylvania.

L. E. Miner (South Dakota): South Dakota wishes to place in nomination the man who just nominated *Miss Hinrichs* to the office of president, *R. L. Hunt* of Madison, South Dakota.

Washington: Washington wishes to second the nomination of *Miss Merrill*.

Secretary Givens: The roll call for nominations for vicepresidents has been completed.

President Shaw: We shall now proceed to the nomination of treasurer. *Secretary Givens* will call the roll.

Secretary Givens: Roll call for treasurer. Arizona.

Arizona: Arizona yields to Ohio.

Walton B. Bliss (Ohio): *Mr. President* and members of the delegation: Last December, in the closing days of the year, as he was returning from the convention of the Ohio Education Association, an automobile accident took the life of *R. E. Offenhauer*, of Ohio, then treasurer of the National Education Association. Subsequent to that, the Executive Committee of the N.E.A. elected to fill the vacancy *Superintendent B. F. Stanton*, of Alliance, Ohio, whom it is my pleasure to place in nomination here this morning. For the position of treasurer, it seems to me you need a man who has a nice balance of conception of the legitimate goals and purposes of expansion of the Association, willing to loosen the purse strings when necessary, and yet with that proper tinge of conservatism that makes him a good guardian of the Association's treasury.

Superintendent Stanton has had a fine record of service in professional affairs. For sixteen years in Ohio he was executive secretary and treasurer of the Northern Ohio Teachers Association, a body of 16,000 teachers, our largest district group. He voluntarily surrendered the duties of that position in December last. During those sixteen years he handled thousands and thousands of dollars, and no questions were ever raised, nor did any auditor ever discover anything but the finest integrity in the handling of those funds.

Mr. Stanton was honored by being twice elected to the presidency of the Ohio Education Association, which is an honor which has not come frequently in our state. Two and one-half years ago he relinquished his last term as president of the

O.E.A. *Mr. Stanton*, concluding his work in New York last summer, was for four years the Ohio director for the National Education Association. The confidence of the people of Ohio, the teachers of Ohio, and the school executives has always been accorded him.

His record of experience, his record of service, his short term of five or six months in the post of treasurer of the N.E.A. all commend him to you, I believe, as a fine choice for treasurer. We hope you will give him your unanimous support.

(The nomination of *Mr. Stanton* was seconded by the following states: Colorado, Connecticut, Hawaii, Kentucky, Louisiana, Michigan, Nebraska, North Dakota, Pennsylvania, Texas, Virginia, West Virginia.)

President Shaw: We shall now proceed to the nomination for members of the Executive Committee.

W. B. Mooney (Colorado): May we know who the outgoing members of the Executive Committee are?

President Shaw: The three members elected by the Representative Assembly at the New York City convention were: *Mrs. Myrtle Hooper Dahl*, Minnesota; *Albert Shaw*, California; *Sidney B. Hall*, Virginia.

Secretary Givens: We shall proceed with the roll call. Alabama.

Alabama: Alabama yields to Illinois.

B. F. Schaefer (Illinois): Illinois wishes to place in nomination for membership on the Executive Committee of the National Education Association *John Thalman*, of Waukegan, Illinois.

Mr. Thalman, for a number of years, has been superintendent of one of the finest school systems in our state, located in the North Shore area. For the past year he has been the N.E.A. director from Illinois. He has served our Association well and has been very efficient in all his work, and we earnestly solicit the support of his candidacy.

Alaska: Alaska yields to Virginia.

Mrs. Edith B. Joynes (Virginia): Virginia nominates *Sidney B. Hall*, state superintendent, for re-election on the Executive Committee of the N.E.A.

Mr. Hall is chairman of the Legislative Commission of the N.E.A. He has worked untiringly on this committee and has done a splendid piece of work. He has also been an excellent leader for education in the state of Virginia. We will appreciate your support.

Helen Holt: California wishes to place in nomination the name of *Albert Shaw*, of Los Angeles. *Mr. Shaw* has long been active in the work of the National Education Association. He served on the Executive Committee for California last year, and was chairman of the Committee on Cooperatives, which has given such a fine report.

M. S. Jarrett (Delaware): Delaware nominates *John Schilling*, superintendent of secondary education. He is very popular in Delaware, and I assure you he will make a fine executive.

Hawaii: Hawaii would like to nominate *Palmyra Reis*. She is a classroom teacher, a live wire, and a life member of the N.E.A.

Indiana: Indiana seconds the nomination of *Mr. Thalman* of Illinois.

W. P. King (Kentucky): My old Kentucky home would like to place in nomination the name of *William S. Taylor*, dean of the college of education of the University of Kentucky.

Mr. Taylor is known thruout the nation as a leader in education. He has served in important positions from the West Coast to the East Coast. He has been a director of our National Education Association from Kentucky for a number of years, has served as president of our association, and his recent service on the Reorganization Committee for the constitution of the National Education Association has been a conspicuous service, and I am sure he has been appreciated by everybody who knew something of the tremendous task which that work involved.

I have great pleasure in saying that the entire delegation from Kentucky requests the nomination of *Mr. Taylor* and we very respectfully solicit your support for him as a member of the Executive Committee of the National Education Association.

Daisy Brown (Minnesota): The naturalist, Thoreau, once asked an old gardener how many potatoes he could dig in a day. "Well," replied the old gardener, "I don't keep any account. I just scratch away and let the day's work praise itself."

Minnesota remembers the words of that old gardener as she recalls that the three hundred and sixty-five days' work of one of her most distinguished teachers is closing as a member of the Executive Board of the N.E.A. Minnesota commends to you the work of *Mrs. Myrtle Hooper Dahl*. The extraordinary success of this woman in her classroom in Minneapolis is colored only by the work that she has done with zeal and effectiveness for you and for me on the Executive Board of the N.E.A. Her work praises itself. She never praises it. With zeal and humility she performs every task that is given to her, with kindness, with consideration, with broad-mindedness.

We commend to you, for voting again this year, the return of *Mrs. Myrtle Hooper Dahl*, of Minneapolis, to the Executive Board of the National Education Association.

Mississippi: Mississippi wishes to second the nomination of *Sidney B. Hall*.

New Jersey: New Jersey wishes to second the nomination of *Sidney B. Hall*.

Helen Bradley (Ohio): In order to recognize the long service and worth of a former Ohioan, Ohio wishes to second the nomination of *John Thalman*.

Oregon: Oregon wishes to second the nomination of *Mrs. Dahl*.

Texas: Texas wishes to second the nomination of *Mrs. Myrtle Hooper Dahl*.

West Virginia: West Virginia wishes to second the nomination of *Sidney B. Hall*.

Secretary Givens: The roll call on the Executive Committee is finished.

President Shaw: This completes the nominations that are made for the nation as a whole.

Under our program of electing directors for three-year terms, the terms expire at this time for only seventeen directors. We have one vacancy to be filled. The secretary will call the roll of states concerned.

Secretary Givens: The names nominated from the various states will be printed on the ballot.

(A recess of four minutes was declared.)

President Shaw: Please be seated with your delegation. *Mr. Givens* has an announcement.

(*Secretary Givens* made an announcement regarding a reception on Treasure Island on Friday, July 7, and introduced *Mrs. Vesta Muehleisen*, administrator of Educational Exhibit, Hall of Science Building, who extended a personal invitation to all delegates to attend.)

President Shaw: I should like to call your attention to the fact that by resolution adopted a couple of years ago delegates meet by states at five o'clock on Tuesday for purposes of considering any matters of particular business before their groups. On this occasion, these two state delegations will have as a definite item of business the nomination of a second director.

I should like unanimous consent at this time to authorize the present state director of each of those states to present to our executive secretary, as soon as possible after that meeting, the nominee for the second director, and that it be so assumed as having been received by the Representative Assembly. Do I hear any objection? So ruled.

We will now proceed to the report on the Committee on Economic Status of the Rural Teacher.

Secretary Givens: *William McKinley Robinson*, chairman of this committee, is not able to be at the convention. I have his printed report. A summary of his report is also in the Summary of Committee Reports. I suggest that the summary of the report of this committee, as printed, be accepted.

President Shaw: If there is no objection, the proposal just heard will be adopted. Hearing no objection, so ruled.

(The report is printed on page 882 of this volume.)

President Shaw: The next item will be the report of the Committee on Credit Unions, *James E. Moran*, national director, Connecticut Credit Union League, Waterbury, Connecticut, being the chairman of this committee.

(*Mr. Moran* read the report which is printed on page 880 of this volume.)

(Upon motion made by *Mr. Moran* and duly seconded, the report of the committee was adopted.)

President Shaw: We will now proceed to the next item of business, the report of the Committee on Salaries, by *Clara L. Jahnke*, classroom teacher, Spokane, Washington, member of the committee.

(*Miss Jahnke* read the report which is printed on page 916 of this volume.)

Miss Jahnke: I move the adoption of this report.

(The motion was regularly seconded.)

President Shaw: You have heard the motion for the adoption of this report. It contains therein a matter that may involve both budget, finance, and headquarters staff. I wonder how you would care to handle it. If you are willing, it might be well to have the recommendation contained therein referred to the Executive Committee to be carried out to the fullest extent possible under budget conditions.

Sara H. Fahey (New York): I move to refer it to the Executive Committee.

(The motion was seconded and carried.)

President Shaw: We will proceed to the next order of business, the report of the committee on All-Inclusive Membership, *Harvey E. Gayman*, state director for Pennsylvania, chairman.

Harvey E. Gayman (Pennsylvania): The All-Inclusive Membership Committee was appointed the latter part of January. It held a meeting at the time of the Cleveland convention. It discussed at that time the desirability of an all-inclusive membership card, the use of the card as an enrolment device, the preparation of specially designed cards to be retained by individual members as a receipt and identification record, the adaptability of the cards requisite to show special affiliated department membership, and the gradual applicability and use of such cards in local and state situations with a minimum of interference with present efficient membership machinery now in operation.

The Committee is not conscious of any objection to the philosophy of all-inclusive membership. The Committee does recognize that there are certain difficulties of administration to make the application of all-inclusive membership nationwide in every state organization and in every local organization.

With this in mind, N.E.A. headquarters has designed and, I believe, has sent to all state directors as a preliminary card, a form which may be used for all-inclusive membership enrolment. In addition, the N.E.A. headquarters has designed an individual card which may be held by those who join the national, state, and local professional organizations, this card having a symbol on it of the triangle, with the National Education Association as the base, the local association on the left, and the state association on the right, signed by the president of the National Education Association and by the executive secretary, and it reads as follows:

Professional Education Associations All-Inclusive Membership. John Doe, active member of the local, state, and national professional education associations, with dues paid for the current year, 1939-40.

REUBEN T. SHAW, *President*
WILLARD E. GIVENS, *Secretary*

It is the opinion of the Committee, and evidence presents itself from the records on page 92 of the Official Manual that the use of all-inclusive membership cards and enrolment cards particularly stimulates and increases membership in all three organizations.

Forms, as I said, have already been prepared. The Committee urges that use be made of them; if not by state adoption, at least by areas which have had or aim to secure 100 percent enrolment in local, state, and national organizations.

I move the adoption of this report.

(The report is printed on page 873 of this volume.)

President Shaw: Moved by *Mr. Gayman* and seconded by *Mr. Cram* that this report be adopted. I should like to ask unanimous consent that it be adopted, and hearing no objection to that we will so regard it.

Before proceeding to the next item of business, I have received here a motion which bears upon some of the same thought and spirit involved in this all-inclusive membership, sent to me by delegates representing two states. I should like to read it, and then I should like to ask if you will be willing to refer it to the meeting of the Board of Directors this afternoon for such comment as they may want to make, and that the motion then come up for disposition tomorrow. I am directing that request primarily to the mover and the seconder, *C. P. Archer* of Minnesota, and *W. L. Fidler* of New Jersey, but I am also directing it to the Assembly as a whole.

It is a motion that a committee be formed by the Executive Board of the N.E.A. including a representative selected by each state association and representatives of the Executive Board to formulate a plan for a great national association which will unite local, state, and national associations into one body of teachers.

The Executive Board shall take such steps as necessary to bring such a plan before national and state groups for consideration. The Executive Board and this committee shall have authority to devise ways and means of translating the approved plan, in a new constitution if it seems desirable, and submit the same for adoption by local and state groups.

The matter before you now is whether all of you will accept my request that this be referred to the Board of Directors for comment, and bring it to you tomorrow. Is there any objection? Hearing none, it will be so ordered.

The next order of business is the report of the National Council of Education. The report will be presented by *L. A. Pechstein*, University of Cincinnati, president of the Council.

(*Mr. Pechstein* read the report which is printed on page 870 of this volume.)

Miss Adair: I move the adoption of the report.

(Seconded by *Mr. Cram*. Carried.)

President Shaw: *Mr. Orville C. Pratt*, past president of the Association, will make an announcement regarding the Appraisal Committee.

Mr. Orville C. Pratt (Washington): I only wish to remind you that there were distributed this morning blanks for you to use. It is necessary, if the Appraisal Committee is to give a just appraisal of this convention, that we have your cooperation. It is possible that not enough blanks to go around were distributed this morning. There will be others here available for distribution tomorrow. On Thursday morning, before the morning session is over, a period will be given for the collection of these blanks by the directors of the various state associations and brought to the platform. Please have your blanks filled out at that time, giving in that way your cooperation to the Appraisal Committee.

President Shaw: This is an announcement that requires no action. We now come to the item of unfinished business. Does anyone have anything to present?

I should like to call to the attention of the Board of Directors that we have a good deal of business this afternoon and hope you will be there promptly at two o'clock. I hope the delegates will look over the reports that are to be presented tomorrow, that we can again move forward expeditiously.

I want to thank everyone concerned, the chairmen of committees and the house of delegates, the Representative Assembly, and all who have helped to make it move along as they have this morning so that we might adjourn in proper time. I think there are two great reasons why we have been able to do this: because of the cooperation, and a sort of twofold reason, first, that I have used the gavel presented to me by my immediate predecessor as president of the Association, *Caroline S. Woodruff*, and the other of the two-sided phases of that problem is that the gavel was made from oak wood that came from the farm of a former President of the United States, *Calvin Coolidge*. I now have the honor of using that gavel to declare this session adjourned.

The meeting adjourned at 11:57 A.M.

WILLARD E. GIVENS, *Executive Secretary*
REUBEN T. SHAW, *President*

Second Business Session, Wednesday Morning, July 5, 1939

The second business session of the Representative Assembly of the National Education Association was held in the War Memorial Opera House. The meeting convened at 9:15 A.M., with *President Shaw* presiding.

President Shaw: The second business session of our Representative Assembly will be in order. The invocation will be given by *Reverend Peter E. Hoey*, Paulist Father, director of Newman Hall, University of California, Berkeley.

(The invocation was given.)

President Shaw: The first order of business will be the report of the Committee on Academic Freedom by *Ruth West*, a member of the Committee, from Spokane, Washington.

(*Miss West* read the report which is printed on page 872 of this volume.)

Miss Adair: I move the adoption of the report.

(Seconded by *Wilfred Rayner* of Michigan, and carried.)

President Shaw: The next report is that of the executive secretary, *Willard E. Givens*.

Secretary Givens: My report has been given to each delegate. I shall therefore touch upon only one or two points made in that annual report to the Representative Assembly.

As we face education thruout the United States at the present time, the most striking and, I think, the most dangerous thing we face is the competition for funds between the old people and the youngsters. That is where the battle is being waged, and the sad part of it is that the old people can vote but the children cannot.

When we find states closing their year with teachers being owed \$5,000,000 in salaries, when we find another state transferring \$3,000,000 away from the schools to old-age pensions, and when we can go to state after state and see this battle being waged, we must be aware of the problem that we face.

I haven't anything in the world against taking care of the old people; I think we ought to. As necessary as that is, and as humanitarian as it is, it is not as important in a democracy—if we have to make our choices, and we always do—as educating our children. In a democracy, the education of children comes first. I am glad to say that in this state where we are meeting there is in the constitution of the state, and has been for many years, a provision that the educational bill must be paid first. The educational bill must be paid before the governor can get his salary or anything else can be paid in the state of California. The constitution states that they must first call on all funds to take care of the education of children. But that is not true in many other of our states.

The first thing that we as school people need to do is to get the facts in the case, study our situation, and make those facts known to the people. The people want their children educated. They are willing to pay for that education if they think the education is the kind of education they want their children to have.

We are having in Washington millions and billions of dollars spent for social security, a very worthy cause; we have millions and billions of dollars being spent for roads, another very worthy cause; we have billions and billions of dollars being spent on armaments that may or may not be so worthy a cause, depending on the outcome. I think most of us in school work agree that we must have armed forces for defense, the defense of our country, but we are all aware of the fact that the greatest defense we can have for this country of ours is educated citizens, and that does not come thru battleships; that comes thru the schoolroom. So we are for the right kind of defense. We want the defense that education gives to our citizens, as well as the necessary armament defense program.

How are we going to fight this battle? There is only one answer to that—a united profession. There are a million of us in this country working with and for children's education. It matters not whether you are a classroom teacher in a kindergarten, or a classroom teacher in college, or a classroom teacher in a teachers college, the president of the university, a county superintendent, an elementary principal, a supervisor of handwriting, the secretary of the National Education

Association, an N.E.A. director—we could go on down the line. Each one of those places just happens to be a position in this whole scheme of ours where individuals are working. We are all working for the same cause, the education and welfare of children and of our fellow workers, and when we do those things that are for the best interests of children, we cannot get away from doing those things that are for the best interests of our fellow workers. We must do what is right for our fellow workers if we are to do what is right and proper for our children. So it is all one program. We must also do what the Educational Policies Commission is doing—get the facts and make the facts known to all the people.

I therefore plead this morning for a united profession. I am not against any organization. We need many organizations in this country of ours, but in the educational world whether we have five or fifteen or one thousand, we need to be united on all of our big aims and objectives. We are getting closer and closer together, but when there is only one teacher out of five who comes in thru local, state, and national organizations and faces the problems of the whole profession, we still have a big job ahead of us. When four out of five teachers do not see the picture as a whole, are not throwing their entire interests back of this whole problem—when I say teachers, I am speaking about everybody in the educational work—when four out of five do not see this from a national standpoint, we have not a united profession.

How can this be brought about? The same way that everything else in this world is brought about. We can do anything we want, but the world moves forward only when one individual helps another individual accomplish something. That is the way we get a united profession, by treating each other as we should be treated, as fellow workers in a great profession.

There is much to be said on all sides. We have just completed in the national office a study on teacher load, a nationwide study on teacher load, the first big study that has ever been made, I think, in cooperation with local teachers associations. This entire study has been made thru the help and cooperation of our more than eight hundred local affiliated associations.

What did we find out? We found out the thing that many of us have known for years, but it is going to come out in black and white in September, I hope, in our *Research Bulletin*—that the one big thing in teacher load, the one big thing that makes a teacher feel he does have a heavy load or that he does not have a heavy load is not the building he is in, it is not the number of children he has in his room, it is not the amount of supplies or the lack of supplies; it is whether or not his work is being appreciated. That is where teacher load rests, and this nationwide study shows that so clearly that you cannot get away from it. A teacher who has a sympathetic supervisor, a sympathetic principal, an understanding superintendent, will carry any sort of a reasonable load and do it gladly, but if his work is not appreciated, and if he feels those who work with him do not have confidence in him, then his load is heavy even tho he only has two pupils.

That is the thing I am pleading for this morning, a united profession that treats everybody as a human being and a fellow worker, no matter whether his job be this position or that position or the other position. We want to keep our eye on the ball, and the ball is the education of children. If we do that and remember that no matter what position we hold we are all working for children and that we all, thank God, eat the same kind of bread; (there are some teachers in this country who have not eaten very much bread in the last five or six years) that we are all facing the common problems of life; and my position as executive secretary of the National Education Association does not make me one whit better than any kindergarten teacher, elementary teacher, county superintendent, or anybody else in this country. We are going to be judged, or ought to be judged, on what we are going to do to move forward on those problems and move forward as a profession. If we can all look at it from the standpoint that our job is just one of many jobs to build this great profession, we can and will move forward.

President Shaw: I hardly feel it is necessary to put any motion in connection with that. From your applause and the way you listened and observed that mes-

sage—for it seems to me it is a message—I am just going to rather ride over the procedure and ask for unanimous consent, and give it with applause, please.

Yet, in fairness to anyone who wishes to object, I hesitate a moment for that.

We will proceed with the consideration of the report of the Joint Committee of the National Education Association and the American Library Association. The report is going to be given by *Edith Titcomb* of San Jose, president of the School Library Association.

(*Miss Titcomb* read the report which is printed on page 875 of this volume.)

Miss Adair: I move the adoption of the report.

(Seconded by *Geneva Brown* of Louisiana, and carried.)

President Shaw: I am going to ask unanimous consent to pass over the next item with regard to the Legion and go to the one immediately following. Is there objection? If not, we will proceed to hear the report of the Joint Committee of the National Education Association and the National Congress of Parents and Teachers. *Mrs. Pettengill*, chairman, is presiding at another session. The report will be read by *Mrs. Kletzer*, vicepresident of the National Congress of Parents and Teachers.

(*Mrs. Kletzer* read the report which is printed on page 899 of this volume.)

Miss Adair: I move the adoption of the report.

Ralph Northrup (Michigan): Seconded.

(Carried.)

President Shaw: By way of explanation to those who are new delegates, I will explain why *Miss Adair* has made the motion. That is part of the convenience of the procedure, due to the fact that some of those making reports are not official delegates. *Miss Adair*, as an official delegate and chairman of the Rules Committee, has a perfect right to make the motion and, to expedite matters, we proceed that way.

This morning we are in competition with a number of very interesting meetings, so far as some of our speakers and chairmen of committees are concerned. Again, I find it necessary—I hope you will continue to give me support—to go over some items in order to make it possible for us to cooperate with them. So I shall ask unanimous consent at this time to proceed with the report of the Joint Committee on Health Problems in Education. Is there objection? I shall then call upon *Mr. Bauer*, a member of the Committee, who will give the report.

(*Mr. Bauer* read the report which is printed on page 885 of this volume.)

Miss Adair: I move the adoption of the report.

(Seconded and carried.)

President Shaw: I want to take up now the report of the Joint Committee of the National Education Association and the American Legion. As a bit of background, I want to call your attention to the fact that last year we adopted a special resolution providing for the appointment of such a committee, looking toward enlisting the support of the American Legion and other service organizations toward enactment of laws providing for federal aid in public education for the building of better American citizens.

We are fortunate in having on the platform this morning three members of that committee. When we were selecting the Committee, we selected some who were also Legionnaires as well as members of our own Association. This morning the report is going to be given by one of those, *C. F. Dienst*, deputy state superintendent of schools of Nebraska, who is chairman of the Americanism Committee of the Legion's Department of Nebraska, and president of the Legionnaire School Masters organization of that department. *Superintendent Dienst*.

(*Mr. Dienst* read the report which is printed on page 874 of this volume.)

Mr. Cram: I move the adoption of the report.

R. K. Salisbury (Ohio): Seconded.

(Carried.)

President Shaw: We will now consider the report of the Committee on International Relations, *Annie C. Woodward*, high-school teacher, Somerville, Massachusetts, chairman.

(*Miss Woodward* read the report which is printed on page 888 of this volume and moved its adoption.)

(Seconded and carried.)

Mrs. Bridget C. Peixotto (New York): I move that this committee be requested to consider the United States as a meeting place for the World Federation of Education Associations for an early date.

Mrs. Johanna Lindlof (New York): I second the motion.

President Shaw: Before we proceed further, I should like to have such comment as *Miss Woodward* would care to make.

Miss Woodward: I wonder if it would help your cause very much if you wish to make that resolution in the form of an invitation, in order that it may be extended this morning.

Mrs. Peixotto: If that is agreeable to the Committee, I think the New York people would be very glad to give that to their representative on the Resolutions Committee.

President Shaw: If there is no objection, we will consider that as carried, and it may be handled by our chairman in whatever way she sees fit.

Walter R. Douthett (Pennsylvania): Point of order. The motion cannot be considered; it is not in writing.

President Shaw: The point of order is well taken. I would suggest that the mover prepare it, have it signed and brought to the chair, and we will then consider it. That will come up in due time.

The next report I should like to have unanimous consent to call up at this time is not the one listed, but one that ties closely with both reports you have just received, and that is the report listed on your program as World Federation of Education Associations, which would be given by *Mr. Monroe* were it not for the fact that he is detained with that Federation. *Mr. Givens*, however, will give the report.

(*Mr. Givens* read a report sent in by *Mr. Monroe*. See page 691 for *President Monroe's* account of the World Federation tour of 1939.)

(As the report was read, *Mr. Givens* made the following comments: (a) This is the second year that the N.E.A. has had a representative at the annual meeting of the National Union of Teachers of England. Some will remember *Mr. Sunter* of England, representing the National Union of Teachers, who was with us at New York last year. He has written a letter which will be read later. (b) The meeting in New York City will be held at Teachers College, Columbia University, on August 28. (c) Six hundred and sixty-eight are scheduled to leave on the "Rotterdam" on July 7.)

Miss Woodward: I move the adoption of the report.

(Seconded by *Mr. Gallardo* of Puerto Rico and carried.)

President Shaw: I will now take up the motion that is presented. Before I read it, I shall want to make clear that only as it comes in as a part of the two reports you have just considered do I feel it should come up at this time. Otherwise, under our plan of procedure, it should come up under unfinished business. I believe, however, it has so great a chance at having unanimous approval that I am presenting it.

Moved by *Mrs. Peixotto* and seconded by *Mrs. Lindlof* "that the Committee on International Relations in its cooperative relations with World Conference of Education, give consideration to bringing an early biennial meeting to a city in the United States."

(The motion was seconded and carried unanimously.)

President Shaw: We will now proceed to consideration of the report of the Committee To Cooperate with the American Teachers Association, which will be submitted by its chairman, *S. L. Smith*, director of public relations, George Peabody College for Teachers, Nashville, Tennessee.

S. L. Smith (Tennessee): In the Official Manual is a brief report summarizing the work of this committee over a thirteen-year period. I hardly think it is necessary to read it. I am sure you will take interest in reading it yourselves.

There are five major recommendations that have been made from time to time and adopted by the Representative Assembly from year to year. No new matter is being brought up at this time because there is a new procedure. The core committee

has recently been set up, and has been enlarged to one hundred members from forty-one states. We have not been able to get all of those together, or even the core committee, and therefore we are presenting a brief summary of what has been done in thirteen years.

This committee was formed in Philadelphia on July 4, 1926. Four of us were present. On the morning of the fifth of July, 1926, in Philadelphia, I presented the report to this Representative Assembly, at which I was a delegate, and it was moved by *Miss Adair*, seconded, and unanimously passed. Since that time, we have had two meetings a year. You will find the names of the members of the Committee on page 16 of the Official Manual.

I will mention two or three highlights of the Committee. It is difficult to know what our committee has done. We have published no specific reports except what you have seen in the general PROCEEDINGS. Immediately on organization, we began to study what we might do. It was first known as the Committee on Problems in Colored Schools. Later it was known as the Committee To Cooperate with the American Teachers Association, and had two or three different duties and functions.

One of the first things we discovered was the great need for a consideration of what is being included in our textbooks, particularly those in the South. When we started out, there were four of us southerners on it to see how the Negro is treated in the textbooks. I might say the first thing we did was to have a research study made by a young man working for his graduate degree at Peabody College. He studied twenty-nine textbooks, histories and civics, of the South adopted for use by both white and colored children, and he found Booker T. Washington was mentioned in only one. Most of the achievements of the Negro were those in his relation to his government as a slave rather than as a citizen.

So we began to contact publishers. I was chairman of that committee. We contacted about thirty of the largest publishing companies in America to find out why they had not included some of the worthy achievements of the colored race so that all people who want to know the facts might be able to get them. They said, "We do not have authentic material." They showed a fine interest in it, and the president of one of the large companies wrote me a letter not long ago saying that he had had occasion to call in one of his textbooks after reading it, and finding some very unsatisfactory remarks about the colored race, he was having it revised. Others have followed suit.

The Committee began immediately to have one of its members prepare a source book, which is now ready for publication. It will probably have 700 or 800 pages. It has cost a lot of money—the Association did not have to pay for it—and it will be authentic material which will be available to textbook people and others who want to write.

In directing the building of more than 5000 schools for Negroes in the South, I found there was little material in the textbooks. A little later, we started a library program. We have placed more than 5000 libraries in those schools, and we find scarcely any books worthy of consideration to place in these little libraries. We began to encourage authors and publishers to undertake to do something about it, and they are doing some interesting work which probably will be reported later on in a pamphlet form.

We had another duty. The Committee wanted to bring out and portray Negro life in America by a moving picture with possible box office appeal. I was asked to take it up with *Will Hays*, who was very generous. I probably wrote too much in my letter. We gave the plan we had worked out for building a picture around *Paul Robeson* in "Ole Man River" and sent it to him asking what he would suggest. He copied the letter and sent it to all the big producers in Hollywood, New York, and elsewhere, and before we could get to *Paul Robeson*, he was taken over by one of these companies. "Emperor Jones" followed soon after that, and we were unable to get him. We kept on working.

Another company wrote from Hollywood and said, "What would you think of our putting on 'Green Pastures'?" We said it was a fine thing. They asked the

committee to cooperate, which we were glad to do. In the meantime, *Mr. Harrison*, who played the Lord in that play, died. That was a complication. So a black-face comedian was selected, which was not satisfactory. The Committee and others took it up with them and asked them to change it, and they put on an all-Negro cast. That has been very well received. A great many shorts have gone on. You have probably noticed the Tuskegee picture.

A member of our committee, *Arthur D. Wright*, got out a picture of the work of four hundred and more Jeanes supervisors in the South. That was paid for by a foundation and has been shown in white and colored colleges all over the South.

We are trying to do some few things to bring about a better understanding of the Negro race, so that the Negro child will have something on his own race in the textbooks he studies, and the white child of the South may have the same thing. About four years ago, all the state superintendents in education were assembled at Peabody, and at that meeting they voted to have the departments study their textbooks in every state to see if there was fair and adequate treatment of the Negro, so that the white child would have a better understanding of him rather than knowing the Negro as a pickaninny. The type of thing we are trying to do is this book *Tobe*, which gives some lovely pictures, that the white schools are using and clamoring for. It is that sort of thing we are trying to do.

We hope to have a publication in a short time so that you will know what the Committee has done in the first thirteen years.

Miss Adair moved the adoption of this the first time thirteen years ago this morning, about this time, and I am going to yield to her.

Miss Adair: That is very kind. Thank you. I am delighted to do it.

(Seconded by *Mr. Smith* of Arizona and carried.)

(The report is printed on page 876 of this volume.)

President Shaw: We will now hear the report of the Committee on Code of Ethics, *W. P. King*, secretary, Kentucky Education Association, chairman of the Committee.

W. P. King (Kentucky): *Mr. President*, the Code Committee was just recently appointed and has not made much progress in its work. The entire work of the Committee up to date consists of correspondence.

The idea of appointing this committee was that a committee would spend perhaps a year or more in making a nationwide study of codes of ethics, and finally incorporate the results of its study into a sort of master code which might be accepted both by the National Education Association and by the individual states.

So today, because of the fact that this committee was just recently appointed, we can only make what you might term a progress report. That constitutes all I have to say about this. I move the adoption of the report.

James S. Rickards (Florida): Seconded.

(Carried.)

President Shaw: The next item of business is the report of the Educational Policies Commission, *William G. Carr*, executive secretary.

(Complete report is printed on page 883 of this volume.)

William G. Carr (District of Columbia): With your permission, I will take a few minutes to emphasize some of the points in that report. The Educational Policies Commission was appointed four years ago, in 1935, at the Denver convention by joint action of the National Education Association and one of its departments, the American Association of School Administrators. The Commission was asked to develop for American education policies and procedures which would improve and develop the schools in the period of reconstruction following the ravages of the depression.

The Commission has been financed for a five-year period, beginning in January 1936, by the General Education Board. It receives office equipment and certain staff services from the National Education Association, but otherwise it is independently financed.

The Commission consists of twenty members selected in the method I have de-

scribed. The chairman of the Commission is *Superintendent A. J. Stoddard* of Philadelphia, Pennsylvania. The Commission has 2800 ex-officio consultants in every state and outlying part of the United States, who suggest problems to the Commission and act as distributive agents for the findings of the Commission.

The principal events in the work of the Commission during the year since you received as a Representative Assembly a report in New York City, are:

In September 1938, the Commission issued its report on the purposes of education in American democracy, a report which has fortunately been well received, and has had a distribution mounting rapidly toward some 30,000 copies in the little less than a year it has been out. In March 1939, the Commission issued its report on the social services and the schools, a study of this new area in school administration involving the relationship of education to public libraries, public welfare, public health, and public recreation. This report has been very well received by librarians, social workers, recreation leaders, and public health leaders, and is recommended to the teaching profession for serious and careful study.

Another event of major importance in the work of the Commission occurred in February 1939, when the entire program of the American Association of School Administrators at Cleveland was built around the findings of the Commission. There has probably never been a time in the history of our profession when the work of a great national deliberative committee has been as effectively promoted and disseminated as was done at that meeting at Cleveland.

The final event to which I wish to refer during the past year occurred on May 20, when the General Education Board supplemented the grant to the Educational Policies Commission by an additional sum of money for one year, to enable the Commission to conduct a nationwide survey of ways and means in which we might improve the effectiveness with which American schools develop in young people an intelligent, active, and participating loyalty to democracy. The three adjectives, "intelligent, active, and participating," are chosen deliberately. The Commission will seek to find, from studies of selected school systems, how we can, in the first place, develop an intelligent understanding of what democracy means, what it would mean to us if we lost it, what its historical antecedents are, how it may be applied. It will attempt next to make this loyalty to democracy, founded on intelligence, become active, that is, to seek an outlet in the relations of the young people and of the adults to every aspect of their lives, not merely political. Third, it will attempt to find how to involve these young people in an actual program of democracy in the schools where they are now, so that when they reach adulthood they may have not only an intelligent theory about democracy but some effective practice in democracy in their schools. Those are the events of the year.

I will tell you a word as to the coming year. In addition to the civic education study which, as I have said, will be supported by still another grant from the General Education Board, there are two major enterprises which will probably appear. About November the Commission hopes to issue a volume in its series on education in American democracy which will deal with the economic basis of a free and universal system of schools. It will attempt to deal with the question, What do free and universal schools mean to this country from the point of view of increasing and promoting the economic welfare of the people of the country?

Another report which we anticipate about ten months from now, twelve months perhaps, is a report which we are tentatively calling the integrity of education in American democracy, a study of the necessary conditions whereby that freedom of education which is necessary to the discharge of its unique function may be perpetuated and defended in our schools.

The Educational Policies Commission would want me to say in conclusion that every one of its members is deeply grateful and the Commission as a whole is deeply grateful for the splendid response of the teaching profession, particularly thru the organization of the National Education Association and its local and state affiliated associations, to the work of the Commission.

The greatest amount of care and deliberation on the part of the twenty members

of the Commission, the most lavish expenditure of funds for research, the most sweeping programs of studies in the field come to naught, unless we have, as we do have, the active support of the people in the field who are carrying forward this great program of education for our country.

Miss Woodward: I move the adoption of the report.

(Seconded and carried.)

President Shaw: I should like to call on *Mr. Givens* at this time to give the report of the Committee on Individual Guidance, as the chairman, *Herbert Stolz*, is not here.

Secretary Givens: I only want to add to the printed report that this committee has done a very fine piece of work during the year. Those of you who have followed the articles in the *Journal* I am sure will agree that much help has been given in the guidance field. We have carried during the year several 1-page articles in the *Journal* dealing with various phases of guidance. I know that *Herbert Stolz*, assistant superintendent of schools in charge of guidance in the Oakland public schools just across the Bay, who serves as chairman of this committee, and the other members of his core committee, are interested in real guidance. They point out that real guidance lies in giving a teacher few enough children so that he can know his children as individuals and study them as individuals and treat them as individuals in all phases of their life. That is their point of view. They have done some fine work in that field. They will continue to carry some articles in the *Journal* this next year dealing with the same general philosophy and the same general point of view.

Earl L. McTaggart (Hawaii): I move the adoption of the report.

S. L. Ragsdale (Tennessee): Seconded.

(Carried.)

(The report will be found on page 887 of this volume.)

W. B. Mooney (Colorado): We have heard reports read this morning at length, and they are already printed. Some of them, fortunately, were merely summarized by the chairmen. I am wondering if, in the reports tomorrow, we could not have a summarization, an emphasis of one, two, or three points, rather than the long reading of the reports as they have been printed.

President Shaw: I take that request as a suggestion, and I shall endeavor to pass that on to the chairmen to conform as far as possible. As you know, we have made great progress toward cutting down the time of presentation this year. Now we have this suggestion. The applause indicates that it is felt all over that we can cut still further. I believe, in certain cases at least, it can be done. I shall be glad to cooperate.

I have received another note, not exactly as an announcement, but a suggestion of getting our literature before the public as well as teachers. You have listened to some of the plans outlined by *Mr. Carr*, and I am sure he has among them everything we can possibly think of in connection with bringing them to the attention of the public.

After all, no matter how much the national Association does, the responsibility for getting the matter to the attention of the individual teachers and the citizens in communities rests solely, I believe, on the local associations. So I pass that on, that the proposal is decidedly of importance to the individual groups, even more so than to the general group of the N.E.A.

You will note on your program that a preliminary report of the Resolutions Committee will be presented at this time, and I call on *Mr. Hall*, of Arkansas, chairman of the Committee.

W. F. Hall (Arkansas): I wish merely to make a few brief statements.

The Committee on Resolutions functions as a reviewing committee rather than a committee which develops policies based on personal views of its membership. The Committee is democratic in its personnel, its organization, and its procedures. Thru its membership composed of one person from each affiliated state association, the Committee gathers policies and points of view from every section. Proposed

resolutions from various sources are reviewed, evaluated, and organized into a group of resolutions which are approved by majority vote of the Committee.

Open sessions are held on the second day of the Association meeting, on Monday, at which time any delegate may present and be heard on any resolution which he desires to have for consideration. Noon of the third day, Tuesday, is the final hour on which the Committee receives resolutions for consideration. The printed report of the Committee must be presented at the second business session of the delegate assembly.

You now have in your hands the printed resolutions and platform, with suggested modifications on the platform. This report has been approved by the Committee, and is respectfully submitted for your consideration. On these, you are to take final action at the business session tomorrow morning, July 6.

I would like especially to call your attention to the platform, on page 7, to the note of explanation in parentheses, which states: "Additions to the platform as set forth in 1938 are printed in *italics*; words in brackets [] are to be deleted." You will observe and see that the platform stands practically as it was last year.

President Shaw: As this is merely in the form of a presentation for your consideration, no action needs to be taken.

We have now come to the item of unfinished business, and I bring up first the resolution that was presented yesterday by *Mr. Archer*, president of the Minnesota Education Association, and signed by *Mr. Fidler* of the New Jersey Association, and which, by unanimous consent, was laid over until this morning in order that the Board of Directors might have opportunity to comment upon it.

The Board of Directors appointed a committee to review the matter and to meet with the two gentlemen who offered the resolution. I now come before you with this resolution signed by the same gentlemen and sent to me:

The question relative to the establishment of a committee to study the possibilities of a closer coordination between our great Association and local and state associations be referred to the new Board of Directors of the National Education Association for its consideration.

As this is signed by the same gentlemen who offered the resolution, I believe it is proper for me to ask unanimous consent that it be so referred. Is there objection? If there is no objection, it is so referred.

Another proposal came to the desk as a motion. It is signed by one individual alone, and apparently grows out of a misunderstanding of a statement made by the executive secretary. I should like to give it to him to handle and to make such comment as he may desire. If it should be presented as a motion, I shall do so.

Secretary Givens: I want to read the statement and then say a word about it. The statement is: "No committee of the National Education Association shall publish at any time a statement that the number of students under a teacher's care is not a measure of a teacher load."

E. S. Martin (Indiana): I made the motion. May I make a statement before that is read?

In the report of our worthy secretary, *Mr. Givens*, he stated that the Committee on Teacher Load would publish a statement that the number of students under a teacher's care is not a true measure of the teacher's load. In order that this statement may not be published, I wish to present the following motion:

No committee of the National Education Association shall publish a statement that the number of students under a teacher's care is not a measure of the teacher's load.

President Shaw: That is the motion I have here, but there is no second, sir.

Miss A. M. Brier (Indiana): I second the motion.

President Shaw: The motion is before you, and I believe *Mr. Givens* should be given the opportunity to present his remarks.

Secretary Givens: I do not think there is any statement like that in my printed report and if I gave that impression in my talk this morning, I am sorry.

I was speaking, as you are all aware, with a very marked time limit this morning. All I was trying to say was this: that in the teacher load study we are making, which will be published in September, there will be ample treatment of the question of number of children, which is a very definite factor in teacher load, as are many other factors. What I tried to say this morning was that the one important factor, the one thing that is more important than any other one factor, was justice and tolerance and sympathy and understanding and appreciation. I was trying to stress that as the big factor.

Number of pupils is a very important factor. You will find that stressed at length in our teacher load report.

If there was a misunderstanding, it was because of my speed in trying to get thru in a few minutes and stress the one big thing. I stand with anybody on the fact that the number of pupils is a very definite and very important factor in teacher load, but I was simply trying to stress that human understanding and justice and tolerance and sympathy and appreciation are important factors in making a teacher have a heavy load or not a heavy load.

Are there any other questions on that, because I want to have that entirely clear?

President Shaw: I am not quite sure how you wish to dispose of this but I will ask unanimous consent that it be laid over for tomorrow. I promise you it will have an opportunity to come up.

In the meantime, will you cooperate in conferring with *Secretary Givens* or any others to see if you want to bring in a more specific motion, perhaps more all-inclusive to bring emphasis on the question of teacher load.

If there is no objection, we will handle the matter that way. I hear no objection. I will so rule. We have another item which bears closely upon two of the reports that came in this morning. I have had a special request for the opportunity for someone to speak on some matters of great interest that are being done here in the schools of California in the way of better understanding among nations. I now call upon *Mrs. Lowe*.

Mrs. G. M. Lowe (California): As state secretary of the California Federation of High School World Friendship Clubs, I wish first to express our appreciation to *Mr. Shaw* for so graciously giving us this time on the program. Our federation wishes to extend greetings to the students and teachers of all of the schools of our United States and we do wish to express our heartfelt desire to make closer contacts with the schools of our nation in order that we may carry on this activity of the World Friendship work. We feel justified in presenting this matter to the delegates of the National Education Association because we have happily realized a part of our objective.

The work of the World Friendship Clubs in the high schools is now recognized and approved by *Walter F. Dexter*, our state superintendent of public instruction. He has appointed a coordinating officer to act to represent our federation on the state board of education, and having interviewed *Mr. Dexter* only last week, I was very happy in finding that after the first of August he is going to consider including in the junior and senior high-school curriculum of California the panel and forum activities and World Friendship topics. We feel that this is really a very important achievement.

In addition to our club activities, which are based on the study of international relations, we carry on a concentrated program of appreciation of customs and culture of the peoples of other nations. We have a well-organized system of foreign correspondence and our individual student members are encouraged to make contacts with the foreign clubs and activities of our high schools and communities. We have, for example, a Japanese World Friendship Club working in connection with the other world friendship clubs in two of the Long Beach schools.

Our federation is this year able to print a manual approved by *Mr. Dexter* and we would be more than happy to mail to anyone who would ask for this manual a copy or several copies. I believe that the teachers of the various schools would find a really happy activity in forming a World Friendship Club and joining the Federa-

tion. Of course, it is a California federation at this time, but we hope we may soon make it an interstate allied federation. If you will be kind enough, if you are interested, simply to remember my name, *Mrs. Lowe*, and address me Oxnard, California, I am sure that we will be happy to send you our manual, because we are hoping that this work which we are doing to a degree in California may be extended.

The federation was organized by *Mr. Marrick*, of Hollywood High School, in 1920. It comprises at present 115 active clubs in California and 5000 student members. We carry on correlated activity thru regional conferences and annual state conventions. Our last state convention was held May 13 of this year, in Long Beach, with 1500 student representatives. The Los Angeles City Federation cooperates with the regions extending from San Diego to San Francisco. Thru our efforts to develop tolerance and understanding in our students for people of other lands, we hope we may produce a citizenry which will practically and constructively strive for and eventually realize the ideal of world peace.

President Shaw: Now that we are getting along so splendidly, I hope that we may have something of the kind of thing that I know so many look forward to at these conventions—meeting people from other places. While I want you to do that mainly by just meeting others around here, I want you to meet someone who has come, perhaps, as far as anyone here, coming from Puerto Rico. *Mr. Gallardo* will give us just a word of greeting from there.

Mr. Gallardo: I am glad to have traveled five thousand miles to be with this splendid gathering. I wish to thank the chairman for this opportunity to present my greetings to you and at the same time to invite you to come down and see us at the time of the World Federation which will meet in Puerto Rico during August. Some of you do not need to make the trip on the "Rotterdam" (as you know, the "Rotterdam" is going on a cruise), but you can come direct to Puerto Rico thru the New York and Puerto Rico Steamship Line or thru the Waterman Line down in Mobile, Alabama. I assure you a splendid time and a very interesting visit down there. I can be sure that we do not have to tell you that our weather is not like this all the time.

President Shaw: Thank you very much, *Mr. Gallardo*.

Not exactly as an exhibit, altho in some ways I should like to have you think of it as such, I want to call on the gentleman who represents another far-away section, who some way or another up there succeeded in getting way over 100 percent membership. *Mr. Erickson* of Alaska. He will give you a word of greeting from Alaska.

Everett R. Erickson (Alaska): All I can say is, Come to Alaska. We have everything, even the highest mountain on the North American Continent.

President Shaw: I know you would like our executive secretary to present some of his old friends and associates from the island of Hawaii.

Secretary Givens: *Mr. President*, before doing that, since *Mr. Erickson* was so modest, I want to say that if you will look in your program you will find that Alaska has 112 percent of their teachers in the National Education Association. That is pretty good.

I should say in fairness that this is in a territory where they cannot get together to meet and where several of their teachers do not get their N.E.A. *Journals* until the summer after the year is finished. They get no mail during the year; yet they are 100 percent in the National Education Association and I say that is pretty good.

It was my pleasure to spend some of the most profitable and happiest years of my life in Hawaii. I am always glad to see the delegates from Hawaii at these great conventions. Hawaii has had 90 percent membership in the National Education Association for years. There were three or four years when Hawaii had more than 100 percent membership. That means it had all its public school teachers and several other interested citizens members of our great Association.

It is probably not fair to ask them for music off-hand because some of their people are not here, but I know that people from Hawaii are always glad to sing.

I am going to ask the delegates from Hawaii if they will give us at this time a Hawaiian song.

(Singing by the Hawaiian delegation.)

Mrs. Rica Soares (Hawaii): To you and to all the members of the Association, Hawaii extends official Aloha. Come down to us. We are called, and really are, the paradise of the Pacific.

President Shaw: Is there any further business to come before us this morning? If not, I declare the adjournment of the second session of the Representative Assembly.

(The meeting adjourned at 11:55 A.M.)

WILLARD E. GIVENS, *Executive Secretary*
REUBEN T. SHAW, *President*

Third Business Session, Thursday Morning, July 6, 1939

The third business session of the Representative Assembly of the National Education Association convened in the War Memorial Opera House at 9:20 o'clock, with *President Shaw* presiding.

President Shaw: The meeting will come to order. The invocation will be given by the *Reverend Lloyd R. Carrick*, St. John's Presbyterian Church, and also president of the Federation of Churches of San Francisco.

(The invocation was given.)

President Shaw: This morning we will proceed with the program in accordance with the resolutions adopted the first day. The first item is the report of the Committee on Cooperatives, *Albert M. Shaw*, Robert Lewis Stevenson Junior High School, Los Angeles, California, chairman.

(*Mr. Shaw* read the report which is printed on page 879 of this volume.)

Albert M. Shaw (California): I move the adoption of the report.

Richard Martin (Hawaii): Seconded.

(Adopted unanimously.)

President Shaw: The next item of business is the report of the Committee on Supply, Preparation, and Certification of Teachers. The report will be given by *Mr. Jagers*, director of teacher training and certification, state department of education, Frankfort, Kentucky, chairman.

(*Mr. Jagers* read the report which is printed on page 916 of this volume.)

R. E. Jagers (Kentucky): I move the adoption of the report.

Mr. Erickson: Seconded.

(Adopted unanimously.)

President Shaw: We will proceed to the report of the Committee on Tenure, *Donald DuShane*, superintendent of schools, Columbus, Indiana, chairman.

(*Mr. DuShane* read the report which is printed on page 920 of this volume.)

Donald DuShane (Indiana): I move the adoption of the report.

Mr. Rayner: Seconded.

(Carried.)

President Shaw: I want to interrupt the proceedings just for a moment to have an announcement from the chairman of the Appraisal Committee.

Orville C. Pratt: Blanks for the Appraisal Committee were distributed to you Tuesday. It was announced that these blanks would be collected on Thursday forenoon. We have arranged to have the ushers distribute large envelopes to each state. The director of the state will collect the blanks for the state, put them in these envelopes, and return them. If the director is not present, will some other member of the delegation assume his responsibility? I have some additional blanks, in case you have left yours in your hotel room.

President Shaw: We will proceed with the report of the Committee on Tax Education, *Martin Wilson*, first assistant, James Monroe High School, New York City, chairman.

(*Mr. Wilson* read the report which is printed on page 918 of this volume.)

Mr. Wilson: I move the adoption of the report.

Rush M. Caldwell (Texas): Seconded.

(Carried.)

President Shaw: We will now proceed to the report of the Committee on Equal Opportunity, *Helen Bradley*, teacher, Cincinnati, Ohio, chairman.

(*Miss Bradley* read the report which is printed on page 884 of this volume.)

Helen Bradley (Ohio): I move the adoption of the report without the recommendations.

C. Layton Galbraith (Nevada): Seconded.

(Carried.)

Miss Bradley: I move that the section recommending sufficient finances be accepted and sent to the Executive Committee for its consideration.

Helen A. Maxwell (Pennsylvania): Seconded.

(Carried.)

President Shaw: We will proceed to the consideration of the next item on our program this morning, the report of the National Council on Teacher Retirement of the National Education Association, *Robert B. Hougham*, executive secretary, Retirement Fund Board, Indiana State Teachers Association, Indianapolis, Indiana, chairman.

Robert B. Hougham (Indiana): This is one of the rather young committees of the N.E.A., or, rather, a consolidation of two old organizations, the National Council of Teachers Retirement Funds and the N.E.A. Committee of 100 on Retirement. Since this consolidation, considerable progress has been made in the dissemination of information for the benefit of those states which have not been able to organize a retirement system, and for the improvement of those systems which were not found to be actuarially sound.

We have been helped in a great measure by the Research Division of the N.E.A.

We feel that the matter of adequate teacher retirement is equally important with the other phases of teacher activity which have been discussed here this morning. After all, our slogan is that we have something to sell to the states, to the legislatures, and that we should abandon our old defeatist, pauperized begging and go to the legislatures of our various states in a businesslike way to sell something that is worthwhile, not only to the teachers of the United States but to the public, the schools, and the children of these states.

We feel that it is good business for a state to adopt an adequate, safe, sound retirement system because business, industrial and financial, has followed this same procedure. After years of faithful service, bonus compensation given to workers is a sound business principle. The teachers in the public schools are workmen in the factories of the states manufacturing citizenship and character, and after twenty, thirty, or forty years of faithful service in the schools it is good business for these states to provide for the declining years. In other words, a workman who has confidence in the security of the future is a better workman than a beggar, worn down by insecurity and debts. That is what we feel a good retirement system for the states will afford.

In attaining these systems by salesmanship to the legislature, let all our teachers work together in their states, thru their associations, thru their N.E.A. organizations, find out what a good system is, and work harmoniously for the passage of law which will bring into being such a system because, after all, most of our legislatures will give to the school teachers and children of their states whatever is best for them.

We have established, in connection with our division, an information booth which we have conducted for three consecutive sessions. This time we have had hundreds of callers and have passed out some 5000 pieces of literature in regard to teacher retirement. We feel this is a service which we are rendering to you and we want you to take advantage of it.

In conclusion, may I say that our goal is this: As the National Council of Retirement Funds, a part of the N.E.A., it is our ambition that every teacher in the United States and the provinces should be protected by an adequate, actuarially sound

retirement system, so that they can go about their business training children in a sense of security and without fear for the declining years of their lives.

I move the adoption of the report.

Geneva Brown (Louisiana): Seconded.

(Carried.)

President Shaw: We will now proceed to the report of the Legislative Commission, which will be given by *Ben G. Graham*, president of the American Association of School Administrators, superintendent of schools of Pittsburgh, and a member of the Executive Committee of the Legislative Commission.

(*Mr. Graham* read the report which is printed on page 889 of this volume.)

I would like to add that I believe the controversial issues which have to do with federal aid have been successfully met and I believe that a very large majority of the people over the country having the interests of the schools at heart are ready to support this measure. Therefore, I am pleading with this organization to forget the minor controversial matters and place our whole drive and enthusiasm back of the passage of this bill.

Mr. Graham: I move the adoption of the report.

L. W. Reese (Ohio): Seconded.

President Shaw: A request has come to the platform, that while there is no opposition to the report, there are one or two who would like to make a statement. As that might involve the possibility of debate, I am ruling that this will go over, in accordance with the procedure we adopted on the first day, to the item "unfinished business" printed on your report as "debate period."

Will the lady who has made the motion, *Miss Broderick* of New York, and seconded by *Miss Ferguson*, of New York state also, meet at once with *Mr. Graham* and a representative of the Rules Committee in order that, as far as possible, we may have the matter presented in a way that whatever the issue is we can take care of it in the most expeditious way possible as the first item when we have reached that point.

We will now proceed to the report of the Committee on Resolutions. As it has been necessary for *Mr. Hall* to return to his state on official business, *Miss Bradley*, vicechairman of the Committee, will give the report. Before the report is given and while copies are being distributed, I would like to make an announcement.

Some of you have discovered that on the ballot the name of *Mr. Willis* of Massachusetts was stamped in. I merely want to state that with full authority and in accordance with your own action a nomination was duly made at the right time, and in some way or another, failed to be printed along with the others. So we have had it stamped in. I just want to make the announcement so you will understand that it is done with your authority.

And now the report of the Resolutions Committee, *Miss Bradley*.

(*Miss Bradley* called attention to changes in the platform.)

Miss Bradley: I move the adoption of the platform with the suggested changes.

George Skewes (North Dakota): Seconded.

(Carried.)

Miss Bradley: I move the adoption of the resolutions as printed.

Mr. Skewes: Seconded.

(Carried unanimously.)

(The resolutions are printed on page 910 of this volume.)

President Shaw: We will now proceed to the consideration of the report of the Board of Trustees to be presented to you by *Joseph Saunders*, superintendent of schools, Newport News, Virginia, chairman.

(*Mr. Saunders* read the report which is printed on page 841 of this volume.)

(Upon his motion, seconded by *Helen Collins* of Connecticut, the report was adopted unanimously.)

President Shaw: We will now proceed with the report of the treasurer, *B. F. Stanton*, superintendent of schools, Alliance, Ohio.

(*Mr. Stanton* read the report which is printed on page 860 of this volume.)

Mr. Saunders: I move the adoption of the report.

Annie C. Woodward (Massachusetts): Seconded.

(Carried.)

A. C. Anderson (Minnesota): I should like to make a suggestion in regard to the evaluation of bonds, that the market value of the bonds as of the date of the issue of the report also be shown thereon. Perhaps a motion is not necessary.

President Shaw: We will take it as a suggestion and refer it to the treasurer and to the Board of Trustees for whatever disposition they may desire to make.

We will now have the report of the Auditing Committee, *Mrs. Vina Aherne*, teacher, New Haven, Connecticut, chairman.

Mrs. Vina Aherne (Connecticut): The chairman of the Auditing Committee has examined the financial reports of the National Education Association as prepared thru the detailed audit of its accounts by Wayne Kendrick and Company, certified public accountants, and has found this report in proper order. I move that the report of the auditors be accepted as the report of the Auditing Committee.

Fred Schnell (Wisconsin): Seconded.

(Carried.)

President Shaw: *Mr. Givens* also has an announcement to be made here.

Secretary Givens: I have a matter of business that I should like to bring before the Representative Assembly. We have requests from three organizations to become departments of the National Education Association. These organizations have met all requirements. Their petitions have been passed upon by the Executive Committee and the Board of Directors and are sent to the Representative Assembly for your consideration and action; therefore, speaking for the Executive Committee and the Board of Directors, the action taken by both groups, I should like to suggest that the following three organizations be admitted as departments of the National Education Association: School Garden Association of America, National Association of Journalism Directors, and National Association of Teachers of Speech. I should like to suggest that the petitions of those three be acted upon.

President Shaw: You have the matter before you.

Miss Holt: I move that we accept the petitions of these three organizations as departments of the National Education Association.

(The motion was seconded and carried.)

(*Secretary Givens* read a letter of greeting from *James Sunter*, secretary, National Union of Teachers of England.)

President Shaw: That, of course, does not require a motion.

Yesterday or the day before we had a matter come before us in the first part of our program with reference to vicepresidents which you referred for next year to be printed in the *May Journal*. It has been brought to my attention that it would be wise to add to that a little wider latitude than might be implied, so that the Executive Committee may revise that arrangement in whatever way might seem to it best before it is printed in the *Journal*; therefore, I should like to ask unanimous consent to authorize the Executive Committee to rearrange the regional distribution in the proposed amendment in regard to vicepresidents and to publish the same in the *May Journal*. Is there objection? Hearing no objection, that will be referred to the Executive Committee for such disposition as it may desire.

We have only one or two other items. Several things have been passed to the platform. Yesterday I had a request, based upon the thought that I had driven you so hard, which I had not realized, that there was need for relaxation. There is also an announcement I wish to make on behalf of the Appraisal Committee that while we have a number of the reports there are many to come in. Will the various delegations make certain that they have those appraisal reports sent to the platform at once during the recess of five minutes which we will declare at this time?

(Recess.)

President Shaw: Will the members of the Representative Assembly please be seated? While I desire that the house be in order, it still remains a part of the recess to this extent: During the year over and over we have stressed certain figures

as the great underlying reason for action upon federal aid. The education department has assisted in preparing some slides that will be described to you briefly by *Mr. Law* of New York. We will have them presented briefly and then proceed with the business.

Frederick H. Law (New York): Following *President Shaw's* Sunday evening talk, I made the remark that if we could place on the platform a bank of boys and girls of the United States who have been deprived for some years from all school privileges of any kind, it would make a greater impression than all speeches, all resolutions, or all debate that we could make. At that time, *Emily Amson*, of the Department of Visual Education of the City of New York, said, "If you cannot get the children, why do you not let us prepare some slides for you?" Thru the kindness of *Rita Hochheimer*, who is director of visual education in New York City, and especially thru the kindness of the Keystone View Company, which, without charge, has made the slides and sent a man here to present them, we wish to show you in graphic form something that seems unparalleled in the history of the United States.

You have heard *President Shaw* say there are in the United States 800,000 little children of elementary-school age without any school privileges whatever, a marching army, ladies and gentlemen, that would march many abreast thru the streets of San Francisco for hours upon hours until more than a day had passed, a marching army of high-school children far larger, 3,500,000, deprived of high-school privileges, and an army of handicapped children who need special training whom we in this civilized land of the United States are permitting to go without proper schooling.

The little figures that you saw each represent 200,000 children.

Now, fellow teachers from many states in this great land of ours, this is not Europe that we are talking about or Africa or China, but it is the United States of America that rests so strongly upon democracy and education, and we who buy our automobiles to the extent of millions of dollars, who spend untold millions for motion pictures, tobacco, and amusements of every kind, are permitting 800,000 children to have no elementary schools whatever, 3,500,000 to be shut out from high schools, and 1,500,000 handicapped to go without that training which even nature appears to deny to them.

My appeal to you thru the Department of Visual Education is that you go back to your towns and cities and states and beat upon the doors of the public press, beat upon the doors of the legislators, and say to them, "We who are teachers demand that this free country of ours train all of its children."

President Shaw: Thank you very much, *Mr. Law*. I suggest that I should like to second that with all the enthusiasm and all the force that I can. I feel that our greatest problem is to convey to the public the real truth of the situation. It is so easy to object to any particular proposal of the legislature or otherwise; it is so difficult to get that same public to do something to solve the problem you have just had presented to you.

We will now proceed to the consideration of the report of the Budget Committee by *Helen T. Collins*, principal, Lovell School, New Haven, Connecticut, chairman.

(*Miss Collins* read the report which is printed on page 861 of this volume.)

Miss Collins: I move the adoption of the report.

Phillip Woodworth (Maine): I second the motion.

President Shaw: Are there remarks?

Mrs. Johanna Lindlof (New York): In regard to the office expenses for the president, does the amount allocated here include traveling expenses?

Miss Collins: No, it does not, *Mrs. Lindlof*. It includes clerical help in regard to the president's work when she is either at her home office or in the office at Washington. The traveling expenses are included in the Executive Committee's account. If you will look at item, Executive Committee, \$4000, the president's traveling expense will come out of that.

Mrs. Lindlof: It seems to me that \$400 is a very inadequate amount to allot to the president, even tho it be only for clerical expense. I do not know at what rate of pay you are engaging people if \$400 will cover for the whole year. I do not think

we can ask for decent salaries for teachers if we pay our clerical help at this rate.

Miss Collins: If you will give me permission, I should like to ask the secretary to explain that.

Secretary Givens: That item is put in for secretarial work away from Washington. We do all the secretarial work the president wants to have done at headquarters, charging it against my office, so that the \$400 is for secretarial work she does at home or as she travels over the country. The traveling expenses and all other expenses of the president, except just secretarial help away from the Washington office, are carried in the budget of the Executive Committee.

Mrs. Lindlof: It just looks like such a very cheap president.

Miss Collins: I think if you will look at the comparative figures for five years, you will note that the presidents did not find need for much more than the amount that is appropriated. I think that is what we based our figures on.

Are there any further questions?

(Question called.)

President Shaw: Are there further questions?

Walter Douthett (Pennsylvania): Under "Physical Plant," Item 17, I notice a charge for rent. Have we set up a permanent headquarters in such a way that we pay ourselves rent?

President Shaw: That is perhaps the way you would like to do it. The permanent fund is an entirely separate account, and it is one step between the two accounting procedures and funds within the Association.

Are there any other questions?

Joseph W. Forsyth (Pennsylvania): On the Division of Membership, I think that amount is rather small because the membership in this Association is a very important item and unless we use more funds to advertise this Association, I am afraid we are not going to increase the membership very much larger.

Miss Collins: I think if you will look at Promotion and Maintenance of Membership, then the Division of Membership, and the Division of Field, which is also a membership account in the sense that the business of the Field Division is increasing membership, and I believe then if you will follow along with such divisions as Rural Service, Department of Classroom Teachers, and in fact almost all of the divisions of the Association charged in some way with the membership of the Association, adding those items which might be chargeable to membership, you will find adequate provision made for that. I agree heartily with you that it is a very important thing and I am sure there is no attempt to curtail it in any way.

President Shaw: Are there other questions?

(The motion was carried.)

President Shaw: Several items have come to the desk and I shall read them and make the disposition that seems to me to be appropriate.

The New York City teachers believe tenure of office the most important item in teacher welfare. Recently during the spring there have been some discussions of economy involving dropping of kindergarten and some other positions, and the tenure rights have been variously defined. It is presented as a motion that the Tenure Committee consider the definition of tenure. Does it apply to position or to individuals?

While the word "moved" is listed here, I believe it will meet with the desire of the delegate who presented it if we refer this statement to the Tenure Committee with our recommendation that it receive appropriate consideration. If there is no objection, I shall so rule the disposition of that matter. Hearing no objection, it is so ruled.

A second I shall read: "Many of us feel that a very wrong and harmful impression has been created in regard to our stand for old-age pensions. Several speakers have indicated that we resent the demands for old-age pensions with request for funds for the education of children. We feel the convention should make it clear that we favor old-age pensions and other worthy social movements and that we only ask a fair and reasonable support of education for youth." I shall ask *Mr. Givens* to make a statement concerning this.

Secretary Givens: The gentleman brought this to me and I told him I should be very glad to add a word to it. I had something to say about this myself yesterday, and three or four other speakers have touched upon it. What we want to do is to make clear that as a teachers organization we are not fighting any worthy social welfare work. We do want to stress the fact that among the expenses that are going for human beings in this country directly, nothing is any more important than the education of our children and we want to do everything we can to see that education, which has to do with the educating and bringing up of our young people, gets its share of the funds, but we are not in any way attempting to say that the aged should not be taken care of. We think they should be. We are simply insisting from our part as a teaching profession that the education and care and welfare of the young be a part of that picture.

President Shaw: I believe that I have sensed the viewpoint of all the delegates that it conforms closely to that expressed by *Secretary Givens* and the appropriate disposition of this matter is to refer it to the Executive Committee of the Association in support of the thought just now presented by *Mr. Givens*. Is there objection? Hearing none, it will be so ruled.

There is another item that I think we can dispose of quickly if you will give it close attention. Many of you have heard a discussion around the halls concerning a resolution in regard to our attitude on war. We have put ourselves on record so many times that I feel I sense the attitude of every delegate that we should do everything possible toward the abolition of war. So in that particular matter I wish to bring to your attention the fact that the Department of Classroom Teachers has in its platform a rather clear-cut statement as to their attitude and which is not new. I believe that the proposal should be read at this time, and I am asking *Mrs. Merchant* of California to read the matter and then offer an appropriate resolution with which I hope you may all concur.

Mrs. Pauline Merchant (California): At the regular business meeting of the Department of Classroom Teachers, held in Larkin Hall on July 5, the Resolutions Committee was instructed to present to the Representative Assembly, at the Thursday morning session, Section 3, Part 5, of the platform of the Department of Classroom Teachers for inclusion in resolutions to be considered by this body. I shall read this section.

3. Opposition to war:

- a. We believe fully in the ideals of a democratic form of government.
- b. We believe war to be the greatest menace to civilization and to democratic institutions, and as a means of settling international disputes to be an absolute failure.
- c. We, therefore, urge the abolition of private ownership and manufacture of arms and munitions.
- d. We strongly recommend to classroom teachers thruout the United States that they teach the facts about war, emphasizing its cost in human life and ideals as well as in material wealth.
- e. 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.

I move that this resolution be presented to the N.E.A. Resolutions Committee for consideration next year.

Miss Woodward: I should like to second that motion.

President Shaw: Are there any remarks?

J. G. Allen (Pennsylvania): I should like to ask the lady who read the report to reread paragraph "c."

Mrs. Merchant: "We, therefore, urge the abolition of private ownership and manufacture of arms and munitions."

Mr. Allen: I think there are three very dangerous words in that paragraph, "the

abolition of private ownership." I do not like that at all. No one can tell where this may lead us. You cannot draw any line when you come to the manufacture of materials of war. You cannot draw any line and say, "This is where they stop. This is material of war; that isn't any of war." We know that is true because of the present mess we find ourselves in with regard to our neutrality legislation. I should like to see paragraph "c" either reworded or stricken from the resolution.

President Shaw: As the matter is only a reference to the next Resolutions Committee, I wonder if we could dispose of that matter by asking *Mr. Allen* to submit his proposal to the Resolutions Committee next year along with the other?

Mr. Saunders: I just want to raise the point that the resolution, as I understand the motion, is not before us for consideration and discussion, that the resolution is for reference to the Resolutions Committee which can delete that or any part of it or not bring it back here at all.

In that connection, I should like to call your attention to the fact that we have already adopted this morning in our platform the following words—which is our pronouncement on the subject: "Teaching children about the truth of war, its cost in human life and ideals and in material wealth, the values of peace and need of international cooperation by such means as courts of arbitration." As I understand it, the motion is to refer to the Resolutions Committee, so why not let it go there without debate?

Mrs. Lindlof: I should like to draw the attention of this body to the fact that the statement read by *Mrs. Merchant* of California is part of the platform adopted by the Department of Classroom Teachers. The Department of Classroom Teachers, I am quite certain, constitutes the majority of the membership of the N. E. A., and tho this body, sitting in convention here, may not adopt this particular resolution, I should like the country to know that the classroom teachers of this nation are out to abolish war and all the things that lead to war, and private ownership and manufacture of arms is one of the greatest promoters of war that we have in the world today.

President Shaw: Understand that the proposal will carry with it all these comments. They are now a matter of record. If there are no further comments, the matter will be referred to the Resolutions Committee of the next year for appropriate report. Is there objection? Hearing none, it is so referred.

We will now return to the item, Report of the Legislative Commission. I shall ask *Mr. Graham* to make his statement as to what disposition they desire to make of the requests that came in.

Mr. Graham: The recommendations placed before the Representative Assembly by your Legislative Commission I read and perhaps I should read again:

We submit to the Representative Assembly of the National Education Association the following recommendations:

1. That the Legislative Commission be instructed to continue its efforts to secure the enactment of the pending Senate Bill, S. 1305.
2. That the resolution of the Association favoring increased federal participation in the support of public education without federal control of educational policies be reaffirmed.
3. That the Representative Assembly urge a forceful campaign by educators and lay organizations for the enactment by Congress of legislation that will provide a desirable program of federal aid for the American public schools, such as the program embodied in S. 1305.

I move that the recommendations be adopted with the report. The report was informational. These three recommendations come to you from your Legislative Commission as the best means we know of placing before you the action which should be taken by the Representative Assembly in order to make possible the passage of legislation in support of or for federal aid.

President Shaw: The motion, duly moved and seconded, was delayed because of a request for an opportunity to be heard. The matter now is before you as the motion. What is your pleasure?

Lillian Broderick (New York): At the outset, I want to make it clear that we

absolutely favor the principle underlying federal aid, that we agree with the Legislative Commission that the wealth of the nation must be marshaled to serve human needs wherever those needs be found. We believe that that wealth, whether it be wealth in terms of money, in energy, in scholarship, or of social vision, should be so marshaled. We have no desire to impede the splendid progress that the Commission is making toward equalizing educational opportunity thruout the United States, but there has come to us in our home territory a problem that is new and pressing and most urgent, namely, of safeguarding the interests of the educational program now being advanced in New York State.

Those of you who are reading the papers know that the legislature is now in special session, called there by the governor of the state to see if it can restore order out of the chaos that is now confronting the state due to a reduction in the budget. The budget was before the court of appeals in the state and has been returned to the legislature for such action as the legislature sees fit to take.

Senate Bill S. 1305 is undoubtedly a bill of great social merit and is essentially a social service bill, but that bill will impose, automatically if enacted into law, a burden of \$17,000,000 upon the people of New York State, beginning in 1940 and increasing until in 1945 it becomes approximately \$44,000,000. The New York State Teachers Association has analyzed the bill, and because of this emergency confronting us in terms of its cost to teachers, to children, and to education in general thruout the state, we feel that the teachers, one of you, representing a community in which the question of the present educational program is immediate and urgent, should analyze the bill in terms of its cost to teachers and to present children, that is, before definitely committing ourselves to a program which will marshal public opinion and public force behind its enactment, we should make certain that the burden of supporting that bill will not be imposed solely upon the teachers and the children in the state but will be equitably distributed among all members of the taxpaying public.

You who are familiar with teacher legislation know that at present the New York State legislators are trying to strip the statute books of every bit of social security protection for teachers, including salary increments, tenure rights, retirement rights, and even suggesting that there be furloughs for all people in higher brackets and that married women whose husbands are also teachers be asked or requested to take furloughs.

All we are asking in this matter is that the delegate assembly bear with us and make certain that we are not hopelessly impeding our request that the New York State legislature return the \$9,000,000 cut in state aid, a cut that is already closing the kindergartens in the great City of New York and causing even more drastic curtailment in less favored sections of the state, that we will not so definitely commit ourselves to this bill as at present written that it cannot be modified to meet all the exigencies of the situation without in any way undermining the great principle of federal aid.

So in justice to the children of the nation and in justice to the program of adequate free public education for the children of the state I represent and in justice to the teachers whose welfare I have so long upheld and fought for and in the obtaining of which I have expended considerable personal energy, I ask that you accept a substitute motion which would simply mean that we did not formally adopt every provision and every recommendation. The substitute motion has been discussed with the Committee on Rules, with the parliamentarian, with *Mr. Graham* who presented the report of the Legislative Commission to us. They understand we are in no sense opposed to the gist of the report, but we are simply asking for aid to further the cause of adequate educational opportunity for all children, when we offer the following motion: That the report of the Legislative Commission be received as a report of progress.

It has been seconded by *Miss Ferguson*, president of the Mount Vernon Teachers Association.

President Shaw: Miss Broderick has offered the motion and Miss Ferguson has seconded it. The matter is before you as a substitute motion. Mr. Graham, I believe, is entitled to speak.

Mr. Graham: The recommendations which were presented for the Legislative Commission are the only recommendations which we believe we can place before you at this time and honestly do the work of this Assembly in connection with the Congress. We believe that if you cannot support what has been done by the Legislative Commission we might just as well give up the attempt to have federal aid adopted by the Congress of this United States. We are deeply in sympathy with the problem which exists in New York State, and we have looked and pointed with a great deal of pride to what has been done in New York State in the way of state aid and have tried to set it up as an example for our own state of Pennsylvania. Certainly what has been accomplished in that state, going back, I think, to about 1928, in the way of state aid is an example for the country. I believe the reason it was done so well, so intelligently there, is because that state believes in equalization of opportunity for all the children of all the people of that state and much has been accomplished toward that end.

Now, it seems to me if they believe, as they do, in equalization of opportunity within the state, they believe equally, as the speaker said, in federal aid, and that is the very thing we are working for. The principle which is involved in federal aid is that we can tax wealth where it is for the benefit of children where they are. That is the essential thing in this problem of federal aid. I come from a state which will pay far more to the federal treasury which will go out to the states for federal aid for education than will ever come back into Pennsylvania, but that money comes from sources of wealth in the state that cannot be touched for local support for schools at the present time. That is true wherever you find the great wealth of the country. So all I am pleading for is that this delegate assembly support the traditional position of the National Education Association in support of federal aid, and I am pleading with you to support the report and recommendations of your Legislative Commission.

Emily Tarbell (New York): The New York State Teachers Association for several years has been on record as favoring the principle of federal aid. I was not aware that the New York State Teachers Association had reversed its stand.

President Shaw: If you vote down the substitute motion you then have before you the motion presented by Mr. Graham. Will you kindly keep that in mind as you go on with the discussion?

Mrs. Lindlof: I believe it is very important that this body put itself definitely on record in favor of federal aid for education. It is important for all of us, no matter from which state we may come, that education be provided with sufficient funds in all quarters of the United States. Just as long as there is any underprivileged area as far as education is concerned, we are all in danger. The best thing for everyone of us is that equal opportunity shall be given to all our children and that can only be done thru federal aid to education. I hope that the substitute motion will be defeated.

(Question called for.)

President Shaw: All those in favor of the substitute motion will please say "aye"; those opposed "no." The "noes" have it. The motion made by Mr. Graham is now before you. It includes the three recommendations. Are there further remarks?

(Question called for.)

President Shaw: All in favor please say "aye"; opposed "no." The motion is carried.

Mr. Mooney: Colorado was among the states, I suppose, that protested vigorously against the apparent waste of time in the conduct of this meeting early this year. The delegation instructs me to say to you that we keenly appreciate the fairness and the promptness with which the work of this Assembly has been handled this year.

President Shaw: I thank Mr. Mooney and all of you who so cordially second his motion by the applause.

We have several announcements to make with reference to matters of record largely, but will you kindly give close attention to them?

Miss Adair: I have in my hand a number of suggested amendments to the bylaws and rules which would be necessitated should you adopt an amendment that was laid on the table for the study at the next time. It has to do with the number of vice-presidents and their duties. The amendments will have to be made to that same section. Should you add a large number of vicepresidents, you would have to change the numbers from twelve and fourteen, and things of that sort.

President Shaw: May I interrupt just to this extent, which I believe will satisfy the group. Are you not willing to have definitely, with your authority, written into the record any proposed amendments to the bylaws that may be submitted by the chairman of the Rules Committee or by anyone else? Each individual has the right. Why should we take time to read it now, when it is to come out and appear in the *May Journal* for your discussion? I take it that you second that proposal, giving *Miss Adair* the right to do so, but we will hear from *Miss Adair*.

Miss Adair: I am not going to take that right on two of these amendments. I would rather read them to you. One of those is in regard to the vicepresidents. I try to be strictly impartial. On the one in regard to vicepresidents, assigned their ranks and duties, I am perfectly willing to accept your permission.

This one is an amendment to Article I, Section 1. You will remember that we struck out from that amendment the provision that we could vote by a two-thirds vote on anything that had been printed in the *May Journal*. This amendment would allow us to pass by a two-thirds vote any amendment placed in the *May Journal*. I wish you to know that that rather serious amendment is proposed.

The second has to do with local affiliated associations. *Mr. Givens* says it will be all right, and this resolution provides for no affiliation fee for local affiliated associations 100 percent in the N. E. A. I would like to tell you that there is an association which has had 100 percent in the N. E. A. for fifteen years. These will be printed in the *Journal*.

President Shaw: Are there any other items that anyone feels has been omitted or should come up at this time?

I should like to make two other announcements or calls.

(*President Shaw* made announcements.)

Sara H. Fahey (New York): As chairman of the Publishing Committee for the past two years, I am bringing a recommendation of that committee to this body, as it is necessary to serve this notice in order to have action next year.

The Publishing Committee wishes to report to the Rules Committee of the National Education Association that there really seems to be no actual need of a Publishing Committee at the present time. When that arrangement was made in the National Education Association, it was at a time when we depended upon the stenographer's notes, and it was a very essential process in order to have correct work. Now, with the stenotype machine, there seems to be no immediate need of having five copies of the proceedings typed and assembled for the use of the committee of five that constitute the Publishing Committee and reviewed by them.

As we understand it, the secretaries of the Association, irrespective of the work of the Committee, again go over these same notes in preparation for the printer, and we would submit to the Rules Committee our suggestion as to the wisdom of considering whether or not this committee is essential.

President Shaw: If there is no objection, the suggestions contained therein will be duly referred to the Committee or such additional committees as may need to bring the matter up.

Mr. Saunders: At this time I would like to offer a motion in regard to the Publishing Committee's report. This motion has been prepared by the parliamentarian and, I think, meets all the conditions.

I move that the Publishing Committee edit, approve, and order the printing of the proceedings of the Representative Assembly during the seventy-seventh annual convention of the National Education Association, these proceedings to be

submitted to the general assembly at the seventy-eighth annual convention for approval and adoption.

This motion was seconded by *Fred D. Cram* of Iowa.

President Shaw: You have the motion before you. Are there any remarks? All in favor please say "aye"; opposed "no." It is adopted.

Mr. Saunders: With your permission, I would like to move that we recess to meet in this room at eight o'clock this evening.

President Shaw: That motion I should like to reserve, and I think it can be handled after we complete one or two other items.

The hour of twelve o'clock has arrived. I hope we will do what they do in legislative assemblies, stop the watches so we can dismiss at twelve o'clock.

I do know you want to hear from *Miss Lord* as to something your Association did in Waterbury, Connecticut. She is going to be brief, but I think you ought to hear about it.

Daisy Lord (Connecticut): I will not even start with a funny story, I know a number, but will immediately tell you about the situation as quickly as I can in my New England dialect.

About a year ago this time in my home city, the city fathers appointed a committee to hire a survey committee—I will not name the committee because I do not want to advertise it—to conduct a survey of each department of our city government and put in certain economies.

In August (we did not know it at the time) a gentleman came who was a teacher of economics in a small western college, and in one week, from statistics alone, our superintendent's office made a report on the school department. Our board of education has been practicing many economies, and nobody could see where more economies could be put in. We never felt the report would see the light of day.

We were to hold our regular association meeting on the thirteenth day of October. I, and a few more members of the association, had previously seen the report and knew what it contained. The recommendations briefly, and for the most part, were these: that thirty teachers be immediately dismissed, we have about 550 or 560, and that ten principals be put back into teaching positions and their schools combined—it did not matter that one was at the top of this hill and the other at the top of that hill; then, that the kindergarten assistants be discharged and high-school girls take their places, without any regard whatever for certification requirements; that the high-school teachers take an immediate loss of 15 percent of their salaries, and the grade school teachers a decrease of 13½ percent; that heads of departments be dismissed, and fifty-nine odds and ends, including a few janitors and janitorial services. We were meeting that afternoon, and the evening newspapers came out with great headlines telling about this survey and that our board of education had said it did not and would not accept it.

As president, I went before the meeting of our teachers and said, "I want permission to do two things; one, to appoint an emergency committee of five; the other, to send the board of education a letter of thanks, saying that we are with the board of education." Of course, they gave me that permission and we immediately went to work.

The following Monday the first meeting of the committee was held. It was joined by a committee from the Principals Association. We always work that way in Waterbury. So we met on that day for the first time. About four days later, the reason was I had been called out of the state to speak to a group of teachers, they gave me permission to call upon the National Education Association for assistance. It was the finest thing that was ever done by any association. I cannot begin to tell you what happened.

The following morning, at nine o'clock, I called *Mr. Givens* in Washington. *Mr. Givens* listened to my story attentively and then said, "I will call you back within an hour." In the meantime, I know what he did. He called all of his staff and research people together. He had a number of questions to ask me when he called back, and he said to immediately send them the report, which was sent special delivery. That report reached Washington Wednesday morning.

Thursday morning, at nine o'clock, *Hazel Davis* of the Research Division of the N.E.A. arrived in Waterbury. We did not know she was coming until she was there. I cannot pay high enough tribute to her, or tell you how much the teachers of Waterbury liked her, appreciated her, and the many compliments our Research Division received thru her personality and the way she went to work. She kept everybody in our superintendent's office busy for about five hours. There was not anyone who did not like her. She went to visit various places where she felt she could get the local situation. We called our committee together, of course, and at six o'clock we sent her with our "God bless you" to Washington. In the meantime, we had organized subcommittees. Our papers were with us and the editorials were in our favor.

On Saturday, there arrived from Washington a package of material. On Sunday morning, airmail special delivery, came the first answer to a part of that survey against us from Washington and at that minute the teachers of Waterbury were saved, because that answer came out Monday night in both of our evening papers with full headlines. In the meantime, they had said we had gone to our National Education Association for help. The report appeared on Monday night. It was marvelous. Everyone of you should have a copy of the answer to that report. On Wednesday night there came a second one and on Friday night there came a third. There was no need of any further reports, because those answered not alone for us, but the N.E.A. saved the janitors, the policemen, and the firemen, because they did not dare bring out the report on the police and fire departments. But the policemen and firemen were jealous of us. They said, "You have a national association to go to."

It was the greatest piece of work any national association could do. We cannot pay our national Association enough credit, and you can go back to your communities and tell them that when they need help, the telephone gets our national building. As I know, *Mr. Givens* took every member of the clerical staff, every member of the research staff, and they spent the week working for our city.

I did not know I was going to be called upon, but I believe there were many requests to hear about the situation. Again I feel, as I have always felt, that we need not worry about state or federal aid, or any other kind of aid, if every one of the one million teachers in this country belonged to this organization. We would be the biggest force in the country.

I thank you, and in the name of Waterbury I wish to thank the National Education Association from the bottom of my heart for what it has done in this emergency.

President Shaw: There are two or three other items that have come to the Chair that have not been in accordance with the requirement of two signatures, but in all courtesy to those who come to the delegate assembly sometimes for the first time, I want to say they will be referred to the Executive Committee, as they seem to be problems of study largely, some of which have been considered by the committees, and they may be referred by the Executive Committee for further consideration to those committees.

Among them is a reference to travel fellowships in connection with our International Relations Committee work.

I believe we have just one item before we adjourn. It is an item of serious moment which I wish to have *Mr. Givens* present.

Secretary Givens: It is now my sad duty to announce two deaths in our midst last night. One of the delegates from New Orleans, where the president who will be elected today because she has no opposition, resides, died last night from a stroke of paralysis, *Miriam Cohen* of New Orleans; also last night *C. J. Heatwole*, the state secretary of the Virginia Education Association, died from a heart attack. I suggest that when we adjourn this Representative Assembly, we adjourn in their memory.

President Shaw: You have heard the suggestion. I am sure you will have the matter in your memory and your thoughts not only as we close but thruout the day and other days to come.

In declaring this recess, again I wish to pay tribute and appreciation to all of

you who have helped to make everything move along so satisfactorily, and again to pay tribute especially to my predecessor and the great support she has always given to me, *Caroline S. Woodruff*, and to the gavel that came from the *Calvin Coolidge* farm, and then to the loyal support of someone you have not seen much of, but you have seen the results of support that is always given by *Mrs. Shaw*. I do not know what she has endured with my absence this year.

Recess is declared.

(The meeting recessed at 12:15 o'clock.)

WILLARD E. GIVENS, *Executive Secretary*
REUBEN T. SHAW, *President*

Fourth Business Session, Thursday Evening, July 6, 1939

The fourth business session of the Representative Assembly convened in the War Memorial Opera House following the general session of that evening.

President Shaw: At this time I shall call upon *Miss Adair* to read a statement.

Miss Adair: The following statement is signed by *Ersie S. Martin* and *Adelia Brier* of Indianapolis, Indiana:

We have the assurance of the executive secretary and of the director of research that the Report on Teacher Load will contain no statement that can be used as an argument in favor of increasing the number of pupils under a teacher's care.

President Shaw: I want to call on *Secretary Givens* to make a statement in connection with the item entitled "Recognition of Membership Honor Rolls."

Secretary Givens: It is a pleasure for me to call to your attention some facts in connection with our victory honor roll in membership. Eighteen states and territories during the past year have secured a place on this victory honor roll by gaining at least a 10 percent increase in N.E.A. membership during the year. I want to give the state, the director of that state, and the percent of gain during the year over the past year.

State	State Director	Percent of Increase
Louisiana	J. N. Poche	61
North Carolina	Elmer H. Garinger	45
South Carolina	A. C. Flora	32
Georgia	M. D. Collins	29
Alabama	L. Frazer Banks	22
Kentucky	William S. Taylor	21
Arkansas	W. E. Phipps	18
Tennessee	S. L. Ragsdale	18
Idaho	W. D. Vincent	15
Indiana	L. V. Phillips	15
Texas	Rush M. Caldwell	15
Alaska	Everett R. Erickson	13
Virginia	Mrs. Edith B. Joynes	13
District of Columbia	A. Grace Lind	12
Puerto Rico	Francisco Rodriguez-Lopez	12
Mississippi	H. V. Cooper	11
Montana	M. P. Moe	11
Oklahoma	Kate Frank	11

The six states which had the largest N.E.A. membership during the past year are, in order:

New York	Ohio
Pennsylvania	Illinois
California	New Jersey

The six states which had the largest number of N.E.A. life members are, in order:

California	New York
Ohio	Texas
Pennsylvania	Illinois

The ten cities which had the largest number of N.E.A. life members are, in order:

New York City	Philadelphia
Washington, D. C.	Pittsburgh
Chicago	Houston
Los Angeles	San Francisco
Cincinnati	St. Louis

The following cities with over 100,000 population have 100 percent membership in the N.E.A. They are, with their superintendents:

Evansville, Indiana	J. Ralph Irons
Fort Wayne, Indiana	Merle J. Abbett
South Bend, Indiana	Frank E. Allen
Kansas City, Kansas	F. L. Schlagle
Wichita, Kansas	L. W. Mayberry

The states and territories which enrolled more than 50 percent of their teachers in the N.E.A. are: Alaska has 112 percent of her teachers. Alaska has 297 teachers and 334 members of the N.E.A. Hawaii has had for years 90 percent or more. They have this year 90 percent of their teachers in the N.E.A.

Then there are three states that have 50 percent or more: Nevada, which has headed the list for several years, has 77 percent of her teachers in the N.E.A.; Utah, 60 percent; Arizona, 53 percent; and the District of Columbia, 50 percent.

The next record is one of which we are all very proud. I want to give you the cities and their superintendents in which we have had 100 percent membership in the N.E.A. for fifteen consecutive years or more. Heading that list of cities is St. Joseph, Missouri, that has had 100 percent in the N.E.A. for twenty-one consecutive years. The superintendent is *T. E. Dale*. The list is as follows:

<i>No. of Years</i>	<i>City</i>	<i>State</i>	<i>Superintendent</i>
21	Morris Township	New Jersey	Roy P. Stillwell
20	Kenton	Ohio	L. E. McKinley
19	Piedmont	California	H. W. Jones
19	Mapleton	Maine	Elmer H. Webber
19	Sedalia	Missouri	Heber U. Hunt
19	Fond du Lac	Wisconsin	L. P. Goodrich
18	Prescott	Arizona	D. R. Sheldon
18	La Junta	Colorado	Glenn T. Wilson
18	Bedford	Ohio	A. E. Moody
18	Scienceville	Ohio	W. L. Richey
18	Altoona	Pennsylvania	Levi Gilbert
17	Phoenix	Arizona	John D. Loper
17	Winnetka	Illinois	C. Washburne
17	Wabash	Indiana	O. J. Neighbours
17	Burlington	Iowa	R. H. Bracewell
17	South Haven	Michigan	L. C. Mohr
17	Bellefontaine	Ohio	S. A. Frampton
17	Greenfield	Ohio	F. R. Harris
17	Oberlin	Ohio	Charles E. Wigton
17	Muskogee	Oklahoma	J. R. Holmes
17	Doylestown	Pennsylvania	J. L. Halderman
16	Jerome	Arizona	J. O. Mullen

16	Rocky Ford	Colorado	James H. Wilson
16	Pekin	Illinois	C. B. Smith
16	Pontiac	Illinois	A. F. Speltz
16	Huntington	Indiana	C. E. Byers
16	Zanesville	Ohio	Kenneth C. Ray
15	Flagstaff	Arizona	J. Q. Thomas
15	Elgin	Illinois	O. F. Patterson
15	Moline	Illinois	Edwin P. Nutting
15	Naperville	Illinois	R. E. Beebe
15	LaPorte	Indiana	E. B. Wetherow
15	Cherryvale	Kansas	John P. Sheffield
15	Grand Haven	Michigan	Earl H. Babcock
15	Clayton	Missouri	John L. Bracken
15	Lincoln	Nebraska	Millard C. Lefler
15	Lorain	Ohio	P. C. Bunn
15	Leighton	Pennsylvania	B. B. David
15	Mahanoy City	Pennsylvania	Harvey S. Bolan
15	Munhall	Pennsylvania	E. O. Liggett
15	Palmerton	Pennsylvania	J. N. Roeder
15	Pottstown	Pennsylvania	F. M. Haiston
15	Steelton	Pennsylvania	O. H. Aurand

The total membership for the past year is 201,682, which is 6000 more members than last year, and the first time in the history of the Association when we have had a paid membership amounting to more than 200,000. I want to express to all of the members of the Association who have helped to make this great record possible my sincere appreciation and the appreciation of all the officers of the Association.

(*Caroline S. Woodruff* was then presented with the Past Presidents' Award. An account of the presentation will be found on page 86.)

President Shaw: I shall call on *C. L. Galbraith*, chairman of the Elections Committee.

Mr. C. L. Galbraith (Nevada): One of the duties of the delegates to the National Education Association is to elect the officers for the ensuing year. The election was held today and it is my privilege at this time to give the results as they were found by the Elections Committee, which are as follows:

As president of the National Education Association of the United States, unanimously elected, *Amy H. Hinrichs*, of Louisiana.

The vicepresidents are: *Harry Clark* of Tennessee, *J. J. Clark* of Arizona, *J. Carl Conner* of Oklahoma, *Arthur W. Ferguson* of Pennsylvania, *R. L. Hunt* of South Dakota, *Ralph B. Jenkins* of Colorado, *M. A. Kopka* of Michigan, *Birdine Merrill* of Oregon, *Sarah T. Muir* of Nebraska, *Lester A. Rodes* of New Jersey, and *B. C. B. Tighe* of North Dakota.

As treasurer of the National Education Association, *B. F. Stanton* of Ohio, unanimously elected.

The three members elected to the Executive Committee are *Mrs. Myrtle Hooper Dahl* of Minnesota, *Albert Shaw* of California, and *John W. Thalman* of Illinois.

The twenty directors who were elected to serve for three years are as follows: Arizona—*Harold W. Smith*, Arkansas—*W. F. Hall*, California—*Leonard L. Bowman*, Connecticut—*Daisy Lord*, Florida—*James S. Rickards*, Hawaii—*Earl L. McTaggart*, Indiana—*L. V. Phillips*,¹ Iowa—*Fred D. Cram*, Maine—*William B. Jack*, Missouri—*Everett Keith*,² Montana—*M. P. Moe*, New Hampshire—*Lyle W. Ewing*, New Mexico—*R. J. Mullins*, New York—*Frederick Houk Law*, Oregon—*Marie A. Lessing*, Pennsylvania—*Helen Maxwell*, Tennessee—*S. L. Ragsdale*, Washington—*Cora Oleson*, West Virginia—*W. W. Trent*, and Wyoming—*H. H. Moyer*.

¹ Elected for two years, to fill the unexpired term of C. O. Williams, deceased.

² Elected for two years, to fill the unexpired term of Thomas J. Walker, resigned.

President Shaw: May I ask *Miss Hinrichs* to come to the platform? *Miss Hinrichs*, it has been my privilege to work with you on the Executive Committee for two years, and now it is my privilege to pass on to you the torch, as I called it when I received it a year ago. May the whole Association give the same support to *Miss Hinrichs* that you have given to me.

(*Miss Hinrichs'* speech will be found on page 87.)

J. N. Poche (Louisiana): *Miss Hinrichs*, as president of the Louisiana Teachers Association, I take pleasure in presenting these flowers to you as evidence of our affection. Your native state is proud. Your colleagues are confident that you will serve this great organization with the same enthusiasm and ability that has won for you this signal honor. Your many friends stand ready to help you and extend greetings that this will be a most successful administration.

President Hinrichs: Thank you, *Mr. Poche*. This is most thoughtful of my Louisiana friends. Thank you.

I am so excited and happy that I forget I have to do some work. Is there any other business to come before this meeting tonight? Hearing none, I declare the seventy-seventh annual convention of the National Education Association closed.

WILLARD E. GIVENS, *Executive Secretary*

REUBEN T. SHAW, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

San Francisco, California

Monday Afternoon, July 3, 1939

The meeting of the Board of Directors of the National Education Association convened at 2 P.M. in the California Room, Palace Hotel. The meeting was called to order by *President Reuben T. Shaw*. *Secretary Givens* called the roll which showed the following present:

Directors ex officio: *Reuben T. Shaw*, president; *Caroline S. Woodruff*, first vice-president; *B. F. Stanton*, treasurer; *Joseph H. Saunders*, chairman, Board of Trustees.

Life directors: Teachers Institute of Philadelphia represented by *Samuel Parry*.

State Directors: Alabama—*L. Frazer Banks*, Alaska—*Everett R. Erickson*, Arizona—*Harold W. Smith*, Arkansas—*W. E. Phipps*, California—*Helen Holt*, Colorado—*W. B. Mooney*, Connecticut—*Helen T. Collins*, Delaware—*John Shilling* (substituting for *H. V. Holloway*), District of Columbia—*A. Grace Lind*, Florida—*James S. Rickards*, Georgia—*M. D. Collins*, Hawaii—*Earl L. McTaggart*, Idaho—*W. D. Vincent*, Illinois—*John W. Thalman*, Indiana—*L. V. Phillips*, Iowa—*Fred D. Cram*, Kansas—*F. L. Schlagle*, Louisiana—*J. N. Poche*, Maine—*William B. Jack*, Maryland—*Eugene W. Pruitt*, Massachusetts—*Annie C. Woodward*, Minnesota—*Daisy Brown*, Mississippi—*H. V. Cooper*, Missouri—*Thomas J. Walker*, Montana—*M. P. Moe*, Nebraska—*Alice M. Robinson*, Nevada—*J. R. Warren*, New Hampshire—*Lyle Wilson Ewing*, New Jersey—*Sarah O. Whitlock*, New Mexico—*D. N. Pope*, New York—*Rena Rockwell*, North Carolina—*Elmer H. Garinger*, North Dakota—*G. W. Hanna*, Ohio—*L. W. Reese*, Oklahoma—*Kate Frank*, Oregon—*C. R. Bowman*, Pennsylvania—*Harvey E. Gayman*, Rhode Island—*James F. Rockett*, South Carolina—*A. C. Flora*, South Dakota—*S. B. Nissen*, Tennessee—*S. L. Ragsdale*, Texas—*Rush M. Caldwell*, Utah—*N. Howard Jensen*, Vermont—*Joseph A. Wiggin*, Virginia—*Mrs. Edith B. Joynes*, Washington—*Cora Oleson*, West Virginia—*W. W. Trent*, Wisconsin—*Amanda H. Schuette*, Wyoming—*H. H. Moyer*.

Action on substitutes—*Joseph Saunders* (Virginia) moved that the resignation of *H. W. Holloway* (Delaware) be accepted and that *John Shilling* be substituted in his stead for these meetings. Seconded and carried.

Rules of procedure—*Cornelia S. Adair* (Virginia), chairman, Committee on Bylaws and Rules, presented the rules of procedure. *Mr. Smith* (Arizona) moved

the approval of the rules as amended as the rules of procedure. Seconded and carried.

Selection of Mr. Cram to report to Representative Assembly—*W. B. Mooney* (Colorado) moved that *Fred Cram* (Iowa) be selected to present the views of the Board on any matters to the Representative Assembly at any time. Seconded and carried.

Motion to discuss amendments—*Fred Cram* (Iowa) moved that the discussion of amendments to the bylaws be taken up. Seconded and carried.

Motion creating second director—*Helen Holt* (California) moved that Article II, Section 1 (b) of the bylaws be amended as follows:

Provided, however, that any state which has 20,000 or more paid members of the N.E.A. as of May 31 preceding the annual meeting shall be entitled to a second director.

Seconded and carried unanimously.

Amendment to standing rule on qualifications of directors—*Rena Rockwell* moved that Standing Rule 4 be amended by the addition of the following words at the end of the fourth sentence:

Provided, however, that the requirement of membership in a state association for a candidate for National Education Association director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the National Education Association delegates present from that state.

Seconded and carried.

Amendment to Article I, Section 8—*Fred Cram* moved that this bylaw be amended so as to include the full title "National Council of Education" and by adding the words "in the National Education Association" to the last sentence. Seconded and carried.

Part payment of delegates expenses—A motion was made, seconded, and carried unanimously to amend Article II, Section 9 to read as follows:

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 some part of the expenses of delegates to the annual business meeting of the Association.

Deletion of last seven words in Article III, Section 4 (f)—A motion was made, seconded, and carried unanimously to amend Article III, Section 4 (f) by deleting the following words at the end of the paragraph: "and the Committee on Bylaws and Rules."

Deletion in Article XI, Section 1—Following discussion on the proposed amendment to Article XI, Section 1, *Joseph Saunders* (Virginia) moved that this bylaw be amended by striking out the wording beginning with "provided." This article and section would then read:

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.

Seconded and carried unanimously.

Motion to table above action—On motion of *S. L. Ragsdale* (Tennessee) and seconded and carried, the motion of *Mr. Saunders* was laid on the table.

Motion to reconsider—A motion that the motion of *Mr. Saunders* be taken from the table and discussion resumed was seconded and carried.

Motion withdrawn—*Mr. Saunders* withdrew the motion.

Motion to study—A motion was made by *W. W. Trent* (West Virginia) that the matter be studied another year. Seconded and carried.

Report of Committee on Economic Status of the Rural Teacher—In the absence of the chairman, *William McKinley Robinson* (Michigan), it was moved that the report be filed. Seconded and carried.

Report of Committee on Credit Unions—*Helen Holt* (California) moved that the report of the Committee on Credit Unions presented by the chairman, *James E. Moran* (Connecticut) be accepted. Seconded and carried.

Report of Committee on Salaries—*Helen Holt* (California) moved that the report of the Committee on Salaries presented by *Clara L. Jahnke* (Washington), a member of the Core Committee, be accepted. Seconded and carried.

Action on Article II, Section 1 (a) deferred—The following amendment to Article II, Section 1 (a) was proposed:

The officers of the said corporation shall be a president, a *first vicepresident*, a *second vicepresident*, and twelve *regional* vicepresidents, an executive 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 bylaws (see Act of Incorporation, section 6, first paragraph).

The second vicepresident shall be elected from the United States at large at the same time and in the same manner as is the president of the Association. In case of a vacancy in the presidency of the Association, the second vicepresident shall succeed to this office.

On the first day of the annual meeting of the Association, the accredited delegates to the Representative Assembly from each state shall nominate for vicepresident one or more members of the Association from their region. The election of the regional vicepresidents shall be by the Hare System of Proportional Representation. Only accredited delegates from a specified region shall be permitted to vote for a vicepresident for that region.

The twelve regions of the National Education Association are as follows:

1. Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island
2. New York, Pennsylvania, New Jersey, Delaware
3. Maryland, Virginia, West Virginia, District of Columbia, North Carolina
4. Michigan, Illinois, Indiana, Ohio
5. Kentucky, Tennessee, South Carolina, Alabama, Georgia, Florida, Puerto Rico, Virgin Islands
6. Mississippi, Arkansas, Louisiana
7. Texas, Oklahoma, New Mexico
8. Nebraska, Kansas, Iowa, Missouri
9. North Dakota, South Dakota, Minnesota, Wisconsin
10. Colorado, Utah, Wyoming
11. Washington, Oregon, Idaho, Montana, Alaska
12. Arizona, California, Nevada, Hawaii, Philippine Islands.

Provided, however, that the Executive Committee may for good and sufficient reason approve the transfer of a state from one region to another.

Helen Holt (California) moved that this amendment be laid over for a year. Seconded and carried.

Motion to include "assistants to president"—*L. Frazer Banks* (Alabama) moved that the words "assistants to the president" in Article III, Section 2, be left in. Seconded and carried.

Report of Committee on All-Inclusive Membership—*Lyle Wilson Ewing* (New Hampshire) moved that the report of the Committee on All-Inclusive Membership presented by *H. E. Gayman* (Pennsylvania), chairman, be accepted. Seconded and carried.

Report of Committee on Academic Freedom—*Rena B. Rockwell* (New York) moved that the report of the Committee on Academic Freedom, which she pre-

sented for the chairman, *Henry Lester Smith* (Indiana), be accepted. Seconded and carried.

Report of Board of Trustees—*Joseph H. Saunders* (Virginia) presented the report of the Board of Trustees. *J. N. Poche* (Louisiana) moved its acceptance. Seconded and carried.

Motion to establish "War Chest"—*W. B. Mooney* (Colorado) moved that the Executive Committee look to the question of establishing thru contribution or otherwise a "War Chest" that will be big enough to meet the situation that now exists in Washington and will be devoted primarily to securing the passage of the federal aid bill. Seconded and carried unanimously.

Information concerning convention cities—*H. A. Allan*, business manager, presented a preliminary report on cities inviting the next convention.

Adjournment—The meeting adjourned at 4:45 p.m. on motion duly made, seconded, and carried.

WILLARD E. GIVENS, *Executive Secretary*
REUBEN T. SHAW, *President*

Tuesday Afternoon, July 4, 1939

The meeting of the Board of Directors of the National Education Association convened at 2 p.m. in the California Room, Palace Hotel. The meeting was called to order by *President Reuben T. Shaw*. *Secretary Givens* called the roll which showed the following present:

Directors ex officio: *Reuben T. Shaw*, president; *Caroline S. Woodruff*, first vice-president; *B. F. Stanton*, treasurer; *Joseph H. Saunders*, chairman, Board of Trustees.

Life directors: Teachers Institute of Philadelphia represented by *Samuel Parry*.

State Directors: Alabama—*L. Frazer Banks*, Alaska—*Everett R. Erickson*, Arizona—*Harold W. Smith*, Arkansas—*W. E. Phipps*, California—*Helen Holt*, Colorado—*W. B. Mooney*, Connecticut—*Helen T. Collins*, Delaware—*John Shilling* (substituting for *H. V. Holloway*), District of Columbia—*A. Grace Lind*, Florida—*James S. Rickards*, Georgia—*M. D. Collins*, Hawaii—*Earl L. McTaggart*, Idaho—*W. D. Vincent*, Illinois—*John W. Thalman*, Indiana—*L. V. Phillips*, Iowa—*Fred D. Cram*, Kansas—*F. L. Schlagle*, Louisiana—*J. N. Poche*, Maine—*William B. Jack*, Maryland—*Eugene W. Pruitt*, Massachusetts—*Annie C. Woodward*, Minnesota—*Daisy Brown*, Mississippi—*H. V. Cooper*, Missouri—*Thomas J. Walker*, Montana—*M. P. Moe*, Nebraska—*Alice M. Robinson*, Nevada—*J. R. Warren*, New Hampshire—*Lyle Wilson Ewing*, New Jersey—*Sarah O. Whitlock*, New Mexico—*D. N. Pope*, New York—*Rena Rockwell*, North Carolina—*Elmer H. Garinger*, North Dakota—*G. W. Hanna*, Ohio—*L. W. Reese*, Oklahoma—*Kate Frank*, Oregon—*C. R. Bowman*, Pennsylvania—*Harvey E. Gayman*, Rhode Island—*James F. Rockett*, South Carolina—*A. C. Flora*, South Dakota—*S. B. Nissen*, Tennessee—*S. L. Ragsdale*, Texas—*Rush M. Caldwell*, Utah—*N. Howard Jensen*, Vermont—*Joseph A. Wiggin*, Virginia—*Mrs. Edith B. Joynes*, Washington—*Cora Oleson*, West Virginia—*W. W. Trent*, Wisconsin—*Amenda H. Schuette*, Wyoming—*H. H. Moyer*.

Report of Committee To Cooperate with the American Teachers Association—*S. L. Smith* (Tennessee), chairman, read the report. Motion by *W. E. Phipps* (Arkansas) that it be accepted. Seconded and carried unanimously.

Report of Joint Committee on Health Problems—In the absence of the acting chairman, *Charles C. Wilson* (Connecticut), the report was presented by *W. W. Bauer* (Illinois), member of the Committee. Motion by *Mr. Smith* (Arizona) that it be accepted. Seconded and carried unanimously.

Report of Educational Policies Commission—The report was read by *William G. Carr* (Washington, D. C.), executive secretary. Motion was made by *Lyle Wilson Ewing* (New Hampshire) that the report be accepted. Seconded and carried.

Motion of appreciation—*W. B. Mooney* (Colorado) moved that the Board of Directors instruct the secretary of this Association to extend to the Educational

Policies Commission appreciation and encouragement and enthusiasm for the constructive work being done. Seconded and carried unanimously.

Report of treasurer—*B. F. Stanton* (Ohio) presented the treasurer's report. *Mrs. Edith B. Joynes* (Virginia) moved that the report be accepted. Seconded and carried unanimously.

Report of Committee on International Relations—The report was read by *Annie C. Woodward* (Massachusetts), chairman. *B. F. Stanton* (Ohio) moved that the report be accepted. Seconded and carried.

Report of W.F.E.A.—In the absence of *Paul Monroe* (New York), president of the W.F.E.A., the report was read by *Secretary Givens*. Following the report *Mr. Givens* stated that in accordance with instructions he telephoned *Mr. Monroe* on Monday regarding making a stop at Rio de Janeiro even tho the conference had been called off. *Mr. Monroe* advised that word from the State Department was that the stop should be made. *Thomas J. Walker* (Missouri) moved that the report be accepted. Seconded and carried unanimously.

Plan for national association suggested—In accordance with action of the Representative Assembly this morning, *President Shaw* read the following motion by *C. P. Archer* (Minnesota) seconded by *W. L. Fidler* (New Jersey):

That a committee be formed by the Executive Board of the N.E.A. including a representative selected by each state association and representatives of the Executive Board to formulate a plan for a great national association which will unite local, state, and national associations into one body of teachers. The Executive Board shall take such steps as necessary to bring such a plan before national and state groups for consideration. The Executive Board and this committee shall have authority to devise ways and means of translating the approved plan, in a new constitution if it seems desirable and submit the same for adoption by local and state groups.

Mr. Stanton moved that it be referred to a committee of three for consideration and that this committee report before the close of the meeting. Seconded and carried.

Committee appointed—*President Shaw* appointed *B. F. Stanton* (Ohio), *W. B. Mooney* (Colorado), and *Daisy Brown* (Minnesota) as the committee to study and report.

Report of Committee on Cooperatives—*Albert Shaw* (California), chairman, presented the report. *Kate Frank* (Oklahoma) moved its acceptance. Seconded and carried unanimously.

Report of Committee on Tax Education—*Martin Wilson* (New York), chairman, presented the report. *Harold W. Smith* (Arizona) moved its acceptance. Seconded and carried unanimously.

Report of Budget Committee—*Helen T. Collins* (Connecticut) presented the report. *Joseph H. Saunders* (Virginia) moved its acceptance. Seconded and carried unanimously.

Report of Committee on Supply, Preparation, and Certification of Teachers—*R. E. Jagers* (Kentucky), chairman, presented the report to which the following paragraph was added:

It is further recommended that a joint committee be appointed consisting of the Core Committee on Teacher Supply, Preparation, and Certification and five members appointed by the president of the American Association of Teachers Colleges; this committee to study during 1939-40, the platform of principles, submitted in this report, and that a revised platform of principles be presented as a part of the report of the Committee on Supply, Preparation, and Certification of Teachers at the 1940 convention of the N.E.A.

W. W. Trent (West Virginia) moved that the report be accepted. Seconded and carried unanimously.

Expenditures of Executive Committee approved—*Joseph H. Saunders* (Virginia) moved that the expenditures made by the Executive Committee during the year be approved. Seconded and carried unanimously.

Report of Legislative Commission—*Ben Graham* (Pennsylvania) presented the report in the absence of the chairman, *Sidney B. Hall* (Virginia). *Joseph H. Saunders* (Virginia) moved its acceptance. Seconded and carried unanimously.

Report of the Committee on Equal Opportunity—*Helen Bradley* (Ohio) chairman, presented the report. *Helen T. Collins* (Connecticut) moved its acceptance. Seconded and carried.

Report of Special Committee—*B. F. Stanton* (Ohio) made the following report of the Committee named to study the proposal to establish a great national association which would unite local, state, and national associations: that the purpose and intent of the motion is vague. *Sarah Whitlock* (New Jersey) moved that this be left in the hands of the Committee for further study. Seconded and carried unanimously.

Approval for three new departments—On motion duly made, seconded, and carried the Board of Directors approved the recommendation that the following groups be admitted to departmental status: National Association of Teachers of Speech, National Association of Journalism Directors in Secondary Schools, and the School Garden Association of America.

Approval of reports—*William B. Jack* (Maine) moved that the following reports be approved in the absence of the chairmen: Economic Status of the Rural Teacher, Individual Guidance, Joint Committee of N.E.A. and A.L.A., Committee To Cooperate with the American Legion, Joint Committee of N.E.A. and N.C.P.T., Ethics, Tenure, Teacher Retirement. Seconded and carried unanimously.

The meeting adjourned at 4:45 P.M.

WILLARD E. GIVENS, *Executive Secretary*
REUBEN T. SHAW, *President*

Friday Morning, July 7, 1939

The newly elected Board of Directors held a breakfast meeting in the California Room, Palace Hotel, at 7:30 A.M. The meeting was called to order by *Secretary Givens* who in the absence of *Past-President Shaw* introduced the newly elected president, *Amy H. Hinrichs*, who presided. Roll call showed the following in attendance:

Directors ex officio: *Amy H. Hinrichs*, president; *B. F. Stanton*, treasurer; *Joseph H. Saunders*, chairman, Board of Trustees.

Life Directors: Teachers Institute of Philadelphia represented by *Samuel Parry*; Illinois State Teachers Association represented by *Irving F. Pearson*.

State Directors: Alabama—*L. Frazer Banks*, Alaska—*Everett R. Erickson*, Arizona—*Harold W. Smith*, California—*Leonard L. Bowman*, Colorado—*W. B. Mooney*, Connecticut—*Daisy Lord*, Delaware—*John Shilling*, District of Columbia—*A. Grace Lind*, Florida—*James S. Rickards*, Hawaii—*Earl L. McTaggart*, Idaho—*John W. Condie* (substituting for *W. D. Vincent*), Illinois—*John W. Thalman*, Indiana—*L. V. Phillips*, Iowa—*Fred D. Cram*, Kansas—*F. L. Schlagle*, Kentucky—*R. E. Jagers* (substituting for *William S. Taylor*), Louisiana—*J. N. Poche*, Maine—*William B. Jack*, Maryland—*Eugene W. Pruitt*, Massachusetts—*Everett J. McIntosh* (substituting for *Annie C. Woodward*), Michigan—*Grover Stout*, Minnesota—*Daisy Brown*, Mississippi—*H. V. Cooper*, Missouri—*Everett Keith*, Montana—*M. P. Moe*, Nebraska—*Alice Robinson*, Nevada—*J. R. Warren*, New Hampshire—*Lyle Wilson Ewing*, New Jersey—*Sarah O. Whitlock*, New Mexico—*R. J. Mullins*, New York—*Rena Rockwell*—*Frederick Houk Law*, North Carolina—*Elmer H. Garinger*, North Dakota—*G. W. Hanna*, Ohio—*L. W. Reese*, Oklahoma—*Kate Frank*, Oregon—*Marie A. Lessing*, Pennsylvania—*Harvey E. Gayman*—*Helen Maxwell*, Rhode Island—*James F. Rockett*, South Carolina—*A. C. Flora*, South Dakota—*S. B. Nissen*, Tennessee—*S. L. Ragsdale*, Texas—*Rush M. Caldwell*, Utah—*N. Howard Jensen*, Vermont—*Joseph A. Wiggin*, Virginia—*Mrs. Edith B. Joynes*, Washington—*Cora Oleson*, West Virginia—*W. W. Trent*, Wisconsin—*Amanda H. Schuette*, Wyoming—*H. H. Moyer*.

Invitations from convention cities—Invitations from cities for the 1940 summer convention were considered. The first invitation was from Atlantic City, presented by *Sarah O. Whitlock* (New Jersey) and *A. L. Skean* of the Convention Bureau. An invitation from Boston was presented by *Hugh Nixon*; *Henry J. Smith*, chairman of the Boston School Committee; *Arthur L. Gould*, superintendent of schools; *Walter F. Downey*, state commissioner of education. *E. B. Hargrave* introduced *DeWitt S. Morgan*, superintendent of schools, Indianapolis, who extended an invitation from that city. The invitation from Milwaukee was presented by *Frances Jelinek*; *Reinhold Ruhnke*, representing *Superintendent Potter*; *Edgar Doudna*; *Amanda Schuette*; and *Alvin J. Monroe*, Milwaukee Association of Commerce. *Rush M. Caldwell* (Texas) presented an invitation for San Antonio. *M. P. Moe* (Montana) moved that if no city received a majority vote on the first ballot that the two cities receiving the lowest votes be eliminated and on the second ballot the third city receiving the lowest vote be eliminated leaving only two to be voted on. Seconded by *A. C. Flora* (South Carolina), carried.

Board of Tellers—*President Hinrichs* appointed the following Board of Tellers: *A. C. Flora* (South Carolina), chairman, *Marie Lessing* (Oregon), *W. W. Trent* (West Virginia), *Lyle Wilson Ewing* (New Hampshire), and *Helen Maxwell* (Pennsylvania).

Motion on substitutes—*L. Frazer Banks* (Alabama) moved to accept the resignation of those directors who were absent and that their substitutes be accepted as members of the Board. Seconded and carried.

Discussion on Membership in N.E.A.—*T. D. Martin* (Washington, D. C.), director of the Division of Membership at N.E.A. headquarters, spoke briefly on membership, stressing the work of directors and other leaders. Sample cards for all-inclusive membership were distributed and an urgent appeal made for a 10 percent increase during 1939-40.

Milwaukee preferred for convention city in 1940—Of the 56 votes cast for the convention city, Milwaukee received 32, Boston 13, Atlantic City 7, Indianapolis 3, and San Antonio 1. *Everett J. McIntosh* (Massachusetts) moved that the vote be made unanimous for Milwaukee. Seconded by *L. V. Phillips* (Indiana)—carried.

Nomination and election of member of Board of Trustees—Nominations were opened by *Amanda H. Schuette* (Wisconsin) who placed in nomination *Edgar G. Doudna* (Wisconsin) for reelection. There being no other nominations, *Miss Schuette* moved that nominations be closed and that the *Secretary* cast the unanimous vote for the election of *Mr. Doudna*. Seconded by *B. F. Stanton* (Ohio)—carried.

Nomination and election of member of Budget Committee—*Joseph A. Wiggin* (Vermont) placed in nomination *William B. Jack* (Maine). There being no other nominations *Mr. Smith* moved that nominations be closed and that the secretary cast the unanimous vote for *William B. Jack* as member of the Budget Committee. Seconded and carried.

Nomination and election of two members of Executive Committee—*President Hinrichs* stated that the first place to be filled would be that of *Fred D. Cram* (Iowa). *W. B. Mooney* (Colorado) nominated *Mr. Cram* to succeed himself. There being no other nominations, *Grover Stout* (Michigan) moved that nominations be close and that the secretary cast the unanimous vote for *Mr. Cram* as member of the Executive Committee. Seconded by *M. P. Moe* (Montana)—carried. *A. C. Flora* (South Carolina) then nominated *Helen Collins* (Connecticut). *Daisy Lord* seconded her nomination. There being no other nominations, *Mr. Moe* moved that nominations be closed and that the secretary cast the unanimous ballot for *Miss Collins* as member of the Executive Committee in place of *Amy H. Hinrichs*. Seconded by *B. F. Stanton* (Ohio)—carried.

Appropriation of funds for 1939-40—*Harvey E. Gayman* (Pennsylvania) moved that the Board of Directors appropriate funds to meet the budget for the ensuing year. Seconded and carried.

Ten percent membership goal for 1939-40—*Mrs. Edith B. Joynes* (Virginia) moved that a 10 percent increase in N.E.A. membership be the goal for 1939-40. Seconded by *Cora Oleson* (Washington)—carried.

Invitations for future conventions—*Secretary Givens* presented invitations from Buffalo for the convention in 1941 and from Philadelphia for some future time. Others for 1941 were Atlantic City and Boston. *J. N. Poche* (Louisiana) spoke for New Orleans at a future date and *Grover Stout* (Michigan) for Detroit. *Cora Oleson* (Washington) asked that consideration be given Seattle when the convention meets on the West Coast again.

Mrs. Offenhauer—*B. F. Stanton* (Ohio) read a letter pertaining to the condition of *Mrs. Offenhauer*, who has improved only slightly since the automobile accident in which *Mr. Offenhauer*, then treasurer of the N.E.A., lost his life.

Lay publicity—*Joseph H. Saunders* (Virginia) moved that the following resolution submitted by *Walter R. Siders*, executive secretary of the Omaha Teachers Forum, be referred to the Executive Committee for consideration:

WHEREAS, Under the plea of economy, there is a widespread and persistent effort thruout the country to lower the standards of public education, and

WHEREAS, The National Education Association thru its divisions, departments, commissions, committees, and other agencies has determined proper costs, correct procedure, and necessary standards for American public education, and

WHEREAS, These findings and reports are directed largely to those engaged in education and do not reach the taxpaying public either in the language or to the extent necessary for them to realize an understanding of the aims and purposes of modern education; therefore be it

Resolved, That the Executive Committee of the National Education Association be authorized and directed to employ one or more persons who are expert in lay publicity for the purpose: first, of utilizing every available avenue for publicity of the essential facts about the public school system; and second, of formulating and disseminating to educators and to those interested in public education the best methods of local publicity.

Seconded by *L. Frazer Banks* (Alabama)—carried.

Expressions of good wishes—*Joseph H. Saunders* (Virginia) moved that a telegram be sent to *Secretary Emeritus J. W. Crabtree* expressing regret at his absence and wishing him many more years of happiness and association with us as secretary emeritus. Seconded by *J. N. Poche* (Louisiana)—carried unanimously. *Grover Stout* (Michigan) moved that a telegram be sent *Mrs. Offenhauer* wishing a speedy recovery and that flowers be sent her and that *B. F. Stanton* (Ohio) be authorized to look after the details. Seconded and carried. *Eugene W. Pruitt* (Maryland) moved that a telegram expressing sympathy be sent the families of *C. J. Heatwole* (Virginia) and *Miriam Cohen* (Louisiana). Seconded by *J. N. Poche* (Louisiana)—carried.

Reception on Treasure Island—*Secretary Givens* announced the reception in the California Building on Treasure Island from 3 to 5 P.M.

Congratulations to Milwaukee—*Everett J. McIntosh* (Massachusetts) read a letter of congratulation on the selection of Milwaukee for the 1940 convention and stating that Massachusetts would be present to extend an invitation to Boston for 1941. The letter was signed by *Arthur L. Gould*, superintendent of schools, Boston, and *Walter F. Downey*, state commissioner of education.

Reinstatement of elected directors—*Joseph H. Saunders* (Virginia) moved that the resignations of members of the Board of Directors who have substituted for this meeting be accepted and the regularly elected directors be reinstated. Seconded by *W. W. Trent* (West Virginia)—carried.

Cooperation for the new president—*Rena B. Rockwell* (New York) moved a vote of confidence and a pledge of cooperation be accorded the new president, *Amy H. Hinrichs*. Seconded and carried unanimously.

Adjournment—A motion to adjourn was seconded and carried. The meeting adjourned at 9:40 A.M.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHs, *President*

MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

Washington, D. C.

Saturday, October 1, 1938

The Executive Committee met at 10 A. M. at N.E.A. headquarters, October 1, 1938, with the following members present: *Reuben T. Shaw*, president; *Fred D. Cram*; *Mrs. Myrtle Hooper Dahl*; *Sidney B. Hall*; *Amy H. Hinrichs*; *R. E. Offenhauer*; and *Caroline S. Woodruff*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were also present. *Joseph H. Saunders* was absent because of illness. A telegram expressing regret at his inability to be present was sent to *Mr. Saunders* by the Executive Committee. *Albert Shaw* was also unable to be present because of duties in connection with his work at home. The following members of the executive committee of the Legislative Commission, who had been invited to meet jointly with the Executive Committee, were also present: *Sidney B. Hall*, chairman; *John Callahan*; *Frank L. Grove*; *H. M. Ivy*; *Bertram E. Packard*; and *George D. Strayer*. *Howard A. Dawson*, acting as secretary of the Legislative Commission, was also present.

Minutes of New York City meeting—*Mr. Offenhauer* moved the adoption of the minutes of the New York City meeting of the Executive Committee. Seconded by *Mr. Cram*. Carried.

Bill for federal aid for public education—*Sidney B. Hall*, chairman of the Legislative Commission, spoke briefly of the meeting held September 30 at N.E.A. headquarters by the members of the executive committee of the Legislative Commission to revise the proposed bill for federal aid to public education. Conditions seem to be favorable for getting the new bill introduced into the next session of Congress.

Mr. Dawson outlined certain modifications made by the executive committee of the Legislative Commission in S.419, which was the bill in Congress last year. The Commission now feels that the objections to the bill raised last year have been met and that the changes protect federal funds for public schools and that they remove all danger of federal control. It is agreed that if the proposal of the President's Advisory Committee is such that the N.E.A. can support it, we shall give it our full support. It is the feeling of the executive committee of the Legislative Commission that the National Education Association should cooperate to the fullest extent with *Floyd W. Reeves* of the President's Advisory Committee on Education in getting the bill before Congress. *Mr. Dawson* also stressed the importance of keeping the thirty or forty organizations which are now cooperating with us interested in federal aid.

After discussion on various points in the bill, *Mr. Cram* made the following motion:

The Executive Committee of the National Education Association approves the report of the executive committee of its Legislative Commission and gives full approval in proceeding as the Legislative Commission sees fit in conference with *Mr. Reeves* and the President's Advisory Committee on Education.

Seconded by *Miss Woodruff*. Carried unanimously.

Report of President Shaw—*President Shaw* in giving a report of his activities since July presented the following:

1. *Plan for regional conferences*—Read a suggested letter to be sent to five groups—state superintendents, presidents of state teachers associations, secretaries of state teachers associations, state N.E.A. directors, and members of the resolutions committee—outlining the procedure for holding regional conferences and suggesting that a planning committee be selected in each case. Groupings of states for regional conferences could be decided upon as seemed desirable. *Mr. Hall* made the following motion:

I move that the proposal as outlined in this letter be adopted by the Committee and that the president be authorized to proceed with plans.

Seconded by *Mr. Cram*. Unanimously carried.

Following the motion, it was suggested that the N.E.A. director be chairman of the Planning Committee. Many items could be developed for such conferences but stress was placed on (a) program for federal aid, (b) tax education, and (c) reports and pronouncements of the Educational Policies Commission.

2. *Cooperation with American Legion*—Gave a report of his recent western trip which included the American Legion convention in Los Angeles at which he was speaker on the general program. The National Education Association was the only organization outside the American Legion itself and the Army and Navy that was invited to participate in the general program and in the annual banquet for the commander. *President Shaw* succeeded in having a resolution adopted by the Legion making possible the appointment of a committee of five which would cooperate with the N.E.A. Legion Committee. The Executive Committee expressed general approval of the activities of the president and suggested that he continue in meeting as many groups and visiting as many states as possible.

3. *Authorization for appointment of Committee on Tax Education*—Requested the executive secretary to read the resolution adopted at the New York City convention regarding tax education. The Committee felt that a committee on tax education should be appointed and it was moved by *Mr. Hall*, seconded by *Mrs. Dahl*, that the president be authorized to appoint such a committee. Carried.

4. *Suggestion for stimulating membership*—As one means of stimulating N.E.A. membership, *President Shaw* suggested a plan whereby the full expenses of one delegate to the summer convention would be paid in states making a 10 percent increase in membership and the expenses of two delegates in states making a 20 percent increase, the method of electing the delegate to be left to the state. After some discussion of the merit of such a plan, *Mr. Hall* moved that the matter be referred to the president and executive secretary for further study and that they in turn report to the Executive Committee by mail. Seconded by *Miss Woodruff*. Carried unanimously.

5. *N.E.A. Exhibits at educational meetings*—Need for N.E.A. exhibits to be displayed at various educational meetings. *Secretary Givens* discussed the possibility of having several portable exhibits made which can be shipped to local and state association meetings. He also discussed the desirability of a 16 mm. film on the activities of the N.E.A. for use at such meetings. After the initial cost, there would be little expense involved and a film would be an effective means of presenting the work of the Association. *Miss Hinrichs* moved that the Executive Committee endorse the plan of preparing a portable exhibit and that steps be taken to increase activities in that direction. Seconded by *Mr. Offenhauer*. Carried.

6. *Contact with motion picture industry*—Described recent conference with *Harry Warner* of Warner Brothers Studios in Hollywood at which *Mr. Warner* expressed deep interest in education and offered to make, without charge, educational shorts, if the material and suggestions for their content were presented to him.

Secretary Givens told of the work of the Advisory Committee on Motion Pictures, of which *Mark May* of Yale University is chairman, in selecting the best parts of films now in the vaults, such as travel pictures, history, etc. These films are being made available thru the efforts of the Motion Picture Committee, a distributing center in New York City. Announcements have already gone to the visual education departments in schools thruout the country. The Committee expressed the feeling that a short write-up in the Notes and Announcements of the N.E.A. *Journal* would be helpful in bringing the activities of this committee to the attention of other groups.

Miss Hinrichs made a motion that the Executive Committee followup *President Shaw's* lead with the motion picture industry. Seconded by *Mr. Hall*. Carried.

7. *Cooperation between education and the press*—The question of better cooperation between education and the press was discussed. In addition to contacting the local press, it was felt that more should be done in keeping the press of the country

informed. It was suggested that the headquarters office send advance press notices to cities where the president plans to speak or to hold conferences.

Adjournment—The meeting adjourned for luncheon at 12:45 P. M., reconvening at 2 P. M.

Approval for Department of Rural Education to apply to General Education Board for funds for special study—*Secretary Givens* presented the proposal of the Department of Rural Education to apply to the General Education Board for funds to carry forward a special study of consolidated rural schools. *Mr. Hall* moved that the Executive Committee approve the plan of the Department to make such a request of the General Education Board. Seconded by *Mr. Cram*. Carried unanimously.

Appropriations to departments—*Secretary Givens* briefly outlined the financial needs of the departments of the Association for the coming year. *Mr. Offenbauer* moved, seconded by *Mr. Hall* and carried, that there be appropriated for the use and services of the departments as listed below the amounts appearing after their names for a total appropriation of \$14,400 as included in the budget adopted by the Representative Assembly:

Classroom Teachers	\$10,000 (specified in budget)
Kindergarten-Primary Education ...	500
Adult Education	900
Secondary Teachers	1,500
National Council of Education	200
Art Education	200
Science Instruction	1,000
Emergency needs of other departments	100
Total	\$14,400

Appropriations to committees and commissions—*Mr. Offenbauer* moved, seconded by *Mr. Hall* and carried, that authorization be given for expenditures by and for committees as listed below, in amounts not exceeding those indicated after their names, that such expenditures are authorized with the understanding that the total expense for all committees and commissions (including that of the Tenure Committee for which separate appropriation was included in the budget) shall not exceed the amount of \$12,000 as appropriated for all committees and commissions in the budget for 1938-39. These authorizations are to be reviewed and amended as conditions may require by the Executive Committee at its February meeting. The Executive Committee may authorize further adjustments out of the Secretary's Contingent Fund if conditions so require:

Tenure	\$10,000 (specified in budget)
Economic Status of Rural Teacher...	1,500
National Council on Teacher Retirement	400
Health Problems in Education (A.M.A.)	250
Legislative Commission	2,000
Guidance	200
Resolutions	100
Library (A.L.A.)	50
Credit Unions	500
Academic Freedom	500
International Relations	250
Equal Opportunity	500
Salaries	200
Supply, Preparation, and Certification of Teachers	200
Cooperatives	500
Total	\$17,150

L. V. Phillips named N.E.A. director for Indiana—*Secretary Givens* spoke of the recent death of *Charles O. Williams*, state N.E.A. director for Indiana, and for many years secretary of the Indiana State Teachers Association. Since our by-laws provide that the Executive Committee shall fill all vacancies in the body of officers except as otherwise provided, *Secretary Givens* upon the recommendation of the president and executive committee of the Indiana State Teachers Association presented the name of *L. V. Phillips*, principal of Lincoln High School, Vincennes, as N.E.A. director for Indiana until the summer convention when Indiana will choose a director to serve for two years. Approval of the recommendation was moved by *Mr. Hall*, seconded by *Miss Woodruff*, and unanimously carried.

Name of Division of Classroom Service changed—The relationship between the Department of Classroom Teachers and the Division of Classroom Service was discussed by *Secretary Givens*. A brief outline of the history of the Division of Classroom Service was given. A resolution signed by four members of the Executive Committee of the Department of Classroom Teachers was read, asking that the Division of Classroom Service and the Department of Classroom Teachers be combined and called the Department of Classroom Teachers to avoid confusion in the field. *Secretary Givens* then read a minority report signed by two members of the executive committee of the department, asking that the Executive Committee of the N.E.A. defer such action until all members of the department had voted upon it at their annual meeting in June. *President Shaw* read from a portion of the N.E.A. bylaws regarding departments, which states that departments are free to carry on their own activities so far as they do not conflict with the bylaws of the N.E.A. *Secretary Givens* then read letters addressed to the Executive Committee from *Sara Fahey*, *Clyde B. Cochran*, *Edith Shields*, and *Mary C. Ralls* requesting that action on this matter be deferred.

It was felt that the Division of Classroom Service is distinctly a headquarters problem and any changes in personnel or administration should be left to the discretion of the Executive Secretary. *Mr. Cram* made the following motion:

That so far as the administrative features of this matter are concerned it be left to the administrative officers of the general Association and that so far as the Classroom Teachers' participation in the program is concerned, it be referred back to them for consideration.

Seconded by *Mr. Offenhauer*. After discussion on the matter, *Miss Woodruff* offered the following substitute motion:

That action on this matter be deferred until study has been given to it and that action by the Executive Committee be taken at the annual meeting in June.

Seconded by *Mr. Hall*.

Mrs. Dahl stated that the Department of Classroom Teachers is very much handicapped by the two names, which cause confusion among classroom teachers in the field.

Miss Woodruff withdrew her motion and *Mr. Cram* made the following substitute motion:

I move that the term "Division of Classroom Service of the National Education Association" be changed to "Division of Affiliated Associations."

Seconded by *Mr. Offenhauer*. Carried unanimously.

Report on outlook for 1939 convention—*Secretary Givens* reviewed the outlook for the 1939 convention in San Francisco as reported by *H. A. Allan*, business manager, upon his return from that city. Interest and enthusiasm of school people in San Francisco and the Bay region are high. The housing situation remains difficult thru complications from the Golden Gate Exposition. Room quotas in most hotels are small, but a revised and satisfactory guarantee of rooms has been filed. It may be necessary to cut income from exhibits unless a more adequate exhibit arrangement can be worked out. Agreements have been drawn up and are ready to be signed by the president and executive secretary and business manager of the Association.

These officials were authorized to proceed with arrangements for the convention in San Francisco, July 2 to July 6, 1939.

Membership report—The membership report was reviewed by the Executive Committee. The cash membership receipts from June 1 to September 27, 1938, show an increase of \$6,174.72 over the same period last year, but \$5000 of this increase should be attributed to New York memberships which reached headquarters in June previous to our convention.

It was pointed out by *Mr. Givens* that a constant study is being made of the membership promotion work in the Association. Ninety-three percent of our membership, totaling 182,238 members, is located in 3265 communities and we carry in our promotion files 25,260 plates covering this group. The remaining 7 percent of our membership, totaling 13,377 members, is located in 8194 communities and we carry in our promotion files 43,147 plates covering this group.

A life membership may be secured by paying \$100 outright or \$10 a year for ten years. *Secretary Givens* suggested the possibility of offering life membership on the payment of \$5 a year for twenty years or \$20 a year for five years, making four plans for payment. The idea in suggesting a fee of \$5 is to enable those on a lower salary scale to become life members.

Possibility of establishing membership standards—The question of setting up definite standards for membership in the five dollar and life membership classes was discussed and the secretary stated that he would bring up the matter at the next meeting for further consideration.

Membership promotion—The membership promotion letter of October 1 and the new group enrolment blank were brought to the attention of the committee. This letter and blank were prepared with the assistance and advice of *Troy M. Rodlun*, advertising counselor, who is working for the National Education Association one half day a week for a period of three months.

Transfer of funds to cover honorary life memberships—The policy concerning transfer of funds to cover honorary life memberships was discussed. It was moved by *Mr. Hall*, seconded by *Miss Woodruff*, that \$100 out of operating expenses be transferred to the Permanent Fund to cover each honorary life membership. Motion carried.

Approval of superintendents for absences of members of core committees—In regard to the policy of paying the salary of substitutes for members of core committees of general N.E.A. committees, it was decided that a letter should go from headquarters to the superintendent of schools in the school systems from which the members are chosen to secure their approval of occasional absences by members of the committees and asking that if possible the schoolboard allow them to be absent without loss of salary.

N.E.A. member of Sponsoring Committee of Safety Education Center, New York University—*Secretary Givens* read a letter from *Ned Dearborn*, dean, division of general education, New York University, asking the National Education Association to become a member of the Sponsoring Committee of the Safety Education Center at New York University. The main purpose of the center for safety education is the development of teachers in this field. The program contemplates instruction, research, and practical work in safety education. Some fourteen courses for next year have already been arranged. The research work will be centered about approximately twenty-four graduate fellowships and scholarships. The teaching force will be made up of several nationally known leaders whose work will be supplemented on a part-time basis thru the help of a score or more of experts in various ancillary lines. *Miss Woodruff* made a motion, seconded by *Mr. Hall*, that the Executive Committee approve the National Education Association becoming a member of the Sponsoring Committee of the Safety Education Center. Carried.

Powers and duties of official bodies—*Secretary Givens* referred to the list of powers and duties as outlined in the charter, bylaws, and standing rules of the Executive Committee, Board of Trustees, and Board of Directors which was in the hands of each member of the Executive Committee. A list of the responsibilities as well as duties of the Board of Directors has already been worked out and the secre-

tary asked that the Committee give some thought to a similar list of responsibilities to be prepared for the Executive Committee and Board of Trustees.

Testing broadcast receiving sets—The National Education Association has received a request from the Committee on Scientific Aids to Learning of the National Research Council to accept a grant of money to be used in testing broadcast receiving sets after which a list would be published by the Association telling which sets are most suitable for classroom use. In view of the fact that the National Education Association does not have a laboratory, the personnel, or storage space to carry on such a project, *Miss Woodruff* made a motion that the Committee on Scientific Aids to Learning be notified that the Association is very much interested in the problem but does not believe that it is equipped to do the job in a satisfactory way, and therefore cannot accept the grant of money at present. Seconded by *Mr. Hall*. Carried unanimously.

Contribution to McGuffey Memorial—The request of *H. C. Minnich* of Oxford, Ohio, for a contribution from the National Education Association toward the McGuffey Memorial was again brought to the attention of the Executive Committee. *Mr. Minnich* stated in his letter that the model for the memorial has not yet been chosen, but that a committee has been appointed to fix the date of the memorial, probably 1940 or 1941. *Miss Woodruff* made a motion that the National Education Association make a donation to the McGuffey Memorial, the amount to be determined later and the money to be available as soon as the contract for the memorial is let. Seconded by *Mr. Dahl*. Carried.

Financial needs of National Association of Student Officers—A discussion of the immediate financial needs of the National Association of Student Officers followed. *Secretary Givens* pointed out that this organization was created in 1931 under the sponsorship of the National Education Association and that it should continue to be sponsored if possible by the N.E.A. since it really belongs to the Association. *Mr. Artman*, editor of *Character and Citizenship*, has offered to house the organization, since it fits into his field. It was felt that the National Education Association could not give any financial help to the National Association of Student Officers this year. *Mr. Offenbauer* moved that the Executive Committee authorize the executive secretary to try to find a way to keep alive the National Association of Student Officers. Seconded by *Miss Hinrichs*. Carried.

Report of Appraisal Committee—The question was raised as to whether or not the full report of the Appraisal Committee on the New York City convention should be made available to readers of the *Journal*. Since the full report appears in the 1938 *Proceedings*, *Mr. Offenbauer* made a motion, seconded by *Miss Hinrichs*, that the report be cut down to a one-page article for the *Journal*. Carried.

Clarification of bylaws—*President Shaw* read two sections from the bylaws which need clarifying—Article III, Section 2, and Article III, Section 4(g). *Mr. Hall* moved that the executive secretary appoint someone to read the bylaws for places where clarification may be necessary. Seconded by *Miss Woodruff*. Carried.

Invitation to cooperate in organization of National Motor Club—The proposal of the John L. Moyers' Tours Company, Atlanta, Georgia, for organizing a national motor club and enlisting the support of the National Education Association in getting the information to its members was next presented. Such a motor club would offer reduction in cost of items used by motorists. A motion was made by *Mr. Hall*, seconded by *Mrs. Dahl* and carried, that the executive secretary be instructed to write *Mr. Moyers* that it would not be feasible to cooperate in this project since to extend service of this kind to members of our Association would not be in harmony with the purposes as set up in our charter.

Scope of Division of Teacher Welfare broadened—*Secretary Givens* read a memorandum from *Frank Hubbard* of the Research Division in which he suggested that the report of the Division of Teacher Welfare be broadened to include Economic Status of the Rural Teacher, Cooperatives, Credit Unions, Supply, Preparation, and Certification of Teachers, etc. It was agreeable to the Executive Committee that these items be included in the report next year.

Committee on past president's medal—Recognition for past presidents of the Asso-

ciation was again discussed. *Secretary Givens* presented some ideas for a medal which had been drawn up, with the seal of the Association on one side and the name of the past president and year of service on the other. The Committee appointed to study this matter—*Mr. Offenhauer*, chairman, *Miss Hinrichs*, and *Albert Shaw*—were asked to make a report at the February meeting of the Committee after reviewing material gathered by *Mr. Givens* and studying the preliminary work that has been done.

Publicity by Teachers College—*Secretary Givens* presented copies of the letter which he had written to *Dean Russell* of Teachers College, Columbia University, regarding the publicity activities of that institution in connection with our conventions. *Secretary Givens* stated that he had received a fine letter from *Dean Russell* regarding this general situation.

N.E.A. and American Legion—The secretary spoke of *Commander Doherty's* introduction of *President Shaw* over a nationwide radio hookup when the president gave his address before the American Legion convention in which the commander stressed the fact that the National Education Association and the American Legion are working in perfect harmony.

Mr. Offenhauer left the meeting at 5:30 P.M.

Dean Russell recently gave an outstanding address attacking communism, which the committee expressed an interest in having sent to them.

Advertising of National Educational Alliance causes confusion—The National Educational Alliance, a commercial organization, for some time has been using the initials N.E.A. in advertising its publications. Many friends of the National Education Association, who have received this advertising material, have sent it in to the National Education Association, asking if in some way this organization might be stopped from using these initials. *Secretary Givens* explained that the attorney of the National Education Association has been working on the case and it has been arranged for him to meet the attorney of the National Educational Alliance.

Analysis of delegates to New York City convention—An analysis of the official delegates to the New York City convention shows:

	<i>Number</i>	<i>Percent</i>
Classroom teachers	1,132	67.58
(including college professors)		
Principals and assistant principals.....	230	13.73
Supervisors and directors.....	55	3.28
City and county superintendents and assistant superintendents	182	10.87
College administrative officers.....	8	0.48
State superintendents	5	0.30
State department staff.....	17	1.01
(other than state superintendents)		
State education association staff.....	32	1.91
(including 22 state secretaries)		
Librarians	3	0.18
Ex officio	11	0.66
	1,675	

An analysis is being made of delegates who attended the Representative Assembly for the past three years to determine what proportion of these delegates are returned each year.

Suggestions for improvement of conventions—*Secretary Givens* presented a few of the suggestions received from delegates to the New York City convention as to ways in which future Representative Assembly meetings could be made more interesting and vital. One of these suggestions was to eliminate the reading of lengthy committee reports. It was suggested that the Summary of Committee Reports be printed by May 1 and mailed to each official delegate as the name is reported so that only a short summary of important points in the report would need to be given by the com-

mittee chairman at the convention. In that way, the only material to be given out at the convention would be the Official Program, Manual for Delegates, and Summary of Committee Reports, and these perhaps bound into one volume for delegates. Full reports of committees would be available for those who wanted them.

General information—The following matters of information were brought to the attention of the Executive Committee:

1. The services of *William G. Carr*, in his capacity as director of research, to the Peoria Teachers Association in helping them to secure salary increases
2. The revised personnel and salary classification for the headquarters staff
3. The publication, *Capital Comment*, which is being prepared by *Belmont Farley* and is being sent to editors of educational magazines
4. A list of conferences and meetings of the headquarters staff with the executive secretary for the coming year
5. The program outline of the A.A.S.A. for the Cleveland convention, February 25 to March 2, 1939
6. The new publication of the Education Policies Commission, *The Purposes of Education in American Democracy*. A copy was given to each member of the Executive Committee
7. The publications, *Educational Signpost* and *May an American Oppose the Public School?* were discussed briefly by *Secretary Givens*.

Executive secretary—a member of National Board of the National Council on Education for Character and Citizenship—*Mr. Givens* read a letter from *J. M. Artman* in which he outlined the purposes of the National Council on Education for Character and Citizenship as being, first, to discover and to further worthwhile projects in character and citizenship education already in existence; and second, to stimulate such experiments and research as will keep the work of all agencies vital and dynamic. In reply to *Mr. Artman's* invitation it was moved by *Mr. Hall*, seconded by *Miss Hinrichs*, that permission be given the executive secretary to become a member of the National Board of the National Council on Education for Character and Citizenship. Carried.

President Shaw brought up several additional points to be considered:

1. *Prominence of "National Education Association" on all publications*—The need of having in a prominent position on all publications the words "National Education Association." It was moved by *Mr. Hall*, seconded by *Miss Woodruff*, that the executive secretary and his staff develop a design that would make the National Education Association more prominent and that a design be developed for the coinclusive membership blanks, a report to be given to the Executive Committee at a future meeting. Carried.

2. *Staff experts in field of teacher welfare*—*Secretary Givens* pointed out that we already have on our staff *William G. Carr* and *Hazel Davis*, who are qualified in the field of salaries, and *Madaline Remmlein*, *Frank Hubbard*, and *T. D. Martin* in the fields of retirement and tenure.

3. *Advisability of adding to membership of Educational Policies Commission*—The Committee had already taken action on this matter at a meeting in June when it expressed the belief that because the Commission has served more than half of its term of office, it should continue, as far as the Executive Committee is concerned, with its present personnel. Therefore, no further action on this matter was necessary.

Expression of sympathy to Mrs. Shankland—*Miss Woodruff* made a motion that the Executive Committee send a wire to *Mrs. S. D. Shankland* expressing its sympathy for her recent accident and wishing for her a speedy recovery. Seconded and carried.

The meeting adjourned at 6:30 P.M.

REUBEN T. SHAW, *President*

WILLARD E. GIVENS, *Executive Secretary*

Cleveland, Ohio

Saturday, February 25, 1939

The Executive Committee met at 11 A.M. in the Tavern Room, Statler Hotel, with the following members present: *Reuben T. Shaw*, president; *Fred D. Cram*, *Mrs. Myrtle Hooper Dahl*, *Amy H. Hinrichs*, *Joseph H. Saunders*, *Albert Shaw*, *B. F. Stanton*, and *Caroline S. Woodruff*. *Sidney B. Hall* was unable to be present on account of illness. *Thomas J. Walker*, member of the Board of Trustees, was present for part of the meeting. *Florence Hale* and *Edgar G. Doudna* of the Board were unable to be present. *Willard E. Givens*, executive secretary, and *Harriett M. Chase* chief assistant to the secretary, were also present.

Motion to adopt minutes—On motion of *Mr. Cram*, seconded by *Miss Woodruff*, the minutes of the meeting held in Washington, D. C., on October 1, 1938, were approved.

Motion to draft resolutions on death of Mr. Offenhauer—On motion of *Miss Hinrichs*, seconded by *Albert Shaw*, and carried, the executive secretary was instructed to draft resolutions on the death of *R. E. Offenhauer* to be filed in the minutes and a copy sent to the family.

Election of B. F. Stanton ratified—On motion of *Miss Woodruff*, seconded by *Mr. Saunders*, the official ratification of the election of *B. F. Stanton* as treasurer of the National Education Association was carried unanimously. A copy of the official audit of funds by *Wayne Kendrick and Co.*, showing the amount turned over to the new treasurer, *Mr. Stanton*, is filed herewith.

Report of President Shaw—*President Shaw* reported his attendance at many state and local educational meetings since October, most of them in states east of the Mississippi and a large part of the time being spent in the Southwest. *President Shaw* stated that these meetings impressed him with the need for an all-inclusive membership and for more information in the field regarding affiliation of local groups. As a result of his attending the luncheon of the Kindergarten-6B Association in New York recently, an invitation was extended for a conference of leaders to be held in New York during April. It was the consensus that *President Shaw* should arrange for such a conference.

Several members of the committee made favorable comments on the field work which the president has been doing and expressed the feeling that more ways and means should be devised for taking the N.E.A. to the people.

Membership report—*Secretary Givens* called attention to the membership report of February 18, 1939, which shows an increase of 11,562 members over the official count of December 31, 1938. He stated that 93 percent of our members come from about one-third of the locations, while 7 percent come from the other two-thirds. While the outlook for membership is encouraging, it was pointed out that there is little likelihood of a large membership increase in California during June as was the case in New York last year.

After discussing the analysis of the membership promotion letters sent out last year, it was recommended that only one promotion letter be sent next year in locations where we have no members at the present time. It was suggested that it would be well to include in this letter the statement that the state N.E.A. director or the vicepresident would be glad to come and discuss membership problems.

All-inclusive membership card discussed—The possibility of having an all-inclusive membership card was discussed. It was the feeling that an all-inclusive membership card could be prepared for issuance first to groups that are already 100 percent. *President Shaw* stated that a special committee of directors, consisting of *Harvey E. Gayman*, Pennsylvania, chairman; *L. W. Reese*, Ohio; *Daisy Brown*, Minnesota; *Elmer H. Garinger*, North Carolina; and *Rena B. Rockwell*, New York, had been appointed to study the problem and were meeting during the convention. *Miss Woodruff* made a motion that the general plan be approved and that the special

committee of directors together with the executive secretary and the president be given power to act in the matter. Seconded by *Mr. Stanton*. Carried.

The meeting adjourned for luncheon at 12:50 P.M. reconvening at 2:20 P.M.

President Shaw called the meeting to order.

Financial report—In calling attention to the financial status, *Secretary Givens* stated that the increase in income from active membership dues, advertising, exhibits, permanent investments, and miscellaneous sources to January 1, 1939, over the same period last year is \$18,336.21. Advertising income has gained steadily. Exhibit income from Cleveland will exceed that from Atlantic City, but will be less from San Francisco than from New York.

Increase in budgeted expense to January 31 over the same period for last year is \$13,386.90. In general, this increase is in line with the budget allowances. By comparison with last year, a further increase of \$2,876.10 may be permitted by the budget. Our cash position shows an increase of \$2,345.76. A decrease in worth of the Permanent Fund of \$5,589.70 is shown. While a decrease is shown, actually a great gain has been made. The decrease is accounted for by the establishment of a protective reserve on notes of life members in the amount of \$40,000. The former asset item of "equipment-new building," \$13,144.01, has been eliminated by cash purchase of this equipment out of operating funds. A further transfer in the amount of \$15,060.26 provides an increase in actual worth of \$34,410.30 over that of January 31, 1938. Real-estate mortgage notes have been curtailed by \$28,000 since January 31, 1938.

There is the largest amount of advertising carried in the February issue of the *Journal* of any time since the issue of February 1931.

Affiliated Associations—A brief report on affiliated associations shows a considerable increase in number of local organizations affiliated with the National Education Association. The total number of affiliated associations as of February 18, 1939, is 733.

Attention was called to an amendment to the bylaws of the N.E.A. proposed by *Blanche Foster* of Philadelphia and approved by the executive council of the Pennsylvania State Education Association as follows:

Article II—Officers, Representative Assembly, and Affiliated Associations

Section 3. A local educational association or teachers organization within a state, territory, or district may affiliate with the National Education Association and shall be designated as an affiliated local association. *Within a given jurisdiction, however, the local education association maintaining an affiliation with the state education organization shall have priority in affiliating with the National Education Association; and, when such local organization so requests, it shall be the sole local National Education Association affiliate within such jurisdiction, and so forth.*

The Executive Committee felt that this is too much of a local situation to legislate on in a national way. *Mrs. Dahl* moved that the amendment be referred to the Committee on Bylaws and Rules with the recommendation that it is the belief of the Executive Committee that the present bylaw is adequate. Seconded by *Albert Shaw*. Carried.

A statement of Duties and Responsibilities of Local, State, and National Associations which had been prepared by the Division of Affiliated Associations was discussed. It was pointed out that these are not complete or exhaustive but form a basis for discussion. *Miss Hinrichs* moved that these statements be restudied and printed in the *Journal* as an article for the benefit of the profession. Seconded by *Mr. Stanton*. Carried.

Motion to increase appropriation of Department of Art Education—On the request of the department of Art Education that its appropriation of \$200 be increased to \$250, *Miss Woodruff* made a motion that \$50 be transferred from the Secretary's Contingent Fund to the Department of Art Education. Seconded by *Albert Shaw*. Carried.

Report on Journal—The following report of physical and financial facts regarding the *Journal* of the N.E.A. was read by *Secretary Givens*:

Press run for current issue—223,000 copies

Largest press run (December 1938)—232,000 copies

Normal number of pages—48; increased beyond that number to 52, 56, 60, or 64 as advertising demands may require

Amount of paper used:

48 p.—223,000 copies—31½ tons

56 p.—223,000 copies—36 tons

(A carload of paper consists of 20 tons)

Total cost of *Journal* 1937-38..... \$ 89,854.08

(Average press run per issue 214,300)

Total cost of *Journal* 1929-30 (year of highest cost)..... 108,538.69

(Average press run per issue 190,000)

Cost per set of 9 issues—1937-38..... \$.42

Cost per set of 9 issues—1929-30..... .57

Cost of a typical issue (January 1939, 225,000 copies, 48 p.)

Production:

Paper stock \$3,619.31

Composition and press work..... 3,507.18

Half-tones, cuts, art work, electros, and special composition 492.99

Author's alterations..... 125.95

Labeling and wrapping by printer..... 310.63

\$ 8,055.66

Postage, addressing, and mailing..... \$ 1,351.63

Total cost January issue..... \$ 9,407.29

It was suggested by *Mr. Saunders* that the Association consider the establishment of its own printing plant and that the secretary be instructed to look into the cost and make comparisons with the annual printing bill.

The Personal Growth Leaflets prepared by *Mr. Morgan*, totaling sixteen at present, were distributed and discussed. *Secretary Givens* pointed out that the printing of these leaflets is financed by the Hugh Birch-Horace Mann Fund, the money being a gift to be used for this purpose.

The Future Teachers of America was discussed. It was organized to encourage the entrance into the profession of only those young women and men who in character and ability offer the most promise of becoming worthy teachers; to develop among young people in high school and college who plan to enter the teaching profession an appreciation of its opportunities and responsibilities; to develop organizations of young people in teachers colleges which will be an organic part of state and national education associations. It is hoped that within a few years Future Teachers of America chapters in teachers colleges will entirely replace the N.E.A. student membership. This is a more effective approach to the problem of professionalizing prospective teachers.

Extension of privileges by Social Security Act—*Secretary Givens* called attention to the fact that the current Congress will probably act favorably on a bill which provides for amendment of the federal Social Security Act so as to extend its privileges to employees of "corporations . . . organized and operated exclusively for religious, . . . or educational purposes, . . ." If the Social Security Act is so

amended, the National Education Association will be required to pay taxes and its employees to make salary contributions. In view of the fact that the headquarters staff has a very fine retirement system, a motion was made by *Mr. Saunders* that the matter be taken up with proper authorities, asking that organizations having better retirement systems than would be afforded under the Social Security Act be excluded from the provisions of the federal law. Seconded by *Mr. Stanton*. Carried.

Recommendations on reorganization of Joint Committee on Health Problems—The Joint Committee on Health Problems in Education of the N.E.A. and A.M.A. was organized twenty-seven years ago. Thomas D. Wood has been chairman continuously since the organization of the Committee until his resignation in June 1938. Following Mr. Wood's recommendation, a subcommittee was appointed to study plans for the future of the Joint Committee. This subcommittee submitted the following recommendations to the National Education Association and to the American Medical Association:

1. That a Joint Health Committee in which the N.E.A. and A.M.A. participate is a necessity in order that health problems in education may be considered jointly by the two groups most vitally interested therein, namely, physicians and teachers.
2. That the Joint Health Committee should be a joint committee of the N.E.A. and A.M.A. as a whole, not of a department of either organization.
3. It is suggested that the committee be composed of not more than twenty members, ten from the N.E.A. and ten from the A.M.A.
4. It is recommended that the chairman of the Joint Committee be elected annually from among the members of the Committee and that he be reelected as often as the Committee shall deem advisable. Nominations and elections shall be as arranged by the Joint Committee.
5. It is recommended that the terms of all present members of the Joint Committee shall expire automatically when a plan for reorganization has been adopted by the two parent organizations. This provision does not preclude the reappointment of the same individuals to membership on the reorganized committee.
6. It is recommended that as a matter of basic policy the N.E.A. and A.M.A. be prepared to finance all proper activities, including publications, of the committee and that it be contrary to the policy of the Joint Committee to seek financial aid from any sources other than the N.E.A. and A.M.A., or to accept such aid unless approved by the N.E.A. and A.M.A.

A motion was made by *Mr. Stanton* that these recommendations proposed for the reorganization of the Joint Committee on Health Problems be approved with the following suggested changes:

1. That the Hare System of Proportional Representation or a modified form of it be used in the election of the chairman.
2. That five members from each organization constitute the Committee.

Seconded by *Miss Woodruff*. Unanimously carried.

Secretary Givens called attention to the outline of Duties and Responsibilities of Officers including the Executive Committee, Board of Trustees, and Board of Directors and asked members of the Executive Committee to read them and make suggestions.

Appropriation for McGuffey Memorial—A motion was made by *Mr. Stanton* that the National Education Association appropriate \$500 for the McGuffey Memorial, the amount to be paid when the contract for the Memorial is let. Seconded by *Miss Hinrichs*. Carried.

Expenses of vicepresidents—The question of paying the expenses of vicepresidents to the annual convention was raised. Since the vicepresidents have no duties under the bylaws, it was considered doubtful whether the Association would be justified in paying their expenses to the convention. *Mr. Cram* made a motion that a committee of three from the Executive Committee with *Miss Woodruff* as a member be appointed to study the problem of vicepresidents. Seconded by *Mr. Stanton*. Carried.

Motion to discourage meetings of Core Committees at conventions—Mr. Stanton made a motion that the executive secretary be authorized to discourage meetings of core committees at the time of conventions. Seconded by Miss Hinrichs. Carried. It was suggested that departments should also be discouraged from holding meetings at the time of the convention of the American Association of School Administrators.

Improvements in covers of publications—Secretary Givens exhibited several covers of N.E.A. *Journals*, showing the improvements which have been made; also the change in the cover of the *Research Bulletin*, placing the words "National Education Association" first on the *Bulletin*. There was approval of the improvements, but the suggestion was made that the words "National Education Association" should be still more prominent on these publications.

Public Administration Clearing House—Secretary Givens presented the proposal for effecting cooperation between organizations interested in the administration of public education and associations of government officials concerned with public administration. The American Council on Education proposes to place an educational secretariat with the Public Administration Clearing House in Chicago and has invited the National Education Association and the American Association of School Administrators to join with other organizations in general support of this proposal.

After much discussion, Mr. Stanton made a motion that the Executive Committee go on record as not accepting the invitation to join in the proposal of the American Council on Education. Seconded by Albert Shaw, and unanimously carried.

Continuity of service of delegates—In explaining the need for detailed explanations at the meetings of the Representative Assembly, Secretary Givens pointed out that according to a study which had been made at headquarters it was found that between 70 and 75 percent of the delegates who attend our annual convention are new to their official duties and unfamiliar with convention procedure.

American Education Week—1939—Attention was called to plans which have been made for American Education Week, November 5-11, 1939. The general theme for the week is "Education for the American Way of Life."

Past president's award—In discussing the past president's award, Mr. Cram made a motion that the special committee be instructed to prepare a certificate with the help of the executive secretary and submit it to other members of the committee by mail. Seconded by Mr. Saunders. Carried.

Civilian Conservation Council—Secretary Givens read a letter from A. P. Greensfelder in which the National Education Association is invited to become a member of the Civilian Conservation Council, an organization to cooperate with the director of the Civilian Conservation Corps. Mrs. Dahl made a motion that the National Education Association work with and help the Civilian Conservation Council but that we not become a part of it. Seconded by Albert Shaw. Carried.

Admission of departments—Secretary Givens called attention to several groups which are interested in becoming departments of the National Education Association. Among these are the School Garden Association of America, Music Educators National Conference, Columbia Scholastic Press Association, and the National Association of Journalism Directors in Secondary Schools. Regarding the last two groups, in which there is apparently an overlapping, Secretary Givens stated that he expects to have a definite recommendation to present to the Committee at the San Francisco convention.

The outline for the San Francisco convention program was presented and discussed briefly. President Shaw asked for suggestions.

The Committee adjourned to meet in the Tavern Room, Statler Hotel, at 9:30 P.M. The Executive Committee met at 9:30 P.M. in the Tavern Room.

President Shaw called the meeting to order.

Status of bill for federal support for public education—Secretary Givens discussed the status of the bill for federal aid to education, known as the Harrison-Thomas-Larrabee Bill. This bill is based on the report of the President's Advisory Committee.

The N.E.A. is supporting the Senate Bill as it is and the House Bill with an amendment. Hearings on the Senate Bill, S. 1305, will begin on March 2.

The question was raised as to whether any right would be violated if expenses to the annual convention were denied life directors. After some discussion, *Mr. Stanton* made a motion that the question of the payment of expenses of life directors to annual conventions be referred to the attorney of the Association for suggestions. Seconded by *Mr. Cram*. Carried.

Clarification of proposed amendments to bylaws—*Miss Chase* read a statement on clarification and amendments to the bylaws. *Mr. Cram* made a motion that this statement be referred to the Committee on Bylaws and Rules with the understanding that any points on which there is a question be referred to the attorney for the Association. Seconded by *Mr. Stanton*. Carried.

Committee on a Code of Ethics—*President Shaw* pointed out the need for a committee to provide a Code of Ethics for the teaching profession. *Mr. Stanton* made a motion that a Committee on a Code of Ethics be appointed with a Core Committee of five and a National Advisory Committee. Seconded by *Miss Hinrichs*. Carried. It was suggested that this committee be representative of every group in the profession.

On motion of *Mr. Cram*, seconded by *Mr. Stanton*, and carried the Committee adjourned at 12:40 A.M. to meet in the Tavern Room, Statler Hotel at 9:30 A.M. on Wednesday, March 1.

Wednesday, March 1

The Executive Committee met at 9:40 A.M. in the Tavern Room with all members present except *Sidney B. Hall*.

Secretary Givens read a telegram from *Florence Hale* regretting that she could not be present.

Proposal for district vicepresidents—The question of districting the country for the purpose of electing vicepresidents was discussed. *Mr. Cram* made a motion that the president, executive secretary, and the Committee on Bylaws and Rules be authorized to prepare material to be published in the *May Journal*, looking toward the districting of the United States for the purpose of election of vicepresidents, provided that the districts for 1940-41 may be revised by the Executive Committee. Seconded by *Miss Woodruff*. Carried.

Report of Oklahoma City investigation—*Donald DuShane*, chairman of the Committee on Tenure, joined the Committee at 10:15 A.M. He reported the investigation in Oklahoma City by members of the Core Committee on Tenure. Twenty-two teachers were discharged primarily because they were not loyal to the board of education. *Mr. DuShane* was of the opinion that it would be very helpful if the facts of this investigation were published in the *N.E.A. Journal*. It was the consensus of members of the committee that the article should be prepared by *Mr. DuShane* and the Committee for publishing in Oklahoma City before the primary election in April and that the article be carried in the *N.E.A. Journal*.

Executive Committee approval necessary before committees may issue statements or reports involving policy—*President Shaw* read a resolution sent by the chairman of the Committee on International Relations to *Cordell Hull*, Secretary of State, commending his part in the Lima Conference. In this connection, the question arose as to the authority of committees in sending out a statement which might commit the Association. While all were in favor of the resolution sent *Mr. Hull*, it was felt that all new committee chairmen should be reminded of the previous action taken by the Executive Committee regarding the publication of a report or statement before action has been taken by the Executive Committee. It was suggested that a rule of policy be drawn up for committees. The following is the resolution sent by the chairman of the Committee on International Relations:

Resolved, That the International Relations Committee of the National Education Association express to the secretary of state, the Honorable Cordell Hull, its gratitude and appreciation for his high leadership and untiring efforts toward international understanding and goodwill at the Lima Conference.

Mrs. Dahl made a motion that the Executive Committee express its approval of the action of the Committee on International Relations. Seconded by *Mr. Stanton*. Unanimously carried.

Mr. Monroe, president-general of the World Federation of Education Associations, joined the Committee at this point.

Proposal involving discrimination—*Mrs. Dahl* called attention to a bill in the Massachusetts Legislature which would bar the privilege of working to all women whose husbands are employed. Since there is to be a hearing on this bill on Thursday, March 2, it was suggested that a wire be sent to *Mrs. Bertha A. Snell* on behalf of the teachers of the state of Massachusetts. The motion was made by *Miss Hinrichs* that a telegram be sent *Mrs. Snell* pointing out the policy of the National Education Association regarding discrimination. Seconded by *Mr. Stanton*. Carried.

Mrs. Dahl left the meeting at this time.

Representation at Rio conference—*Mr. Monroe* spoke on behalf of the Eighth Biennial Conference of the W.F.E.A. which will be held in Rio de Janeiro, August 6-11, 1939. He spoke of the desirability of more representatives from the United States, of the attendance of the executive secretary of the N.E.A., and of representation by the N.E.A. on the Board of Directors. *Mr. Monroe* stated that it is the policy in other countries to have the secretary of the education association as a member of the board and that there would be a vacancy on the board this year from the United States. Each director is elected on the recommendation of the voting delegates from the country concerned. *Secretary Givens* stated that he is ready and willing to do whatever may seem best for the National Education Association, but that the nature of his work makes it quite necessary for him not to be away from the office as long as would be necessary to attend the Rio conference. He also stated that he was of the opinion that it would be better for some other member of the Association than himself to serve as director.

Since it is against regulations, the "S.S. Rotterdam" will not be able to stop at New Orleans, so unless the sailing date can be postponed, those who attend the San Francisco convention will not be able to go on that boat without missing part of the convention.

Representation at meeting of National Union of Teachers—*Mr. Monroe* stated that he plans to attend the annual meeting of the National Union of Teachers in April. *Mr. Cram* made a motion that *Mr. Monroe* be authorized to represent the National Education Association and to extend greetings at this meeting. Seconded by *Albert Shaw*. Carried.

The matter of the appointment of fifty voting delegates to the Rio conference was discussed. *Mr. Stanton* moved that the president and executive secretary be empowered to appoint the majority of the voting delegates, the remainder to be appointed by the chairman of the delegation and that these delegates be responsible for attending meetings and voting and in case of inability of any delegate to be present that he or she notify the chairman to arrange for a substitute. Seconded by *Miss Woodruff*. Carried.

Payment of expenses of outgoing and incoming presidents to Rio—The question of paying the expenses of the outgoing and incoming presidents of the N.E.A. to the Rio conference was discussed. *Mr. Saunders* made a motion that a sum not to exceed \$1000 be approved for paying expenses incident to attendance of the Eighth Biennial Conference of the W.F.E.A. in Rio de Janeiro of either the outgoing or incoming president or both. Seconded by *Miss Woodruff*. Carried.

Secretary Givens reported that there is still a state of confusion because of the

similarity between the names of two of our departments—Secondary Education and Secondary School Principals—and that he will study the matter and bring in a recommendation at the June meeting of the committee.

The question of the need for another meeting of the Executive Committee before the San Francisco convention was discussed. *Miss Woodruff* made a motion to leave this question to the discretion of the president and executive secretary. Seconded by *Mr. Stanton*. Carried.

It was suggested that the Committee meet on Friday, June 30, in San Francisco. The Committee adjourned at 12:20 P.M.

REUBEN T. SHAW, *President*

WILLARD E. GIVENS, *Executive Secretary*

San Francisco, California

Friday morning, June 30, 1939

The Executive Committee met at 11:45 A.M., immediately following the close of the meeting of the Board of Trustees, in President Shaw's suite, Palace Hotel, with all members present except *Sidney B. Hall*: *Reuben T. Shaw*, president; *Caroline S. Woodruff*, *Joseph H. Saunders*, *B. F. Stanton*, *Fred D. Cram*, *Mrs. Myrtle Hooper Dahl*, *Amy H. Hinrichs*, and *Albert Shaw*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present as were members of the Board of Trustees.

The meeting was called to order by *President Shaw* with a hickory gavel presented him by South Dakotans.

Minutes of Cleveland meeting—*Miss Hinrichs* moved that the minutes of the Cleveland meeting be approved. Seconded by *Miss Woodruff*. Carried.

Presto Sound Recorder—During the recess period between the adjournment of the meeting of the Board of Trustees and the opening of the meeting of the Executive Committee, *Mr. Roseborough*, representing the Presto Sound Recorder, gave a demonstration consisting of recording the discussion around the table and then playing the record back. Members of the Committee informally discussed possible uses of records which might be made of convention speeches or business meetings.

President Shaw stated that this machine is to be purchased for use on the Rio cruise out of the Joint Enterprise Fund and that a machine would be loaned for the use of the N.E.A. at this convention for the recording of such programs as might be determined. *Mr. Cram* moved that a subcommittee of the Executive Committee be appointed to determine at what programs to use the machine and suggested that *President Shaw* be a member of the committee. Seconded by *Mr. Stanton*. Carried.

Communication to President Roosevelt on federal aid—The possibility of sending a letter or telegram to *President Roosevelt* pointing out facts regarding the Association's stand on federal aid and reminding him of his statement at the New York City convention was discussed.

Adjournment—On motion of *Mr. Saunders*, seconded by *Mr. Stanton*, the Committee adjourned for luncheon at 12:35 P.M. to reconvene at 2:00 P.M. Carried.

President Shaw called the meeting to order at 2:05 P.M.

Subcommittee to draft statement on federal aid—*President Shaw* appointed *Miss Woodruff*, *Mr. Stanton*, and *Miss Hinrichs* to work with him in drafting a statement to present to the Legislative Commission at its Sunday meeting which might be sent to *President Roosevelt* on the subject of federal aid for public education.

Expenses to Rio de Janeiro—On account of the fact that the conference scheduled by the World Federation of Education Associations for Rio de Janeiro has been changed so that meetings of the World Federation will be held on board ship, at Puerto Rico and at New York City, the former action concerning this taken at Cleveland was rescinded and the following motion made by *Mr. Saunders*:

That a sum not to exceed \$1000 be approved for paying the expenses of either the outgoing or incoming president or both in making the Rotterdam cruise to South America in order to participate in the meetings of the World Federation of Education Associations.

Seconded by *Miss Woodruff*. Carried.

Secretary's report—On motion of *Albert Shaw*, seconded and unanimously carried, the Annual Report of the Secretary for 1938-39 was accepted and recommended for transmittal to the Board of Directors.

American Legion-federal aid—*Mr. Cram* was appointed to work with *President Shaw* in drafting a letter to the American Legion on federal aid for public education.

Increase in budget for Department of Classroom Teachers—*Mrs. Dahl* moved that the budget of the Department of Classroom Teachers be increased to \$14,800 and that budget to include a salary for a secretary and a stenographer for the Department of Classroom Teachers. Seconded. After discussion, *Mr. Saunders* made a motion that the increased budget for the Department of Classroom Teachers be laid on the table and that it be brought up later during the week, thus allowing more time to study it. Seconded and carried unanimously.

The meeting adjourned at 6:10 P.M. and reconvened at 8:20 P.M.

President Shaw called the meeting to order.

Name of Department of Secondary Education changed—On the recommendation of *Secretary Givens*, *Mr. Cram* made a motion that the name of the Department of Secondary Education be changed to Department of Secondary Teachers. Seconded by *Mr. Stanton*. Carried.

Extension of retirement annuity premium for S. D. Shankland—On the recommendation of *Secretary Givens*, a motion was made by *Mr. Stanton* that in harmony with the action taken by the executive committee of the American Association of School Administrators, the retirement annuity premium service and maintenance be extended to *S. D. Shankland*, executive secretary of the A.A.S.A., to 1943. Seconded by *Miss Woodruff*. Carried.

Personnel privileges—On recommendation of *Secretary Givens*, a motion was made by *Mr. Stanton*, seconded by *Mrs. Dahl* and carried, that the following sick leave schedule for the headquarters staff become effective this year and the vacation schedule become effective next year:

The term "day" when used in statements regarding employment, wages, vacation, or leave is a day during which the Association offices are open for business; it does not include Sundays, legal or specially arranged holidays, or those Saturdays during the summer months when the offices are closed.

The term "year" is the fiscal year of the Association, June 1 to May 31.

Sick Leave Allowances

For permanent employees—Eighteen days annually, earned on basis of one and one-half days per month; with provision that employees with five years or more of service may, in case of prolonged illness, be granted additional leave at the rate of five days per year of service, provided the average annual number of days of sick leave used during their period of service has not exceeded ten days.

For temporary employees—Nine days annually, earned on basis of three-fourths of a day per month, granted those who have served three months or longer.

Vacation Allowances

For permanent employees—Twenty-four days annually, earned on basis of two days per month.

For temporary employees—Twelve days annually, earned on basis of one day per month, granted those who have served three months or longer.

At least three-fourths of the vacation shall be within the summer months immediately following the year within which the vacation is earned, unless in the opinion of the executive secretary the work of the Association will be benefited by individual variations.

Employees terminating their services may be granted vacation earned during the year provided quality of service and conditions of termination shall merit such consideration.

Personnel recommendations—On recommendation of *Secretary Givens*, a motion was made by *Mr. Cram*, seconded by *Miss Woodruff* and carried, that certain changes in classification and salaries be approved.

Educational Policies Commission—Emily Tarbell—*Mr. Shaw* made a motion that the vote taken by mail approving the appointment of *Emily Tarbell* to membership in the Educational Policies Commission to fill the vacancy caused by the death of *Lotus D. Coffman* be ratified. Seconded by *Mr. Stanton*. Carried.

Statement of death of R. E. Offenhauer—*Mr. Stanton* made a motion that the statement prepared by the executive secretary at the request of the Executive Committee be approved and made a part of the official minutes. Seconded by *Miss Hinrichs*. Carried. The statement follows:

The Executive Committee of the National Education Association, upon convening, paid sincere tribute to its former co-worker and beloved friend, the late R. E. Offenhauer, who served our Association in an outstanding way as treasurer from July 1934 until his untimely death in December 1938. The Committee asked that a brief memorial service be held in his honor as a part of the Vesper Service at the coming convention in San Francisco.

Annual membership report—Attention was called to the annual membership report showing a total enrolment of paid members on May 31, 1939, of 201,682, a gain of 6077 over last year. The secretary stated that he plans to send fewer broadcast letters to locations having no membership in the N.E.A. and to give more service to locations where we have members and where there is possibility of increase.

Griffenhagen Report—Attention was called to the statement prepared by *Howard A. Dawson*, director of Rural Service, on the Griffenhagen Report, following a survey of the city government in Washington, D. C.

Analysis of local affiliated associations—An analysis of local affiliated associations reveals an increase in new affiliations of 31.7 percent this year.

Save the Children Fund—*Secretary Givens* read a letter appealing for assistance to mountain children of the South thru the organization called Save the Children Fund. A motion was made by *Miss Hinrichs* that a brief statement regarding the Save the Children Fund be carried in an early fall issue of the *Journal*. Seconded by *Mr. Stanton*. Carried.

Cooperation with International Council for Religious Education—*Secretary Givens* read a letter from the International Council for Religious Education in which they expressed a desire for closer cooperation with the N.E.A. It was the consensus that this group might be invited to participate in one of our programs.

Miss Woodruff took the chair.

Study of retirement provisions—*President Shaw* made a motion that a subcommittee of the Executive Committee be appointed to study retirement provisions for the headquarters staff to make certain they are as good as the best retirement systems in the states. Seconded by *Mr. Cram*. Carried.

President Shaw resumed the chair.

Payment of substitute—Department of Classroom Teachers—On the recommendation of *Mrs. Dahl*, a motion was made by *Mr. Stanton* approving the payment of a substitute for *H. H. Blanchard* during his absence on business for the Department of Classroom Teachers. Seconded by *Miss Hinrichs*. Carried.

Catalog of films—*Secretary Givens* announced that a catalog of films is now available thru Teaching Film Custodians, Inc., 25 West Forty-third Street, New

York City, from which schools may select films of their choice for showing for as long a period as they may desire. These films may be rented for \$10 a semester. They are 16 mm. sound pictures, some in technicolor.

Report of progress on printing equipment—*Secretary Givens* reported that the Association has spent during the year approximately \$15,000 in printing 4-page leaflets; \$36,000 for bulletins, such as *Research Bulletin*; and \$34,000 on books. Equipment for printing 4-page leaflets would be about \$5000. A further study will be made and recommendations brought to a subsequent meeting.

Music Educators National Conference—*Secretary Givens* reported that the regional meetings of the Music Educators National Conference are acting on the subject of the conference becoming a department of the N.E.A. and that final action will be taken at the annual meeting.

National Association of Journalism Directors in Secondary Schools—A motion was made by *Mr. Stanton* that the National Association of Journalism Directors in Secondary Schools be recommended to the Board of Directors for admittance to departmental status. Seconded by *Miss Hinrichs*. Carried.

School Garden Association—*Miss Woodruff* moved that the School Garden Association of America be recommended to the Board of Directors for admittance to departmental status. Seconded by *Mr. Shaw*. Carried.

A motion was made by *Miss Hinrichs* to adjourn to reconvene at 9:00 A.M., Saturday, July 1, Seconded by *Mr. Shaw*. Carried.

Saturday morning, July 1, 1939

President Shaw called the meeting to order at 9:15 A.M. The purpose was to discuss the additional amount in the budget proposed by *Mrs. Dahl* at a previous meeting. *Helen Collins*, chairman of the Budget Committee, was present.

Mr. Saunders made a motion to rescind the motion passed on Friday afternoon, June 30, which was to lay on the table the proposal to add to the budget for the Department of Classroom Teachers and that consideration of this item be resumed. Seconded by *Mr. Stanton*. Unanimously carried.

Miss Collins stated the position of the Budget Committee, following which there was discussion.

Executive secretary for Department of Classroom Teachers—*Mr. Saunders* moved that the Executive Committee create the position of executive secretary of the Department of Classroom Teachers and that the executive secretary of the National Education Association consider such alterations and changes in existing departments and divisions as may be to the best interests of the N.E.A. and that the Budget Committee be instructed to make adequate provision for the newly created secretaryship. Seconded by *Mr. Stanton*. Unanimously carried, *Mr. Cram* voting "aye" with reservations.

Contingent Fund—During the budget discussion with *Miss Collins*, the Executive Committee suggested the advisability of an adequate contingent fund to take care of emergencies during the year.

The meeting adjourned to reconvene following the Sunday evening meeting on Professional Educational Organizations.

Sunday evening, July 2

President Shaw called the meeting to order at 11:35 P.M.

Letter to President Roosevelt—The letter to *President Roosevelt* prepared by the subcommittee on the subject of federal aid for public education and approved by the Legislative Commission was ordered sent by night wire.

World Federation—*Miss Woodruff* made a motion that immediate steps be taken to get in touch with the State Department thru *Paul Monroe*, president, World Federation of Education Associations, by telephoning him to learn whether or not it will be desirable to stop at Rio de Janeiro even tho the conference has been called off. Seconded by *Mr. Cram*. Carried.

The meeting adjourned to reconvene at the close of the evening general session, Tuesday, July 4.

Tuesday evening, July 4, 1939

The meeting was called to order by *President Shaw* at 11:00 P.M. All present except *Mr. Saunders* and *Mr. Hall*.

Report of Committee To Cooperate with American Legion—*Mr. Stanton* made a motion that if the chairman of the Committee To Cooperate with the American Legion, *Walter L. Bachrodt*, was not present to give the report of the Committee before the Representative Assembly, *Mr. Cram* be authorized to present the report with proper explanations. Seconded by *Miss Woodruff*. Carried.

Reply to Commander Chadwick—*Mr. Cram* made a motion that the president and executive secretary prepare and send a reply to the letter from *Stephen F. Chadwick*, commander of the American Legion. Seconded by *Miss Hinrichs*. Carried.

Report of W.F.E.A.—*Mr. Stanton* moved that *Secretary Givens* present the report of the W.F.E.A. to the Representative Assembly for *Mr. Monroe*, who cannot attend the convention. Seconded by *Miss Woodruff*. Carried.

Membership Goal for 1939-40—*Miss Hinrichs* moved that the membership goal for next year be an increase of at least 10 percent. Seconded by *Mr. Stanton*. Carried.

On motion of *Mr. Stanton*, seconded by *Mrs. Dahl*, the meeting adjourned at 12:06 A.M., July 5.

Willard E. Givens, *Executive Secretary*
Reuben T. Shaw, *President*

Friday, July 7, 1939

The meeting of the new Executive Committee convened in *Mr. Shaw's* suite in the Palace Hotel, Friday, July 7, at 10:15 A.M. The new president, *Amy H. Hinrichs*, presided. The following members were present: *Amy H. Hinrichs*, *Joseph H. Saunders*, *B. F. Stanton*, *Fred D. Cram*, *Mrs. Myrtle Hooper Dahl*, *Albert Shaw*, *J. W. Thalman*, and *Helen Collins*. *Reuben T. Shaw* had left to join the Rotterdam cruise. *Secretary Givens* and *Harriett M. Chase*, chief assistant to the secretary, were also present.

Milwaukee contract—*H. A. Allan*, business manager, presented the agreement and outlined the facilities for operating a convention in Milwaukee. *Frances Jelinek* and *Alvin J. Monroe*, manager of the Convention Bureau of the Milwaukee Association of Commerce, were present during the discussion.

Milwaukee—convention city for 1940—*Mr. Saunders* moved that the convention for 1940 be held in Milwaukee June 30 to July 4, inclusive. Seconded by *Mr. Stanton*. Carried.

Contract signed—*Mr. Stanton* moved that the president and executive secretary be authorized to sign the contract. Seconded by *Mr. Shaw*. Carried.

Consideration of establishment of fund for publicity—At a meeting of the Board of Directors, *William B. Mooney* of Colorado made a motion which, in effect, proposed to create a fund referred to as a "war chest" to be used to protect public education in the United States and particularly in connection with the bill for federal aid for public education. The motion was discussed at this time. It was the consensus that it would not be feasible to attempt to raise additional funds and there is nothing left in the budget to be appropriated. It was felt that the Research Division could make a contribution thru the preparation of valuable studies. *Mr. Cram* moved that a subcommittee of the Executive Committee be appointed to study and report at the next meeting. Seconded by *Mr. Stanton*. Carried. The following were appointed: *B. F. Stanton*, chairman, *Helen Collins*, *Joseph H. Saunders*.

Horace Mann stamp—*Secretary Givens* read a letter from the third assistant postmaster general stating that the request for a Horace Mann stamp is under consideration along with other prominent Americans. It was suggested that letters

to *President Roosevelt* and *Postmaster General Farley* urging this special series would be timely.

Cuts in school revenue—*Secretary Givens* read a letter from *Superintendent A. L. Threlkeld* of Montclair, New Jersey, in which he spoke of the drastic cuts in the school budgets of New York State and New York City and urged the N.E.A. to give serious consideration to a situation which is spreading. *Mr. Givens* stated that more attention will be given this year to such publicity by *Mr. Farley's* office. *Mr. Saunders* suggested making greater use of our radio broadcasts and the *N.E.A. Journal* for this purpose.

International City Managers Association—The International City Managers Association took exception to a statement in the March issue of the *Journal* which mentioned "organized" city managers. *Secretary Givens* suggested that a statement be carried in an early issue of the *Journal* clarifying this reference. *Mr. Saunders* made a motion that *Secretary Givens's* suggestion be carried out. Seconded by *Mrs. Dahl*. Carried.

Future Teachers of America—*Mr. Cram* spoke of a committee in Iowa which wants to get the details of organizations and the policies for clubs of Future Teachers of America. *Mrs. Dahl* moved that the Iowa committee discuss its plans with *Joy Elmer Morgan*. Seconded by *Mr. Shaw*. Carried.

Next meeting of Executive Committee—*Mr. Cram* moved that the next meeting of the Executive Committee be held on September 30, 1939, the place to be decided by the president and the executive secretary. Seconded by *Miss Collins*. Carried.

Consideration of motion made by Mr. Archer—This motion by *Mr. Archer* relative to the establishment of a committee to study the possibilities of a closer coordination between the National Education Association and local and state associations was referred to the Executive Committee for consideration. *Mr. Cram* moved that this matter be referred to the Committee on Affiliated Associations. Seconded by *Mrs. Dahl*. Carried.

Scholarships in W.F.E.A.—The suggestion of *Grace Koerner* of New Jersey regarding the establishment of scholarships to finance outstanding teachers to meetings of the W.F.E.A. was referred to the Committee on International Relations.

Committee on Past President's Award—Since perhaps something more than a certificate should be presented to past presidents, a motion was made by *Mrs. Dahl* that the Committee on Past President's Award be continued and that the Committee report at the next meeting. Seconded by *Miss Collins*. Carried.

Message to President Roosevelt delayed—*Secretary Givens* explained that due to a misunderstanding there has been a delay in sending the message on federal aid to President Roosevelt.

Mr. Stanton moved that the meeting adjourn. Seconded by *Mr. Saunders*. Carried.

WILLARD E. GIVENS, *Executive Secretary*

AMY H. HINRICHS, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF TRUSTEES

Chicago, Illinois

Sunday, November 27, 1938

The Board of Trustees of the National Education Association met in the Palmer House, Chicago, November 27, 1938, on call of the chairman of the Board. Roll call showed all trustees present: *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, secretary; *Florence Hale*, *Reuben T. Shaw*, and *Thomas E. Walker*.

The chairman stated briefly the purposes of the meeting. Moved by *Mr. Walker* and seconded by *Mr. Shaw* that the Board proceed to the election of a secretary to succeed *Willard E. Givens*. Carried.

Moved by *Mr. Walker* that *Mr. Givens* be elected secretary of the N.E.A. to succeed himself. *Mr. Shaw* moved that nominations be closed. Seconded by *Miss Hale*. Carried. Moved by *Mr. Shaw* that the secretary cast unanimous ballot for *Mr. Givens*. Carried. Secretary then cast ballot. Moved by *Mr. Shaw* and seconded by *Mr. Doudna* that the term of the secretary be for four years, beginning January 1, 1939. Carried.

Chairman Saunders reported on the situation relative to certain B. & O. bonds held by the Association and submitted the following as a proper resolution to effect the necessary changes:

Resolved, That *Joseph H. Saunders*, chairman of the Board of Trustees, be authorized to make deposit of Refunding Mortgage Bonds of the Baltimore and Ohio Railroad Company (P. L. E. & W. V. S.) in accordance with the plan submitted by that company for modification of interest charges and maturities and that he further be authorized to take such further action relating to these bonds as the best interests of the National Education Association may determine.

Moved by *Mr. Shaw* and seconded by *Mr. Walker* that the resolution be adopted. The motion was adopted.

Mr. Walker offered the following resolution which was seconded by *Miss Hale* and adopted:

Resolved, That *Chairman Saunders* and *H. A. Allan* be authorized to set aside a sum of between \$12,000 and \$17,000, at their discretion, as a depreciation reserve and that \$13,144.01 be regarded in the operating fund as the purchase price of furniture and equipment.

Mr. Walker moved and *Mr. Shaw* seconded the following resolution which was adopted:

Resolved, That the Board approve the action of the chairman in assigning to a committee for operating the property at 830 Oakwood Boulevard, Chicago, our interests represented by a \$1000 bond; and in the making of changes in the lighting fixtures in the rooms used by the P.T.A. offices in the headquarters building.

The Board then recessed for dinner.

Secretary Givens met with the Board when it reassembled. A full discussion of policies with reference to salaries followed.

Mr. Shaw moved and *Mr. Doudna* seconded the following motion which was adopted, all trustees voting aye:

Resolved, That the salary of *W. E. Givens* be fixed at \$15,000 per year for the term for which he was elected, less whatever percent waiver that the Executive Committee may impose upon all members of the headquarters staff.

Meeting then adjourned.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Cleveland, Ohio

Saturday Morning, February 25, 1939

The Board of Trustees of the National Education Association met in the Tavern Room, Statler Hotel, at 9:50 A. M. pursuant to call of the chairman of the Board. Members present were: *Joseph H. Saunders*, chairman; *Thomas E. Walker*; and *Reuben T. Shaw*. *Edgar G. Doudna*, secretary, and *Florence Hale* were unable to be present. In accordance with a previous invitation, members of the Executive Committee were also present.

The meeting was called to order by the chairman of the Board. The minutes of the meeting of November 27, 1938, held in the Palmer House, Chicago, were read and approved.

Chairman Saunders gave a report on the Permanent Fund of the Association, showing total assets of \$857,458.61. The mortgage on the headquarters property has been reduced by \$23,000 since the last meeting of the Board—the amount agreed upon for annual reduction. Effort to make a further reduction of \$23,000 was unsuccessful, the Penn Mutual pointing out the difficulty of obtaining satisfactory investments.

On motion of *Mr. Shaw*, seconded by *Mr. Walker*, and carried, it was recommended that the following improvements to the headquarters building be made:

<i>Improvements</i>	<i>Approximate Cost</i>
Waterproofing section of north wall.....	\$84.00
Repairs to roof.....	95.00
Furnishing and installing device on waterboiler.....	97.50
Installation of new fixtures in Division of Accounts and Records	130.00
Refund to N. C. P. T. for lighting fixtures on sixth floor.....	72.00

On motion of *Mr. Walker*, seconded by *Mr. Shaw*, and carried, approval was given for striking from our membership list thirty-seven deceased life members and for the cancellation of their notes.

On motion of *Mr. Shaw*, seconded by *Mr. Walker*, and carried, the executive secretary was authorized to cancel eighty-six life members who have requested that this be done because of their inability to continue payments.

It was the consensus that it is a wise policy to hold one individual responsible for collecting and sending in funds when a life membership is presented.

On motion of *Mr. Walker*, the meeting adjourned at 10:45 A. M.

JOSEPH H. SAUNDERS, *Chairman*

EDGAR G. DOUDNA, *Secretary*

San Francisco, California

Friday Morning, June 30, 1939

The Board of Trustees of the National Education Association met in *President Shaw's* suite in the Palace Hotel at 9:50 A. M. pursuant to the call of the chairman of the Board. The members present were: *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, secretary; *Florence Hale*, *Thomas J. Walker*, and *Reuben T. Shaw*. The executive secretary, *Willard E. Givens*, and members of the Executive Committee were present also. The meeting was called to order by the chairman of the Board. The minutes of the last meeting were approved.

Chairman Saunders gave a report on the Permanent Fund of the Association showing assets of \$868,580.73, which indicates the steady growth of the investments and holdings of the Association. Within the year 1938-39 the Permanent Fund has been improved thru:

1. The establishment of a reserve of \$40,000 to cover possible losses in Life Membership notes.
2. The reduction of the real-estate mortgage loan from \$97,000 to \$69,000.
3. The purchase by transfer from the Association operating funds of equipment, the cost of which, in the amount of \$13,144.01, was originally charged to the building fund, thus substituting a cash investment asset for one subject to depreciation.
4. The transfer from cash in the Association operating funds to the Permanent Fund in the amount of \$19,350.04, this including a dividend of \$7,494.05 from the receiver of the Commercial National Bank.

The properties of the Association are in excellent condition, and the expenses for their operation and maintenance continues to be moderate. A survey made within the current year by a government agency of a group of five buildings comparable in size and conditions to that of the Association showed our maintenance costs substantially less than those for the other buildings in this group. Increase of operating income for 1938-39 over that for 1937-38 is \$8,329.62 and excess of income over expenditures is \$7,147.69.

The chairman stated that many members of the Association have the erroneous impression that the entire cost of the headquarters building has been covered by Life Membership funds. When the building was purchased, securities were sold to make the first payment so that the ratio of other funds to Life Membership funds in the purchase of the headquarters building is about 2 to 3. *Mr. Shaw* moved that the report of *Chairman Saunders* be approved for transmittal to the Board of Directors and the Representative Assembly. Seconded by *Mr. Walker*. Carried. *Chairman Saunders* reported the opportunity to purchase additional property on M Street adjoining the alley on the East. The value of land and buildings is about \$36,000 and can be purchased for \$30,000. After some discussion *Mr. Doudna* moved that it is not deemed wise to purchase additional property at this time. Seconded by *Miss Hale*. Carried.

Secretary Givens in reporting on Life Membership recommended that the Board approve the cancellation of ten Life Memberships, the members having died since the February meeting. On motion of *Mr. Shaw*, seconded by *Mr. Walker* the recommendation was approved. *Secretary Givens* also recommended the cancellation of 432 Life Memberships and the charging of \$19,877, notes due from those members against the reserve already established. It was also recommended that these members be reinstated without prejudice should they so desire. On motion of *Mr. Walker*, seconded by *Mr. Doudna*, these recommendations were approved.

Secretary Givens reported the moving of the National Congress of Parents and Teachers from the sixth floor of our headquarters building to Chicago on June 10. Negotiations are under way with two or three groups for the rental of the space caused by this removal.

On motion of *Mr. Doudna*, seconded by *Miss Hale*, the meeting adjourned at 10:55 A. M. to meet again on Friday, July 7, at 9:30 A. M.

Friday Morning, July 7, 1939

The meeting of the new Board of Trustees was called to order by *Joseph H. Saunders* at 10:00 A. M. The members present were: *Joseph H. Saunders*, *Florence Hale*, *Edgar G. Doudna*, *Thomas J. Walker*, and *Amy H. Hinrichs*. *Mr. Walker* nominated *Joseph H. Saunders* as chairman of the Board of Trustees for the ensuing year. Seconded by *Miss Hale*. Carried. *Miss Hale* moved that *Mr. Doudna* be re-elected as secretary of the Board for 1939-40. Seconded by *Mr. Walker*. Carried.

On motion of *Mr. Doudna*, seconded by *Miss Hale*, the following resolution was adopted:

Resolved, That *Joseph H. Saunders*, chairman of the Board of Trustees, and *Willard E. Givens*, executive secretary, be authorized to borrow from the National Metropolitan Bank of Washington, D. C. or from any other bank or banker a sum of money not to exceed \$40,000 or as much thereof as may be needed for current obligations of the institution, when and as such needs occur.

The meeting adjourned at 10:10 A. M.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

FINANCIAL REPORT 1938-39

Submitted herewith is complete financial statement for the fiscal year ended May 31, 1939. 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 ¹

The Board of Trustees submits the following report of assets of the Permanent Fund on a ten-year basis:

	May 31, 1929	May 31, 1939
Cash on Hand.....	\$ 28,544.04	\$ 13,738.13
Securities.....	168,552.35	135,846.77
Life Membership Notes.....	116,162.00	117,432.27 ²
Real Estate less Mortgages and Reserve.....	177,012.57	556,480.50
Elementary School Principals' Fund.....		9,886.74
American Association of School Administrators....		24,095.07
Supervisors and Directors of Instruction.....		4,032.50
Teachers' Home and Welfare Fund.....		7,068.75
	\$490,270.96	\$868,580.73

The above illustrates the steady growth of the investments and holdings of the Association. Within the year 1938-39, the condition of the Permanent Fund has been improved by the following actions:

1. The establishment of a reserve of \$40,000 to cover possible losses in Life Membership Notes.

2. The reduction of the real estate mortgage loan from \$97,000 to \$69,000.

3. The purchase by transfer from Association operating funds of equipment, the cost of which, in the amount of \$13,144.01, was originally charged to the building fund, thus substituting a cash investment asset for one subject to depreciation.

4. The transfer from cash in the Association operating funds to the Permanent Fund in the amount of \$19,350.04, this including a dividend of \$7,494.05 from the receiver of the Commercial National Bank.

Within the year bonds of the County of Aiken, South Carolina, in the amount of \$5,000, have matured and have been paid. Thru purchase from cash in the Permanent Fund, the following bonds have been added to the portfolio of securities:

Buffalo Sewer Authority.....	\$ 5,000.00
City of New York Corporate Stock Bonds—Water.....	10,000.00
Los Angeles City High School District.....	5,000.00
Metro. Water Dist. Southern Calif.—Colorado River Water Works.	8,000.00
Metro. Water Dist. Southern Calif.—Colorado River Water Works	
—for Elementary School Principals.....	2,000.00

The net income from the Permanent Fund paid into the operating fund since 1928-29 is as follows:

¹ Adopted by Representative Assembly, July 6, 1939.

² Net amount after deduction of \$40,000 reserve for possible losses.

1928-29.....	\$13,308.81	1934-35.....	\$41,143.00
1929-30.....	20,835.22	1935-36.....	41,413.00
1930-31.....	17,985.12	1936-37.....	42,764.00
1931-32.....	32,077.00	1937-38.....	42,572.00
1932-33.....	34,410.00	1938-39.....	46,238.28
1933-34.....	36,165.00		

The properties of the Association are in excellent condition and the expense for their operation and maintenance continues to be moderate. A survey made within the current year by a government agency of a group of five buildings, comparable in size and conditions to that of the Association, showed our maintenance costs substantially less than those for the other buildings in the group.

Increase of operating income for 1938-39 over that for 1937-38 is \$8,329.62 and excess of income over expenditures is \$7,147.69.

Permanent Fund—Principal Account

Cash Report—May 31, 1939

General Funds

Cash on hand, May 31, 1938.....	\$10,051.17	
Receipts from Life Members.....	23,942.71	\$33,993.88
Adjustment of purchase of City of Buffalo Bonds..		25.14
Furniture and Fixtures sold to Operating Account..	\$13,144.01	
Cash transferred from Operating Account.....	11,855.99	25,000.00
Commercial National Bank Dividend transferred from Operating Account.....		7,494.05
\$5,000 County of Aiken, S. C., Bonds—Paid.....		5,110.70
		\$71,623.77
Disbursements:		
Penn Mutual Life Insurance Company—Curtail on Mortgage.....	\$28,000.00	
Bonds Purchased:		
\$5,000 City of Buffalo, N. Y.....	\$4,974.86	
\$10,000 City of New York.....	9,947.50	
\$5,000 City of Los Angeles.....	5,385.70	
\$280 State of Arkansas.....	280.00	
\$8,000 Metro. Water Dist. Southern Calif.....	9,128.43	29,716.49
Transfer to Income Account—		
Aiken, South Carolina, Coupons—Paid.....	110.70	
Adjustment of Life Memberships.....	52.00	
Exchange on Foreign Checks.....	6.45	57,885.64
Cash on hand, May 31, 1939.....		\$13,738.13

Elementary School Principals' Fund

Cash on hand, May 31, 1938.....	\$ 1,371.98	
Receipts:		
Life Members.....	915.13	\$ 2,287.11
Disbursements:		
Bonds Purchased:		
\$2,000 Metro. Water Dist. Southern Calif.....		2,282.11
Cash on hand, May 31, 1939.....		\$ 5.00

*American Association of School Administrators—
Educational Research Fund*

Cash on hand, May 31, 1938.....	\$ 895.00	
Receipts:		
Membership Donations and Subscriptions.....	985.00	
Cash on hand, May 31, 1939.....		\$ 1,880.00

Supervisors and Directors of Instruction Fund

Receipts:		
U. S. Treasury Bonds Coupons.....		\$ 32.50

Teachers' Home and Welfare Fund

Cash on hand, May 31, 1938.....	\$ 150.10	
Receipts:		
4000 Drexel Boulevard Corporation Dividend...	50.00	
International Publishing Co. Dividend.....	5.00	
208 So. La Salle Street Dividend.....	20.00	
Home Owners' Loan Corporation Coupons.....	65.12	\$ 290.22
Disbursements:		
Foster A. Parker, North Dakota and Montana Property Taxes.....		29.81
Cash on hand, May 31, 1939.....		260.41
TOTAL CASH, MAY 31, 1939.....		\$15,916.04
Deposited in American Security and Trust Com- pany, Washington, D. C.....		\$15,916.04

Permanent Fund—Income Account—May 31, 1939

Receipts:		
Interest on Bonds.....	\$ 4,158.41	
Interest on Bank Deposits.....	213.37	
Rent—Headquarters Building for year ended May 31, 1939..	43,000.00	
Rent from "M" Street Property—1938-39.....	5,100.00	
State of Arkansas Bonds purchased from Income Account for Permanent Fund.....	280.00	
Coupons on Aiken, S. C., Bonds—Paid.....	110.70	\$52,862.48
Disbursements:		
Ralph D. Quinter—Retainer Fee—1938-39.....	\$ 500.00	
Penn Mutual Life Insurance Co., Interest on Mortgage, 1201 16th St., N. W., Washington, D. C.....	4,140.00	
Taxes on "M" Street Property.....	1,079.74	
Insurance on "M" Street Property.....	30.96	
Safe Deposit Box Rental.....	38.50	
Alterations and Repairs on Building.....	835.00	
To Treasurer of N. E. A. for Income—1938-39.....	46,238.28	\$52,862.48

A full statement of the Permanent Fund is shown in Exhibit "D." The list of securities owned by the Permanent Fund is shown in Exhibit "E." The Parker Estate properties are shown in Exhibit "F."

Board of Trustees, June 16, 1939—JOSEPH H. SAUNDERS, *Chairman*; E. G. DOUDNA, *Secretary*; FLORENCE HALE; REUBEN T. SHAW; THOMAS J. WALKER.

Report of Auditors

WAYNE, KENDRICK & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

RUST BUILDING, WASHINGTON, D. C.

June 15, 1939

Dr. Reuben T. Shaw,
National Education Association of the United States,
1201 Sixteenth Street N. W.,
Washington, D. C.

Dear Sir:

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, 1939, and submit herewith our report comprised of the following exhibits and comments:

- Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1939.
- Exhibit "B"—Condensed Comparative Statement of Income and Expense for the Fiscal Years ended May 31, 1938 and 1939.
- Exhibit "C"—Income and Expenses for the Fiscal Year ended May 31, 1939.
- Exhibit "D"—Assets of Permanent Funds as at May 31, 1939.
- Exhibit "E"—Investments in Securities—Permanent Funds Bonds as at May 31, 1939.
- Exhibit "F"—Properties Held for the Credit of the Teachers' Home and Welfare Fund as at May 31, 1939.

Comments

Our examination consisted principally of the verification of assets and liabilities of the Association as at May 31, 1939, 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 \$10,590.05 were verified by inspection of the individual accounts in the ledger. These accounts are mainly for exhibit space at San Francisco convention and current advertising and were verified thru inquiries in the Business Manager's Office.

Protested Checks, \$184.42, were examined by us.

Postdated and Foreign Checks Receivable (Time Checks), \$414.69, 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 dates are included in "Protested Checks."

The Reserve for Doubtful Accounts, covering Accounts Receivable for advertising, Publications, Exhibits, Postdated and Foreign Checks and Protested Checks is, in our opinion, sufficient to take care of any loss from these sources.

Commercial National Bank Receiver's Certificates were verified by inspection of the certificates. The amount received is 70 percent of \$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 \$22,233.44 still held by the Receiver. There was a 10 percent dividend received during the year which amount was deposited in the Regular Account and subsequently transferred to the Permanent Fund Assets in accordance with a resolution adopted by the Executive Committee at a meeting held on June 26, 1937.

State, County, and Municipal Warrants were verified by inspection of such warrants.

Stamped Envelopes and Cards, \$1,128.88, and Office Supplies, \$1,294.06, were inventoried by your staff, and an inspection was subsequently made by us to determine the reasonableness as to quantities and prices thereof. We also checked calculations and extensions. We have adjusted the books to agree with the actual physical inventories on hand.

Office Furniture and Fixtures, \$35,859.50, is the net value shown by the records after deducting the Reserve for Depreciation amounting to \$42,671.81. We verified the additions made during the year to this account by inspection of purchase invoices. Included in the additions made during the year is the furniture and fixtures transferred from the Permanent Fund. The value, in the amount of \$13,144.01, has been carried previously as an asset of the Permanent Fund thru the original purchase as a part of the new building. A physical inventory was made by your employees, which we examined and compared with a similar inventory at May 31, 1938. We decreased the book value to the physical inventory value by increasing the Reserve for Depreciation in the amount of \$5,931.54.

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 seven years. However, it will be noted that the Association has curtailed its mortgage obligations as rapidly as the loan contracts permit, thereby increasing its equity in real estate.

Notes Receivable—Life Members, \$150,989.25, as shown on Exhibit "D" were examined and found to be in agreement with the books. These are mainly non-negotiable installment notes given in payment of Life Memberships. Notes received during the past year are in a negotiable form. A reserve of \$40,000 for anticipated loss on these notes was established in August, 1938, to provide for those Notes Receivable deemed to be worthless. Notes aggregating \$6,443.02 were charged off against this reserve and notes amounting to \$19,877 are to be recommended for similar disposition.

The unpaid balances of Life Membership Notes have been classified as follows:

Classification	Number of Notes	Balance Due
Recommended to be charged off immediately	257	\$ 19,877.00
To be cancelled—Deceased	5	428.00
Members not located	98	7,451.00
Inactive	258	18,832.00
Letters to be written for non-payment	39	2,479.50
Past Presidents who automatically became Life Members	2	140.00
Service stopped for delinquency in payments	49	3,929.00
Presented with membership—Donor delinquent	7	465.00
Miscellaneous status	62	2,662.50
<i>Promised To Begin Payments in:</i>		
1936, 1937, 1938—No Payments Received	333	20,676.00
1939	984	46,254.00
1940	594	27,705.25
1941	2	90.00
	2,690	\$150,989.25

In the course of our examination we also found that members who did not sign notes are making payments on life memberships as follows:

	Number of Sub- scriptions	Amount Subscribed	Collected	Balance Unpaid
Active—Payments made currently....	335	\$33,500.00	\$16,445.25	\$17,054.75
To be recommended for cancellation..	131	13,100.00	2,179.75	10,920.25
	<u>466</u>	<u>\$46,600.00</u>	<u>\$18,625.00</u>	<u>\$27,975.00</u>

The balance of these accounts has not been entered on the books and is not included in the assets of the Permanent Fund.

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, which are in default on interest due January 1, 1933, and subsequent thereto. Interest on Manhattan Railway Co. bonds due April 1, 1938, and subsequent thereto is also in default.

It will be noted from Exhibit "A" that the total net equity value of the Permanent Fund Assets was \$868,580.73 at May 31, 1939, as compared to \$868,875.16 at May 31, 1938. The decrease is accounted for as follows:

Gross Value at May 31, 1938, as shown by Prior Audit Report.....	\$965,875.16
Less: First Trust Payable, May 31, 1938.....	97,000.00
Net Equity shown above at May 31, 1938.....	<u>\$868,875.16</u>
To which add:	

Increases in the following:

Cash.....	\$ 3,686.96	
Investment in Securities.....	24,652.11	
Elementary School Principals' Account.....	915.13	
American Association of School Administrators....	985.00	
Teachers' Home and Welfare Fund.....	110.31	
Supervisors and Directors of Instruction.....	1,032.50	
Equity in Real Estate.....	28,000.00	59,382.01
		<u>\$928,257.17</u>

From which deduct:

Decreases in the following:

Notes Receivable—Life Members (Net Value)....	\$46,532.43	
Office Equipment.....	13,144.01	59,676.44
		<u>\$868,580.73</u>

The amount of the first trust payable shown above is as of the beginning of the fiscal year, it having been reduced during the year to \$69,000 as stated elsewhere in this report.

Vouchers Payable, \$17,107.08, 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 Business Division that no purchases had been made that were not recorded on the books.

We checked the amounts due to the Elementary School Principals and American Association of School Administrators with the records kept by those 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:

Committee on Teachers' Salaries.....	\$ 146.26
American Association of School Administrators.....	20,563.81
Rural Education.....	250.56
Lip Reading.....	127.33
Elementary School Principals.....	6,613.84
Adult Education.....	1,064.88
American Educational Research Association.....	9,293.23
Home Economics.....	1,292.18
Supervisors and Directors of Instruction.....	1,978.91
Science Instruction.....	343.47
American Association for Health, Physical Education, and Recreation.....	8,294.17
Art Education.....	129.18
	\$50,097.82
Less: Overdrawn:	
Secondary-School Principals.....	\$ 2.81
Secondary Teachers.....	354.16
National Council on Teacher Retirement of N. E. A....	49.34
	406.31
	\$49,691.51

Included on the liability side of the Balance Sheet are Reserves representing un-expended funds received for the support of the following:

Educational Policies Commission.....	\$7,659.42
Hugh Birch-Horace Mann Fund.....	3,973.77
Joint Enterprise between National Education Association and World Federation of Education Associations.....	1,326.32
Safety Education Project.....	7,235.33

The first trust note payable against the real estate and buildings at Sixteenth and M Streets was verified by direct correspondence with the holder of the note. This note was curtailed \$28,000 during the year reducing it from \$97,000 to \$69,000.

Your Association owns certain personal and real property received from the Estate of Marilla Z. Parker, as shown on Exhibit "F" of this report. These assets are in process of liquidation, and as definite values have not been placed thereon, they have not been entered on the books of the Association as assets of the Teachers' Home and Welfare Fund. A small income is now being regularly received from these assets.

A comparative summary of budgeted and actual expenditures showing the amounts under or over the budget figures is shown below:

	Actual Expenditures	Budget Allowance	Under or Over Budget
Board of Trustees.....	\$ 630.53	\$ 600.00	\$ 30.53
Board of Directors.....	9,611.84	9,500.00	111.84
Executive Committee.....	6,008.61	3,500.00	2,508.61
Office Expense for President.....	392.59	500.00	107.41
General Office.....	8,728.47	8,535.00	193.47
Physical Plant.....	57,425.26	57,870.00	444.74
Annual Convention.....	7,432.20	7,000.00	432.20
Journal of the N. E. A.....	99,527.34*	92,400.00	7,127.34
Other Publications.....	24,851.57	23,000.00	1,851.57
Expenses of Delegates.....	8,307.25	9,000.00	692.75
Association Membership Fees.....	1,100.00	1,100.00	.....
Retirement Annuities and Insurance.....	11,512.56	10,800.00	712.56
Departments.....	14,774.41	14,400.00	374.41
Committees and Commissions.....	12,362.29	12,000.00	362.29
Executive Secretary's Office.....	32,439.10	32,490.00	50.90
Division of Accounts and Records.....	37,443.74	37,700.00	256.26
Division of Field.....	13,741.36	13,460.00	281.36
Division of Business.....	24,431.69	24,440.00	8.31
Division of Publications.....	35,000.41	35,120.00	119.59
Division of Research.....	64,212.97	65,650.00	1,437.03
Division of Affiliated Associations.....	8,637.92	8,235.00	402.92
Division of Administrative Service.....	8,842.84	8,790.00	52.84
Division of Membership.....	11,753.61	11,945.00	191.39
Promotion and Maintenance of Membership.....	22,816.63	19,500.00	3,316.63
Division of Rural Service.....	11,510.76	11,355.00	155.76
Publicity Section.....	12,366.22	12,065.00	301.22
Executive Secretary's Contingent Fund.....	1,215.93	1,500.00	284.07
	<u>\$547,078.10</u>	<u>\$532,455.00</u>	<u>\$14,623.10</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 the books. The cash surrender value of all policies issued under this insurance plan at May 31, 1939, aggregates \$177,266.60 of which, under the operation of the plan, \$112,763.75 belongs to employees and \$64,502.85 belongs to your Association.

Prepaid subscriptions and membership 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 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.....	\$ 213.37
Interest on Bonds.....	4,549.11
Rent from Headquarters Building.....	43,000.00
Rent from Garage Property.....	5,100.00
	<u>\$52,862.48</u>

* Cost of ten issues (May 1938 to May 1939, inclusive).

Deduct:

Expenses:

Attorney's Retainer.....	\$ 500.00	
Interest on First Trust Payable.....	4,140.00	
Insurance and Taxes.....	1,110.70	
Rental of Safe Deposit Box.....	38.50	
Building Repairs.....	835.00	6,624.20
Balance transferred to Treasurer of National Education Association.....		\$46,238.28

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, 1939.

Respectfully submitted,

WAYNE, KENDRICK & COMPANY,

By T. DELOS PAXMAN,

*Certified Public Accountant.***Statement of Assets and Liabilities—As At May 31, 1939****Assets**

EXHIBIT "A"

GENERAL ACCOUNTS

Cash

Special Account—On Deposit and On Hand.....	\$ 2,764.96	
Regular Account—On Deposit, In Transit and On Hand.....	100,490.09	
Petty Cash.....	500.00	\$ 103,755.05

Accounts Receivable

Advertising, Publications, Exhibits, Etc.....	\$ 10,590.05	
Postdated and Foreign Checks.....	414.69	
Protested Checks.....	184.42	

\$ 11,189.16

Less: Reserve for Doubtful Accounts.....	539.83	10,649.33

Commercial National Bank Receiver's Certificates.....	\$ 22,233.44	
---	--------------	--

Less: Reserve for Unpresented Checks.....	185.00	22,048.44

State, County and Municipal Warrants.....		946.03
---	--	--------

Inventories

Stamped Envelopes and Cards.....	\$ 1,128.88	
Office Supplies.....	1,294.06	
Volumes of Proceedings and Publications.....	500.00	2,922.94

Travel Advances.....		326.33
----------------------	--	--------

Office Furniture and Fixtures.....	\$ 78,531.31	
Less: Reserve for Depreciation.....	42,671.81	35,859.50

TOTAL GENERAL ACCOUNTS ASSETS.....		\$ 176,507.62
------------------------------------	--	---------------

PERMANENT FUNDS' ASSETS—From Exhibit "D" (Net)...		868,580.73

TOTAL ASSETS.....		\$1,045,088.35

Liabilities and Net Worth

EXHIBIT "A"

LIABILITIES				
Vouchers Payable.....	\$	17,107.08		
Due Associated Departments.....		49,691.51		
Real Estate Notes Payable (\$69,000.00 Contra Deducted from Assets on Exhibit "D")				
Suspense.....		121.91		
TOTAL LIABILITIES.....	\$		66,920.50	
RESERVES				
Educational Policies Commission.....	\$	7,659.42		
Hugh Birch-Horace Mann Fund.....		3,973.77		
Joint Enterprise between N. E. A. and W. F. E. A.....		1,326.32		
Safety Education Project.....		7,235.33		20,194.84
NET WORTH—REPRESENTED BY:				
Permanent Funds—Shown in Detail on Exhibit "D"....	\$868,580.73			
Surplus				
Balance June 1, 1938.....	\$111,408.58			
Deduct:				
Adjustment of Value of Fur- niture and Fixtures Pur- chased from Permanent Fund.....	\$ 3,866.16			
Cash Transfer to Permanent Fund.....	19,350.04	23,216.20		
		\$ 88,192.38		
Add:				
Cancellation of Old Out- standing Check.....	\$ 1.59			
Net Profit for the Fiscal Year Ended May 31, 1939 —From Exhibit "B".....	1,198.31	1,199.90	89,392.28	957,973.01
TOTAL LIABILITIES AND NET WORTH.....				\$1,045,088.35

Condensed Comparative Statement of Income and Expenses

EXHIBIT "B"

	Fiscal Years Ended May 31,		Increase or Decrease Over 1938
	1938	1939	
INCOME			
Permanent Fund—Net Income.....	\$ 42,571.62	\$ 46,238.28	\$3,666.66
Memberships from Secretary's Office.....	198,618.04	198,496.09	121.95
N. E. A. Journal—Sub. and Ad.....	238,866.91	243,112.53	4,245.62
Convention Exhibits (Net).....	32,205.57	32,309.30	103.73
Research Bulletins.....	3,797.54	3,635.66	161.88
Honorariums.....	2,530.16	2,215.47	314.69
Rentals.....	8,286.24	8,415.82	129.58
Sales of Publications.....	18,244.00	19,397.07	1,153.07
Sundry Income.....	491.68	405.57	86.11
Adjustment of Postage and Stationery In- ventories.....	284.41		284.41
TOTAL INCOME.....	\$545,896.17	\$554,225.79	\$8,329.62

				EXHIBIT "B"
				1939
				Increase or
				Decrease
EXPENSES	Schedule	Fiscal Years Ended May 31, 1938	1939	Over 1938
Board of Trustees.....	"B-1"	\$ 490.03	\$ 630.53	\$ 140.50
Board of Directors.....	"B-1"	7,133.60	9,611.84	2,478.24
Executive Committee.....	"B-1"	3,429.30	6,401.20	2,971.90
General Office.....	"B-2"	8,084.51	8,728.47	643.96
Physical Plant.....	"B-3"	57,729.06	57,425.26	303.80
Annual Convention.....	"B-4"	8,365.95	7,432.20	933.75
Publications—Printing and Dis- tribution.....	"B-5"	112,961.00	124,378.91*	11,417.91
Special Appropriations.....	"B-6"	24,469.19	27,136.70	2,667.51
Association Membership Fees.....	"B-6"	1,100.00	1,100.00	.....
Expenses of Delegates.....	"B-6"	9,175.00	8,307.25	867.75
Retirement Annuities and Insurance..	"B-6"	9,802.82	11,512.56	1,709.74
Executive Secretary's Office.....	"B-7"	31,839.69	32,439.10	599.41
Division of Accounts and Records....	"B-8"	35,776.11	37,443.74	1,667.63
Division of Field.....	"B-9"	12,343.88	13,741.36	1,397.48
Division of Business.....	"B-10"	23,707.01	24,431.69	724.68
Division of Publications.....	"B-11"	34,536.71	35,000.41	463.70
Division of Research.....	"B-12"	61,601.11	64,212.97	2,611.86
Division of Affiliated Associations....	"B-13"	7,999.79	8,637.92	638.13
Division of Administrative Service...	"B-14"	8,466.78	8,842.84	376.06
Division of Membership.....	"B-15"	13,153.50	11,753.61	1,399.89
Promotion and Maintenance of Membership.....	"B-16"	22,009.26	22,816.63	807.37
Division of Rural Service.....	"B-17"	10,491.36	11,510.76	1,019.40
Publicity Section.....	"B-18"	11,376.67	12,366.22	989.55
Executive Secretary's Contingent Fund.....	"B-19"	150.00	1,215.93	1,065.93
TOTAL OPERATING EXPENSES.....		\$516,192.33	\$547,078.10	\$30,885.77
NET PROFIT BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS AND DEPRECI- ATION.....		\$ 29,703.84	\$ 7,147.69	\$22,556.15
Deduct:				
Provision for Bad Debts and Protested Checks.....		\$ 1,401.75	\$ 17.84	\$ 1,383.91
Depreciation on Office Furniture and Fix- tures.....		1,636.94	5,931.54	4,294.60
		\$ 3,038.69	\$ 5,949.38	\$ 2,910.69
NET PROFIT FROM OPERATIONS FOR THE FISCAL YEARS ENDED MAY 31, 1938 AND 1939.....		\$ 26,665.15	\$ 1,198.31	\$25,466.84

* Includes ten issues of Journal (May 1938 to May 1939, inclusive).

Income and Expenses for the Fiscal Year Ended May 31, 1939

EXHIBIT "C"

INCOME

Permanent Fund Net Income.....		\$ 46,238.28
Memberships from Secretary's Office.....		198,496.09
N. E. A. Journal		
Subscriptions (Part of Membership Dues).....	\$187,979.97	
Advertising.....	55,132.56	243,112.53
Convention Exhibits.....		32,309.30
Research Bulletins—Subscriptions.....		3,635.66
Honorariums.....		2,215.47
Rentals.....		8,415.82
Sales of Publications.....		19,397.07
Sundry Income.....		405.57
TOTAL INCOME.....		<u>\$554,225.79</u>

Schedule "B-1"

EXPENSES

Board of Trustees.....	\$ 630.53	
Board of Directors.....	9,611.84	
Executive Committee Expense		
President 1937-38.....	\$ 561.29	
President's Office Expense 1937-38.....	328.32	
First Vicepresident 1937-38.....	221.75	
President 1938-39.....	3,568.23	
President's Office Expense 1938-39.....	64.27	
Treasurer.....	234.58	
Chairman Board of Trustees.....	239.14	
Member by Election.....	1,183.62	6,401.20
		<u>\$ 16,643.57</u>

Schedule "B-2"

General Office Expenses

Auditing Accounts.....	\$ 500.00	
Express and Freight.....	166.06	
General Expense.....	324.83	
Insurance.....	723.23	
Interest and Discount Allowed.....	1,061.83	
Repairs—Office Furniture and Fixtures.....	343.67	
Surety Bonds.....	271.25	
Telephone Service.....	1,738.05	
Operators and Information.....	3,599.55	\$ 8,728.47

Schedule "B-3"

Physical Plant

Rent.....	\$ 43,000.00	
Light and Power.....	1,779.09	
Heat.....	1,085.43	
Janitor Service.....	9,143.95	
Maintenance.....	2,416.79	57,425.26

EXHIBIT "C"

Schedule "B-4"

Annual Convention

Registration.....	\$	351.26	
Stenographers and Typists.....		204.25	
Publicity.....		287.85	
Printing.....		3,259.42	
Express and Freight.....		266.22	
Telephone and Telegraph.....		67.89	
General Program.....		1,236.37	
Badges.....		822.87	
Representative Assembly Expense.....		936.07	\$ 7,432.20

Schedule "B-5"

Publications—Printing and Distribution

Journal of the N. E. A.....	\$	99,527.34*	
Other Publications			
Volume of Proceedings.....	\$7,908.41		
Publications and Reports.....	3,571.06		
Research Bulletin.....	5,586.74		
American Education Week Materials.....	5,992.74		
Department of Classroom Teachers—Year-book.....	1,792.62	24,851.57	124,378.91

Schedule "B-6"

Special Appropriations

Departments

Kindergarten—Primary Education.....	\$	432.30	
Adult Education.....		900.00	
Classroom Teachers.....	10,358.88		
Secondary Education.....	1,500.00		
National Council on Education.....	275.01		
Department of Science Instruction.....	1,000.00		
Art Education.....	200.00		
Emergency Needs of Other Departments...	108.22	\$ 14,774.41	

Committees and Commissions

Economic Status of the Rural Teacher.....	\$	1,283.17	
Retirement.....		406.82	
Tenure.....	4,900.75		
Health Problems in Education (Joint).....	130.10		
Legislative Committee.....	2,585.59		
Committee on Guidance.....	98.44		
Committee To Cooperate with American Legion.....	96.26		
Resolutions.....	145.44		
Library.....	35.25		
Credit Unions.....	520.61		
Academic Freedom.....	662.22		
International Relations.....	557.91		
Equal Opportunity.....	453.18		
Supplies, Preparation and Certification of Teachers.....	29.65		
Cooperatives.....	456.90	12,362.29	
		\$ 27,136.70	

* Cost of ten issues (May 1938—May 1939, inclusive).

EXHIBIT "C"

Association Membership Fees			
American Council on Education.....	\$	100.00	
World Federation of Education Associations..	1,000.00	1,100.00	
Expenses of Delegates.....		8,307.25	
Retirement Annuities and Insurance.....		11,512.56	48,056.51

Schedule "B-7"

Executive Secretary's Office			
Salaries and Wages.....	\$	30,069.31	
Travel Expense.....		931.69	
Stationery and Supplies.....		484.42	
Postage.....		756.69	
Telegrams.....		196.99	32,439.10

Schedule "B-8"

Division of Accounts and Records			
Salaries and Wages.....	\$	34,892.45	
Travel Expense.....		157.85	
Stationery and Supplies.....		846.82	
Postage.....		988.27	
Telegrams.....		8.47	
Graphotype Supplies.....		549.88	\$ 37,443.74

Schedule "B-9"

Division of Field			
Salaries and Wages.....	\$	11,852.75	
Travel Expense.....		1,560.29	
Stationery and Supplies.....		120.52	
Postage.....		166.77	
Telegrams.....		41.03	13,741.36

Schedule "B-10"

Division of business			
Salaries and Wages.....	\$	20,396.00	
Travel Expense.....		819.59	
Stationery and Supplies.....		390.27	
Postage.....		476.84	
Telegrams.....		32.37	
Advertising.....		357.16	
Mailing Section.....	\$	1,900.21	
Multigraph Section.....		30.65	
Addressograph Operation.....		28.60	1,959.46
			24,431.69

Schedule "B-11"

Division of Publications			
Salaries and Wages.....	\$	31,468.22	
Travel Expense.....		340.32	
Stationery and Supplies.....		411.08	
Postage.....		675.55	
Telegrams.....		43.22	
Cuts, Leaflets and Packets.....		830.31	
American Education Week Promotion.....		1,231.71	35,000.41

EXHIBIT "C"

Schedule "B-12"

Division of Research		
Salaries and Wages.....	\$ 59,369.24	
Travel Expense.....	605.25	
Stationery and Supplies.....	1,346.10	
Postage.....	1,036.09	
Telegrams.....	83.71	
Charts, Tables and Legislative Reference Service.....	1,153.29	
Books and Pamphlets—Library.....	574.47	
Teachers' College Project.....	44.82	64,212.97

Schedule "B-13"

Division of Affiliated Associations		
Salaries and Wages.....	\$ 7,840.62	
Travel Expense.....	229.62	
Stationery and Supplies.....	232.91	
Postage.....	324.27	
Telegrams.....	10.50	\$ 8,637.92

Schedule "B-14"

Division of Administrative Service		
Salaries and Wages.....	\$ 8,663.84	
Travel Expense.....	59.23	
Stationery and Supplies.....	119.77	8,842.84

Schedule "B-15"

Division of Membership		
Salaries and Wages.....	\$ 10,837.11	
Travel Expense.....	560.18	
Stationery and Supplies.....	134.26	
Postage.....	198.47	
Telegrams.....	23.59	11,753.61

Schedule "B-16"

Promotion and Maintenance of Membership.....		22,816.63
--	--	-----------

Schedule "B-17"

Division of Rural Service		
Salaries and Wages.....	\$ 10,093.89	
Travel Expense.....	1,149.67	
Stationery and Supplies.....	170.74	
Postage.....	73.37	
Telegrams.....	23.09	11,510.76

Schedule "B-18"

Publicity Section		
Salaries and Wages.....	\$ 9,438.27	
Travel Expense.....	1,039.65	
Stationery and Supplies.....	305.34	
Postage.....	392.76	
Telegrams.....	25.72	
Photos and Prints.....	249.82	
Radio Broadcasts.....	914.66	12,366.22

EXHIBIT "C"

Schedule "B-19"

Executive Secretary's Contingent Fund.....	1,215.93
TOTAL EXPENSES.....	<u>\$547,078.10</u>
NET PROFIT BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS AND DEPRECIATION.....	<u>\$ 7,147.69</u>

Assets of Permanent Funds As At May 31, 1939

EXHIBIT "D"

GENERAL FUND

Cash.....	\$ 13,738.13	
Notes Receivable—Life Members.....	\$150,989.25	
Less: Reserve for Anticipated Loss.....	33,556.98	117,432.27
Investments in Securities (Book Value) Exhibit "E".....		135,846.77
General Office Real Estate, Building and Improvements...	\$570,313.00	
Garage Real Estate and Building.....	63,167.50	
	<u>\$633,480.50</u>	
Deduct:		
First Trust Payable.....	\$69,000.00	
Reserve for Depreciation.....	8,000.00	77,000.00
		<u>556,480.50</u>
TOTAL GENERAL FUND.....		\$823,497.67
ELEMENTARY SCHOOL PRINCIPALS' FUND		
Cash.....	\$ 5.00	
Investments in Securities (Book Value) Exhibit "E".....	9,881.74	9,886.74
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS		
Cash.....	\$ 1,880.00	
Investments in Securities (Book Value) Exhibit "E".....	22,215.07	24,095.07
SUPERVISORS AND DIRECTORS OF INSTRUCTION		
Cash.....	\$ 32.50	
Investments in Securities (Book Value) Exhibit "E".....	4,000.00	4,032.50
TEACHERS' HOME AND WELFARE FUND		
Cash.....	\$ 260.41	
Investments in Securities (Book Value) Exhibit "E".....	6,808.34	7,068.75
TOTAL PERMANENT FUND ASSETS—To Exhibit "A".....		<u>\$868,580.73</u>

NOTE: Teachers' Home and Welfare Fund includes \$1,443.84 income received since establishment of this fund.

**Investments in Securities—Permanent Funds Bonds As At
May 31, 1939**

EXHIBIT "E"			
	Par Value	Book Value	Interest Collected for Fiscal Year 1938-1939
GENERAL FUNDS			
City of Monessen, Pennsylvania 4½% Due 8-1-51.....	\$ 5,000.00	\$ 5,206.39	\$ 225.00
State of Arkansas Toll Bridge 5% Due 10-1-60	5,000.00	5,166.51	250.00
State of Arkansas Toll Bridge 5% Due 10-1-54	23,000.00	23,558.90	1,150.00
State of Arkansas Toll Bridge Series B 3½% Due 10-1-53.....	3,791.48	3,791.48	124.89
County of Columbus, N. C. 5% Due 1-1-54..	5,000.00	5,470.75	250.00
City of Newport News, Va. 4½% Due 6-1-48.	1,000.00	892.50	45.00
St. Louis and San Francisco R. R. Co. Prior Lien 4½% Due 7-1-50 Certificate of Deposit.....	5,250.00	4,331.25	.....
Atlantic Coast Line R. R. Co. 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	.....
Baltimore and Ohio R. R. Co. (Pittsburgh, Lake Erie and W. Va. System) Refunding 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
Buffalo Sewer Authority 3¼% Due 11-1-57..	5,000.00	4,974.86	81.25
City of New York Temporary Corporate Stock Bonds (Water) 3% Due 2-1-79.....	10,000.00	9,947.50	.....
City of Los Angeles High School District 3½% Due 1-1-57.....	5,000.00	5,385.70	.....
Metropolitan Water District of Southern California Colorado River Waterworks 4¼% Due 1970.....	8,000.00	9,128.43	.....
TOTAL TO EXHIBIT "D".....	<u>\$135,041.48</u>	<u>\$135,846.77</u>	<u>\$ 4,326.14</u>

	Par Value	Book Value	Interest Collected for Fiscal Year 1938-1939
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
U. S. Treasury 2¾% Due 1956-59.....	1,500.00	1,546.14	41.25
Metropolitan Water District of Southern California Colorado River Waterworks 4¼% Due 1970.....	2,000.00	2,282.11	.....
TOTAL TO EXHIBIT "D".....	<u>\$ 9,500.00</u>	<u>\$ 9,881.74</u>	<u>\$ 366.25</u>

EXHIBIT "E"

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

South Carolina Certificates of Indebtedness 4 $\frac{3}{4}$ % Due 12-1-46.....	\$ 2,000.00	\$ 2,077.28	\$ 95.00
Newport News City Street Improvement and Sewerage Construction 5 $\frac{1}{2}$ % 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 Due 1946.....	3,000.00*	2,250.00	.....
U. S. Treasury 3 $\frac{1}{4}$ % Due 1944-46.....	150.00}	200.00	6.51
U. S. Treasury 3 $\frac{1}{4}$ % Due 1943-45.....	50.00}		
U. S. Treasury 2 $\frac{7}{8}$ % Due 1955-60.....	150.00	150.00	4.32
U. S. Treasury 2 $\frac{3}{4}$ % Due 1956-59.....	3,000.00	3,092.28	82.50
TOTAL TO EXHIBIT "D".....	\$ 22,350.00	\$ 22,215.07	\$ 943.33
SUPERVISORS AND DIRECTORS OF INSTRUCTION			
U. S. Treasury Savings Bonds.....	\$ 4,000.00*	\$ 3,000.00	\$.....
U. S. Treasury Bonds 3 $\frac{1}{4}$ % Due 1943-45....	1,000.00	1,000.00	32.50
TOTAL TO EXHIBIT "D".....	\$ 5,000.00	\$ 4,000.00	\$ 32.50
TEACHERS' HOME AND WELFARE FUND			
Home Owners' Loan Corporation Series "B" 2 $\frac{3}{4}$ % Due 8-1-49.....	\$ 1,550.00	\$ 1,550.00	\$ 42.62
Home Owners' Loan Corporation 3% Due 5-1-44.....	750.00	758.34	22.50
U. S. Treasury Savings Bonds Series "C"....	6,000.00*	4,500.00	.....
TOTAL TO EXHIBIT "D".....	\$ 8,300.00	\$ 6,808.34	\$ 65.12

* Maturity value.

Properties Held for the Credit of the Teachers' Home and Welfare Fund As At May 31, 1939

EXHIBIT "F"

(The properties listed below were received in the settlement of the Estate of Marilla Z. Parker. These assets are in process of liquidation and as definite values have not been placed thereon, they have not been entered on the books of the Association as assets of Permanent Funds. They are producing a small amount of income.)

BONDS AND CERTIFICATES

\$ 250.00	City of Park Ridge Improvement Bond No. 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	Certificate of Interest in \$25,000.00 Loan on 6154-56 Rhodes Avenue (Burkhardt Loan)
	Certificate for 2/63 Interest in 7800-4 Champlain Avenue, Chicago, Illinois (Nokinson Note)

* Deposited with Drexel State Bank, Chicago, Illinois.

EXHIBIT "F"

STOCKS

10 Shares*	1741-43 E. 71st Street Building Corporation
20 Shares	International Textbook Company Stock (No Par Value)
5 Shares	International Educational Publishing Company Common Stock @ \$50.00
10 Shares	International Educational Publishing Company Preferred Stock 7% @ \$50.00
10 Shares	4000 Drexel Boulevard Corporation Common Stock (Issued in lieu \$1,000.00 First Mortgage 6% Note No. 28 of Richard and Gisela Rosenheim, Due 10-20-32)
10 Shares	208 South LaSalle Street Corporation, Common Stock (Issued in lieu of \$1,000.00 5½% First Mortgage Bond M-1834 Due 11-1-58)

REAL ESTATE

One-half Ownership of 192 8/10 Acres of Land, Burleigh County, N. D.
One-half Ownership of Contract for Purchase of 320 Acres of Land, Blaine County, Montana

* Received in exchange for \$1,000.00 3% First Mortgage Note of John J. Duffin due 2-28-37.

Auditor's Certificate On Report of Treasurer

WAYNE KENDRICK & COMPANY

Certified Public Accountants

Rust Building, Washington, D. C.

June 14, 1939

Dr. Reuben T. Shaw,
National Education Association of the United States,
Washington, D. C.

Dear Sir:

We have examined the records of the Secretary of your Association for the fiscal year ended May 31, 1939, 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, 1939. 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 \$22,233.44, representing thirty per cent 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

Treasurer's Report for the Fiscal Year Ended May 31, 1939¹B. F. STANTON, *Treasurer*

CASH ON HAND JUNE 1, 1938..... \$100,193.02
to which add:

RECEIPTS

Memberships.....	\$390,111.72	
Advertising.....	55,132.56	
Convention Exhibits—(Net).....	32,309.30	
Permanent Fund Income 1938-1939.....	46,238.28	
Honorariums.....	2,215.47	
Rentals.....	8,415.82	
Sale of Reports and Publications.....	19,397.07	
Sundry.....	420.51	554,240.73

	Balance May 31, 1938	Balance May 31, 1939
--	-------------------------	-------------------------

Other Sources

Increases in Liabilities

Vouchers Payable.....	\$ 3,439.82	\$ 17,107.08
Associated Departments...	42,292.86	49,691.51
Hugh Birch-Horace Mann Fund.....	3,443.71	3,973.77
Safety Education Project..	2,161.75	7,235.33
Joint Enterprise—N. E. A. and W. F. E. A.....	.....	1,326.32
	\$ 51,338.14	\$ 79,334.01

	\$ 27,995.87
--	--------------

Decrease in Assets

Protested Checks.....	\$ 636.94	\$ 144.59
Commercial National Bank Receiver's Certificates..	29,459.57	22,048.44
Travel Advances.....	350.00	326.33

	\$ 30,446.51	\$ 22,519.36	7,927.15	35,923.02
--	--------------	--------------	----------	-----------

TOTAL CASH ACCOUNTABILITY..... \$690,356.77
from which deduct:

DISBURSEMENTS

Board of Trustees.....	\$ 630.53
Board of Directors.....	9,611.84
Executive Committee.....	6,401.20
General Office.....	8,728.47
Physical Plant.....	57,425.26
Annual Conventions.....	7,432.20
Publications—Printing and Distribution....	124,378.91
Special Appropriations.....	27,136.70
Association Membership Dues.....	1,100.00
Expenses of Delegates.....	8,307.25
Retirement of Annuities and Insurance.....	11,512.56
Divisions.....	260,380.62
Promotion and Maintenance of Membership.	22,816.63
Executive Secretary's Contingent Fund.....	1,215.93
	\$547,078.10

Purchases of Furniture and Fixtures..... \$ 18,233.48

¹ Adopted by Representative Assembly, July 6, 1939.

	Balance May 31, 1938	Balance May 31, 1939	
Other Disbursements			
Increases in Assets			
Accounts Receivable.....	\$ 10,056.42	\$ 10,090.05	
Time Checks.....	1,307.77	1,360.72	
Stamped Envelopes and Cards.....	929.90	1,128.88	
Stationery and Office Sup- plies.....	902.05	1,294.06	
	<u>\$ 13,196.14</u>	<u>\$ 13,873.71</u>	\$ 677.57
Uncollectible Accounts Charged Off.....			31.19
Decrease in Liabilities			
Educational Policies Com- mission.....	\$ 8,521.48	\$ 7,659.42	
Grant for Study of Eco- nomic Status of Rural Teachers.....	331.35	.....	
Suspense.....	159.84	121.91	
	<u>\$ 9,012.67</u>	<u>\$ 7,781.33</u>	1,231.34
Transfer to Permanent Fund.....			19,350.04
TOTAL DISBURSEMENTS.....			<u>\$586,601.72</u>
CASH BALANCE MAY 31, 1939.....			<u><u>\$103,755.05</u></u>

BUDGET COMMITTEE REPORT¹

HELEN T. COLLINS, PRINCIPAL, LOVELL SCHOOL, NEW HAVEN, CONN.,
CHAIRMAN

Budget Data and Recommendations for 1939-40

1. Board of Trustees:

Actual expenses for last five years:

1934-35.....	\$ 1,492
1935-36.....	556
1936-37.....	908
1937-38.....	490
1938-39.....	630

Amount recommended for 1939-40..... \$ 900

2. Executive Committee:

Actual expenses for last five years:

1934-35.....	\$ 3,112
1935-36.....	3,100
1936-37.....	2,567
1937-38.....	3,184
1938-39.....	6,009

Amount recommended for 1939-40..... \$ 4,000

¹ Adopted by Representative Assembly, July 6, 1939.

3. Elected Directors:

Actual expenses for last five years:

1934-35.....	\$ 9,704
1935-36.....	8,263
1936-37.....	11,188
1937-38.....	7,134
1938-39.....	9,612

Amount recommended for 1939-40..... \$ 12,000

4. Office Expense for President:

Actual expenses for last five years:

1934-35.....	\$ 1,200
1935-36.....	464
1936-37.....	111
1937-38.....	245
1938-39.....	393

Amount recommended for 1939-40..... \$ 400

5. Executive Secretary's Office:

Actual expenses for last five years:

1934-35.....	\$36,235*
1935-36.....	40,938*
1936-37.....	32,894
1937-38.....	31,840
1938-39.....	32,439

Amount recommended for 1939-40:

Salaries and wages.....	\$29,900
Travel expense.....	1,300
Stationery and supplies.....	475
Postage.....	750
Telegrams.....	150

Total..... \$ 32,575

* Includes expense for accounts now included in Division of Accounts and Records.

6. Division of Accounts and Records:

Actual expenses for last three years:

1936-37.....	\$34,543
1937-38.....	35,776
1938-39.....	37,444

Amount recommended for 1939-40:

Salaries and wages.....	\$35,500
Travel expense.....	360
Stationery and supplies.....	750
Postage.....	950
Telegrams.....	10
Graphotype supplies.....	650

Total..... \$ 38,220

7. Division of Membership:

Actual expenses for last five years:

1934-35.....	\$28,968*
1935-36.....	35,863*
1936-37.....	12,525
1937-38.....	13,154
1938-39.....	11,754

Amount recommended for 1939-40:

Salaries and wages.....	\$11,227
Travel expense.....	800
Stationery and supplies.....	125
Postage.....	200
Telegrams.....	20

Total..... \$ 12,372

* Includes expense for membership records now included in Division of Accounts and Records.

8. Promotion and Maintenance of Membership:

Actual expenses for last five years:

1934-35.....	\$26,065
1935-36.....	22,093
1936-37.....	20,588
1937-38.....	22,009
1938-39.....	22,817

Amount recommended for 1939-40..... \$ 22,000

9. Division of Field:

Actual expenses for last five years:

1934-35.....	\$12,888
1935-36.....	11,503
1936-37.....	11,895
1937-38.....	12,344
1938-39.....	13,741

Amount recommended for 1939-40:

Salaries and wages.....	\$11,915
Travel expense.....	1,600
Stationery and supplies.....	120
Postage.....	175
Telegrams.....	40

Total..... \$ 13,850

10. Division of Business:

Actual expenses for last five years:

1934-35.....	\$17,889
1935-36.....	21,332
1936-37.....	23,022
1937-38.....	23,707
1938-39.....	24,432

Amount recommended for 1939-40:

Salaries and wages.....	\$20,820
Travel expense.....	900
Stationery and supplies.....	350
Postage.....	425
Telegrams.....	35
Advertising.....	300
Mailing and multigraph sections and addressograph service	2,300
Total.....	\$ 25,130

11. Division of Affiliated Associations:

Actual expenses for last five years:

1934-35.....	\$ 7,308
1935-36.....	7,331
1936-37.....	7,710
1937-38.....	8,000
1938-39.....	8,638

Amount recommended for 1939-40:

Salaries and wages.....	\$ 7,170
Travel expense.....	425
Stationery and supplies.....	200
Postage.....	275
Telegrams.....	5
Total.....	\$ 8,075

12. Division of Publications:

Actual expenses for last five years:

1934-35.....	\$45,120*
1935-36.....	43,734*
1936-37.....	31,956
1937-38.....	34,537
1938-39.....	35,000

Amount recommended for 1939-40:

Salaries and wages.....	\$32,108
Travel expense.....	700
Stationery and supplies.....	400
Postage.....	675
Telegrams.....	25
Reprints, leaflets, and packets.....	750
American Education Week preparation and promotion...	1,200
Photographs and cuts.....	150
Total.....	\$ 36,008

* Includes expense for Publicity Section.

13. Publicity Section:

Actual expenses for last three years:

1936-37.....	\$10,333
1937-38.....	11,377
1938-39.....	12,366

Amount recommended for 1939-40:

Salaries and wages.....	\$ 9,362
Travel expense.....	1,050
Stationery and supplies.....	300
Postage.....	600
Telegrams.....	75
Photographs and cuts.....	250
Radio broadcasts.....	1,500
Total.....	\$ 13,137

14. Division of Administrative Service:

Actual expenses for last five years:

1934-35.....	\$ 9,163
1935-36.....	8,560
1936-37.....	9,275
1937-38.....	8,467
1938-39.....	8,843

Amount recommended for 1939-40:

Salaries and wages.....	\$ 8,885
Travel expense.....	225
Stationery and supplies.....	125
Total.....	\$ 9,235

15. Division of Research:

Actual expenses for last five years:

1934-35.....	\$63,116
1935-36.....	61,151*
1936-37.....	55,155
1937-38.....	61,601
1938-39.....	64,213

Amount recommended for 1939-40:

Salaries and wages.....	\$61,422
Travel expense.....	800
Stationery and supplies.....	1,200
Postage.....	800
Telegrams.....	50
Special charts, tables and legislative ref. service.....	1,500
Books and pamphlets (Library).....	600
Total.....	\$ 66,372

* Includes expense for Division of Rural Service.

16. Division of Rural Service:

Actual expenses for last three years:

1936-37.....	\$ 8,445
1937-38.....	10,491
1938-39.....	11,511

Amount recommended for 1939-40:

Salaries and wages.....	\$11,095
Travel expense.....	1,250
Stationery and supplies.....	175
Postage.....	75
Telegrams.....	25
Conferences.....	300
Total.....	\$ 12,920

17. Physical Plant:

Actual expenses for last five years:

1934-35.....	\$56,033
1935-36.....	57,703
1936-37.....	56,871
1937-38.....	57,729
1938-39.....	57,425

Amount recommended for 1939-40:

Rent.....	\$43,000
Light and power.....	1,850
Heat.....	1,200
Janitor service.....	9,250
Maintenance.....	2,400
Total.....	\$ 57,700

18. General Office Expenses:

Actual expenses for last five years:

1934-35.....	\$ 7,666
1935-36.....	8,635
1936-37.....	8,694
1937-38.....	8,085
1938-39.....	8,728

Amount recommended for 1939-40:

Auditing Association accounts.....	\$ 500
Express and freight.....	175
General expense.....	300
Insurance.....	740
Interest and discount allowed.....	1,000
Repairs—Office furniture.....	325
Surety bonds.....	275
Telephone service.....	1,700
Operators and information.....	3,785
Total.....	\$ 8,800

19. Annual Conventions:

Actual expenses for last five years:

1934-35.....	\$ 5,724
1935-36.....	5,043
1936-37.....	5,080
1937-38.....	8,366
1938-39.....	7,432

Amount recommended for 1939-40..... \$ 8,500

20. Journal of the National Education Association:

Actual expenses for last five years:

1934-35.....	\$72,271
1935-36.....	85,941
1936-37.....	81,042
1937-38.....	89,854
1938-39.....	99,527*

Amount recommended for 1939-40 (9 issues)..... \$ 89,000

* Includes ten issues (May 1938 to May 1939, inclusive).

21. Other Publications:

Actual expenses for last five years:

1934-35.....	\$21,276
1935-36.....	23,180
1936-37.....	21,276
1937-38.....	23,107
1938-39.....	24,852

Amount recommended for 1939-40:

Volume of Proceedings.....	\$ 8,000
Yearbook Dept. of Classroom Teachers.....	1,800
Publications and reports for sale.....	3,500
Research Bulletin.....	5,500
American Education Week material.....	5,500

Total..... \$ 24,300

22. Expenses of Delegates:

Actual expenses for last five years:

1934-35.....	\$ 6,489
1935-36.....	6,611
1936-37.....	6,948
1937-38.....	9,175
1938-39.....	8,307

Amount recommended for 1939-40..... \$ 9,000

23. Association Membership Fees:

Actual expenses for last five years:

1934-35.....	\$ 1,100
1935-36.....	1,100
1936-37.....	1,100
1937-38.....	1,100
1938-39.....	1,100

Amount recommended for 1939-40:

World Federation of Education Associations.....	\$ 1,000
American Council on Education.....	100

Total..... \$ 1,100

24. Retirement Annuities and Insurance:

Actual expenses for last five years:

1934-35.....	\$ 9,468
1935-36.....	10,603
1936-37.....	11,117
1937-38.....	9,803
1938-39.....	11,512
Amount recommended for 1939-40.....	\$ 11,250

25. Departments:

Actual expenses for last five years:

1934-35.....	\$12,174
1935-36.....	12,469
1936-37.....	12,367
1937-38.....	14,331
1938-39.....	14,774

Amount recommended for 1939-40:

Classroom Teachers.....	\$15,200
Yearbook cost transfer (see Item 21).....	1,800

\$13,400

Other departments and Association purposes in amounts as determined by Executive Committee.....	3,950
--	-------

Total.....	\$ 17,350
------------	-----------

26. Committees and Commissions:

Actual expenses for last five years:

1934-35.....	\$15,556
1935-36.....	10,687
1936-37.....	11,339
1937-38.....	10,137
1938-39.....	12,363

Amount recommended for 1939-40:

Committee on Tenure.....	\$10,000
Other committees and commissions and Association pur- poses in amounts as determined by Executive Committee.....	2,450

Total.....	\$ 12,450
------------	-----------

27. Secretary's Contingent Fund:

Actual expenses for last three years:

1936-37.....	\$ 1,352
1937-38.....	150
1938-39.....	1,216

Amount recommended for 1939-40:.....	\$ 1,500
--------------------------------------	----------

GRAND TOTAL.....	\$548,144
------------------	-----------

Comparison of Expenditures

1935-36 to 1938-39

And Recommended Appropriations for 1939-40

APPROPRIATION	Expended 1935-36	Expended 1936-37	Expended 1937-38	Expended 1938-39	Recom- mended Appro- priation 1939-40
Board of Trustees.....	\$ 556	\$ 908	\$ 490	\$ 630	\$ 900
Executive Committee.....	3,100	2,567	3,184	6,009	4,000
Elected Directors.....	8,263	11,188	7,134	9,612	12,000
Office Expense for President.....	464	111	245	393	400
Executive Secretary's Office.....	40,938	32,894	31,840	32,439	32,575
Division of Accounts and Records..	*	34,543	35,776	37,444	38,220
Division of Membership.....	35,863	12,525	13,154	11,754	12,372
Promotion and Maintenance of Membership.....	22,093	20,588	22,009	22,817	22,000
Division of Field.....	11,503	11,895	12,344	13,741	13,850
Division of Business.....	21,332	23,022	23,707	24,432	25,130
Division of Affiliated Associations..	7,331	7,710	8,000	8,638	8,075
Division of Publications.....	43,734	31,956	34,537	35,000	36,008
Publicity Section.....	**	10,333	11,377	12,366	13,137
Division of Administrative Service..	8,560	9,275	8,467	8,843	9,235
Division of Research.....	61,151	55,155	61,601	64,213	66,372
Division of Rural Service.....	***	8,445	10,491	11,511	12,920
Physical Plant.....	57,703	56,871	57,729	57,425	57,700
General Office Expenses.....	8,635	8,694	8,085	8,728	8,800
Annual Conventions.....	5,043	5,080	8,366	7,432	8,500
Journal of the N. E. A.....	85,941	81,042	89,854	99,527†	89,000†
Other Publications.....	23,180	21,277	23,107	24,852	24,300
Expenses of Delegates.....	6,611	6,948	9,175	8,307	9,000
Association Membership Fees.....	1,100	1,100	1,100	1,100	1,100
Retirement Annuities and Insurance	10,603	11,117	9,803	11,512	11,250
Departments.....	12,469	12,367	14,331	14,774	17,350
Committees and Commissions.....	10,687	11,339	10,137	12,363	12,450
Secretary's Contingent Fund.....	.....	1,352	150	1,216	1,500
	\$486,860	\$490,301	\$516,192	\$547,078	\$548,144

* Expense included in Executive Secretary's Office and Division of Membership.

** Expense included in Division of Publications.

*** Expense included in Division of Research.

† Ten issues, 1938-39, and nine issues, 1939-40.

Income Statement

	1935-36	1936-37	1937-38	1938-39
Membership Dues.....	\$335,932	\$366,307	\$390,027	\$390,112
Journal Advertising.....	42,289	46,335	51,255	55,133
Exhibits (net).....	25,196	30,218	32,206	32,309
Honorariums.....	2,439	3,431	2,530	2,215
Rentals.....	9,380	8,711	8,286	8,416
Sales of Publications.....	19,247	17,174	18,244	19,397
Permanent Fund—Net Income.....	41,163	42,764	42,572	46,238
Sundry Income.....	1,666	517	389	405
	\$477,312	\$515,458	\$545,509	\$554,226

SUMMARY OF REPORTS OF COMMITTEES, COMMISSIONS, AND COUNCILS

NATIONAL COUNCIL OF EDUCATION ¹

L. A. PECHSTEIN, DEAN, TEACHERS COLLEGE, UNIVERSITY OF CINCINNATI,
CINCINNATI, OHIO, CHAIRMAN

During the year 1938-39, the National Council of Education has actively carried on the task of filling its membership roll. This has been done by enlisting the full elected membership of the Council in selecting new members by mail. During the fall of 1938 there were elected the following, thus bringing the number of elected members to its maximum of one hundred and two: W. G. Brooks,² Claude V. Courter, Harry S. Ganders, Frank P. Graham, Frank P. Graves,² Edith B. Joynes,² Grayson N. Kefauver, F. J. Kelly,² William H. Kilpatrick, Arthur J. Klein, Ernest O. Melby, Alonzo F. Myers, M. G. Neale,² Jesse Newlon,² Joseph Rosier,² W. C. Ruediger,² William F. Russell, W. Carson Ryan,² John A. Sexson, Henry L. Smith,² Charl O. Williams,² Kate V. Wofford,² Caroline S. Woodruff,² and J. C. Wright.² Likewise the state education associations have, many for the first time, substantially completed their designation of membership on the National Council. To date only nine of the states have failed to name a representative. New members to serve for the regular six-year term were appointed as follows: L. Frazer Banks (Alabama), Harold W. Smith (Arizona), H. V. Holloway (Delaware), Ralph L. Ramsey (Georgia), W. D. Vincent (Idaho), Irving F. Pearson (Illinois), Charles O. Williams,³ (Indiana), A. W. Coons (Iowa), A. D. Owens (Kentucky), J. N. Poche (Louisiana), Alden A. Woodworth (Maine), David E. Weglein (Maryland), Hugh Nixon (Massachusetts), Grover Stout (Michigan) C. P. Archer (Minnesota), Willard E. Goslin (Missouri), Ray Bjork (Montana), M. C. Lefler (Nebraska), Sarah O. Whitlock (New Jersey), R. J. Mullins (New Mexico), James Spinning (New York), B. L. Smith (North Carolina), Frank H. Gilliland (North Dakota), W. Max Chambers (Oklahoma), Paul R. McCulloch (Oregon), John Lincoln Alger (Rhode Island), M. E. Brockman (South Carolina), T. D. Brooks (Texas), Charles H. Skidmore (Utah), and Everett R. Erickson (Alaska). Finally, the departments of the National Education Association have, with the exception of five cases, made their designation for Council membership. These are all for the six-year term, since no earlier appointments had been made. The newly appointed members are: N. P. Neilson (American Association for Health, Physical Education, and Recreation), George Melcher (American Association of School Administrators), John K. Norton (American Educational Research Association), A. W. Castle (Adult Education), Grace M. Baker (Art Education), H. L. Forkner (Business Education), Albert M. Shaw (Classroom Teachers), Maude Rhodes (Elementary

¹ Adopted by Representative Assembly, July 4, 1939.

² Reelected for the six-year term.

³ Deceased September 13, 1938; successor to be appointed.

School Principals), Frances Swain (Home Economics), Maud Sproat (Kindergarten-Primary Education), Bertha W. Chase (Lip Reading), Mrs. Inez Johnson Lewis (National Council of Administrative Women in Education), C. C. Barnes (National Council for the Social Studies), Mildred Fahy (Science Instruction), Harry V. Church (Secondary-School Principals), John J. Lee (Special Education), Wilbur Emmert (Visual Instruction), and Helen Heyl (Supervisors and Directors of Instruction).

The National Council of Education held two half-day session meetings at Cleveland in February. On Monday afternoon, February 27, George S. Counts presented theses upon the topic, "The School and the State in American Democracy." A carefully prepared discussion was then presented by William H. Kilpatrick, Henry W. Holmes, Ernest Horn, Harold Benjamin, A. J. Stoddard, and Ernest O. Melby. On Tuesday afternoon, February 28, Floyd W. Reeves presented the second and final discussion upon the "Report of the Advisory Committee on Education and Impending Legislation." A carefully prepared discussion was then presented by George D. Strayer, Ben G. Graham, Paul R. Mort, Guy E. Snively, John Dale Russell, and Payson Smith.

Propositions relating to the latter topic were subsequently prepared and submitted to the total membership of the National Council of Education by mail for determination of final policy. These formal resolutions adopted by the Council have been duly forwarded to the proper authorities of the National Education Association for consideration and action.

The San Francisco meeting provides for the second and final discussion, under the leadership of W. H. Burton, of "The School and the State in American Democracy." Early in the fall prepared resolutions will again be submitted by ballot to the members of the Council for determination of the position the National Council of Education cares to take.

The success of the work of the Council during the past year has rested upon the faithful service of the officers and committee members, the fortunate selection of major educational topics for discussion, the enthusiastic enlistment of the best minds for participating in the program, and the promptness and fidelity of the full Council membership in giving attention to the building up of the membership roll, voting upon submitted ballots, etc. The main added function of the National Council, now substantially unrealized, is to receive and consider, from the departments of the National Education Association, such questions touching broad general policy as the departments may want to submit. The machinery of the National Council of Education is now perfectly set up, and it is ready to serve along all lines assigned it thru its constitution by the National Education Association.

ACADEMIC FREEDOM ¹

H. L. SMITH, DEAN, SCHOOL OF EDUCATION, INDIANA UNIVERSITY,
BLOOMINGTON, IND., CHAIRMAN

IN A WORLD where democratic states vie with dictatorships, limitations on any sort of freedom whether of political opinions, of religious worship, or of teaching become tremendously important. Even in our democratic country the individual finds himself limited by legal statutes, habits, customs, and the conventions of the society in which he lives. These limiting influences restrict him in various ways, not only in the confines of his own locality but also in the state and national socio-economic groups to which he belongs.

Recognizing that there are variations both in opinion and in practice with regard to academic freedom, the Committee set to work to discover some of these divergent conditions. Over six thousand questionnaires were sent to representative groups of laymen and teachers. Only 785 usable forms were returned to the Committee. While the significance of the study must be evaluated in the light of the small number of returns, certain general conclusions should be presented at this point:

1. Laymen to a very large extent and teachers to a lesser degree are unaware of any significant academic freedom problems in the fields of elementary and secondary education.
2. While many persons agree on the necessity of academic freedom "in general" they are not consistent in the application of their general beliefs to specific and concrete school situations.
3. In general, the younger, better educated, liberal, urban residents are most conscious of the need for academic freedom and most frequently recognize infringements upon the rights and duties of teachers.
4. In general, teachers, lawyers, and doctors are more inclined to grant somewhat more academic freedom than are schoolboard members, realtors, insurance agents, and other groups.
5. A majority of all respondents agreed that the best definition of academic freedom was: "Conditions which allow teachers to present, within the limits of good taste and sound scholarship, facts available on any subject and to express their personal opinions, so long as the instruction encourages students to reach their own decisions."

While recognizing that the present survey is not final, the conclusion is obvious that there exists a need for extensive discussion of the question in professional and lay groups. Thru an exchange of points of view should come a better understanding of and more concern for the essential principles of academic freedom in elementary and secondary education.

¹ Adopted by Representative Assembly, July 5, 1939.

ALL-INCLUSIVE-MEMBERSHIP ¹

H. E. GAYMAN, EXECUTIVE SECRETARY, PENNSYLVANIA STATE EDUCATION ASSOCIATION, HARRISBURG, PA., CHAIRMAN

The Committee on All-Inclusive Membership was appointed by the president of the N.E.A. the latter part of January.

A meeting was called during the Cleveland convention of the American Association of School Administrators at which time the members of the Committee in attendance, members of headquarters staff of the N.E.A., and others interested discussed the following:

1. The desirability of all-inclusive professional membership in local, state, and national associations.
2. The use of an all-inclusive enrolment card as a stimulus to all-inclusive membership.
3. The preparation and use of a specially designed all-inclusive membership card to be retained by individual members as a receipt and identification record.
4. The adaptability requisite to designate special affiliated department membership such as classroom teachers, secondary principals, and others.
5. The gradual applicability of use of such cards in local and state situations with a minimum of interference with present efficient membership machinery now in operation.

The advantages and appeal of such a personal all-inclusive membership record seem obvious. The variable methods of securing membership now in use in the different states, however, probably preclude the immediate universal adoption of an all-inclusive enrolment or membership record without experimentation in (a) form and design, (b) method of use, and (c) mechanics of administration.

The possibilities of an all-inclusive enrolment card in enlisting N.E.A. membership are well illustrated by membership data from a state in which a four-coupon all-inclusive card has been in use for a number of years. Records from the N.E.A. Membership Division as of March 1, 1939, indicated a paid-up N.E.A. membership from this state of 20,196. The origin of this membership was distributed as follows:

From all-inclusive enrolment cards.....	14,295	71 percent
From written lists from local sources.....	4,775	24 percent
From N.E.A. group enrolment blanks.....	1,126	5 percent

Such data indicate clearly the feasibility and advantages of the all-inclusive enrolment card. The addition of a specially designed all-inclusive membership card for personal receipt and identification would be relatively simple and surely highly desirable as a token and evidence of complete professional affiliation.

Forms and designs have already been prepared at N.E.A. headquarters. Experience and use may show the need for modifications. The Committee urges, however, that use be made of them if not by state adoption at least by areas which have had or aim to secure 100 percent enrolment in local, state, and national organizations.

¹ Adopted by Representative Assembly, July 4, 1939.

THE AMERICAN LEGION AND OTHER SERVICE ORGANIZATIONS ¹

CHARLES F. DIENST, DEPUTY STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, LINCOLN, NEBR., CHAIRMAN

The 76th annual convention of the National Education Association, held in New York City a year ago unanimously adopted a resolution providing "that a committee of not more than five be appointed to confer with the American Legion and other service organizations having constructive education programs with the view of enlisting their support toward the enactment of laws providing for federal aid to public education."

In a master address President Reuben T. Shaw presented the conditions and needs of the schools to the national convention of the American Legion in Los Angeles in September 1938. This convention authorized the national commander of the Legion to appoint a committee of five members from the Americanism Commission of the Legion "to confer and cooperate with the committee of the National Education Association so that we shall have 'better Americans thru better schools.' This special committee is directed to report and present recommendations to the next annual convention of the American Legion."

At a preliminary conference during the American Association of School Administrators in Cleveland in February 1939, officials pledged support of the American Legion to the program of federal aid for the schools. This joint committee also agreed upon ways and means of closer cooperation between the National Education Association and the American Legion.

Such is the basis of common effort of these two great organizations for the realization of the welfare of youth and the achievement of citizenship in America. Obligation to youth and country compels a candid statement of the vital issues to be met at the present time. The World War disclosed to our people, especially to the men in the service, startling weaknesses in the citizenship of the country. Many young men called to the colors in 1917 could neither read nor write, others were physically unfit for military service, and still others were foreigners. Consequently, the very first concern of veterans upon return to civilian life was a program of Americanism. For twenty years the American Legion and the National Education Association have worked together in the observance of American Education Week, and in the course of the years this interest of veterans in Americanism and in the schools has acquired the concern of parents for 7,000,000 sons and daughters enrolled in the schools.

These conditions of experience and representation on the part of legionnaires give abiding assurance of loyalty to the schools. It is our responsibility as members of the profession to make known the financial requirements of a school program in keeping with the needs of the children of America. Parents and citizens must face the fact today that growing requirements for unemployment, relief, and other costs of government are in sharp com-

¹ Adopted by Representative Assembly, July 5, 1939.

petition with support for education. Once more the emphasis of the national budget is upon armament. In the midst of all these demands it is the duty of teachers to speak for those who cannot be heard and to give the vision of investment in citizenship worthy of the mission of America.

The objectives of the National Education Association, of the American Legion, and all other patriotic organizations are the same. Pledges of goodwill have been given. In the brief space of a year only a few steps could be taken on the way toward the attainment of the objectives. Your committee recommends, therefore, that a special committee of this organization be named to carry on the work with the Legion.

AMERICAN LIBRARY ASSOCIATION ¹

MARTHA PARKS, DIRECTOR OF SCHOOL LIBRARIES, STATE DEPARTMENT OF EDUCATION, NASHVILLE, TENN., CHAIRMAN

The Joint Committee of the National Education Association and the American Library Association on School Libraries at its meeting this year has attempted to clarify and reconsider its functions. For the present, these functions are to be defined in terms of a short-time program and a long-time program.

The short-time program may be described as an immediate and continuing plan of interpretation of the purposes and value of library service in schools.

It was agreed that the long-time program should be concerned with a study of the fundamental relationships between school and public libraries, a problem which has recurred frequently in the past as a desirable activity to be promoted by the Committee.

The interpretation and promotion of school library service, or the short-time program, has been carried on by the Committee thru such activities as the following:

1. Publication of leaflets.

Three small interpretative leaflets have been published in the last three years; *Mr. Superintendent, The School Library is . . .*, and *Elementary School Libraries*. The greater portion of the funds made available to the Committee by the National Education Association and the American Library Association was used this year in printing a large quantity of the leaflet *Elementary School Libraries*. An effort is being made to give these leaflets wide distribution. The question was raised as to whether it might be possible for some of the leaflets to be sold thru the N.E.A. as well as the A.L.A.

2. By contracts with departments of the National Education Association on program planning.

3. By working toward some means by which librarians, teachers, and school administrators may each keep in touch with literature and research in the parallel fields which are significant to them.

The fundamental relationships of school and public libraries, or the long-time program, calls for an intensive and carefully planned study. A preliminary and essential step would be the formulation of a statement of the principles underlying school library service. This would provide a basis

¹ Adopted by Representative Assembly, July 5, 1939.

for studies, for assembling and analyzing present practice, for implementing such studies as the Educational Policies Commission's *Social Services and the Schools*.

The statement of principles presumably would be worked out from some such initial statement as the following:

Principles of Library Service for Children and Young People

Facts generally accepted and considered basic:

1. Children and young people need books
2. Their books must meet their interests
3. Their books must be readable, that is, books which they can read
4. Appropriate books must be readily accessible
5. It is essential that children and young people have guidance, usually the guidance of teachers and librarians in acquiring the skills necessary for reading and using books with satisfaction and pleasure
6. It is essential that children and young people have guidance, usually the guidance of librarians and teachers, in becoming acquainted with books and in knowing how to choose their reading
7. It is essential that children and young people be introduced to libraries so that thru guidance and experience they may become familiar with library resources and organization, gain skill in using libraries and library tools and acquire the habit of their use, be prepared to meet both present and continuing personal and group needs which are met thru reading.

It was suggested that the Committee revise this statement or restate the principles underlying library service to children and young people, the resulting statement to be further considered and tested, both against expert opinion and against practice, before it would be accepted by the Committee as adequately established. The Committee realized its inadequacy to carry thru the investigation of any statement upon which it might agree. Members expressed their hope that the volunteer efforts of the Committee might be supplemented by aid from the Research Division of the N.E.A. and by whatever help can be provided by the A.L.A.

AMERICAN TEACHERS ASSOCIATION ¹

S. L. SMITH, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN.,
CHAIRMAN

The Advisory Committee of the National Education Association To Cooperate with the American Teachers Association met in Cleveland March 1, 1939, with more than thirty members present. The chairman gave a résumé of the Committee's activities from the beginning up to date.

This Committee was organized in 1926 as "The Committee on Problems in Colored Schools," which is now known as "The Committee To Cooperate with the American Teachers Association." It has grown from a membership of four to more than one hundred, from forty states.

Following are some major recommendations made by the Committee during the thirteen years of its existence:

¹ Adopted by Representative Assembly, July 5, 1939.

1. *That* there be included an address on problems of Negro education at one of the general sessions of the National Education Association and the American Association of School Administrators.

This has been complied with in a few instances with gratifying results.

2. *That* Negro singers be invited to furnish music for at least one general session each year.

In a few cases Negro singers have appeared on the general programs and have been graciously received.

3. *That* the National Education Association give its sympathetic interest and encouragement to the preparation of a moving picture portraying Negro life in America—their struggles and achievements in education, art, music, industry, and agriculture.

Thru the cooperation of Will Hays, the Committee has been able to contact and interest several of the largest moving picture producers and distributors with encouraging results. While the type of moving picture the Committee had in mind at the beginning has not yet been produced, a group of Negro educators, artists, and musicians have spent considerable time in efforts to prepare material that will tell the story and at the same time have sufficient box office appeal to induce some large producer to undertake the task. Altho the Committee does not take full credit, it is interesting to note that Negro artists have been given opportunity to appear in a number of pictures, and that a few all-Negro shows have been produced, notably "Emperor Jones" and "Green Pastures."

Arthur D. Wright, president of the Southern Education Foundation and a member of this committee, has had a picture prepared and produced portraying the work of the four hundred Jeanes Supervisors in the South. This picture has been well received wherever shown.

4. *That* a study be made of the textbooks used in schools for both white and colored to see whether the Negro is fairly and adequately treated.

The initial study included twenty histories adopted for use in southern states and later included histories used in the schools in some northern and eastern states. These studies revealed the fact that more space and attention were given to the Negro as a slave before the Civil War than to his achievements as a free citizen since that time. When this was brought to the attention of a large number of authors and publishers of textbooks, they expressed a willingness to cooperate in helping to include a fair treatment of the Negro in future publications and in revision of present textbooks. Studies have been extended to include all textbooks used in elementary and high schools.

Recently there have been published a series of histories on the Negro, and a series of readers which include considerable material on the achievements of this race, as well as a few well-written elementary readers devoted entirely to Negro life.

5. *That* efforts be made to encourage school officials to use their influence to secure federal aid for education with a view to equalizing educational opportunities.

The Advisory Committee at the Cleveland meeting recommended the continued study and stimulation of the problems and projects outlined above and requested the core committee to prepare and have published a complete report of these studies and achievements.

The core committee plans to meet as early as possible (a) to formulate plans for preparing the report for publication, (b) to set up the necessary subcommittees to carry forward the program, and (c) to outline general plans for the year.

APPRAISAL COMMITTEE

ORVILLE C. PRATT, SUPERINTENDENT OF SCHOOLS, SPOKANE, WASH.,
CHAIRMAN

The Appraisal Committee for the San Francisco convention consisted of: Edith E. Armitage, Lillian Broderick, Robert C. Keenan, Mrs. Emery Lively, Daisy Lord, Birdine Merrill, Ona C. Raines, and Albert M. Shaw.

It seemed best to approach the Committee's assignment thru an opinion-naire-rating sheet. A number of questions were prepared under three main headings, (a) *speakers*, the best in 1939, and persons who might be invited in 1940; (b) *program*, the most valuable topics this year and suggestions for the future; and (c) *convention city*, possibilities for 1940 and desirable policies to be followed. Four hundred and seventy-one replies were tabulated, representing delegates from forty-two states, Alaska, and Hawaii.

Speakers—Each respondent was asked to choose those he thought to be the three best speakers. The four mentioned most were: Congressman Noah Mason, Brother Leo, Edwin G. Conklin, and Senator Elbert D. Thomas.

The vote for speakers who were suggested for the next convention was widely scattered. Among those mentioned five or more times were: Harold Benjamin, Brother Leo, Honorable Cordell Hull, Robert Hutchins, Edwin G. Conklin, Florence Hale, Linden A. Mander, and William Lyon Phelps.

Program—Respondents were asked to list the three topics or issues considered most valuable at the 1939 convention. The seven topics mentioned twenty or more times were: education for democracy; tenure; youth and the curriculum; international relations; un-American activities; retirement; and financing schools.

A request was made for suggestions as to ways of improving the program. The most frequently mentioned suggestions were: more outstanding (or better) speakers; reduction in number of conferences; utilization of more practical classroom topics; less reading of reports printed in manual; more participation by the public; less reading of speeches; shorter reports; and more national and international topics. Twenty-six respondents indicated that the 1939 convention program was entirely satisfactory.

Suggested ways of improving the discussion groups included: better planning by leaders; reduction of conflicts with time of delegates' official meetings; more time for discussion; more panel discussions; fewer speakers; and more practical suggestions for teaching. Nineteen persons wrote that the discussion groups were excellent.

Convention city—Two hundred and twenty-nine delegates thought that a policy should be worked out concerning the selection of the convention city; 203 did not answer the question; and 39 voted against a policy. As a basis for the policy 130 respondents suggested a plan of rotating by states and regions. The next most frequent suggestion (13 replies) was that the convention city should be selected on the basis of suitable facilities.

Of the cities considered for the next convention the four leaders were: Milwaukee (159 replies); Boston (126 replies); Atlantic City (33 replies); and Indianapolis (20 replies).

REPORT OF COMMITTEE ON BYLAWS AND RULES

CORNELIA S. ADAIR, PRINCIPAL, FRANKLIN SCHOOL, 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, July 4, 1939.

COOPERATIVES ¹

ALBERT M. SHAW, TEACHER, PUBLIC SCHOOLS, LOS ANGELES, CALIF.,
CHAIRMAN

The first report of the Committee on Cooperatives, presented at New York City last year, seems to have met with popular approval. It was widely distributed in our own country and reached as far as the International Labour Office in Geneva, Switzerland.

During the past year the number of cooperatives and the business transacted by them increased substantially, particularly in the farming communities. Half a million farmers buy \$110,000,000 worth of gas, oil, and other petroleum products a year thru their consumer cooperatives. Over 3,000,000 farmers, or nearly half of all in the United States, are identified in a business way with cooperatives.

The Cooperative League of the U. S. A., in New York City and Chicago, which includes only a part of the cooperative societies, reports a membership of 965,000, or an increase of 261,000 in two years. During the year gross sales of cooperatives totaled \$2,715,000,000. In addition to the 24,000 stores of various kinds doing \$107,250,000 worth of business a year, other cooperative activities include insurance, cafeterias, rural electrification, book service, and medical service.

The cooperative principle seems to have been slow in arousing the active support of the people in our country, but in very recent years they are coming to feel the need of something better in their social and economic life, and so are turning in increasing numbers to cooperatives, which are beginning to attain ascendancy in many places.

In consumer cooperatives, individuals are associated together for mutual and economic welfare and education. Membership is unlimited, so all people, regardless of religion, politics, or race, are free to become members.

In Minnesota today, 2900 cooperatives serve 20 percent of the state's population. In Sweden, consumer cooperation has become an integral part of the economy, and supplies approximately 40 percent of the consumers' goods business of the country. In Denmark, 20 percent of all goods consumed is distributed by the 1800 cooperative stores of the country.

¹ Adopted by Representative Assembly, July 6, 1939.

While there is need for a large number of producer cooperatives, the consumer cooperatives should be developed even more fully, for all people from the cradle to the grave are consumers.

Because of the great multiplicity of products, there are many confusing problems in merchandising. In an average large department store the "consumer" has a wide choice of approximately 350,000 different commodities. So the buyer needs help to select wisely. The cooperative and its program of consumer education assist in this greatly.

Two types of approach are suggested for teaching cooperatives and consumer education—one as an incidental accompaniment to the teaching of other subjects and the other as a separate full-time subject.

There are available publications in different forms which would be useful as text and reference material in the careful study of cooperatives.

CREDIT UNIONS ¹

JAMES E. MORAN, WILBY HIGH SCHOOL, WATERBURY, CONN., CHAIRMAN

In its first report to the Board of Directors a year ago, the Committee on Credit Unions set forth its objectives as follows:

1. To make a survey of the problems of organization and operation in the various states
2. To compile statistics on both state and federal teacher credit unions
3. To encourage statewide development thru credit union committees in each state teacher association
4. To arrange an effective credit union program for the N.E.A. convention in June
5. To effect close cooperation between teacher credit union committees, the Credit Union Section of the Farm Credit Administration, the Credit Union National Association, and the various state leagues of credit unions
6. To publish credit union articles in the N.E.A. *Journal* and the various state teacher magazines
7. To compile information about organization and operation in such form as will be most useful to teacher groups
8. To have discussions about credit unions included in the programs of state teachers association conventions and local teachers associations.

It was stated further in the first report of the Committee that the nationwide development of teacher credit unions is a project that will take many years to complete. This summary of the year's work is therefore a progress report. The outstanding features of the program to date have been as follows:

The New York convention—(1) Our credit union booth in the exhibit in New York was a success beyond all expectations of the Committee. It was manned by expert attendants thoroly familiar with teacher credit unions and well stocked with pamphlets and informational data. Many hundreds of delegates called at the booth to obtain information to take back to their

¹ Adopted by Representative Assembly, July 4, 1939.

local groups. The attendants at the booth were kept busy discussing credit unions and passing out informational material from the opening of the booth on Saturday to its close the following Thursday. The Committee felt that by all means this feature should be included at the San Francisco convention.

(2) A symposium discussion brought together both experienced teacher credit unionists and delegates seeking information. A most valuable interchange of information and experience was obtained. A plan was evolved for a new type of security which distributes on a more cooperative basis the contingent liability for endorsement. In Connecticut our credit union members found this new type of security, which may be described as a cooperative co-signing agreement, much more suited to their needs than the old type of individual endorsements.

(3) The report of the Committee to the Representative Assembly afforded an opportunity to explain the credit union to a large number of delegates and to urge them to organize in individual and state associations.

Statistical studies—Using the facilities of the N. E. A. Research Division and securing the cooperation of the Credit Union Section of the Farm Credit Administration, the Credit Union National Association, various state banking departments, and other agencies, the Committee has available considerable authoritative data on the size and growth of the teacher credit union development. The data is complete as regards federal unions and presents a much better picture than we have ever had before of the state chartered units.

Cooperation with other agencies—The Committee aims to avoid duplication of work done by other agencies, to establish cordial relationships with them, and to make their organizational and educational services known and available to teacher groups in every state. The personnel of the Committee is fortunately selected to afford the best of contacts with key people in credit union work in every state and our efforts in this respect have been particularly good.

Publicity—Many excellent articles on teacher credit unions have been published during the past year by members of our core and advisory committees in both educational journals and other publications. These have been collected by the Committee and are being compiled for further publicity uses.

Compendium of teacher credit union information—The Committee has been at work since its inception on the project of a compendium of the most useful information about teacher credit unions. A great amount of material is available. Our first summary of this data will be available shortly in such form that it may be revised and added to from year to year.

Plans for the San Francisco convention—The core committee held a meeting in Cleveland in February in conjunction with members of the advisory committee who attended the convention. A very fine credit union program was laid out for the San Francisco convention. With the experience of the New York meeting in 1938 as a guide, the Committee aims to take full advantage of the promotional opportunity this convention affords thru the

operation of a booth in the exhibit, a discussion group for members seeking information, and a committee report to the delegates.

General—The N.E.A. Committee on Credit Unions comprises in its membership many of the foremost experts in the country. It is significant that eleven of the members are on the Board of Directors of the Credit Union National Association. Many are leaders in credit union work in their various states. If the Committee uses to best advantage the expert knowledge and ability of this fine personnel, and the always effective cooperation of our own N.E.A. Research Division, it will soon succeed in bringing credit union services to every teacher group in the land. If it does, it will have made a signal contribution to teacher economic security.

ECONOMIC STATUS OF THE RURAL TEACHER ¹

WM. MC KINLEY ROBINSON, DIRECTOR, DEPARTMENT OF RURAL EDUCATION,
WESTERN STATE TEACHERS COLLEGE, KALAMAZOO, MICH., CHAIRMAN

The Committee on the Economic Status of the Rural Teacher, appointed in 1935 by mandate of the Representative Assembly, virtually completed its work with the publication of its final report in April 1939. This report, entitled *Teachers in Rural Communities*, presents the results of a national survey of the professional, social, cultural, and economic status of teachers in the open country and in towns under 2500 in population. The survey was made, and the report drafted, by the Association's Research Division under the Committee's direction. Sections of the report dealing with the economic status of white teachers were published separately in the January 1939 issue of the *Research Bulletin* under the title, "The Rural Teacher's Economic Status."

Two shorter bulletins were issued by the Committee prior to the completion of its final report. The first (June 1937) set forth some of the important problems of rural education by means of graphic contrasts between conditions in rural and urban schools. The second (June 1938) reported in preliminary form some of the major findings of the national survey mentioned above.

The Committee believes that, to be of greatest value, the results of its survey must be placed before schoolboards, legislators, lay organizations, and citizens generally in such a way as to arouse them to appropriate action. To help accomplish this purpose, the Association's headquarters staff is preparing a brief, graphic bulletin designed to acquaint the layman with essential facts and stimulate his interest in the task of improving conditions for children and teachers in rural schools.

Teachers and school administrators thruout the nation are urged to familiarize themselves with the Committee's publications, and to bring them to the attention of influential individuals and organizations. Copies may be obtained from the headquarters office at 1201 Sixteenth Street, N. W., Washington, D. C.

¹ Adopted by Representative Assembly, July 4, 1939.

EDUCATIONAL POLICIES COMMISSION ¹

WILLIAM G. CARR, 1201 SIXTEENTH STREET, N. W., WASHINGTON, D. C.,
SECRETARY

A brief review of the activities of the Educational Policies Commission during the year ending May 31, 1939, must recognize at least five important developments.

In September 1938 the Commission issued the third volume in its series of major reports, entitled *The Purposes of Education in American Democracy*. In ten months over 20,000 copies have been distributed among the teaching profession and the public, and the book has been the source of many hundreds of editorials, reprints, annual reports, and other uses. The volume has furnished the keynotes for two important national conferences of lay friends of education and has been useful in many other ways in emphasizing the controlling purposes of a modern school system.

In November 1938, at the eighth meeting of the Educational Policies Commission, a new project was inaugurated in the field of civic education. It is the considered judgment of the Commission that no area in American education stands more urgently in need of development and improvement than that of training for citizenship. This conclusion does not mean that the present civic training is completely ineffective, but rather that the demands upon the educated citizenship of the country are now more difficult and complex than ever before. The Commission is, therefore, inaugurating a program to improve the methods by which American schools develop in their pupils an active, appreciative, and intelligent loyalty to democracy. The General Education Board has allotted \$20,000 to assist the Commission in exploring this field, to which the Commission has added the sum of \$10,000 from its own funds.

In February 1939 the annual convention of the American Association of School Administrators was developed entirely around the findings of the Educational Policies Commission to date. For five days the administrative leadership of the American schools discussed the findings of the Commission and their application in practice. This was undoubtedly one of the most effective promotional devices ever used for disseminating and applying the findings of a national deliberative committee.

In April 1939 the Commission issued its report on the *Social Services and the Schools*. The social services are in a period of rapid expansion and specialization. These circumstances require increased coordination of effort between schools and social service agencies and the formulation of policies to define responsibilities. The report defends the principle that educational service should be under the direction of educational authorities and the corollary principle that noneducational services should be rendered by agencies other than the public schools.

In May 1939 the Commission inaugurated a program of greater cooperation between the teaching profession and lay organizations. At a national conference the Commission discussed educational policies with representa-

¹ Adopted by Representative Assembly, July 5, 1939.

tives of organized labor, agriculture, business, racial, religious, and civic groups. The Commission hopes to encourage similar conferences on state-wide and local bases in order that the layman may participate actively and intelligently in the implementation of educational policies.

During the coming year the Commission expects to prepare reports dealing with at least three major problems: (1) The Economics of Free Education in American Democracy; (2) Education for Citizenship in American Democracy; and (3) The Integrity of Education in American Democracy.

EQUAL OPPORTUNITY¹

HELEN BRADLEY, TEACHER, PUBLIC SCHOOLS, CINCINNATI, OHIO,
CHAIRMAN

The Committee on Equal Opportunity was first appointed in 1935. Its field of study is so wide that it can include all the maladjustments of the profession where professional ethics and fair play are concerned and thus may at times seem to infringe upon the jurisdiction of other committees. It was created to consider discriminations which the following statement from the N.E.A. platform characterizes as undesirable, "Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status."

The Committee's functions include the collection, interpretation, and distribution of pertinent facts on discriminatory practices in education. The broader aspect of this study has included consideration of state, national, and international proposals to do away with unfair practices. But a knowledge of discriminations is not sufficient. We are, therefore, carrying our studies into the realm of method in correcting these inequalities.

The Committee's first study was a general survey of discriminatory practices, the second dealt with the status of married women teachers, and now we are considering the problem of equal remuneration for equal services irrespective of sex or level of teaching. Two research studies in process this year are related to this part of our program. A salary study reveals a tendency to equalize salary for equivalent training and experience regardless of sex or level of teaching. A second study shows how the local units of business and professional women have been active in eliminating inequalities. Knowledge of such successful campaigns will be helpful to teachers in preventing unfair discriminations.

Prejudice operates under conditions that are definitely local. There is little practical value for members of our profession merely to be informed on varieties of *state* legislation. But each of us lives in a state, the laws of which may be discriminatory, and in a community, the customs of which may influence the administration of those laws to a great degree. Therefore, the Committee has sent a letter to secretaries of state education associations suggesting the appointment of equal opportunity committees in each state organization. Such state and local groups can work directly with state legislatures. The National Education Association, as it has in the past, can exert a generally constructive influence upon both state and national legislation.

¹ Adopted by Representative Assembly, July 6, 1939.

For next year the Committee recommends that the plan of cooperation with state and local committees be endorsed. The Committee furthermore recommends that the work be financed in such a way that the core committee may come together without making necessary a curtailment of its other activities in the line of research.

The Committee is planning a clearinghouse for bulletins and magazine articles and a speakers' bureau in order to facilitate the dissemination of information. Since all of us are encouraged by developments in local and state areas, it is the hope of the Committee to report frequently on progress in the field. The Committee invites correspondence. We shall improve the profession of teaching by calling attention to prejudiced practices wherever they exist. No unfair discrimination can exist in a democracy when it is subjected to enlightened public opinion.

ETHICS¹

W. P. KING, EXECUTIVE SECRETARY, KENTUCKY EDUCATION ASSOCIATION,
LOUISVILLE, KY., CHAIRMAN

The Committee on Ethics was appointed late in the year. It will be the purpose of this Committee to make a careful study of the Codes of Ethics of the states of the Union and to develop out of such study a master code which can be adopted by the National Education Association and the various states.

HEALTH PROBLEMS IN EDUCATION¹

CHARLES C. WILSON, DIRECTOR, HEALTH EDUCATION, HARTFORD HIGH
SCHOOLS, HARTFORD, CONN., ASSOCIATE CHAIRMAN

As I prepare this report on the activities and plans of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, I am deeply conscious of the indebtedness of the Committee to Thomas D. Wood. Last year Dr. Wood resigned his chairmanship, a position he had held since the formation of the Committee in 1911, and was elected to the honorary position of chairman-emeritus.

During his many years of service, Dr. Wood served faithfully and capably, giving his time and talents to furthering the cause of health education in its broadest interpretation.

The resignation of Dr. Wood centered attention on the relationships of the Joint Committee, its membership, its officers, its procedures, and other matters relating to organization. As far as could be learned, there were no bylaws or other written statements governing the Committee's activities. To care for this problem, the meetings of the Committee at Cleveland on February 27 and 28 were devoted to the development of an operating code and suggestions for reorganization. The salient points of this operating code are these:

1. Membership shall be limited to ten, five representing the National Education Association and five the American Medical Association. Members will be appointed

¹ Adopted by Representative Assembly, July 5, 1939.

by the parent organizations and will represent all interests in the National Education Association and American Medical Association rather than any particular section or department.

2. Officers—a chairman, vice-chairman, and secretary-treasurer—will be elected annually by the members of the Committee. In the past, the chairman has been appointed by the president of the National Education Association.

3. Meetings will be held annually at a time and place designated by the Committee, but whenever practicable the meeting shall be at the annual meeting of the American Association of School Administrators or at the annual meeting of the American Medical Association.

The plan of reorganization as prepared at the Cleveland meeting of the Committee has been approved by the National Education Association and the American Medical Association, appointments of new members have been made, and in the near future the reorganized Committee will be functioning.

There are four projects which will receive the early attention of the Joint Committee. These are:

1. *Revision of "Health Education"*—The first edition of this report was published in 1924 following two years of preparation. In 1930 a second edition, revised and enlarged by almost a hundred pages, was published. The fact that 40,000 copies of this report have been distributed is gratifying recognition of its authoritative statement of principles and practical suggestions of methods for health education. Another revision of this report is now in process and should be completed in the near future.

2. *An interpretation of the functions of school nurses*—A subcommittee, working in cooperation with the National Organization for Public Health Nursing and under the chairmanship of Mary Chayer, has been preparing material for publication with the title, "The Nurse in the School." This is a practical presentation of the functions and relationships of school nurses and will prove to be a valuable aid to school superintendents, health officers, and directors of school health programs as well as to school nurses.

3. *Mental hygiene*—Under the heading, "What Would You Think of a Child Like This?" a report on certain phases of mental hygiene is being developed with the active cooperation of the National Committee for Mental Hygiene and the American Orthopsychiatric Association. It is planned particularly to help the classroom teacher interpret the behavior of pupils.

4. *"Suggested School Health Policies"*—The Committee has under consideration a statement of "Suggested School Health Policies" which attempts to state specifically principles which should direct the development of school health programs. This statement is also being considered by several other national organizations and it is possible that the Joint Committee will unite with some of these in issuing a statement of policies. The material on policies will be particularly helpful to superintendents of schools.

Thru bringing to completion the four projects just mentioned and thru the development of symposia at medical and educational meetings, the Joint Committee on Health Problems in Education will continue to foster co-operative efforts of physicians and educators for the improvement of child health.

At the St. Louis meeting of the American Medical Association, May 16, 1939, a symposium on health problems in education was held, sponsored by the Joint Committee and four scientific sections of the American Medical Association, namely, those on pediatrics, public health, eye and ear, nose and throat. The attendance was approximately 250. This was the third symposium.

sium of its kind, previous ones having been held at San Francisco in 1938 and Atlantic City in 1937. A fourth is planned for New York in 1940. The papers read at the first symposium were published in full in the *Journal of the American Medical Association* and those of the second and third symposia were published in abstract in the *Journal*. Mimeographed copies of the entire papers are available from the Bureau of Health Education, American Medical Association, Chicago, Ill.

INDIVIDUAL GUIDANCE¹

HERBERT R. STOLZ, ASSISTANT SUPERINTENDENT OF SCHOOLS, OAKLAND, CALIF., CHAIRMAN

Purposes—The purposes of the Committee on Individual Guidance have been (1) to promote interest among members of the Association in the mental hygiene approach as applied to classroom procedure; (2) to disseminate suggestions to classroom teachers regarding technics for the detection of significant individual differences; and (3) to offer to classroom teachers, principals, and others interested in individual guidance suggestions as to how this aspect of education may be emphasized and implemented in situations where little or no specialist service is available.

Conference activities—The Committee's program, outlined in the preceding annual report, has moved forward slowly because the geographic separation of the members of the Committee and the preoccupation of each member with the responsibilities of full-time employment in his own locality have limited the time and opportunities for conference and for the preparation of material.

Since the last report, two formal meetings have been held, the first at New York in July 1938, under the chairmanship of Edwin A. Lee; the second at Cleveland in February 1939, under the leadership of the chairman of the Committee. These meetings were open to members of the advisory committee, and in each case there were present between thirty and forty representatives from various parts of the country.

At these meetings the scope and purpose of the Committee's function were discussed and the chairman received many valuable suggestions as to useful procedure. Many other assurances of cooperation and concrete suggestions have come to the chairman by letter from members of the advisory committee who were unable to attend the formal meetings.

Dissemination activities—In order to start the program of focusing attention upon individual guidance in school practice, two members of the core committee collaborated in the preparation of seven short articles which were published in the *Journal* of the National Education Association during the year and which seem to have been favorably received by many teachers, principals, and guidance workers.

In cooperation with Belmont Farley, director of publicity for the Association, the chairman prepared and arranged for the production of a drama-

¹ Adopted by Representative Assembly, July 5, 1939.

tized broadcast over a national radio network on March 29, 1939. This broadcast dealt with the special field of crime prevention with emphasis upon the possible teamwork between the schools, police, probation officer, home, and other social agencies interested in the individual guidance of children and young adults.

INTERNATIONAL RELATIONS ¹

ANNIE C. WOODWARD, HIGH SCHOOL, SOMERVILLE, MASS., CHAIRMAN

At the summer convention in New York in 1938 the Committee on International Relations held several meetings. Well-known educators were present unofficially representing England, India, China, Japan, and our neighbors in South and Central America.

In February at Cleveland the Committee held meetings which were well attended. President Paul Monroe told of the convention of the World Federation of Education Associations to be held in August of this year at Rio de Janeiro. President Shaw gave a most enthusiastic report of the interest in international goodwill which he was finding in his visits thruout the country. As a result of this widespread interest, voluntary contributions amounting to \$2286.19 had been made to the Joint Enterprise Fund.

Thru these special funds, 60,000 copies of the leaflet *Toward World Understanding* have been distributed at local and state educational conferences. In cooperation with the federal Office of Education it has been possible to publish a descriptive and pictorial booklet on education in the United States. Spanish and Portuguese editions of this booklet have been prepared for distribution at the Rio convention. The Joint Enterprise Fund has also made it possible to mail hundreds of letters inviting more active support of the World Federation of Education Associations and its program.

The Committee, in cooperation with the Research Division, has published a handbook of organizations interested in peace and international goodwill. More than 150 organizations are listed. The descriptive statements tell the stated purposes, activities, publications, and services of interest to classroom teachers. It is believed that this brief catalog will be of genuine usefulness to teachers who are seeking sources of information on foreign lands. A limited supply of this report is available at the Registration Desk, and additional copies may be obtained at a moderate price from the Washington office.

During the recent turbulent period, Secretary of State Cordell Hull called upon the nations of the world to choose "the way of reason" rather than the methods of force. For many years the National Education Association has advocated the way of reason. Thru convention discussions, reports, and resolutions, the way of reason has been shown to be *distinctly educational* in its spirit and methods. Teachers should have a constructive part in building better world understanding. The Committee welcomes suggestions as to how to make its work of increasing value to the teachers of America.

¹ Adopted by Representative Assembly, July 5, 1939.

REPORT OF THE LEGISLATIVE COMMISSION¹

SIDNEY B. HALL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
RICHMOND, VA., CHAIRMAN

During the year 1938-39 the Legislative Commission has devoted its attention largely to the matter of federal aid for education along the lines recommended by the Advisory Committee on Education, appointed by the President of the United States. The work this year has been a continuation of the work carried on in 1937-38 concerning which a full report was submitted a year ago. In addition, the Commission has carried on the legislative reference service thru the Research Division of the National Education Association.

The Harrison-Thomas Bill and the Larrabee Bill

Immediately after the President of the United States submitted the Report of the Advisory Committee on Education to the Congress, February 23, 1938, the executive committee of the Legislative Commission set about the drafting of a bill to carry out the recommendations contained in that report. The chairman of the executive committee invited various national organizations interested in federal aid for education to send representatives to a conference in Washington on March 23, 1938, to consider the provisions that should be contained in the bill. Substantial agreement was reached, the draft was completed, and bills were introduced in the House and Senate of the 1938 session of the United States Congress. No action was taken in the Congress.

Several issues arose in connection with the bill. Consequently, the executive committee invited a number of the leading educational authorities thruout the nation to submit specific recommendations for revision of the bill. The response was unanimous. In addition, the suggestions and recommendations of many lay organizations were received. All these recommendations were given careful consideration in the revision of the bill.

Floyd W. Reeves, chairman of the President's Advisory Committee on Education, upon the request of the Senate Committee on Education and Labor and the House of Representatives Committee on Education, devoted much time during the winter and spring to advising those concerned with legislation. The executive committee of the Legislative Commission offered full cooperation to Mr. Reeves and gave him the benefit of recommendations they had received from various sources. The draft of the new bill was completed in January 1939, and was introduced in the House by Congressman William H. Larrabee of Indiana, chairman of the House Committee on Education, and in the Senate by Senator Elbert D. Thomas of Utah, chairman of the Senate Committee on Education and Labor, for himself and Senator Pat Harrison of Mississippi, chairman of the Senate Finance Committee. The bills are known as H. R. 3517 and S. 1305.

Provisions of the bills—The bills proposed to authorize the appropriation of funds to be apportioned to the states for assistance in the support of

¹ Adopted by Representative Assembly, July 6, 1939.

educational activities as recommended by the Advisory Committee on Education. The amounts of the appropriation would begin at \$75,190,000 and increase in six years to \$208,060,000. The purposes of the grants are as follows:

Title I. Aid to the states for the improvement of public elementary and secondary schools.

Part 1. General federal aid: For the purpose of lessening inequalities of educational opportunity, \$40,000,000 in 1940-41, increasing to \$140,000,000 in 1945-46, apportioned to the states on the basis of financial need as measured by the number of children five to nineteen years old and financial ability to support schools.

Part 2. Aid for improving the facilities for teacher training: \$2,000,000 for 1940-41, increasing to \$6,000,000 in 1942-43 and thereafter thru 1946, apportioned to the states on the same basis as general aid.

Part 3. Aid for the construction of school buildings, especially those in connection with desirable reorganization of local school districts: \$20,000,000 in 1940-41, \$30,000,000 in 1941-42 and thereafter thru 1946, apportioned to the states on the same basis as general aid.

Part 4. Aid for improvement in the facilities of state departments of education: \$1,000,000 in 1940-41, \$1,500,000 in 1941-42, and \$2,000,000 each year thereafter thru 1946, apportioned on the basis of \$5000 to each state and the remainder on the same basis as general aid.

Title II. Grants to the states for adult education: For the purpose of stimulating and enabling the states to make adequate provision for civic, part-time, vocational, and general adult educational services, grants are authorized to the states on the basis of adult population twenty years of age and over in the amount of \$5,000,000 in 1940-41, \$10,000,000 in 1941-42, and \$15,000,000 each year thereafter thru 1946.

Title III. Grants to the states for rural library service: For the purpose of stimulating and enabling the states to provide adequate library services for rural inhabitants of the states, grants are authorized to the states on the basis of rural population in the amount of \$2,000,000 in 1940-41, \$4,000,000 in 1941-42, and \$6,000,000 for each year thereafter thru 1946.

Title IV. Grants for cooperative research, planning, and demonstrations: For the purpose of making necessary surveys and plans in connection with the best utilization of grants to states and for other cooperative educational research, planning, and demonstration projects, grants are authorized in the amounts of \$2,190,000 in 1940-41, and increasing to \$6,060,000 in 1945-46. Of these amounts, 40 percent will be available to the United States Office of Education for research, planning, and allocation to competent research agencies, and 60 percent will be allotted to the states and bona fide research agencies, at least one half of this amount being available for expenditure thru state departments of education.

Title V. For elementary and secondary education for children legally residing on federal reservations and children of United States citizens on duty at foreign stations of the United States, grants not to exceed \$3,000,000 annually.

Basis of apportionment—Under S. 1305 it is proposed that the funds for adult education will be apportioned to the states according to adult population twenty years of age and older. The funds for rural library service will be apportioned to the states according to rural population. All the other grants just mentioned will be apportioned to the states in accordance with their respective financial needs, except that a part of the grants for state departments of education will be used to pay a flat grant of \$5000 per year to each state.

The procedure for calculating financial need is set up in the bill. It involves two factors: (a) the number of children five to nineteen years old in each state as shown by the United States Census, the number of rural children being multiplied by 1.4; and (b) the taxpaying ability of each state as estimated by the United States Treasury according to the method set up in the bill. From each state's percentage of the total number of children in the United States is subtracted 85 percent of that state's percentage of the total taxpaying ability in the United States.

For example, the calculation for Pennsylvania is as follows:

Pennsylvania's percentage of children.....	7.493
Pennsylvania's percentage of taxpaying ability.....	7.421
85 percent of taxpaying ability.....	6.308
Percentage of children minus 85 percent taxpaying ability.....	1.185

The above figure 1.185 is Pennsylvania's index of financial need. The sum of such indexes of financial need for all the states is 34.914. Therefore, the proportion or percentage of the federal grants to which Pennsylvania is entitled is 1.185 divided by 34.914 which gives 3.394+ percent.

In a similar manner the calculations for other states can be made.

Federal control and the administration of federal aid—The bill amply safeguards state and local autonomy in the control of public education. The primary purpose of the bill, as stated in the first section, is to assist in equalizing educational opportunities, among and within the states, so far as the grants in aid to the states herein authorized will permit, without federal control over educational policies of states and localities.

Section 1 provides further that "the provisions of this act shall be so construed as to maintain local and state initiative and responsibility in the conduct of education and to reserve explicitly to the states and their local subdivisions" the following matters:

The administration of schools, including institutions for the preparation of teachers

The control over the processes of education

The control and determination of curriculums of the schools

The methods of instruction to be employed in them

The selection of personnel employed by the state and its agencies and local school jurisdictions

The determination of the best uses of the funds appropriated under the act, so far as consistent with the purposes for which funds are made available under the act.

The bill contains provisions that eliminate discretionary action of federal officials in dealing with the states in the administration of its provisions. All

requirements to be met by the states are objective and specifically stated in the law.

In order to receive funds thru the provisions of the proposed act the state thru its legislature shall accept the benefits of the respective titles of the act and provide for the administration of the funds to be received. It is further provided in Section 51, paragraph (b), that each state in accepting general aid "shall provide a plan, either thru its legislature or thru its state educational authority if the state legislature so directs, of apportioning among local school jurisdictions the funds received under part 1 in such manner as to assist effectively in equalizing educational opportunities in public elementary and secondary schools within the state, taking into account the educational load and financial ability to support education of the respective local jurisdictions, and the state funds available to such jurisdictions. . . ."

This provision is general in character and will present no difficulty to any state willing to accept and use the funds for equalization. The required plan is limited to apportionment alone; it may be provided by direct enactment of the state legislature, or the legislature may delegate preparation of the plan to the state educational authority. The plan is not subject to the approval of the United States Commissioner of Education. Upon presentation by a state with any plan of apportionment which complies with the language of the bill as quoted, and when other conditions governing the grant have been met, it is mandatory upon the Commissioner to certify payment to the Secretary of the Treasury.

Two other provisions in connection with general aid are of major importance. One is found in Section 52 of the bill, and provides that the funds shall be available only to such states as maintain state appropriations for the same purposes at not less than the amounts provided in 1938. The other is found in Section 51, paragraph (a), part (6), and provides that, in states where separate schools are maintained for separate races, provision shall be made for a just and equitable distribution of the federal funds, without reduction in the proportion of state and local funds expended for minority races. The requirement of a "just and equitable" distribution follows the precedent with regard to funds for the land-grant colleges as provided in the second Morrill Act of 1890.

The bill also contains provisions with respect to the custody of the funds, reports of expenditures and of the progress of education, and auditing. If there is failure to make required reports, or if funds are lost or illegally expended, payments may be suspended by the Secretary of the Treasury, on certificate by the Commissioner of Education after notice and hearing.

Services for children attending nonpublic schools—The Advisory Committee on Education recommended that federal legislation authorizing grants for educational purposes should not prohibit states from making reading material, transportation, and scholarships available to children attending nonpublic schools. The Advisory Committee did not, as has been charged, recommend that federal funds be appropriated for private or sectarian schools. The Advisory Committee recommended that where states elect to spend funds for reading materials, transportation, or scholarships, separate

funds and accounts should be maintained, it being recognized that special methods of apportionment are usually required for the most effective allocation of funds for these purposes.

The executive committee of the Legislative Commission in conformity with its interpretation of the resolutions of the National Education Association takes the position that the federal legislation should make all funds available for *public* schools, that any reference to authorizing states to use funds for textbooks, transportation, or health and welfare services for children attending nonpublic schools is not proper in the federal legislation, and that the question of whether public funds can be properly used for such purposes is a matter to be settled by the respective states and not by the Congress of the United States. Certainly the federal legislation should contain no statement that would act as an invitation to the states to authorize such expenditures.

S. 1305 contains no reference to the expenditure of funds for services for children attending nonpublic schools. For that reason it is supported by the Legislative Commission rather than the House bill, H. R. 3517, which contains the following proviso in section 54:

Provided, That nothing in this act shall be construed to prohibit any state legislature, if it so desires and under such conditions as it may determine consistently with the constitution of such state, or the local school jurisdictions of any state under such conditions as the state legislature may determine, from making available to children legally in attendance at nonpublic schools any services of health, welfare, books, reading materials, or transportation of pupils that may be made available thru expenditure of federal funds for children in attendance at public schools.

Vocational education—The Advisory Committee on Education recommended several radical changes in the present federal vocational education statutes. The executive committee of the Legislative Commission, without taking a position as to the merits of the proposals of the Advisory Committee, decided that any amendments to the vocational statutes should be offered on their own merits in a separate bill and not as riders to the general federal aid bill. For that reason no provisions affecting vocational education were included in S. 1305 as introduced. However, the executive committee of the Legislative Commission has agreed to the addition of a section to provide that if any of the funds appropriated under the pending bill are used for training for specific occupations in the fields provided for by the Smith-Hughes and George-Deen Acts, the provisions of those acts, except the provisions for matching of funds, shall apply. It is the intent of this section to pursue a consistent policy with respect to standards affecting specialized types of vocational education for agriculture, homemaking, trades and industries, and the distributive occupations, in the event that any of the funds provided under the present bill should be used for specialized vocational education for those fields. It appears unlikely that any large amount of the funds will be so used, but to prohibit such use would only complicate administration. It is not the intent of the recommended amendment to induce the states and local school authorities to make any change in existing nonspecialized types of education, such as the general courses in agriculture

offered by some rural high schools which are too small to take advantage of the Smith-Hughes courses in agriculture, general courses in home economics, or general courses in the industrial arts. To make this condition certain, states and local school jurisdictions are authorized to use funds received thru this proposed act for prevocational training without the limitation of the vocational education statutes.

Senate Action

On March 2, 3, and 10, 1939, hearings were held on S. 1305 before a subcommittee of the Senate Committee on Education and Labor. Senator Elbert D. Thomas of Utah, chairman of the committee and joint author of the bill, conducted the hearings, ably assisted by Senator Lister Hill of Alabama, Senator Allen J. Ellender of Louisiana, Senator Claude Pepper of Florida, and Senator James J. Davis of Pennsylvania.

On April 3 the Senate Committee on Education and Labor reported S. 1305 favorably to the Senate, the only negative vote being cast by Senator Robert A. Taft of Ohio.

The case of federal aid and for this bill in particular was presented to the Senate Committee by Floyd W. Reeves, chairman of President Roosevelt's Advisory Committee on Education, and some of his staff members in a most able and convincing manner. Dr. Reeves presented the factual evidence supporting the need for federal aid and explained the provisions of the bill. George F. Zook, vice-chairman of the Advisory Committee on Education and president of the American Council on Education, made a strong plea in behalf of the bill and showed that all studies in the field of federal aid for education made under both public and private agencies during recent years have arrived at the conclusion that federal aid is inevitable. Technical experts and staff members of the Advisory Committee on Education appearing in behalf of the bill were Paul R. Mort, Teachers College, Columbia University, and Clarence Heer, professor of economics, University of North Carolina.

Two opposing points of view were presented by groups proposing amendments to S. 1305. The American Protestant Defense League, the People's Lobby, and Southern Jurisdiction of Scottish Rite Masons proposed that the bill define *public* schools as "free, tax supported public schools." On the other hand, the National Catholic Welfare Association proposed that S. 1305 be amended to include the proviso in Section 54 of H. R. 3517 providing that states if they so desire may use federal funds to pay for textbooks, transportation, and health and welfare services for children attending nonpublic schools on the same basis as such services are provided for children attending public schools. The position of the executive committee respecting such proposals has been presented above.

Letter from the United States Bureau of the Budget—Prior to appearing before the Senate Committee on Education and Labor, Floyd W. Reeves, chairman of the Advisory Committee on Education, addressed a letter to the director of the United States Bureau of the Budget making the customary inquiry as to whether S. 1305 is in conformity with the President's

program. The following letter was received from the acting director of the budget and read into the record of the committee hearings:

My dear Mr. Reeves: I have your letter of February 16, 1939, in which you state that the Senate Committee on Education and Labor has requested you to appear at a hearing scheduled tentatively for March 2, 1939, for the purpose of discussing S. 1305, a bill to authorize appropriations to assist the states and territories in providing more effective programs of public education and requesting to be advised as to the relation of the proposed legislation to the program of the President.

I have taken this matter up with the President and you are advised that the proposed legislation would not be in accord with his program.

Very truly yours,

D. W. BELL, *Acting Director.*

Attempts to get an explanation of this letter from the President have been to no avail. To assign any specific reasons for the apparent position of the President would be no more than speculation.

Organizations Supporting Federal Aid

No federal aid bill has been before the Congress with stronger support from a large number of influential national organizations, both lay and professional, than the pending bill. Representatives of the following list of organizations appeared in behalf of the bill, giving it unqualified support:

- Alabama Congress of Parents and Teachers
- American Association of School Administrators
- American Farm Bureau Federation
- American Federation of Labor
- American Federation of Teachers
- American Library Association
- American Vocational Association (full support asking for an amendment to safeguard vocational funds, which is agreed to by N. E. A. Legislative Commission)
- American Youth Congress
- Associated Women of the American Farm Bureau Federation
- Congress of Industrial Organization
- Department of Adult Education, N. E. A.
- National Association for the Advancement of Colored People
- National Council of Chief State School Officers
- National Education Association
- National Federation of Business and Professional Women's Clubs
- National Kindergarten Association
- National Women's Trade Union
- Progressive Education Association
- Southern Council on Human Welfare
- Southern Farm Tenants Union
- Young Women's Christian Association.

The following organizations appeared supporting federal aid for education, but proposing one or more amendments to the pending bill:

- American Protestant Defense League
- National Catholic Welfare Conference
- People's Lobby
- Southern Jurisdiction of Scottish Rite Masons.

The National Congress of Parents and Teachers and the American Association of University Women appeared, supporting the cause of

federal aid but without committing their organizations to any particular bill. It should be added that since the hearing before the Senate Committee the National Congress of Parents and Teachers has specifically endorsed S. 1305.

Opposition to Federal Aid

There is virtually no organized opposition to the policy of federal aid for education. Without doubt the opposition has not placed its arguments on sufficiently high intellectual plane to require an answer. They have no facts, only vague fears and prejudices.

Persons appearing before the Senate Committee in unqualified opposition to the pending bill were Major General Amos Fries, retired, United States Army, representing the Friends of the Public Schools; Wilbur Helm, representing The Church League of America; and George E. Sullivan, a lawyer, representing himself.

Conclusions of the Senate Committee

Certain conclusions are clearly substantiated by the evidence submitted to the Senate Committee on Education and Labor and summarized in the Report of the Senate Committee, No. 244, Senate Calendar No. 262.

I. Federal aid to the states is necessary if a fair standard of educational opportunity is to be maintained thruout the United States.

1. There are wide and indefensible differences in educational opportunity both among and within the states.

2. There are great differences in the economic ability of the states to pay for educational services.

3. There are great differences in the educational burdens to be borne by the several states. Almost invariably the states with the least per capita wealth and income have the largest number of children in proportion to adult population.

4. Inequalities in educational opportunities are not the result of lack of effort on the part of the poorer states. In general, the poor states have the most diversified tax systems at the highest rates and devote the highest percents of their revenues to public education.

5. The very nature of the economic system of the United States makes an equitable distribution of public services supported by state and local taxation a matter of practical impossibility. Concentration in a few places of ownership, control, and taxpaying ability based on resources scattered thruout the nation calls for an increasing degree of federal participation in the support of educational services.

6. The depression of 1930 and the following years widened the inequalities that were already extant. Without federal assistance to the states the difference will probably become greater as time goes on.

7. The federal government, as well as the states and local communities, has an interest in the maintenance of public education. Considerations leading to this conclusion are:

a. Citizens of the states are none the less citizens of the nation. It is an obligation of the federal government to promote the general welfare which is inseparable from the maintenance of public education. Education reduces crime, raises the standard of culture, is associated with better health and increased longevity, and increases the wealth and income of the nation.

b. The mobility of our population and the higher birth-rates among poor states and rural areas compel the interest of each of the states, and hence of the federal government, in the character of educational opportunity offered everywhere in the nation.

II. Federal funds should be made available to the states in inverse ratio to their respective abilities to finance public education.

III. S. 1305 amply protects state and local control of schools. The instruments for guaranteeing honesty, efficiency, and economy in the use of the federal funds are post audits, reports, and publicity. No substantial objection can be raised to any of the requirements set up in the bill.

Status of the Bill in the House

During the latter part of the 1938 session of Congress the chairman of the House Committee on Education promised several different persons interested in federal aid that in the early part of the 1939 session he would conduct hearings on the bill and try to get it reported by his committee. He introduced the bill and never convened his committee. On being pressed for an answer he stated that he had decided to wait to see if the Senate would pass the bill. Under the circumstance there seems to be nothing to do but await probable action in the Senate.

Campaign for Support of the Bill

The Legislative Commission has carried on an active campaign in behalf of the Senate bill. There were distributed among educational and lay leaders thruout the United States the following: 6000 copies of the bill, 14,000 copies of reprints from the Congressional Record, 6000 copies of the Report of the Senate Committee on Education and Labor, and 45,000 copies of a folder on the bill. Two articles have been published in the *Journal of the National Education Association* which is sent to about 215,000 people. Fifteen general letters have been sent out involving about 5000 copies, and a voluminous personal correspondence has been carried on.

The executive committee has had the active cooperation of many of the leading national lay organizations, especially from organized labor and the American Farm Bureau Federation. Among the educational groups that have been most active in support of the bill are the American Federation of Teachers, the Progressive Education Association, the American Library Association, and the Department of Adult Education of the National Education Association.

Under the direction of Belmont Farley, director of publicity, National Education Association, a series of four broadcasts on federal aid to education have been made over the Red Network of the National Broadcasting Company thru the regular N.E.A. program known as "Our American Schools." Following is a list of the programs and the dates on which they were broadcast:

1. March 15, 1939. Federal Aid to Education; guest speakers, Paul Scharrenberg, W. R. Ogg, and Howard A. Dawson
2. May 3, 1939. Federal Aid to Education, "Equalizing Educational Opportunities of the Library"; guest speaker, Forrest B. Spaulding
3. May 17, 1939. Federal Aid to Education, "Teachers Dig Coal."
4. May 24. Federal Aid to Education; Senator Allen J. Ellender and Congressman Karl Mundt.

Future Prospects for Federal Aid Legislation—Recommendations

The executive committee believes that the pending legislation will be enacted in the 1940 session of Congress if the President includes it in his legislative program. There appears to be some likelihood that such may be the case.

We, therefore, submit to the Representative Assembly of the National Education Association the following recommendations:

1. That the Legislative Commission be instructed to continue its efforts to secure the enactment of the pending Senate Bill, S. 1305.
2. That the resolution of the Association favoring increased federal participation in the support of public education without federal control of educational policies be reaffirmed.
3. That the Representative Assembly urge a forceful campaign by educators and lay organizations for the enactment by Congress of legislation that will provide a desirable program of federal aid for the American public schools, such as the program embodied in S. 1305.

Legislative Reference Service

The legislative reference service inaugurated in 1933 by the Legislative Commission has been continued thru the Research Division of the headquarters staff. During the past year the following publications have been issued:

1. Report of the N.E.A. Committee on Tenure—*Status of Teacher Tenure*, August 12, 1938
2. *State School Legislation—1938*, October 8, 1938
3. *Legislative Programs of State Education Associations*, November 1938
4. *Analysis of the Statutory Provisions for State Teachers Retirement Systems*, January 1939
5. *Critical Analysis of Teacher Tenure Legislation*, February 10, 1939
6. *Minimum-Salary Legislation for Teachers—1937 and 1938*, April 7, 1939
7. *State Aid to Private and Sectarian Schools*, April 1939.

Acknowledgments

The chairman wishes to express his appreciation for the loyal support and efficient work of the members of the Legislative Commission, the presidents and secretaries of state associations, the state N.E.A. directors, the state superintendents and commissioners of education, and the thousands of local superintendents, teachers, and laymen interested in the cause of federal aid for education.

The executive committee of the Legislative Commission of the National Education Association consists of the following persons: Sidney B. Hall, *chairman*, state superintendent of public instruction, Richmond, Va.; John Callahan, *vice-chairman*, state superintendent of public instruction, Madison, Wis.; Ben G. Graham, superintendent of schools, Pittsburgh, Pa.; Frank L. Grove, secretary, Alabama Education Association, Montgomery, Ala.; George D. Strayer, director of institute of educational research, Teachers College, Columbia University, New York, N. Y.; H. M. Ivy, superintendent of schools, Meridian, Miss.; and B. E. Packard, commissioner of education, Augusta, Maine.

NATIONAL CONGRESS OF PARENTS AND TEACHERS ¹

MRS. J. K. PETTENGILL, EDDYSTONE HOTEL, DETROIT, MICH.; PRESIDENT,
NATIONAL CONGRESS OF PARENTS AND TEACHERS, CHAIRMAN

The Joint Committee of the National Education Association and the National Congress of Parents and Teachers met informally at the February meeting in Cleveland. The extremely crowded schedules of the members of this core committee made it impossible to meet as a whole. However, each member of the Committee met with the president of the National Congress of Parent and Teachers together with two or three other Committee members, and thus all members had an opportunity to present suggestions for consideration.

The Joint Committee recognized the fact that its work is one of stimulation and promotion of activities and interests on a nationwide scale, rather than the undertaking of specific tasks as a committee. The advisability of setting up committees which would duplicate in membership on a state level the personnel of the national Committee was considered. The Committee believed this structure to be difficult to achieve and probably unnecessary because of existing cooperations which vary greatly and are usually worked out between educators and parent-teacher groups in terms of major and immediate state interests. It was suggested that a survey be made of the various types of committees thru which the state groups carry on their cooperative endeavor.

The cooperation of these two great organizations has been manifest in the field of local cooperations, where splendid results were reported. The Joint Committee felt that in situations where the individual home and the individual school are concerned, the joint activities during the past year have been significant in building an appreciation of the school's part and the home's responsibility in the education of the children and youth.

In reviewing the work of the past year, the Joint Committee found that both organizations have made progress in meeting a problem with which this committee has been concerned for some years: the need for promoting and establishing courses, conferences, and institutes on the public relations aspects of professional training in colleges and universities. The National Education Association, on the one hand, is meeting this problem thru the promotion and sponsorship of such courses in teacher education institutions. The National Congress of Parents and Teachers, on the other hand, is gathering together and preparing, for use in these courses, Congress source and background materials.

The Committee also reviewed a second joint undertaking of the parent-teacher organization and the educators—the sponsorship of American Education Week. The attention of teachers and parents in 28,000 local parent-teacher associations will be called to this nationwide observance in November. Materials again will be available from both the National Education Association and the National Congress of Parents and Teachers. Undoubtedly, this observance is the high contact point in the program of home-school relations.

¹ Adopted by Representative Assembly, July 5, 1939.

A third and highly significant cooperation, reviewed by the Committee, was the development of plans undertaken by the National Congress of Parents and Teachers with the Educational Policies Commission. The official magazine of the Congress, the *National Parent-Teacher*, carried a series of six articles based on the findings of the Educational Policies Commission.

A new series in the *National Parent-Teacher* will explore in similar fashion the twelve objectives listed under the heading of "Civic Responsibility." In reviewing the plans for enlarged cooperation between the two organizations, the Committee heard and approved the present plan of participation which replaces the parent-teacher section meetings formerly held at the winter and summer meetings of the educational groups. The present plan substitutes participation in all the meetings of the National Education Association, where the problems of home-school cooperation are considered and discussed. It provides an occasion and an opportunity for the delegates from both organizations to meet each other, and to establish and develop relationships which may be carried on thruout the country.

During the coming year, the Joint Committee will again review cooperations already undertaken and will endeavor to point the way toward an ever increasing and unified effort on the part of the members of both organizations to achieve, together, the purposes of education in our American democracy.

NATIONAL COUNCIL ON TEACHER RETIREMENT OF THE N.E.A.¹

ROBERT B. HOUGHAM, EXECUTIVE SECRETARY, INDIANA STATE TEACHERS ASSOCIATION, RETIREMENT FUND BOARD, INDIANAPOLIS, IND., CHAIRMAN

During the New York convention of the National Education Association the National Council maintained its own special information booth from which literature regarding sound retirement systems was dispensed to interested teachers. We believe this is a very popular and beneficial service both to those teachers working out new systems and to those who are attempting to strengthen existing ones.

The annual program was given in the Board of Education Building, Cleveland, Ohio, February 27-28, 1939. Investment problems and coordination between retirement systems and state teacher organizations occupied most of the time. A fine report was made concerning the work of the Publications Committee and the Research Division of the National Education Association. The Publications Committee will be continued.

The appointment of a new Legislative Consultant Committee was provided for, the function of which will be to cooperate with the N.E.A. Research Division in appraising proposed retirement legislation and in assisting various groups in establishing sound retirement funds.

¹ Adopted by Representative Assembly, July 6, 1939.

REPORT OF COMMITTEE ON NECROLOGY

WILLIAM ALONZO JAMES, PRINCIPAL, BALL HIGH SCHOOL, GALVESTON,
TEXAS, CHAIRMAN

The names of the various members of the profession who have passed away during the past year have been sent to the chairman from the various states. There are probably others which have not been reported. The list follows:

ALABAMA

Albritton, Mrs. J. T.
Aldredge, Hervert
Bates, Mrs. Maggie
Burchfield, Octavia
Buzbee, Esther
Christian, Mrs. Rinnie Lee
Dean, Milo
Douglas, H. G.
Farley, Mrs. Hessie
Frederick, I. C.
Giles, Mrs. E. B.
Glover, Gilbert G.
Haynie, Florence Horn
Hicks, Mrs. Minnie B.
Holmes, Sophia
Jayne, Mrs. Linda Harwell
Johnson, Mrs. Marietta
Kennedy, Mae
Kerby, Charles C.
Lunceford, J. A.
Mathews, Adelaide
McClurkin, Mrs. H. G.
McKenzie, J. W.
Meigs, Robert S.
Orr, P. T.
Phillips, Mrs. Lucy Holt
Pickett, Mary Ellen
Ragsdale, Joseph Senter
Rankin, I. A. V.
Robinson, Mrs. Ella White
Russell, Mrs. Miriam
Sargent, Frances
Self, B. W.
Sheridan, Fred
Smith, James T.
Stewart, Mary Bowling
Sturdevant, J. O.
Trimble, Mrs. Z.
Wood, J. N.

ARIZONA

Balzer, Leona
Billingsley, Mrs. B. F.
Brown, Vera Vaugh
Gillig, Lucille
Mangum, James M.
Maus, Jeannette Pearl
Moore, Mrs. Kate
Moore, Kirk T.
Mosley, Elizabeth McClure
Post, Anita C.
Richardson, Mrs. Cecil
Scott, Mrs. Elsie McLeod
Small, Lorena E.
Snider, E. Q.
Stinchfield, Caroline
Walker, John Charles
Wisdom, Lila Cruz

ARKANSAS

Barron, Amy Gene
Bledsoe, Johnnie B.
Bradstreet, Lucyhearn
Cade, George
Cranz, Ruth Bodie
De Shong, William E.

Graham, Joe B.
Hargett, Mrs. Cassie Caldwell
Lyons, Malcolm
Matthew, E. B.
Mills, Clifton A.
Milton, Stokes
Morgan, Mrs. Mary
Presson, Bernard L.
Rusking, Ernest M.
Shewmake, Major J. W.
Suits, Mrs. Ruth P.
Tillman, James
Vance, Mary

CALIFORNIA

Artieda, Mrs. Helen Swett
Barnard, Grace Everett
Briggs, Mrs. Delia R.
Finger, Marion
Friedrich, Mary
Gordon, Mrs. Helen Elliott
Hodgson, Caspar W.
Hughes, Delwyn
Hutchings, Raymond R.
Kelly, Elizabeth
Lyser, Albert
McKenzie, Isabelle
Mower, Francis O.
Rugh, Charles
Smith, Seldon
Wood, Will C.
Zielian, John J.

COLORADO

Alexander, J. C.
Aydelotte, Oroam
Ball, Katherine A.
Benneson, Mary A.
Bradley, Henrietta
Brauns, Florence V.
Cribbs, Alda
Davies, J. Earl
Dillon, Mamie
Evans, Beatrice
Gray, Sarah N.
Harris, Isebel Louise
Hartman, Donna V.
Hays, Charles I.
Howerth, Ira Woods
Huffnagle, Effie Cooper
Jones, Mrs. Genevieve
LaVielle, James B.
Lloyd, Louise
Locke, Rush B.
Lore, Addie N.
Lyster, Elsie
McEnerney, Mary
Mallinckrodt, Delia L.
Moore, Dora M.
Morgan, J. B.
Morgan, Retha B.
Morrison, Halcyon
Morse, Ida B.
Nichols, Gertrude F.
Quinlivan, Margaret
Quirk, Anna
Rhodes, Wellington P.
Rowland, Georgina

Schleicher, Alice
Senter, Faith
Shaw, Harriet
Stuart, Lora S.
Townsend, Mrs. Gladys
Wagner, Ida
Walker, Marcenia Beasley
Weeden, Thelma Bailey
Wilson, Vira E.
Wittemyer, John

CONNECTICUT

Bjorklund, Dorothy
Curran, Elizabeth
Dutton, Frances
Foote, Isabel M.
Gedney, M. Elmira
Grzyvenski, Eleanor
Hubbell, Jessie L.
McPadden, Margaret
Norcross, Gertrude L.
Owens, Eleanor
Quinlan, Mary E.
Reiley, Anna C.
Russo, Arline J.

DELAWARE

Craig, Eliza
Davis, Vera
Larrison, Gertrude
McCafferty, Annie C.
Stradley, Florence M.

DISTRICT OF COLUMBIA

Allen, Belle
Bellar, Sadie W.
Bush, Mrs. M. J.
Butler, Mrs. L. E.
Carragher, R. G.
Cleaveland, Mary
DeBerrig, F. I.
Fisher, E. M.
Given, M. E.
Harrison, Mrs. E. K.
Holmes, Mrs. I. K.
Huff, Mrs. Daisy I.
Hutson, Ruth B.
Lee, Mrs. E. R.
McCarty, Cora
Malone, M. J.
Monroe, J. E.
Wilson, A. M.

FLORIDA

Alford, Mrs. Louise Bishop
Barnette, Robert Marlin
Bashaw, Theodore H.
Burnsed, Mrs. Juliet
Burrell, Mrs. Elizabeth McNeill
Caldwell, Henry H.
Clements, Charles
Core, Charles P.
Dickson, Mrs. Marion
Edwards, L. B.
Farriss, Charles Sherwood
Galphin, Mrs. E. E.

Grimes, Mrs. Minnie L.
Hall, R. E.
Hardee, James E.
Hill, Eloise
Holloway, William W.
Kennan, A. L.
Kirkman, Mrs. Rachel H.
Lane, B. B.
LeTourneau, J. Howard
Loew, Orton
Longmire, Rowena
Posey, Mrs. Florine Davis
Smith, Mrs. Effie C.
Stephens, William H.
Stovall, Mrs. Mattie
Templeton, Frances
Wakefield, Homer E.
Whitt, J. F.
Yates, Walter S.

GEORGIA

Cooley, W. J.
Nunn, William N.
Parker, Louise
Spaler, Fannie

HAWAII

Bockius, Beatrice
Burke, Mrs. Katherine
Burns, Mrs. Pearl M.
Carroll, Mrs. K. M.
Diffen, Clyde C.
Hong, Mrs. Daisy
Kaluakini, Calanthe
Miyamoto, Mrs. Lucy A.
Moore, Golda P.
Phillipps, Katherine
Rawlins, Portia
Sakuma, Esther F.
Tom, Kwock Wo
Vaughn, Mrs. Amy
Watson, Mrs. Louise W.

ILLINOIS

Anthony, Nellie
Attig, M. G.
Barth, Caroline
Brewer, Sylvia
Broderick, Evelyn
Buck, Walter E.
Bywater, Francis
Cann, George F.
Carter, Mary
Colville, Agnes
Daniels, Lillian
Garretson, Mrs. Agnes R.
Garrett, Calton F.
Garver, E. E.
Groppel, Louis E.
Haley, Margaret A.
Hand, Joy
Hawkins, May S.
Heidbreder, Helen
Horan, Johanna
Horn, Jessie
Italyn, Mary
Jones, Edgar
Kimmell, R. R.
Landon, R. M.
McGlynn, J. J.
Miller, Roselee
Morey, Adeline S.
Myhre, Ida L.
Paul, Mary Jane
Poling, Mary W.
Powers, Leonard D.
Roberts, R. A.
Slason, Mary McDade
Tracy, Mrs. Lillian

Wesley, J. E.
Wick, Margaret
Wilson, J. Lynn

INDIANA

Abernathy, Charles C.
Adams, Sarah E.
Adams, William
Agnew, Charles E.
Alexander, Mattie Smith
Allen, Emmett
Anderson, David Wulf
Anderson, Helen M.
Applegate, Kate
Barlow, Luella
Barr, Dora
Barrett, Iduna
Bartley, Hettie
Bascom, Hazel Leslie
Bass, Florence
Beck, Carrie Grant
Bicknell, George
Bigwood, W. M.
Blenc, Isabel
Bondurant, Georgia
Bray, Paul T.
Bridges, Wendell
Brown, Grace H.
Bunger, J. M.
Burns, Jennie
Bush, Charles Wesley
Calvin, Clara M.
Cato, Clara Swain
Clark, John A.
Coffman, Lotus D.
Collins, Mamie
Collins, Mary Alice
Cook, Leonard
Cooke, Eva Giner
Craft, Alice
Cretcher, Benjamin
Cridder, E. C.
Cox, Mary Belle
Davis, Hope S.
Derby, Bertha
Dinius, Lillian
Dinwiddie, Lillie B.
Donaghy, Fred
Douglass, Albert H.
Druckemiller, Myrtle
Duffin, James R.
Durham, Blanche
Echolds, E. Frank
Eldridge, Edith M.
Ellis, Flora
Emerson, Charles P.
Everson, William
Feverstein, Elizabeth
Fitch, Florence
Fleenor, Jay H.
Frace, Don I.
Froman, Isaac
Fulkerson, A. O.
Gettinger, Dan O.
Gieser, J. M.
Glair, Lillian
Gordon, Sally Jeter
Greer, Floyd
Grosjean, Charles J.
Gwinn, Walter
Haines, John F.
Hardy, Mary
Harlow, Gertrude
Hass, William
Hawkinson, Mayme Bryan
Hiatt, Mary V.
Hieronimus, N. C.
Henshaw, F. R.
Honan, Florence E.
Hoover, Flora
Huff, Milton U.
Hufford, Lois Grosvenor
Hugel, Mattie
Hult, Sophie S.
Humke, Albert E.

Hungate, Emma Jane
Keever, Sadie
Kemp, James
Kemp, Robert
Kenaston, George F.
Kistler, Georgia Ann
Knight, Frank
Koontz, Madge Hoppes
Leasor, Jesse E.
Lloyd, Charles
Madden, Margaret
Mann, Henrietta Ingersol
Matthews, Mary Louise
McClain, Issie DeBaun
McKee, Inez
McReynolds, Laura
Mitchell, Clifton
Myers, Katrina
Nantz, Goldie
Neff, Shannon D.
Nicely, Lois Faye
Nichols, Rhoda Alice
Patton, Elizabeth
Pogue, James M.
Ralston, George W.
Rankin, Helen
Reinoehl, John L.
Reiter, Addie Parker
Reynolds, Clara Belle
Richert, Harold A.
Roberts, Ruth Elizabeth
Saint, John W.
Scales, Velma Sears
Schamey, Mabel
Schnaus, Dorothy
Scott, J. T.
Schockley, Emma
Scott, Will
Scroggs, Nettie R.
Servies, Edgar M.
Seybold, Bertha
Sisson, Della
Smith, Glenn
Smith, Nola
Smith, Sadie
Starrett, Rae Smith
Stewart, Roberta
Stone, Dale
Sweitzer, Fannie
Taylor, Salome R.
Tevis, Solon
Vanscoyoc, Edward E.
Van Wye, Ruth
Warfel, Nancy Ann
Watson, Emma Dummond
Weakley, Lillian R.
Wentz, Kate
Williams, Charles O.
Williams, Howard
Windell, Samuel C.
Wirt, William A.
Youngblood, Flora Ellen
Zeigler, Mary Emma
Zimmerman, Charles
Zimmerman, Floyd

IOWA

Atchison, Martha
Ayres, Mrs. Lillian
Barr, Mrs. Marian
Billingsly, J. J.
Brhel, Valasta Sophia
Brown, Ida
Burt, Carl L.
Callendar, Leslie H.
Christophel, Luella
Coleman, E. J.
Coleman, James H.
Cosner, H. L.
Coughlin, Harriet
Cruikshank, Catherine
Cunningham, Mrs. Emily
Cunningham, John R.
Dick, George S.
Donaldson, Zella

Downing, Jean
Drury, M. R.
Duncan, Hattie
Dungan, Mrs. Mary Cotton
French, Jennie M.
Geister, Neoma
Gilbert, S. A.
Greene, Mrs. Alma
Griffith, John Howell
Gullickson, Arlene
Henderson, Anna
Henderson, Anna M.
Herbert, Mrs. Arthur
Herr, O. W.
Holmes, Clarence Leroy
Hubbard, Kate S.
Immegart, Mrs. Alice B.
Jackson, May B.
James, Mrs. Donald
Keil, Delores
Kremers, Harry
Langfitt, Harry
Laughlin, E. V.
Lewis, Mrs. E. Vanderhule
Lindaman, Jeanette
Masser, D. V.
Mathershead, Zena Lee
Miller, Mary
Miller, Onie B.
Mitchell, Eleanor
Morgan, Phoebe
Munkhoff, Katherine
McCandless, George
McChord, Bertha
McClenahan, P. E.
McCleeven, Virginia
McCracken, Mrs. Margaret
McGuire, Ruth
McIntire, Kathryn B.
MacLean, George E.
Newton, Marcia A.
Nye, Fannie
Owen, A. T. S.
Owens, David F.
Parish, John Carl
Parks, Mrs. Elmer J.
Pearson, Raymond A.
Pusteoska, Mayme
Randolph, Ethel M.
Rathke, Ann Mary J.
Regan, Rita V.
Reicks, Louis
Reynolds, David W.
Richardson, Mrs. Lora
Robertson, C. O.
Robinson, C. H.
Rogers, Katherine
Sales, Carrol
Schlegel, Mrs. Lois
Schultz, Milma
Siems, Esther
Simons, Wilbur
Sinclair, Bernice
Sloan, Margaret
Stearns, Ella M.
Stewart, Thomas Bayard
Stockman, Mrs. N. Torrance
Sullivan, Mrs. Jerry B.
Walker, Anna Maria
Walker, Margaret C.
Wallace, Berdena
Watkins, Emma
Weiss, Mildred

KANSAS

Bedker, Francis Laird
Bender, Jesse D.
Bennett, Victoria
Borin, Frank
Casebolt, William
Cherry, Nevada
Clinkscale, C. F.
Crum, R. M.
Field, June
Gentry, Katharine

Holopirek, Daniel
Hosack, Ida R.
Jorgensen, Thue
Kenyon, Frank
Matthew, E. B.
McClure, Laura
McLatchey, Nina
Neeley, Bertha Porter
Nelson, J. W.
Noakes, Hazel
Porterfield, Rose Davis
Traylor, Harold
Wood, Bessie

KENTUCKY

Basham, Mrs. L. L.
Bledsoe, Ruth Wallace
Bolt, Catherine
Brown, L. B.
Burkholder, Grace
Chick, Mrs. C. G.
Cumming, Dora
Daniells, Arellia
Davis, J. Morton
Denues, Carmen
Edwards, R. T.
Frost, William Goodell
Gilmore, C. M.
Gorin, Annie
Harris, Mrs. C. B.
Hole, James
Horton, Herman
Hunter, William H.
Lacy, Victoria
Lynch, Emily
Mills, H. C.
Morris, Clifton
McClain, W. T.
Newton, E. E.
Peters, Raleigh
Pinkston, Jane
Rexroot, Earl J.
Riggs, Mrs. Shelby A.
Roberts, Earl B.
Ross, Virginia
Spradlin, Ralph
Springer, Susan
Stepp, Beecher
Waters, Mollie
Williams, William B., Jr.
Witham, Evelyn
Yoe, Adele
Zembrod, Alfred C.

LOUISIANA

Benton, Lida St. Claire
Brockman, Leslie
Bryant, Mrs. William C.
Buck, Cora D.
Caballero, Louise Dow
Dauer, Mrs. Augusta Huft
Davis, C. L.
Elliott, Mrs. Inez Ethridge
Fenno, Frederick
Jeansonne, L. O.
Lineback, Alice
Mason, Julia Mae
Means, Ida
Quaid, Kate
Sevestre, Lillian
Shilling, Mrs. R. M.
Signorelli, John
Sirman, Mrs. D. R.
Stafford, James M.
Stephens, Edwin L.
Strehle, Katherine
Walter, Matilda M.
Weiss, Paul
Williamson, Fannie
Williamson, Ora C.
Wyble, O. L.
Yantis, Mary

MAINE

Brown, Ruth G.
Chase, George M.
Coburn, Henry W.
Morrell, Marjorie

MARYLAND

Abel, John Jacob
Armstrong, William F.
Baker, Harry Torsey
Barnett, George E.
Bennett, Mrs. Willetta C.
Biddle, George W.
Blair, Joseph
Blend, Mabel A.
Bloodsworth, Mrs. Myrtle
Boggs, Thomas R.
Bowerman, Marjorie C.
Cain, James W.
Cairnes, Lelia
Caples, George H.
Carr, Ozella G.
Chambers, J. Clarence
Carr, Estelle W.
Chenowith, Mrs. Ernestine
Cleaveland, E. Lucy
Clifton, Stella
Cooper, Caroline M.
Coughlin, Margaret C.
Duncan, Marie M.
Forrester, Lillian W.
Frank, Tenny
Frazier, Mary W.
Frost, Wade Hampton
Gemmell, Gertrude H.
Gray, Minnie
Helbig, Mrs. Lulu Sharpless
Herold, Margaret L.
Holmes, Mary E.
House, Homer C.
Isanogle, Mrs. Alvey M.
Jones, Harvey C.
Joy, George W.
Kahn, Tillie
Korff, John A.
Lacy, Louise
Lang, F. Otho
Lockard, Margaret
McCauley, Florence R.
McMichael, Alice
Manahan, Ethel
Manny, Theobald B.
Miller, Edith
Olias, Mildred
Owens, George A.
Pennington, Bertha Y.
Ramsey, Katharine
Rawson, Elston H.
Reese, Mrs. Mary R.
Silverman, Bessie C.
Smith, Frank R.
Stingley, Thomas W.
Stout, Robert W.
Willis, Pearl
Wimsett, H. Jeanette
Young, Mrs. Eunice Martin

MASSACHUSETTS

Allen, Leonard J.
Galvin, Mary M.
Lynch, John E.
Mason, Stella P.
Mooney, Richard H.
Rugg, George B.
Safford, Adelbert L.
Small, Hilda H.
Walsh, Maryalice

MICHIGAN

Aamodt, Martin E. A.
Abel, John Jacob
Adams, Mrs. Florence Field
Ainsworth, Mrs. Edwin O.

Alexander, Alice M.
 Allen, Mrs. Jennie Ritchie
 Arbaugh, William Benton
 Axford, Mrs. May Buchanan
 Banks, Mrs. Inez E.
 Biscoomb, Mrs. Florence Amelia
 Bissell, Mrs. VaNetta
 Brecheisen, Merle
 Bridges, Nathaniel W.
 Bristol, Orren L.
 Brown, Marion
 Buckland, Mrs. Maude Lillian
 Burger, Judson J.
 Bushnell, Nina
 Cahill, Mary K.
 Calahan, Mamie
 Campbell, John A.
 Clark, Mary Jane
 Coldren, Lida
 Converse, Frank E.
 Cook, Alice A.
 Cooke, Mrs. Estella A.
 Cook, Olive
 Corbishley, Harriet
 Cornwell, Madge
 Crofoot, Mrs. Etta Burr
 Davis, F. Dayton
 Davis, Wilson H.
 Dersnah, Eugene L.
 Devine, Mary E.
 Dexter, Margaret R.
 Dobbie, Lucie M.
 Douglas, Harvey
 Doyle, Mary
 Drake, Mrs. R. L.
 Drennan, Mary Cross
 Durkee, Mrs. Ella Harris
 Dykhouse, Sybrant
 Edwards, Mrs. Ida M.
 Edwards, Mrs. Norma A.
 Ernsberger, Phoebe
 Faucett, Mrs. William H.
 Felton, Harriet M.
 Fish, Mrs. Helen MacMahon
 Fitchett, Myron
 Foley, Margaret Eleanor
 Foley, Mary T.
 Follmer, Florence
 Foster, Clyde E.
 Ganiard, George E.
 Garrett, Mrs. Harry B.
 Gasar, Earle F.
 Gascho, Raymond H.
 Godfrey, Madge Rudeck
 Godfroy, Alice S.
 Goodhue, Mrs. Florence
 Goss, Mrs. Josephine
 Ahnefeldt
 Hall, Mrs. Florence G.
 Harper, Alice H.
 Harris, Mrs. Clara
 Hazard, James L.
 Heaton, Carrie
 Hebb, Thomas Carlile
 Henry, Lloyd A.
 Herrig, Anna B.
 Hess, Mrs. Jennie
 Howe, Harry Lee
 Hubbell, Frances E.
 Hyde, G. Warren
 Irving, Mrs. Margaret
 Johnson, Oscar M.
 Jones, Anna S.
 Kenney, Mrs. Marie Stevens
 Kingston, Angeline E.
 Kishlar, Eva
 Klett, Mrs. Dove Mary
 Kokx, Louise
 Lawrence, Metta M.
 Leith, Mrs. Lillian H.
 Lockwood, Mrs. Ray
 Lowe, John N.
 Lynch, Bridget
 Mandeville, James
 Manigold, Casmir E.
 Marckwardt, Otto C.

Markle, Mary
 Mercier, Mrs. Orville
 Merrick, Greta
 Merritt, Carrie E.
 Mithen, Katherine L.
 Moran, Michael T.
 Mulholland, Mary
 Musselman, William J.
 Mutschel, Matilda
 McAllister, Gertrude
 McBain, Mrs. Leonora M.
 McCollum, Alice
 McMillan, Daniel
 McNabb, Bessie
 Nonen, Lena F.
 Norris, Orlando O.
 O'Brien, Mrs. Alice Troy
 O'Nie, Charles
 Ormes, Guy N.
 Otto, Mrs. Polly Ann
 Parker, Mrs. Edith Koch
 Parker, Russell H.
 Paton, Annie A.
 Paton, Thomas W.
 Peck, Mrs. Franklin
 Peck, Mrs. Jesse R.
 Porter, Mrs. Martha Ellen
 Press, Michael
 Quist, Gustave J. B.
 Rabbers, Mrs. Helen V.
 Reeves, Herbert L.
 Reilly, Walter
 Reily, Helen M.
 Reynolds, Rose B.
 Riley, Nona A.
 Rusk, Charlotte Brownson
 Russell, Mrs. Mae Partridge
 Ryalls, Edna Hill
 Scanlon, Hanna B.
 Schoepflin, Ruth E.
 Schoolland, Klaas
 Schryer, Rachel L.
 Scott, Frank P.
 Sevey, Hiram H.
 Shalla, Lucille
 Shekell, Mrs. Clara
 Shepard, Mrs. Susan
 Sherwood, Kate E.
 Shull, Carl D.
 Sias, Georgia
 Skinner, Mrs. Estella
 Smith, Mrs. Lorinda E.
 Smith, Reuben F.
 Snell, Alice A.
 Stephenson, Mrs. Jerome
 Stevens, Mrs. Alberta Paulin
 Strickland, Rena B.
 Struble, Lula M.
 Thompson, Vera
 Thumm, Jay W.
 Tobin, Gladys F.
 Towner, Mrs. Edna Mulholland
 Travis, Jerome
 Tremlin, Mrs. Lena Egle
 Tucker, Mrs. Eileen Barron
 Tuohy, Sylvester W.
 Valaske, Victor L.
 Van Deman, Harriet
 Wait, William Henry
 Walker, Edith M.
 Walker, Mrs. Grace Hoffman
 Walker, Mrs. Jeanne Anderson
 Walton, Mrs. Fred G.
 Wesselius, Mrs. Effie Bangs
 West, Jeannette S.
 Wheeler, Lillian
 Wheeler, Francis J.
 Wilhelm, Mrs. Ruth Taylor
 Wilson, Hattie M.
 Wilson, Mrs. Kate M. B.
 Wilson, Matilda A.
 Wine, Wesley C.
 Wines, Levi D.
 Yost, Arda B.
 Yost, Eber W.
 Zimmer, Mrs. Edith

MINNESOTA

Ahlgren, Marion
 Anderson, Avis
 Armstrong, Orie V.
 Bickerstaff, Anne G.
 Blackmer, Mrs. John
 Brandt, Frederick
 Brash, Jean H.
 Burke, Miriam A.
 Burt, Imogene
 Caulfield, Ann
 Chalmers, Samuel A.
 Chelgren, Mildred
 Cleary, Francis
 Coffman, Lotus D.
 Cole, Ruth
 Corcoran, Anna T.
 Deems, Margaret
 Doyle, Wilhelmina
 Elliot, Lilla M.
 Forestier, Fannie M.
 Grace, Lillian M.
 Hargreaves, Richard
 Hartley, Isabel
 Hayes, Effie M.
 Heineman, Margaret E.
 Herr, Orris W.
 Hodge, Nella C.
 Huston, Julia
 Johnson, Lilly M.
 Jolly, Beatrice
 Kelly, Elizabeth M.
 LaDue, Amelia
 Lamb, Charles E.
 Larson, Alma C.
 Lawson, Alma D.
 Leavitt, Olive
 Lewis, Mary L.
 Lynn, J. E.
 Maasa, Effie E.
 Macauder, Virginia
 Mandeville, Clara L.
 Mauvell, Guy E.
 Maxwell, Myra
 McElligott, Margaret
 McNich, Elvira S.
 Michel, Virgil
 Miller, Ella
 Morton, Margaret W.
 Morton, Willis R.
 Myrum, George
 Nason, Effie
 Newsom, Mary J.
 Nicholas, M. A.
 Nilson, Anna
 Oas, Jennie B.
 Ohr, Frances D.
 O'Roole, Anna E.
 Peterson, Odela
 Pinney, Catherine E.
 Price, Eva A.
 Prock, Claude
 Reed, Isabel M.
 Regan, M. Maude
 Ringstad, E. O.
 Robinson, Grace B.
 Roddatz, Agnes J.
 Russell, Martha C.
 Ryan, Anna M.
 Ryan, W. T.
 Sanders, Lulu M.
 Scherling, Barney
 Seymour, Mary
 Sharp, Margaret Q.
 Slater, Florence
 Spencer, Gertrude L.
 Talmade, May E.
 Teeter, Addie M.
 Walters, Bonnie E.
 Waufle, Grace G.
 Wheeler, J. N.
 Whitman, Nina M.
 Whitney, Frances H.
 Wright, Ida L.
 Youngcranz, Hildur

MISSISSIPPI

Broadfoot, M. D.
Gowdy, B. W.
Hall, Wiley
Hawkins, L. E.
Howard, Mrs. S. F.
Hubbard, F. J.
Jones, L. M.
Jones, W. B.
Kincannon, A. A.
Little, Abbie Jane
Mayhall, S.
Parker, Mrs. L. E.
Royal, Vera
Rutherford, Mrs. R. E.
Stuart, Wilmon

MISSOURI

Adams, Mrs. Patricia
Allen, Mrs. Sue L.
Barrett, Mary L.
Battle, Lois W.
Bird, Ruby
Blackwell, Bessie T.
Blucher, Odessa M.
Boaz, Mrs. Elma M.
Bolin, John
Bradley, Mrs. Mae I.
Briscoe, Pearl Dix
Brous, L. Edwin
Browning, C. E.
Burnett, Bertha
Carter, E. M.
Chapman, Nancy L.
Childress, Glenn Ramsey
Collins, Lowell
Condray, Evabelle
Cooper, W. S.
Cox, Lillie
Crum, C. L.
Curry, N. C.
Dangerfield, Mrs. Grace
Deckard, J. R.
Detchmندی, Sarah
Dickson, Mamie A.
Dunn, Catherine
Duross, Alice
Everett, Georgetta
Farabee, Stella
Fox, Burwell, Sr.
Fox, Mrs. Norma Jean
Fraser, Kate A.
Gray, Susie
Green, Mrs. Izora
Hagen, Bessie S.
Hall, Wilma
Hausenbuiller, Mrs. Lois
Hawley, F. F.
Heimbeaugh, Helen Hartzell
Held, Louise
Hills, Bertha Perrine
Holman, Madeline Virginia
Hulsey, Anna
Kaye, Irene M.
Kennedy, Eugenie H.
Knight, C. E.
LaVine, Gertrude A.
Layton, Esther Irene
Long, Blanche A.
Long, Helen
Malloy, Amelia M.
Marsh, Flora M.
Mayer, Rose C.
Muck, Ermanette
McGuigan, Lucy B.
McMurphey, John
McNeely, Bessie
Moffett, Hubert
Nau, Bessie O.
O'Connell, Kathryn
Ott, Cora B.
Ottofy, Frances H.
Parker, Alice E.

Pennington, Bessie V.
Pereley, Deane
Phillips, E. D.
Pickard, John
Powell, Charles A.
Prewitt, Mark
Raymond, Missouri
Rotteck, Elsie
Schmidt, Dulcie
Shay, Wendell F.
Smith, Martin V.
Stewart, O. J.
Stittsworth, Carry B.
Sutton, Mrs. Mary J.
Taylor, Jennie C.
Thummel, Florence
Vaeth, Joseph
Vandersloat, F. E.
Vosholl, Henry
Wallace, H. Juanita
Welker, Mrs. Clara M.
Wharton, Hallie
Wilcox, Mrs. Elizabeth
Williams, Helen
Williams, Mrs. Hettie
Wolter, Otto L.

MONTANA

Ballinger, Brunette Marie
Campbell, Raymond
Connell, Jessie F.
Craig, R. S.
Curran, Margaret Craig
Davis, Mrs. Charles
Douglas, Albert H.
Feely, Mrs. C. P.
Foien, Carrie
Goodman, E. H.
Harrod, Mrs. Anna
Johnson, Alma
Lucas, Mrs. Mary O'Connell
Matteson, Mary
McNair, Henry W.
Neits, Mrs. Vera F.
Patterson, Mrs. H. M.
Rupert, Frank
Sauers, H. H.
Shewe, Essie
Smith, DeLoss
Smithy, Nora L.
Steen, Elizabeth
Stolp, Iva
Sweetland, Mrs. Adilda
Thorpe, Helen
Vass, Mrs. Tressie

NEBRASKA

Applegate, Goldie P.
Badger, Minnie
Baker, Estella Loretta
Batten, Anna
Bryan, Mrs. J. H.
Crane, Katherine
Cromer, E. P.
Culver, Mrs. Charles W.
Fulmer, Mrs. Evalena A.
Hatterman, Mrs. Alice Mary
Hayes, Daniel W.
Hoffman, James David
House, Homer C.
Hufman, Iva Lois
Hutton, Mrs. Minnie
Jones, W. O.
Kennedy, Charles
Kimball, Willard
Lambart, Bertha
Lewis, Nancy
Linch, Alta
Linger, May
MacLean, G. E.
Mahan, Patrick J.
Masser, Daniel V.
Mitchell, Esther
Moore, Anna B.

Moore, Vonja
Mostyn, Patricia
Nieman, Frances
Northrup, Mrs. Lucy Gould
Pettis, Carrie
Porter, Mrs. Marie
Quackenbush, Mary E.
Quimby, Harold F.
Romig, Mrs. Ella
Rossiter, Mrs. Evelyn Mitchel
Russell, Kate E.
Schmitt, Russell
Sharrard, Kate
Shelby, Matilda
Stephens, Dan V.
Stockdale, William Tolbert
Stotts, Eva
Thomas, Florence
Turner, A. E.
Vaughan, W. E.
Walgren, Olive K.
Wallace, Dora
Watters, Mrs. Hallie

NEVADA

Stevens, Mrs. Dorothy L.

NEW HAMPSHIRE

Bales, Harold C.
Brackett, Ralph
Hoover, Earl E.
Houser, Elizabeth F.
Howe, Chester L.
Moore, Mrs. Jeannette
Pitman, Sister M. Paula
Sanborn, Mrs. Constance
Smith, Bessie
Stevens, Frances
Valcour, Marie Josephine
Wilbur, Walter E.

NEW JERSEY

Addison, Elizabeth
Allen, Elsie F.
Ayers, Mrs. Anna Langan
Berke, Joseph H.
Biggane, Anna G.
Black, John J.
Blayney, Ada S.
Branagan, Ella M.
Bremner, Elizabeth M.
Browne, Carrie E.
Cassidy, Francis C.
Chalmers, Mr.
Chamberlin, Edna F.
Chambers, Elizabeth
Clock, Hermeo
Commerford, Margaret
Conover, Mrs. Addie F.
Cumine, Mary E.
Curtis, Clifford C.
Dahl, Daniel
Donnelly, Maud
Dougherty, Rheba
Dowd, Katherine E.
Downing, Mrs. Grace
Downs, Elwood E.
Earle, I. Newton
Ferguson, Ethel M.
Finegan, Mary
French, Minnie
Gallagher, Bessie
Gauthier, Mrs.
Gilbert, Max M.
Goldsmith, Harry
Hall, Bertha E.
Hawkins, Mrs. Helen Bray
Healy, Margaret M.
Hopkins, Loretto A.
Hourigan, Thomas L.
Johnson, James F.
Just, Helen Marie
Kane, Mrs. Rose S.

Kanne, Mrs. Anne
 Keat, Mrs. Maude Z.
 Kibbe, Mrs. Maude Speakman
 Lewis, Esther
 March, Grace
 McCaffery, Elizabeth
 McGarr, Thomas A.
 McKelvey, Marguerite Nelke
 McKenna, Mary E.
 Meeker, Grace V.
 Miller, Elizabeth
 Mitchell, Minnie C.
 Moore, Charles F.
 Morris, Elizabeth
 Morris, William T.
 Myers, Willis
 Nay, C. Paul
 Neville, Helen A.
 Nevius, Mary Anne
 Nichols, Edna F.
 Nommenson, Mrs. Clara
 Planer
 Parotino, Mrs. Thomasina Q.
 Pearsall, John Vliet
 Perlman, Alexander F.
 Person, Fannie DeWitt
 Phipps, Ella
 Pizzi, Mrs. Virginia M.
 Poeller, Marie Hoyt
 Powell, May V.
 Pratt, Charles
 Reeves, Blanche
 Remmert, Mrs. Caryl
 Remondelli, Pasquale P.
 Rurade, Marie F.
 Seip, William H.
 Smiles, Gertrude E.
 Snyder, Gardiner
 Sullivan, Mrs. Ruth Waters
 Sweeney, Daniel P.
 Tannery, Gertrude
 Troxel, Emma
 Ward, Winifred D.
 Warren, Jehial Clark
 Wells, Mary A. Willey
 White, Neta L.
 Whitelam, Maybelle L.
 Wilson, Beatrice M.
 Winschuh, Mrs. Margaret
 Rodgers
 Wise, Margaret
 Young, Helen M.

NEW MEXICO

Fenlon, G. L.
 Montoya, Flora
 Mullins, Mrs. R. J.
 Wells, E. H.

NEW YORK

Abeles, Milton M.
 Adams, Joseph
 Adelman, Gertrude
 Agnew, Maria A.
 Ahern, Josephine M.
 Alberts, Anna
 Allen, Hazel M.
 Allen, Ruth M.
 Allis, Mrs. Mary D.
 Arnstein, Goldie L.
 Aylesworth, Mary E.
 Babcock, Beulah E.
 Babcock, Blanche L.
 Bagley, Maurice A.
 Bailey, Albert A.
 Baker, Charlotte C.
 Barwick, Lottie A.
 Battin, Vernice W.
 Baurhenn, Caroline E.
 Bedell, Alice M.
 Beilby, Mrs. Esther
 Berge, Marie C.
 Bergh, Wilhelmina C.

Berkenblit, Anna
 Berrigan, Agnes
 Biggio, Andrew A.
 Billingham, Frank L.
 Birmingham, Rose
 Blauvelt, William H.
 Bloomfield, M. Elizabeth
 Blout, Bess L.
 Boettiger, Carl
 Bolen, John K.
 Boyce, Lucia S.
 Bruce, Elinor
 Byrnes, May E.
 Campbell, Margaret L.
 Carley, Andrew
 Carroll, Mary E.
 Charles, Mildred
 Chidester, Cora B.
 Clifford, Cornelius
 Clune, Elizabeth C.
 Coffey, Jennie
 Cohen, Henry
 Coleman, Margaret L.
 Conless, Joseph P.
 Conley, Annie T.
 Connell, Mary E.
 Cook, Jessie L.
 Cooley, Mary
 Coppock, Mrs. Phyllis C.
 Costello, Margaret J.
 Cotter, Avis M.
 Crosbie, Alice R.
 Cummings, Wallace D.
 Cunningham, Marie
 Curtice, Florence E.
 Dann, Hollis
 Davey, Roy E.
 Davis, A. B.
 Davis, Emily
 Decker, Nicholas P.
 Doncourt, Carlton L.
 Dooley, Alice
 Doolittle, Adelaide
 Douglas, John
 Downing, Isabella E.
 Dunbar, William F.
 Durkin, William J.
 Easton, Barbara F.
 Edmondson, T. W.
 Elliff, Mary F.
 Evans, John R.
 Farr, Fannie L.
 Farrell, Susa V.
 Feingold, William
 Finan, Mary A.
 Fleischman, Louise
 Flynn, Edward J.
 Flynn, Julia A.
 Fox, Henrietta A.
 France, Sanford D.
 Fuerst, Sidney M.
 Fusco, Rose A.
 Gannon, Rose L.
 Gartlan, Eugene B.
 Gebhardt, Susie
 Gehan, John J., Jr.
 Goldenstar, Lenore B.
 Gray, Mabel Y.
 Gray, Margaret J.
 Grotjan, Alicetine J.
 Grout, Everett T.
 Grover, Frank B.
 Gustavson, Margaret
 Hagan, Claire F.
 Hall, Helena F.
 Haney, Rose M.
 Hanna, Mrs. Agnes F.
 Happel, Ethel C.
 Henelton, Carolyn
 Higgins, Mary
 Hill, Arthur E.
 Hill, Ward L.
 Hinman, Rae Hewitt
 Hoadley, Ethel W.
 Hoffman, Elsie C.
 Holden, May

Horn, Walter Louis
 Houghton, Mary V.
 Howe, Peryl S.
 Howe, Sarah W.
 Hume, Alice B.
 Huntington, Georgia M.
 Hurley, Cecelia A.
 Illingworth, John J.
 Irwin, Mary
 Jaches, Leopold
 Jackson, Katie
 Jeffords, Clyde R.
 Joffe, Sarah
 Johnson, Mrs. Daisy B.
 Kavanaugh, Catherine F.
 Kavanaugh, Edward J.
 Kehoe, Marie A.
 Kemp, Jessie R.
 Keough, Regina
 Kerwin, Katherine L.
 Keyes, Katharine M. A.
 Klock, Mrs. Clara L.
 Kohn, Daisy D.
 Korb, Gertrude M.
 Lasker, Miriam V.
 Levine, Pearl
 Levy, John
 Lewis, Mrs. Leonore J.
 Lyman, Mrs. Beulah W.
 MacLean, Donald C.
 Mahoney, Mary A.
 Mahony, Grace A.
 Marrin, Alice M.
 Mason, Appleton A.
 Massey, Thomas H.
 Mathewson, Chester A.
 McAvey, Julia V.
 McCartney, Hoge
 McGoldrick, Anna L.
 McGowan, Mary
 McKinney, Bessie
 McNicholl, Anna T.
 Messmer, William P.
 Michaelis, Elena F.
 Miller, Cathryn G.
 Miller, Frances M.
 Miller, Vera L.
 Molloy, Mrs. Marguerite
 Montfort, Robert W.
 Moross, Minnie
 Morris, Arabelle C.
 Morris, John S.
 Moser, Margaret B.
 Mulkay, Lillyan F.
 Murphy, Edward F.
 Nathan, Hortense L.
 Niven, Mary H.
 Nolting, Andrew J.
 Nugent, Gertrude M.
 Nugent, Susan A.
 Nuttall, Mrs. Gertrude
 O'Brien, Miriam T.
 O'Connor, Rena M.
 O'Connor, John A.
 O'Donnell, Alice
 O'Hern, Joseph P.
 O'Laughlin, Mary R.
 O'Sullivan, Margaret A.
 Oswald, John C.
 Paulat, Elsa
 Pavis, Josephine E.
 Phillips, Harriette L.
 Pokorny, Rudolph C.
 Potts, Louis J.
 Powell, Elizabeth
 Powers, Francis W.
 Projan, Irving
 Puletz, Henry S.
 Putnam, Edith C.
 Rabenort, William L.
 Rae, Margaret P.
 Reagan, Joseph
 Redding, Marie D.
 Reidel, Adelaide
 Reilly, Anna G.
 Reilly, Elinor T.

Reilly, Mary
 Reilly, Mary M.
 Renshaw, Raemer R.
 Reutemann, Emma
 Rice, Bertha W. W.
 Richman, Mary L.
 Riffe, Celia
 Riordan, Anna D.
 Rockefeller, Norma
 Rogers, Beatrice K.
 Rolker, Evelyn G.
 Rorty, Edwin M.
 Rose, Lesa L.
 Rowland, Helen C.
 Ryan, Charles L.
 Ryan, Florence B.
 Ryan, Theresa C.
 Scheider, Frederick M.
 Schaefer, Louise E.
 Schenk, Helen
 Schimmel, David E.
 Scholze, Olga I. H.
 Schwartz, Mary L.
 Scott, Elizabeth
 Sharkey, Stephen
 Singleton, Amy E.
 Slane, Alma B.
 Smith, May
 Smith, Montgomery
 Sorenson, Zelda E.
 Steffen, Alma M.
 Steffen, Mattie
 Stoecker, Magdalen
 Streeton, Jeannette M.
 Stull, DeForest
 Sutton, Lucy P.
 Swift, Winifred
 Taaffe, James A.
 Taylor, George D.
 Thornton, Louis B.
 Tilney, Frederick
 Towns, Jane V.
 Tucker, Anna
 Ungerleider, Anna
 Ulrich, Louis J.
 Vaeth, Joseph A.
 Van Ingen, Mrs. Ethel
 Ward, Mary H.
 Ware, Hamilton
 Watson, James E.
 Wertz, John Elmer
 Wheeler, John Martin
 Willets, Georgette
 Williams, Helen S.
 Wilson, Edmund Beecher
 Wingate, Catherine

NORTH CAROLINA

Bernard, William Stanley
 Bowden, Mrs. S. A.
 Dixon, Myrtle Lou
 Dula, Clyde H.
 Exum, Geneva
 Gooch, F. L.
 Gray, Robert D.
 Gross, Garland Walker
 Harrell, Hayden Claxton
 Holland, Hattie
 Lennon, R. F.
 Massey, H. J.
 McDougall, William
 McDuffie, Mrs. Dorothy Caldwell
 McKinnon, Lily B.
 McLean, J. E.
 Mullis, Ida E.
 Newlin, Mrs. Joseph C.
 Patton, Mrs. J. W.
 Spier, Etta Rider
 Stern, William Louis
 Thompson, Earl Asbury
 Wacaster, Mrs. Lottie E.
 Wilson, Henry Van Peters
 Woollen, Charles Thomas

NORTH DAKOTA

Anderson, Jerome
 Baker, George
 Cranz, Ruth B.
 Devine, Joseph M.
 Engle, Arabelle
 Hartnett, Margaret
 Hulsether, Edwin J.
 Jones, Edwin H.
 McFarland, George A.
 McLean, Elsie McFarland
 Shepperd, John H.
 Witt, Elsie

OHIO

Adams, John Roswell
 Andrews, Mary
 Barnes, Margaret M.
 Baxter, John K.
 Baughman, Lethena S.
 Bault, Mrs. Alice
 Berchmans, Sister M.
 Bishop, Fred B.
 Bland, Mrs. Bernice
 Bruerd, Marguerite
 Clark, Georgie
 Clark, Margaret
 Cody, Margaret H.
 Colopy, Helen
 Comins, Alice
 Cranston, Mrs. Nellie P.
 Cunningham, Emma
 Curtiss, Lewis D.
 Downing, Charles E.
 Dunbar, Anna K.
 Ebersole, Daniel
 Ellis, Emery E.
 Ferguson, Celina
 Foster, Helen
 Gardner, Grace
 Garman, Charles C.
 Graham, L. J.
 Hadsel, F. L.
 Harris, Fielder B.
 Hossler, Mrs. Ida Lofland
 Hawke, Fletcher
 Hayes, W. B.
 Hetzler, C. Lee
 Hines, Allie
 Holdson, David W.
 Hoover, Ralph E.
 Inman, Florence
 Johns, William
 Jones, Robinson G.
 Jones, Sarah Elizabeth
 Kappes, C. W.
 Kennedy, Francis Willard
 Kidwell, Mrs. Nettie
 Knapp, Mame
 Knoderer, Ordella A.
 Kuhn, Louis G.
 Lindsey, Maude Belle
 Marshall, Jessica
 McClure, Paul H.
 Meek, Mary
 Merryman, Pearl
 Ness, John Calvin
 Offenbauer, R. E.
 Painter, Joseph H.
 Pearson, Frank B.
 Peaslee, Edward S.
 Perkins, Fannie
 Pugh, Richard W.
 Rainey, Jonathan M.
 Reed, Grace H.
 Rhanemus, Lucien A.
 Ritz, Ella
 Ruffner, J. Morgan
 Saunders, Martha
 Schappell, U. M.
 Schultz, A. W.
 Seese, William G.
 Shepard, J. G.
 Siebenthaler, Daniel W.

Smith, Joseph W.
 Sproul, Faith E.
 Stoll, George A.
 Swingle, Faye Louis
 Templar, Mary
 Wagner, Carrie
 Wagner, Mrs. John
 Waltermire, Arthur B.
 Warson, Lewis W.
 Williamson, Mrs. Blanche
 Willis, Henry E.
 Zierholf, Mildred

OKLAHOMA

Asendorf, Albert
 Aston, Alma
 Brannon, Leila
 Butcher, H. P.
 Childers, Mrs. Ruth
 Clark, James N.
 Comfort, Hugh
 Davis, Mrs. C. R.
 Eaton, Rachel Caroline
 Fowler, Harrison M.
 Gober, A. M.
 Laird, Paul
 Lewis, Jerry
 Marvin, Mary Niblack
 McAlarty, Nell Inez
 McCullough, Francis C.
 Mitchell, Greta
 Murphy, William H.
 Page, Binnie L.
 Pottorff, J. F.
 Provines, H. G.
 Radgowsky, Leopold
 Salzman, Agnes
 Shotwell, E. B.
 Stockton, W. G.
 Suggett, S. P.
 Sult, Marva Ione
 Terry, Ivy
 Tolleson, J. W.

OREGON

Bennett, Helen
 Dewhirst, W. A.
 Dobie, Emma
 Dorres, Mrs. Loretta
 Ost, Gertrude

PENNSYLVANIA

Albright, M. Rebecca
 Ames, Margaret E.
 Aten, Norman E.
 Bagenstose, Homer T.
 Baker, Thomas S.
 Barrett, Mrs. Henrietta Wright
 Barris, R. C.
 Bell, Elizabeth H.
 Benn, Nan E.
 Benner, Carl O.
 Bensom, Estella P.
 Blank, Kermit J. W.
 Bradley, Marie A.
 Brecht, Samuel K.
 Brockway, Mabel C.
 Brown, Silas H.
 Burke, Mary
 Burkholder, Harry L.
 Campbell, Emily
 Campbell, Margaret W.
 Christ, D. H.
 Clapp, Elizabeth E.
 Clinch, Mrs. Nellie Fox
 Conover, Luella M.
 Conro, George W.
 Curtis, Sallie Graff
 Dann, Hollis E.
 Dannaker, Lillian M.
 Delo, Mary
 Doherty, Elizabeth
 Dougher, Edward A.

Dougherty, Bridget
 Duncan, Mary O.
 Evans, Mrs. H. Jane
 Evans, William W.
 Ferree, Lillian
 Foster, Charles R.
 Gebhardt, Caroline D.
 Gelman, Hilda Mozocont
 Giltrap, Anna
 Goodwin, Lucie H.
 Gotta, Mary Elizabeth
 Grimm, Stella M.
 Guy, J. Freeman
 Hainlen, Mrs. Emma E.
 Hall, Nancy J.
 Hamilton, Edna
 Hamm, George L.
 Hart, Ida M.
 Hartley, Helen
 Hills, M. M.
 Hoffman, Ivy
 Hoskinson, Lida S.
 Howe, Van V.
 Hunt, Emory W.
 Huzzard, Mrs. Anna B.
 Irvin, Sarah E.
 Jones, Mary
 Karp, Lena
 Kaufman, Mrs. Eva
 Kelley, Harold D.
 Kemp, Ellwood L.
 King, Charles P. John
 King, John Joseph
 King, Millard B.
 Laning, Willard A.
 Larrabee, Marian E.
 Loy, Elizabeth K.
 McDermott, Irene E.
 McCafferty, Mrs. Carrie Ellen
 McClintock, Mrs. Kathryn B.
 McGinnis, Margaret
 McHale, Gertrude
 Madeira, Charles C., Jr.
 March, Thomas Stone
 Martin, Jennie E.
 Mascolo, Andrew B.
 Mellon, Carolyn Renner
 Metzger, Harry D.
 Miller, Alice G.
 Miller, Grace
 Montgomery, C. F.
 Morin, Edith
 Munce, Margaret
 Noack, Rexford J.
 Nye, Annie B.
 O'Brien, Anna B.
 O'Connell, Mary
 Offerdinger, Bertha
 Onimus, Anne M.
 Orr, Harriet
 Parsons, Mary A.
 Pearson, Ward B.
 Peoples, Virginia
 Pierce, Lillian W.
 Powell, Sarah M.
 Prendergast, Mary
 Provost, E.
 Raffensperger, Roy M.
 Riddle, Evelyn
 Ross, Willard K.
 Rule, James N.
 Sallitt, Daniel
 Scheibler, Eleanor
 Schlayer, Annie C.
 Schoch, Parke H.
 Shaffer, Charles W.
 Shireman, Clara S.
 Shremp, Lotta
 Simpson, Sarah F.
 Slothower, Harry G.
 Smith, Mrs. Andrew Thomas
 Smith, Ella
 Smith, Martha A.
 Snyder, Marguerite E.
 Spaeth, Albert D.
 Sprague, Mrs. Edith Gilmore

Stewart, M. Irene
 Stewart, Ralph O.
 Strauss, Eva C.
 Suckow, Anna
 Tamkin, Edward A.
 Thomas, Mrs. Frances Baish
 Thompson, George A.
 Townsley, Mrs. Hattie
 Tritle, Alice Jane
 Ward, Minnie Isabel
 Watt, Eleanor
 Weaver, William J.
 Welsh, Elsie L.
 Whitlow, Martha L.
 Williams, Elizabeth D.
 Wilson, Anna M.

RHODE ISLAND

Aldrich, Mabel
 Anderson, Erik A.
 Atwood, Mildred H.
 Berg, Amelia E.
 Billson, Marietta B.
 Bliven, Anna L.
 Bowen, Florence E.
 Burt, George M.
 Caulfield, Alice M.
 Champlin, Julia W. Doyle
 Coggeshall, Juliet E.
 Deering, John R.
 Douglas, M. Eliza
 Fox, Mary E.
 Fuller, A. Eliza
 Gallup, Carolina A.
 Goldsmith, Sarah E.
 Gleason, Alice Collins
 Hathaway, Harriet M.
 Heyworth, Edith E.
 Hobbs, William C.
 Hodges, Edith S. Douglas
 Hopkins, John
 Horgan, Mary E. Keenan
 Jenckes, Irene Barnes
 Kelly, Fannie F. MacDonald
 Kidder, Fanny E. Stacy
 King, Ella Louise
 Kingsley, Nathan G.
 Kirk, Sarah J.
 Loveland, Clifton W.
 Main, A. Daisy Oldham
 Matson, Lily E.
 McBuchanan, Janet
 McCabe, Sarah T.
 McHugh, Elaine E. Armstrong
 McIlvain, Mary E.
 Montgomery, Charles D.
 Moore, Ella R.
 Muir, Mary J.
 O'Reilly, Harold L.
 Peasley, Charles H.
 Perkins, A. Mabel
 Phillips, Ida S.
 Pieczentkowski, Hulda C.
 Robinson, Thomas H.
 Spratt, Frank A.
 Staples, Evelyn
 Sullivan, Margaret P.
 Sundberg, Jennie
 Tally, Margaret E.
 Taylor, Emily A. Wilson
 Thacher, Elizabeth D.
 Walsh, Alice M.
 Watson, Sarah A.
 Williams, Catherine L.

SOUTH CAROLINA

Bishop, Mrs. Lillian
 Burts, B. C.
 Eberhardt, E. C.
 Evans, Frank
 Griffin, Vera
 Harris, Anne
 Hightower, Dorothy

Marshall, S. Brooks
 McIver, George W.
 Mickler, Bessie
 Myers, Mrs. Maude K.
 Reese, Mrs. Belle
 Rigdon, Carmon
 Scott, Mrs. John

SOUTH DAKOTA

Caldwell, Ada
 Dean, George
 Hanlon, Viola
 Herrig, Anna
 Humbert, A. B.
 Lemburg, Bernice
 Linderman, Harold
 Lyons, Mrs. A. M.
 Martin, Clara
 McVay, Bruce
 Powell, Clarence
 Schaeffer, Mabel
 Schlosser, A. R.
 Small, William F.
 Stahl, Mary
 Tolles, Mrs. L. M.
 Warren, Henry Kimball
 Wentz, J. B.

TENNESSEE

Atkinson, J. E.
 Black, William Thomas
 Bryant, Billy B.
 Bond, Cornelia
 Bond, J. D.
 Cochran, Bessie
 Cox, J. E.
 Demiarhkevich, Michael
 Dishman, John Wesley
 Doggett, Rebecca
 Duff, Hettie L.
 Gayden, W. J.
 Greer, Matina
 Hatton, Manie
 Irwin, Georgie
 Kates, Eva
 King, William Worley
 Marr, Cornelia
 Massey, F. M.
 McWhorter, A. M.
 Montgomery, Mrs. Elizabeth A.
 Morris, Mrs. J. R.
 Rausom, Med
 Sloan, Eulalie
 Snyder, J. A.
 Wells, Charles Luke
 White, E. C.
 White, Kate
 Williams, Mrs. Thomas B.
 Young, Wilbur S.

TEXAS

Ainsworth, Nicholas R.
 Allen, Charles A.
 Allen, Charles Ricketson
 Arnold, Lucy
 Bartlett, Mrs. Jennie Wallace
 Bell, Tollie
 Birdwell, W. H.
 Bright, Florence
 Brownson, Katherine
 Burma, John H.
 Carpenter, Nette
 Carroll, Burl
 Cauthorn, E. B.
 Chamness, Mrs. Margaret
 Clearwater, Mrs. Teresa
 Cobb, Charles T.
 Coffee, Maymie
 Coleman, Mrs. Frances
 Day, A. L.
 Faubion, R. A.
 Fowler, Rupert W.
 Freeman, Thenie Ophelia

Fritz, E. B.
 Fry, Lucille
 Grigg, Asa W.
 Guleke, James O.
 Hardy, J. C.
 Harper, Lillie
 Harris, Mrs. Helen
 Harris, Loulein
 Hasley, Vernon
 Hawley, William H.
 Hetherington, Sidney
 Inman, Dollie B.
 Jennings, Elzy Dee
 Johnson, A. Sidney
 Johnston, J. N.
 Jones, Laura B.
 Jones, Lily Bell
 Kennington, J. T.
 Kirk, W. J.
 Knapp, Bradford
 Lipscomb, Mrs. Virginia
 Long, Davie Marie
 Looney, Mrs. B. E.
 Martindale, Mrs. Lena Stone
 Masterson, Ralph S.
 Maxwell, Eula
 McGloin, Mrs. J. S.
 Milam, Mary Grace
 Moore, John H.
 Moore, M. H.
 Moore, Wilson L.
 Morthew, Kenneth
 Neu, Jacob L.
 Nunn, Zelle
 Pape, Fred H.
 Parish, Myrtle
 Pearce, James Edwin
 Paschall, Dorothy
 Poage, George R.
 Potts, Mrs. Susie
 Sayers, Jessie Alison
 Skinner, J. M.
 Stroud, E. R.
 Sutherland, Ruth
 Taylor, Nell R.
 Torne, W. B.
 Wallace, Mrs. Irma Lee Midkiff
 Washburn, Anna
 Williams, E. R.
 Wirt, W. A.
 Wyatt, W. L.

UTAH

Adamson, J. M.
 Farnworth, C. H.
 Frobes, Nellie S.
 Greer, J. H.
 Hendrickson, Gertrude
 Holt, E. H.
 Jensen, D. C.
 McMullin, Clair B.
 Merrill, Harrison R.
 Moss, Wayne
 Neuteboom, Virginia
 Pack, F. J.
 Price, Minnie S.
 Reynolds, Alice L.
 Seymour, Emma Jane
 Walker, Amee
 Wilson, Howard
 Wiseman, William L.

VERMONT

Hodgkins, Ruth J.
 Lamb, Kate E.
 Simeneau, Marie M.
 Simpson, Mrs. Otalie

VIRGINIA

Barclay, Mary Elizabeth
 Bowles, Elva Blanche
 Coakley, Mary G.

Epperly, I. L.
 Gilley, Mrs. Esther
 Grady, Mrs. Myrtle Pollok
 Gwaltney, Vivian J.
 Hudson, Walter R.
 Jeter, J. G.
 Johnson, Clifford M.
 Jones, Virginia
 Londsey, Steve M.
 Long, Ollie
 Maphis, Charles Gilmore
 Moffett, Mrs. Mary S.
 Palmer, Eva L.
 Payne, Clara E.
 Price, Mrs. Helen D.
 Pace, Mrs. J. B.
 Reynolds, Hezzie W.
 Roark, Gwendolyn
 Roberts, Susan E.
 Savage, Karlie
 Smith, Mrs. Katherine H.
 Smithey, Estelle
 Snidow, Virginia Joyce
 Snow, Sara
 Sterrett, Robert
 Styne, Robert L.
 Wiltshire, Mrs. Ruth Cleland
 Wooldridge, Julia S.
 Worrell, E. E.
 Wray, Charlotte D.
 Yeatts, Mrs. Lena Hodges

WASHINGTON

Adams, Ethel
 Anderson, Mrs. Maude
 Barker, Katie
 Berkley, Grace
 Beal, F. E.
 Beal, Mrs. Louise W.
 Bechdolt, Adolf F.
 Blatchford, Thomas
 Bradley, Florence
 Broom, Frank
 Buchanan, J. E.
 Cales, Tony
 Clark, Linnie L.
 Clay, Millie A.
 Collins, Arthur J.
 Coon, Shirley J.
 Curran, Margaret Craig
 Dally, Mary E.
 Dean, Jennie
 Doak, Lawrence A.
 Dorgan, Thomas A.
 Elledge, Gladys P.
 Finley, Madge
 Froula, V. K.
 Fry, Gladys
 Fuller, Olney Frank
 Gallagher, Veronica
 Gayton, Gertrude
 Gibbs, Glenn G.
 Goodspeed, Stella
 Gorow, George
 Hansen, E. Fay Warren
 Hare, H. W.
 Hargreaves, R. T.
 Harkonen, Arthur
 Hawley, Errol R.
 Hicks, Lizzie M.
 Hurst, Clara Conner
 Keenan, George
 Lawson, Anne S.
 Layton, E. A.
 Linn, Amanda
 Lund, Florence
 Macy, Alice J.
 Mahoney, Mrs. M. E.
 Main, Ralph
 Mardon, Hazel
 Mathes, Edward F.
 Miller, Ernestine
 Miller, Margaret M.
 Mitchell, Eleanor
 Moore, Jennie

Nagle, Elizabeth
 Nason, David P.
 Null, Mrs. J. E.
 Omdal, Marie
 Pearson, Charlotte F.
 Phelps, J. Edna
 Pollack, Adelaide L.
 Pollard, Robert Thomas
 Reynolds, Mabel M.
 Rhodes, Helen Neilson
 Robinson, Welthy Ann
 Sanborn, Hattie
 Seeman, Iva
 Sellards, John A.
 Shaw, Loren
 Shaw, L. R.
 Sherman, Charles M.
 Simons, Hannah L.
 Spiecker, Eoline
 Thomas, Walter E.
 Tunis, Harry O.
 Tobler, F. Mae
 Treffry, Alice A.
 Upton, Mrs. Jessie
 Van Amburgh, D. L.
 Wartinbee, Martha V.
 Westmoreland, Harriet
 Wheeler, Florine
 Wick, B. E.
 Williams, Elizabeth
 Young, Carolyn

WEST VIRGINIA

Baer, Jane
 Brown, Robert
 Burns, L. W.
 Cottrill, J. L.
 Denton, Julia B.
 Evans, Mrs. Ernestine
 Evans, Mrs. Pauline
 Floyd, Garnet Elaine
 Jones, Oliver
 Kilgore, Brenda

WISCONSIN

Averill, Mrs. Mae
 Baum, Irma
 Bertke, Sarah
 Betzer, Everett E.
 Borden, James
 Braband, Emma
 Brandenhoc, Harold P.
 Brimbach, Rosalie
 Brown, William O.
 Cleary, Francis
 Cobb, Hiram
 Collentine, Alice
 Comerford, Margaret
 Converse, Frank E.
 Cooper, Jannie A.
 Cowan, Patricia
 Curtis, Anna Irene
 Delaney, Mrs. Kathryn
 Dick, George S.
 Dickie, Sarah
 Dittmar, Edna
 Donnelley, Christopher
 Eggert, Emma F.
 Fabricus, Cora G.
 Farnam, Bertha L.
 Fish, Virginia M.
 Flynn, Mary
 Fosbinder, Sarah
 Frederick, Ida
 Gibson, Ruth
 Greene, Rachel J.
 Hains, Viola
 Harrison, Ralph W.
 Hervey, Lauren J.
 Hodsdon, C. T.
 Hooper, Junius T.
 Horton, Grace R.
 Houston, Walter C.
 Humbert, Todd A.

Inglehart, Mary
 Jackson, Geraldine
 Johnson, Mrs. Alice K.
 Kionka, Carmen Sieker
 Kiordan, Grace Allen
 Kuder, Onita
 Leach, Julia
 Leahy, Alice
 Levi, Mrs. Kate Everest
 Lyons, Charlotte
 Maloney, Nellie L.
 Mehan, Mrs. Elizabeth Moran
 Meyer, Harrison A.

Nelson, Stella S.
 Nish, Dorothy
 Payne, Florence I.
 Rhoads, Mrs. George G.
 Richards, Clifton E.
 Riordan, Mrs. Grace A.
 Sanders, Thomas E.
 Schubert, Norman J.
 Schwartz, David L.
 Slatte, Martha
 Smith, Harriet E.
 Takin, Alicia S.
 Trebilcox, R. D.

Trumpf, Caroline
 Vitz, Frank
 Waldt Ein, Anna
 Wartinbee, Martha
 Whalen, Jeanette
 Williams, Horace S.
 Wood, L. W.

WYOMING

Glandt, Frances
 Harold, Charles D.
 Peterson, Florence
 Peterson, Helen Harris

REPORT OF COMMITTEE ON RESOLUTIONS ¹

W. F. HALL, SUPERVISOR OF ELEMENTARY SCHOOLS, STATE DEPARTMENT OF
 EDUCATION, LITTLE ROCK, ARK., CHAIRMAN

1. *The democratic school in a democracy*—The National Education Association reaffirms its unswerving loyalty to the American ideals of democracy and its determination to strengthen democracy in all its activities, including the practice of the democratic way of life in school management.

2. *Participation in civic affairs*—The National Education Association urges that its members inform themselves more thoroly in matters pertaining to the civic and political life of the community, state, and nation, and that in every way not inconsistent with the positions they hold, they endeavor to participate more generally in these affairs.

3. *Citizenship ceremonies*—The National Education Association endorses the practice of initiating youth and naturalized aliens into citizenship by impressive ceremonies under educational sponsorship.

4. *Developing racial and religious tolerance*—The National Education Association views with concern the growing activities of certain agencies which seek to spread in the United States the racial hatred and intolerance which have imperiled the peace of other nations. The Association, therefore, urges that brotherhood and an appreciation of the contributions of all races, creeds, and nationalities be actively promoted by school assemblies, by classroom teaching, and by the personal influence of members of this Association.

5. *The autonomy and independence of schools*—The National Education Association holds that public education on the local, state, and national levels should be independent of all other governmental agencies. All employing and dismissing of school employees, all operation of merit and tenure systems, all construction and maintenance of school buildings should be handled by the established educational authorities.

6. *Federal aid for education*—The National Education Association again recommends increased federal participation in the support of public education without federal control of educational policies.

7. *Tenure*—For the welfare of pupils the National Education Association welcomes the growth of tenure for teachers thruout the nation as a

¹ Adopted by Representative Assembly, July 6, 1939.

furtherance of the tenure principles long advocated by the Association. State and local organizations are urged to make use of the advice, experience, and facilities of the National Education Association Committee on Tenure in drafting and securing tenure legislation.

8. *Teacher supply*—The National Education Association commends the movement growing out of the Horace Mann Centennial known as Future Teachers of America and urges leaders in local, state, and national associations to give it their hearty support.

The Association empowers the Committee on Supply, Preparation, and Certification to consider promotional activities of this sort as one of its functions to the end that the most suitable youths be recruited for the profession. The Association requests teacher-training institutions to lend their cooperation in selecting only well-qualified candidates for the teaching profession.

9. *Trade education*—The National Education Association recommends that public school authorities in states and local communities utilize advisory committees representing labor and industrial management in the planning of trade education programs.

10. *Adult education*—The National Education Association commends the establishment of adult education programs thruout the country and asks that the National Council of Education make a study which will enable it to recommend programs, their administration and support.

11. *Rural education*—The National Education Association reaffirms its recommendation that special effort be made by the state and national governments to improve the educational opportunities of rural children and youth in order to enrich rural life both economically and culturally.

12. *Tax education*—The National Education Association recommends a continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools and regarding the principles of taxation within the various states so that they may avoid being misled by false propaganda.

13. *Occupational forecasting*—The National Education Association asks that some federal agency provide forecasts of occupational trends in the United States for use in planning educational programs.

14. *Institutes for professional relations*—The National Education Association endorses the move for Institutes of Professional Relations to train teachers in the following relationships: (a) teacher-student, (b) teacher-profession, and (c) teacher-public.

15. *Affiliated associations*—The National Education Association recommends that all local and county education associations affiliate with the National Education Association in order that the profession may present a united front. To that end there should be made available in every community an opportunity for the payment of all-inclusive membership dues to be paid at one time for membership in the local, district, state, and national associations.

16. *National and state association relationships*—The National Education Association recommends close cooperation between the National Asso-

ciation and the state associations and between their respective similar committees.

17. *Educational Policies Commission*—The National Education Association calls upon all those interested in education to familiarize themselves with the publications of the Educational Policies Commission and to apply principles set forth to actual teaching situations.

18. *American Education Week*—The National Education Association appreciates the cooperation of the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers in sponsoring the celebration of American Education Week. The theme for 1939, "Education for the American Way of Life," suggests a means for presenting to the people of the community the part played by schools in perpetuating American civilization.

19. *Ceding of submerged coastal lands*—Since the forced ceding of submerged coastal lands in some states to the federal government would seriously decrease the school funds of those states, the National Education Association recommends that the federal government purchase such lands if it seriously needs them.

20. *Appreciation*—The National Education Association wishes to express its appreciation to all those whose efforts and hospitality have contributed to the success of this 77th annual convention. The visiting members cannot repay them but hope that each may experience the satisfaction which comes to those whose work is well done.

Platform of the National Education Association

(Additions to the Platform as set forth in 1938 are printed in *italics*; words in brackets [] are to be deleted.)

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 Association 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 Constitution of the United States should be amended to provide for the prohibition of child labor.
 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 demand that students be informed concerning controversial issues.
- E. Systematic programs of vocational and educational guidance, *vocational placement, and followup*, 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, with high civic ideals, 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 practices.
 2. Principles of conduct set forth in the Code of Ethics adopted by the Association should be observed (see the *March 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. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress.
1. The teacher's conduct 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. Teachers should have the right of protection from intimidation thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authorities.
 4. Teachers should have the right to organize and to support organizations that they consider to be in their own right 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 by salaries adequate to attract and hold in the service men and women of marked ability and thoro training.*
- E. Teachers who are protected, in case of disability or old age, by means of *sound retirement [plans] systems and, in case of financial emergency, by credit unions.*

- F. 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] *trained* 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] *training* in the use of leisure-time *activities*.

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 enrolment 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 and integral 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 schools 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 office 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 *or grade taught*.
 - (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 the taxing policies of local, state, and national units of government.
 - 1. Whenever local districts are unable to finance a satisfactory program of education, 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. *Continuous* programs to interpret to the community the aims, practices, 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 achievements of all nations and increase international goodwill.

SALARIES ¹

WILLARD S. ELSBREE, PROFESSOR OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y., CHAIRMAN

The Committee on Salaries has devoted its attention during this past year to a clarification of the issues involved in salary scheduling. The Committee hopes to prepare a handbook for use by local teachers associations and other groups interested in the formulation of salary policies. It is planned to include in this handbook a discussion of the critical issues related to the problem of teachers' salaries.

As a basis for determining the point of view held by the members of the advisory committee, a carefully planned questionnaire was submitted and the results will be available soon. The executive committee then plans to select those issues about which there is considerable unanimity of opinion for discussion in the handbook. While the Committee does not expect to exclude controversial topics, it is hoped that a platform may emerge which will tend to serve as a guide to those concerned with the preparation of salary schedules.

SUPPLY, PREPARATION, AND CERTIFICATION OF TEACHERS ²

RICHARD E. JAGGERS, DIRECTOR OF TEACHER TRAINING AND CERTIFICATION,
STATE DEPARTMENT OF EDUCATION, FRANKFORT, KY., CHAIRMAN

The core committee on Supply, Preparation, and Certification of Teachers met in Cleveland, Ohio, on February 26, 1939, with four of the five members present. It was agreed that the Committee should prepare for the San Francisco convention a preliminary draft of a platform of principles to be based upon resolutions of the National Education Association and other sources of generally accepted policies relating to supply, preparation, and certification of teachers.

¹ Adopted by Representative Assembly, July 4, 1939.

² Adopted by Representative Assembly, July 6, 1939.

With the aid of many authorities in the fields of teacher training and certification the Committee has prepared the following tentative statement:

- I. *Teacher education in a democracy must have a definite objective.* The objective of teacher education is to make available leaders in learning who have (1) an understanding of the purposes and functions of education in our democracy, and (2) the ability (a) to guide learners at the different learning levels in the selection of worthwhile activities and experiences, and (b) to aid learners in using their abilities, aptitudes, experiences, and interests toward the achievement of their life purposes.
- II. *Teacher education must lead to an understanding of the major problems of social life.* There should be provision in teacher education for broad general knowledge which offers reasonable guarantee that the prospective teacher shall, thru extensive study in such areas as language, arts, fine arts, practical arts, mathematics, sciences, social sciences, health, and welfare, acquire an understanding of the major problems of social life and their implications for the learners whom he leads, for his fellow workers, for the parents, and for the public in general.
- III. *Teacher education must develop leaders in the major learning areas and learning levels.* There should be provision in teacher education for intensive study of the problems in those teaching areas and learning levels (1) in which the prospective teacher is interested, (2) for which he has aptitude, and (3) in which there is reasonable promise that he may find employment.
- IV. *Teacher education must provide for professional integration and orientation.* Provision should be made in teacher education whereby the prospective teacher may employ his knowledge and understandings in learning situations, and to that end his preparation should include (1) understanding of the vital problems in connection with the growth and development of children, (2) understanding of the organization and control of learning programs in the school, (3) knowledge and understanding of the application of methods and uses of materials suited to the different learning levels, and (4) opportunity to integrate his own educational experiences by actual teaching under competent guidance.
- V. *Teacher education must provide for selection and guidance, and for evaluating results.* Teacher education should provide a workable plan of pre-training selection, in-training guidance, and followup evaluation to the end that only those persons may be permitted to complete teacher-education curriculums who manifest during their preparation: (1) physical, emotional, and mental fitness, (2) appreciation of the science and art of living, (3) genuine interest in teaching as a profession, (4) understanding of the implications of education as a constructive agency in maintaining and improving our American way of life, (5) capacity for becoming effective leaders of learners, (6) aptitude for the teaching area and school level chosen, (7) satisfactory academic achievement, and (8) adequate general scholarship.
- VI. *Joint Committee.* It is further recommended that a joint committee be appointed consisting of the core committee on teacher supply, preparation, and certification, and five members appointed by the president of the American Association of Teachers Colleges, this committee to study during 1939-40 this platform of principles submitted in this report, and that a revised platform of principles be presented as a part of the report of the Committee on Teacher Supply, Preparation, and Certification at the 1940 convention of the National Education Association.

During the school year 1939-40 the Committee, with the aid of the Research Division of the National Education Association, plans to publish

a handbook on the technics used in making supply and demand studies. Particular attention will be given to the practices used in the several states where supply and demand studies have been successfully made.

The proposed activities of the Committee were approved by the advisory members assembled in Cleveland on February 28, 1939.

It is expected that the program of the Committee will extend into other areas as the needs and interests of the Association are made known. For this reason the Committee welcomes correspondence with all who would increase the effectiveness and constructiveness of the Committee's activities.

TAX EDUCATION ¹

MARTIN WILSON, 130 WEST FORTY-SECOND ST., NEW YORK, N. Y., CHAIRMAN

The Committee on Tax Education was set up during the year to help to implement the resolution on tax education passed at the convention in New York City. This resolution condemned "any campaign of propaganda for indiscriminate reduction of taxation without regard to social needs." The officers, members, and affiliated organizations were urged to carry on a systematic, intensive program for public enlightenment in order:

- a. To remind the public that certain functions of modern government are indispensable, and that these functions are in the main economically and efficiently administered
- b. To show what the average taxpayer gets in return for his tax dollar
- c. To show the vastly increased services which our modern civilization requires of education
- d. To publicize the service which education returns for its share of the tax dollar
- e. To counteract the tendency of taxing authorities to divert an undue proportion of the revenues from public schools
- f. To give to the teachers of the nation a thoro understanding of the principles of taxation within the various states, so that they may aid in educating students and the general public on these questions.

There is a consensus of opinion that tax education is necessary. We apparently shall face a strong effort to cut taxes thruout the country for some time. There is danger that such a movement will sweep desirable social services into the discard and do irreparable damage to education. Some of the propaganda agencies are spreading the thesis that all taxes are bad per se. To meet this a campaign of tax education should be planned and presented to teachers, pupils, and the public at large.

The best first step is to arouse the teachers to the situation and to call attention to the large amount of material prepared on this subject by the National Education Association. To be effective, frequent reiterations are necessary. We plan to help in this thru an article in an early edition of the *Journal*. Among bulletins on the subject are: *Why Schools Cost More*, *Financing Public Education*, *The Schools and Business*, *The Efforts of the States To Support Education*, *Constructive Economy in Education*, and *Facts on School Costs*.

¹ Adopted by Representative Assembly, July 6, 1939.

There is a need for more articles similar to the series by Harley L. Lutz and William G. Carr. Unfortunately, these popularly written articles are no longer in print.

In April 1938 the American Educational Research Association published an issue of the *Review of Educational Research* entitled "Finance and Business Administration."

Some of the state associations have produced valuable bulletins, such as *Taxation* by the Texas State Teachers Association and the *Report of the Committee on Survey of School Costs* by the Pennsylvania State Education Association.

With regard to the proper education of pupils in tax matters a letter has been sent to the superintendents in the principal cities recommending that the schools treat the problem of taxation specifically thru a unit in economics, civics, and kindred courses. Allentown, Pennsylvania, is preparing material on tax education for use in the junior high school. The Committee on Tax Education is preparing such a unit as a suggestion to the various cities. This seems to be necessary because economics is a required subject in comparatively few municipalities.

As a means of approach to the public the Committee is preparing material of a more popular character. Graphic illustration will be employed and differences between assessed valuations and real values will be brought out. In some cases evaluation for rate-making purposes for utilities are five times as high as assessed valuations. The public will be shown that it buys more with its tax dollar than with any other dollar.

The tax dollar spent for education grows into a multiple dollar used for business in that a dollar's worth of education leads to demands representing many dollars worth of business. For instance, reading ability is translated into newspaper circulation. Education stimulates society's wants and needs and raises social standards.

The Committee is preparing leaflets on education as an investment, and education as an insurance for the future.

The Committee should be a continuing group because of the nature of its work and because of the problems ahead.

We recommend, first, that teachers be urged to take more interest in this problem. Most of us must wake up or we shall all be ruined, and the best teachers of the education of children along with us. Teachers should inform themselves regarding tax matters and participate actively in civic associations that discuss them.

We are much interested to learn that California has done a fine job in that line. They report they have 1000 groups that are working on this now in this state. No other state made anything like as favorable report.

Second, that the Research Division of the National Education Association be requested to reproduce a booklet similar to "The Schools in Business," which is out of print, bringing the material to date.

Third, that a series of articles, similar to "The Essentials of Taxation," by Lutz and Carr, be prepared and sent to all members. That appeared some years ago. We feel that there must be constant reiteration of that work.

Fourth, that state and local associations hire research directors, as California and some other states have done, or at least appoint a committee, as the Virginia association has done, to prepare and circulate popularly written material on edu-

cational costs, and that the state and local associations set up groups of teachers and citizens at large to study outlines relating to tax education.

Fifth, that state and local associations be urged to devote part of their publications to a discussion of tax problems, as the associations of West Virginia, Nebraska, Wyoming, South Dakota, New York, and others are doing.

Sixth, that affiliated organizations be urged to present radio programs, as the Joint Committee of Teachers Organizations of New York City has done.

Seventh, that the committee be authorized to send bulletins to affiliated associations suggesting what is being done by various groups acting as a clearinghouse in this work.

Eighth, that school systems be urged to set up units in social studies thru economics, civics, or problems of democracy which adequately bring out the relation between services and taxes.

If you request the Research Division of the N.E.A. for material for courses, bibliographies, or suggestions on reports, will you please give them plenty of time, instead of asking them to send you something by airmail over the week-end? Also, will you please see that your associations become active in this work, your state associations and your local associations, and that you, yourselves, get interested in it? It is really a very serious situation, and it is only your effort in your conversation with friends, thru information that you have based on well-authenticated sources—that can only come thru your studying the problem—that we can save ourselves and save, incidentally, education in this country.

TENURE ¹

DONALD DU SHANE, SUPERINTENDENT OF SCHOOLS, COLUMBUS, IND.,
CHAIRMAN

The work of the Committee on Tenure is a practical and concrete expression of the Association's interest in teacher welfare. The Committee's record of service to the teachers of America clearly reveals the value of organized efforts. In cooperation with the staff in Washington, the Committee has supplied legislative advice and information, investigated charges of injustice, and sponsored a series of research publications.

Each year a number of letters are received by the Tenure Committee. Some of these are from the members of local and state committees who need advice on how to prepare or to defend tenure laws. Detailed letters, publications, and other aids are supplied as promptly as possible in all such cases. Other letters have to do with the rights of a teacher who has been unjustly treated. When the facts warrant it, the chairman collects a complete report on the situation. Often one or more members of the Committee make personal investigations. Following the report of these surveys every effort is made to bring the facts clearly before the public and all individuals concerned.

The Oklahoma City case during the current school year illustrates the investigational activities of the Committee. Upon the discharge of twenty-two teachers in that city, the local and state education organizations asked the Committee to investigate. Thru correspondence and personal study of the situation it was revealed that the twenty-two teachers had been

¹ Adopted by Representative Assembly, July 6, 1939.

very unfairly treated by the board. The publication of these facts in the newspapers led to the election of schoolboard members pledged to establish a new order in school affairs. At present all but one of the discharged teachers have been reappointed.

With the cooperation of the Research Division the Committee on Tenure has been able to publish five reports during the current school year. These studies had to do with the following topics: (1) court decisions on tenure in 1938; (2) the first five years of experience of beginning teachers; (3) tenure of administrators; (4) opinions of schoolboard members and superintendents on tenure issues; and (5) a critical analysis of tenure legislation. A limited supply of these publications may be obtained at the Registration Desk or direct from the Washington office.

There is much discussion today of battles between the ideals of democracy and of totalitarianism. While to many these problems seem remote and unreal, the fact is that they face all of us in our daily lives. If educators and laymen alike practiced the democratic principle we profess to believe, the task of the Tenure Committee would be easier.

ANNUAL REPORT OF THE SECRETARY

WILLARD E. GIVENS, WASHINGTON, D. C.

HISTORY—The National Education Association was organized in 1857 in Philadelphia by 43 forward-looking leaders from state teachers associations. During the first 60 years of its history the Association's membership was never larger than 10,000. During the past 22 years its membership has increased to more than 200,000 members including teachers, principals, supervisors, superintendents, professors, and college and university presidents. It is a democratic, voluntary organization of those engaged in educational work. It is the national professional association for teachers corresponding to the American Bar Association for lawyers and the American Medical Association for doctors.

Organization—The Association works thru its 200,000 members who represent the Association in their local communities and carry forward its program of service in every section of the country.

Every state teachers association and the teachers associations of our territories and outlying possessions are all affiliated with the National Education Association, as are some 800 local teachers associations from every state in the Union. These affiliated associations cooperate in the work of the National Education Association and are represented by official delegates at the annual conventions.

The *Representative Assembly* in which our official business is transacted is made up of 1700 delegates from the affiliated associations. This Assembly meets annually during the week of our summer convention. The meetings are open to all members, but only official delegates may vote. This is the policy-forming body of the Association. All resolutions, recommendations, reports of officers and of committees, and changes in bylaws and rules must come before this body for final action.

We have a *Board of Directors* consisting of the president, first vice-president, treasurer, chairman of the Board of Trustees, executive secretary, and one elected member from each state and territory. This Board has charge of the general interests of the Association.

The Association has an *Executive Committee* of nine members consisting of the president, first vicepresident, treasurer, chairman of the Board of Trustees, and two members elected annually by the Board of Directors and three members elected annually by the Representative Assembly. It carries out the wishes of the Representative Assembly and the Board of Directors and represents these bodies between the annual meetings.

Our *Board of Trustees* of five members consists of the president of the Association and four members elected by the Board of Directors—one each year for a term of four years. The Trustees have charge of the Permanent Fund and select the executive secretary.

Our organization has 28 nationwide *committees and commissions* at work on the problems of our profession—such committees as Retirement, Tenure,

and Salaries, and such commissions as the Educational Policies Commission and the Legislative Commission.

We have a *National Council of Education* made up of 200 representative members of the Association chosen by the Council, the Board of Directors, and the departments of our organization to discuss educational questions of public and professional interest.

The National Education Association has 24 *departments* working in special fields. Our departments cover a wide range of interests. We have several departments representing phases of school organization such as superintendents, secondary principals, and elementary principals. We have many other departments representing subjectmatter fields such as art, music, and science.

At our annual convention each summer there are approximately 25 *allied organizations* interested in education which hold meetings in connection with the annual convention of our Association.

We have in Washington a headquarters staff of 125 specialists and clerical assistants who help organize and coordinate the work of the Association and carry forward our nationwide program. This work is done by the following divisions: Accounts and Records, Affiliated Associations, Business, Field Service, Membership, Publications, Research, Rural Service, and the Secretary's Office. On pages 926-48 may be seen an account of the work done by these divisions.

Purpose—The purpose of our Association, as stated in its charter, is to elevate the character and advance the interests of the profession of teaching and promote the cause of education in the United States. We are constantly striving to obtain two main objectives: (a) to promote the cause of education thruout the United States, and (b) to advance the interests of the profession of teaching. We seek to promote the cause of education thru research, thru the publication of 175,000,000 pages of printed matter each year, consisting of leaflets, bulletins, *Journals*, and yearbooks; thru a public relations program which has as a part of its activities six nationwide radio programs each week; thru the work of our 28 committees and commissions and our 24 departments; and thru field work and conventions.

The second objective—that of advancing the interests of the profession of teaching—is sometimes known as “teacher welfare.” A discussion of this phase of the work will be found on page 946.

Competition for funds—As we look about over the nation we see schools closing for the year in one state with teachers salaries in arrears to the amount of more than \$5,000,000. We see another state reducing its state aid by approximately \$10,000,000; another state transferring \$3,000,000 from the school fund to the general fund to help pay the pensions for the aged. Budget slashing is becoming entirely too common. The use of funds for other worthy social functions, such as relief for the unemployed, social security, and old-age pensions, has begun to drastically curtail the oppor-

tunities for the education of our youth. This is neither desirable nor necessary. There is sufficient wealth in this country to educate our children properly and at the same time to take care of other needed social functions if we really believe that both are important. A nation, like an individual, can and will pay for those things which it believes to be most important. Our profession has the responsibility of making the needs of children and youth known to all our adult population. The future welfare of our country depends upon our doing this.

Facts about school costs—The public schools belong to the people of America. The people have a right to know what education is attempting to do, how its program is being carried out, and what it is costing. It is an important duty for teachers to make the facts known not only thru the local public relations programs but also thru their professional groups as well. We must keep constantly in mind that regardless of the excellence of the educational program there are people who think school costs are excessive.

The facts are that school expenditures require but a minor fraction of the nation's income. Between 1914 and 1929 less than 3 percent of our current national income was spent each year for public education of all types. In 1930, the year of largest school expenditure, the proportion was 3.2 percent. In 1936 the schools' share in the national income was 3.1 percent—smaller proportionately than in 1930.

Federal aid—At the opening of the present session of Congress a federal aid bill, S. 1305, was introduced in the United States Senate by Senator Elbert D. Thomas of Utah, chairman of the Committee on Education and Labor, and Senator Pat Harrison of Mississippi, chairman of the Finance Committee. This bill is supported by the National Education Association. It was reported favorably by the Senate Committee on Education and Labor, only one vote—that of Senator Robert A. Taft of Ohio—being cast against it. The Committee approved the bill because it believes that the federal government no less than the states has a fundamental interest in the education of our citizens. The Committee knows that inequalities in educational opportunity exist that cannot be removed except thru help from the federal government. This bill is now on the Senate calendar where it will either be acted upon before Congress adjourns, or will hold its place on the calendar and come up for vote during the early days of the second session. The need for federal aid has been proved. If we are to have anything approaching equal opportunity for children in this country we must have federal aid to education. If education is to serve its proper place in our democracy this federal aid must be without federal control. This is possible. The case is proved. The need is great. Federal aid waits only on the united action of the parents of the children. It is our responsibility to make these facts known to the parents and to strive to help them secure funds from the federal government with which to give every child in this country a chance to develop whatever ability he may have.

Action, not words, needed—There are 1,000,000 teachers in the United States. We are potentially the strongest professional group in our country. In number we lead all professional groups. We are educated. We have an altruistic philosophy of life. We have immediate personal contact with the young people of the nation. We have influence as individual leaders in our communities. We have an opportunity to work as an organized profession thru local, state, and national organizations. Can we not turn potential power into actual strength? Effective action awaits a united profession.

We are living in the greatest democracy the world has yet seen, but we have real educational problems to solve. There are approximately 75,000,000 adults in the United States. Of these, less than 3 percent are college graduates, while approximately 5 percent are illiterate. Less than 15 percent have graduated from high school, while approximately 68 percent have had no more formal education than that given in the elementary school. This is the educational picture of the adults in our democracy.

Democracy is an aspiration centering around the belief in the greatest good to the individual. The challenge America faces is clean-cut: Can we make the democratic ideal and process work in such a way that we can achieve security in a social organization and still maintain our freedom?

There are 1,000,000 of us working with 30,000,000 young people. We must make education for these 30,000,000 most helpful and effective. We know that democracy cannot exist and meet the problems of the modern world without educated citizens. If education is as important in a democracy as we believe it to be, it becomes our duty to forget our petty differences and to develop a program of basic principles to which we can all subscribe and which we can present without any apologies to the public. The cause of education calls for aggressive support from a united profession.

Appreciation—I am grateful for the guidance and counsel of the president and members of the Executive Committee, the Board of Trustees, and the Board of Directors; state superintendents; and presidents and secretaries of state teachers associations. I am appreciative of the help given to the National Education Association by the delegates of the Representative Assembly and by thousands of outstanding educational leaders in our classrooms and administrative offices thruout the country. Each member of our Association has helped thru the contribution of membership dues, thru suggestions, and thru loyal cooperation to carry forward the program of service to the children and teachers of our nation.

I am deeply indebted to all members of the headquarters staff for their efficient help and willing support. The following summaries of the work done at headquarters by divisions, departments, and commissions will be of interest to all members.

DIVISIONS

Accounts and Records

Mary J. Winfree

This office is responsible for all cash received and disbursed by the Association for itself, for departments, commissions, and committees; prepares the financial statements for the Association; and works in close cooperation with the treasurer. It also has full responsibility for both the accounts and records of:

1. Memberships
2. Life Memberships, with its notes receivable
3. 100 Percent Schools
4. Departments as follows: Adult Education; American Association for Health, Physical Education, and Recreation; Rural Education; and Secondary Education.

This work includes care and responsibility for plates from which publications are disseminated. There is a close tie-up with the Business Office, and assistance is rendered departments and committees with their accounting problems.

At the annual convention this office assumes responsibility for the registration, information service, and sale of tickets; at the winter convention, information service and N.E.A. registration.

A file of 80,000 promotion addressograph plates is maintained in this Division.

Affiliated Associations

Agnes Winn

By action of the N.E.A. Executive Committee last October the name of this Division was officially changed from *Classroom Service* to *Affiliated Associations*. The new name is in keeping with the activities carried on with these groups and gives greater emphasis to their importance.

Local associations—Accurate records are important and we now have the records of more than 800 affiliated associations kept up to date.

Affiliated local associations constitute a vital part of the National Education Association. They may be looked upon as the foundation upon which the state and national associations build. They represent many different types of organizations and their aims and purposes provide for expansion and adjustment to new conditions. They are working on a great variety of problems, some of which are: code of ethics, constitutional revision, credit unions, group insurance, public relations, salaries, sick leave, retirement, and tenure. Some groups that are not so active are seeking ways and means to strengthen their organizations by getting a larger number of their members to participate in their activities. To help all these groups with their professional programs and to give prompt service to their requests for assistance has constituted the chief work of the Division.

The affiliated associations receive all the regular N.E.A. publications, and those of the Department of Classroom Teachers and the Educational Policies Commission.

One of the privileges of affiliation is that of sending delegates to the Representative Assembly, the number allowed being determined by the N.E.A. membership of the group.

New affiliations—The work of the Division is not limited to groups already affiliated but an effort is made to enrol new associations. An intensive campaign has been carried on this year. President Shaw has shown a keen interest in this work and many of the invitations to non-affiliated associations to establish this relationship have been sent over his signature. As a result, nearly 200 organizations have accepted the invitation.

Unorganized groups—Altho the teachers are organized in nearly all the larger cities, in many of the smaller ones, and in a considerable number of counties, there are still many places where they have not taken this step. Encouragement and assistance are given to the leaders in such places in working out their plans for organization.

Local publications—An activity fast developing among local organizations is the publication of an official organ. Eighty groups now sponsor some type of publication, and altho some of them are small the activity is a worthy one and should be encouraged. Copies of these publications are kept on file and provide an excellent means of gaining information about the activities of local groups.

Professional relations—Emphasis has been placed on the organization phases of the work with the affiliated groups and in acquainting them with the facilities and services of the National Education Association.

State departments of classroom teachers—The movement for forming departments of classroom teachers in state associations is growing. The number of such departments has more than doubled during the past five years, there now being twenty-six. In several other states, plans for organizing are under way and these groups are given assistance.

Department of Classroom Teachers—This Division has rendered some secretarial service to the N.E.A. Department of Classroom Teachers. The Department publications and other communications from the officers have been mailed to these groups thru the Division. The director has prepared publicity material for the officers to be used in connection with conferences; carried on followup work of field activities for those officers desiring this service; helped with the *News Bulletin* and looked after its distribution; and assisted the president in organizing the Advisory Council.

Other activities—At the request of the executive secretary a study was made of the functions of local, state, and national associations, and a summarized report prepared for presentation to the N.E.A. Executive Committee at Cleveland. The director has made a number of trips into the field and has conferred with leaders in their organization plans.

Published material—The page "Our Local Affiliated Associations" in the March issue of the N.E.A. *Journal*, setting forth the services of the Division, has met with a hearty response. A manual, *Teachers Local Or-*

ganizations, prepared in the Division two years ago to assist leaders in organization work, has had a wide distribution. There is need for the preparation of a new bulletin that will assist local association leaders in planning programs and in guiding them in their professional relations.

Looking ahead—Growth in numbers will result in increased activities for the Division. Since a large number of the delegates to the Representative Assembly come from the local groups and help to decide N.E.A. policies, it is highly important that the Association encourage and strengthen these groups in every way.

Business

H. A. Allan

The Division of Business has both administrative and revenue producing functions; the former includes purchasing, audit of accounts for payment, assistance in budget preparation and control, payrolls, and preparation of special statements and reports. The Division is responsible for institutional service in duplicating, addressing, and mailing, and for handling printing, supplies, and equipment; it also has responsibility for operation of the building. The arrangement for conventions includes operation of exhibits which, with advertising in the *Journal* and sales of publications, make up important sources of Association revenue.

Altho increase in income of the Association over that of last year has been only moderate, increase in expenses has been proportionately so. Financially, the gains thru the year have been sound. A substantial transfer of balance from the operating account, including a dividend from the receiver of the Commercial National Bank, has increased assets in the Permanent Fund to a point almost sufficient to offset the substantial reserve which was set up for losses in Life Membership notes.

Advertising lineage in the *Journal* has continued to increase and shows a gain of 14 percent over that for 1937-38. The gain in advertising from the low point of the depression is 77 percent against a gain for magazines generally of 15 percent.

The property of the Association, including its equipment, is in excellent condition. Normal replacements only are necessary for the ensuing year. Within the past year there was added to the equipment of the operating Association, by direct purchase from the Permanent Fund, certain basal equipment originally provided thru the building account.

Certain minor regulations affecting leave and privileges of personnel are due for further study. The continued effectiveness and value of the Association's retirement annuity plan is worthy of mention.

It is recommended that the matter of promotion of sales of publications be made a major responsibility for a staff member. Involved in this activity is some \$20,000 annually for the Association and at least an equal amount for its departments, and the possibilities of increased sales revenue, thru well-organized promotion, are clear.

An important problem is that of improvement of relationships between the Association and some of its departments. Not only should the element

of basal Association membership be more firmly stressed but requirement should be made that every department receiving dues from its members deposit its funds and have its accounts handled by the Association.

Field

Charl Ormond Williams

Field service has never been more challenging or more interesting to the director than during the past year when her efforts have in some respects been experimental. Having worked on a plan of service to southern states, the director of field service is proud and happy to report that nine of these states have attained the 1939 N.E.A. Victory Honor Roll.

In connection with field work in this southern area, in addition to normal convention activities, the director spent 199 days, traveling 19,355 miles to visit 76 cities in 12 states.

The field director's widespread correspondence late last spring with leaders in the field of teacher training revealed that these leaders were agreed that teachers should be trained for their work in three areas: teacher-student, teacher-profession, and teacher-public relationships. Based on the field director's correspondence was the survey made by the American Association of Teachers Colleges in collaboration with the Research Division. A preliminary report made at the mid-winter convention revealed that there is a need for clearer understanding among educators of the significance of these relationships and pointed the way for specific training in the three areas.

To make this survey fruitful a plan must be evolved whereby faculties of teacher-education institutions will cooperate in the training of men and women in these recognized fields so that teachers will meet the obligations and responsibilities which devolve upon the profession.

The Institute on Professional Relations initiated by the director of field service at George Peabody College for Teachers, Nashville, Tennessee, July 21-23, 1938, proved a marked success. Fourteen hundred persons from 43 states and 5 foreign countries attended the Institute and participated in the discussion of "The Professionalization of Teaching." Representatives of five professions told of the problems they had faced and surmounted in attaining professional rank. The Institute, held under the auspices of Peabody College, the Tennessee Education Association, and the National Education Association, demonstrated so forcibly the advantages of democratic, professional, ethical discussion of the teacher's problems that this summer at least thirty such conferences will be held in colleges and universities. The field director will attend those at the University of North Carolina, George Peabody College for Teachers, and the Institutions of Higher Education in Oregon.

Inspired by the discussions at the first Institute on Professional Relations, leaders of Kentucky, with the assistance of the director of field service, launched a state plan for the professionalization of teachers. State Secretary W. P. King and the field director spent the last two weeks of October 1938 visiting educational institutions and representatives of the profession in a

thousand-mile motor trip over the state. At the end of the trip a meeting was held at the University of Kentucky attended by representatives of all levels of the profession in the state. The result of the one-day meeting of these twenty-three educators was the Kentucky Plan for Making Teaching a Profession. Immediately following this field work in Kentucky, the director spent a week in West Virginia where a similar committee was called by N.E.A. State Director Trent and a state plan was drawn up. The idea of state plans has been adopted also by Tennessee and Mississippi.

To bring the work of the Association closer to teachers in the South, the field director prepared for publication in the journals of the state education associations a monthly article on N.E.A. services to teachers. Eight of these articles were carried from October to June in journals of eleven southern states with a circulation of 158,000. This circulation was increased to 212,000 when in December, Texas, Oklahoma, and Arizona asked permission to publish the articles. The articles have also been carried in Portland, Oregon, in the *Journal*, a daily paper with a circulation of 113,807.

The publication of these articles in the *Oregon Journal* is a fine example of teacher-public relationship. This service was offered the field director by a friend on the staff of that paper, and the same type of service might well be secured by teachers in every community by developing friendly relations with editors and reporters of their daily papers.

Another demonstration of teacher-public relationships which the director of field service has been fostering since 1923 is her chairmanship of School Education of the National Congress of Parents and Teachers. She is responsible for the plans of the Congress in acquainting its members and the public in general with the needs, aims, and conduct of the schools. In her official capacity with the Congress she proposed in 1934 the preparation of *Our Public Schools*, which she edited for publication by that organization. Thirty thousand copies of the book were distributed. At the request of the director, the National Board of Managers of the Congress voted in May 1938 to have the book brought up to date and asked the chairman of School Education to plan the rewriting. Fourteen men and women, outstanding in their fields, have agreed to write the fourteen chapters which will be ready for circulation in the fall of 1939, and it is hoped that it will provide parent-teacher associations, other lay organizations, and teachers with helpful study material for another five-year period.

After years of observation and experience, the director of field service is convinced that a profession of teaching will not be built or a professional organization of teachers developed until democratic, professional, cooperative relationships among teachers in all levels of the profession are established. This field of activity offers the National Education Association both a great opportunity and a heavy responsibility. It is, therefore, recommended:

1. That our entire staff concentrate its efforts on:
 - a. Planning a program for the coordination of local, state, and national associations
 - b. Studying the needs of local organizations in order to help work out a solution of their problems

- c. Preparing a type of literature which will set forth the philosophy and technic of local organizations
- d. Developing a plan to cooperate with teacher-education institutions in training teachers to work effectively with each other, with the organized profession, and with the lay public.

2. That the officers and staff of the Association study the plans and programs of the Institutes on Professional Relations held this summer to determine the value of such conference technic for in-service teachers in the discussion of their professional problems.

Work in these areas along the lines suggested above would go far toward the mobilization of the profession for the solution of its common problems.

Membership

T. D. Martin

The paid membership of the National Education Association on May 31, 1939, was 201,682. This was a new all-time record and an increase of 6077 over the corresponding figure for the preceding year.

During the past year thirty states, Alaska, District of Columbia, and Puerto Rico increased their membership. The number of N.E.A. members in each state is shown on page 13 of this report. Fifteen states, Alaska, District of Columbia, and Puerto Rico won places on the 1939 Victory Honor Roll by increasing their membership 10 percent or more over their records of May 31, 1938.

1939 VICTORY HONOR ROLL

States Which Increased Their N.E.A. Membership 10 Percent or More

State	State director	Membership May 31, 1939	Percent of increase
Louisiana.....	J. N. Poche.....	3,114	61
North Carolina.....	Elmer H. Garinger.....	1,869	45
South Carolina.....	A. C. Flora.....	1,461	32
Georgia.....	M. D. Collins.....	2,066	29
Alabama.....	L. Frazer Banks.....	2,581	22
Kentucky.....	William S. Taylor.....	3,237	21
Arkansas.....	W. E. Phipps.....	681	18
Tennessee.....	S. L. Ragsdale.....	2,108	18
Idaho.....	W. D. Vincent.....	789	15
Indiana.....	L. V. Phillips.....	7,570	15
Texas.....	Rush M. Caldwell.....	3,739	15
Alaska.....	Everett R. Erickson.....	334	13
Virginia.....	Mrs. Edith B. Joynes.....	3,051	13
District of Columbia...	A. Grace Lind.....	1,540	12
Puerto Rico.....	Francisco Rodriguez-Lopez.....	64	12
Mississippi.....	H. V. Cooper.....	1,050	11
Montana.....	M. P. Moe.....	566	11
Oklahoma.....	Kate Frank.....	1,531	11

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION
ASSOCIATION

May 31, 1939

	Estimated number of teachers employed		Number of N.E.A. members		Percent of teachers enrolled
1. New York.....	80,492	1. New York.....	22,854	1. Nevada.....	77
2. Pennsylvania....	63,867	2. Pennsylvania....	20,979	2. Utah.....	60
3. Illinois.....	47,677	3. California.....	17,762	3. Arizona.....	53
4. Texas.....	46,260	4. Ohio.....	17,734	4. Delaware.....	46
5. California.....	45,211	5. Illinois.....	12,147	5. Ohio.....	42
6. Ohio.....	42,000	6. New Jersey.....	7,794	6. Colorado.....	40
7. Michigan.....	32,207	7. Michigan.....	7,665	7. California.....	39
8. Massachusetts...	27,869	8. Indiana.....	7,570	8. Indiana.....	34
9. New Jersey.....	27,593	9. Wisconsin.....	6,112	9. Washington.....	33
10. Iowa.....	26,207	10. Missouri.....	5,660	10. Pennsylvania....	33
11. Missouri.....	25,598	11. Massachusetts...	3,920	11. Oregon.....	32
12. North Carolina...	25,537	12. Washington.....	3,871	12. New York.....	28
13. Indiana.....	22,537	13. Colorado.....	3,801	13. New Jersey.....	28
14. Wisconsin.....	21,941	14. Texas.....	3,739	14. Wisconsin.....	28
15. Minnesota.....	21,537	15. Kansas.....	3,634	15. Illinois.....	25
16. Georgia.....	21,040	16. Iowa.....	3,328	16. Wyoming.....	25
17. Oklahoma.....	20,930	17. Kentucky.....	3,237	17. Michigan.....	24
18. Tennessee.....	19,348	18. Louisiana.....	3,114	18. Vermont.....	23
19. Kansas.....	19,212	19. Virginia.....	3,051	19. Louisiana.....	23
20. Alabama.....	19,026	20. Utah.....	2,744	20. Maine.....	23
21. Kentucky.....	18,614	21. Minnesota.....	2,707	21. Missouri.....	22
22. Virginia.....	17,249	22. Alabama.....	2,581	22. Kansas.....	19
23. West Virginia....	15,777	23. Oregon.....	2,380	23. Virginia.....	18
24. Mississippi.....	14,912	24. Tennessee.....	2,108	24. Kentucky.....	17
25. South Carolina...	14,568	25. Georgia.....	2,066	25. Idaho.....	17
26. Nebraska.....	13,865	26. Nebraska.....	1,883	26. Connecticut.....	17
27. Louisiana.....	13,517	27. North Carolina...	1,869	27. New Hampshire..	16
28. Florida.....	13,292	28. Arizona.....	1,790	28. Maryland.....	15
29. Arkansas.....	13,003	29. Connecticut.....	1,749	29. Massachusetts...	14
30. Washington.....	11,704	30. Florida.....	1,541	30. Nebraska.....	14
31. Connecticut.....	10,522	31. Oklahoma.....	1,531	31. Alabama.....	14
32. Colorado.....	9,500	32. South Carolina...	1,461	32. New Mexico.....	13
33. Maryland.....	8,800	33. Maine.....	1,436	33. Iowa.....	13
34. South Dakota....	8,335	34. West Virginia....	1,424	34. Minnesota.....	13
35. North Dakota...	7,655	35. Maryland.....	1,317	35. Florida.....	12
36. Oregon.....	7,537	36. Mississippi.....	1,050	36. Tennessee.....	11
37. Maine.....	6,290	37. Idaho.....	789	37. Montana.....	11
38. Montana.....	5,293	38. Delaware.....	786	38. South Carolina...	10
39. Idaho.....	4,617	39. South Dakota....	727	39. Georgia.....	10
40. Utah.....	4,564	40. Nevada.....	698	40. West Virginia....	9
41. New Mexico.....	4,500	41. Arkansas.....	681	41. South Dakota....	9
42. Rhode Island....	4,157	42. Wyoming.....	667	42. Texas.....	8
43. Arizona.....	3,397	43. Vermont.....	643	43. North Dakota...	7
44. New Hampshire..	3,025	44. New Mexico.....	577	44. North Carolina...	7
45. Vermont.....	2,749	45. North Dakota...	570	45. Oklahoma.....	7
46. Wyoming.....	2,695	46. Montana.....	566	46. Mississippi.....	7
47. Delaware.....	1,715	47. New Hampshire..	474	47. Rhode Island....	5
48. Nevada.....	910	48. Rhode Island....	218	48. Arkansas.....	5
Alaska.....	297		334		112
Dist. of Col.....	3,056		1,540		50
Hawaii.....	2,755		2,483		90
Puerto Rico.....	5,291		64		1
Other Poss.....	28,394		92		....
Foreign.....			164		....
Totals.....	938,644		201,682		21

The principal responsibility of the Membership Division is the maintenance and promotion of membership. This work is carried on in close cooperation with the president of the Association, the executive secretary, and other representatives of the headquarters staff, as well as with the state directors and other state and local leaders. It involves correspondence, advertising, exhibits, and field work.

A series of letters has been sent during the past year from the Washington headquarters office to city and county superintendents, principals of high schools and elementary schools, presidents of normal schools and teachers colleges, heads of departments of education, and to the presidents and secretaries of local associations. The purpose of these letters has been threefold—to invite strategic leaders to participate actively in the work of the Association, to acquaint them with its splendid program of services, and to furnish them with forms and blanks for the enlistment of their associates.

The consultant services of an expert in the field of direct mail advertising were secured for three months. A committee consisting of nine members of the headquarters staff cooperated in the development of plans, and state directors assumed an increasing responsibility for the enrolment of the membership in their respective states.

President Shaw, Secretary Givens, and other members of the headquarters staff have spent a great deal of time in the field, addressing large audiences of teachers and counseling with smaller groups of selected leaders, carrying always messages of inspiration and interpretation which have been wholesome and helpful in the membership enlistment. Exhibits of Association, departmental, committee, and commission publications have been arranged at numerous state, regional, and local conventions, bringing to many teachers their first immediate contact with the work of their National Association.

One hundred and ninety-one new Life Members have been enrolled. Thirty-one of these memberships were presented as testimonials and the remaining 160 were taken out by representatives of the profession who desired to establish a lifelong relationship to the Association and to make a contribution to the Permanent Fund which will continue to serve the cause of education after their years of active service have been terminated.

The most baffling problems which confront leaders interested in the development of a fully organized profession come from three causes: (a) lack of information, (b) indifference, and (c) radical individualism among members of our profession. Hundreds of thousands of teachers are wholly unaware of the need for organized action by our profession. They do not realize that the progress which education has made during the past century has been accomplished largely by the activity of local, state, and national professional associations. They do not realize that the progress achieved by any social group in a democracy is secured largely by group action. They are unaware that they themselves are enjoying benefits which have been secured by the organized efforts of their predecessors and their associates. Lack of information among the members of our profession is one of the most serious causes which hampers the enrolment of a larger proportion of the teachers of the nation.

Most teachers are ambitious but some are indifferent. They have drifted into teaching and are quite content to continue to drift from day to day. They need additional training. They need to be inspired by those who have caught a vision of higher goals, better professional organizations, and improved social and economic conditions for members of our profession. Indifference is one of the deadliest ailments with which some members of our profession are afflicted.

Individualism is another weakness which prevents teachers from wielding as strong an influence as they might. Independent resourcefulness stimulated by teacher-training institutions and by the everyday experiences of teachers is a virtue when not carried too far, but it becomes a vice and a handicap when it prevents us from developing a fully organized profession and a program of action supported by a united profession.

Education and leadership offer the only solution to these problems. Prospective teachers must be introduced to the problems of the profession through more effective courses in the institutions where they secure their professional preparation. Local leaders must supplement this work, encouraging by example as well as by precept active participation in our professional organizations—local, state, and national. Institutes and courses on professional relations, student memberships, future teacher clubs, and increasing the number of active local affiliated associations are important movements which will help to professionalize our work and give us the unity of action which we must have if we are to become actually as strong a social force as we are potentially.

The “all-inclusive” membership card developed during the past year has already been received enthusiastically by leaders in many communities. It symbolizes the unity in our profession of which leaders have dreamed since the beginning of time. Its adoption by many progressive communities will simplify the enlistment procedure and hasten the coming of the day when every teacher will become easily, enthusiastically, and automatically a member of our professional organization which consists of three closely integrated parts—local, state, and national associations.

The prospects for increased membership continue bright. This growth will probably be gradual, not rapid, and it will depend largely on the development of effective local leadership. The average teacher intends to be professional, both in spirit and in conduct, but frequently has received little or no training in this field and occasionally is baffled by the apparent conflict between the theories taught and the practices observed on the part of those who hold positions of recognized leadership. The provision of more institutes and courses regarding professional relationships and responsibilities, the development of more effective local associations with definite programs of service, and the recognition on the part of local leaders everywhere of the need for a more effectively organized and closely integrated profession as well as the development of the “all-inclusive” enrolment plan—all these will con-

tribute to the steady growth of the Association's membership. The goal of an annual increase of 10 percent or more in each state is a reasonable objective and should be readopted for 1939-40.

MEMBERSHIP REPORT OF THE NATIONAL EDUCATION ASSOCIATION, MAY 31, 1935-MAY 31, 1939

State	1935	1936	1937	1938	1939
Alabama.....	1,156*	1,139	1,571*	2,113*	2,581*
Arizona.....	1,664	1,781	1,839	1,934	1,790
Arkansas.....	237	327*	358*	575*	681*
California.....	16,058	16,082	16,218	17,099	17,762
Colorado.....	3,909*	4,781*	3,672	3,715	3,801
Connecticut.....	1,416	1,200	1,295	1,662*	1,749
Delaware.....	799	627	777*	776	786
Florida.....	1,172	1,067	1,285*	1,574*	1,541
Georgia.....	1,025	1,097	1,520*	1,603	2,066*
Idaho.....	514	723*	836*	689	789*
Illinois.....	9,756	10,498	11,523*	11,459	12,147
Indiana.....	5,451*	5,592	6,032	6,611*	7,570*
Iowa.....	2,610	3,193*	3,172	3,295	3,328
Kansas.....	2,693*	3,225*	3,221	3,550*	3,634
Kentucky.....	1,113	1,170	2,474*	2,679	3,237*
Louisiana.....	835	756	3,907*	1,938	3,114*
Maine.....	1,281	1,200	1,183	1,446*	1,436
Maryland.....	1,262	932	1,071*	1,320*	1,317
Massachusetts.....	4,366	4,184	3,834	3,753	3,920
Michigan.....	5,872	5,673	11,273*	8,455	7,665
Minnesota.....	3,027	2,895	,976	2,810	2,707
Mississippi.....	785*	705	866*	946	1,050*
Missouri.....	5,343	6,409*	5,712	5,826	5,660
Montana.....	529	511	598*	509	566*
Nebraska.....	2,047	2,210	2,012	1,947	1,883
Nevada.....	534*	686*	652	723*	698
New Hampshire.....	412	355	420*	443	474
New Jersey.....	7,125	6,662	6,464	7,690*	7,794
New Mexico.....	491*	602*	592	560	577
New York.....	10,232	10,623	11,435	23,616*	22,854
North Carolina.....	462	566*	758*	1,292*	1,869*
North Dakota.....	612	621	642	621	570
Ohio.....	14,357	15,360	16,722	17,237	17,734
Oklahoma.....	1,487	1,549	1,503	1,379	1,531*
Oregon.....	1,624	2,726*	3,406*	2,176	2,380
Pennsylvania.....	20,622	20,273	19,998	21,097	20,979
Rhode Island.....	268*	211	206	233*	218
South Carolina.....	490*	516	646*	1,108*	1,461*
South Dakota.....	714	805*	720	740	727
Tennessee.....	1,928*	1,638	1,665	1,782	2,108*
Texas.....	3,562*	2,970	3,060	3,242	3,739*
Utah.....	2,080	2,195	2,604*	2,683	2,744
Vermont.....	725*	503	607*	760*	643
Virginia.....	2,447*	2,350	2,336	2,710*	3,051*
Washington.....	2,685	3,582*	4,292*	4,076	3,871
West Virginia.....	1,845*	1,579	1,724	1,665	1,424
Wisconsin.....	5,923	6,208	6,433	6,303	6,112
Wyoming.....	629	659	620	630	667
Alaska.....	114	219*	263*	296*	334*
District of Columbia.....	2,081*	1,321	1,383	1,370	1,540*
Hawaii.....	2,160	2,506*	2,546	2,594	2,483
Puerto Rico.....			44	57	64*
Other possessions.....	214	95	120	101	92
Foreign.....	140	91	142	137	164
Total.....	160,883	165,448	181,228	195,605	201,682

* On Victory Honor Roll for increase of 10 percent or more over preceding year.

Publications

Joy Elmer Morgan

Journal Achievements during 1938-39

The Journal in brief—Over two million copies of the *Journal* were printed last year, and were circulated to 200,000 members of the National Education Association and to several thousand lay readers. Approximately 279 tons of paper were required. In the *Journal* every state in the Union was represented thru articles, Notes and Announcements, the Service pages, Annual Roll Call, statistics, etc. Authors from 32 states and two foreign countries contributed articles during 1938-39. More than five hundred unsolicited manuscripts were received of which approximately 5 percent were used. Of a total of 294 text pages, 126 were devoted to the activities of the National Education Association and its departments and committees; 18 to teacher welfare and growth; 30 to the Service pages; and 27 to current social problems as they affect the schools.

Highlights in Journal service to readers—Some outstanding achievements during 1938-39 making for increased *Journal* effectiveness include:

1. Increased helpfulness to classroom teachers and administrators thru the four Service pages published monthly except May.
2. An unusually timely series of articles on individual guidance by the chairman of the N.E.A. Committee on Guidance.
3. Addition of a unique feature for teachers entitled "Pedagogy thru Pictures."
4. Improved cover subjects of human interest and beauty, and general improvement in typography, illustration, and artistic design of the *Journal*.
5. Effective service to future teachers thru the Future Teachers movement and the Personal Growth Leaflets.

The Journal Committee of the headquarters staff—This Committee, which is a part of the plan for cooperative activity, met each month with members of the *Journal* staff and was very helpful in suggesting improvements.

The Journal and the Association

The challenge of a united profession—In an address before the Cleveland convention, Secretary Givens pointed out that we can "achieve unity only by developing thruout our profession a consciousness of the task which education faces." It is to this task that the *Journal* of the National Education Association is addressed. Its first concern is to interpret the work and activities of the Association to its members and friends. Over 40 percent of the total text pages during 1938-39 were devoted to presenting the program and work of the N.E.A. in a variety of short articles.

Unusually timely material from the two conventions received more than 50 pages in the *Journal* during 1938-39.

Serving Journal Readers during 1938-39

Reader interest is the first asset of any periodical. Without that interest nothing can be accomplished. It is not expected that every reader will be interested in everything any periodical contains. This is especially true

where the reader group is composed of diverse elements. The *Journal* goes to members of the teaching profession on every level of the school system and with varying degrees of preparation from a high-school education to a doctor's degree. There are also wide differences of background and interest as between country and city and as between different sections of the country.

Among these groups there is a wide range of reading interests. On the higher levels are thousands of those who are more studious, including professors in teachers colleges, editors, superintendents, and teachers of the social studies. These prefer substantial material in the *Journal*, and because of their great influence on the thinking of others, are a most important group. At the other extreme are the members who do very little reading. In between are those who have a strong interest in the Association or in the improvement of teaching. The *Journal* has tried especially to serve the last group during 1938-39 in the Service pages and we have much evidence that these pages are helpful.

Another group of readers which the *Journal* is now attempting to reach thru the Future Teachers movement and the Personal Growth Leaflets are the prospective teachers and the beginning teachers.

The Journal Service Pages

The point at which greatest improvement in the *Journal* was made during 1938-39, according to reports from readers, was in the four Service pages published each month except May for the following areas: (a) elementary school, (b) rural school, (c) high school, and (d) college and university which was later combined with material for Future Teachers. These pages can be made even more effective during the coming year. They have been prepared with the cooperation of well-known workers on every level of the school system and from every section of the country.

Journal Emphasis on Democracy

Appreciation for the *Journal's* emphasis on problems of democracy has come from scores of readers who are concerned for the future of the schools and of the nation. A teacher writes: "The *Journal* is a strong influence in the direction of liberalism in social-economic-political philosophy. World progress must be along these lines." An educational magazine asks, "Is there any other profession in America which can show as much intelligent concern for social reconstruction in its most widely circulated magazine?"

Especially noteworthy was Charles A. Ellwood's article, "What Shall We Do with Our Schools?" (January 1939), which was widely quoted by lay and professional leaders. An article entitled "Toward Democracy thru the Schools" by H. B. Wyman presented curriculum material for American Education Week, 1939. Other significant discussions of the schools and democracy included:

"To Perpetuate Democracy against Communism"—William F. Russell

"The Crisis of Democracy"—Harold L. Ickes

"Education for Democracy"—Bertrand Russell

"Community Forces and the School"—Harold Benjamin

"Education from the Standpoint of Society"—Harry Elmer Barnes.

In the December 1938 *Journal* special emphasis was given to democracy and world peace. Eugene Staley's article, "Toward World Cooperation," pointed out that a shrinking world demands a new mental outlook. Varian Fry of the Foreign Policy Association outlined problems of democracy against the perspective of the centuries in his article on "A Bird's-Eye View of Our World."

Racial democracy was stressed in two articles presenting curriculum material for teaching appreciation of Negro culture. Bernard C. Clausen's popular article, "Religion and the Public Schools" (February 1939), pointed out that the ideals on which our schools are built are the religious principles of Christian brotherhood and democracy.

The Journal and the Future Teacher

In an address at the Cleveland convention, published in full in the May *Journal*, Payson Smith points to the education of teachers as the central problem of the schools. Thru the Future Teachers of America movement, the *Journal* hopes to make a contribution to the solution of this problem. The *Journal* staff is developing materials for F.T.A. groups, and each member of a college chapter receives the *Journal* regularly. An encouraging outgrowth has been the increased interest in the Association on the part of teachers college faculties.

Purposes—The following statement of purposes of Future Teachers of America is taken from "Suggestions for State Organizers":

1. To interest the best young men and women in education as a life career
2. To develop among young people in teachers colleges and schools of education an organization which shall be an integral part of state and national education associations
3. To acquaint teachers in training with the history, ethics, and program of the organized teaching profession
4. To give teachers in training practical experience in working together in a democratic way on the problems of the profession
5. To encourage careful selection of persons admitted to schools which prepare teachers, with emphasis on both character and scholarship
6. To seek thru the dissemination of information and thru higher standards of preparation to bring teacher supply and demand into a reasonable balance.

The Journal and Personal Growth Leaflets

Personal Growth Leaflets started with commencement editorials which were written for the *Journal* and have been extended to serve the needs of the Future Teachers movement for material at low cost. They are financed under the Hugh Birch-Horace Mann Fund which grew out of the Horace Mann Centennial and which is held in trust by the National Education Association. An additional gift of \$5000 to this Fund by Mr. Birch in December 1938 has made it possible to go forward with the Leaflets on a somewhat larger scale which has the advantage that costs can be substantially reduced by printing large quantities at one time, allowing a safer margin for promotion and handling.

Approximately five million copies of Personal Growth Messages have

been published to date, including their publication in the *Journal*. As the leaflets have gained in popularity, orders have come in from every state in the Union, from Alaska, Puerto Rico, and Hawaii, and from several foreign countries including Canada, New Zealand, and Turkey. They have been distributed to students in schools and colleges, to people in the churches, to enrollees in CCC camps, and to others who seek to improve their lives.

Leaflets now available are listed below. Titles starred have been published in the *Journal* during 1938 and 1939.

- | | |
|------------------------------------|--|
| * Your Life in the Making | * A Golden Treasury of Beauty and Wisdom |
| * Your Mind in the Making | A Golden Treasury from the Bible |
| * Your Health in the Making | Selections from Ralph Waldo Emerson |
| Your Home in the Making | Selections from Abraham Lincoln |
| The Planning of Your Life | * Shall I Go to College? |
| Future Teachers of America | Learning To Be a Leader |
| * Shall I Become a Teacher? | * Franklin's Plan of Selfimprovement |
| * Community Forces and the School | The Tyranny of Bad Habits |
| * Challenge of a United Profession | A Parliamentary Primer |
| The American Plan of Education | Horace Mann's Letter to Young Americans |
| * Education for Democracy | The Code of the Good American |
| Education in a Living Universe | Seven Adventures in Pioneering |
| John Dewey's Pedagogic Creed | |

The Journal and Reader Cooperation

An encouraging indication of reader interest has been the number of replies or answers to articles published in the *Journal*. Some of these answers have in turn been printed. A systematic method of checking reader interest and need is afforded by the monthly *Journal* checkup which was sent during 1938-39 to over 5400 readers.

American Education Week

Achievements—The 1939 American Education Week will be the nineteenth consecutive annual observance. The observance is sponsored by the Association in cooperation with the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

The 1938 observance was built around the theme "Education for Tomorrow's America." Seven million or more parents and citizens visited their schools during the Week. For the first time, materials published by the N.E.A. for use by local school systems in planning their observances were prepared by field committees thruout the nation. More materials were distributed than ever before.

The 1939 observance promises to be of unusual significance. The theme, "Education for the American Way of Life," and the daily topics are built largely around the report of the Educational Policies Commission on *The Purposes of Education in American Democracy*. The observance will be an effective instrument for placing this report before the profession and the public. Twenty-five field committees from every section of the nation have cooperated in preparing the materials.

Association Publishing

Achievements—The National Education Association is the greatest source in the world of printed material on the problems of the teaching profession. It supplies a constant stream of professional literature to members of the profession, to teacher educating institutions, to teachers in preparation, and to many nations. Below is shown the amount of material printed during this year.

Publication	Number issues	Number copies printed	Number pages in each	Total number pages
Journal of the N.E.A.....	9	206,000–226,000	48– 56	111,164,000
A.E.W. Publications.....	..	.....	.....	6,720,400
N.E.A. Proceedings.....	1	8,000	990	7,920,000
Personal Growth Leaflets.....	25	10,000–101,000	16– 32	15,696,000
Department Yearbooks				
American Assn. of School Administrators...	1	9,000	608	5,472,000
Classroom Teachers—A.E.R.A. Yearbook..	1	4,000	320	1,280,000
Elementary School Principals.....	1	11,000	480	5,280,000
Rural Service.....	1	2,500	112	280,000
Official Reports				
American Assn. of School Administrators...	1	5,700	288	1,641,600
American Educational Research Assn.....	1	700	216	151,200
Research Bulletins.....	5	17,000– 21,000	32– 64	5,168,000
Bulletins of Departments				
American Assn. of School Administrators...	1	6,000	64	384,000
Classroom Teachers.....	3	13,000	8– 10	338,000
American Educational Research Assn.....	5	1,500	103–152	982,500
Secondary Education.....	5	2,000	64	640,000
Educational Policies Commission Reports....	4	6,000– 20,000	16–164	5,200,000
Reports of N.E.A. Committees.....	19	2,300– 15,000	16–128	3,275,000
Convention Programs, Manuals, and Reports..	8	500– 20,000	28–128	3,534,500
				175,127,800

Association Publicity

Purposes—The aims of the Publicity Section are: (a) to make friends for the National Education Association; and (b) to interpret the aims and activities of education, as a means of increasing public support for the schools.

Mediums—The Publicity Section reaches the public thru newspapers, general and educational magazines, radio, special publications, addresses at professional and public meetings, and thru cooperation with lay groups.

Activities (June 1, 1938—May 31, 1939)—*Conventions*—The Publicity Section operated the press service for the conventions of the N.E.A. in New York City; the American Association of School Administrators in Cleveland; and the American Association for Health, Physical Education, and Recreation in San Francisco. The conventions were taken to the public at New York thru 19 local and 12 national radio broadcasts; at Cleveland thru 24 nationwide programs; at San Francisco thru 2 network programs and 1 local program.

Radio—From October 1938 to January 1939, radio activities included four chain broadcasts each week. From January 1939 to June 1, 1939, the Section was responsible for five transcontinental hookups every week—two on the National Broadcasting Company and three on the Columbia Broadcasting System.

Magazines—"Capital Comment," a release on educational activities in Washington was sent to journals of state education associations. "News and Views," a similar release from a wider source, was sent to publications of local teacher organizations. Nine pages on the conventions were prepared for the *N.E.A. Journal*, and material was sent to 52 state journals and to 41 general magazines. Two such stories were published in *School and Society*.

General—The Section handles the mailing of complimentary N.E.A. publications to carefully selected lists of newspapers, magazines, and prominent persons. Foreign distribution is made thru the Smithsonian Institution without cost to the N.E.A. The Section also maintains a photographic file for the use of educational and lay publications.

Research

William G. Carr, Director

Frank W. Hubbard, Associate Director

With the creation of the Educational Policies Commission in 1936, William G. Carr became its secretary and the active direction of the Research Division was assigned to the associate director of research.

General

The Research Division when first organized in 1922 consisted of a director and two assistants. The permanent roll of employees in 1938-39 includes 21 employees.

The Division supplies to the Association, its officers, committees, and departments a general research service consisting of informational, editorial, administrative, and consultative phases. In addition, the Division plans and executes a number of projects which originate in connection with its own program.

Research Bulletins

During the school year 1938-39 the Research Division prepared five bulletins on the following topics:

September (1938), "Statutory Status of Six Professions"—a summary of the legislative maturity of accountancy, architecture, law, medicine, nursing, and teaching.

November (1938), "Safety Education thru Schools"—14,000 classroom teachers tell what they think can and should be taught in safety education; lists sources and types of available aids to teaching.

January (1939), "The Rural Teacher's Economic Status"—a national survey of the incomes, expenditures, and indebtedness of rural teachers; a part of the final report of the Committee on the Economic Status of the Rural Teacher.

March (1939), "Salaries of School Employees, 1938-39"—a summary of the ninth biennial survey of salaries in 1850 city school systems.

May (1939), "Five Years of Tax Legislation, 1934-38"—a review of state tax laws passed in the last five years to provide financial support for schools.

About 20,000 copies of each of the foregoing publications have been distributed to Life Members, Five-Dollar Members, *Research Bulletin* subscribers, and the members of various departments.

Progress has been made on a bulletin dealing with the topic "teacher load" and on a study of salaries of city teachers as related to experience and training. Other reports are planned for 1939-40 with regard to the status of the teaching profession, rural education, gifted children, and the supervisory organization of school systems.

Letters of Inquiry

Each year the Division answers approximately 5000 letters of inquiry. All requests receive thoughtful attention and materials are mailed as promptly as possible. To carry on this work requires the preparation of numerous memorandums and bibliographies, and cooperation with the Educational Research Service.

Committee Reports

Usually the Research Division is asked to assist with the technical aspects of the work of committees of the Association and its departments. There is a steadily increasing demand for the preparation of questionnaires, for analyses of legislation, for general compilations of data, and for similar types of technical aid. Among this year's activities have been the following.

Committee on Academic Freedom—Sent several thousand opinionnaires to laymen and to teachers in a case study of restrictions on teachers.

Committee on Tenure—Compiled a review of court decisions; analyzed state tenure laws; tabulated the employment experience of 1000 recent graduates of teacher training; tabulated opinions of schoolboard members and superintendents on various issues in tenure legislation.

Committee on Equal Opportunity—Prepared report on the inequalities sometimes found in salary schedules; summarized information on the types of procedures used by local groups of women to combat employment discriminations on the basis of sex.

Committee on the Supply, Preparation, and Certification of Teachers—Made tentative exploration of possible areas of study; assisted in formulation of principles for teacher training; made preliminary study of possibilities of a handbook on technics in state studies of supply and demand.

Committee on International Relations—Collected and compiled data on more than 150 agencies which supply aids and services to schools interested in promoting goodwill.

Committee on Credit Unions—Obtained data on 170 state-chartered teacher credit unions to be combined with similar facts collected by FCA on federal-chartered credit unions.

Committee on the Economic Status of the Rural Teacher—Helped the Committee prepare and publish a 128-page report on the professional, social, cultural, and economic status of 11,000 rural teachers.

Committee on the Certification of Superintendents of Schools—Assisted this departmental committee of the American Association of School Administrators in issuing its first report in February 1939. This was a summary of existing standards required for the position of superintendent of schools.

Most of the foregoing research activities culminated in reports which may be obtained at the Convention Registration Desk or direct from the Washington office.

Yearbooks

Fifteen years ago the Research Division first participated in the preparation of a departmental yearbook. With the end of the school year 1938-39,

the Division will have given assistance in the completion of 32 yearbooks for three departments. The volumes published in 1938-39 include the following:

1. *The Implications of Research for the Classroom Teacher* (Department of Classroom Teachers in cooperation with the American Educational Research Association). 318 p.

2. *Enriching the Curriculum for the Elementary-School Child* (Department of Elementary School Principals). 512 p.

3. *Schools in Small Communities* (American Association of School Administrators; formerly the Department of Superintendence). 608 p.

Yearbooks now in preparation deal with the subjects of safety education, meeting the special needs of the individual school child, and education for family life. In connection with these volumes the Research Division will supply technical research counseling and statistical, editorial, and secretarial services.

Cooperative Projects

Jointly with the American Association of School Administrators the Research Division maintains a subscription service—the Educational Research Service. Nearly 450 school systems, colleges and universities, and libraries avail themselves of publications and other informational aids. During the year the Research Division has supervised the preparation of eleven circulars dealing with topics such as “Relationship of Local School Systems to Council-Manager Plan of Municipal Government,” “Promotion Policies in City School Systems,” and “Salary Schedule Provisions for Teachers in 84 School Systems over 100,000 in Population, 1938-39.” The facilities of the Division are also drawn upon in answering letters received from subscribers.

With the aid of funds supplied by the Highway Education Board the Division has organized several projects in the field of safety education. Information collected on aids to teaching and opinions of teachers as to methods were included in the November 1938 *Research Bulletin*. A comprehensive bibliography, *Safety and Safety Education*, was released in January 1939. Work is now proceeding on a master list of safety problems for instructional use in elementary and secondary schools.

In cooperation with the American Association of Teachers Colleges a preliminary study was made of systematic opportunities for professional and public contacts provided in teacher training. The data were reported at the Cleveland convention in February 1939. Other studies in teacher training are contemplated.

Miscellaneous

The Research Division thru its state school legislative reference service supplies information to a mailing list of 1300 persons. A number of bulletins, circulars, or memorandums bearing on legislative matters were mailed during the year to leaders in all states.

Several memorandums describing the practical steps in preparing local salary schedules have been compiled. Preliminary editions of these materials have been sent to local and state groups affiliated with the Association.

Each year the Division compiles a number of memorandums for officers of the Association, members of the staff, and local leaders. Often these data are used to offset the tactics of groups that have sought to cripple school systems. Assistance has been given to a number of local salary committees. The Division has contributed numerous tables and other aids to the efforts to obtain federal funds for education. Members of the Division have served on staff committees and helped with regional and national convention programs.

Rural Service

Howard A. Dawson

The Division of Rural Service has now been in operation three and a half years. The work of the Division has been (a) to promote the cause of rural education, and (b) to help carry on the work of the Legislative Commission in connection with legislation for federal aid for education. The report on this latter type of work will be found in the report of the Legislative Commission.

The work of the Division in the field of rural education has consisted of the following:

1. Cooperating with and promoting the Department of Rural Education. In this connection the director and his assistants have assisted the president in organizing and arranging the programs for the June and February meetings of the Department; conducted the membership campaign of the Department; edited and prepared for publication the yearbook of the Department, entitled *Community Resources in Rural Schools*; and assisted the Committee on Program and Policy in the drafting of its report.

2. Cooperating with other agencies interested in rural education and rural youth. In this connection the director has served as coordinator of two conferences on rural youth migrating to the city, one held in New York City in cooperation with the Council of Social Agencies and the Alliance for the Guidance of Rural Youth, and one in Washington, D. C., in cooperation with the Youth Serving Agencies in this city and the Alliance for the Guidance of Rural Youth. Other work of a cooperative nature has been carried on with the United States Department of Agriculture and with the National Board of the Y.M.C.A. in its rural extension work.

3. Consulting with state leaders in the work of departments of rural education of state education associations. Especially effective work has been done in North Carolina and Arkansas.

4. Participating in and conducting professional conferences. The director conducted the education section of the Annual Country Life Conference at Iowa State College, the subject of the conference being "Town and Country Relationships." He assisted in the conducting of a two-day conference of county superintendents at the Oklahoma Agricultural and Mechanical College. He assisted in conducting a week's conference on "National Standards for School Bus Construction" held at Teachers College, Columbia University.

5. Delivering addresses before professional and lay organizations. During the year the director has delivered 48 addresses in 13 states: District of Columbia, Iowa, Kansas, Kentucky, Maine, Michigan, Montana, New York, North Carolina, Oklahoma, South Carolina, Vermont, and Virginia.

There is much evidence of increasing, intelligent interest in the problems of public education in rural areas thruout the nation. It is gratifying to report that the work of the National Education Association is playing an important part in stimulating this interest and in participating in the solution of these problems.

Secretary's Office

Harriett M. Chase

The office of the executive secretary is the administrative unit which directs the functions outlined by the policy-making bodies of the Association—namely, the Representative Assembly, the Board of Trustees, the Executive Committee, and the Board of Directors. This work is carried on by the nine divisions at headquarters and is coordinated in the Secretary's Office.

In addition to these activities, the Association has 28 committees and commissions, 24 departments, and the National Council of Education working on various phases of education. Thru these agencies the Association is able to serve the profession in such fields as teachers' salaries, retirement, tenure, and legislation. Efforts have been continued this year to secure legislation as embodied in the Harrison-Thomas Bill which would supplement state funds for education.

The executive secretary spends much time in conferences with staff members, officers, and outside agencies in carrying forward the program of the Association. The demand on the executive secretary to speak in the field has been so great that he cannot begin to meet all requests. He is a member of the American Youth Commission, the Educational Policies Commission, the Federal Radio Education Committee, the Advisory Committee on Motion Pictures in Education, and the Highway Education Board. He took part in six educational conferences this spring sponsored jointly by the National Education Association and the Educational Policies Commission.

All mail for the building is opened, stamped, and distributed in the Secretary's Office. The general correspondence consumes a great deal of time, and, in addition to this, much correspondence is carried on for the officers—particularly the president—committees, and departments.

Five of the twenty-four departments are housed in our building and have full-time staffs. One other department is carrying on a special phase of its work at headquarters.

Pre-convention work, consisting of the preparation of the Program under the direction of the president, the Manual for Delegates, Summary of Committee Reports, and correspondence with state and local affiliated associations to secure lists of delegates to the annual convention, absorbs much time during April, May, and June.

Teacher Welfare

Willard E. Givens

There are two major avenues for the improvement of the services of any professional group: (a) thru the continuous discovery and more skilful use of methods and technics, and (b) thru the gradual lifting of the standards for the selection of the personnel and of the conditions surrounding employment. From the angle of professional organization the second of these avenues is "teacher welfare."

For more than eighty years the Association has believed that professional craftsmanship and teacher welfare were coordinate and related functions. Outstanding contributions to progress among these lines have been the Association's sponsorship of a movement which led to the creation of the federal Office of Education, assistance to local and state associations, analyses of legislation in areas such as tenure and retirement, administration of the biennial survey of salaries in city school systems, organization of regional and national conferences, and support of the activities of numerous committees.

Tenure

The work of the Committee on Tenure has been actively supported by the Division of Teacher Welfare. A number of inquiries are received each year from teachers who have been dismissed. With the aid of the Research Division these individuals are advised as to their rights under tenure laws, and citations are made to pertinent court decisions. When cases warrant further investigation the facts are referred to the chairman of the Committee on Tenure. Thru correspondence the chairman obtains a complete report and, if necessary, he or a member of the Committee makes a personal investigation.

During the current year the headquarters staff has assisted the Committee in preparing and publishing studies dealing with the following topics: (a) court cases in 1938; (b) the first five years of experience of beginning teachers; (c) the tenure of administrators; (d) opinions on tenure issues; and (e) a critical analysis of tenure legislation. Thru publications, publicity, correspondence, and other means the Association is working to protect teachers against unfair dismissal.

Retirement

The president of the Association appoints twenty-five teachers, principals, and superintendents to the National Council on Teacher Retirement. These teachers cooperate actively with the secretaries of retirement systems in the extension and improvement of retirement plans.

Many letters are received each year from individual teachers, officers of retirement systems, members of state legislatures, and others interested in retirement plans. The staff supplies data on existing systems and calls attention to the basic principles of sound retirement legislation.

During 1938 the staff helped in the preparation of two publications: (a) how to obtain a sound retirement law, and (b) an analysis of existing state retirement legislation. In this period when social security is an important national issue the Association is helping teachers to safeguard themselves against the problems of disability and advanced age.

Salaries

For more than eighteen years the Association has been making surveys of the salaries of school employees. Every two years a study is made of the salaries paid to employees in city school systems. In March of this year a summary was issued of salaries paid in 1850 cities. The Committee on the Economic Status of the Rural Teacher has issued a comprehensive study of the income, investments, and expenditures of 11,000 rural teachers.

The Committee on Salaries is preparing a handbook on principles of salary scheduling. Conferences on this topic have been held in connection with the national conventions.

During the year the Research Division has released mimeographed sections of a handbook on salary scheduling procedures. It is expected that these guides will be printed during the next school year. Reports from the field clearly indicate that there is a demand for these practical materials.

The Association has steadily supported the thesis advanced by Horace Mann many years ago, "The laborer is worthy of his hire." Not only has the Association published basic data on salaries but members of the staff have gone into the field to give advice and guidance. A number of letters have been received testifying to the effectiveness of these efforts to improve the economic status of teachers.

Equal Opportunity

For many years the Association has sponsored a code of ethics designed to improve not only cultural but economic conditions of employment. At the present time the Committee on Equal Opportunity is actively working upon the application of ethics in professional relationships. Reports have been issued clearly indicating unfair discriminations based upon such matters as marital status and sex. During the present year, with the aid of the staff, two reports have been prepared: (a) discriminations in salary scheduling, and (b) the methods used by local professional groups of women to prevent unfair practices with regard to the employment of women.

Supply, Preparation, and Certification

In past years several studies have been issued to improve teacher training and certification. At the present time the Association has a committee at work in this field. At the San Francisco convention the Committee is issuing a preliminary statement of principles affecting teacher training and certification. During the coming year the Committee expects to prepare a handbook on technics for making state supply and demand studies. There is reason for believing that this publication will promote uniformity in research and eventually throw helpful light on this perplexing area.

During the year it is expected that the Association's activities will be coordinated with the important committees of the American Association of Teachers Colleges, a department of the N.E.A. Tentative plans have been made to assist the departmental committees with their program of activities.

Miscellaneous

The Division of Teacher Welfare helps to coordinate the other divisions of the staff in their teacher welfare activities. Thru news releases, articles in the *Journal*, radio programs, research reports, and leaflets an attempt has been made to keep both laymen and teachers informed on critical issues. Materials have been sent to local and state affiliated organizations. Conferences have been held between experts and interested members of the profession. Members of the headquarters staff are constantly in demand for field work and committee meetings as well as for numerous research projects.

The Association advocates and is actively working to improve the economic status of the teaching profession. It is helping to establish standards in tenure, retirement, certification, teacher training, academic freedom, and ethics. We invite correspondence with communities where staff and committee services may be both welcome and effective.

DEPARTMENTS

American Association for Health, Physical Education, and Recreation

N. P. Neilson

On July 1, 1937, the American Association for Health, Physical Education, and Recreation became a department of the National Education Association. In April 1938, at its annual convention held in Atlanta, Georgia, this department selected an executive secretary, and on September 1, 1938, moved its national office to the National Education Association building in Washington, D. C. During the year the information service and all services relating to finances, bookkeeping, membership records, circulation, and sale of publications have been transferred from the Ann Arbor, Michigan, office to the Washington office. Due to a considerable saving in cost, the Association will continue to publish its two magazines at Ann Arbor. The editor with his staff will maintain a separate office in Ann Arbor.

On his field trips the executive secretary has given addresses to groups and held conferences with individuals and groups in the states of Michigan, New York, Pennsylvania, Illinois, Wyoming, Nebraska, Iowa, Missouri, Colorado, North Carolina, Louisiana, Alabama, New Jersey, Connecticut, Massachusetts, Maryland, Virginia, Mississippi, Oklahoma, and California. This extensive service brought with it the opportunity of developing cordial relationships with a number of national organizations. Cooperating relations have been established with other departments and divisions of the National Education Association, with the American Public Health Association, the

American Medical Association, the American School Health Association, the National Tuberculosis Association, the National Organization for Public Health Nursing, the American Social Hygiene Association, the National Health Council, the United States Public Health Service, the United States Office of Education, the United States Children's Bureau, the American Council on Education, the National Recreation Association, the School Health Bureau of the Metropolitan Life Insurance Company, the Health Section of the World Federation of Education Associations, the National Congress of Parents and Teachers, the Progressive Education Association, the Educational Policies Commission, and with other organizations.

Thru the cooperation and financial assistance of the National Tuberculosis Association, the Department was able to employ Bess Exton who assumed her duties on May 1 as assistant in health education. The cooperation of the Department with other associations has resulted in the formation of an executive committee which is formulating definite plans for the permanent organization of a National Conference for Cooperation in School Health Education.

The Association is faced with a number of problems, among which are problems relating to finances, increasing the membership, functions of the officers and various governing bodies, method of electing the vicepresidents, and the setting of desirable standards to which the profession, educators in general, and the public can subscribe. To solve some of these problems, standing committees on general policies, finance, yearbooks, program planning, teacher education, and research have been appointed. It has also been suggested that strong state associations and local units be developed, that the national and district conventions be turned into workshop conferences, and that operating codes for the different committees and sections be formulated and adopted in an effort to clarify functions.

American Association of School Administrators

S. D. Shankland

The convention—For nearly three-quarters of a century the school administrators of the United States have met in convention during the last week in February. Originally the attendance was small and was composed almost exclusively of superintendents of schools. Now the so-called winter meeting has become the forum for a great variety of educational groups. At Cleveland last February the *Official Program* listed 233 meetings. There were 114 breakfasts, luncheons, and dinners. The huge exhibit occupied over 106,000 square feet of space, subdivided into 377 booths sponsored by 266 exhibitors.

The American Association of School Administrators had 11 general sessions, 19 afternoon discussion groups, 8 informal conference exhibits, and 24 coast-to-coast radio broadcasts. Thirteen allied organizations presented programs in their own fields of interest. In addition there were listed in the *Official Program* the names of 58 other associations, societies, councils, federations, and conferences which held meetings in Cleveland during the convention week.

The convention has grown to such an extent and the attendance is so large that few cities can take care of it adequately. In choosing a convention city, the executive committee is faced with this practical situation and is forced to narrow its field of choice to cities with a big convention hall, numerous good-sized hotels, and ample exhibit space. Unfortunately, some cities with good auditoriums are lacking in hotel accommodations and others with many hotels have no convention hall.

Publications—Schools in Small Communities is the title of the 1939 yearbook, which was distributed to members at the time of the Cleveland convention. Remarkable changes are taking place in schools of small communities. Good roads, telephones, and radios are among the factors which have widened the area of influence for the small community. Over half of the teachers in the United States are in communities with less than 2500 inhabitants. It is important, therefore, that administrative, supervisory, and instructional technics be developed which are suited particularly to small schools.

The yearbook was presented at the Cleveland convention in unique fashion. A group of young people from Amherst, Ohio, under the leadership of Roy W. Hatch of Montclair State Teachers College, presented vividly the activities, advantages, and disadvantages of youth in small communities. Students and former students described their school experiences, their community life, and their unemployment difficulties since leaving school.

Commissions are now at work preparing a yearbook on safety education for 1940, and one on education for family life for 1941. The Department also prints an official report of addresses and proceedings of the winter convention, a radio calendar which is issued semiannually, and a classified list of educational periodicals. From time to time other publications of current interest are mailed to members. Important among such items during the past year was a report consisting of 64 printed pages, with a group of comprehensive charts in a jacket on the back cover, published by the Committee on Certification of Superintendents of Schools. It is entitled *Standards for Superintendents of Schools*.

Educational Research Service—The Educational Research Service is a clearinghouse of facts on school administration. It was authorized in a discussion from the floor at the 1923 convention of the Department of Superintendence. Altho intended primarily to meet the needs of city school systems, the Service also includes colleges, universities, libraries, and state departments of education in its list of 445 subscribers. It is especially valuable for small school systems which are not in a position to maintain research bureaus of their own. Evidence of its worth is found in the fact that practically every school system which subscribed in 1923 still maintains its membership.

Cooperative effort of the Research Division of the National Education Association and the American Association of School Administrators makes the Educational Research Service possible. The Research Division shares its resources and offers guidance in studies made by the Service. The Amer-

ican Association of School Administrators directs the management and the finances of the Service.

Thru the Educational Research Service, a subscriber draws upon nationwide experience in the solution of his local problems. Especially important is material of national significance for education available thru contacts with the federal government and numerous private agencies located in the nation's capital.

Bibliographies, memorandums, and tabulations are prepared as occasion demands. Information collected regarding questionnaires in circulation supplies an additional source for data on current administrative practices. Topics most frequently stressed in recent letters of inquiry include comparative expenditures for school support, sources of school revenue, personnel practices affecting school employees, school enrolments, trends in organizing the school curriculum, and teachers' salaries.

Organization—"The American Association of School Administrators, a Department of the National Education Association of the United States," is an old organization with a new name. Its history dates back to 1865, at which time a group of state and city superintendents organized the National Association of School Superintendents. In 1870 this Association became one of the four original departments of the National Education Association, under the name of the Department of Superintendence. At the New Orleans convention in February 1937, the Department, by a narrow margin, voted to change the name to the American Association of School Administrators. Its membership requirements and its relationship to the National Education Association were not changed in any way.

Many departments and organizations concerned with school administration and supervision have no permanent staffs. The Division of Administrative Service was organized in 1923 to aid such groups in carrying on their work. The executive secretary of the American Association of School Administrators acts as director, *ex officio*, of this part of the headquarters organization of the National Education Association. This division provides machinery for coordinating the activities of many administrative groups and handles a heavy correspondence with school executives and public officials on all types of problems affecting the schools.

Elementary School Principals

Eva G. Pinkston

The members of the Department have at all times realized the great responsibility which those who work in the field of elementary education carry, but during this past year the members have seemed to appreciate the statements made in the constitution and have met their responsibilities with a broader and more sympathetic outlook. They have worked with a united mind and purpose. They have enlisted the aid of educational forces everywhere, and thereby have given to the elementary-school child the advantages of their united effort. They have striven to create that understanding which is the business of elementary education, for in the elementary school the child is taught to read and *to think* when he reads.

Accomplishments—The Department is gradually being introduced by its members and friends to all elementary principals thruout the nation. Many of these introductions are being made by those attending conventions and making reports of the activities. Tho the October and April issues of the *National Elementary Principal* are official reports of the conventions, the members at home have seemed to appreciate verbal reports also. For several years the Department has encouraged and assisted groups of principals in cities, counties, and states to organize clubs and associations. We are glad to report that the new yearbook of the Department, *Enriching the Curriculum for the Elementary-School Child*, will list a very much larger number of these groups than it has ever had.

Another successful accomplishment of the Department was its Second Annual Conference on Elementary Education held at New York University, July 1-15, 1938, immediately following the National Education Association convention in New York City. An earnest group of 172 attended, and a report on "The American School in Transition," was presented at the close of the meeting. This report was a résumé of all lectures and conference periods.

Plans have been made for the Department to sponsor a Third Annual Conference on Elementary Education. At this meeting, which will be held at the University of California, Berkeley, California, July 8-21, 1939, the problems of the modern elementary school will be thoroly discussed. The number of reservations received at this time is much larger than at this same date last year.

The seventeenth yearbook, *Newer Practices in Reading in the Elementary School*, was received enthusiastically by those working in elementary education. Superintendents used it as a basis of study for principals; principals used it in faculty meetings; and the study outlines which were prepared to go with this book have given helpful suggestions and have created a greater interest in the problem of reading for those who are working directly with the child.

This year the Department presented to each member a complimentary copy of the annotated bibliography, *Safety and Safety Education*, prepared by the Research Division of the National Education Association. This outstanding and very helpful bulletin was an additional service.

Problem—Those who work in the field of elementary education have recognized the necessity for an enriched curriculum due to the wide differences in the home background of our elementary-school children, and they have generally accepted a change in philosophy and practices which are fairly definite. The Department is striving to be the clearinghouse for these basic changes and practices which are so important to elementary education.

Recommendation—The Department with the help of our parent organization—the National Education Association—needs to place before the public and its taxpayers the problems which face the elementary school, and these can be solved by sympathetic interpreters. With the elementary school enrolling approximately 80 percent of all the children in school,

it is the foundation upon which our entire system of education must be built. As its needs are recognized and supplied, so will the superstructure rise in beauty, strength, and power.

National Association of Deans of Women

Kathryn G. Heath

The summer conference of the National Association of Deans of Women held in New York City, June 26-27, 1938, in connection with the meeting of the National Education Association was one of the most successful the Association has held, both from the point of view of variety of interesting programs and from attendance. Included on the program of the winter meeting in Cleveland in February 1939 was a University Section program composed of workshops which proved so popular that many persons in addition to deans attended. These workshops concerned themselves with five subjects: housing, orientation, marriage courses, the dean's relation to the personnel office, and sororities. The material collected for the workshops is on file at headquarters. The housing exhibit may be borrowed by members, while mimeographed material on housing and on marriage courses is available at headquarters to members wishing it. Additional data are being added from time to time to keep the material up to date.

The *Journal* of the Association which replaced the old yearbooks and bulletins has had a very friendly reception, and comments and criticisms indicate that it provides a much better medium for the publication of articles and studies of special interest to deans than did the old system of publications.

For the first time in its history the Association has published not only a selective but also a comprehensive bibliography of publications in the field of guidance which is of especial interest to deans, counselors, and advisers. The annotations of this bibliography, *Guide to Guidance*, are descriptive rather than critical, with enough of the subjectmatter and point of view of the author presented to enable the personnel worker to decide whether or not the reference would answer her particular need. It keeps in mind the varied foci of attention in personnel work and classifies the reviews accordingly.

The most significant problems facing the Association go hand in hand. One is the need for a larger budget to carry on the work and the other is the establishment of a reciprocal relationship for the attainment of common goals. An avowal of faith in the purpose of the organization and active participation in its program by every woman engaged in student personnel work would make for a more adequate budget, the solidarity and growth of the profession, and the success of the individual engaged in advisory work.

National Association of Secondary-School Principals, Discussion Group Project

Walter E. Myer

The two-year period during which the National Association of Secondary-School Principals was to organize the principals of the nation into discus-

sion groups under a grant from the General Education Board and with an office at the headquarters of the National Education Association in Washington, D. C., closes June 30, 1939. The National Association has made provision, however, for a continuance of the work during the year 1939-40. The national office is to be maintained in Washington and the work with discussion groups is to be continued.

During the two-year period an organization has been effected in each of the states, with a state coordinator at the head. Under the coordinator there are regional directors who are responsible for forming the principals of each district into a group which meets regularly to discuss those problems of secondary education which seem most important and most urgent. In about half the states the principals are quite completely organized and the local groups are operating effectively. In other states considerable progress has been made, with numbers of local groups which are doing satisfactorily. In about two thousand high schools, the faculties regularly carry on discussions of the larger problems of secondary education, using discussion guides prepared and distributed by the Discussion Group Project of the National Association of Secondary-School Principals.

It has been the purpose of the Department to furnish leadership in the effort to get the principals and teachers in the secondary-school field to meeting regularly so that they may be in a position to give sustained and systematic consideration to the important problems and issues affecting the high schools. Now that the two-year period is drawing to a close, the effort is being made to get each state association of high-school principals to take over responsibility for maintaining the discussion group machinery and for using it in such a way as to contribute to the effective consideration of vital problems. To date, thirty state associations have incorporated the state coordinator as a permanent officer of the association. The state associations will thus be in a position to carry on the work which has been started under the guidance of the national Discussion Group Project.

It is intended, however, that the Department will continue indefinitely to serve as a clearinghouse for the state associations, and that national leadership will be afforded. The National Association has appointed an Implementation Committee, which for several years should be in a position to furnish leadership and guidance. The appointment of this committee is a logical outgrowth of the work of the Orientation Committee, which prepared the two reports, *Issues of Secondary Education* and *Functions of Secondary Education*. These reports dealt with the problems and objectives of high-school education. The next problem was to find out where these objectives were being successfully realized. In other words, the problem was to proceed from theory to actual experience; hence the appointment of the Implementation Committee. Its job is to find schools in which the various acknowledged objectives of secondary education are being well realized in practice. These practices are evaluated, then they are placed before the discussion groups or principals and teachers thruout the nation for consideration. The principals and teachers of the various regions and schools will be in a position then to consider whether or not the various

practices set before them should and could be adopted in their own schools.

It is the belief of the National Association of Secondary-School Principals that the machinery which has been set up, first, of discussion groups trained in the art of meaningful discussion, and, second, of an analysis of the most promising practices in secondary education, may serve as an effective means of organizing educational thinking and planning. It is hoped that it may prove to be a program whereby the gap between the thinking of the leaders in the field and the practices current in the nation may be closed or shortened.

Supervisors and Directors of Instruction

Mary F. Hazell

At the Atlantic City meeting in February 1938, the executive committee of the Department was commissioned to make a study of supervision with a view to restating the purpose and function of the Department and revising its program in the light of this purpose. During the course of the study, questionnaires were sent to the entire membership to get their reaction to the preliminary thinking of the committee. At the meeting in Cleveland this year, the final report was submitted. This contains the following summary:

We conceive the purposes of education to be well defined by the Educational Policies Commission in its two reports, *The Unique Function of Education in American Democracy* and *The Purposes of Education in American Democracy*. We conceive the function of the Department of Supervisors and Directors of Instruction to be to contribute to teacher growth in the furtherance of these purposes of education. We believe the major concern of supervision should be to contribute to teacher growth in the following large areas, namely, the area of personal growth in terms of wholesome physical and mental development; the area of socio-economic understanding and adjustment; the area of professional competence in the guidance of children thru learning experiences.

Recommendations submitted by the executive committee included: (a) the revamping of the policies governing the Department publications; (b) the development of a wider type of activities in the form of meetings and conferences; (c) the development of working groups among the membership; and (d) a closer articulation with other groups whose purposes are in line with those of the Department. The reorganization of the work of the headquarters office, including provision for handling the new phases of the revised program, was also recommended.

The activities of this department are financed thru membership dues and sales of publications. Members receive the official journal, *Educational Method*, and a yearbook. On May 1 the total membership was 1285, a gain of 111 over last year; the total number of subscribers to *Educational Method* was 1366, a gain of 88 over last year. Excellent work was done by the Promotion Committee, which has a national chairman and state chairmen in nearly all states. The number of state groups of supervisors which are affiliated with the Department is growing slowly. New branches have recently been organized in Minnesota and Tennessee. These state groups are entitled to official representation on the national Board of Directors.

A new editorial board was organized a year ago to plan the eight issues of the journal for 1938-39. It was decided to feature the three large areas of supervision on which the Department wished to lay particular stress, namely, wholesome physical and mental growth, socio-economic understanding, and professional competence of the teacher. Articles, editorials, and book reviews in each issue were directed toward this end. In addition, a special number was devoted to each area. These issues have been reprinted in pamphlet form under the titles: *Teacher and Community*, *Redirecting Supervision*, and *Personal Growth of the Teacher*. Another special issue reprinted in pamphlet form is *Radio in Education*. These booklets, which sell at a low price, have proved very popular.

The eleventh yearbook, *Cooperation: Principles and Practices*, was distributed to members. This unique publication is the outgrowth of a study begun in 1937.

The program of the Department at Cleveland was notable for the fact that four of the seven sessions were arranged and carried out in cooperation with other organizations.

COMMISSION

Educational Policies Commission

William G. Carr

The achievements of the Educational Policies Commission during the recently completed fiscal year are largely reflected in three published statements of policy; and in the part which the Commission has played in re-awakening an educational consciousness among both professional and lay persons. While gaining ground but slowly, this latter movement shows promise of becoming a powerful force in stimulating educational improvement. Thru publications, field conferences, and many avenues of publicity the Educational Policies Commission is adding its bit to this great movement in American education.

New Publications

Appearance of *The Structure and Administration of Education in American Democracy* and *The Purposes of Education in American Democracy* in the summer of 1938 marked the completion of a series of three interpretations of education in our national life, initiated with the publication of *The Unique Function of Education in American Democracy* in February 1937.

The *Structure* report outlines a program for extension of school services to children of nursery school age and adults, to youth who are unable to find jobs, and to children in school who are not suited to the usual curriculum. The Commission declares that it is the school's task to meet the educational needs of such individuals as well as of those included in the traditional program. If the school is to meet these needs and others attendant upon its unique function in a democratic society, it must be accorded freedom from all forms of partisan political control. Particularly in the granting of federal assistance to the states for education, which is held

to be urgently necessary, is the doctrine of freedom from partisan, or any other form of centralized control asserted.

The *Purposes* report describes the fundamentals of the democratic process and translates these fundamentals into a school program adjusted to the requirements of today. The consent of the governed, the general welfare, and other concepts which constitute the American ideal are woven into a foundation for the program of the schools. The Commission proposes four objectives of education; namely, self-realization, human relationships, economic efficiency, and civic responsibility. The individual must first develop his fullest capacities; he must learn to work and play with others; he must become economically literate both as a producer and as a consumer of goods and services; and, finally, he must become a useful citizen with an active, intelligent loyalty to democracy. These are held to be the marks of an educated person.

A third new statement of policy, *Social Services and the Schools*, published in April 1939, defines the sphere of educational service and proposes policies with regard to the relationships of schools and public health, welfare and recreation agencies, and public libraries. The thesis of this report is that public school authorities have but one function; namely, education. On the one hand, local school authorities should have full responsibility for all public educational activities in the community; on the other hand, they should relinquish to authorities in charge of related social services all noneducational functions now carried by the schools.

Publication of three documents of a periodical nature has been continued. *Deliberative Committee Reports of 1938* was prepared this year with more extensive annotations and other improvements which make it more useful to the profession. *Educational Policy* has been published bimonthly with current information regarding policies and policy-making. Also, semiannual reports were published for the conventions of the National Education Association and the American Association of School Administrators.

Implementation Procedures

With its program of pronouncements now well established, the next outstanding problem facing the Commission is that of securing widespread acceptance and use of its recommendations by the educational profession and lay public. The consultants ex officio to the Commission, now numbering approximately 2800, constitute the spearhead of the implementation attack. Because all consultants are in positions of educational responsibility, they serve effectively in publicizing and in actually applying the Commission's recommendations within their own organizations.

Among professional groups, the National Education Association and the American Association of School Administrators, which jointly sponsor the Commission, have aided materially in publicizing its work. The American Association of School Administrators devoted its entire 1939 convention at Cleveland to implementing Commission recommendations among administrative groups. The National Education Association and the National Broadcasting Company cooperated in providing a series of six nationwide

broadcasts dramatizing Commission recommendations. The National Education Association has also furnished publicity opportunities thru American Education Week, thru its *Journal* by means of feature articles, thru its Vitalized Commencement programs, and thru direct mail advertising. During April 1939 the National Education Association and the Commission jointly conducted a series of six regional conferences for professional workers. Other professional groups have been active in supporting Commission efforts by means of published articles, exhibits, yearbooks, and policies committees.

Efforts of lay organizations in support of the Commission have been sporadic but give promise of continuing and increasing interest. At the Commission meeting on May 6-10, 1939, at Atlantic City one day was devoted to a meeting with representatives of organized labor, National Congress of Parents and Teachers, American Association of University Women, General Federation of Women's Clubs, Chamber of Commerce, National Grange, and religious fellowships. The National Congress of Parents and Teachers and the American Association of University Women have been highly cooperative, each having devoted its 1939 national convention to an aspect of the Commission's work, as well as having used publications and other materials prepared by the Commission for distribution to local chapters. Women's clubs, service clubs, and state schoolboard associations have also cooperated from time to time in particular aspects of educational policy-making which were related to their interests.

However effective these numerous efforts may have been, the task of making the findings of the Commission known and applied is both formidable and continuing.

Civic Education

The Commission is embarking on a new and potentially effective phase of implementation. Selecting the field of civic education as an area in which reconstruction of school practices is urgently needed, the Commission has secured an additional grant of \$20,000 from the General Education Board in order "to improve the effectiveness with which American Schools develop in young people an intelligent, appreciative, and active loyalty to democracy."

Because there is some confusion in educational circles regarding ways and means of educating for civic responsibility the new project will emphasize the definition of educational outcomes desired, the methods of securing and evaluating these outcomes, the effects of maleducative influences, and the cooperation of schools with nonschool citizenship agencies.

In carrying on the new program, the Commission will make an intensive firsthand analysis of forty or fifty selected school systems which appear to have effective programs of civic education. It is anticipated that the program will eventuate in a series of nationwide demonstrations that will publicize and promote the superior educational practices that are discovered and described. By this means the Commission is seeking to carry its general recommendations to that level where they will affect teaching procedures and student activities in the classroom.

THE NINETEENTH REPRESENTATIVE ASSEMBLY

List of Delegates

Following is a list of the 1489 delegates who attended the seventy-seventh annual convention of the National Education Association in San Francisco, July 2-6, 1939. The classification of positions includes: (a) classroom teachers; (b) principals and assistant principals; (c) city and county superintendents and assistant superintendents; (d) directors and supervisors; (e) state education association staff members; (f) state superintendents and assistants; (g) college and normal school administrators; (h) librarians; and (i) ex-officio members.

ALABAMA

Attebery, J. S. (Principal), Crichton; Mobile Education Association.
 Banks, L. Frazer (N. E. A. State Director), Assistant Superintendent, 410 Ninth Court, West, Birmingham; Alabama Education Association.
 Brown, Eura (Teacher), Ozark; Alabama Education Association.
 Crumpton, Mrs. H. U. (Teacher), Minter; Alabama Education Association.
 Evans, Wilson (Principal), Kate Duncan Smith School, Grant; Alabama Education Association.
 Kelly, Fred (Principal), 3925 Eighth Court, South, Birmingham; Birmingham Teachers Association.
 McGehee, Laura (Teacher), 1516 West Sixth Ave., Birmingham; Birmingham Teachers Association.
 Montgomery, J. R. (Principal), 100 Bienville Ave., Mobile; Alabama Education Association.
 Norton, E. B. (Superintendent), Andalusia; Alabama Education Association.
 Roberts, Jessie Mae (Teacher), 2660 Bush Boulevard, Ensley; Birmingham Teachers Association.
 Rumsey, Margaret (Teacher), 1623 Alaca Place, Tuscaloosa; Alabama Education Association.
 Spiller, Frances (Teacher), 1544 Forty-Second St., Belview Heights; Birmingham Teachers Association.
 White, Margaret E. (Teacher), Terrace Court Apts., Birmingham; Birmingham Teachers Association.
 Williams, H. E. (Superintendent), 321 West Tombigbee St., Florence; Alabama Education Association.
 Williams, Mrs. H. E. (Teacher), 321 West Tombigbee St., Florence; Alabama Education Association.
 Williams, J. D. (Principal), 5708 Sixth Ave., South, Birmingham; Birmingham Teachers Association.

ALASKA

Campbell, Cleo (Teacher), Ketchikan; Alaska Education Association.
 Erickson, Everett R. (Ex Officio), Assistant Professor, University of Alaska, College.
 Puette, R. V. (Principal), Ninilchik; Alaska Education Association.
 Ridings, Marie (Teacher), Anchorage; Alaska Education Association.

ARIZONA

Clark, J. J. (Superintendent), Roosevelt School, Route 5, Phoenix; Arizona Education Association.
 Foster, Ruth (Teacher), Yuma Union High School, Yuma; Arizona Education Association.
 Ganoung, R. A. (Teacher), Tucson Senior High School, Tucson; Tucson Education Association.
 Hall, Robert T. (Principal), Box 317, Miami; Miami Area Teachers Association.
 Harless, William H. (Teacher), 930 West Culver St., Phoenix; Arizona Education Association.
 Hendrix, H. E. (State Superintendent), Phoenix; Arizona Education Association.

Loper, John D. (Superintendent), Box 2191, Phoenix; Phoenix Teachers Mutual Benefit Association.
 McLean, Gordon (Teacher), Mansfield Junior High School, Tucson; Tucson Education Association.
 Roll, Ella (Teacher), Arizona State Teachers College, Tempe; Arizona Education Association.
 Scales, Louise (Teacher), Phoenix; Phoenix Teachers Mutual Benefit Association.
 Smith, Harold W. (N. E. A. State Director), Superintendent, Glendale; Arizona Education Association.
 Speer, Ross B. (Principal), Jerome; Arizona Education Association.
 Van Buskirk, Kate (Teacher), 807 East Speedway, Tucson; Tucson Education Association.
 Vaughn, William (Teacher), 1337 West Portland, Phoenix; Arizona Education Association.

ARKANSAS

Floyd, G. C. (Director), School Finance, State Department of Education, Little Rock; Arkansas Education Association.
 Hall, W. F. (Supervisor), Elementary Education, State Department of Education, Little Rock; Arkansas Education Association.
 Phipps, W. E. (N. E. A. State Director), Superintendent of Schools, Russellville; Arkansas Education Association.
 Phipps, Mrs. W. E. (Teacher), Russellville; Arkansas Education Association.
 Stinnett, T. M. (Director), Teacher Education, State Department of Education, Little Rock; Arkansas Education Association.

CALIFORNIA

Allen, Fay (Teacher), Jefferson High School, Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
 Aronhalt, Mrs. Esther (Nurse and Supervisor), 3036 Delaware St., Oakland; Oakland Teachers Association.
 Austin, Grace (Teacher), 307 Valencia St., Covina; Southern Section of the Department of Classroom Teachers of California Teachers Association.
 Baker, Claude (Teacher), 836 Alberta St., Santa Barbara; Santa Barbara City Teachers Club.
 Baldwin, Helen (Teacher), 325 Beverly Avenue, San Leandro; Oakland Teachers Association.
 Batdorf, Lucile (Teacher), 470 Chetwood St., Oakland; Oakland Teachers Association.
 Baxter, Alfred (Principal), 500 Grizzly Peak Boulevard, Berkeley; Berkeley Teachers Association.
 Bell, Jessica (Teacher), 436 Bellevue Ave., Oakland; Oakland Teachers Association.
 Benner, W. A. (Principal), 1670 Grand Ave., Oakland; Oakland Teachers Association.
 Benz, Clarence J. (Teacher), 952 Sunnyside Road, Oakland; California Teachers Association.
 Bergen, Meta B. (Teacher), 3652 Gundry Ave., Long Beach; California Teachers Association.
 Bernard, Jean (Teacher), Embassy Hotel, Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.

- Beyer, Louise (Counselor), Hotel Durant, Berkeley; Berkeley Teachers Association.
- Bishop, Frank E. (District Superintendent), Corona; California Teachers Association.
- Bloch, Louis M. (Teacher), 2838 West Boulevard, Los Angeles; High School Teachers Association of Los Angeles.
- Bolin, Kathryn Ione (Teacher), 2850 Francis Ave., Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Bowen, W. F. (Teacher), 1400 East Sixty-Eighth St., Los Angeles; Los Angeles Elementary Teachers Club.
- Bowles, Carl P. (Teacher), No. 9 Claremont Crest, Berkeley; Alameda County Educational Association.
- Bowman, Leonard L. (Viceprincipal), 402 Stanley Drive, Santa Barbara; California Teachers Association.
- Boyd, Ethel E. M. (Teacher), 100 North Eighteenth St., San Jose; Santa Clara County Teachers Association.
- Brady, John F. (Deputy Superintendent), Civic Auditorium Building, San Francisco; California Teachers Association.
- Bramblett, E. K. (Principal), Pacific Grove; California Teachers Association.
- Briant, Ethel M. (Teacher), 1543 West Twelfth St., Los Angeles; Los Angeles Elementary Teachers Club.
- Briggs, Clarence R. (Teacher), 981 South Gramercy Drive, Los Angeles High School Teachers Association of Los Angeles.
- Briggs, Grace M. (Teacher), 981 South Gramercy Drive, Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Broadwater, C. L. (Principal), 640 Main St., El Segundo; California Teachers Association.
- Brown, William E. (Principal), 40 Stanley Road, Burlingame; California Teachers Association.
- Bruce, Robert A. (District Superintendent), Santa Maria; California Teachers Association.
- Bryan, J. Kelley (Teacher), 1034 Curtis St., Berkeley; Alameda County Educational Association.
- Bryan, Paul C. (District Superintendent), Fort Bragg; California Teachers Association.
- Buchser, Herman R. (Teacher), 1498 Iris Court, San Jose; California Teachers Association.
- Cavanaugh, Dorothea M. (Teacher), William Penn Hotel, Whittier; California Teachers Association.
- Chaim, Henry (Viceprincipal), 1585 Beach St., San Francisco; San Francisco Teachers Association.
- Cherry, Donald L. (Teacher), Sequoia High School, Redwood City; Classroom Department of the California Teachers Association, Bay Section.
- Christian, J. B. (Teacher), 1093 Cherry Way, Hayward; Alameda County Educational Association.
- Church, Idella R. (Art Supervisor), Chase Apartments, Rio Vista; California Art Teachers Association, Bay Section.
- Clauson, Sadie F. (Teacher), 3451 Piedmont Ave., Oakland; Alameda County Educational Association.
- Cline, Glen (Teacher), 611 Fairview Ave., Arcadia; Pasadena Teachers Association.
- Cloud, A. J. (President), San Francisco Junior College, 2775 Union St., San Francisco; California Teachers Association.
- Cloud, Roy W. (Executive Secretary), California Teachers Association, 155 Sansome St., San Francisco; California Teachers Association.
- Cohn, Flora N. (Teacher), 1500 Wooster St., Los Angeles; Los Angeles Elementary Teachers Club.
- Cohn, Sam H. (Deputy State Superintendent), State Library and Courts Building, Sacramento; California Teachers Association.
- Collier, Marguerite (Teacher), 655 Powell St., San Francisco; San Francisco Classroom Teachers Association.
- Colton, Albert S. (Principal), 5936 Chaboly Terrace, Oakland; California Teachers Association.
- Conyers, Mabel H. (Teacher), 640 North Berendo, Los Angeles; Los Angeles Elementary Teachers Club.
- Cooney, Agnes C. (Teacher), 406 South Van Ness Ave., Los Angeles; Los Angeles Elementary Teachers Club.
- Corpstein, Susie (Teacher), 190 Westwood Drive, San Francisco; San Francisco Teachers Association.
- Correll, Vincent I. (Principal), 1838 McKenzie, Long Beach; California Elementary School Principals Association, Southern Section.
- Cose, Mrs. Salome (Teacher), 2846 Van Buren Avenue, Alameda; Alameda Grade Teachers Club.
- Couch, E. B. (Teacher), 1133 North Everett St., Glendale; High School Teachers Association of Los Angeles.
- Couch, Mrs. Florence L. (Teacher), 1133 North Everett St., Glendale; California Teachers Association.
- Croak, Margaret (Teacher), Sutro School, San Francisco; San Francisco Teachers Association.
- Cuthbert, Lou Fisher (Teacher), 2618 Marathon St., Los Angeles; Los Angeles Elementary Teachers Club.
- Dahringer, Celia M. (Teacher), 1119 Twenty-Fifth St., Sacramento; Sacramento City Teachers Association.
- Dalager, R. L. (Teacher), 783 East Claremont, Pasadena; Pasadena Teachers Association.
- Daugherty, Ray (Director), Physical Education, Civic Auditorium, San Francisco; California Association for Health, Physical Education and Recreation.
- Davis, Ethel (Teacher), 3348 Divisadero, San Francisco; San Francisco Teachers Association.
- Davis, Geneva P. W. (Teacher), 855 North Avenue Fifty, Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Davis, George Warren (Teacher), 516 West Thirty-First St., Los Angeles; High School Teachers Association of Los Angeles.
- DeFraga, Harold (Principal), R. F. D. No. 1, Pittsburg; Contra Costa Education Association.
- Denny, Helen (Teacher), Hotel Alameda, Alameda; Classroom Department of the California Teachers Association, Bay Section.
- DeYoung, Mrs. Esther Aase (Teacher), 520 Buchanan, San Francisco; California Association for Childhood Education.
- Dickison, Clarence A. (Principal), 1319 East Forty-First, Los Angeles; Los Angeles High School Principals Association.
- Dickison, Mary Ellen (Teacher), 1631 Buckingham Road, Los Angeles; High School Teachers Association of Los Angeles.
- Dodson, May H. (Teacher), 3516 Downing Ave., Glendale; Los Angeles Elementary Teachers Club.
- Douglass, John W. (Teacher), 1777 Fifteenth St., San Francisco; San Francisco High School Teachers Association.
- Dunn, Mrs. Virginia F. (Teacher), 1339 Moncado Drive, Glendale; Beverly Hills Teachers Club.
- Dunne, M. Arline (Teacher), 717 Fairmount Road, Burbank; Burbank City Teachers Association.
- Dutcher, Mrs. Agnes W. (Teacher), Livermore; Classroom Department of the California Teachers Association, Bay Section.
- Dysart, Dora I. (Teacher), 1002 North Mariposa St., Los Angeles; Los Angeles Elementary Teachers Club.
- Earl, C. E. (Principal), 966 Elizabeth, Pasadena; Pasadena Teachers Association.

- Edmiston, Mrs. Eleanor F. (Teacher), 2928 Thirty-Third St., San Diego; San Diego Teachers Association.
- Edwards, Louis (District Superintendent), Corning; California Teachers Association.
- Emmett, Mrs. Amy (Teacher), Watsonville; California Association for Childhood Education.
- Estes, Sallie (Teacher), 438 Lee St., Oakland; Oakland Teachers Association.
- Farris, L. P. (Principal), 3233 Park Boulevard, Oakland; California Society of Secondary Education.
- Farwell, Nina (Teacher), 2205 Stuart St., Berkeley; Classroom Department of the California Teachers Association, Bay Section.
- Finley, Edna (Teacher), 2014 Fifth Ave., Oakland; Bay Classroom Teachers League.
- Ford, Willard S. (Superintendent), 411 East Wilson, Glendale; Glendale City Teachers Club.
- Fotheringham, Frances (Teacher), Orland; Northern Section of the Department of Classroom Teachers of California Teachers Association.
- Fredericksen, Frederik (Teacher), 2940 Flower St., Huntington Park; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Frick, Mary E. (Registrar), 517 North Edinburgh, Los Angeles; Affiliated Teacher Organizations of Los Angeles.
- Fultz, Carrie H. (Teacher), 812 South Detroit St., Los Angeles; Los Angeles Elementary Teachers Club.
- Furbush, George (Principal), 1326 Clinton Ave., Alameda; Oakland Teachers Association.
- Gamble, Mrs. Leo May (Principal), 3838 South Hobart Boulevard, Los Angeles; Los Angeles Elementary Principals Club.
- Gardner, James N. (Teacher), 2168 Fourth Ave., Sacramento; California Teachers Association.
- Garland, Mrs. Archie M. (Teacher), 1715 Ramona Ave., South Pasadena; South Pasadena Education Association.
- Garner, Mrs. Vera A. (Teacher), 221 South California St., Lodi; Classroom Department of the California Teachers Association, Bay Section.
- Gilbert, Robert E. (Teacher), 4014 Randolph Ave., Oakland; Classroom Department of the California Teachers Association, Bay Section.
- Glenn, L. Elston (Art Supervisor), 55 North Merideth, Pasadena; Pasadena Teachers Association.
- Goldberg, Joseph (Teacher), 1167 North Kingsley Drive, Los Angeles; Classroom Teachers Federation.
- Goodwin, John L. (Teacher), 2563 Hopkins St., Oakland; Oakland Teachers Association.
- Goold, James H. (Teacher), Buena Vista Ave., Oakland; Oakland Teachers Association.
- Green, Virginia J. (Teacher), 848 South Oxford Ave., Los Angeles; Los Angeles Elementary Teachers Club.
- Greensfelder, Helen (Teacher), 106 Third, San Francisco; California Association for Childhood Education.
- Gregg, Callie A. (Teacher), 2050 Dracena Drive, Los Angeles; Association for Early Childhood Education.
- Haag, Mrs. Grace C. (Teacher), 3968 Georgia St., San Diego; San Diego Teachers Association.
- Hammond, Mrs. Gertrude Best (Principal), 7316 Crenshaw Boulevard, Los Angeles; Los Angeles Elementary Principals Club.
- Hampton, Florence K. (Teacher), 1210 Granoda Ave., San Marino; Los Angeles Elementary Teachers Club.
- Hardie, Leonard R. H. (Teacher), 745 Termino Ave., Long Beach; City Teachers Club of Long Beach.
- Harrison, J. Hilda (Teacher), 1531 East Third, Long Beach; Los Angeles Elementary Teachers Club.
- Hawkins, Vera (Teacher), 4134 Stephens St., San Diego; San Diego Teachers Association.
- Hayden, Florence (Teacher), 3835 West Eighth St., Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Helbach, Merle R. (Principal), 1543 West Eighty-Third St., Los Angeles; Los Angeles Elementary Principals Club.
- Hickey, Loretta A. (School Nurse), 1120 North Alexandria Ave., Los Angeles; California Teachers Association.
- Hill, Mrs. Edna (Teacher), Brentwood; California Teachers Association.
- Hill, Mrs. Jimmie (Teacher), 503 Roop St., Susanville; Northern Section of the Department of Classroom Teachers of California Teachers Association.
- Hobson, Mrs. Helen (Teacher), 8073 Williams St., Hayward; Alameda County Educational Association.
- Hoffman, Howardine G. (Supervising Principal), 392 Riverside Drive, Chino; California Elementary School Principals Association, Southern Section.
- Hollister, Neva (Teacher), Jackson School, Fresno; Fresno City Council of Education.
- Holt, Helen F. (State N. E. A. Director), 1543-B Santa Clara Ave., Alameda; Classroom Department of the California Teachers Association, Bay Section.
- Howard, Gertrude G. (Principal), Inglewood; California Elementary School Principals Association, Southern Section.
- Hoyt, Agnes O. (Teacher), 1 Via Di Roma Walk, Long Beach; City Teachers Club of Long Beach.
- Hoyt, Helen E. (Teacher), 5137 Meridian St., Los Angeles; Los Angeles Elementary Teachers Club.
- Hubbard, L. C. (Teacher), 3703 Colorado, Long Beach; City Teachers Club of Long Beach.
- Hummel, Leonard G. (Principal), Palos Verdes Estates; California Elementary School Principals Association.
- Hussey, Gertrude (Teacher), Jefferson School, Berkeley; Classroom Department of the California Teachers Association, Bay Section.
- Hutchinson, Mrs. Alice J. (Teacher), 1310 Montana St., Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Hutchinson, John (Teacher), 1310 Montana St., Los Angeles; California Teachers Association.
- Jacobsen, Christine (Teacher), 1320 Forty-first Pl., Los Angeles; Los Angeles Elementary Teachers Club.
- Jelfs, Florence (Teacher), 747 Cerritos Ave., Long Beach; City Teachers Club of Long Beach.
- Jenkins, Anna Irene (Teacher), 344 South Boyle Ave., Los Angeles; California Association for Childhood Education.
- Jennings, Augusta (Teacher), 160 West Seventeenth St., Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Jepsen, Martha (Teacher), 537 D St., San Rafael; Marin County Teachers Association.
- Johnson, Lottiellen (Teacher), 2315 T St., Sacramento; Northern Section of the Department of Classroom Teachers of California Teachers Association.
- Johnston, Georgia Elizabeth (Teacher), 940 Westmount Dr., Los Angeles; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Jones, Eugenia West (Teacher), 318 South Benton Way, Los Angeles; California Association of Childhood Education.
- Jordan, Genevieve (Teacher), 72 Central Ave., San Francisco; San Francisco Teachers Association.
- Kahl, Minnie (Principal), 2515 College Ave., Berkeley; Oakland Teachers Association.

- *Keegan, Mary E. (Teacher), 679 Twelfth Ave., San Francisco; San Francisco Classroom Teachers Association.
- Kelly, H. W. (Teacher), 2406 Monterey Ave., Bakersfield; California Teachers Association.
- Kendall, Raymond (Teacher), South K Street, Madera; California Teachers Association.
- Kilbride, Marie L. (Teacher), 2420 Detour Drive, Hollywood; Adult Education Association of Los Angeles.
- Kimbell, Raymond (Supervisor), City Hall, San Francisco; California Association for Health, Physical Education and Recreation.
- Knezevich, Laurel O. (Ex-Officio), 1235 West Eighty-First St., Los Angeles.
- Koonze, Agnes Levina (Teacher), 330½ North Mariposa, Los Angeles; Los Angeles Elementary Teachers Club.
- Kwapil, Mrs. Genevieve T. (Teacher), 2030 Fell St., San Francisco; San Francisco Classroom Teachers Association.
- Lages, Dora (Principal), 311 Lester Ave., Oakland; Oakland Teachers Association.
- Lawyer, Mrs. Harriet Rose (Teacher), 1151 Shattuck Ave., Berkeley; Classroom Department of the California Teachers Association, Bay Section.
- Learned, George (Principal), 428 Belvedere St., San Francisco; San Francisco Teachers Association.
- Lefevre, Ora L. (Teacher), 3962 Michigan Ave., Los Angeles; High School Teachers Association of Los Angeles.
- Leonard, Adam A. (Teacher), 1430 Sierra Madre, San Marino; High School Teachers Association of Los Angeles.
- Leonard, Maren (Teacher), 1117 South Birch St., Santa Ana; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Lewalling, Mary S. (Teacher), 1140 Rhea St., Long Beach; City Teachers Club of Long Beach.
- Libbey, Frances Yale (Principal), 1212 West Walnut St., Stockton; California Teachers Association.
- Livsey, Alice Ross (Teacher), 373 West California Ave., Glendale; California Association for Childhood Education.
- Lockwood, George (Teacher), 1327 Campbell St., Glendale; Glendale City Teachers Club.
- Lord, Frank E. (Teacher), 632 Lincoln Boulevard, Santa Monica; Santa Monica Classroom Teachers Association.
- Lord, Helen M. (Teacher), 1417 Fourth Ave., Los Angeles; California Teachers Association.
- Lovejoy, Ida May (Teacher), 2954 Laurel St., San Diego; San Diego Teachers Association.
- Lovell, Eldon J. (Principal), 1034 Hellam St., Monterey; Monterey Elementary Teachers Association.
- Lowe, Mrs. Guidotta M. (Teacher), 115 North G St., Oxnard; Southern Section of the Classroom Department of California Teachers Association.
- Lynde, Albert W. (Principal), 820 Argonaut St., Stockton; Stockton Elementary Teachers Association.
- Lyon, Harley W. (Principal), Longfellow School, Pasadena; California Elementary School Principals Association.
- McCurdy, Mary A. (Teacher), R. F. D. No. 1, Box 706, Mill Valley; Classroom Department of the California Teachers Association, Bay Section.
- MacDonald, John (Principal), 650 South Central Ave., Stockton; California Teachers Association.
- McGlinchey, Mary (Viceprincipal), 350 Buchanan, San Francisco; San Francisco Teachers Association.
- McIntyre, Mary E. (Teacher), 607 West Fortieth Place, Los Angeles; Los Angeles Elementary Teachers Club.
- McKenzie, Florence (Teacher), 102 Diamond St., Redondo Beach; South Bay Teachers Club of Redondo Beach District.
- McLennan, Mrs. Cora I. (Teacher), 2619 Yuba St., Richmond; Richmond Teachers Association.
- McMullen, Mrs. Mary (Dean), Dumas 3244, San Diego; San Diego Principals and Supervisors Club.
- McPherson, H. M. (Principal), High School, St. Helena; California Teachers Association.
- Maguire, S. Edna (Teacher), 395 East Blythedale, Mill Valley; Classroom Department of the California Teachers Association, Bay Section.
- Maher, Vincent (Teacher), 3847 Ingraham, Los Angeles; Southern Section of the Classroom Department of California Teachers Association.
- Mallory, Gertrude (Teacher), 1518 Ardenale Ave., San Gabriel; High School Teachers Association of Los Angeles.
- Maslin, Helen (Teacher), 1919 Marin Ave., Berkeley; Classroom Department of the California Teachers Association, Bay Section.
- Maull, Mrs. Mary R. (Teacher), 1534 Madison Ave., San Diego; San Diego Teachers Association.
- Meagher, W. M. (Principal), 55 El Toro, Morgan Hill; Santa Clara County Teachers Association.
- Meline, Virginia (Teacher), 146 Eighteenth Ave., San Francisco; San Francisco Teachers Association.
- Melkonian, Bertha (Teacher), 510 Twenty-Second Ave., San Francisco; San Francisco Classroom Teachers Association.
- Merchant, Pauline (Teacher), Garden Grove; Southern Section of the Classroom Department of California Teachers Association.
- Merrill, Hattiebelle (Teacher), 2319 Chestnut Ave., Long Beach; California Teachers Association.
- Miller, Helen Farris (Teacher), 433 South Cochran Ave., Los Angeles; Los Angeles Elementary Teachers Club.
- Milstead, Veffie (Teacher), 1040 A St., Long Beach; California Association for Childhood Education.
- Monlux, Calla (Teacher), 2055 Forty-First Ave., Oakland; Oakland Teachers Association.
- Mooney, Frances (Retired Teacher), 877 Sunnyside Road, Oakland; San Francisco Teachers Association.
- Moore, Wendall (Teacher), 3939 Maybelle Ave., Oakland; Alameda County Educational Association.
- Morgan, Edward D. (Teacher), Box 893, Oakdale; Stanislaus County Teachers Association.
- Mork, Clara (Teacher), 321 South Lemox St., Anaheim; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Morris, Mary Virginia (Teacher), 4160 Rosewood Ave., Los Angeles; Los Angeles Elementary Teachers Club.
- Morrissey, William E. (Teacher), 88 Birch St., Redwood City; San Mateo County Teachers Association.
- Moyse, Doris (Teacher), 110 East Cedar St., Compton; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Muller, Edgar E. (Superintendent), Twelfth and Fallon Sts., Oakland; Alameda County Educational Association.
- Nankervis, Mrs. Marie C. (Teacher), 1360 Grove St., Alameda; Classroom Department of the California Teachers Association, Bay Section.
- Niccolls, Edwin E. (Teacher), 57 Westgate Drive, San Francisco; San Francisco Teachers Association.
- Nicholson, Genevieve (Teacher), 6438 Benvenue Ave., Oakland; Classroom Department of the California Teachers Association, Bay Section.

* Deceased.

- Nicholson, Wilma (Teacher), 1310 Grand St., Alameda; Classroom Department of the California Teachers Association, Bay Section.
- Nielsen, David C. (Teacher), 305 Virginia Ave., Modesto; Stanislaus County Teachers Association.
- Nilmeier, Lydia (Teacher), Route 8, Box 358, Fresno; Fresno City Council.
- Nixon, Mrs. Jane (Member), Board of Education, 1011 New York Ave., Altadena; Southern Section of the Department of Classroom Teachers of California Teachers Association.
- Norton, Helen (Teacher), 2132 Lincoln Ave., Alameda; Classroom Department of the California Teachers Association, Bay Section.
- Nourse, Joseph P. (Superintendent), Civic Auditorium Building, San Francisco; Classroom Department of the California Teachers Association, Bay Section.
- O'Farrell, Mary J. (Teacher), 1969 Fulton St., San Francisco; Classroom Department of the California Teachers Association, Bay Section.
- O'Reilly, E. P. (Principal), 1955 Bidwell Way, Sacramento; Sacramento City Teachers Association.
- Parks, D. Russell (Teacher), 400 Jacaranda, Fullerton; Elementary Education Association of Orange County.
- Parlier, Edna May (Teacher), 1179 Arch St., Berkeley; Berkeley Teachers Association.
- Parsley, Pearl A. (Teacher), 3890 South Harvard Boulevard, Los Angeles; High School Teachers Association of Los Angeles.
- Patenaude, Clyde (Principal), Korbel; California Teachers Association.
- Patterson, Lucile (Teacher), 3734 Reklaw Drive, North Hollywood; Los Angeles Elementary Teachers Club.
- Peck, Mrs. Myrtle (Teacher), 2537 Rose Walk, Berkeley; California Association for Childhood Education.
- Peemoeller, Mary C. (Teacher), 111 East N St., Wilmington; Los Angeles Elementary Teachers Club.
- Peters, Samuel E. (Teacher), 667 Los Altos Ave., Long Beach; City Teachers Club of Long Beach.
- Pierce, J. Maria (Teacher), 1475 North Los Robles Ave., Pasadena; Pasadena Teachers Association.
- Pontious, Mrs. Esther (Teacher), 824 Woodland Ave., San Leandro; California Association for Childhood Education.
- Power, Alice Rose (Director), 233 Claremont, San Francisco; San Francisco Teachers Association.
- Pray, Lucy (Teacher), 300 Buchanan St., San Francisco; San Francisco Classroom Teachers Association.
- Pryor, Leland M. (Teacher), 1827 San Pasqual, Pasadena; California Teachers Association.
- Quick, Clyde E. (Teacher), 800 King St., Chowchilla; Classroom Department of the California Teachers Association, Bay Section.
- Rabourn, Susie (Teacher), 735 Taylor St., San Francisco; San Francisco Classroom Teachers Association.
- Raisner, Wilbur W. (Teacher), 419 Munich St., San Francisco; Classroom Department of the California Teachers Association, Bay Section.
- Raisner, Wilbur W. (Member), Board of Education, 419 Munich St., San Francisco; Classroom Department of the California Teachers Association, Bay Section.
- Rasmussen, Margaret A. (Teacher), 2104 North California St., Stockton; California Association for Childhood Education.
- Rich, Ralph D. (Teacher), 133½ West Thirty-Eighth St., Los Angeles; Southern Section of the Classroom Department of California Teachers Association.
- Riecks, Eva (Principal), Monterey; California Teachers Association.
- Robbins, Jessie May (Teacher), 521 South Cummings St., Los Angeles; High School Teachers Association of Los Angeles.
- Robison, Eleanor (Teacher), 283 Wayne St., Oakland; Oakland Teachers Association.
- Root, W. D. (Teacher), 605 South Verdugo Road, Glendale; High School Teachers Association of Los Angeles.
- Roscoe, Milton (Teacher), Garfield Junior High School, Berkeley; Alameda County Educational Association.
- Roseland, Ethel M. (Teacher), 7610 Hampton Ave., Hollywood; California Association for Childhood Education.
- Rounsaville, Gertrude H. (Member), Board of Education, 2411 Eighth Ave., Los Angeles; Southern Section of the Classroom Department of California Teachers Association.
- Rowe, Grace A. (Principal), 1176 Cherry Ave., San Jose; Santa Clara County Teachers Association.
- Rowley, Marion N. (Teacher), 1039 North Central Ave., Glendale; Glendale City Teachers Club.
- Ruch, Lutie A. (Viceprincipal), 403 Adams St., Oakland; Alameda County Educational Association.
- Rutland, Asenath (Teacher), 544 Twenty-Eighth St., Oakland; Classroom Department of the California Teachers Association, Bay Section.
- Saiz, Clive M. (Teacher), 70 Mission Circle, Daly City; Classroom Department of the California Teachers Association, Bay Section.
- Schacht, Mrs. Bernice (Teacher), 735 North Philadelphia St., Anaheim; Southern Section of the Classroom Department of California Teachers Association.
- Schellenger, Elizabeth (Teacher), 81 West Peoria St., Pasadena; California Association for Childhood Education.
- Schmidt, Enid L. (Teacher), 3741 Gundry Ave., Long Beach; City Teachers Club of Long Beach.
- Scott, Alton E. (Principal), San Juan Bautista; California Elementary Principals Association.
- Seidl, Martha (Teacher), 4241 Eighth St., Riverside; Southern Section of the Classroom Department of California Teachers Association.
- Shaw, Albert M. (Teacher), 5930 El Mio Drive, Los Angeles; High School Teachers Association of Los Angeles.
- Shepard, Ann (Principal), 5460 Eagle Rock View Drive, Los Angeles; California Elementary School Principals Association, Southern Section.
- Sibbald, Luella (Teacher), 1426 Washington St., San Francisco; San Francisco Classroom Teachers Association.
- Silvey, Paul (Teacher), 116 Wool St., San Francisco; Teachers Association of San Francisco.
- Skinner, Goerge (Principal), Del Paso Heights, Sacramento; California Teachers Association.
- Slyknoos, Merle A. (Teacher), 520 South Mayo Ave., Los Angeles; California Teachers Association.
- Smith, Bernice M. (Teacher), 830 Georgia St., Vallejo; Vallejo Teachers Association.
- Smith, John Allan (Teacher), 4727 South Tenth Ave., Los Angeles; Southern Section of the Classroom Department of California Teachers Association.
- Spencer, Marie (Teacher), 328 Irving St., San Francisco; Oakland Teachers Association.
- Spriggs, Elisabeth M. (Teacher), 450 South Kenmore Ave., Los Angeles; Los Angeles Elementary Teachers Club.
- Stacy, Gertrude (Teacher), 545 Atlanta St., San Jose; Santa Clara County Teachers Association.
- Stafford, Mrs. Marion (Teacher), 2308 Lakeshore Ave., Oakland; Oakland Teachers Association.
- Stephenson, Florence (Director), Physical Education for Women, State College, San Francisco; California Association for Health, Physical Education, and Recreation.
- Sullivan, Nellie (Viceprincipal), 130 Frederick St., No. 306, San Francisco; San Francisco Elementary Viceprincipals Association.

Sutherland, Ida M. (Teacher), 1200 Cedaredge Ave., Los Angeles; Los Angeles Elementary Teachers Club.

Sweeney, Mary J. (Viceprincipal), 118 Twenty-Sixth Ave., San Francisco; California Teachers Association.

Swoboda, Vera Ann (Teacher), 470 North Rosannast, Gilroy; Santa Clara County Teachers Association.

Thompson, Mrs. Alma (Teacher), Ferndale; Classroom Department of the California Teachers Association, Bay Section.

Thompson, Roy H., Jr. (Teacher), 1533 East Third St., Long Beach; City Teachers Club of Long Beach.

Thomson, Henry E. (Teacher), 1474 Fifth Ave., San Francisco; San Francisco Classroom Teachers Association.

Thurston, F. L. (Secretary), Southern Section, California Teachers Association, 408 South Spring St., Los Angeles; California Teachers Association.

Tichenor, George E. (Teacher), 703 Twelfth St., Santa Monica; Santa Monica Classroom Teachers Association.

Tierney, Mrs. Hallie (County Superintendent), Alturas; California Teachers Association.

Tripp, Hazel (Teacher), La Mesa; San Diego County Teachers Association.

Utter, Ennis R. (Teacher), 1425 Stoddard, Modesto; Modesto Teachers Association.

Vendermast, Alvin L. (Teacher), 2523 West Seventy-Seventh St., Los Angeles; Probationary and Substitute Teachers Organization.

Van Hagen, Winifred (Chief), Bureau of Physical Education for Girls, State Department of Education, Sacramento; California Association for Health, Physical Education, and Recreation.

Van Matre, Anita (Teacher), 2091 California St., Berkeley; Alameda County Educational Association.

Vasche, Joseph Burton (Teacher), 1110 Walnut Ave., Oakdale; Classroom Department of the California Teachers Association, Bay Section.

Veneziano, Nicholas (Teacher), 394 North Daisy, Pasadena; Pasadena Teachers Association.

Vicklund, Marie (Teacher), 3710 Homeland Drive, Los Angeles; Southern Section of the Classroom Department of California Teachers Association.

Vineyard, Marguerite (Teacher), 2721 Park Boulevard, Oakland; Alameda County Educational Association.

Von Welch, Lyda (Teacher), 3020 East Fifth St., Long Beach; California Association for Childhood Education.

Walsh, Charles (Teacher), 730 Masonic Ave., San Francisco; San Francisco Teachers Association.

Walton, Thomas A. (Teacher), 2526 Pamo Ave., San Diego; San Diego Teachers Association.

Ward, L. R. (Viceprincipal), Lemoore; California Teachers Association.

Watts, J. Hampton (District Superintendent), Hermosa Beach; California Teachers Association.

Welday, Samuel O. (Principal), 2117 Chapola St., Santa Barbara; California Elementary Principals Association.

Werre, H. M. (Principal), Alhambra; California Teachers Association.

Whiting, Lillian V. (Teacher), 443 Ashton Drive, Laguna Beach; Classroom Teachers Federation.

Whitton, Elizabeth (Teacher), 3524 Fourteenth Ave., Oakland; Oakland Teachers Association.

Wilt, Willard H. (Teacher), 4326 Willowbrook Ave., Los Angeles; High School Teachers Association of Los Angeles.

Winegardner, J. H. (Teacher), 5727 Amy Drive, Oakland; Alameda County Educational Association.

Wixman, Samuel M. (Teacher), 870 North Kenmore Ave., Los Angeles; Classroom Teachers Federation.

Wright, Donald G. (Teacher), 1237 Mill St., San Luis Obispo; Classroom Department of the California Teachers Association, Bay Section.

Wright, Milburn D. (Teacher), 1336 North Calaneras, Fresno; Fresno City Council of Education.

Wulff, Ramona E. (Teacher), 2314 L St., Sacramento; Sacramento City Teachers Association.

Young, Minnie (Teacher), 2726 Prince St., Berkeley; Berkeley Teachers Association.

Young, Sarah L. (Principal), 2451 Seminary Ave., Oakland; Alameda County Educational Association.

Zimmerman, F. B. (Principal), 3500 Mountain Boulevard, Oakland; California Elementary School Principals Association.

COLORADO

Bails, Ernest (Teacher), 737 Emerson St., Denver; Denver Classroom Teachers Association.

Berg, Matilda (Teacher), 405 W. Twelfth St., Pueblo; Education Association, District No. 1, Pueblo.

Blair, Minnie (Teacher), 820 Monroe St., Denver; Denver Classroom Teachers Association.

Brainerd, David S. (Teacher), 1408 S. Race St., Denver; Colorado Education Association.

Bryan, Paul D. (Teacher), 1035 Milwaukee St., Denver; Colorado Education Association.

Burgess, Grace E. (Teacher), 142 W. Cedar Ave., Denver; Denver Teachers Association.

Bush, Norris F. (Teacher), 1208 S. Elizabeth St., Denver; Denver Classroom Teachers Association.

Cabeen, Mary (Teacher), 405 Carson Ave., La Junta; La Junta Teachers Club.

Carlson, Alida G. (Teacher), 1408 Adams St., Denver; Colorado Education Association.

Croasdale, Dorothy (Teacher), 1574 York St., Denver; Denver Classroom Teachers Association.

Crowe, Sue M. (Teacher), 1284 Corona St., Denver; Denver Classroom Teachers Association.

Force, Anna Laura (Principal), Lake Junior High School, Denver; Colorado Education Association.

Garnett, Anna Maud (Teacher), 306 W. Twenty-Second St., Pueblo; Pueblo Classroom Teachers Association.

Gallup, Ruth (Teacher), 1833 Emerson St., Denver; Denver Teachers Club.

Gordon, Winifred (Teacher), 1580 Logan St., Denver; Denver Classroom Teachers Association.

Hayden, Mrs. Mary (Teacher), 303 Bradford St., Pueblo; Education Association, District No. 1, Pueblo.

Hersom, Alice (Teacher), 320 N. Cascade Ave., Colorado Springs; Colorado Springs Classroom Teachers Association.

Hoelscher, Mrs. Geneva A. (Teacher), 783 Thirteenth St., Boulder; Boulder Community Education Association.

Jenkins, Ralph D. (Superintendent), Englewood; Colorado Education Association.

Johnson, E. C. (Superintendent), Pueblo; Colorado Education Association.

Lee, Edna (Teacher), 1006 N. Wahsatch Ave., Colorado Springs; Colorado Springs Classroom Teachers Association.

Little, John R. (Superintendent), Center; Colorado Education Association.

Mann, Russell O. (Teacher), P. O. Box 241, Ovid; Colorado Education Association.

Miller, Fletcher M. (Superintendent), Route 3, Box 865, Lakewood; Colorado Education Association.

Miner, Craig P. (Superintendent), Idaho Springs; Colorado Education Association.

Mooney, W. B. (N. E. A. State Director), Executive Secretary, Colorado Education Association, Denver; Colorado Education Association.

Nash, Mary (Teacher), 210 Chestnut St., Trinidad; Trinidad Classroom Teachers Association.

O'Boyle, Georgia M. (Teacher), Newhouse Hotel, Denver; Denver Teachers Club.

Osbourne, Blanche (Teacher), 1530 Grant St., Denver; Denver Classroom Teachers Association.

Poole, C. F. (Principal), 510 Broadway, Sterling; Sterling Federated Teachers Association.

Pratt, Phillip S. (Teacher), 345 Columbia St., Delta; Colorado Education Association.

Rhen, Edna (Teacher), 4033 E. Seventeenth Ave., Denver; Denver Classroom Teachers Association.

Sanchez, Angela (Teacher), 1241 Lincoln St., Denver; Denver Classroom Teachers Association.

Sandusky, Minnie (Teacher), Congress Hotel, Pueblo; Pueblo Classroom Teachers Association.

Singleton, Helen A. (Teacher), 84 S. Sherman, Denver; Denver Classroom Teachers Association.

Smith, Margaret Mendenhall (Principal), 1560 Ogden St., Denver; Denver Teachers Club.

Stettheimer, Syra (Teacher), 1446 Gilpin St., Denver; Denver Classroom Teachers Association.

Thompson, Nellie V. (Teacher), 1115 N. Wahsatch, Colorado Springs; Department of Classroom Teachers of the Colorado Education Association.

Tirre, Vee Dispense (Teacher), 4205 Knox, Denver; Denver Classroom Teachers Association.

Walker, Mrs. Lucile (Teacher), 1213 Fourteenth St., Greeley; Greeley Classroom Teachers Association.

Walters, Newell B. (Teacher), 2040 S. Columbine, Denver; Denver Classroom Teachers Association.

Wildman, Mabelrose (Teacher), 1135 St. Paul St., Denver; Denver Classroom Teachers Association.

Will, Mrs. Marion B. (Teacher), 2050 Kearney St., Denver; Denver Teachers Club.

CONNECTICUT

Aherne, Mrs. Vina M. (Teacher), 146 Grafton St., New Haven; Connecticut State Teachers Association.

Beschel, Margaret E. (Teacher), 327 Edgewood Ave., New Haven; Connecticut State Teachers Association.

Collins, Helen T. (N. E. A. State Director), Principal, Lovell School, New Haven; Connecticut State Teachers Association.

Cornish, William B. (Principal), 420 Courtland Ave., Glenbrook; Connecticut State Teachers Association.

Garvin, Grace F. (Supervisor), 65A Webster St., Hartford; Hartford Teachers League.

Gray, Margaret O. (Teacher), 188 Four Mile Rd., West Hartford; Hartford Teachers League.

Hannum, Dorothy E. (Teacher), 209 Summer St., Bristol; Connecticut State Teachers Association.

Jeffords, H. Morton (Superintendent), Wallingford; Connecticut State Teachers Association.

Lord, Daisy (Ex-Officio), 1027 W. Main St., Waterbury.

Lovett, Mary (Teacher), 26 Crescent St., Waterbury; Waterbury Teachers Association.

McLoughlin, Julia I. (Teacher), 146 Grafton St., New Haven; New Haven Teachers League.

O'Meara, Stanley R. (Teacher), 218 Whitney Ave., Bridgeport; Bridgeport Teachers Association.

Ransom, Mary H. (Teacher), East Hartland; Connecticut State Teachers Association.

Richardson, Thomas F. (Teacher), 45 Quentin St., New Haven; New Haven Teachers League.

Roth, Friedrich G. (Teacher), 133 Palm St., Bridgeport; Bridgeport Teachers Association.

Salsbury, Byrde (Teacher), 468 Whitney Ave., New Haven; New Haven Teachers League.

DELAWARE

Bounds, Eunice (Secretary to Superintendent), 9 East Fortieth St., Wilmington; Delaware State Education Association.

Helm, Charles P. (Superintendent), Laurel; Delaware State Education Association.

Jerread, Mrs. Lucy H. (Teacher), Harrington; Delaware State Education Association.

Jones, Elizabeth M. (Teacher), 710 North Franklin St., Wilmington; Delaware State Education Association.

Sapp, Mrs. Ruth H. (Teacher), Houston; Delaware State Education Association.

DISTRICT OF COLUMBIA

Bliss, N. W. (Teacher), H. D. Cook School, Washington; Education Association of the District of Columbia.

Draeger, Mrs. E. P. (Teacher), 2800 Thirteenth St., Washington; Education Association of the District of Columbia.

Givens, Willard E. (Ex Officio), Executive Secretary, National Education Association, Washington.

Grubbs, Mrs. Ethel Harris (Head, Department of Mathematics), 751 Fairmont St., Northwest, Washington; Columbian Educational Association.

Hull, Marjorie (Teacher), 1222 Glen Ross Road, Silver Spring, Maryland; High School Teachers Association.

Judge, Florence (Teacher), 4320 Forty-Fourth St., Northwest, Washington; High School Teachers Association.

Kellogg, M. (Teacher), 5305 Twenty-Eighth St., Northwest, Washington; Education Association of the District of Columbia.

Lofton, Charles S. (Teacher), 323 Elm St., Northwest, Washington; Columbian Educational Association.

Schult, Veryl (Head, Department of Mathematics), Washington; Education Association of the District of Columbia.

Smith, Hugh Stewart (Teacher), Washington; Education Association of the District of Columbia.

Willis, C. W. (Teacher), 1242 Evarts St., Northeast, Washington; Education Association of the District of Columbia.

FLORIDA

Barnett, M. L. (Teacher), 325 Raleigh St., Orlando; Florida Education Association.

Clements, L. C. (Principal), Stuart; Florida Education Association.

Connor, A. B. (Principal), Ft. Pierce; Florida Education Association.

Hodson, Mrs. Ella (Teacher), 2641 Abaco Ave., Coconut Grove, Miami; Dade County Classroom Teachers Association.

Langston, Mrs. Margaret (Teacher), Wellington Ave. 6809, Tampa; Tampa Teachers Club.

Langston, Thomas H. (Principal), 6809 Wellington Ave., Tampa; Florida Education Association.

McIntosh, James L. (Principal), Tampa; Florida Education Association.

Newsome, W. T. (County Superintendent), Live Oak; Florida Education Association.

Rickards, James S. (Executive Secretary), Florida Education Association, Tallahassee; Florida Education Association.

Wilson, James T. (Superintendent), 275 Northwest Second St., Miami; Dade County Classroom Teachers Association.

Worley, Cleta (Teacher), 1890 Northwest Thirty-Fifth St., Miami; Dade County Classroom Teachers Association.

Worley, Wilbur C. (Teacher), 1890 Northwest Thirty-Fifth St., Miami; Dade County Classroom Teachers Association.

GEORGIA

Andrews, W. J. (Superintendent), Toccoa; Georgia Education Association.
 Collins, M. D. (State N. E. A. Director), State Superintendent, Atlanta; Georgia Education Association.
 Harvin, Polly (Member), State Department of Education, Atlanta; Georgia Education Association.
 Rhoads, Maude (Principal), Atlanta; Georgia Education Association.
 Sutton, Willis A. (Superintendent), Atlanta; Georgia Education Association.
 Wade, Bailey M. (Dean), Piedmont College, Demorest; Georgia Education Association.
 Wright, Alliene (Member), State Department of Education, Atlanta; Georgia Education Association.

HAWAII

Bohnenberg, Rebecca (Principal), Hilo, Hawaii; Hilo Teachers Union.
 Camara, Louis (Teacher), Kalakaua Intermediate School, Honolulu; Teachers Council of Hawaii.
 Cummings, Molly (Teacher), 728 Kinau St., Honolulu; Hawaii Education Association.
 Dickson, Mrs. Amelia (Teacher), 1611 Keaumoku St., Honolulu; Oahu Education Association.
 Drees, Frank J. (Principal), Lihue, Kauai; Kauai Education Association.
 Fischer, Mrs. Ruth (Teacher), 2759 Kahawai St., Honolulu; Oahu Education Association.
 Hook, Mrs. Anna Z. (Teacher), Robello School, Honolulu; Oahu Education Association.
 Kauhane, Mrs. Alice (Teacher), 3765 Anuhea St., Honolulu; Oahu Education Association.
 Kendrick, Mrs. Hattie (Teacher), Kalakaua Intermediate School, Honolulu; Oahu Education Association.
 Kinnison, Frank D. (Principal), Kaunakakai, Molokai; Hawaii Education Association.
 Kinnison, Mrs. Mary Joe (Teacher), Kaunakakai, Molokai; Molokai Education Association.
 Lum, Mrs. Mary (Teacher), Puuhale School, Honolulu; Teachers Council of Hawaii.
 McGregor, Mrs. Louise A. (Teacher), 1165A McGregor Lane, Honolulu; Oahu Education Association.
 Machado, Mrs. Louise (Teacher), Hilo, Hawaii; Hilo Teachers Union.
 Markham, Mrs. Norah (Teacher), 1516 Liholiho St., Honolulu; Hawaii Education Association.
 Martin, Richard (Teacher), Wailuku High School, Wailuku, Maui; Maui Teachers Association.
 Merrill, Mrs. Dorothy (Teacher), Kawananakoa School, Honolulu; Oahu Education Association.
 Napier, Jean L. (Teacher), Hilo, Hawaii; Hilo Teachers Union.
 Nobriga, Mrs. Mercedes (Teacher), R. F. D. No. 1, Hilo, Hawaii; Hilo Teachers Union.
 Nobriga, William J. (Principal), R. F. D. No. 1, Hilo, Hawaii; Hilo Teachers Union.
 Osorio, Mrs. Eliza (Teacher), 1339 Kinoole St., Hilo, Hawaii; Hawaii Education Association.
 Peters, Mrs. Beryl (Teacher), 1572A Spreckels St., Honolulu; Oahu Education Association.
 Rodenhurst, Alice (Teacher), 928 Fourteenth Ave., Honolulu; Hawaii Education Association.
 Sanborn, Mrs. Winifred K. (Teacher), Lahaina, Maui; Hawaii Education Association.
 Sanborne, Mrs. Hildred (Teacher), 2007 Round Top Drive, Honolulu; Oahu Education Association.
 Sanborne, Paul B. (Principal), 2007 Round Top Drive, Honolulu; Oahu Education Association.

Sharpe, Mrs. Emma (Teacher), Lahaina, Maui; Maui Teachers Association.
 Shipp, Mrs. Lucy (Teacher), 1916 Uhu St., Honolulu; Oahu Education Association.
 Silva, Mrs. Alice F. (Teacher), Kilauea, Kauai; Hawaii Education Association.
 Silva, Anthony C. (Principal), Kilauea, Kauai; Hawaii Education Association.
 Silva, Mrs. Emma G. (Teacher), Eleele, Kauai; Kauai Education Association.
 Soares, Mrs. Rica (Teacher), Farrington High School, Honolulu; Teachers Council of Hawaii.
 Soon, Albert (Teacher), Kalihiwaena School, Honolulu; Teachers Council of Hawaii.
 Stange, Mrs. Agnes (Teacher), Wailuku, Maui; Maui Teachers Association.
 Tyssowski, Mrs. Mary (Teacher), 1116 Artesian St., Honolulu; Oahu Education Association.
 Vanderwall, Johanna (Teacher), 2445 Cleghorn Drive, Honolulu; Oahu Education Association.
 Weight, Mrs. Carolyn S. (Teacher), Wailuku, Maui; Hawaii Education Association.

IDAHO

Bond, C. H. (Director), Elementary Education, 434 South Tenth St., Pocatello; Idaho Education Association.
 Condie, John W. (State Superintendent), Capitol Building, Boise; Idaho Education Association.
 Cosgove, Alice G. (Principal), 517 South Fourth, Pocatello; Idaho Education Association.
 Cramer, Harold D. (Professor), University of Idaho, Moscow; Idaho Education Association.
 Johnson, Anna (Principal), Emerson Elementary School, Idaho Falls; Idaho Falls Education Association.
 Vincent, W. D. (State N. E. A. Director), Superintendent, 311 North Tenth St., Boise; Idaho Education Association.

ILLINOIS

Albertson, W. S. (Teacher), William Hatch School, Oak Park; Lake Shore Division, Illinois Education Association.
 Alexander, E. L. (Superintendent), Edwardsville; Southwestern Division, Illinois Education Association.
 Andersen, Will D. (Principal), 937 North Harvey Ave., Oak Park; Chicago Division, Illinois Education Association.
 Ashdown, Genevieve (Dean of Girls), Princeton High School, Princeton; Illinois Valley Division of the Illinois Education Association.
 Barthel, O. P. (Superintendent), Somonauk; Rock River Division, Illinois Education Association.
 Barton, Esther M. (Principal), Dixon; Rock River Division, Illinois Education Association.
 Bear, Herman W. (Principal), Rosiclare; Illinois Education Association.
 Bennett, Glen (Principal), Emerson School, Berwyn; Lake Shore Division of the Illinois Education Association.
 Blakeway, H. N. (Principal), 8525 South Carpenter St., Chicago; Chicago Division, Illinois Education Association.
 Bohannon, R. P. (Teacher), 952 East Main St., Ottawa; Illinois Education Association.
 Bornor, June E. (Teacher), 2113 Melrose St., Rockford; Illinois Education Association.
 Briggs, Orvall (County Superintendent), Rushville; Illinois Education Association.
 Butler, Mabel (Teacher), 2617 Agatite Ave., Chicago; Chicago Division, Illinois Education Association.
 Butz, Inez L. (Teacher), Dwight; Livingston County Teachers Association.
 Caliendo, Florence (Teacher), 1514 North Mayfield Ave., Chicago; Chicago Division, Illinois Education Association.
 Camenisch, Sophia (Teacher), Chicago Teachers College, Chicago; National Council of Teachers of English.

- Chance, Paul B. (County Superintendent), Salem; Southwestern Division, Illinois Education Association.
- Coe, Ethel C. (County Superintendent), Woodstock; Illinois Education Association.
- Cook, Raymond (Teacher), 6108 Dorchester Ave., Chicago; Chicago Division, Illinois Education Association.
- Cooper, Bessie (Principal), 337 West Adams St., Macomb; Western Division, Illinois Education Association.
- Danielson, E. O. (Teacher), East St. Louis High School, East St. Louis; Southwestern Division, Illinois Education Association.
- Davis, M. G. (Superintendent), Lake Forest; Lake Shore Division of the Illinois Education Association.
- DeWolf, George E. (Superintendent), Downers Grove; Illinois Education Association.
- Dodd, Hazel (Assistant County Superintendent), Danville; Illinois Education Association.
- Downing, E. E. (Superintendent), Elmwood; Peoria Division, Illinois Education Association.
- Dunsmore, Margaret M. (Teacher), East Moline; Blackhawk Division of the Illinois Education Association.
- Eggestein, Edith (Teacher), 7 North Wright St., Naperville; Chicago Division, Illinois Education Association.
- Eich, Dorothy B. (Teacher), 224 Pleasant St., Oak Park; Chicago Public School Kindergarten-Primary Association.
- Emmerling, Louise (Teacher), 819 State St., Pekin; Pekin Teachers Club.
- Erwin, H. P. (Teacher), Sullivan; Eastern Division, Illinois Education Association.
- Fahy, Mildred (Principal), 1101 North Pratt Boulevard, Chicago; Chicago Division, Illinois Education Association.
- Fargo, R. N. (Physical Director), 514 Whitley Ave., Joliet; Northeastern Division, Illinois Teachers Association.
- Fewkes, John M. (Teacher), 509 South Wabash Ave., Chicago; Chicago Division, Illinois Education Association.
- Fitzpatrick, Mrs. Gertrude (Teacher), 2252 Ridge, Evanston; Evanston Teachers Club.
- Flinn, L. E. (Superintendent), Orion; Blackhawk Division of the Illinois Education Association.
- Foster, Florence (Teacher), 1156 Lincoln Ave., Decatur; Decatur Public School Teachers Association.
- Ginther, Augusta Lou (Teacher), 182 West Sixteenth St., Chicago Heights; Chicago Heights Teachers Council.
- Gordon, B. E. (Assistant Superintendent), Lyons Township School, La Grange; Lake Shore Division of the Illinois Education Association.
- Hansen, Ernest (Superintendent), Lake Bluff; Lake Shore Division of the Illinois Education Association.
- Hansen, Herbert (Principal), Sullivan High School, Chicago; Chicago Principals Club.
- Hester, Mrs. Anna M. (Teacher), 723 East Maywood, Peoria; Peoria Teachers Association.
- Hunter, Jay L. (Teacher), 913 Lafayette St., Aurora; Northeast Division of the Illinois Education Association.
- Hunter, Mrs. Mary (Teacher), 421 Blackhawk St., Chicago; Chicago Division, Illinois Education Association.
- Jewell, Loucille (Teacher), 715 East Cook St., Springfield; Association of Elementary Classroom Teachers.
- Keenan, Ann (Teacher), 2465 East Seventy-Fourth Place, Chicago; Chicago Division, Illinois Education Association.
- Keenan, Robert C. (Teacher), 2465 East Seventy-Fourth Place, Chicago; Chicago Division, Illinois Education Association.
- Keitzman, Ben (Superintendent), Canton; Western Division, Illinois Education Association.
- Keye, Olive D. (Teacher), 1009 First Ave., Rockford Rockford; Teachers Club.
- Kirchhoefer, Clarence G. (Principal), Nashville; Southwestern Division, Illinois Education Association.
- Lapan, Mildred (Teacher), Galva; Blackhawk Division of the Illinois Education Association.
- Lawson, Edith W. (Teacher), Rockford; Illinois Education Association.
- Leevy, J. R. (Principal), Westfield; Illinois Education Association.
- Lentz, L. F. (Teacher), Belleville; Southwestern Division, Illinois Education Association.
- Lewis, Lillian (Teacher), 1325 Wilson Ave., Chicago; Chicago Teachers Federation.
- McCredie, Emma M. (Teacher), 7244 Coles Ave., Chicago; Association of Chicago Teachers.
- McDonald, Maude (Teacher), 343 North Menard Ave., Chicago; Chicago Teachers Federation.
- Mackay, Muriel (Teacher), 3750 Lake Shore Drive, Chicago; Chicago Division, Illinois Education Association.
- Meyer, Charlotte (Principal), 680 South Broadway, Decatur; Decatur Public School Teachers Association.
- Miller, Mrs. Helen Rand (Teacher), Evanston; National Council of Teachers of English.
- Miller, William (Teacher), 536 South Clark St., Chicago; South Central Division, Illinois Education Association.
- Mitchell, Richard (Teacher), 713 Mulford St., Evanston; Chicago Division, Illinois Education Association.
- Moore, Eva (Teacher), 622 North Eleventh, East St. Louis; East St. Louis Teachers Fellowship Society.
- Munson, S. B. (Superintendent), New Boston; Illinois Education Association.
- Murphy, Joseph (Principal), Whittier School, Peoria; Illinois Education Association.
- Nickell, V. L. (Superintendent), Champaign; Illinois Education Association.
- Nickols, D. F. (Superintendent), 604 Peoria St., Lincoln; Illinois Education Association.
- Obye, Katharine (Teacher), 619 Lafayette Ave., Rockford; Rockford Teachers Club.
- O'Leary, Frances (Teacher), 127 North Dearborn St., Chicago; Chicago Division, Illinois Education Association.
- O'Rourke, Catherine (Teacher), 3057 West Jackson Boulevard, Chicago; Chicago Division, Illinois Education Association.
- Page, William (Principal), 3600 Foster Ave., Chicago; Chicago Division, Illinois Education Association.
- Pearson, Irving F. (Executive Secretary), Illinois Education Association, 100 East Edwards St., Springfield; Illinois Education Association.
- Pemberton, Anna M. (Teacher), Kenilworth Public Schools, Kenilworth; Lake Shore Division of the Illinois Education Association.
- Puntney, Harry (County Superintendent), Carmi; Southeastern Division, Illinois Education Association.
- Rau, John W. (Teacher), New Trier Township High School, Winnetka; Lake Shore Division of the Illinois Education Association.
- Raymoth, Mrs. Martha (Teacher), 6325 Kenwood Ave., Chicago; Chicago Division, Illinois Education Association.
- Reed, Ethel May (Teacher), 906 Belden Ave., Chicago; Chicago Division, Illinois Education Association.
- Russell, Charlotte (Teacher), 448 West Sixty-Second St., Chicago; Chicago Division, Illinois Education Association.
- Ryan, Mattie (Teacher), 1630 North Shore Ave., Chicago; Chicago Division, Illinois Education Association.
- Schum, Clara Carolyn (Principal), Lincoln; Central Division, Illinois Education Association.
- Searle, Blanche (Teacher), East Moline; Blackhawk Division of the Illinois Education Association.
- Shafer, B. F. (Superintendent), Freeport; Illinois Education Association.

Siefken, Anna (Teacher), 1219 Eighteenth Ave., East Moline; Rock Island County Teachers Club.

Sifert, E. R. (Superintendent), Proviso Township High School, Maywood; Lake Shore Division of the Illinois Education Association.

Smith, James M. (Superintendent), 426 East Ninth St., Lockport; Northeastern Division, Illinois Education Association.

Smith, Tilman R. (Principal), Roanoke; Illinois Education Association.

Stephens, J. B. (Teacher), Thornton Township High School, Harvey; Lake Shore Division of the Illinois Education Association.

Sullivan, S. B. (Principal), West Frankfort; Illinois Education Association.

Sulzbach, W. R. (Teacher), 1366 Des Plaines Ave., Des Plaines; Lake Shore Division of the Illinois Education Association.

Swarthout, W. E. (Principal), Emerson School, Maywood; Lake Shore Division of the Illinois Education Association.

Taeschner, Wanda (Teacher), 169 Gage Road, Riverside; Chicago Division, Illinois Education Association.

Taylor, Helen (Teacher), 301 West Tenth St., Sterling; Illinois Education Association.

Thalman, John W. (State N. E. A. Director), Superintendent, Waukegan Township High School, Waukegan; Lake Shore Division of the Illinois Education Association.

Thomas, Cora E. (Teacher), 729 North Eleventh St., East St. Louis; East St. Louis Teachers Association.

Thomas, F. C. (Superintendent), Yorkville; North Eastern Division, Illinois Education Association.

Trimpe, Wilbur R. L. (Superintendent), 228 South Orange St., Havana; Peoria Division, Illinois Education Association.

Troxel, Russell B. (Principal), Farmington; Illinois Education Association.

Tuggle, L. A. (County Superintendent), Danville; Illinois Education Association.

Voshall, J. H. (Superintendent), Pittsfield; Mississippi Valley Division, Illinois Education Association.

Warner, E. (Superintendent), Hindsboro; Eastern Division, Illinois Education Association.

Wells, George N. (Superintendent), 2146 North Seventy-Seventh Court, Elmwood Park; Illinois Education Association.

Wheeler, Bruce E. (Principal), 1928 South Walnut St., Springfield; Illinois Education Association.

Wilson, Irvin A. (Principal), 427 South Stone Ave., La Grange; Chicago Division, Illinois Education Association.

Wohlford, Ralph E. (Principal), Dakota; Northwestern Division, Illinois Education Association.

Wolf, Lyle (Teacher), 77 West Washington St., Chicago; Illinois Education Association.

Wooley, W. T. (Principal), Monticello Township High School, Monticello; East Central Division Illinois Education Association.

Wright, Roe M. (Superintendent), Palestine; Illinois Education Association.

Zahnow, W. J. (Superintendent), Waterloo; Illinois Education Association.

INDIANA

Blanchard, H. H. (Teacher), 404 Citizens Bank Building, South Bend; Indiana State Teachers Association.

Boggs, Rose E. (Teacher), 2009 South E St., Richmond; Richmond Federation of Public School Teachers.

Brier, Adelia M. (Teacher), 3490 East Fall Creek, Indianapolis; Indianapolis Grade Teachers Association.

Buck, L. Talbert (Teacher), 719 Lombard Ave., Evansville; Federation of Evansville Public School Teachers.

Campbell, Georgia (Teacher), 2009 South E St., Richmond; Indiana State Teachers Association.

Carmichael, Forrest V. (Principal), 1526 Franklin St., Columbus; Columbus Federation of Public School Teachers.

Coleman, C. T. (Teacher), 6408 Jackson Ave., Hammond; Hammond Teachers Association.

Combs, Lex (Principal), 3921 Tacoma Ave., Fort Wayne; Indiana State Teachers Association.

Cross, Wilson M. (Teacher), William 110, South Bend; South Bend Teachers Federation.

DeVaney, Grace (Dean of Girls), Senior High School, 34 Home Ave., Terre Haute; Terre Haute Teachers Federation.

DuShane, Donald (Superintendent), 427 Lafayette, Columbus; Indiana School Men's Club.

Eikenberry, V. L. (Superintendent), Vincennes; Indiana State Teachers Association.

Evans, Elizabeth (Teacher), 3330 North Meridian St., Indianapolis; Federation of Indianapolis Public School Teachers.

Gardner, William J. (Teacher), 1135 East Third St., Mishawaka; Mishawaka Teachers Federation.

Gill, Lela (Principal), 2526 College Ave., Terre Haute; Terre Haute Teachers Federation.

Goddard, Mabel (Teacher), 812 West Drive Woodruff Place, Indianapolis; Federation of Indianapolis Public School Teachers.

Grayson, Cecil A. (County Superintendent), Crown Point; Indiana State Teachers Association.

Hargrave, E. B. (Viceprincipal), 339 Lesley Ave., Indianapolis; Federation of Indianapolis Public School Teachers.

Harris, Robert C. (Principal), James H. Smart School, Fort Wayne; Indiana State Teachers Association.

Hatt, Geraldine (Teacher), South Bend; Northern Indiana Federation of Public School Teachers.

Haynes, Helen (Teacher), 2035 North Meridian St., Indianapolis; Federation of Indianapolis Public School Teachers.

Hougham, Robert B. (Secretary), Teachers Retirement Fund, State House, Indianapolis; Indiana State Teachers Association.

James, K. C. (Principal), 105 Marshall St., Crawfordsville; Crawfordsville Public School Teachers Association.

Janney, Grace F. (Principal), 202 Meeks Ave., Muncie; Indiana State Teachers Association.

Keegan, Morton B. (Teacher), 1121 Goodland Ave., South Bend; South Bend Teachers Federation.

Kendall, William R. (Teacher), 414 Madison St., Valparaiso; Indiana State Teachers Association.

Kinnaird, Virginia (Teacher), 2410 South Hanison, Fort Wayne; Fort Wayne Teachers Association.

Kline, Alice H. (Teacher), R. R. No. 3, Huntington; Huntington City Teachers Council.

Klopfenstein, Mrs. Bess (Teacher), 4130 Hoagland Ave., Fort Wayne; Fort Wayne Teachers Association.

Lewis, Anna B. (Dean), 1609 Shy Run, Fort Wayne; Fort Wayne Teachers Association.

McComb, Gertrude (Teacher), 1927 South Sixth St., Terre Haute; Terre Haute Teachers Federation.

McMurray, Floyd I. (State Superintendent of Public Instruction), State House, Indianapolis; Indiana School Men's Club.

Ammerman, Karl V. (Principal), 4830 Park Ave., Indianapolis; Federation of Indianapolis Public School Teachers.

Barnbrook, Elmer E. (Teacher), 410 East Bowman St., South Bend; South Bend Teachers Federation.

Barrett, Nora May (Teacher), 316 East Forty-Ninth, Indianapolis; The Grade Teachers Association.

Barton, Anna (Teacher), 2636 North Meridian, Indianapolis; Grade Teachers Association.

Bell, Ellis H. (Superintendent), Winchester; Indiana State Teachers Association.

Maehling, Hilda (Teacher), 1357 Third Ave., Terre Haute; Indiana State Teachers Association.

Martin, Ersie S. (Teacher), 347 North Kenyon, Indianapolis; Federation of Indianapolis Public School Teachers.

Martin, Mrs. Viva D. (Teacher), 347 North Kenyon, Indianapolis; Federation of Indianapolis Public School Teachers.

Morgan, DeWitt (Superintendent), 4504 Broadway, Indianapolis; Indiana School Men's Club.

Nelson, Bertha F. (Teacher), 719 Union St., Apartment M 2, Fort Wayne; Indiana School Women's Club.

Oldham, Mrs. Anita (Teacher), Knightstown; Indiana State Teachers Association.

Parker, Clyde (Superintendent), Washington; Indiana State Teachers Association.

Phillips, L. V. (State N. E. A. Director), Principal, 221 North Sixth St., Vincennes; Vincennes Teachers Federation.

Reeves, Homer L. (Teacher), 1122 West One Hundred and Forty-Third St., East Chicago; First District Teachers Association.

Rentschler, Mrs. Cora (Teacher), 5158 North Illinois St., Indianapolis; Federation of Indianapolis Public School Teachers.

Savage, Ethel (Teacher), 130 North Second, Elkhart; Elkhart Teachers Association.

Shepherd, Goldie (Teacher), 522 Pine St., Michigan City; Michigan City Teachers Federation.

Sleeth, Haines (Principal), McKinley School, Kokomo; Indiana State Teachers Association.

Thornton, Ernest (Teacher), 170 Simpson St., Elkhart; Northern Indiana Federation of Public School Teachers.

Thurston, Mary E. (Teacher), 241 West Twelfth St., Anderson; Indiana State Teachers Association.

Tonkel, Rosza (Teacher), R. F. D. No. 2, Fort Wayne; Fort Wayne Teachers Association.

Townsend, Gladys (Teacher), 321½ West Charles, Muncie; Muncie Teachers Federation.

Vance, Charles H. (Principal), R. R. No. 3, Box 276, Indianapolis; Indiana State Teachers Association.

Van Winkle, Edith (Teacher), 21 Blakely Ave., Terre Haute; Harrison Township Teachers Federation.

Wetherow, E. B. (Superintendent), La Porte; Indiana State Teachers Association.

Wright, Wendell W. (Professor), Indiana University, Bloomington; Indiana State Teachers Association.

Wyatt, Robert H. (Executive Secretary), Indiana State Teachers Association, Lincoln Hotel, Indianapolis; Indiana State Teachers Association.

Yates, Tom (Teacher), 3124 South Harrison, Fort Wayne; Fort Wayne Teachers Association.

Young, Blanche (Teacher), 1410 North Delaware, Indianapolis; Federation of Indianapolis Public School Teachers.

IOWA

Anderson, J. Russell (Teacher), 1119 Bell Ave., Des Moines; Des Moines Teachers Federation.

Bach, Edith A. (Teacher), 413 Ninth Ave., South, Clinton; Clinton Teachers Association.

Baker, Mary A. (Teacher), Garfield School, Davenport; Iowa State Teachers Association.

Bingaman, Grace (Teacher), 1519 Jackson, Sioux City; Sioux City Teachers Club.

Brakke, Louise (Teacher), 521 Ninth, Sioux City; Sioux City Teachers Club.

Briggs, E. E. (Principal), Sioux City; Iowa State Teachers Association.

Brown, Vera L. (Teacher), 4225 Morningside Ave., Sioux City; Sioux City Teachers Club.

Cram, Fred D. (State N. E. A. Director), Professor, Iowa State Teachers College, Cedar Falls; Iowa State Teachers Association.

Deamer, Arthur (Superintendent), Cedar Rapids; Iowa State Teachers Association.

Dickey, Harris (Dean), Junior College, Ft. Dodge Junior College, Ft. Dodge; Fort Dodge Teachers Federation.

Douma, Frank (Superintendent), Ottumwa; Iowa State Teachers Association.

FitzGerald, J. E. (Principal), Hopkins School, Sioux City; Department of Elementary School Principals.

Gesell, Charles A. (Teacher), 522 West Thirtieth St., Davenport; Scott County Teachers Association.

Helbig, Esther (Teacher), Melrose Terrace, Dubuque; Classroom Teachers Department of the Iowa State Teachers Association.

Hobbs, Lucy (Teacher), 2915 Grandiness, Sioux City; High School Teachers Association.

Jones, Burton R. (Superintendent), Creston; Iowa State Teachers Association.

Kluss, Fred (Principal), Roosevelt High School, Cedar Rapids; Iowa State Teachers Association.

Knipfer, G. G. (Principal), Atlantic; Iowa State Teachers Association.

Laser, Mrs. Juniata C. (Teacher), Brown Hotel, Des Moines; Des Moines Teachers Federation.

Lorenz, Edward R. (Teacher), 752 Wilson Ave., Dubuque; Dubuque Teachers Association.

Luse, Eva May (Head), Department of Teaching, 2211 Merner Ave., Cedar Falls; Faculty of the Iowa State Teachers College.

McDowell, Mrs. Lillian (Teacher), 326 North Fourth St., Keokuk; Keokuk Elementary Teachers Club.

Nixon, G. C. (Teacher), 1815 South Palmetto, Sioux City; Sioux City Teachers Club.

Olson, Clara B. (County Superintendent), Forest City; Iowa State Teachers Association.

Parker, Jessie M. (State Superintendent), State House, Des Moines; Iowa State Teachers Association.

Potter, George L. (Teacher), 1410 East High St., Davenport; Scott County Teachers Association.

Sagen, Clara (Teacher), 110½ North Adams, Mason City; Grade Teachers Association.

Swedell, Bernard (Teacher), 118 North Hazel, Ames; Ames Teachers Club.

Templeman, Harold (Teacher), 420 Eighteenth St., Northeast, Cedar Rapids; Cedar Rapids Classroom Teachers Association.

Young, Verne M. (Principal), Ames; Iowa State Teachers Association.

KANSAS

Bertsch, Wilhelmina F. (Teacher), 1181 Clay St., Topeka; Topeka Teachers Association.

Brotherson, Lenora (Teacher), 644 Ohio Ave., Kansas City; Kansas City, Kansas, Grade Teachers Club.

Brotherson, Marie (Teacher), 644 Ohio St., Kansas City; Kansas State Teachers Association.

Cassidy, Lorena E. (Teacher), The Hillcrest, Wichita; Wichita City Teachers Association.

Cox, Lois (Teacher), 620 South Katy, Chanute; Chanute Teachers Association.

Emery, Julia (Teacher), 255 North Grove, Wichita; Wichita City Teachers Association.

Espenlaub, Dorothy (Teacher), 2200 South Tenth St., Kansas City; Kansas State Teachers Association.

Gillenwaters, Martha A. (Teacher), 1112 South Main, Wichita; Wichita City Teachers Association.

Griffin, Fay I. (Teacher), 545 South Grove, Wichita; Wichita City Teachers Association.

Hadley, Faye (Teacher), 1703 University, Wichita; Wichita City Teachers Association.

Hales, Carol (Teacher), 1326 Clark St., Parsons; Parsons Teachers Association.

Jacobs, Esther (Teacher), 1118 Haskell St., Kansas City; Kansas State Teachers Association.

Jarvis, Claire (Principal), 1416 South Thirty-Fourth St., Kansas City; Elementary Principals Club.
 Lamb, Clara (Principal), Gould Hotel, Kansas City; Kansas State Teachers Association.
 Lindhorst, Genevieve (Teacher), 3037 North Sixteenth St., Kansas City; Kansas State Teachers Association.
 Orme, Velma (Teacher), 1903 North Third St., Kansas City; Du Bois Teachers Club.
 Owsley, Ruthetta (Teacher), Atchison High School, Atchison City; Atchison City Teachers Association.
 Pearson, Fredricka (Teacher), 2837 Parkwood Boulevard, Kansas City; Kansas State Teachers Association.
 Pearson, Irene (Teacher), 2837 Parkwood Boulevard, Kansas City; Kansas State Teachers Association.
 Rebstein, Clara (Principal), 511 North Belmont, Wichita; Wichita City Teachers Association.
 St. Johns, C. E. (Superintendent), Arkansas City; Kansas State Teachers Association.
 Schlagle, F. L. (State N. E. A. Director), Superintendent, Library Building, Kansas City; Kansas State Teachers Association.
 Sims, Mattie Lou (Teacher), 28 South Sixteenth, Kansas City; Grade Teachers Club.
 Strandberg, Ruth (Teacher), 456 North Seventeenth, Kansas City; Kansas State Teachers Association.
 Thornburg, Winnie (Principal), 817 South Spruce, Wichita; Wichita City Teachers Association.
 Voss, Viola W. (Teacher), 1432 McVicar, Topeka; Kansas State Teachers Association.
 Wicker, Maude S. (Teacher), 514 West Seventh, Topeka; Topeka Classroom Teachers Club.

KENTUCKY

Brown, Mary Wood (Teacher), 330 Woodland, Lexington; Kentucky Education Association.
 Carter, Anna R. (Teacher), 606 Perry Ave., Hazard; Kentucky Education Association.
 Ford, Edith G. (Assistant Professor), East Kentucky State Teachers College, Richmond; Kentucky Education Association.
 Gross, Carrie R. (Teacher), Ahrens Trade, Louisville; Kentucky Education Association.
 Jagers, R. E. (Director of Teacher Training), State Department of Education, Frankfort; Kentucky Education Association.
 King, W. P. (Executive Secretary), Kentucky Education Association, 1423 Heyburn Building, Louisville; Kentucky Education Association.
 Morgan, Mrs. A. B. (Teacher), 211 Lytle Boulevard, Hazard; Kentucky Education Association.
 Nagel, Miriam C. (Teacher), 55 Avenel Place, Fort Thomas; Kentucky Education Association.
 Walker, Morton (Teacher), Louisville; Kentucky Education Association.
 Whittinghill, R. T. (Superintendent), Hazard; Kentucky Education Association.

LOUISIANA

Baskin, Mrs. Sadie H. (Principal), Baton Rouge Junior High School, Baton Rouge; East Baton Rouge Parish Teachers Association.
 Bell, Annie T. (Teacher), University; Louisiana Teachers Association.
 Bres, J. H. (Superintendent), Port Allen; Catahoula Parish Teachers Association.
 Brown, Geneva (Teacher), 1119 Eighth Street, New Orleans; New Orleans Public School Teachers Association.
 *Cohen, Miriam (Principal), 425 Audubon Boulevard, New Orleans; New Orleans Principals Association.
 Ferguson, L. W. (Teacher), Many; Sabine Parish Teachers Association.
 Frazar, L. E. (Principal), Lafayette; Iberia Parish Teachers Association.

Hester, E. R. (Teacher), Arcadia; Avoyelles Parish Teachers Association.
 Lambremont, J. D. (Principal), Romeville; Louisiana Teachers Association.
 LaVergne, Remi (Principal), Port Allen; Ascension Parish Teachers Association.
 Lively, Mrs. Emery C. (Teacher), 2900 Prytania St., New Orleans; New Orleans High School Teachers Association.
 McKee, A. G. (Parish Supervisor), Homer; Louisiana Teachers Association.
 McLaurin, A. J. (Superintendent), Jonesboro; Jackson Parish Teachers Association.
 Marionneaux, Eleanor (Teacher), Terrebonne High School, Houma; Louisiana Teachers Association.
 O'Reilly, Violet (Principal), 3220 Louisiana Ave., New Orleans; Louisiana Vocational Association.
 Phillips, Mrs. Rachel F. (Teacher), Florien High School, Florien; Sabine Parish Teachers Association.
 Pitcher, William (Parish Superintendent), School Board Office, Covington; St. Tammany Parish Teachers Association.
 Russell, R. W. (Principal), Amite; Tangipahoa Parish Teachers Association.
 Scott, A. J. (Principal), Peters High School, New Orleans; Louisiana Teachers Association.
 Shelby, J. A. (Parish Superintendent), Arcadia; Bienville Parish Teachers Association.
 Shows, S. M. (Parish Superintendent), De Soto Parish School Board, Mansfield; Louisiana Teachers Association.
 Snoddy, Arnauldia (Teacher), Marksville High School, Marksville; Avoyelles Parish Teachers Association.
 Strickler, G. M. (Principal), Vidalia High School, Vidalia; Louisiana Teachers Association.
 Taylor, Elizabeth (Supervisor), Caddo Parish School Board, Shreveport; Louisiana Teachers Association.

MAINE

Allen, Margaret E. (Teacher), 243 B St., Portland; Portland Teachers Association.
 Bowen, Howard L. (Superintendent), Bingham; Maine Teachers Association.
 Chick, Daniel W. (Teacher), High School, Rockland; Maine Teachers Association.
 Fortier, Alfred J. (Teacher), Main St., Dover-Foxcroft; Piscataquis County Teachers Association.
 Frellick, Evelyn M. (Teacher), 71 Spring St., Portland; Portland Teachers Association.
 Goodwin, Florence A. (Teacher), 229 Prospect St., Portland; Portland Teachers Association.
 Grant, C. H. (Superintendent), Hampden; Penobscot County Teachers Association.
 Green, Joseph Arthur (Superintendent), North Anson; Somerset County Teachers Association.
 Griffin, Stephen A. (Principal), 24 Monroe St., Livermore Falls; Androscoggin County Teacher Association.
 Hale, William (Principal), Easton; Aroostock County Teachers Association.
 Harding, Mrs. Jennie G. (Teacher), Stockton Springs; Maine Teachers Association.
 Herrick, Horace P. (Principal), Morse High School, Bath; Lincoln-Sagadahoc County Teachers Association.
 Hunnewell, Clayton M. (Principal), St. George; Knox County Teachers Association.
 Jackson, Clara (Teacher), Bryant Pond; Maine Teachers Association.
 Johnson, Theodore S. (Teacher), Deering High School, Portland; Maine Teachers Association.
 Kendrick, Cyrus (Superintendent), Litchfield; Kennebec County Teachers Association.
 MacDonald, Lillian M. (Teacher), 229 Prospect St., Portland; Portland Teachers Association.
 McIntire, Paul H. (Principal), 17 Tremont St., Portland; Cumberland County Teachers Association.

* Deceased.

McKay, Ernestine (Teacher), Presque Isle; Maine Teachers Association.
 Mattocks, Marion S. (Teacher), 776 Main St., Westbrook; Cumberland County Teachers Association.
 Tilton, Elihu B. (Principal), High School, Rangeley; Maine Teachers Association.
 Tilton, Mrs. Mary (Teacher), Farmington; Franklin County Teachers Association.
 Tupper, Ernest G. (Principal), Stockton Springs; Waldo County Teachers Association.
 Woodworth, Phillip (Superintendent), Houlton; Aroostook County Teachers Association.

MARYLAND

Chapman, Virginia B. (Teacher), Linthiaum Heights; Maryland State Teachers Association.
 Grimes, Byron J. (Superintendent), Hagerstown; Maryland State Teachers Association.
 North, Mrs. Frances D. (Teacher), Western High School, Baltimore; Eastern Commercial Teachers Association.

MASSACHUSETTS

Belonga, Pearl E. (Teacher), 5 Emery Court, Saugus; Massachusetts Teachers Federation.
 Bryant, Mary L. (Teacher), 41 Mason St., West Somerville; Massachusetts Teachers Federation.
 Butman, Mrs. Emeline S. (Teacher), 51 Lester St., Springfield; Springfield Teachers Economic Association.
 Campbell, Eleanor D. (Teacher), 80 Warren St., West Medford; Somerville Teachers Club.
 Downey, Walter F. (State Commissioner of Education), State House, Boston; Massachusetts Teachers Federation.
 Emery, Amy E. (Teacher), 45 Auburn St., Brookline; Boston Teachers Club.
 Gould, Arthur L. (Superintendent), 15 Beacon St., Boston; Massachusetts Teachers Federation.
 Grayson, Herbert (Teacher), Box 18, Holden; Worcester County Teachers Association.
 Grayson, Mrs. Herbert (Teacher), Box 18, Holden; Worcester County Teachers Association.
 Kallen, Miriam (Assistant Professor), Teachers College, 43 Dwight St., Brookline; Boston Teachers Club.
 Macdonald, Catherine M. (Teacher), 241 Main St., Malden; Massachusetts Teachers Federation.
 McIntosh, Everett J. (Teacher), 62 Front St., Weymouth; Massachusetts Teachers Federation.
 Masterson, Anna J. (Teacher), 14 Oakland St., Lowell; Massachusetts Teachers Federation.
 Nixon, Hugh (Secretary), Massachusetts Teachers Federation, 15 Ashburton Place, Boston; Massachusetts Teachers Federation.
 Norton, Mrs. Vida (Teacher), Broadway, Saugus; Massachusetts Teachers Federation.
 O'Connor, Mary Elizabeth (Supervising Teacher), Arlington; Middlesex County Teachers Association.
 O'Leary, Mildred J. (Teacher), Swampscott High School, Swampscott; Eastern Commercial Teachers Association.
 Smith, Henry J. (School Committeeman), 15 Beacon St., Boston; Massachusetts Teachers Federation.
 Spargo, Elizabeth I. (Teacher), 65 Dracut St., Dorchester; Brookline Teachers Club.
 Stuart, Pauline (Principal), Parmenter School, Arlington; Arlington Teachers Club.
 Welch, Elizabeth M. (Teacher), Somerville; Middlesex County Teachers Association.
 Willis, N. Elliot (Ex Officio), Principal, 171 Woodside Ave., Winthrop.
 Woodward, Annie C. (State N. E. A. Director), Teacher, 78 Highland Ave., Somerville; Massachusetts Teachers Federation.

MICHIGAN

Allen, Thelma (Teacher), 5082 Cadillac, Detroit; Detroit Teachers Association.
 Bachman, Sophie (Principal), 2139 Trombly, Detroit; Detroit Teachers Association.
 Beishlag, Mrs. Bernice (Teacher), 11775 American, Detroit; Detroit Teachers Association.
 Beishlag, George (Teacher), 17400 Third, Detroit; Detroit Teachers Association.
 Bieloh, Elverna (Teacher), 1125 East Kearsley St., Flint; Flint Classroom Teachers Club.
 Cody, Frank (Superintendent), Board of Education, 1354 Broadway, Detroit; Michigan Education Association.
 Cornville, Ferne (Teacher), 222 West Grand Boulevard, Detroit; Detroit Teachers Association.
 Crosby, Otis (Administrator), 18618 Santa Barbara Drive, Detroit; Detroit Teachers Association.
 Dacey, Cecile (Teacher), 9374 Wildemere, Detroit; Michigan Education Association.
 Dacey, Rosemarie (Teacher), 12920 Wadsworth, Detroit; Detroit Teachers Association.
 Davidson, Dean (Principal), Kingsford School, Iron Mountain; Michigan Education Association.
 Devoe, Isaac (Teacher), Senior High School, Highland Park; Michigan Education Association.
 Donnelly, Isabelle O. (Teacher), 20066 Renfrew Road, Detroit; Detroit Teachers Association.
 Donnelly, William J. (Teacher), 4209 Seneca, Detroit; Detroit Teachers Association.
 Durham, Lee B. (Teacher), 21431 Grand River, Detroit; Detroit Teachers Association.
 Farnsworth, Mary F. (Assistant Principal), 15055 Hubbell, Detroit; Detroit Teachers Association.
 Garwood, Eileen (Teacher), 17400 Third Ave., Detroit; Classroom Teachers Association of Highland Park Public Schools.
 Gifford, Ilah B. (Teacher), 3250 West Chicago, Detroit; Detroit Teachers Association.
 Gillette, Alice (Teacher), 428 Lafayette, Northeast, Grand Rapids; Grand Rapids Teachers Club.
 Gingrich, Audrey (Teacher), 2525 Brooklyn, Detroit; Detroit Teachers Association.
 Gollusch, Marie (Teacher), 207 North Erie Ave., Bay City; Bay City Teachers Club.
 Greek, Alice (Teacher), 100 Parsons, Detroit; Detroit Teachers Association.
 Haas, Minnie H. (Teacher), Fulton; Michigan Education Association.
 Holtsclaw, J. L. (Teacher), 2330 Grand River, Detroit; Detroit Teachers Association.
 Hope, Dorothy (Teacher), 615 West End South, Detroit; Detroit Teachers Association.
 Howard, Mrs. Daisy (Commissioner), Genessee County Schools, 316 East Eighth St., Flint; Michigan Education Association.
 Howell, Mary (Teacher), 17400 Third St., Detroit; Michigan Education Association.
 Humphrey, Mary (Teacher), 575 Albany Ave., Ferndale; Michigan Education Association.
 Inglis, Ada (Teacher), 426 Packard, Ann Arbor; Michigan Education Association.
 Jennings, Marion L. (Teacher), 706 Florence Ave., Royal Oak; Royal Oak Teachers Club.
 Kangas, Sophie (Teacher), 220 East Seventh St., Flint; Flint Teachers Club.
 Kasteed, Mary E. (Teacher), 10125 King, Detroit; Detroit Teachers Association.
 Knight, Roy (Teacher), 3506 Mason, Flint; Flint Teachers Club.
 Kopka, M. A. (Superintendent), Hamtramck; Michigan Education Association.
 Lang, Helen E. (Teacher), 12797 Downing St., Detroit; Detroit Teachers Association.
 Loftus, Lillian (Teacher), 3010 Milwaukee East, Detroit; Detroit Teachers Association.
 McDonald, Mae M. (Teacher), 2560 Woodworth, Detroit; Detroit Teachers Association.
 McGuinness, J. Palmer (Teacher), 6230 Grand River, Detroit; Detroit Teachers Association.

MacKay, Jean Armour (Teacher), Highland Park; Michigan Education Association.
 McLoughlin, Aloysia (Principal), 110 Pleasant Ave., Sturgis; Michigan Education Association.
 Maier, Alvin (Teacher), 19164 Woodingham, Detroit; Detroit Teachers Association.
 Maier, Marion (Teacher), 19164 Woodingham, Detroit; Detroit Teachers Association.
 Maples, Joyce (Teacher), 8627 Dumbarton Road, Detroit; Detroit Teachers Association.
 Mitchell, Florine (Teacher), 3811 Cicotte, Detroit; Detroit Teachers Association.
 Morrison, Clay (Teacher), 912 Howard, Saginaw; Michigan Education Association.
 Murdock, George (Principal), 2665 Columbus, Detroit; Detroit Teachers Association.
 Nelson, H. A. (Superintendent), Onaway; Michigan Education Association.
 Nemeth, Anne Paula (Teacher), 6246 Appoline, Dearborn; Michigan Education Association.
 Northrup, Ralph (Teacher), 4841 Cass, Detroit; Detroit Teachers Association.
 Pierson, Mildred (Teacher), R.R. No. 1, Ravenna; Michigan Education Association.
 Pope, Charlotte B. (Principal), 813 Lake Drive, Grand Rapids; Grand Rapids Teachers Club.
 Probst, Dorothy L. (Teacher), 83 Highland Ave., Highland Park; Detroit Teachers Association.
 Purcell, Evangeline (Teacher), 6230 Grand River, Detroit; Detroit Teachers Association.
 Rafferty, Margaret (Teacher), 337 Crosby St., Grand Rapids; Grand Rapids Teachers Club.
 Rahm, Linnie S. (Teacher), 13840 Lappin, Detroit; Detroit Teachers Association.
 Rahm, Mrs. Marcella (Teacher), 12400 Nashville; Detroit; Detroit Teachers Association.
 Rayner, Wilfred (Teacher), 535 Wildwood, Jackson; Michigan Education Association.
 Robin, Ermine (Teacher), 121 Tyler, Detroit; Detroit Teachers Association.
 Robinson, Pearl (Teacher), 803 South Porter, Saginaw, Saginaw Teachers Club.
 Ronayne, John J., 4209 Seneca, Detroit; Detroit Teachers Association.
 Shae, Mae M. (Teacher), 13840 Lappin, Detroit; Detroit Teachers Association.
 Spargo, Mary (Teacher), 6006 Seneca, Detroit; Detroit Teachers Association.
 Stout, Grover (State N.E.A. Director), Principal, Wingert School, 1851 West Grand Boulevard, Detroit; Michigan Education Association.
 Weiman, Dorothy (Teacher), 5130 McKinley, Detroit; Detroit Teachers Association.
 Wells, Winifred (Teacher), 210 East Henry, Charlotte; Michigan Education Association.
 Whitney, Wilbur E. (Teacher), 233 South Clemens, Lansing; Michigan Education Association.

MINNESOTA

Almen, A. L. (Superintendent), Balaton; Minnesota Education Association.
 Anderson, A. C. (Teacher), 919 Clear St., St. Paul; St. Paul Education Association.
 Archer, C. P. (Teacher), 1381 North Cleveland Ave., St. Paul; Minnesota Education Association.
 Brown, Daisy (State N. E. A. Director), Supervisor, 407 South Sixth St., Stillwater; Minnesota Education Association.
 Buckbee, Elizabeth (Teacher), 2716 Humboldt Ave., South, Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Buckle, Mrs. Laurel L. (Teacher), 2254 Northeast Arthur, Minneapolis; Minneapolis Teachers League.
 Challman, Mildred (Teacher), 428 East Blue Earth Ave., Fairmont; Southwestern Division of the Minnesota Education Association.
 Cole, Laura A. (Teacher), Arrowhead Hotel, Duluth; Duluth Teachers Association.
 Dahl, Mrs. Myrtle Hooper (Teacher), Hiawatha School, Minneapolis; Minneapolis Classroom Teachers Association.
 Doyle, Mary C. (Teacher), 2165 Fairmount, St. Paul; St. Paul Education Association.

Eddy, R. L. (Teacher), Eveleth; Northeastern Division of the Minnesota Education Association.
 Elliff, Mrs. Gertrude (Teacher), 3233 Fremont Ave., South, Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Englund, Walter E. (Secretary), Minnesota Education Association, 2642 University Ave., St. Paul; Minnesota Education Association.
 Hallberg, Erda (Teacher), Franklin Junior High School, Minneapolis; Minneapolis Classroom Teachers Association.
 Holt, Elsie K. (Teacher), 3052 Elliot Ave., Minneapolis; Minneapolis Teachers League.
 Larkin, Anne (Teacher), Curtis Hotel, Minneapolis; Minneapolis Classroom Teachers Association.
 Leonard, Alice E. (Teacher), 628 Southeast Fourth St., Minneapolis; Minneapolis Classroom Teachers Association.
 Linehan, Agnes (Teacher), 1343 Goodrich Ave., St. Paul; Minneapolis Classroom Teachers Association.
 Linehan, Lenore R. (Teacher), 1343 Goodrich Ave., St. Paul; St. Paul Education Association.
 Lommen, Georgiana (Supervisor), Teachers College, Moorhead; Minnesota Education Association.
 McFarlane, Mabel (Teacher), 2716 Humboldt Ave., South, Minneapolis; Minneapolis Division of the Minnesota Education Association.
 McGough, Mary E. (Principal), 1701 James St., St. Paul; St. Paul Education Association.
 Miller, Marguerite (Teacher), 5228 Elliot Ave., South, Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Minton, Marion L. (Teacher), 1900 Park Ave., Minneapolis; Minnesota Education Association.
 Muckley, Rose M. (Teacher), 1916 Laurel Ave., St. Paul; Minneapolis Teachers League.
 Munson, M. C. (Superintendent), Preston; Southeast Minnesota Education Association.
 Nilsen, William O. (Superintendent), Spring Grove; Minnesota Education Association.
 Peterson, Herbert R. (Teacher), East Junior High School, Duluth; Northeastern Division of the Minnesota Education Association.
 Ringdahl, N. Robert (Principal), 3220 Tenth Ave., South, Minneapolis; Minnesota Education Association.
 Rusinko, John (Teacher), 624 Southeast Erie St., Minneapolis; Minneapolis Teachers League.
 Scofield, Harriet (Teacher), 3334 Blaisdell Ave., South, Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Tait, Arthur T. (Teacher), 222 Fourth Ave., Northwest, Rochester; Rochester Education Association.
 Taylor, Lee M. (Teacher), 115 East Wabasha St., Duluth; Duluth Teachers Association.
 Thomson, Elizabeth (Teacher), 3603 Aldrich Ave., South, Minneapolis; Minneapolis Teachers League.
 Val Alstine, Lyla (Teacher), Mound; Minneapolis Division of the Minnesota Education Association.
 Wardwell, Pearl (Teacher), 2733 Girard Ave., South, Minneapolis; Minneapolis Teachers League.
 Warmbold, Mrs. Lottie K. (Teacher), 2843 Thirty-Sixth Ave., South, Minneapolis; Minneapolis Division of the Minnesota Education Association.
 Yike, Ida (Teacher), 4435 Logan Ave., North, Minneapolis; Minneapolis Teachers League.

MISSISSIPPI

Cooper, H. V. (State N. E. A. Director), Superintendent, Vicksburg; Mississippi Education Association.
 Houston, Gabriel (Principal), Clarksdale; Mississippi Education Association.
 Houston, Mattie (Principal), Greenville; Mississippi Education Association.

Smith, Cassie B. (Teacher), Vicksburg; Mississippi Education Association.
 Smith, Maurine (Teacher), Vicksburg; Mississippi Education Association.
 Stringer, S. L. (Superintendent), Crosby; Mississippi Education Association.

MISSOURI

Acuff, Mrs. Mary (County Superintendent), Paris; Northeast Missouri Teachers Association.
 Allison, Mrs. Ethel (Librarian), 601 North Eleventh St., St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
 Altheide, Lorene (Teacher), 7217 North Bristol, Normandy; St. Louis Grade Teachers Association.
 Ash, Ursula (Teacher), 6522 Summit, Kansas City; Association of High School Women.
 Baker, Emily (Teacher), Tennessee 2638, St. Louis; St. Louis District of the Missouri State Teachers Association.
 Bracken, W. D. (Teacher), Charleston Apartments, 615 Robidoux, St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
 Brown, Marie (Teacher), St. Louis; St. Louis Grade Teachers Association.
 Bruckner, Marie (Teacher), 5626 Vernon, St. Louis; St. Louis Grade Teachers Association.
 Burgess, Charles W. (Superintendent), Ste. Genevieve; Southeast Missouri Teachers Association.
 Carroll, Mary (Teacher), Yeager School, Kansas City; Kansas City Teachers Club.
 Carter, Leolian (Teacher), 2509 Faraon, St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
 Cody, Mary A. (Teacher), 3723 Humphrey St., St. Louis; St. Louis Grade Teachers Association.
 DeWerthen, Helen (Teacher), 2710 South Grand, St. Louis; St. Louis Grade Teachers Association.
 Evans, Ray Q. (Supervisor), Eldorado Springs; Southwest Missouri Teachers Association.
 Flahive, Mary (Teacher), 4510 Mill Creek, Kansas City; Kansas City Teachers Club.
 Gallagher, Winifred (Teacher), 501½ South Fifteenth, St. Joseph; District No. 8, Missouri State Teachers Association.
 Goslin, Willard E. (Superintendent), Webster Groves; Missouri State Teachers Association.
 Hardin, V. M. (Principal), Springfield; Missouri State Teachers Association.
 Heglund, Genevieve (Teacher), 3813 East Sixty-Second St., Kansas City; Kansas City Teachers Club.
 Henke, Eugenia (Teacher), Lafayette 3667, St. Louis; St. Louis District of the Missouri State Teachers Association.
 Henke, Rose M. (Teacher), Lafayette 3667, St. Louis; St. Louis District of the Missouri State Teachers Association.
 Hickey, Philip (Secretary), Board of Education, Locust Street 911, St. Louis; St. Louis District of the Missouri State Teachers Association.
 Jones, Hattie (Instructor), 2633 Olive St., St. Joseph; Northwest Missouri Teachers Association.
 Keith, Everett (Assistant Secretary), Missouri State Teachers Association, Missouri State Teachers Association Building, Columbia; Missouri State Teachers Association.
 King, Lloyd W. (State Superintendent), Jefferson City; Missouri State Teachers Association.
 Kombrink, Laura (Teacher), St. Louis; St. Louis Grade Teachers Association.
 Lewis, Ella (Teacher), 3608 Castleman, St. Louis; St. Louis Grade Teachers Association.
 McCrudden, Bess (Teacher), 3003 Independence Ave., Kansas City; Kansas City Teachers Club.
 McElroy, Vera (Teacher), St. Louis; St. Louis Grade Teachers Association.

McGloin, Anna (Teacher), Ambassador Hotel, Kansas City; Association of High School Women.
 McNeill, Mrs. Nellie (Teacher), 1023 Main, St. Joseph; St. Joseph District No. 8, Missouri State Teachers Association.
 O'Byrne, Catherine (Teacher), 3824 East Ninth, Kansas City; Kansas City Teachers Club.
 Peterson, Hilma C. (Teacher), Pershing 5370, St. Louis; St. Louis District of the Missouri State Teachers Association.
 Phillips, H. A. (Head), Biological Sciences, Central Missouri Teachers College, 517 South Holden, Warrensburg; Central Missouri District Teachers Association.
 Rice, Ray W. (Inspector), Maryville; Northwest Missouri Teachers Association.
 Rissler, S. M. (Superintendent), Trenton; Missouri State Teachers Association.
 Schmidt, Halloween (Teacher), 6336 Page, St. Louis; St. Louis Grade Teachers Association.
 Short, Lula C. (Teacher), 3834 Wyandotte, Kansas City; Kansas City Teachers Club.
 Slocomb, Sophia Grace (Teacher), 4726 Park Ave., Kansas City; Kansas City Teachers Club.
 Staed, Agnes L. (Teacher), 5900 McPherson, St. Louis; St. Louis Grade Teachers Association.
 Thompson, Anna M. (Teacher), Carlton Hotel, Kansas City; Association of High School Women.
 Tucker, Isabel (Principal), 5826 Pershing, St. Louis; St. Louis District of the Missouri State Teachers Association.
 Van Hoy, John E. (Teacher), 615 West Fourth St., Sedalia; Sedalia Community Teachers Association.
 Vannest, C. G. (Principal), Russell 3438, St. Louis; St. Louis District of the Missouri State Teachers Association.
 Walker, Thomas J. (State N. E. A. Director), Missouri State Teachers Building, Columbia; Missouri State Teachers Association.
 Wise, H. A. (Director), Training School, State Teachers College, Springfield; Missouri State Teachers Association.

MONTANA

Bruner, T. A. (Superintendent), Harlem; Montana Education Association.
 Miller, Ruby (Principal), Choteau; Montana Education Association.
 Moe, Harriet (Teacher), 432 Clarke, Helena; Montana Education Association.
 Moe, M. P. (N. E. A. State Director), Executive Secretary, Montana Education Association, Helena; Montana Education Association.

NEBRASKA

Anderson, J. T. (President), State Teachers College, Wayne; Nebraska State Teachers Association.
 Cleveland, Jessie (Supervisor), Box 523, McCook; Nebraska State Teachers Association.
 Conrad, Jennie (Instructor), State Teachers College, Kearney; Nebraska State Teachers College.
 Donoho, Pearl (Teacher), 3306 Burt, Omaha; Omaha Teachers Forum.
 Guilfoil, Corine (Teacher), Yates School, Omaha; Omaha Teachers Forum.
 Hansen, G. G. (Superintendent), Battle Creek; Nebraska State Teachers Association.
 Liebendorfer, G. F. (Superintendent), Sidney; Nebraska State Teachers Association.
 Myers, Mrs. Esther (Teacher), 1726 Sewell, Lincoln; Lincoln Teachers Association.
 Ray, Mrs. J. I. (Superintendent), Dodge County Schools, Fremont; Nebraska State Teachers Association.
 Rensvold, R. E. (Teacher), 2514 Second Ave., Kearney; Kearney Teachers Association.
 Reynolds, Florence B. (Teacher), 6820 North Twenty-fourth St., Omaha; Omaha Teachers Forum.

Robinson, Alice (N. E. A. State Director), Dean of Women, State Teachers College, Kearney; Nebraska State Teachers Association.
 Seldomridge, Clarice (Teacher), 3902 North Twenty-second St., Omaha; Omaha Teachers Forum.
 Simon, H. B. (Superintendent), Geneva; Nebraska State Teachers Association.
 Starn, Bertha (Teacher), 1023 Lincoln St., Beatrice; Nebraska Women's Educational Club.
 Wells, Maude (Teacher), 4808 Dodge St., Omaha; Omaha Teachers Forum.
 Williams, Nellie C. (Teacher), 4216 Meredith Ave., Omaha; Omaha Teachers Forum.

NEVADA

Clarke, M. J. (Superintendent), Ely; Nevada State Educational Association.
 Diamond, Jessie I. (Teacher), Carlin; Nevada State Educational Association.
 Gleason, Martha F. (Principal), Carson City; Nevada State Educational Association.
 Johnson, Walter D. (Principal), Eureka; Nevada State Educational Association.
 Priest, Charles (Superintendent), Carson City; Nevada State Educational Association.
 Thurston, Paul, (Ex Officio), Superintendent, District No. 1, Overton.

NEW HAMPSHIRE

Ewing, Lyle W. (State N. E. A. Director), Head, English Department, Bible Hill, Claremont; New Hampshire State Teachers Association.
 Graham, Esther (Director of Kindergartens), Portsmouth; Rockingham County Teachers Association.
 Peavey, Carroll W. (Headmaster), High School, Rochester; New Hampshire State Teachers Association.
 Thompson, Laurence O. (Superintendent), Keene; New Hampshire State Teachers Association.

NEW JERSEY

Adams, A. Virginia (Principal), Cunningham School, Vineland; New Jersey Education Association.
 Applegate, Stella S. (Executive Clerk), Stacy Trent Hotel, Trenton; New Jersey Education Association.
 Barnes, Mary D. (Teacher), 223 Summit Road, Elizabeth; New Jersey Education Association.
 Bates, Jennie (Teacher), 705 White Horse Pike, Audubon; Elementary Classroom Teachers of New Jersey.
 Bockwith, Mary M. (Teacher), 605 Emerson Ave., Elizabeth; Elizabeth Teachers Association.
 Brown, Lelia O. (Teacher), 525 Clifton Ave., Newark; New Jersey Education Association.
 Chenoweth, Arthur S. (Superintendent), Atlantic City; New Jersey Education Association.
 Devonald, William M. (Teacher), 9 Halsey St., Newark; Newark Teachers Association.
 Fidler, William L. (Supervising Principal), High School, Audubon; New Jersey Education Association.
 Goldstein, Anna A. (School Secretary), 549 Brunswick Ave., Trenton; Mercer County Teachers Club.
 Good, Luther O. (Teacher), Senior High School, Atlantic City; Atlantic City Teachers Association.
 Klainfelter, Claude B. (Teacher), 101 Columbia Ave., Trenton; Trenton Teachers Association.
 Koerner, Grace E. (Principal), 101 North Grove Hotel, East Orange; South Orange—Maplewood Teachers Association.
 Lawler, Mary E. (Teacher), 144 Lexington Ave., Paterson; New Jersey Education Association.
 Light, Emily U. (Teacher), 799 Summit Ave., River Edge; Hackensack Education Association.

McLean, William (Principal), 254 North Montclair Ave., Upper Montclair; New Jersey Education Association.
 Mathis, Maja C. (Supervising Principal), 301 Boulevard, Florence; Burlington County Teachers Association.
 Matthews, Willard B. (Teacher), 14 East Tenth St., Ocean City; New Jersey Education Association.
 Mitchell, Helen A. (Principal), 215 Morris St., Phillipsburg; New Jersey Education Association.
 Moffett, Marcella G. (Teacher), 48 North Hermitage Ave., Trenton; New Jersey Education Association.
 Moss, Mildred B. (Principal), Washington School, Metuchen; Middlesex County Teachers Association.
 Page, Mrs. Grace (Teacher), Mt. Tabor; Morris County Teachers Association.
 Porreca, Lena M. (Teacher), 70 Johnson Ave., Hackensack; New Jersey Education Association.
 Price, Mrs. Florence (Teacher), 246 Roseville Ave., Newark; Classroom Teachers of New Jersey.
 Reed, Fannie C. (Teacher), Rahway; New Jersey Education Association.
 Roche, Juliet M. (Teacher), 280 Van Nostrand Ave., Jersey City; New Jersey Education Association.
 Rodes, Lester A. (Ex Officio), Supervising Principal, 11 Virginia St., South River.
 Scott, Anna C. (Principal), 215 North Central Ave., Englewood; New Jersey Education Association.
 Sinkankas, Jean (Teacher), 137 Highland St., Paterson; Paterson Teachers Association.
 Spence, Margaret (Teacher), National Park; Gloucester County Teachers Association.
 Stewart, Mrs. Gladys (Teacher), 24 Arlington Ave., Yardville; Mercer County Teachers Club.
 Talbot, Mrs. Margaret N. (Teacher), 1503 Hamilton Ave., Trenton; The Classroom Teachers of the Department of Elementary Education of New Jersey.
 Tew, Derwood J. (Supervisor), New City Hall, Camden; New Jersey Education Association.
 Wardle, Fred (Supervisor), Robert Waters School, Union City; New Jersey Education Association.
 Whitlock, Sarah O. (Principal), 88 Lawrence Ave., New Brunswick; New Jersey Education Association.
 Wood, Mrs. Anne (Teacher), 1503 Hamilton Ave., Trenton; The Classroom Teachers of the Department of Elementary Education of New Jersey.
 Wood, Edna E. (Teacher), 494 Church St., Long Branch; New Jersey Education Association.
 Yost, Mrs. Irene B. (Teacher), 765 Lake Drive, Trenton; Mercer County Teachers Club.

NEW MEXICO

Corrigan, Mrs. Grace J. (State Superintendent), Santa Fe; New Mexico Educational Association.
 Huff, Raymond (Superintendent), Clayton; New Mexico Educational Association.
 Martin, E. D. (Superintendent), Deming; New Mexico Educational Association.
 Mullins, R. J. (Executive Secretary), New Mexico Educational Association, Santa Fe; New Mexico Educational Association.
 Pope, D. N. (N. E. A. State Director), 711 West Fifth, Roswell; New Mexico Educational Association.

NEW YORK

Agnew, Peter L. (Teacher), New York University, School of Education, Washington Square, New York City; Eastern Commercial Teachers Association.
 Alden, Robert (Counselor), 13 Genesee St., Binghamton; Binghamton Teachers Association.

- Amson, Emily (Teacher), 161 West Seventy-fifth St., New York City; Kindergarten 6B Teachers Association, Inc.
- Anderson, Grace N. (Teacher), Grover Cleveland High School, Himrod Street and Grandview Avenue, Ridgewood; High School Teachers Association of New York City, Inc.
- Armitage, Edith (Teacher), 28 Howard St., Auburn; Auburn Teachers Association.
- Arning, Alexander L. (Principal), 240 Halstead Ave., Harrison; Westchester County Teachers Association.
- Arnold, Frank J. (Teacher), Haaren High School Annex, 120 West Forty-Sixth St., New York City; High School Teachers Association of New York City, Inc.
- Arnold, Mrs. Marie (First Assistant), Eastern District High School, Brooklyn; High School Teachers Association of New York City, Inc.
- Aschenbach, Ethel (Teacher), 253 Cumberland St., Brooklyn; Kindergarten 6B Teachers Association, Inc.
- Baldwin, Helen L. (Principal), Public School, 130 Queens, 42 Ave., Bayside; Queensboro Teachers Association.
- Broderick, Lillian (Teacher), 216 Park Ave., Yonkers; Yonkers Teachers Association.
- Brownell, Mrs. Winifred (Principal), 1445 South Salina St., Syracuse; Syracuse Teachers Association.
- Campbell, Etha M. (Teacher), 4529 Carpenter Ave., New York City; Kindergarten 6B Teachers Association, Inc.
- Coulter, Vera M. (Teacher), 420 West Twenty-fourth St., New York City; Teachers Club of New Rochelle.
- Driscoll, Joseph C. (Teacher), Erasmus Hall High School, 911 Flatbush Ave., Brooklyn; High School Teachers Association of New York City, Inc.
- Fahey, Sara H. (Teacher), Girls Commercial High School Annex, New York City; High School Teachers Association of New York City, Inc.
- Ferguson, Ruth O. (Teacher), 8 North Ninth Ave., Mt. Vernon; Mount Vernon Teachers Association.
- Field, Jessie M. (Teacher), 144 South Second Ave., Mt. Vernon; New York State Teachers Association.
- Fraser, Ralph (Teacher), 776 Amherst St., Buffalo; Buffalo Teachers Federation, Inc.
- Friend, Constance (Teacher), 225 Central Park West, New York City; Kindergarten 6B Teachers Association, Inc.
- Gouldin, Henry (Principal), 760 Ostrom Ave., Syracuse; Syracuse Teachers Association.
- Hall, Lolabel (Teacher), 225 Seventy-fourth St., Brooklyn; High School Teachers Association of New York City, Inc.
- Hand, Mrs. Margaret E. (Teacher), 1538 West Sixth St., Brooklyn; Association for New York City Teachers of Children with Retarded Mental Development.
- Harnett, Mary E. (Teacher), 665 East Nineteenth St., Brooklyn; International Council for Education of Exceptional Children.
- Harney, Laura B. (Teacher), 7 North Ninth Ave., Mt. Vernon; Mount Vernon Teachers Association.
- Hayes, Raymond (Teacher), 40 Wildwood Ave., Mt. Vernon; Mount Vernon Teachers Association.
- Huckans, Leah (Teacher), 621 Walnut Ave., Syracuse; Syracuse Women High School Teachers Association.
- Imhof, Leona (Teacher), 261 Joseph Ave., Rochester; Rochester Teachers Association.
- Langhaum, Olive (Teacher), 290 West Seneca Turnpike, Syracuse; Teachers Welfare League of New York State.
- Law, Frederick Houk (First Assistant), Stuyvesant High School, 345 East Fifteenth St., New York City; High School Teachers Association of New York City, Inc.
- Lichtman, Frieda (Teacher), Julia Richman High School, East Sixty-seventh St., New York City; High School Teachers Association of New York City, Inc.
- Lindlof, Johanna M. (Commissioner of Education), 500 Park Ave., New York City; Kindergarten 6B Teachers Association, Inc.
- Metz, Florence R. (Teacher), 881 Dewey Ave., Rochester; Friday Night Club.
- Mills, Paula F. (Principal), Public School 34, Queens, Queens Village; Queensboro Teachers Association.
- Muckenhoupt, Adelaide (Teacher), 5 West One Hundred and Twenty-fourth St., New York City; Kindergarten 6B Teachers Association, Inc.
- Mussi, Louise (Teacher), 409 La Grange Ave., Rochester; Rochester Teachers Association.
- Nunes, Belmira (Teacher), James Monroe High School, Bronx, New York City; High School Teachers Association of New York City, Inc.
- Parsons, Margaret K. (Teacher), R. D. #3, Easterly St., Gloversville; Gloversville Teachers Association.
- Peixotto, Mrs. Bridget (Principal), Public School 108, Queens One Hundred and Ninth Ave., Ozone Park; Queensboro Teachers Association.
- Rockwell, Rena (State N. E. A. Director), Head, History Department, 364 West Clinton St., Elmira; Elmira Women Classroom Teachers Association.
- Rose, Evelyn (Teacher), 114 East Ninetieth St., New York City; Association for New York City Teachers of Children with Retarded Mental Development.
- Sabin, Willard (Viceprincipal), 409 La Grange Ave., Rochester; Rochester Teachers Association.
- Scott, Margaret W. (Teacher), 409 North Madison St., Rome; New York State Teachers Association.
- Sharrocks, Marian A. (Teacher), 801 Riverside Drive, New York City; Teachers Club of New Rochelle.
- Shea, Mrs. Daisy Balfry (Teacher), 831 James St., Syracuse; Syracuse Women High School Teachers Association.
- Sherrard, Evelyn (Teacher), 141 Parkside, Buffalo; New York State Teachers Association.
- Sherrard, John P. (Principal), 141 Parkside Ave., Buffalo; Buffalo Teachers Federation, Inc.
- Tarbell, Emily A. (Teacher), 235 Glenwood Ave., Syracuse; Teachers Welfare League of New York State.
- Wagner, Martha E. (Teacher), 139 Emerson Ave., Croton-on-Hudson; Second Supervisory District Teachers Association.
- Wagner, Thomas J. (District Superintendent), County Office Building, White Plains; Second Supervisory District Teachers Association.
- Weeks, Zoraida E. (Assistant Editor), *New York State Education*, Albany; New York State Teachers Association.
- Welch, Mrs. Marguerite S. (Teacher), 165 Searlwyn Road, Syracuse; Syracuse Teachers Association.
- Wiley, Edna B. (Teacher), 168 Park Ave., Mt. Vernon; New York State Teachers Association.
- Wilson, Martin (First Assistant), James Monroe High School, 172nd St. & Boynton Ave., Bronx; High School Teachers Association of New York City, Inc.

NORTH CAROLINA

- Allison, Junius (Teacher), Swanannoa; North Carolina Education Association.
- Ferrell, Cornelia (Teacher), c/o City Schools, Rocky Mount; North Carolina Education Association.
- Garinger, E. H. (State N. E. A. Director), Principal, Central High School, Charlotte; North Carolina Education Association.
- Garinger, Mrs. Katherine (Teacher), 2625 Briarcliffe Place, Charlotte; Charlotte Classroom Teachers Association.

Herring, Sarah (Teacher), Wilson; North Carolina Education Association.
 Lyerly, Cora (Teacher), Albemarle; North Carolina Education Association.
 Scott, Ruth H. (Teacher), St. Mary's College, Raleigh; North Carolina Education Association.
 Wheeler, Gertrude (Teacher), 651 Louise Ave., Charlotte; Charlotte Classroom Teachers Association.
 Wilson, Mrs. A. R. (Principal), Fuller School, Durham; North Carolina Education Association.

NORTH DAKOTA

Gessner, Lila (Teacher), Minot; North Dakota Education Association.
 McKenna, Emmett (Superintendent), Edgeley; North Dakota Education Association.
 Ness, Adeline (Teacher), 518 Fifth St., South Bismarck; North Dakota Education Association.
 Phillips, Adelaide (Principal), 1415 Eighth Ave., South, Fargo; North Dakota Education Association.
 Skewes, George J. (Instructor), Teachers College, Mayville; North Dakota Education Association.
 Tighe, B. C. B. (Ex Officio), Principal, Senior High School, Fargo.

OHIO

Abbott, F. Maurine (Teacher), 2044 Cornell Road, Cleveland; Shaker Heights Teachers Association.
 Ackley, Dorothy (Teacher), 242 East Jackson St., Painesville; Ohio Education Association.
 Anderson, Bill R. (Teacher), 112 Hamilton Ave., Akron; Akron Teachers Association.
 Anderson, R. G. (Teacher), 112 Hamilton Ave., Akron; Ohio Education Association.
 Babcock, S. H. (County Superintendent), Media; Ohio Education Association.
 Bailey, Enola (Principal), 26908 Detroit Road, Bay Village; Cuyahoga County Education Association.
 Bennett, Mary E. (Teacher), 2640 Burnet Ave., Cincinnati; Cincinnati Teachers Association.
 Bliss, Walton B. (Executive Secretary), Ohio Education Association, 1221 Beggs Building, Columbus; Ohio Education Association.
 Bluecher, Evelyn (Teacher), 30 East California Ave., Columbus; Columbus Teachers Federation.
 Boe, May S. (Teacher), 1407 Market Ave., North, Canton; Ohio Education Association.
 Bowden, Mabelle E. (Teacher), 960 North Howard St., Akron; Akron Teachers Association.
 Bowman, George A. (Superintendent), Lakewood; Ohio Education Association.
 Boyce, Kate L. (Teacher), 35 Lorenz Ave., Dayton; Dayton Classroom Teachers Association.
 Boyd, Margaret (Teacher), 1229 Stanton Boulevard, Apartment 2, Steubenville; Ohio Education Association.
 Bradley, Helen (Teacher), 2349 Ashland Ave., Cincinnati; Ohio Education Association.
 Bright, J. A. (Teacher), Hicksville; Ohio Education Association.
 Burkhardt, Nellie K. (Teacher), Route 3, Lebanon; Ohio Education Association.
 Callahan, C. O. (Teacher), 70 East Olentangy St., Columbus; Ohio Education Association.
 Carlisle, Floyd L. (Teacher), 123 West California Ave., Columbus; Columbus Teachers Federation.
 Cihak, Florence (Teacher), 9709 Ramona Boulevard, Columbus; Ohio Education Association.
 Clinger, Inez (Teacher), 57 North Adolph St., Akron; Akron Teachers Association.
 Connor, Ruth (Teacher), 3622 Stettinius Ave., Cincinnati; Cincinnati Teachers Association.
 Courtier, Frances (Teacher), 937 Bryden Road, Columbus; Columbus Teachers Federation.
 Coykendale, R. A. (Teacher), 1102 North Cory St., Findlay; Findlay Education Association.

Dambach, Mary E. (Teacher), 736 Wall St., Akron; Akron Teachers Association.
 Davis, Charles E. (Teacher), 701 Dingleline Ave., Lima; Ohio Education Association.
 Davis, Jennie L. (Teacher), 188 East McMillan St., Cincinnati; Cincinnati Teachers Association.
 Dover, Kate (Teacher), 1821 Beersford Road, East Cleveland; Ohio Education Association.
 Eckles, Jean (Teacher), 34 Stanton Ave., Youngstown; Youngstown Education Association.
 Edwards, Ruth M. (Teacher), 446 East Church St., Marion; Marion Education Association.
 Ferris, Homer D. (Superintendent), R.R. No. 1, Middlepoint; Van West County Education Association.
 Fink, Margaret C. (Teacher), 412 West Delason Ave., Youngstown; Ohio Education Association.
 Franz, George F. (Principal), 109 West McMillian St., Cincinnati; Cincinnati Schoolmasters Club.
 Gaskins, C. E. (Assistant Principal), 613 Dingleline, Lima; Lima Teachers Association.
 Gibbs, Helen (Teacher), 377 West First St., Dayton; Ohio Education Association.
 Goodrich, E. C. (Teacher), Cincinnati; Cincinnati Teachers Association.
 Gordon, Dorothy (Teacher), 143 Huntington Place, Cincinnati; Cincinnati Teachers Association.
 Gray, Nellie G. (Teacher), 318 Prospect Road, Ashtabula; Ohio Education Association.
 Green, Alice R. (Teacher), 1528 Gibbs Ave., Northeast, Canton; Ohio Education Association.
 Hartsook, M. D. (Teacher), Hilliards; Ohio Education Association.
 Hartsough, Mary (Teacher), 1380 Eastwood Ave., Columbus; Columbus Teachers Federation.
 Hatch, Mrs. C. M. (Teacher), 580 East Town St., Columbus; Columbus Teachers Federation.
 Holliday, Leonore (Teacher), 3611 Middleton Ave., Cincinnati; Cincinnati Teachers Association.
 Horton, Clarence A. (Teacher), 629 Himrod Ave., Youngstown; Youngstown Education Association.
 Keys, Mary F. (Principal), 1906 East Eighty-Second St., Cleveland; Principals Club of Cleveland.
 Layton, C. M. (Superintendent), Wooster; Ohio Education Association.
 Leedom, Nancy L. (Teacher), 14 St. Louis, Youngstown; Youngstown Education Association.
 Longsdorf, A. J. B. (Superintendent), Bluffton; Ohio Education Association.
 Lowery, J. G. (Teacher), New Concord; Ohio Education Association.
 McElwain, Ethyl (Teacher), 507 South North St., Washington Cleveland Heights; Ohio Education Association.
 McMyler, Howard T. (Teacher), 1908 Janet Road, Cleveland Heights; Cleveland Teachers Association.
 Maitland, W. B. (Teacher), 1831 Courtland, Norwood; Norwood Teachers Association.
 Marsh, Alice (Teacher), 255 Wychwood, Youngstown; Youngstown Education Association.
 Miller, I. William (Teacher), Sylvania; Ohio Education Association.
 Nuber, Clara (Teacher), 90 South Brinker Ave., Columbus; Columbus Teachers Federation.
 Penn, Mrs. Ella F. (Teacher), 439 Clinton Heights, Columbus; Columbus Teachers Federation.
 Peoples, Walter (Teacher), 5517 Arnsby Place, Cincinnati; Ohio Education Association.
 Piper, William R., Jr. (Teacher), 331 Summit Ave., Troy; Ohio Education Association.
 Poppleton, Mabel A. (Teacher), Columbus; Columbus Teachers Federation.

Rasor, Floyd (Teacher), Court House, Dayton; Ohio Education Association.
 Ray, Kenneth C. (Superintendent), 649 Lenox Ave., Zanesville; Zanesville Teachers Association.
 Reese, L. W. (State N. E. A. Director), Superintendent, Washington Court House; Ohio Education Association.
 Richsecker, C. W. (Teacher), 488 Norwood Ave., Youngstown; Ohio Education Association.
 Roberson, H. C. (Teacher), 958 Richie Ave., Lima; Ohio Education Association.
 Sackett, Kathryn (Teacher), 2949 Overlook Road, Cuyahoga Falls; Ohio Education Association.
 Salisbury, R. K. (Teacher), Greenhills; Ohio Education Association.
 Sharp, Mrs. Gay H. (Superintendent), York Township Schools, Nelsonville; Ohio Education Association.
 Shiple, Sadie (Teacher), 2352 Middlesex Drive, Toledo; Ohio Education Association.
 Shoemaker, Don (Teacher), 2424 Elsmere Ave., Dayton; Dayton Classroom Teachers Association.
 Soller, Karl J. (Teacher), 4301 Helena Ave., Youngstown; Youngstown Education Association.
 Speck, Lydia (Teacher), 412 West Delason, Youngstown; Youngstown Education Association.
 Stanton, B. F. (Ex Officio), Superintendent, Alliance.
 Stewart, Mrs. Lucile (Teacher), 3418 West Ninety-Seventh St., Cleveland; Cleveland Teachers Association.
 Sutherland, Anne (Teacher), 921 Locust St., Cincinnati; Cincinnati Teachers Association.
 Sutton, Frances A. (Teacher), 3727 West One Hundred and Fifty-Ninth St., Cleveland; Ohio Education Association.
 Swartzbaugh, Amon (Teacher), North Baltimore; Wood County Teachers Association.
 Teichert, John R. (Teacher), Waverly; Ohio Education Association.
 Thompson, Anna L. (Teacher), 2440 Overlook Road, Cleveland Heights; Ohio Education Association.
 Thornburg, R. W. (Teacher), 919 South Limestone St., Springfield; Springfield Teachers Association.
 Wenger, Elizabeth (Teacher), 1830 Van Buren Road, East Cleveland; East Cleveland Teachers Association.
 Wilson, Irene B. (Teacher), 255 Wychwood Lane, Youngstown; Ohio Education Association.

OKLAHOMA

Albertson, Marguerite (Teacher), 110 East Lee, Sapulpa; Department of Classroom Teachers of the Oklahoma Education Association.
 Barnum, Susan (Teacher), Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.
 Chamberlain, D. Edna (Teacher), 2233 North Denver Boulevard, Tulsa; Tulsa Classroom Teachers Association.
 Coffman, George (Teacher), 315 G, Northeast, Ardmore; Oklahoma Education Association.
 Conner, J. Carl (Principal), 2115 North Walker, Oklahoma City; Oklahoma Education Association.
 Cormany, Emma (Teacher), 1216 South Elgin, Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.
 Dague, Mabel (Teacher), 1125 North Everest, Oklahoma City; Department of Classroom Teachers of the Oklahoma Education Association.
 Frank, Anna (Teacher), Hotel Tulsa, Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.
 Frank, Kate (State N. E. A. Director), Teacher, Central High School, Muskogee; Department of Classroom Teachers of the Oklahoma Education Association.

Frisbie, Juanita (Teacher), 2324 East Thirteenth Place, Tulsa; Tulsa Classroom Teachers Association.
 Grady, C. E. (Debate Coach), 1513 Northwest Twenty-ninth St., Oklahoma City; Oklahoma City Classroom Teachers Association.
 Greer, M. U. (Teacher), 311 East Hazel, Ponca City; Department of Classroom Teachers of the Oklahoma Education Association.
 Greer, Mrs. M. U. (Teacher), 311 East Hazel, Ponca City; Department of Classroom Teachers of the Oklahoma Education Association.
 McDonald, Gladys (Teacher), 2401 Northwest Twenty-second, Oklahoma City; Oklahoma City Classroom Teachers Association.
 Miller, Hugh E. (Teacher), 2140 East Twenty-fifth, Tulsa; Oklahoma Education Association.
 Morton, Zella (Teacher), Wagoner; Department of Classroom Teachers of the Oklahoma Education Association.
 Pugh, Dorothy (Teacher), 2129 West Broadway, Muskogee; Muskogee Teachers Association.
 Raines, Ona C. (Teacher), 1631 East Fourth St., Tulsa; Department of Classroom Teachers of the Oklahoma Education Association.
 Roberts, G. M. (Principal), 515 East Frank St., Norman; Department of Classroom Teachers of the Oklahoma Education Association.
 Scales, Martha (Teacher), 609 Dayton, Muskogee; Department of Classroom Teachers of the Oklahoma Education Association.
 Smith, Annetta (Teacher), 514 North Fifteenth, Muskogee; Muskogee Classroom Teachers Association.
 Stone, Ermile F. (Teacher), 1232 North Cheyenne, Tulsa; Tulsa Classroom Teachers Association.
 Stout, Julia E. (Dean of Women), A. & M. College, Oklahoma A. & M. College, Stillwater; Oklahoma Education Association.
 Temple, David E. (Teacher), Albany Hotel, Tulsa; Tulsa Classroom Teachers Association.
 Weatherford, Nelle (Teacher), 3032 South Cincinnati, Tulsa; Tulsa Classroom Teachers Association.
 White, Mary (Teacher), 803 South Twenty-Second, Muskogee; Muskogee Teachers Association.
 Wrinkle, H. E. (Superintendent), Bartlesville; Oklahoma Education Association.

OREGON

Broder, Emilie (Teacher), 4135 Northeast Twenty-seventh, Portland; Portland Grade Teachers Association.
 Carleton, E. F. (Secretary-Treasurer), Oregon State Teachers Association, Portland; Oregon State Teachers Association.
 Darling, Edith P. (Teacher), Glencoe School, Portland; Department of Classroom Teachers of the Oregon State Teachers Association.
 Dell, Frances (Teacher), 1209 Southeast Umatilla St., Portland; Oregon State Teachers Association.
 Foord, Phillip (Teacher), 1906 Northeast Thirty-eighth Ave., Portland; Portland High School Teachers Association.
 Guye, Barbara (Teacher), 103 East Jackson St., Pendleton; Oregon State Teachers Association.
 Handley, Joyce (Teacher), Gold Hill; Department of Classroom Teachers of the Oregon State Teachers Association.
 Hoel, Lesta (Teacher), 10709 Northeast Prescott, Portland; Department of Classroom Teachers of the Oregon State Teachers Association.
 Hunter, Frederick M. (Chancellor), Oregon State System of Higher Education, Eugene; Oregon State Teachers Association.
 Johnson, Harry B. (Principal), Eugene Senior High School, Eugene; Oregon State Teachers Association.
 Johnston, B. A. (Principal), 329 South Tenth St., Corvallis; Oregon State Teachers Association.
 Johnston, Melvin F. (Principal), Union High School, Estacada; Oregon State Teachers Association.

Keeney, Delia (Teacher), Independence; Department of Classroom Teachers of the Oregon State Teachers Association.

Laber, Maurine (Teacher), 3716 Southwest Mt. Adams Dr., Portland; Portland High School Teachers Association.

Lessing, Marie A. (Teacher), 5746 Northeast Garfield, Portland; Portland Grade Teachers Association.

Matterson, Mina (Teacher), 1609 Southwest Tenth Ave., Portland; Portland Grade Teachers Association.

Murray, Helen (Teacher), 5504 Southeast Rhone, Portland; Portland Grade Teachers Association.

Nye, Birdine (Teacher), 2306 Northeast Forty-second Ave., Portland; Department of Classroom Teachers of the Oregon State Teachers Association.

Painter, W. C. (Principal), 425 Southeast Forty-fifth Ave., Portland; Oregon State Teachers Association.

Rhoades, Barbara (Teacher), 3920 Southeast Belmont, Portland; Department of Classroom Teachers of the Oregon State Teachers Association.

Robb, Olive Jane (Teacher), Heathman Hotel, Portland; Portland Grade Teachers Association.

Robinson, Maude Coy (Teacher), Gold Hill; Department of Classroom Teachers of the Oregon State Teachers Association.

Smith, Elphe K. (Teacher), Route 1, Box 22, Tigard; Department of Classroom Teachers of the Oregon State Teachers Association.

Smith, LeRoy D. (Teacher), Forest Grove High School, Forest Grove; Washington Yamhill Columbia Counties Teachers Association.

Stauffer, Ida M. (Teacher), 729 Southwest Fifteenth Ave., Portland; Portland Grade Teachers Association.

Stout, Hugh G. (Teacher), Studio Bldg., Portland; Department of Classroom Teachers of the Oregon State Teachers Association.

Zook, Carl S. (Principal), Route 11, Box 249, Portland; Oregon State Teachers Association.

PENNSYLVANIA

Adams, Wilmot J. (Teacher), 3718 Taylor Ave., Drexel Hill; Philadelphia Teachers Association.

Allen, J. G. (Principal), Pennsylvania Soldiers' Orphan School, Scotland; Pennsylvania State Education Association.

Bowlin, Olive (Teacher), 2336 Saranac Ave., Pittsburgh; Pittsburgh Teachers Association.

Boyer, John B. (Assistant Superintendent), Northumberland County, Sunbury; Pennsylvania State Education Association.

Braun, Laura M. (Teacher), 4909 Sciota St., Pittsburgh; Pennsylvania State Education Association.

Brewer, Karl M. (Supervising Principal), 231 Dixon Ave., DuBois; Pennsylvania State Education Association.

Butler, Rock L. (Supervising Principal), Wellsboro; Pennsylvania State Education Association.

Campbell, Willard S. (Teacher), R. D. #2, Phoenixville; Philadelphia Teachers Association.

Carver, W. Lester (Teacher), 332 Welsh Ave., Wilmerding; Pennsylvania State Education Association.

Casillo, N. R. (Teacher), 211 West Winter Ave., New Castle; Pennsylvania State Education Association.

Clauss, Edwin D. (Teacher), 2310 Tilghman St., Allentown; Pennsylvania State Education Association.

Colton, Harold J. (Supervising Principal), 360 Murray St., Bridgeville; Pennsylvania State Education Association.

Crouthamel, E. M. (Supervising Principal), 206 West Broad St., Souderton; Pennsylvania State Education Association.

Crowell, Sarah E. (Teacher), 121 Chestnut St. Harrisburg; Pennsylvania State Education Association.

Douthett, Walter R. (District Superintendent), Darby; Pennsylvania State Education Association.

Farley, Jeannette (Teacher), 7489 Briar Road Philadelphia; Philadelphia Teachers Association.

Farrell, Beatrice C. (Principal), 938 East Twenty-second St., Erie; Erie Teachers Association.

Faust, J. Frank (Principal), High School, Chambersburg; Pennsylvania State Education Association.

Ferguson, Arthur W. (District Superintendent), York; Pennsylvania State Education Association.

Fink, A. R. (Teacher), 543 West Jackson, York; York City Education Association.

Ford, Ida R. (Teacher), 1806 Church Lane, Philadelphia; Philadelphia Teachers Association.

Forsyth, Joseph W. (Teacher), 1424 Comly St., Philadelphia; Philadelphia Teachers Association.

Forsyth, Madeline (Teacher), 1424 Comly St., Philadelphia; Philadelphia Teachers Association.

Foster, Blanche (Teacher), 178 Franklin St., Woodbury, N. J.; Pennsylvania State Education Association.

Francis, Thomas (County Superintendent), Court House, Scranton; Pennsylvania State Education Association.

Frear, Frank A. (Superintendent), Susquehanna County, Montrose; Pennsylvania State Education Association.

Gayman, H. E. (Executive Secretary), Pennsylvania State Education Association, 400 North Third St., Harrisburg; Pennsylvania State Education Association.

Getz, John L. (Teacher), 141 North Keesey St., York; Pennsylvania State Education Association.

Gilbert, Levi (District Superintendent), Altoona; Pennsylvania State Education Association.

Greger, Elizabeth (Teacher), 4560 Baker St., Philadelphia; Philadelphia Teachers Association.

Hall, Beulah M. (Teacher), 37 Boundary Ave., Red Lion; Pennsylvania State Education Association.

Hardy, Clara R. (Principal), 1005 Evans St., McKeesport; Pennsylvania State Education Association.

Heiges, Ralph (Teacher), 1130 Grant St., Indiana; Pennsylvania State Education Association.

Henderson, Louise (Teacher), 539 Argyle Road, Drexel; Philadelphia Teachers Association.

Hibbs, Effie (Teacher), 113 Crickett Ave., Ardmore; Chester Teachers Association.

Hummel, Wilhelmine E. (Teacher), 7205 Elmwood Ave., Philadelphia; Pennsylvania State Education Association.

James, Aelfric, Sr. (Teacher), 801 Spring Garden St., Easton; Pennsylvania State Education Association.

Jones, R. Lloyd (Supervising Principal), Shinglehouse; Pennsylvania State Education Association.

Kelley, Mrs. Anna G. (Teacher), Palm Garden Village, Mt. Washington, Pittsburgh; Pennsylvania State Education Association.

Kelley, J. Maclay (Teacher), 321 West Main St., Mechanicsburg; Pennsylvania State Education Association.

Kingsley, Lloyd M. (Teacher), 324 North Martin St., Titusville; Pennsylvania State Education Association.

Laing, Robert T. (Supervising Principal), Knox; Pennsylvania State Education Association.

Landsdowne, James D. (Principal), 103 East Essex Ave., Philadelphia; Philadelphia Teachers Association.

Lindenberg, Rea (Teacher), 3735 Locust St., Philadelphia; Philadelphia Teachers Association.

McClymonds, Joseph A. (Teacher), 178 Derry St., Etna; Pennsylvania State Education Association.

McConnell, Mrs. Ella F. (Teacher), 172 Madison St., Wilkes-Barre; Pennsylvania State Education Association.

McLaughlin, Daniel P. (Teacher), 23 West Walter St., Summit Hill; Pennsylvania State Education Association.

Marsh, Paul N. (Principal), 306 O'Connor St., Ford City; Pennsylvania State Education Association.

Matthews, Grace (Teacher), 3107 North Broad St., Philadelphia; Philadelphia Teachers Association.

Maxwell, Helen A. (Teacher), 2411 Highland Ave., New Castle; Pennsylvania State Education Association.

Meyer, Anna B. (Teacher), Hotel Philadelphian, Thirty-ninth and Chestnut Sts., Philadelphia; Philadelphia Teachers Association.

Midlen, Lillie H. (Teacher), 4524 Regent St., Philadelphia; Philadelphia Teachers Association.

Moore, Bruce V. (Professor), State College; Pennsylvania State Education Association.

Morgan, Harriet W. (Teacher), 1000 North Highland Ave., Pittsburgh; Pennsylvania State Education Association.

Myers, Edward T. (Principal), 5143 Oakland St., Philadelphia; Philadelphia Teachers Association.

Nusbaum, Louis (Assistant Superintendent), 153 West Sharpnack St., Philadelphia; Philadelphia Teachers Association.

Parry, Samuel D. (Principal), 541 Pelham Road, Philadelphia; Teachers Institute of Philadelphia.

Patterson, W. Graham (Teacher), Morse Pre-Vocational School, Pittsburgh; Pittsburgh Teachers Association.

Pearce, Milton O. (Principal), 5004 Griscom St., Philadelphia; Philadelphia Teachers Association.

Petty, Natalie Anne (Teacher), Allegheny High School, Sherman Ave., Pittsburgh; Pittsburgh Teachers Association.

Pratt, Willis E. (County Superintendent), Court House, Erie; Pennsylvania State Education Association.

Reynolds, O. Edgar (Teacher), Lebanon Valley College, Annville; Pennsylvania State Education Association.

Ruch, H. R. (Teacher), 342 North Fifteenth St., Allentown; Pennsylvania State Education Association.

Schaefer, John P. (Teacher), 4446 Nelson Run Road, Pittsburgh; Pittsburgh Teachers Association.

Seilz, Pearl (Teacher), 113 Cricket Ave., Ardmore; Chester Teachers Association.

Shaw, Reuben T. (Ex Officio), Head, Science Department, Northeast High School, Philadelphia.

Smithgall, Elizabeth (Teacher), 549 West Lemon St., Lancaster; Pennsylvania State Education Association.

Sohl, Charles E. (Principal), 5436 Oakland St., Frankford, Philadelphia; Abington Township Teachers Association.

Stevens, Willard M. (Teacher), 111 Center Ave., Mt. Pleasant; Pennsylvania State Education Association.

Walters, R. J. (Teacher), Grove City College, Grove City; Eastern Commercial Teachers Association.

Westlake, Edward F. (Supervising Principal), 610 Allison Ave., Washington; Pennsylvania State Education Association.

Wilson, Helen E. (Teacher), 28 Lincoln Ave., Crafton; Pittsburgh Teachers Association.

Zahn, D. Willard (Principal), 6531 North Park Ave., Philadelphia; Philadelphia Teachers Association.

Zerbe, Amos W. (County Superintendent), Pottsville; Pennsylvania State Education Association.

PUERTO RICO

Gallardo, Jose M. (Commissioner of Education), Department of Education, San Juan; Puerto Rico Teachers Association.

RHODE ISLAND

Baldwin, George H. (Assistant Director of Education), 218 Hope St., Bristol; Rhode Island Institute of Instruction.

Donlon, Charles A. (Principal), Woonsocket High School, Woonsocket; Rhode Island Institute of Instruction.

Long, Marion (Teacher), Boyden Street School, Woonsocket; Rhode Island Institute of Instruction.

Rockett, James F. (Director of Education), 120 State House, Providence; Rhode Island Institute of Instruction.

SOUTH CAROLINA

Flora, A. C. (State N. E. A. Director), Superintendent, Columbia; South Carolina Education Association.

Harmon, A. L. (Superintendent), Gilbert; South Carolina Education Association.

Killingsworth, Elizabeth (Teacher), Taylor School, Columbia; South Carolina Education Association.

Lipscomb, Mary (Teacher), Ninety Six; South Carolina Education Association.

Loggins, W. F. (Assistant Superintendent), High School, Greenville; South Carolina Education Association.

Scarborough, Effie (Teacher), McMaster School, Columbia; South Carolina Education Association.

White, J. B. (Superintendent), Kingstree; South Carolina Education Association.

SOUTH DAKOTA

Chapman, R. Y. (Principal), Mobridge; South Dakota Education Association.

Early, William I. (Superintendent), 801 West Eighteenth, Sioux Falls; Sioux Falls Public School Teachers.

Hemphill, Pearl (County Superintendent), Parker; South Dakota Education Association.

Hunt, R. L. (Ex Officio), Madison.

Minerman, L. E. (Superintendent), Ipswich; South Dakota Education Association.

Titus, G. O. (Deputy State Superintendent of Public Instruction), Pierre; South Dakota Education Association.

Urton, H. E. (State Supervisor), Agriculture Education, Department of Public Instruction, Pierre; South Dakota Education Association.

TENNESSEE

Allmond, Nola (Teacher), 1403 Faxon Ave., Memphis; Memphis Education Association.

Bowman, M. P. (Principal), Route 6, Nashville; Davidson County Education Association.

Burke, Lottie C. (Principal), 2715 Lombardy Place, Memphis; Memphis Education Association.

Clark, Harry (Superintendent), Knoxville; Tennessee Education Association.

Curtis, Wynona (Teacher), Fairview Junior High School, Memphis; Tennessee Education Association.

Gnuse, H. H. (Principal), 448 Prescott St., Memphis; Tennessee Education Association.

Griffin, Maud (Teacher), Riverside School, Memphis; Tennessee Education Association.

Hall, Mrs. Tommie R. (Teacher), North Avalon 327, Memphis; Memphis Education Association.

Johnston, Thomas N. (Teacher), 226 Keith Ave., Knoxville; Knoxville City Teachers League.

McIsaacs, Alberta (Teacher), Riverside School, Memphis; Tennessee Education Association.
 Ragsdale, S. L. (State N. E. A. Director), Principal, 659 North Manassas, Memphis; Tennessee Education Association.
 Sanders, Mary (Teacher), 1376 Carr, Memphis; Shelby County Teachers Association.
 Smith, S. L. (Director), Public Relations, Peabody College, Nashville; Tennessee Education Association.
 Snipe, Edna (Teacher), Bellevue Junior High School, Memphis; Tennessee Education Association.

TEXAS

Bates, Mrs. Sue G. (Dean), Ball High School, Galveston; Galveston City Teachers Association.
 Buchanan, Margaret C. (Teacher), 151 Groveland, San Antonio; San Antonio Teachers Council.
 Burke, Margaret F. (Teacher), 215 South Pine Street, San Antonio; San Antonio Teachers Council.
 Caldwell, Rush M. (N. E. A. State Director), 2527 Ross Ave., Dallas; Texas State Teachers Association.
 Cope, Lucille (Teacher), 4931 Tremont, Dallas; Dallas Grade Teachers Council.
 Fox, Gladys (Teacher), 5716 Winston, Dallas; Dallas Grade Teachers Council.
 Gaskill, Sarah (Teacher), 1711 Stuart, Houston; Houston Teachers Association.
 Gelderman, Pauline (Teacher), Rosenberg; Texas State Teachers Association.
 Gross, H. R. (Principal), 101 North Ninth St., Edinburg; Texas State Teachers Association.
 Hardy, Lola (Teacher), 715 Kirby Building, Dallas; Dallas Grade Teachers Council.
 Keith, Ruby (Teacher), 5014 San Jacinto, Dallas; Dallas High School Teachers Association.
 Lade, O. R. (Teacher), 3000 North Thirty-third St., Waco; Waco Classroom Teachers Association.
 Link, Mrs. Virginia (Teacher), 519 Los Angeles, El Paso; El Paso Teachers Association.
 Lynn, Vela (Teacher), 2049 W. Huisache, San Antonio; San Antonio Teachers Council.
 Miller, C. C. (Teacher), 715 Kirby Bldg., Dallas; Dallas High School Teachers Association.
 Mills, H. L. (Business Manager), Houston Public Schools, Houston; Texas State Teachers Association.
 Nation, R. W. (Teacher), 305 Haynes St., Fort Worth; Fort Worth Classroom Teachers Association.
 Remy, Kathora (Teacher), 216 Primera, San Antonio; San Antonio Teachers Council.
 Sansing, Bess (Teacher), 5606 Tremont, Dallas; Dallas Grade Teachers Council.
 Schaper, Mamie (Principal), 1615 Washington St., Waco; Texas State Teachers Association.
 Scott, Minnie (Teacher), 3717 Stratford, Dallas; Dallas Grade Teachers Council.
 Sparks, Mrs. T. C. (Teacher), 603 Sunset Terrace, Amarillo; Amarillo Teachers Club.
 Strong, Vera (Teacher), 1922 Blodgett, Houston; Houston Teachers Association.
 Taylor, Ida Belle (Teacher), 622 North Clinton, Dallas; Dallas Grade Teachers Council.
 Tidwell, Jessie (Teacher), 2209 San Jacinto, Dallas; Dallas Grade Teachers Council.
 Turner, J. Frank (Teacher), 4709 San Jacinto, Dallas; Dallas High School Teachers Association.
 Vidrine, George C. (Teacher), 327 Hot Wells Blvd., San Antonio; Texas State Teachers Association.
 Walls, Ernest M. (Teacher), 1518½ Cortland, Houston; Houston Teachers Association.
 Weinberg, Doris (Teacher), 3345 Palm, Houston; Houston Teachers Association.
 Wilkins, Bonnie (Teacher), 6110 Lakeshore, Dallas; Dallas High School Teachers Association.

UTAH

Barnhardt, Ethel E. (Teacher), Richmond Hotel, Salt Lake City; Salt Lake City Teachers Association.
 Bradley, G. Harold (Teacher), Sandy; Utah Education Association.
 Dewey, T. A. (Teacher), Box 65, Sandy; Jordan Teachers Association.
 Dial, Willis A. (Teacher), Logan Junior High School, Logan; Logan Teachers Association.
 Eames, Cynthia (Teacher), Bountiful; Davis County Teachers Association.
 Frandsen, Victor (Principal), Springville; Utah Education Association.
 Garff, Minnie (Teacher), 980 Hollywood Avenue, Salt Lake City; Utah Education Association.
 Gunderson, J. D. (Principal), Garland; Utah Education Association.
 Hafen, H. Val (Teacher), St. George; Utah Education Association.
 Hendricks, Nellie U. (Supervisor), Ogden; Weber Education Association.
 Hilton, Hyrum (Principal), 1470 Harrison Ave., Salt Lake; Granite Teachers Association.
 Kenney, Don E. (Teacher), Richfield, Utah Education Association.
 Millerberg, Joseph D. (Teacher), 6858 South State, Salt Lake City; Salt Lake City Teachers Association.
 Ostlund, C. (Superintendent), Heber City; Wasatch Teachers Association.
 Pearson, Oswald L. (Principal), Heber City; Utah Education Association.
 Sanderson, G. Reed (Principal), Sandy; Utah Education Association.
 Schroder, Lawrence (Teacher), 1545 Michigan Ave., Salt Lake; Salt Lake City Teachers Association.
 Smith, Kathryn C. (Teacher), Richmond Hotel, Salt Lake; Salt Lake City Teachers Association.
 Steele, Jesse F. (Principal), South One East St., Tooele; Tooele County Teachers Association.
 Stephens, M. R. (Teacher), 504 Eighth St., Ogden; Ogden Teachers Association.
 Stevens, Frank (Principal), Corinne; Box Elder Teachers Association.
 Thornton, J. W. (Principal), 410 North Second East, Provo; Utah Education Association.
 Waldis, Madeline (Teacher), 332 University St., Salt Lake; Granite Teachers Association.
 Wiggins, Francis T. (Principal), 2240 Grant Ave., Ogden; Utah Education Association.

VERMONT

Bailey, Francis L. (State Superintendent), Montpelier; Vermont Education Association.
 Daniels, Martin E. (Superintendent), Lyndonville; Vermont Education Association.
 Smith, Edith (Teacher), 9 Richardson St., Barre; Vermont Education Association.
 Wales, Ethel K. (Teacher), 55 Spaulding, Barre; Vermont Education Association.
 Wiggin, Joseph A. (State N. E. A. Director), Principal, Brattleboro; Vermont Education Association.
 Woodruff, Caroline S. (Ex Officio), Principal, State Normal School, Castleton.

VIRGINIA

Adair, Cornelia S. (Principal), 3208 Hawthorne Ave., Richmond; League of Richmond Teachers.
 Anthony, Katy V. (Teacher), 1903 Hanover Ave., Richmond; League of Richmond Teachers.
 Clements, Marjorie P. (Teacher), Gloucester; Virginia Education Association.
 Cooke, Mildred (Teacher), 2805 Edgewood Ave., Richmond; League of Richmond Teachers.
 Dickerson, Florence (Teacher), South Boston; Virginia Education Association.
 Ham, Mrs. Isabelle (Teacher), 2512 Chestnut Ave., Newport News; Newport News Education Association.

Hawkins, Mary (Teacher), 3205 Chamberlayne Ave., Richmond; League of Richmond Teachers.
 *Heatwole, C. J. (Executive Secretary), Virginia Education Association, 401 North Ninth St., Richmond; Virginia Education Association.
 Jackson, Mrs. Patty (Teacher), Amelia; Virginia Education Association.
 Johnson, Lillian M. (Principal), 404 Chestnut St., Berkley, Norfolk; Norfolk Education Association.
 Jones, Celeste (Teacher), 3313 Floyd Ave., Richmond; League of Richmond Teachers.
 Jones, Stuart (Teacher), Emporia; Virginia Education Association.
 Joynes, Mrs. Edith B. (Principal), 410 West Fourteenth St., Norfolk; Virginia Education Association.
 Lawson, Mary E. (Teacher), Upperville; Virginia Education Association.
 Old, James E. (Assistant Principal), 406 South Main St., Berkley; Norfolk Education Association.
 Owen, Robin H. (Principal), Oceana; Virginia Education Association.
 Richardson, Florence (Teacher), 2512 Chestnut Ave., Newport News; Newport News Education Association.
 Saunders, Joseph H. (Superintendent), Newport News; Virginia Education Association.
 Shelton, Frances (Teacher), Route 2, Norfolk; Norfolk Education Association.
 Smith, Mrs. Bertha (Teacher), Lakewood, Norfolk; Norfolk Education Association.
 Whitlock, Mollie B. (Teacher), 8 Rugby Apartments, Charlottesville; Virginia Education Association.

WASHINGTON

Asbury, Emery (Principal), Route 1, Box 544, Puyallup; Tacoma Administrative Group.
 Baker, Della (Teacher), 1515 Boren Ave., Seattle; Seattle Grade Teachers Club.
 Black, Erwin S. (Superintendent), Kennewick; Washington Education Association.
 Brislawn, M. J. (Principal), 620 Twenty-second, Longview; Washington Education Association.
 Campbell, J. M. (Superintendent), Selah; Washington Education Association.
 Canfield, D. R. (Teacher), Route 3, Yakima; Washington Education Association.
 Cross, Marguerite (Teacher), Forks; Washington Education Association.
 Drake, Goldie (Teacher), 411 Bellevue N., Seattle; Seattle Grade Teachers Club.
 Eaton, Margaret (Teacher), 511 Highland Dr., Wenatchee; Washington Education Association.
 Frisbie, Chester C. (Superintendent), Prosser; Washington Education Association.
 Furgeson, Paul (Superintendent), Centralia; Centralia Education Association.
 Graber, Ruby (Teacher), W. 907 Frederick Ave., Spokane; Spokane Grade Teachers Association.
 Hartge, Mrs. Lena A. (Teacher), Coupeville; Washington Education Association.
 Hassenmiller, Kenneth L. (Teacher), Normandy Park, Seattle; Seattle Association of Classroom Teachers.
 Hinthorne, Gail (Teacher), Alderwood Manor, Seattle; Seattle Association of Classroom Teachers.
 Hoar, Leslie L. (Teacher), 618 N. Warner, Tacoma; Tacoma Association of Classroom Teachers.
 Hubbard, Ray (Teacher), 1516 Riverside Ave., Spokane; Spokane High School Teachers Association.
 Johnston, Margaret (Teacher), 1020 E. Denny, Seattle; Seattle Grade Teachers Club.
 Kroetch, Gertrude M. (Teacher), E. 1013 Mission Ave., Spokane; Spokane Grade Teachers Association.

* Deceased.

Leatherwood, William F. (Teacher), 4024 N. Thirty-sixth St., Tacoma; Tacoma Association of Classroom Teachers.
 Lees, Gladys (Teacher), 3520 S. Tenth St., Tacoma; Tacoma Association of Classroom Teachers.
 Lowe, Carl M. (Teacher), 3008 Harvard N., Seattle; Seattle Association of Classroom Teachers.
 Maltby, Jeannette (Teacher), North Central High School, Spokane; National Council of Teachers of English.
 Marsh, Arthur L. (Executive Secretary), Washington Education Association, 707 Lowman Bldg., Seattle; Washington Education Association.
 Mason, Edna (Nurse), Health Department, Spokane; Spokane Education Association.
 Mortenson, Martha (Teacher), Benjamin Franklin Hotel, Seattle; Seattle Grade Teachers Club.
 Murphy, Aurelia (Teacher), Assembly Hotel, Seattle; Seattle Grade Teachers Club.
 Norman, Lilla (Teacher), 5650 Eleventh N. E., Seattle; Seattle Grade Teachers Club.
 Oleson, Cora L. (N. E. A. State Director), Ridpath Hotel, Spokane; Washington Education Association.
 Pangborn, Helen (Teacher), 2913 N. Fourteenth, Tacoma; Tacoma Association of Classroom Teachers.
 Perry, Mary Agnes (Teacher), Belvedere Apts., Bellingham; Bellingham Classroom Teachers League.
 Peterson, Tillman (Superintendent), Bremerton; Washington Education Association.
 Roberts, Eleanor (Teacher), 408 N. Ruby, Ellensburg; Washington Education Association.
 Salverson, Elidia (Teacher), 118 West Eighty-third St., Seattle; Seattle Grade Teachers Club.
 Schwartz, Margaret (Teacher), 4009 Fifteenth St., N. E., Seattle; Seattle Association of Classroom Teachers.
 Selby, Kenneth E. (Principal), 33 Avenue S. and Horton St., Seattle; Seattle Principals Association.
 Stephenson, Delia M. (Teacher), Route 4, Everett; Everett Grade Teachers Club.
 Stevens, Hazel (Teacher), S. 1411 Adams St., Spokane; Spokane High School Teachers Association.
 Swick, Mrs. Carrie (Teacher), Ridgefield; Clark County Classroom Teachers Association.
 Turner, Elizabeth (Teacher), 1828 First Ave., Spokane; Spokane Grade Teachers Association.
 Waldron, Marie (Teacher), S. 17 Fiske St., Spokane; Spokane Grade Teachers Association.

WEST VIRGINIA

Billar, Juanita (Teacher), Elkins; Tyarts Valley Round Table.
 Caudill, C. C. (Assistant Superintendent), Kanawha County Schools, East Bank; West Virginia State Education Association.
 Cochran, Clyde (Executive Secretary), West Virginia State Classroom Teachers Association, 1816 Washington St., Charleston; Kanawha County Teachers Association.
 Cornwell, Robert (Teacher), R. F. D., Thornton; Preston County Teachers Association.
 Fulton, Ida (Teacher), 1109 Tenth Ave., Huntington; Cabell County Education Association.
 Harvey, Leafie Pearle (Teacher), Flat Top; Mercer County Teachers Association.
 Ireland, Addie R. (Teacher), Shepherd State Teachers College, Shepherdstown; West Virginia State Education Association.
 Kirby, David (Secretary), State Board of Education, State Capitol Building, Charleston; West Virginia State Education Association.
 Kuhn, E. G. (Superintendent), Taylor County Schools, Grafton; Monongahela Valley Teachers Round Table.

Moler, James (Principal), Charles Town; West Virginia State Education Association.
 Rife, O. J. (Administrative Secretary), West Virginia State Education Association, Kenova; West Virginia State Education Association.
 Roberts, J. V. (Field Representative), West Virginia State Education Association, 1816 Washington Street, Charleston; West Virginia State Education Association.
 Taylor, Grace (Principal), Montrose; Randolph County Principals and Teachers Association.
 Trent, W. W. (State N. E. A. Director), State Superintendent, Department of Education, Capitol Building, Charleston; West Virginia State Education Association.

WISCONSIN

Acker, Eva May (Teacher), 2518 North Farwell Ave., Milwaukee; Milwaukee Teachers Association.
 Bonar, Hugh S. (Superintendent), 916 North Tenth, Manitowoc; Manitowoc Education Association.
 Borkowski, Margaret (Teacher), 3104 North Frattney St., Milwaukee; Milwaukee Teachers Association.
 Chapel, J. C. (Teacher), 7939 Twenty-sixth Ave., Kenosha; Wisconsin Education Association.
 Churchill, Agnes (Teacher), 2836 North Farwell, Madison; Wisconsin Education Association.
 Czerwonky, Esther (Teacher), 2204 North Hubbard, Milwaukee; Milwaukee Teachers Association.
 Doudna, E. G. (Secretary), Board of Normal School Regents, 301 State Office Building, Madison; Wisconsin Education Association.
 Ehlert, Agnes (Supervising Teacher), County Court House, Sheboygan; Wisconsin Education Association.
 English, Donald (Teacher), 1820 North Seventh, Sheboygan; Sheboygan Teachers Association.
 Ethier, Esther (Teacher), 1228 East Juneau Ave., Milwaukee; Milwaukee Junior Senior High School Teachers Association.
 Healy, Hazel M. (Teacher), 2750 North Forty-fifth St., Milwaukee; Milwaukee Junior Senior High School Teachers Association.
 Hirsch, Everett C. (Superintendent), Wausau; Central Wisconsin Teachers Association.
 Iselin, W. J. (Teacher), 2910 La Salle St., Racine; Wisconsin Education Association.
 Jelinek, Frances (Teacher), 3920 North Ridgefield Circle, Milwaukee; Milwaukee Teachers Association.
 Johnson, Marcia K. (Teacher), 232 Broadway St., Eau Claire; Wisconsin Education Association.
 Kennedy, Katherine (Teacher), Hotel Retlaw, Fond du Lac; Fond du Lac Council of Education.
 Kimball, V. E. (Assistant State Superintendent), Department of Public Instruction, Madison; Wisconsin Education Association.
 Kolb, Philip A. (Principal), 1016 West Oklahoma Ave., Milwaukee; Milwaukee Public School Administrators Association.
 Kraus, Joseph F. (Principal), Jacobs High School, Stevens Point; Wisconsin Education Association.
 Krieger, Frida (Teacher), 3950 North Farwell Ave., Milwaukee; Milwaukee Teachers Association.

Layde, J. B. (Supervising Principal), c/o Public Schools, West DePere; Wisconsin Education Association.
 Livermore, Laura (Teacher), 904 North Clark St., Appleton; Appleton Education Association.
 McCormick, Lillian F. (Teacher), 509 Twenty-first Ave., East, Superior; Superior Classroom Teachers Association.
 McEntire, Mrs. H. R. (Teacher), 320 South Third, Janesville; Janesville Teachers Association.
 McQuillan, Josephine (Teacher), 150 Hotel Wisconsin, Milwaukee; Milwaukee Teachers Association.
 Macdonald, Flora Jane (Teacher), New Northern Hotel, Ashland; Wisconsin Education Association.
 Merriman, C. H. (Teacher), 139 Fifteenth St., Fond du Lac; Northeastern Wisconsin Education Association.
 Michi, Marguerite (Teacher), 4222 West Spaulding Place, Milwaukee; Wisconsin Education Association.
 Murphy, Brynhilde J. (Teacher), 24 North Prospect Ave., Madison; The Madison Education Association.
 Pfanmiller, Evan R. (Teacher), 2918 Douglas Ave., Racine; Racine Teachers Association.
 Plenzke, O. H. (Executive Secretary), Wisconsin Education Association, 404 Insurance Building, Madison; Wisconsin Education Association.
 Rankin, George R. (Teacher), Room 410, Hotel Randolph, Milwaukee; Milwaukee Junior Senior High School Teachers Association.
 Reichelt, Norma A. (Teacher), 626 Cass St., La Crosse; Teachers Club of La Crosse.
 Ronda, Teckla (Teacher), 703 Hubbard St., Racine; Racine Teachers Association.
 Schnell, Fred (Principal), Jefferson School, Sheboygan; Wisconsin Education Association.
 Schuette, Amanda H. (State N. E. A. Director), Director, Commercial Education, 220 South Van Buren, Green Bay; Green Bay Teachers Association.
 Skidmore, Amy (Teacher), 1005 Portland Ave., Beloit; Wisconsin Education Association.
 Smith, Harvard C. (Instructor), 5222 Thirty-fifth Ave., Kenosha; Kenosha Education Association.
 Smith, Virginia (Teacher), 8307 Chestnut St., Wauwatosa; Milwaukee Teachers Association.
 Teuscher, Margaret (Teacher), 1650 College Ave., Racine; Racine Teachers Association.
 Walters, Rose (Teacher), 79 Waupaca St., Clintonville; Wisconsin Education Association.
 Wilkins, R. C. (Teacher), 809 North Nineteenth St., Superior; Wisconsin Education Association.
 Wrage, John R. (Supervising Teacher), 508 West Jefferson, Stoughton; Wisconsin Supervising Teachers Association.

WYOMING

Belt, L. J. (Superintendent), Wheatland; Wyoming Education Association.
 Burgoon, A. L. (Superintendent), Diamondville; Wyoming Education Association.
 Carter, C. D. (Superintendent), Torrington; Wyoming Education Association.
 Kerney, O. C. (Secretary), Wyoming Education Association, Newcastle; Wyoming Education Association.
 McSweeney, Elma (Teacher), 502½ C Y Ave., Casper; Casper Classroom Teachers Association.
 Moyer, H. H. (N. E. A. State Director), Rawlins; Wyoming Education Association.

INDEX

- Academic freedom, report of committee on (H. L. Smith), 872
- Accent on art (Agnes Samuelson), 457
- Act of incorporation of the National Education Association, 697
- Adair, Cornelia S. Report of committee on bylaws and rules, 879
- Adams, Charles A. The sphere of educational service, 109
- Adapting the curriculum to the needs and experiences of children in rural communities, in organization and content—the physically handicapped (Mrs. Hazel C. McIntire), 570; thru organization (Helen Heffernan), 569
- Adapting the curriculum to the needs and experiences of rural children for behavior problems (Raymond S. Hyson), 573
- Adapting visual materials to instruction (Charles H. Lake), 668
- Address (Douglas Fairbanks, Jr.), 466
- Address by the new president of the National Education Association (Amy H. Hinrichs), 87
- Address of welcome (Hon. C. Harold Caulfield), 51; (Hon. Walter F. Dexter), 49
- Administration, changing conceptions of educational (George D. Strayer), 238; the, of health education (Sherwood D. Shankland), 225; the, of visual aids in a city system (Paul G. Edwards), 667; relation of, to instruction (Sidney B. Hall), 248
- Administrative women in education, National council of. *See* National council of administrative women in education
- Adolescence, personality during (Caroline McCann Tryon), 387
- Adult education, department of, 197; historical note, 198; reports of committees, 208
- Adult education, new directions in (Morse A. Cartwright), 200; organization of education for literacy (Mildred J. Wiese), 203; program of counseling for (Margaret Griffin), 206; responsibilities of the public school for (L. R. Alderman), 117; selection of teaching personnel for (L. B. Travers), 204; why (Lewis R. Alderman), 199
- Adults, opportunities for (Rex Putnam), 118
- Advisory committee on education and impending legislation, Report of (Floyd W. Reeves), 182; (George D. Strayer), 183
- Alderman, L. R. Responsibilities of the public school for adult education, 117; why adult education, 199
- Allen, John J., Jr. General policies in the administration of social services, 114
- All-inclusive membership (Harvey E. Gayman), 34; report of committee on (H. E. Gayman), 873
- American association for health, physical education, and recreation, a department of the N. E. A., 211; historical note, 212; secretary's report, 229
- American association of school administrators, a department of the N. E. A., 231; historical note, 232; secretary's minutes, 315; resolutions, 319
- American association of teachers colleges, a department of the N. E. A., 323; historical note, 324; reports of committees, 334; secretary's minutes, 365; list of accredited institutions, 370
- American educational research association, a department of the N. E. A., 375; historical note, 376; secretary's minutes, 388; report of secretary-treasurer for 1938, 392; report of auditing committee, 395; report of committee on awards, 395
- American Legion and other service organizations (Charles F. Dienst), 874
- American library association, report of joint committee of the National Education Association and the (Martha Parks), 875
- American teachers association, report of advisory committee of the National Education Association to cooperate with the (S. L. Smith), 876
- American youth looks at its future (Edmund E. Day), 269
- Analyzing propaganda (Mrs. Malone W. Graham), 428
- Appraisal committee, report of (Orville C. Pratt), 878
- Are we going to lose our heritage of civil liberties (Hon. Elbert D. Thomas), 67
- Art among the liberal arts (Stephen C. Pepper), 403
- Art at Greeley, Colorado, State College of Education (Grace M. Baker), 402
- Art education, department of, 397; historical note, 398
- Art education, function of museum in (Thomas Munro), 400; presentday tendencies in elementary (Miss L. Elston Glenn), 404; training teachers in (Shirley Poore), 405
- Art in the village (Idella R. Church), 406
- Aseltine, John. Law observance, 104
- Associational records and information, 695
- Auditors, report of, 844
- Avery, Andrew. Devotion to democracy, 107
- Bacon, Francis L. The purposes and policies of the planning committee, 534
- Baker, Grace M. Art at Greeley, Colorado, State College of Education, 402
- Barnes, Mrs. Mary D. Use of N. E. A. exhibits, 41
- Batdorf, Lucile. Programs and problems of local teachers associations, 45
- Bauer, William W. School health program, 112
- Baxter, Bernice. The single-salary schedule, 137
- Beeman, Mary. New developments in home economics education, 678
- Benbow, S. D. A program of job-finding and student placement, 686
- Beswick, John C. The California plan for trade and industrial education, 683
- Betts, Emmett Albert. Reorganization of the elementary school to meet the needs of children, 454
- Bigelow, Karl W. Cooperation in the improvement of teacher education, 115
- Blackstone, Earl G. What's ahead in business education, 420
- Blend, Frances. Sight-saving for every child, 642
- Board of directors, members, 1938-39, 720; 1939-40, 725; minutes of meetings, 809; of trustees, members, 1938-39, 719; 1939-40, 725; minutes of meetings, 837. *Also see* respective board headings
- Board of health, school, and community relationships (Mrs. Mabel Davidson), 464
- Bonsall, Mrs. Marcia V. Reading and language and failures, 491
- Bowman, Wallace B. The teaching of transcription, 418
- Bradley, Helen. Equal opportunity, 884
- Brady, Hon. John F. Greetings, 50
- Brimskill, Alicia. Use of the elementary-school auditorium, 462
- Bringing the world into the classroom—morning assembly, 88
- Brown, Daisy. What constitutes a good teacher retirement law, 145
- Budget committee, report of (Helen T. Collins), 861
- Building social studies courses to meet pupil needs (Mrs. Rose T. Stelter), 548

- Burton, W. H. The responsibility of education to the state and to democracy, 184
- Business education, department of, 407; historical note, 408; president's address, 409; secretary's report, 421
- Business education, lost horizons and (Robert E. Slaughter), 419; on the junior level (Dorothy Travis), 421; social responsibilities of (B. Frank Kyker), 411; trends in merchandising curriculum (Willis M. Keeney), 413
- Byers, Izetta M. Responsibilities of the supervisor providing for teacher growth in service, 568
- Bylaws and rules, report of committee on (Cornelia S. Adair), 879; of National Education Association, 701
- Calendar of meetings of National Education Association, 717
- California plan for trade and industrial education, The (John C. Beswick), 683
- California program of special education, The (Harry D. Hicker), 635
- Callahan, John. Transportation: general plan as used in Wisconsin, 586
- Campbell, Douglas Gordon. General semantics in education, counseling, and therapy, 518
- Campbell, Willard S. Estimates of Lincoln—a son of American democracy, 72
- Can America afford to educate her children—discussion group, 119
- Career training for American youth (Aubrey W. Williams), 95
- Carr, William G. Educational Policies Commission, 32; 883
- Cartwright, Morse A. Some new directions in adult education, 200
- Case for supervision, The (James F. Hosic), 649
- Cassels, John M. Will the pieces make a pattern in consumer education, 412
- Caulfield, Hon. C. Harold. Address of welcome, 51
- Century of teacher education, A. (Payson Smith), 325
- Chaffee, Everett B. The guidance function of the social studies, 548
- Challenge of recreation, The (G. Ott Romney), 217
- Changing conceptions of educational administration (George D. Strayer), 238
- Chapman, Averill M. Teaching devices and enrichment materials for meeting the needs of adolescents, 549
- Character building to prevent failures (Worcester Warren), 491
- Charter of National Education Association, 697
- Cherrington, Ben M. The role of education in international cultural relations, 160
- Children—look, listen, and learn (Francis W. Doyle), 503
- Children's voices: a reader for children by children (Sue Convery), 466
- Church, Idella R. Art in the village, 406
- Citizenship, world (Caroline S. Woodruff), 103
- Civic education, for a democracy—discussion group, 97; tolerance as a factor in (Paul Thurston), 100
- Civil liberties, are we going to lose our heritage of (Hon. Elbert D. Thomas), 67
- Classroom, bringing the world into the—morning assembly, 88
- Classroom teachers association, programs and problems of a state (Edith Van Winkle), 37
- Classroom teachers, department of, 423; historical note, 424; report of president, 425; report of committee on academic freedom, 431; secretary's minutes, 432; platform, 436; constitution and bylaws, 439
- Clevenger, Earl. Nonvocational aspects of high-school bookkeeping, 419
- Clifton, A. R. Pupil transportation in California, 583
- Clover, Nina. Part-time cooperative classes, 679
- Coffeen, Carl. Education for the physically handicapped child in an Ohio county, 571
- Cohn, Sam H. Welfare program of the schools, 113
- Collins, Helen T. Budget committee report, 861
- Collins, M. D. School bus transportation in Georgia, 581
- Committee, work of an N. E. A. (Donald DuShane), 30
- Committees, commissions, and councils, N. E. A., list of members, 732. *Also see* respective committee headings
- Committees, department. *See* respective department headings
- Community library service (Coit Coolidge), 110
- Community program of vocational education in operation, A (Worth McClure), 681
- Community resources in rural schools (Kate V. Wofford), 576
- Comparisons between classmates' estimates and self-estimates of personality during adolescence (Caroline McCann Tryon), 387
- Conklin, Edwin G. Education for democracy, 76
- Conley, William H. Teaching the scientific attitude in the junior college, 614
- Conservation, and democracy (Hon. Harold L. Ickes), 260; functions in a school system (Ben J. Rowan), 615
- Consumer education, frauds and the consumer (Mrs. Muriel N. Tsvetkoff), 411; makes better citizens (D. E. Montgomery), 413; materials and technics in (Leila Bunce Smith), 484; objectives of, for several school levels (Saidee Stark), 483; pattern in (John M. Cassels), 412; place of (Mrs. Clara P. Snyder), 207
- Contribution of esthetics to prevention of failure (Katherine Page Porter), 494
- Convery, Sue. Children's voices: a reader for children by children, 466
- Coolidge, Coit. Community library service, 110
- Cooperation in the improvement of teacher education—discussion group, 115; (Karl W. Bigelow), 115
- Cooperative classes, part-time (Nina Clover), 679
- Cooperatives, and credit unions—discussion group, 130; current legal and legislative trends in (Frank Taylor), 130; report of committee on (Albert M. Shaw), 879
- Core curriculum, The (Elizabeth Sparhawk), 623
- Corning, H. M. Presentation of the yearbook, 279
- Counts, George S. The school and the state in American democracy, 178
- Cozens, Frederick W. President's message, 213
- Creative design in Bauhaus education (L. Moholy-Nagy), 399
- Credit unions, cooperatives and—discussion group, 130; operating problems of teacher (Hugh G. Stout), 131; report of committee on (James E. Moran), 880
- Crisis of world affairs, The (Rabbi Abba Hillel Silver), 449
- Criteria of success (Harry A. Scott), 223
- Critical judgment (B. C. B. Tighe), 99
- Cultural relations, role of education in international (Ben M. Cherrington), 160
- Cureton, Thomas Kirk, Jr. Scientific principles underlying instruction in health, physical education, and recreation, 227
- Current legal and legislative trends in cooperative work (Frank Taylor), 130
- Curriculum, basic, in secondary schools (George A. Rice), 481; core curriculum (Elizabeth Sparhawk), 623; unifying the secondary (J. Paul Leonard), 621; vocational education (Richard E. Rutledge), 686

- Dahl, Myrtle Hooper. President's report and recommendations, 425; response, 52
- Dale, Edgar. Using new educational tools, 659
- Darlington, Meredith W. A special educational service for homebound, physically handicapped elementary youth, 640
- Davidson, Mrs. Mabel. Board of health, school, and community relationships, 464
- Davis, Hazel. The nationwide salary situation, 133
- Davis, Ira C. The organization of the national committee on science teaching, 609
- Dawson, Howard A. What federal aid means for public education, 127
- Day, Edmund E. American youth looks at its future, 269
- Deans of women, National association of. *See* National association of deans of women.
- DeBrum, Joseph. Opening address, 409
- Delegates to the nineteenth representative assembly, 959
- Democracy, civic education for a—discussion group, 97; conservation and (Hon. Harold L. Ickes), 260; devotion to (Andrew Avery), 107; dilemma of (Jan Masaryk), 307; education for (Edwin G. Conklin), 76; education for (Lord Bertrand Russell), 527; estimates of Lincoln—a son of American (Willard S. Campbell), 72; relation of the school to the state in American (Frederick J. Weersing), 187; responsibility of education to the state and to (W. H. Burton), 184; school and state in American (George S. Counts), 178; (William H. Kilpatrick), 180
- Democratic living—a program for schools (Claire T. Zyve), 452
- Department, Report of an N. E. A. (Mildred Fahy), 28
- Departmental placement of junior college geography, The (Ida May Shrode), 628
- Departments of the association, 195; introduction, 196; officers of 1938-39, 721; of 1939-40, 727; secretaries of, at headquarters, 731. *Also see* respective department headings
- Developing civic responsibility thru lip reading (Marshall Hester), 507; (F. Milton Yockey), 508; (Helen Scriver), 508
- Devotion to democracy (Andrew Avery), 107
- Dexter, Hon. Walter F. Address of welcome, 49
- Dial, Willis A. Programs and problems of local teachers associations, 44
- Dienst, Charles F. American Legion and other service organizations, 874
- Differentiation in materials and technics in consumer education for the several schools (Leila Bunce Smith), 484
- Dilemma of democracy, The (Jan Masaryk), 307
- Directors, Board of, members, 1938-39, 720; 1939-40, 725; minutes of meetings, 809; life, 1938-39, 720; 1939-40, 725; state, 1938-39, 720; 1939-40, 726
- Discussion of Mr. Doyle's paper (Myrtle Erickson), 505; (Frederic M. Duckles), 507
- Distributive education, preparation of teachers for (Jack Milligan), 680
- Doyle, Francis W. Children—look, listen, and learn, 503
- Duckles, Frederic M. Discussion of Mr. Doyle's paper, 507
- DuShane, Donald. Tenure, 920; work of an N. E. A. committee, 30
- Economic literacy (R. L. Hunt), 105
- Economic status of the rural teacher, report of committee on (Wm. McKinley Robinson), 882
- Educated consumers make better citizens (D. E. Montgomery), 413
- Educational Policies Commission, The (William G. Carr), 32; report of (William G. Carr), 883
- Educational progress during 1938 (Carter V. Good), 177
- Educational research association, American. *See* American educational research association
- Educational service, the sphere of (Charles A. Adams), 109
- Education, for democracy (Edwin G. Conklin), 76; (Lord Bertrand Russell), 527; for the physically handicapped child in an Ohio county (Carl Coffeen), 571; women in (Bess Goodykoontz), 553
- Edwards, Paul G. The administration of visual aids in a city system, 667
- Elementary education, a philosophy for (Helen Heffernan), 446; implications of recent research for (Mildred B. Moss), 498
- Elementary school principals, department of, 443; historical note, 444; report of 1939 editorial committee, 445; secretary's minutes, 470
- Elliott, Essie L. Practices and implications of homemaking education for boys and men on various school levels, 486
- Elliott, Godfrey. Reporting to the public thru motion pictures, 671
- Elsbree, Willard S. Salaries, 916
- Emerson, Donald A. Evaluation of secondary schools from the point of view of a state department of education, 153
- Emotional factor and the problems of children, The (Elta S. Pfister), 639
- Enlightened public support for education as a professional responsibility—morning assembly, 155; (Frederick M. Hunter), 155; (Agnes Samuelson), 158; (Jesse B. Sears), 159
- Equal opportunity, report of committee on (Helen Bradley), 884
- Erickson, Myrtle. Discussion of Mr. Doyle's paper, 505
- Estimates of Lincoln—a son of American democracy (Willard S. Campbell), 72
- Estimating the cost of a proposed new salary schedule (Earl L. McTaggart), 134
- Ethics, report of committee on (W. P. King), 885
- Evaluation of secondary schools by the methods of the cooperative study of secondary school standards—discussion group, 149; from the point of view of a classroom teacher (A. E. Southworth), 150; from the point of view of a large high school (George C. Jensen), 149; from the point of view of an accrediting association (M. P. Moe), 152; from the point of view of a state department of education (Donald A. Emerson), 153
- Everett, Ralph. Problems in California, 141
- Executive committee, members of 1938-39, 719; of 1939-40, 725; minutes of meetings, 817
- Facts and fancies about the dance in education (Mary J. Shelly), 221
- Fahy, Mildred. Report of an N. E. A. department, 28
- Fairbanks, Douglas, Jr. Address, 466
- Federal aid, what it means for public education (Howard A. Dawson), 127
- Federal government must assume responsibility for aiding the education of physically handicapped children, The (John J. Lee), 637
- Ferguson, Arthur W. The tenure situation in Pennsylvania, 140
- Fertsch, L. M. Report of 1939 editorial committee, 445
- Field, Mrs. Alice E. Woman's place in a changing world, 555
- Financial report 1938-39 of board of trustees, 841
- Financing education, inequalities between urban and rural schools (Walter E. Morgan), 122; local initiative in (Agnes Samuelson), 126
- Financing the National Education Association (Joseph H. Saunders), 26

- Fite, D. Harley. The use of the community as a source of instructional material in the New Providence school, Montgomery County, Tennessee, 588
- Flood, Mrs. Arta Bradt. Rural schools at work to improve the quality of country life: music program in Placer County, California, 595
- Frasier, George Willard. The relation of the teacher to America's changing economic pattern, 190
- Frauds and the consumer (Mrs. Muriel N. Tsvetkoff), 411
- Freeman, Frank N. Intelligence—its nature and nurture, 89
- Function of the museum in the new art education (Thomas Munro), 400
- Gayman, Harvey E. All-inclusive membership, 34; 873
- General policies in the administration of social services (John J. Allen, Jr.), 114
- General semantics in education, counseling, and therapy (Douglas Gordon Campbell), 518
- George, Guy G. Testing and grading, 421
- Gilbert, Harry Howard. Science education and pupil prejudice, 386
- Givens, Willard E. A united profession, 233; annual report of the secretary, 922; recognition of secretaries of state education associations, 61
- Glenn, Miss L. Elston. Presentday tendencies in elementary art education, 404
- Good, Carter V. Educational progress during 1938, 177
- Goodykoontz, Bess. Women in education, 553
- Graham, Ben G. What the teacher expects of the principal in the enrichment program, 459
- Graham, Mrs. Malbone W. Analyzing propaganda, 428
- Greer, Carlotta C. Home economics, an essential in education, 479
- Greetings (Hon. Angelo J. Rossi), 48; (Hon. John F. Brady), 50; (Reuben T. Shaw), 276
- Griffin, Margaret. Program of counseling for young adults, 206
- Guidance function of the social studies, The (Everett B. Chaffee), 548
- Guidance, national viewpoint on (Harry A. Jager), 681
- Hall, Sidney B. Report of the legislative commission, 889; the relation of administration to instruction, 248
- Hall, W. F. Report of committee on resolutions, 910
- Harrington, F. E. The status of tenure in Connecticut, 143
- Hart, William G. Reporting to the public thru motion pictures, 671
- Hatch, Roy W. The village revue, 287
- Hawkinson, Frances. Musical experiences appropriate to a program of integration, 630
- Hayes, Mrs. Estelle Pope. What part should teachers take in a campaign for retirement legislation, 146
- Hays, Will H. The motion picture in education, 80
- Headquarters staff, National Education Association, 731
- Health, administration of, education (Sherwood D. Shankland), 225; problems in education, report of joint committee on health problems in education of the National Education Association and American Medical Association (Charles C. Wilson), 885; school, program (William W. Bauer), 112; school, work (Dorothy B. Nyswander), 215
- Health, physical education, and recreation, American association for. *See* American association for health, physical education, and recreation
- Hearing: an educational problem (Peter L. Spencer), 381
- Heffernan, Helen. Adapting the curriculum to the needs and experiences of children in rural communities thru organization, 569; a philosophy for elementary education, 446
- Helms, Walter T. What is the state's responsibility in a retirement system, 148
- Hester, Marshall. Developing civic responsibility thru lip reading, 507
- Hicker, Harry D. The California program of special education, 635
- Hinrichs, Amy H. Address by the new president of the National Education Association, 87
- Home economics, an essential in education (Carlotta C. Greer), 479; in the basic course (Ellen J. Milligan), 482; integration with other subjects (Freda G. Winning), 480; new developments in education (Mary Beeman), 678
- Home economics, department of, 477; historical note, 478
- Horn, John Louis. Some new steps in the field of special education, 636
- Hosic, James F. The case for supervision, 649
- Hougham, Robert B. National council on teacher retirement of the N. E. A., 900
- How important is the safeguarding of local initiative in the whole program of financing education (Agnes Samuelson), 126
- How science fulfils the needs of boys and girls in the Chicago schools (William H. Johnson), 616
- Human resources and their development (Mary B. McAndrew), 252
- Hunt, R. L. Economic literacy, 105
- Hunter, Frederick M. Enlightened public support for education as a professional responsibility, 155
- Hygiene, social education—panel discussion, 224
- Hyson, Raymond S. Adapting the curriculum to the needs and experiences of rural children for behavior problems, 573
- Ickes, Hon. Harold L. Conservation and democracy, 260
- Illustrations and hints on making secretarial practice equipment where none is available (Mrs. Gladys Seale), 416
- In the front-line trenches in school health work (Dorothy B. Nyswander), 215
- Increasing social understanding of teachers (Lillian A. Lamoreaux), 656
- Individual guidance, report of committee on (Herbert R. Stolz), 887
- Industry's responsibility for training (Howard C. Wells), 682
- Integrated program of distributive education: its social and economic significance, An (Walter F. Shaw), 417
- Intelligence—its nature and nurture: a symposium—morning assembly, 89
- Intelligence—its nature and nurture (Frank N. Freeman), 89
- International relations, report of committee on (Annie C. Woodward), 888
- It is happening here (Hon. Noah Mason), 63
- Jager, Harry A. A national viewpoint on guidance, 681
- Jagers, Richard E. Supply, preparation, and certification of teachers, 916
- James, William Alonzo. A tribute to all departed members, 21; report of committee on necrology, 901
- Jensen, George C. Evaluation of secondary schools from the point of view of a large high school, 149
- Johnson, William H. How science fulfils the needs of boys and girls in the Chicago schools, 616
- Jones, Harold E. Relationships in mental development, 90
- Jones, Lloyd L. The voice of business in education, 420
- Jones, Minniemae. Social activity, 98
- Joynes, Mrs. Edith B. Local affiliated associations, 36

- Kenealy, Willis M. Trends in the merchandising curriculum, 413
- Kilpatrick, William H. The school and the state in American democracy, 180
- Kindergarten—primary education, department of, 489; historical note, 490; secretary's minutes, 499
- King, W. P. Ethics, 885
- Knezevich, Mrs. Laurel. Social justice, 97
- Kyker, B. Frank. Social responsibilities of business education, 411
- Lake, Charles H. Adapting visual materials to instruction, 668
- Lamoreaux, Lillian A. Increasing social understanding of teachers, 656
- Land is the textbook, *The* (Anne Raymond), 597
- Land use program for the senior high school, *A* (Helen M. Strong), 614
- Larson, Emil L. Must states choose between schools for youth and pensions for the aged, 119
- Lasker, Bruno. Problems of the Pacific, 543
- Law observance (John Aseltine), 104
- Laws, Gertrude. Morale in family life, 487; parents and special education, 642
- Lee, John J. The federal government must assume responsibility for aiding the education of physically handicapped children, 637
- Legislative commission, report of the (Sidney B. Hall), 889
- Leisure time of girls and boys (Cicely J. O'Connor), 461
- Leo, Brother. The tower of the sun, 22
- Leonard, J. Paul. Unifying the secondary curriculum around the problems of youth, 621
- Library service, community (Coit Coolidge), 110
- Lichtman, Frieda. Photoplay appreciation in New York City, 672
- Life membership dinner, 167; historical note, 168; eleventh annual, 169
- Lincoln, estimates of (Willard S. Campbell), 72
- Lip reading, department of, 501; historical note, 502; secretary's minutes, 510
- Literacy, economic (R. L. Hunt), 105; organization of education for (Mildred J. Wiese), 203
- Lloyd, Frank S. Recreation, the municipality's responsibility, 219
- Local affiliated associations (Mrs. Edith B. Joynes), 36
- Lost horizons and business education (Robert E. Slaughter), 419
- McAndrew, Mary B. Human resources and their development, 252
- McClure, Worth. A community program of vocational education in operation, 681
- McIntire, Mrs. Hazel C. Adapting the curriculum to the needs and experiences of children in rural communities in organization and content—the physically handicapped, 570
- McIntosh, E. J. Program and problems of a state association, 40
- McSwain, E. T. Social interaction and implications for the elementary school, 447
- McTaggart, Earl L. Estimating the cost of a proposed new salary schedule, 134
- Mallory, Benjamin E. Vocational education and the community agencies, 685
- Masaryk, Jan. The dilemma of democracy, 307
- Mason, Hon. Noah. It is happening here, 63
- May, Mark A. The use of motion pictures in forming attitudes of children, 165
- Meadows, A. R. Transportation—general plan as used in Alabama, 584
- Mears, Eliot G. Trade relationships, 164
- Membership, all-inclusive (Harvey E. Gayman), 34
- Mental development, relationships in (Harold E. Jones), 90
- Merchant, Mrs. Pauline. What is the teacher's responsibility in a retirement system, 147
- Milligan, Ellen J. Home economics in the basic course, 482
- Milligan, Jack. Preparation of teachers for distributive education classes, 680
- Minutes, of board of directors meetings, 809; of board of trustees meetings, 837; of executive committee meetings, 817; of the nineteenth representative assembly, 770
- Moe, M. P. Evaluation of secondary schools from the point of view of an accrediting association, 152
- Moholy-Nagy, L. Creative design in Bauhaus education, 399
- Monroe, Paul. The 1939 world federation cruise, 691
- Montgomery, D. E. Educated consumers make better citizens, 413
- Mooney, W. B. A tribute to the late Charles O. Williams of Indiana, 20
- Moore, V. D. Rural schools at work to improve the quality of country life: developing good taste at Silverhill, Alabama, 598
- Morale in family life (Gertrude Laws), 487
- Moran, James E. Credit unions, 880
- Morgan, Walter E. Reducing the financial inequalities between urban and rural schools, 122
- Morphet, Edgar L. Transportation—general plan of operation in the state of Florida, 579
- Moss, Mildred B. Recent research and its implications for elementary education, 498
- Motion picture in education, *The* (Will H. Hays), 80
- Motion pictures, address (Douglas Fairbanks, Jr.), 466; reporting to public thru (William G. Hart), 671; (Godfrey Elliott), 671; use of, in forming attitudes of children—discussion group, 165; (Mark A. May), 165
- Muller, Edgar E. Shall school budgets be determined by independent boards of education or shall they be submitted to other governmental bodies, 124
- Munro, Thomas. The function of the museum in the new art education, 400
- Music education, department of, 511; historical note, 512
- Musical experiences appropriate to a program of integration (Frances Hawkinson), 630
- Must states choose between schools for youth and pensions for the aged (Emil L. Larson), 119
- Myers, Eugene E. The young art teacher and the community, 401
- National association of deans of women, a department of the N. E. A., 513; historical note, 514
- National association of secondary-school principals, 525; historical note, 526; planning committee, 534
- National congress of parents and teachers, report of the joint committee of the N. E. A. and N. C. P. T. (Mrs. J. K. Pettengill), 899
- National council for the social studies, 541; historical note, 542; secretary's minutes, 550
- National council of administrative women in education, a department of the N. E. A., 551; historical note, 552; secretary's minutes, 557
- National council of education, 175; historical note, 176; officers for 1938-39, 721; 1939-40, 727; report of (L. A. Pechstein), 870; secretary's minutes, 191
- National council on teacher retirement of the N. E. A. (Robert B. Hougham), 900
- National Education Association, Act of incorporation, 697; board of directors, members of 1938-39, 720; of 1939-40, 725; board of trustees, members of 1938-39, 719; of 1939-40, 725; bylaws, 701; calendar of meetings, 717; charter, 697; committees, commissions, and councils, 1938-39, 732; delegates to nineteenth representative assembly, 959; execu-

- tive committee, members of 1938-39, 719; of 1939-40, 725; financial report, 1938-39, 841; headquarters staff, 731; life directors, 1938-39, 720; 1939-40, 725; minutes of nineteenth representative assembly, 770; officers, 1938-39, 719; 1939-40, 725; platform, 912; standing rules, 712; state directors, 1938-39, 720; 1939-40, 726; treasurer's report, 860
- National viewpoint on guidance, A (Harry A. Jager), 681
- Nationwide salary situation, The (Hazel Davis), 133
- Necrology, report of committee on (William Alonzo James), 901
- New developments in home economics education (Mary Beeman), 678
- Nonvocational aspects of high-school book-keeping (Earl Clevenger), 419
- Nyswander, Dorothy B. In the front-line trenches in school health work, 215
- Oberholtzer, Kenneth E. Science meets the needs of boys and girls, 613
- Objectives of consumer education for the several school levels (Saidee Stark), 483
- O'Connor, Cicely J. Leisure time of girls and boys, 461
- Offenhauer, R. E. A tribute to the late (Joseph H. Saunders), 19
- Officers of National Education Association, 1938-39, 719; 1939-40, 725
- O'Leary, Mildred J. Vocabulary building for secretarial students, 415
- One way to build character (Effie Smith), 463
- Operating problems of teacher credit unions (Hugh G. Stout), 131
- Organization, of education for literacy (Mildred J. Wiese), 203; of the national committee on science teaching, The (Ira C. Davis), 609
- Parents and special education (Gertrude Laws), 642
- Parks, Martha. American library association, 875
- Part-time cooperative classes (Nina Clover), 679
- Pechstein, L. A. National council of education, 870
- Pence, Edith E. Social services in American life, 108
- Pepper, Stephen C. Art among the liberal arts, 403
- Personality of the special class child, The (Winifred Richmond), 638
- Pettengill, Mrs. J. K. National congress of parents and teachers, 899
- Pfister, Etta S. The emotional factor and the problems of children, 639
- Phelps, Shelton. The relation of the teacher to America's changing pattern, 189
- Philosophy for elementary education, A (Helen Heffernan), 446
- Photoplay appreciation in New York City (Frieda Lichtman), 672
- Place of consumer education, The (Mrs. Clara P. Snyder), 207
- Planning N. E. A. programs for state and local meetings (John W. Thalman), 33
- Platform of the National Education Association, 912
- Poore, Shirley. Training tomorrow's art teacher, 405
- Porter, Katherine Page. Contribution of esthetics to prevention of failure, 494
- Potter, James E. Rural schools at work to improve the quality of country life—the Fallbrook Union High School, 593
- Practices and implications of homemaking education for boys and men on various school levels (Essie L. Elliott), 486
- Pratt, Orville C. Appraisal committee, 878
- Preparation of teachers for distributive education classes (Jack Milligan), 680
- Presentation, of past president's award to Caroline S. Woodruff (Reuben T. Shaw), 86; of the yearbook (H. M. Corning), 279
- Presentday tendencies in elementary art education (Miss L. Elston Glenn), 404
- President's message (Frederick W. Cozens), 213
- Problems, in California (Ralph Everett), 141; of integration and correlation at the secondary-school level (John T. Wahlquist), 625; of presentday youth—morning assembly, 91; of the Pacific (Bruno Lasker), 543
- Profession, responsibilities of our (Reuben T. Shaw), 53
- Program, and problems of a state association (E. J. McIntosh), 40; of counseling for young adults (Margaret Griffin), 206; of job-finding and student placement (S. I. Benbow), 686
- Programs and problems, of a state classroom teachers association (Edith Van Winkle), 37; of local teachers associations (Kathora Remy), 42; (Lucile Batdorf), 45; (Willis A. Dial), 44
- Progress, in vocational education (J. C. Wright), 677; thru teacher education (Caroline S. Woodruff), 169
- Propaganda, analysis of (Mrs. Malbone W. Graham), 428
- Public school action in providing opportunities for adults (Rex Putnam), 118
- Publications, of the association, 936
- Pupil transportation in California (A. R. Clifton), 583
- Purposes and policies of the planning committee (Francis L. Bacon), 534
- Putnam, Rex. Public school action in providing opportunities for adults, 118
- Quillen, I. James. The Stanford social education investigation, 377
- Raymond, Anne. The land is the textbook, 597
- Reading and language and failures (Mrs. Marcia V. Bonsall), 491
- Recent research and its implications for elementary education (Mildred B. Moss), 498
- Recognition of secretaries of state education associations (Willard E. Givens), 61
- Recreation, challenge of (G. Ott Romney), 217; responsibility of the schools for (Agnes Samuelson), 228; the municipality's responsibility (Frank S. Lloyd), 219
- Reducing the financial inequalities between urban and rural schools (Walter E. Morgan), 122
- Reeves, Floyd W. Report of Advisory Committee on Education and Impending Legislation, 182; Youth in a changing world, 92
- Relation, of administration to instruction (Sidney B. Hall), 248; of the teacher to America's changing economic pattern (George Willard Frasier), 190; of the teacher to America's changing pattern (Shelton Phelps), 189
- Relationships in mental development (Harold E. Jones), 90; with Central and South American countries—morning assembly, 160
- Remy, Kathora. Programs and problems of local teachers associations, 42
- Reorganization, of rural districts in West Virginia (E. R. Vawter), 565; of rural school districts for efficiency and economy—process and results in Ohio (Carl H. Shanks), 564; of the elementary school to meet the needs of children (Emmett Albert Betts), 454
- Report of an N. E. A. department (Mildred Fahy), 28
- Reporting to the public thru motion pictures (William G. Hart), 671; (Godfrey Elliott), 671
- Reports of committees, National Education Association. *See* respective committee headings. For department committees *see* respective department headings
- Representative assembly, delegates to, 959; minutes of meetings of, 770; work of the (Reuben T. Shaw), 46
- Resolutions, report of committee on (W. F. Hall), 910

- Response (Mrs. Myrtle Hooper Dahl), 52
- Responsibilities, of our profession (Reuben T. Shaw), 53; of the public school for adult education (L. R. Alderman), 117; of the supervisor providing for teacher growth in service (Izetta M. Byers), 568
- Responsibility, of education to the state and to democracy (W. H. Burton), 184; of science in social attitudes (H. Harwood Tracy), 615; of the schools for recreation (Agnes Samuelson), 228
- Retirement—discussion group, 145; teacher's part in campaign for, legislation (Mrs. Estelle Pope Hayes), 146; teacher's responsibility in a, system (Mrs. Pauline Merchant), 147; state's responsibility in a, system (Walter T. Helms), 148; what constitutes a good, law (Daisy Brown), 145
- Reynolds, Helen M. *We look about us*, 499
- Rice, George A. Trends in the basic curriculum in the secondary schools, 481
- Richmond, Winifred. The personality of the special class child, 638
- Robinson, William McKinley. Economic status of the rural teacher, 882; the status of the rural teacher, 591
- Rockwell, Rena B. Report of the committee on academic freedom, 431
- Rodes, Lester A. Social applications of science, 101
- Role of education in international cultural relations, *The* (Ben M. Cherrington), 160
- Romney, G. Ott. The challenge of recreation, 217
- Rossi, Hon. Angelo J. Greetings, 48
- Rowan, Ben J. Conservation functions in a school system, 615
- Rural education, department of, 561; historical note, 562; secretary's minutes, 602; report of committee on resolutions, 604
- Rural schools at work to improve the quality of country life, developing good taste at Silverhill, Alabama (V. D. Moore), 598; music program in Placer County, California (Mrs. Arta Bradt Flood), 595; Fallbrook Union High School (James E. Potter), 593
- Rural teacher honored, 431
- Russell, Lord Bertrand. Education for democracy, 527
- Rutledge, Richard E. Curriculum values in vocational education, 686; vocational guidance and vocational education for youth in the San Francisco Bay area, 91
- Salaries, and economic status of teachers—discussion group, 133; estimating the cost of a proposed schedule (Earl L. McTaggart), 134; report of committee on (Willard S. Elsbree), 916; the nationwide situation (Hazel Davis), 133; the single-salary schedule (Bernice Baxter), 137
- Samuelson, Agnes. Accent on art, 457; how important is the safeguarding of local initiative in the whole program of financing education, 126; support of education: a professional responsibility, 158; the responsibility of the schools for recreation, 228; what kindergarten and primary teachers can do to prevent failures in the middle grades—an attempt at solution, 495
- Saunders, Joseph H. A tribute to the late R. E. Offenbauer of Ohio, 19; financing the National Education Association, 26
- School administrators, American association of. *See* American association of school administrators
- School, and the state in American democracy, *The* (George S. Counts), 178; (William H. Kilpatrick), 180; determination of, budgets (Edgar E. Muller), 124; bus transportation in Georgia (M. D. Collins), 581; health program (William W. Bauer), 112; of tomorrow (William E. Young), 563; welfare program of the (Sam H. Cohn), 113
- Schools, social services and the morning assembly, 108
- Science, education and pupil prejudice (Harry Howard Gilbert), 386; meets the needs of boys and girls (Kenneth E. Oberholtzer), 613; national committee on teaching, 609; social applications of (Lester A. Rodes), 101
- Science instruction, department of, 607; historical note, 608; secretary's minutes, 618
- Scientific principles underlying instruction in health, physical education, and recreation (Thomas Kirk Cureton, Jr.), 227
- Scott, Harry A. Criteria of success, 223
- Scriven, Helen. Developing civic responsibility thru lip reading, 508
- Seale, Mrs. Gladys. Illustrations and hints on making secretarial practice equipment where none is available, 416
- Sears, Jesse B. Enlightened public support for education as a professional responsibility, 159
- Secondary-school principals, National association of. *See* National association of secondary-school principals
- Secondary schools, evaluation of, by the methods of the cooperative study of secondary school standards—discussion group, 149
- Secondary teachers, department of, 619; historical note, 620; secretary's minutes, 631
- Secretary, National Education Association, annual report of the (Willard E. Givens), 922
- Selection of teaching personnel for adult classes (L. B. Travers), 204
- Shall school budgets be determined by independent boards of education or shall they be submitted to other governmental bodies (Edgar E. Muller), 124
- Shankland, Sherwood D. The administration of health education, 225
- Shanks, Carl H. Reorganization of rural school districts for efficiency and economy—process and results in Ohio, 564
- Shaw, Albert M. Cooperatives, 879
- Shaw, Reuben T. Greetings, 276; presentation of past president's award to Caroline S. Woodruff, 86; responsibilities of our profession, 53; the work of the representative assembly, 46
- Shaw, Walter F. An integrated program of distributive education: its social and economic significance, 417
- Shelly, Mary J. Facts and fancies about the dance in education, 221
- Shrode, Ida May. The departmental placement of junior college geography, 628
- Sight-saving for every child (Frances Blend), 642
- Significance of the study of international relations, *The* (Carl G. Winter), 627
- Silver, Rabbi Abba Hillel. The crisis of world affairs, 449
- Single-salary schedule, *The* (Bernice Baxter), 137
- Slaughter, Robert E. Lost horizons and business education, 419
- Smith, Effie. One way to build character, 463
- Smith, H. L. Academic freedom, 872
- Smith, Leila Bunce. Differentiation in materials and technics in consumer education for the several schools, 484
- Smith, Payson. A century of teacher education, 325
- Smith, S. L. American Teachers Association, 876
- Snyder, Mrs. Clara P. The place of consumer education, 207
- Snyder, R. H. The tenure problems that Idaho faces, 142
- Social activity (Minnemae Jones), 98
- Social applications of science (Lester A. Rodes), 101
- Social hygiene education—panel discussion, 224
- Social interaction and implications for the elementary school (E. T. McSwain), 447
- Social justice (Mrs. Laurel Knezevich), 97
- Social responsibilities of business education (B. Frank Kyker), 411

- Social services, and the schools—discussion group, 108; general policies in the administration of (John J. Allen, Jr.), 114; in American life (Edith E. Pence), 108
- Social studies, guidance function of (Everett B. Chaffee), 548; courses to meet pupil needs (Mrs. Rose T. Stelter), 548
- Social studies, National council for the. *See* National council for the social studies
- Some new directions in adult education (Morse A. Cartwright), 200
- Some new steps in the field of special education (John Louis Horn), 636
- Some suggestions for correlating and integrating home economics with other subjects (Freda G. Winning), 480
- South American countries, relationships with Central and—morning assembly, 160
- Southworth, A. E. Evaluation of secondary schools from the point of view of a classroom teacher, 150
- Sparhawk, Elizabeth. The core curriculum, 623
- Special class projects in shorthand (Harry W. Sundwall), 419
- Special education, California program of, (Harry D. Hicker), 635; federal government and (John J. Lee), 637; for homebound elementary youth, (Meredith W. Darlington), 640; new steps in (John Louis Horn), 636; parents and (Gertrude Laws), 642; sight-saving (Frances Blend), 642
- Special educational service for homebound, physically handicapped elementary youth, A (Meredith W. Darlington), 640
- Special education, department of, 633; historical note, 634; secretary's minutes, 645
- Spencer, Peter L. Hearing: an educational problem, 381
- Sphere of educational service, The (Charles A. Adams), 109
- Standing rules, 712
- Stanford social education investigation, The (I. James Quillen), 377
- Stanton, B. F. Treasurer's report for the fiscal year ended May 31, 1939, 860
- Stark, Saidee. Objectives of consumer education for the several school levels, 483
- State association, program and problems of a state (E. J. McIntosh), 40
- Status of tenure in Connecticut (F. E. Harrington), 143; of the rural teacher (Wm. McKinley Robinson), 591
- Stelter, Rose T. Building social studies courses to meet pupil needs, 548
- Stolz, Herbert R. Individual guidance, 887
- Stout, Hugh G. Operating problems of teacher credit unions, 131
- Strang, Ruth M. Trends in the position of dean of women and dean of girls, 515
- Strayer, George D. Changing conceptions of educational administration, 238; report of advisory committee on education and impending legislation, 183
- Strong, Helen M. A land use program for the senior high school, 614
- Sundwall, Harry W. Special class projects in shorthand, 419
- Superintendence, department of. *See* American association of school administrators
- Supervision, case for (James F. Hoscic), 649
- Supervisors and directors of instruction, department of, 647; historical note, 648; secretary's minutes, 663
- Supply, preparation, and certification of teachers, report of committee on (Richard E. Jaggers), 916
- Support for education, as a professional responsibility (Frederick M. Hunter), 155; (Agnes Samuelson), 158; (Jesse B. Sears), 159
- Tax education, report of committee on (Martin Wilson), 918
- Taylor, Frank. Current legal and legislative trends in cooperative work, 130
- Teacher education, cooperation in the improvement of (Karl W. Bigelow), 115; progress thru (Caroline S. Woodruff), 169
- Teachers colleges, American association of. *See* American association of teachers colleges
- Teaching devices and enrichment materials for meeting the needs of adolescents (Averill M. Chapman), 549
- Teaching of transcription, The (Wallace B. Bowman), 418
- Teaching the scientific attitude in the junior college (William H. Conley), 614
- Tenure, hearing—discussion group, 138
- Tenure, problems in California (Ralph Everett), 141; problems that Idaho faces (R. H. Snyder), 142; program in New York State (Zoraida E. Weeks), 138; report of committee on (Donald DuShane), 920; situation in Pennsylvania (Arthur W. Ferguson), 140; status of, in Connecticut (F. E. Harrington), 143
- Testing and grading (Guy G. George), 421
- Thalman, John W. Planning N.E.A. programs for state and local meetings, 33
- Thomas, Hon. Elbert D. Are we going to lose our heritage of civil liberties, 67
- Thurston, Paul. Tolerance as a factor in civic education, 100
- Tighe, B. C. B. Critical judgment, 99
- Tolerance as a factor in civic education (Paul Thurston), 100
- Tower of the sun, The (Brother Leo), 22
- Tracy, H. Harwood. Responsibility of science in social attitudes, 615
- Trade relationships (Eliot G. Mears), 164
- Training tomorrow's art teacher (Shirley Poore), 405
- Transportation—general plan as used in Alabama (A. R. Meadows), 584; general plan as used in Wisconsin (John Callahan), 586; general plan of operation in the state of Florida (Edgar E. Morphet), 579; pupil, in California (A. R. Clifton), 583; school bus, in Georgia (M. D. Collins), 581
- Travers, L. B. Selection of teaching personnel for adult classes, 204
- Travis, Dorothy. Business education on the junior level, 421
- Treasurer, report of (B. F. Stanton), 860
- Trends, in the basic curriculum in the secondary schools (George A. Rice), 481; in the merchandising curriculum (Willis M. Kenaley), 413; in the position of dean of women and dean of girls (Ruth M. Strang), 515
- Tribute, to all departed members (William Alonzo James), 21; to the late Charles O. Williams of Indiana (W. B. Mooney), 20; to the late R. E. Offenhauer of Ohio (Joseph H. Saunders), 19
- Trustees, board of, financial report, 841; minutes of meetings of, 837; members of 1938-39, 719; of 1939-40, 725
- Tryon, Caroline McCann. Comparisons between classmates' estimates and self-estimates of personality during adolescence, 387
- Tsvetkoff, Mrs. Muriel N. Frauds and the consumer, 411
- Unifying the secondary curriculum around the problems of youth (J. Paul Leonard), 621
- United profession, A (Willard E. Givens), 233
- Use of community resources in the Essex school, The (Herbert Wennerberg), 590
- Use of motion pictures in forming attitudes of children—morning assembly, 165; (Mark A. May), 165
- Use of N.E.A. exhibits (Mrs. Mary D. Barnes), 41
- Use of the community as a source of instructional material in the New Providence school, Montgomery County, Tennessee, The (D. Harley Fite), 588
- Use of the elementary-school auditorium (Alicia Brimskill), 462

- Using new educational tools (Edgar Dale), 659
- Van Winkle, Edith. Programs and problems of a state classroom teachers association, 37
- Vawter, E. R. Reorganization of rural districts in West Virginia, 565
- Village revue, The (Roy W. Hatch), 287
- Visual aids, adapting, to instruction (Charles H. Lake), 668; in a city system (Paul G. Edwards), 667
- Visual instruction, department of, 665; historical note, 666; secretary's minutes, 674
- Vocabulary building for secretarial students (Mildred J. O'Leary), 415
- Vocational education, a community program in operation (Worth McClure), 681; and the community agencies (Benjamin E. Mallary), 685; California plan for (John C. Beswick), 683; curriculum values in (Richard E. Rutledge), 686; industry's responsibility for (Howard C. Wells), 682; progress in (J. C. Wright), 677
- Vocational education, department of, 675; historical note, 676
- Vocational guidance and vocational education for youth in the San Francisco Bay area (R. E. Rutledge), 91
- Voice of business in education, The (Lloyd L. Jones), 420
- Wahlquist, John T. Problems of integration and correlation at the secondary-school level, 625
- Warren, Worcester. Character building to prevent failures, 491
- Weeks, Zoraida E. The tenure program in New York State, 138
- Weersing, Frederick J. What shall be the relation of the school to the state in American democracy, 187
- Welfare program of the schools (Sam H. Cohn), 113
- Wells, Howard C. Industry's responsibility for training, 682
- We look about us (Helen M. Reynolds), 499
- Wennerberg, Herbert. The use of community resources in the Essex school, 590
- What constitutes a good teacher retirement law (Daisy Brown), 145
- What federal aid means for public education (Howard A. Dawson), 127
- What is the state's responsibility in a retirement system (Walter T. Helms), 148
- What is the teacher's responsibility in a retirement system (Mrs. Pauline Merchant), 147
- What kindergarten and primary teachers can do to prevent failures in the middle grades—an attempt at solution (Agnes Samuelson), 495
- What part should teachers take in a campaign for retirement legislation (Mrs. Estelle Pope Hayes), 146
- What shall be the relation of the school to the state in American democracy (Frederick J. Weersing), 187
- What the teacher expects of the principal in the enrichment program (Ben G. Graham), 459
- What's ahead in business education (Earl G. Blackstone), 420
- Why adult education (Lewis R. Alderman), 199
- Wiese, Mildred J. Organization of education for literacy, 203
- Williams, Aubrey W. Career training for American youth, 95
- Williams, Charles O. A tribute to the late (W. B. Mooney), 20
- Williams, Jesse Feiring. Youth in a democratic state, 214
- Will the pieces make a pattern in consumer education (John M. Cassels), 412
- Wilson, Charles C. Health problems in education, 885
- Wilson, Martin. Tax education, 918
- Winning, Freda G. Some suggestions for correlating and integrating home economics with other subjects, 480
- Winter, Carl G. The significance of the study of international relations, 627
- Wofford, Kate V. Community resources in rural schools, 576
- Woman's place in a changing world (Mrs. Alice E. Field), 555
- Women in education (Bess Goodykoontz), 553
- Woodruff, Caroline S. Progress thru teacher education, 169; world citizenship, 103
- Woodward, Annie C. International relations, 888
- Work, of an N.E.A. committee (Donald DuShane), 30; of the representative assembly (Reuben T. Shaw), 46
- Work projects administration, education program—discussion group, 117
- World citizenship (Caroline S. Woodruff), 103
- World federation cruise, The 1939 (Paul Monroe), 691
- World federation of education associations, 689; historical note, 690
- Wright, J. C. Progress in vocational education, 677
- Yockey, F. Milton. Developing civic responsibility thru lip reading, 508
- Young art teacher and the community, The (Eugene E. Myers), 401
- Young, William E. The school of tomorrow, 563
- Youth, career training for American (Aubrey W. Williams), 95; in a changing world (Floyd W. Reeves), 92; in a democratic state (Jesse Feiring Williams), 214; looks at its future (Edmund E. Day), 269
- Zyve, Claire T. Democratic living—a program for schools, 452

