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NATIONAL EDUCATION ASSOCIATION*

1940



*Headquarters Building of the
National Education Association*

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OF THE UNITED STATES

PROCEEDINGS

OF THE

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CONTENTS

TEXAS SECTION

A. T. HARRIS is All Day and Night
The American Case

1940
1941

FEDERAL SECTION

1940
1941
1942
1943
1944

FOREWORD

THIS BOOK comprises the seventy-eighth 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 1940 and the official records of the Association for the year 1939-40.

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

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WILLIAM E. QUINN
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 All Departed Members.....	— <i>Wise</i>	19
The American Canon.....	— <i>Marsh</i>	20

GENERAL SESSIONS

Greetings	— <i>Wise</i>	19
Greetings	— <i>Marsh</i>	20
Greetings	— <i>Callahan</i>	31
Greetings	— <i>Rowen</i>	32
Greetings	— <i>Spence</i>	32
Response	— <i>Smith</i>	32
The Lure of Wisconsin.....	— <i>Doudna</i>	33
The Task before Us.....	— <i>Hinrichs</i>	36
America's Place in the World Situation.....	— <i>Kaltenborn</i>	44
The Future of Democracy in the Western Hemisphere.....	— <i>James</i>	54
The Place of Music in the Culture of the World.....	— <i>Hanson</i>	57
Critical Problems Facing Our Nation.....	— <i>Dykstra</i>	60
Educating Youth To Meet National Problems.....	— <i>Studebaker</i>	68
Political Issues of the Day.....	— <i>Draper</i>	75
Political Issues of the Day.....	— <i>Mundt</i>	84

NATIONAL SEMINARS

National Seminar on Protection of School Funds for Educational Purposes	— <i>Graham</i>	96
National Seminar on Education and Economic Well-Being in Our Democracy.....	— <i>Hunter</i>	100
National Seminar on Building Stronger Professional Organizations	— <i>Lawson</i>	103

MORNING ASSEMBLIES

Visual Aids in Education

Motion Pictures for Democratic Efficiency.....	— <i>Hoban</i>	106
The School Journey Movement.....	— <i>Roberts</i>	108
The Teacher and Educational Policy.....		109

The Future Belongs to Youth

The Work of the American Youth Commission.....	— <i>McClusky</i>	109
The Problems of Youth in the CCC.....	— <i>Cook</i>	112
Problems Facing High-School Youth.....	— <i>Granger</i>	114
Youth Views the Future.....	— <i>Ordal</i>	116

Use of Human and Natural Resources in Education

What Is Happening to Our Human and Natural Resources	— <i>Judd</i>	118
Developing Enlightened Public Opinion in Conservation.....	— <i>Bennett</i>	119
Aid from the Air.....		122
Radio, a Practical Resource in the Democratic School.....	— <i>Hester</i>	122

Education for Gifted Children

Detroit's Project in Major Work (Gifted) Classes....	— <i>Baker</i>	124
The Education of Gifted Children.....	— <i>Kirk</i>	126
Vocational Education.....		127

Modern Procedures in the Teaching of Reading

Recent Developments in Improving the Interpretation of What Is Read.....	— <i>Gray</i>	128
Stimulating and Elevating Reading Interests.....	— <i>Davis</i>	129

DISCUSSION GROUPS

<i>American Education and Juvenile Delinquency</i>	
American Education and Juvenile Delinquency.....	—Loomis 131
American Education and Juvenile Delinquency.....	—Stullken 133
<i>Classroom Use of War News and War Problems</i>	135
<i>Education in Human Relations</i>	
Education in Human Relations.....	—Clinchy 135
<i>Garden Education in American Democracy</i>	
An Introduction and Point of View.....	—Jones 139
Conservation and Land Use.....	—Torkelson 140
Chemurgy	—Barnard 141
Administrative Considerations Relating to Garden Edu- cation	—Shaw 143
School Administration in Garden Education.....	—Sutton 144
A Philosophy for Garden Education.....	—McArthur 145
A Program of School-Home Projects in Gardening....	—Young 146
School Gardening on the Elementary Level.....	—Miner 148
<i>Curriculum Revision for Meeting Health Needs</i>	
Needed Curriculum Revisions in the Field of Health Education	—Rugen 149
Needed Curriculum Revisions in the Field of Physical Education	—Boulton 150
Needed Curriculum Revisions in the Field of Recreation—	Hutchins 153
<i>Meeting the Special Needs of the Individual Child</i>	
Meeting the Special Needs of the Individual Child	—Kawin 154
Planning for the Exceptional Child.....	—Finlay 154
<i>Newer Instructional Practices of Promise</i>	155
<i>N.E.A.'s Program of Teacher Welfare</i>	
N.E.A.'s Program of Teacher Welfare.....	—Samuelson 156
<i>Pan-American Relations in Education</i>	
Pan-American Relations in Education.....	—Cherrington 157
<i>Safety Education</i>	
A Safety Philosophy for Teachers.....	—Cameron 159
The Inspired Teacher Interprets the Curriculum.....	—Wyman 160
Teachers' and Administrators' Liability for Accidents..	—Rosenfield 162

LIFE MEMBERSHIP DINNER

Historical Note.....	166
Twelfth Annual Life Membership Dinner.....	167
Invocation	—Woodruff 167
The Schools' National Defense Obligations.....	—Kelly 168
The P.T.A.'s Interest in American Education Week.....	—Kletzner 171

NATIONAL COUNCIL OF EDUCATION

Historical Note.....	174
The Relation of the Teacher to America's Changing Eco- nomic Pattern	—Clark 175
The Control of Education.....	—Kefauver 177
Theses on the Internal Control of Education.....	—Melby 182
Theses on a Policy for Adult Education.....	—Bryson 183
Secretary's Minutes	184

DEPARTMENTS OF THE ASSOCIATION

ADULT EDUCATION

Historical Note.....	192
Some Imponderables in the American Economy.....— <i>Miller</i>	193
Public Affairs Education thru Forums.....— <i>Balduf</i>	196
Let Us Build an American Culture.....— <i>Brown</i>	198
Adult Education and Vocational Efficiency.....— <i>Hambrecht</i>	201
Adult Education and Cultural Living.....— <i>Seman</i>	203
Secretary's Minutes	205

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION,
AND RECREATION

Historical Note.....	208
The Implications for Teachers in Youth's Program on Health and Recreation	— <i>Nash</i>
A Functioning Program of Health and Recreation.....— <i>Dyer</i>	210
Organization of Health, Physical Education, and Recrea- tion Program.....— <i>Falk</i>	212
Problems of Teacher Education for Health, Physical Edu- cation, Recreation, and Safety.....— <i>Eastwood</i>	213
Legislative Council Meetings.....	218

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Historical Note.....	228
Conferring of Honorary Life Memberships.....— <i>Ballou</i>	229
Contemporary Crucifixion and Crusade.....— <i>Oxnam</i>	231
Musica Americana	241
A Word on the Exhibits.....— <i>Campbell</i>	243
What Is Right with the Elementary Schools.....— <i>Doudna</i>	244
What Is Right with the Secondary Schools.....— <i>Spaulding</i>	253
What Does American Democracy Mean to Me.....— <i>Kerr</i>	257
What Is Right with American Youth.....— <i>Sutton</i>	259
The Vital Diplomatic Fronts.....— <i>McDonald</i>	266
Facing the 'Forties.....— <i>McNutt</i>	272
Industry and Safety Education in the Schools.....— <i>Hoffman</i>	278
The Home and Safety Education.....— <i>Ethridge</i>	283
The Obligation of the Schools for Safety Education.....— <i>Hill</i>	289
On Our Way.....	294
Presentation of Gavel from the Brazilian Education Asso- ciation	— <i>Pyrle</i>
Refining the Process in the Classroom.....— <i>Goodykoontz</i> ..	296
The Principal and the Teacher.....— <i>McClure</i>	301
The Curriculum Keeps Pace with Human Needs.....— <i>Morrison</i>	308
Secretary's Minutes	316
Resolutions	319

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

Historical Note.....	324
An Introductory Statement.....— <i>Sherrod</i>	325
Application of the Principle of Selective Admission in Teach- ers Colleges and Its Significance for the Profession.....— <i>McConnell</i>	326
Application of the Principle of Selective Admission in Teach- ers Colleges and Its Significance for the Profession.....— <i>Cooper</i>	331

Making Use of the Objective Examination as a Phase of	
Teacher Selection	—Wood 335
The Proposed Teacher Examination Service.....	—Rowland 339
The Trend of Teachers Colleges toward General Colleges	
Is Good for the Profession.....	—Gammage 343
The Trend of Teachers Colleges toward General Colleges	
Is Bad for the Profession.....	—Gregory 349
Committee on Standards and Surveys.....	354
Report of the Committee on Accrediting.....	363
Report of the Secretary.....	—Hunt 364

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

Historical Note	370
How To Make Mistakes in Estimating Capacity To Learn..	—Williams 371
Some Implications of Verbatim Records of High-School	
Classroom Talk	—Corey 371
Recent Trends in Learning: Their Relation to the Psy-	
chology of Arithmetic.....	—Anderson 372
Relation of Research to Classroom Teaching.....	—Theisen 373
Program	374
Committees	380
Secretary's Minutes	380
Report of the Secretary-Treasurer.....	383
Report of the Necrology Committee.....	387
Report of the Committee To Review the Procedure on Awards.....	388
Report of the Committee on Awards.....	391

ART EDUCATION

Historical Note.....	394
Special Ability with Particular Reference to Artistic Aptitude—	Meier 395
Art as an Integrative Experience in the Junior College.....	—Chipman 396
Art Education by Radio: The Cleveland Experiment.....	—Howell 397
Basic Problems in Elementary Art Supervision.....	—Flinn 398
The Milwaukee Handicraft Project: Its Significance to Edu-	
cation and the Community.....	—Ulbricht 398
Art in a High School of Music and Art.....	—Mann 399
The Development of Modern Design in Our Time.....	—Willisch 400
Art Education in Canada.....	—Gillham 401
Secretary's Minutes	402

BUSINESS EDUCATION

Historical Note.....	406
President's Message	—North 407
How Business and Business Education Can Collaborate for	
Better Business Training	—Elliott 409
Education and Business—Their Responsibilities and Obliga-	
tions toward Education for Work.....	—Forkner 410
What We Do To Prepare Our Pupils To Obtain and	
Retain Positions in Business thru Training in	
Typewriting	—DuFrain 411
Transcription	—Ogle 412
Transcription	—Brewington 413
Clerical Skills	—Plimpton 413
Consumer and Social Business.....	—Eyster 414
Consumer and Social Business.....	—Swanson 415
Salesmanship	—Wilson 416

Shorthand Speed Building.....	— <i>Blanchard</i>	416
A Demonstration of Training for Typing Skill.....	— <i>Smith</i>	417
Placement Problems in Puerto Rico.....	— <i>Muniz</i>	417
Business Education's Product in Business.....	— <i>Newmann</i>	418
Standards in Business Education.....	— <i>Shields</i>	418
The Occupational Adjustment of Youth.....	— <i>McClusky</i>	419
Secretary's Report		420

CLASSROOM TEACHERS

Historical Note.....		422
Report and Recommendations of the President.....	— <i>Smith</i>	423
News as It Affects Education.....	— <i>Bryson</i>	426
The Future of America.....	— <i>Stockdale</i>	429
First Study Conference.....		433
Secretary's Minutes		433
Report of Rules Committee.....		435
Proposed Budget for 1940-41.....		436
Changes in Constitution and Bylaws.....		436
Resolutions		436

ELEMENTARY SCHOOL PRINCIPALS

Historical Note.....		440
Understanding the Child.....	— <i>White</i>	441
The Principal as an Educational Leader.....	— <i>Reed</i>	441
Adjusting the Curriculum to the Capacity of the Child.....	— <i>Lee</i>	444
The Modern School—A Workshop in Democratic Citizenship.....	— <i>McSwain</i>	447
Public Relations in the Elementary School.....	— <i>Carr</i>	450
Secretary's Report		455

GARDEN EDUCATION

Historical Note.....		462
Life Enrichment thru Nature Activities.....	— <i>Brown</i>	463
Secretary's Minutes		466

HOME ECONOMICS

Historical Note		468
Report of the President.....	— <i>Winning</i>	469
American Families and American Democracy.....	— <i>Keliher</i>	469
Family Experience and the Development of Personality.....	— <i>Entorf</i>	470
The Contribution of Home Economics to General Family Living	— <i>Sowers</i>	470
Economic Problems of American Families.....	— <i>Coles</i>	471
Home Economics Prepares for the American Way of Living.....	— <i>Hendrix</i>	472
Conserving Family Ideals.....	— <i>Taylor</i>	472
Guidance and Better Family Relationships.....	— <i>Anderson</i>	473
A Cooperative Program in Home and Family Living.....	— <i>Lyon</i>	474
The Place of the Home Economics Teacher in the Educa- tional Program for Youth.....	— <i>Branegan</i>	475
The Importance of Homemaking Education for Out-of-School Youth and Adults.....	— <i>Amidon</i>	476
Secretary's Minutes		477

KINDERGARTEN-PRIMARY EDUCATION

Historical Note.....	482
Organizing the Kindergarten-Primary Program for Increased Social Efficiency.....— <i>Harris</i>	483
The Value of the Library in the Field of Kindergarten-Primary Education	— <i>Myers</i>
Secretary's Minutes	491

LIP READING

Historical Note.....	494
Report of the President.....— <i>Van Horn</i>	495
Hearing Defects and Criteria for Lip Reading.....— <i>Gardner</i>	496
A Critique of the Rationale of Tests of Hearing.....— <i>West</i>	499
Report of Secretary-Treasurer.....	500

MUSIC EDUCATORS NATIONAL CONFERENCE

Historical Note.....	504
Music in American Life Today.....— <i>Hanson</i>	505
Music in the Elementary-School Curriculum.....— <i>Kelley</i>	507
Music in the High School.....— <i>Sommers</i>	508
Conference on Organization Activities and Relationships in the Field of Music Education.....	510

NATIONAL ASSOCIATION OF DEANS OF WOMEN

Historical Note.....	514
Guidance—A Challenge to Our Schools.....— <i>Voight</i>	515
The Professional Training of Residence Hall Directors.....— <i>Stratton</i>	519
The Social Adjustment of the High-School Pupil.....— <i>Shumaker</i>	522

NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS OF SECONDARY SCHOOLS

Historical Note.....	526
Opportunities in School Journalism.....— <i>Ashby</i>	527
Journalism for the Ear.....— <i>Bentley</i>	528
Objectives of Educational Publications.....— <i>Bell</i>	530

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Historical Note.....	534
Presentday Challenges to Guidance in Secondary Education.....— <i>Rosecrance</i>	535
Speech in the High School.....— <i>Mitchell</i>	537
Continuing Education	— <i>Landy</i>

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH

Historical Note.....	548
Speech Training in Europe.....— <i>Borchers</i>	549
Speech Education thru the Children's Theater.....— <i>Ward</i>	551
Speech Education in the Adult Theater.....— <i>Mitchell</i>	552
Speech Education and Psychology.....— <i>Eisenson</i>	553
Speech Education and Research.....— <i>Holcombe</i>	554
Secretary's Minutes	555

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

Historical Note.....	558
The National Council and the Social Studies Teacher.....— <i>West</i>	559
Meetings	561
Secretary's Report	563
Revised Constitution	565

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

Historical Note.....	568
Democracy Is Brotherhood in Action.....— <i>Fisher</i>	569
Secretary's Minutes	573

RURAL EDUCATION

Historical Note.....	578
A Program of Public Relations in Rural Education.....— <i>Keeler</i>	579
A Modern Curriculum for the Rural High School.....— <i>Ragsdale</i>	585
A Curriculum for Rural Elementary Schools.....— <i>Stadtman</i>	586
Proper Utilization of Radio in Education.....— <i>Heffernan</i>	592
Countywide Audio-Visual Education Program.....— <i>Hamilton</i>	595
Secretary's Minutes	600
Resolutions	602

SCIENCE INSTRUCTION

Historical Note.....	604
How Science Contributes to Personal and Community Welfare.....— <i>Johnson</i>	605
Personality Development thru Science.....— <i>Russell</i>	607
The Community as the Core of Science Unit Organization.....— <i>Betts</i>	609
Socializing General Science.....— <i>Johnson</i>	609
Making the Physical Sciences More Useful.....— <i>Hudspeth</i>	610
Social Implications of Science.....— <i>Rohan</i>	610
Soil Conservation: A Neighborhood Problem.....— <i>Campbell</i>	611
Elementary Science Enriches Curriculum.....— <i>Forler</i>	612
Soil Conservation in the Junior High School.....— <i>Strong</i>	612
Report of the Secretary.....	613

SECONDARY TEACHERS

Historical Note.....	616
Forest Conservation: Its Importance to Youth and Its Place in the Curriculum.....— <i>Wheeler</i>	617
Books in the Making of Men.....— <i>Fitzpatrick</i>	619
What Youth Expects of Education.....— <i>Theisen</i>	622
Problems in Directing Reading in High School.....— <i>Law</i>	623
Secretary's Minutes	624

SPECIAL EDUCATION

Historical Note.....	628
The Wisconsin Program for Educating Exceptional Children.....— <i>Powell</i>	629
Integration of Character and Personality.....— <i>Baker</i>	631
The Program for Gifted Children in Cleveland.....— <i>Norris</i>	639

SUPERVISORS AND DIRECTORS OF INSTRUCTION

Historical Note.....	642
Kinds of Experiences Which Should Be Fostered thru Supervision	— <i>Hockett</i> 643
The Role of the Teacher in Supervision.....	— <i>Zeller</i> 647
Curriculum Materials Suited to Creative Supervision.....	— <i>Harap</i> 651
Secretary's Minutes	655

VISUAL INSTRUCTION

Historical Note.....	658
The Individual School Program.....	— <i>Woodworth</i> ... 659
Secretary's Minutes	666

VOCATIONAL EDUCATION

Historical Note.....	668
The Problems of Unemployed Youth.....	— <i>Kaye</i> 669
Vocational Education	— <i>Eiken</i> 672

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

Historical Note.....	678
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ASSOCIATIONAL RECORDS AND INFORMATION

Charter	681
Bylaws	686
Standing Rules	696
Calendar of Meetings.....	701
Officers—1939-40	703
Officers—1940-41	709
Headquarters Staff	716
Committees, Commissions, and Councils.....	717
Minutes of the Twentieth Representative Assembly.....	751
Minutes of the Meetings of the Board of Directors.....	815
Minutes of the Meetings of the Executive Committee.....	822
Minutes of the Meetings of the Board of Trustees.....	841
Financial Report	845
Budget Committee Report.....	867
Summary of Reports of Committees, Commissions, and Councils:	
National Council of Education.....	— <i>Pechstein</i> 877
Academic Freedom	— <i>Taylor</i> 879
Affiliated Associations	— <i>Shaw</i> 879
American Legion Cooperation.....	— <i>Dienst</i> 881
American Library Association.....	— <i>Lathrop</i> 882
American Teachers Association.....	— <i>Smith</i> 883
Appraisal	— <i>Shaw</i> 885
Bylaws and Rules.....	— <i>Adair</i> 886
Cooperatives	— <i>Lull</i> 886
Credit Unions	— <i>Moran</i> 887
Educational Policies Commission.....	— <i>Carr</i> 889
Equal Opportunity	— <i>Morris</i> 890
Ethics	— <i>King</i> 891
Health Problems in Education.....	— <i>Wilson</i> 892
Individual Guidance.....	— <i>Stolz</i> 893

Induction into Citizenship	— <i>Bonar</i>	893
International Relations	— <i>Cherrington</i> ...	895
Legislative Commission	— <i>Hall</i>	896
National Congress of Parents and Teachers	— <i>Kletzer</i>	898
National Council on Teacher Retirement	— <i>Taylor</i>	899
Necrology	— <i>Wise</i>	900
Resolutions	— <i>Bradley</i>	901
Resources and Education	— <i>Hanna</i>	907
Salaries	— <i>Elsbree</i>	909
Supply, Preparation, and Certification of Teachers	— <i>Jaggers</i>	910
Tax Education	— <i>Wilson</i>	911
Tenure	— <i>DuShane</i>	912
Annual Report of the Secretary	— <i>Givens</i>	914
Delegates to the Twentieth Representative Assembly		957
Index		981

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JOY ELMER MORGAN, *Director*
Division of Publications

GENERAL SESSIONS

VESPER SERVICE

A TRIBUTE TO ALL DEPARTED MEMBERS

HARRY ARTHUR WISE, CHAIRMAN, COMMITTEE ON NECROLOGY; HEAD,
TRAINING SCHOOL DEPARTMENT, SOUTHWEST MISSOURI STATE
TEACHERS COLLEGE, SPRINGFIELD, MO.

IT IS GOOD that we pause here to pay tribute and to express our appreciation for those of our fellow workers who have joined that innumerable throng in the silent halls of death. They have rendered their last service. They have closed their classroom or office door for the last time and have laid away the robes of devotion to their profession. May it not be said of them that they gave their lives in the pursuit of a great calling—a profession in which it is a privilege to foster and direct the growth of the youth of our land?

It is neither possible nor necessary to read the long list of the names of those who have passed on since our last annual meeting in San Francisco. It is indeed a long list, and it contains the names of workers from every type of educational service. These names, over nineteen hundred of them, have been collected and listed by your 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, D. C. The names of all persons on the list who were members of the National Education Association are printed in the Report of the Necrology Committee on page 900 of this volume.

The memories of our fellow workers who are gone will be held especially dear by those who knew them best. We all pay tribute to their sincere efforts and to their achievements. They left in our hands the task of carrying on at a time when the world is sorely in need of well-balanced individuals and an understanding society; for we are living in a time when the life of each individual touches the life of every other individual around the globe. The soul-shattering realities of the present call for clear thinking and a sincere and fruitful idealism. It is our task to educate a generation of youth who have before them the prodigious undertaking of reshaping the world. To do this will require the best of our efforts and the fullest realization of the potentialities of our system of public education. It is our duty to send out from our institutions boys and girls and young men and young women who are prepared to shoulder their own problems. They must have a sincere and abiding faith in American democracy, and they must have a lasting appreciation of the kind of freedom that exists nowhere else upon the face of the earth—American freedom.

May I ask that we stand in reverent silence for a moment in recognition of the virtues and accomplishments of those who have gone before, and as we pay this tribute let us remember the gravity of our responsibilities and pledge ourselves to spare no effort in their fulfilment.

THE AMERICAN CANON

DANIEL L. MARSH, PRESIDENT, BOSTON UNIVERSITY, BOSTON, MASS.

I am speaking on this subject by request, and the subject is the title of my book, *The American Canon*. On the jacket I have put the subtitle, "An Interpretation of Patriotism in Terms of Canon"—c-a-n-o-n rather than c-a-n-n-o-n.

Shortly after the World War I became discouraged at the perversions of the patriotism that had been generated by and for the war. On the one hand were persons who sought to impose their ideas of reactionism as the ideas of Americanism. On the other hand were persons who sought to disseminate subversive doctrines under the guise of liberal Americanism. Ignorance, intolerance, and bigotry stalked with both groups. Old and new societies were formed to establish what they were pleased to call Americanism. Proscription, opprobrium, the impugning of motives, the calling of names, persecution on every hand—in the welter of which public opinion floundered, I said to myself: "Surely there is something that will give us the authoritative rule of true Americanism. There must be some documents that would stand in relation to Americanism as the Bible stands in relation to Christianity." And so I started out to discover those documents if I could. Thru some eighteen years in odds and ends of time I pursued the study. In the course of that time I read every document of George Washington as far as it has been reduced to modern print. I read every one of the speeches and papers of Abraham Lincoln preserved in type. I read every paper and public address of Woodrow Wilson, and so I kept on with the study and I began to sift out, by applying my own standards and norms of judgment, documents somewhat after the fashion in which I think canonical books of the Scripture were tested. You already know that there were a great many books, epistles, and others that clamored for inclusion in the Bible, but by the canonical test they were ruled out and there were kept those which we have, which are called the canonical books of the Bible. In that process, after eighteen or twenty years of work, I selected seven documents—I do not know of an eighth that belongs with these seven—and then furthering my whimsical notion of comparison with the sacred canon, I gave them the names of the Scripture. I have the Genesis of American democracy, the Exodus of American democracy, the book of the Law of Americanism, the major prophecy of Americanism, a psalm of Americanism, the gospel of Americanism, and an epistle to the Americans. I want to mention them briefly. Of course I cannot give much substance, but I want to mention them, painting for you in rather bold outline something of the background, the antecedents, and the genesis, something of the development and the influence and the implications of these seven immortal documents and their meaning for this day of bewilderment and confusion, this day when democracy is being tested and when Americanism itself is fighting for its life.

The Genesis of our American democracy is in the Mayflower Compact, but if we look for the beginnings of the Mayflower Compact we go far back of its own composition. The year 1515 marked the Treaty of Augsburg

by which the clash of wars that had resulted from the Protestant Reformation was brought to a temporary end. By that peace the right of Protestantism to exist was acknowledged, but unfortunately each state, government, or principality was allowed to establish its own religion, the head of the principality or state becoming the head of the church. Following that, Henry the Eighth of England became the dictator of the faith and ritual of the English people. There was a progress away, thru vicissitudes for years following, from that arrogant assumption of authority until by the year 1605 there had developed a movement that was known as Puritanism, because they sought to purify the ritual and to purify the excessively worldly and sinful life of the people, but as action and reaction are equal in the moral world no less than in the physical, the bitterer the persecution of the Puritans the more determined they became in their Puritanism. Most of these Puritans remained within the church trying to purify it, but a few of them despaired and became Separatists.

One of these small colonies of Separatists lived at Scrooby, a rather poor farming section in middle England. They met in the Manor House which was presided over by Brewster, the father of a young fellow who later became the famous Elder Brewster of the Plymouth Colony. They were hunted out. Their secret meeting place was discovered. They were persecuted. By 1606 they determined to flee to Holland. The King would not allow them to go. Bradford quaintly remarked that tho they could not stay they were not allowed to go. Nevertheless, they did go by one means and another until more than one hundred of them had gone to Amsterdam in Holland. Later they went to Leyden. There some of them learned the trades that later stood them in good stead in Plymouth, but for the most part their toil was ill paid. They did not want their children to become Dutch. They did not want to lose the English language. They did not like to violate the worldly encroachments upon their own religious faith and morals. Therefore, they determined to seek a new country. They studied the question of coming to America; entered into contracts with certain companies in England to bring them to what was known as the Virginia Colony in America. They had been told a great deal about the hardships. The hardships were bad enough in their reality, but the stories that had been told made the psychological suffering far worse than the physical. They had been told, for instance, that the savages would skin white people alive and then cut out chops and steaks and broil them before their eyes.

But these people decided to go. They arranged for recruits to meet them in London. They were then to take two ships—the “Speedwell” and the “Mayflower.” These were to sail from Northampton. Finally, when the “Speedwell” was declared unseaworthy, most of the cargo that was essential was shifted to the “Mayflower.” One hundred and two courageous souls were crowded on the ship and on the sixteenth of September they sailed for the last time, leaving England behind and not seeing land again until the twentieth of November following. The land which they sighted on the twentieth of November was Cape Cod. They were far north of the place for which they had started. The Virginia Charter did not cover this territory and as

the "Mayflower" tossed off what now is Provincetown in Cape Cod, some of the persons on board who had been recruited in London, growing restive under restraint, said they were happy that they were now to go to a place where there would be no law. The King claimed possession there, but there was no charter for the Pilgrim band to settle. They would do as they pleased. When the leaders of the little company heard this they assembled all the adult males in the cabin of the "Mayflower" and drew up the Compact which is the first written compact by which any group of people on earth ever agreed to govern themselves. They did some exploring of the Cape and finally on the twenty-first of December the "Mayflower" was driven into Plymouth Harbor.

The suffering of that first winter is beyond description. Bradford became the governor after Carver's death and from then until his own death in 1657, he was the soul of the colony. Under the Compact which they had written and signed the Pilgrims agreed to enact just and equal laws and pledged themselves to give due reverence and obedience to those laws. They stayed in spite of the fact that half the company died and they stayed in spite of the sickness and the near starvation. They stayed because they had found that for which they had gone in quest, the freedom to worship God and the right to live their own lives.

Ay, call it holy ground,
The soil where first they trod!
They have left unstained what there they found—
Freedom to worship God.

That Mayflower Compact by which they made treaties with the Indians and established a military system, that Mayflower Compact is the Genesis of American democracy.

The Exodus of American democracy is the Declaration of Independence. That was where we went out of the land of tyranny and bondage to the promised land of liberty and self-government. No matter by what extraction the Colonies were settled originally, they soon all came under English control. England soon began to oppress. As early as 1660 she was trying to collect unjust taxes thru unjust laws, and by 1760 George the Third came to the throne. He accepted the then prevailing theory that a foreign colony existed for the enrichment of the mother country and so under his leadership injustice was piled upon injustice and cruelty upon cruelty. By 1774 the Colonies held a Congress in Philadelphia to defend their rights as Englishmen, not thinking of separating themselves from England. They addressed a letter to the King which the King refused to receive. They appealed to Parliament for redress of grievances, and adjourned to meet a year later. Before they met in May of 1775 the battles of Lexington and Concord had been fought. Measured by present warfare they were the merest of skirmishes, but when the sod was soaked in the first bloodshed for American independence on Lexington Green it was as tho the seed of liberty had been planted and had burst forth into the crimson bloom of battle. The shot fired "by the rude bridge that arched the flood" in Concord was truly heard around the world. The Colonial representatives went back to Philadelphia still as Eng-

lishmen to defend their rights as Englishmen, but they were not there long before they found that they had new rights to defend.

By 1776 they were talking about an independent nation and self-government. Early in that year a resolution was introduced that the Colonies were, and of right ought to be, free and independent states. That was discussed in Congress off and on for some time. Later a committee was appointed to draft a Declaration stating why they were separating themselves from England. Five persons were named on that committee: Benjamin Franklin, John Adams, Robert Livingston, Roger Sherman, and Thomas Jefferson. Thomas Jefferson had a reputation for a certain felicitous style of English. In one-half day, without referring to book or pamphlet, he wrote the Declaration of Independence. He later showed it to the four men who were associated with him. Benjamin Franklin made three verbal corrections, John Adams made two. Thomas Jefferson himself made several interlineations. Then he made what he called a fair copy. It was presented to the Congress and was finally adopted after many amendments. Thomas Jefferson writhed as he saw Congress, under the lash of the southern constituency, cutting out his fine and eloquent phrases against slavery. Jefferson could hardly stand the long delay in the debating. It was on the second of July that the Resolution of Independence was adopted and then on the third, Congress debated the Declaration of Independence. It was adopted and signed on the Fourth of July.

The effect of the Declaration of Independence was instantaneous. It encouraged the Colonists. It drew a sharp line of demarcation between those who were loyal to the British Crown and those who were loyal to the newly established government. It filled the soldiers with a new and dauntless pride, a leap into the crimson sea of carnage to give their lives for independence. From that day to this no persons in affluent circumstances will sneer contemptuously at its high sounding phrases about all men being born equal, endowed by their Creator with certain inalienable rights. The truth of the matter is that the underprivileged and dispossessed in every land clutch at it like drowning men at a straw. What those framers of the Declaration were trying to say was that under a just government, a government that derives its powers from the consent of the governed, all men are equal in political opportunity and political obligation.

The book of the law of our American democracy is, of course, the Constitution of the United States. It is the oldest written definition of government in the world in present use. Congress stayed in session until the Revolutionary War had ended. But when the war was over the Colonists who had been held together by a common fear of the British Redcoat now feared each other. When Great Britain signed the treaty of peace with the Colonists she wrote the names of each of the thirteen Colonies separately. The wiser men like Franklin and Washington could see that there were going to grow upon this continent thirteen jarring nations rather than one nation. Anarchy stalked thru the land. Public credit was gone. Congress recommended to the states that they should raise taxes, and the states treated

the request with contempt. Congress had no power at all. The Articles of Confederation had been adopted but they meant nothing. There was no executive to enforce such legislation as Congress might enact. Congress issued paper money and the people in derision papered the walls of their houses with it. The army demanded pay and Congress had no money with which to pay. A small detachment of soldiers actually besieged the State House in Philadelphia where Congress was sitting. Congress fled first to Princeton, New Jersey, and then to New York where it stayed in session until after the Constitutional Convention. It was then that the wiser heads saw it was necessary to have a stronger form of centralized government, and the Constitutional Convention was called in Philadelphia on May 5, 1787. George Washington was unanimously elected president. The greatest influence in the convention was Benjamin Franklin. The one to whom we owe most, because of his careful, painstaking record, was James Madison. There never was a finer group of disinterested men assembled in the history of the world. Limelight they did not lust for. Publicity they tabooed. We can hardly understand it in this day of pitiless publicity, candid cameras, and radios. They did not give out anything they were doing, and even Madison's notes were not published until after his death.

It was evident from the beginning that a crisis would be reached. There were certain conflicting opinions. The small states demanded that there should be equal representation in the national Congress. The large, wealthy states demanded that representation should be on the basis of population or taxable property, or both. Finally the compromise was reached by which in the upper house the states should have equal representation and in the lower house, giving us two houses, they should have representation on the basis of population. Then there was worked out the arrangement for the two houses of Congress—for the executive and for the judiciary, the judiciary to be independent of both. That is one of the distinguishing marks of our form of government—the executive held in check by Congress, Congress held in check by the executive, and both of them held within the strict limitations of the Constitution by the Supreme Court. Amendment was made easy enough to be accomplished when it was necessary, difficult enough to prevent unnecessary ones from being added. In the history of the Constitution more than thirty-two hundred different amendments have been proposed by Congressmen. Twenty-one have been adopted, but since one repeals another, nineteen are now in force.

The first ten amendments constitute our Bill of Rights. There never was a day in the history of America when we needed to acquaint the rising generation with the Bill of Rights more than today. It guarantees freedom of worship, freedom of press, freedom of speech, right of assembly, freedom of person from unjust seizure of property, and invasion of home.

America has had many prophets but the greatest of them is George Washington. His major prophecy is his Farewell Address. It bears a relationship to America as significant as the great thundering prophecies of Isaiah and Jeremiah bear to the history of Israel. George Washington was, more than any other one person, the founder of our national life. Not

many countries have one man to whom they can point as we can point to George Washington. Adding to his native ability certain training he had received under British direction, he became one of the greatest military strategists of his time. He was a born leader of men. He had that something in his personality which we call authority. When the war broke out, George Washington was probably the richest man in America. He had everything to lose and nothing to gain by espousing the uncertain cause of the Colonists. Yet he flung himself into their cause, becoming the commander-in-chief of the armies, serving thru all those awful years of the war without any pay, and a part of the time paying the ragged American soldiers out of his own pocket. I would like to have us compare that with certain modern alleged patriots that we have all known. During all those years of the war he spent but a few hours at Mount Vernon, tho he longed for its peace and quiet. When the war was over he went back to Mount Vernon, there to dream perhaps of Boston, Yorktown, Trenton, and Valley Forge, but when anarchy stalked thru the land and the timbers of the house of state were falling, George Washington heard the call of duty and answered the call and went to Philadelphia to become the president of the convention that adopted the Constitution. He made only one speech and that was on the last day when he said that if the Constitution there adopted should fail to be approved and adopted by the states the next one would be drawn in blood. The Constitutional Convention over, George Washington went back to Mount Vernon. He wanted to live in peace and quietness, but the people demanded he become President. Not for honors, emoluments, and preferments, but in answer to the call of duty, he became the first President of the United States. With the unerring instinct of a bird of flight he went to the heart of every problem as it arose and settled it with such finality that it has stood the test of the years until the present.

After he had served for almost two terms, a good bit of criticism was leveled toward his direction. There were some who criticized because they were selfishly ambitious and there were some who criticized because their political philosophy differed from Washington's. As it came toward the end of his second term, he decided that he would not allow himself to be a candidate or be elected for a third term. George Washington did not say in so many words that he was opposed to a third term. We have reason to read into his statements that he viewed with apprehension a long continued encumbrance occupation power in any place of authority. Thomas Jefferson did say that no one should be President for more than two terms. Washington's Farewell Address is our major prophecy. Ever since the League of Nations was proposed and the World Court was suggested we have heard that Washington inveighed against our entering into entangling alliances with European governments. As a matter of fact, George Washington did not even use the phrase "entangling alliances." George Washington was no isolationist. George Washington's administration did make treaties and entered into many covenants with foreign powers. He did advise people to be faithful to treaties that were made, but in his Farewell Address he warned against two particular attitudes toward foreign governments. He warned

against a sycophantic, kowtowing adulatory attitude, toward any one government and he warned against acting so as to gain the ill will of foreign governments. In the course of that he said that we should not entangle our peace and prosperity. He did not talk about entangling alliances. He said that we should not entangle our peace and prosperity with European ambitions, rivalships, and caprice. He warned against disunion of any kind, geographical or sectional, warned against arraying class against class or class against mass. He warned against usurpation of authority. He urged that the executive never try to assume the responsibilities that belong to Congress and that Congress should not take the authority that belongs to the executive. He urged that we should maintain our credit and said that in times of peace we must pay our bills as we go, not pile up a national debt, and should pay off the debts that necessary wars made inevitable. He said that whenever a people undertake to do their own kingship, they assume the responsibilities as well as the privileges of the function, and therefore education should be encouraged.

Now we come to the psalm of Americanism. If you have not read my book, *The American Canon*, you are wondering just what I am going to name. National songs are born of intense patriotism. That is true of the song of Deborah, the song of Moses, and the psalms of David. It is true of every great national anthem, whether it be French, German, or English. America has from time to time marched to various tunes. In the period of the Revolutionary War the shrill call of the fife and the roll of the drums led the soldiers to the tune of "Yankee Doodle." Since then Americans have sung at one time or another "Hail, Columbia," "My Country, 'Tis of Thee," "America, the Beautiful," and various others, but the one song that has stood the test is "The Star-Spangled Banner." "The Star-Spangled Banner" has been greatly criticized. Some people criticize it because they say the tune is unsingable and because it is an adulation of narrow nationalism. They say that it is bellicose, that it is materialistic, and that it glorifies war. It was written by Francis Scott Key, not a professional poet. He was a lawyer. At the time that he wrote the song he was a soldier in the American army in the second war with Great Britain. He had a friend by the name of Dr. Beanes who had been captured and was a prisoner on board a British ship of war. He also knew a brother-in-law of Dr. Beanes who was a very close friend of Judge Taney of the Supreme Court. Judge Taney exercised his influence with President Madison to have one Skinner, who was the officer having to do with the exchange of prisoners of war, and Francis Scott Key go on board the British ship to secure the release, if possible, of Dr. Beanes. The British treated them kindly but they would not let them go back to land until after they had made their attack upon Fort McHenry.

That night these three Americans—Beanes, Skinner, and Key—were on the deck of the British ship watching the attack on Fort McHenry. It was the thirteenth of September, 1814. As they stayed on deck, they could see the shells being thrown and when the shells exploded they could see the stars and stripes still floating over Fort McHenry. They watched the return fire and when the fire was returned they knew that the Fort

had not surrendered. They knew as long as they could see the flag that the fort had not surrendered. So the firing kept up and by the rockets' red glare, and the bombs bursting in air, they could see that the flag was still floating. But toward morning there came a lull, and in that moment of quiet and suspense, Francis Scott Key experienced a strange emotional tension. He did not know but that Fort McHenry had surrendered, which would mean the capture of Baltimore by the enemy. And in that moment of high emotion the song began to come to him and he jotted down on the back of a letter the words, phrases, clauses as they came. With the morning's first beam they could see the flag was still there. That day they were released and in the evening Francis Scott Key wrote the song as it stands today. It is not the war or the battle that is glorified; it is the flag that is glorified. While the battle imagery is there, it is the flag that is loved. It does not require any excess ability as an esthete to say that our flag is the most beautiful flag that floats, the geometrical proportions, the arrangement of the red, the white, and the blue, the stripes stroked in ripples of white and red and the stars laughing down their delightful light from their little square heaven of blue. But we love it not because of its actual beauty. It was once a piece of bunting or silk that lay on the floor of a warehouse. We love it because it symbolizes our government, because it is a pledge that the rights set forth in the Declaration of Independence and protected by the Constitution of the United States will be guaranteed to us wherever it floats.

I come to the gospel of Americanism. I refer to Abraham Lincoln's Second Inaugural Address—Abraham Lincoln once hated and despised by a part of the country, now understood and appreciated by all, the truest friend the South could have had in those terrible days following the Civil War, understanding the South and loving it, understanding and loving mankind. If ever there was a man who was described by Browning's dictum, "a man's reach should exceed his grasp," it is Abraham Lincoln. It is a long reach from the rude pioneer cabin in Kentucky to the White House. It is a long reach from that gaunt boy that lay upon the floor of a backwoods cabin, writing with charcoal upon the back of a shovel by the flickering light of a pine knot to the man who could seize a pen and write the Gettysburg and Second Inaugural Addresses. The Second Inaugural—it is almost poetry, almost blank verse. At one place it drops almost into rhyme as well as rhythm, "Earnestly do we hope, fondly do we pray that this terrible scourge of war may speedily pass away." It is freighted with scriptural allusions and scriptural quotations. Its scriptural cadences are freighted with moral intensity. When Abraham Lincoln was sure that he was right he was irresistible, and he was sure of it in this Second Inaugural. After he had delivered it we have his own opinion of it. He wrote to Judge Weed: "I am glad to know what you thought of the Second Inaugural Address. I think it is probably the best of anything I have done. There are those who do not like it. There are those who will criticize it. There are men who do not like to have themselves unfavorably compared with the Almighty. But since whatever of blame will come will fall upon me, I reckon they can afford for me to say it." He delivered the Second Inaugural on the east portico of the

White House at noon time. It had been drizzling rain all forenoon. Lincoln came out—tall, gaunt, his eyes sunken as tho the knuckles of sorrow had pushed them back into their sockets, as tho trying to control emotions that memories stirred. And just as he began to speak there was a rift in the clouds, the rain ceased, a beam of sunlight fell directly down upon him and then spread until it took in the assembly. In the Second Inaugural Lincoln makes a plea for forgiveness and for tolerance. He ends with that most magnificent sentence in American literature, “with malice toward none, with charity for all.” The last words would be a fitting text for almost any statesman today to do all to make a just and lasting peace among ourselves and with all nations. But back of that Second Inaugural Address was a lifetime of understanding, of love, of forgiveness. Long before he was a candidate for the presidency, when he was running for Congress and might have taken advantage of the “Know-Nothing” Party, he refused its support saying that he did not want any votes that would come as a result of bigotry and intolerance.

I come now to the last of the seven documents—an epistle to the Americans. I know there are people who will not agree with this, but I am willing to rest it to the judgment of Americans one hundred or two hundred years from now. We have had many epistles written to Americans, but I honestly believe that the one which posterity will classify with the others which I have put into *The American Canon* is the last article Woodrow Wilson wrote, entitled “The Road Away from Revolution.” Woodrow Wilson, with the possible exception of Thomas Jefferson, had the keenest analytical brain that ever occupied the White House. Woodrow Wilson, with the possible exception of George Washington and Abraham Lincoln, was as clean and pure and disinterested a patriot as has ever been President of the United States. When he was President of the United States the terrible and bitter war broke out in Europe. Wilson kept us out of it as long as any man could have. When we did have to go into it, it was Woodrow Wilson who took hold of the whole ugly business that had been wallowing its bloody way across Europe for more than two years, and he lifted it up and put it on a moral plane and shaped ideals for America in entering into it. In the period of disillusionment that followed, when it became easy to quit, when his countrymen turned from him, and America forsook the ideals she had applauded, he still adhered to his ideals. In 1923, out of the White House and his health broken, in the spring of that year Mrs. Wilson says he began to be greatly concerned about the future of America. He seemed to have a foregleam of understanding of the evils that were going to come and did come in 1929 and following. He expressed a desire to write an article. He had no longer the use of his left hand. He found it difficult to write. Then he tried his typewriter, but to pick out the keys with one hand and that hand painful with neuritis was also difficult so he began to dictate to Mrs. Wilson. Sometimes he would dictate a sentence in the middle of the night, sometimes when they were riding along the road, sometimes when they were in the theater. Finally he had written a short article, “The Road Away

from Revolution." I believe the article—I have included it along with the other six in *The American Canon*—deserves a place in that collection.

You must keep in mind that Woodrow Wilson was a capitalist and he believed that capitalism was the logical system for America, and it has the logic of natural growth at any rate. But Wilson warned that unless capitalists would use their money for the service of the people, the country was headed for evil. He came to that sentence, "The truth of the matter is, our civilization cannot survive materially unless it is redeemed spiritually." And then he pleaded that the spirit of Christ should be the interpreter of our conduct in all our social order. It is a marvelous production. That I have called the epistle to the Americans.

So there are certain things that run thru all seven. All seven of them bank upon democracy, not as some mechanism of government, but as a spirit, as a purpose, as an ideal where government derives its power from the consent of the governed, and where our public officers are not our masters but our servants. That ideal runs thru all of them—the ideal of tolerance. In every one of them you can find nothing that will bolster up the person who is bigoted and intolerant, whether it is racial, religious, social, or any other kind of bigotry and intolerance. All the way thru runs the ideal of law that our country is a country governed by law and not by man and then all thru runs that idea of reverence for law, that the laws must be just, equal, and obeyed. Thru them all runs the idea of education. In every one of them is a faith in God and a plea for reverence for God. The Mayflower Compact starts out with these words, "In the name of God, amen." And then they say that they are formulating this Compact and this government for the glory of God. The Declaration of Independence has five different references to the Deity in it, calling upon Him to witness to the rectitude of what they were doing. The Constitution of the United States guarantees freedom of worship. Why did they want freedom of worship? They worshipped God and they believed that this right to worship ought to be safeguarded to others. The truth of the matter is that any right to be preserved must be used. In this country of ours we cannot continue the American way if we become atheistic, agnostic, and materialistic.

There are in America two irreconcilably divergent philosophies of life. One of them is materialistic. The universe is a machine—a great mechanism without a mechanician. Man is an animal. His body is just a machine. What he does is done in answer to stimuli, physical stimuli to glandular secretions and chemical reactions. There is no such thing as a code of ethics. There is no life hereafter. The grave is a blind alley. On the other hand, you have the spiritual conception of life—that back of the visible phenomena of the universe is a personal God who knows Himself and knows what He is about. Man has a body but he is a soul. There is such a thing as a code of ethics. A man can be what he knows he ought to be. The grave is not a blind alley. It is a thorofare thru which we walk to the Elysian fields of God. If on the one hand you raise a generation to believe that the universe is a machine and that man is an animal, you will raise a group of people who will act like animals and you will have a recrudescence of the jungle. On the other

hand, if you can raise a generation to believe that they are children of God, they will act as immortal children of God ought to act.

We cannot hope to safeguard our rights of worship unless we worship. These founders of our Republic not only worshiped God but they believed in prayer. They prayed. They read the Bible and believed in it. George Washington pronounced it as the greatest of all documents and practically every great American from then to now is on record with his approval of the holy word of God. You have it in Abraham Lincoln's Second Inaugural. You have it in Woodrow Wilson's statement. You have it in "The Star-Spangled Banner." You thought that was a crassly bellicose nationalism of a narrow and warlike sort.

O thus be it ever when freemen shall stand
Between their loved homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

FIRST GENERAL SESSION

GREETINGS

HONORABLE JULIUS P. HEIL, GOVERNOR OF WISCONSIN

I welcome you to the state of Wisconsin. You have come to one of the greatest states in all America.

I have noticed by the press that the convention is under way and that there are controversial questions in the minds of the educators of America. America needs you, needs you more today than it has ever needed you, to teach the principles of a democracy, to teach Americanism, to teach love of country, flag, and Constitution.

If anyone on earth ever was welcomed, when in the confines of this state, it is you men and women who are dedicating everything you have to youth. If there is anything in your hearts that you may wish while here, will you not let your wishes be known?

GREETINGS

HONORABLE CARL F. ZEIDLER, MAYOR OF MILWAUKEE

The people of Milwaukee cordially welcome you and extend to you every conceivable means of hospitality.

Milwaukee is the key city of Wisconsin and the great Northwest. It is a colorful, charming old city still deep dyed with its early traditions, famous for its good government and liberal thinking, famous too as one of the mighty industrial empires of this country, with a long list of diversified

products to its credit. Milwaukee is proud of its educational institutions, its public school system which had its inception in 1847, and the numerous national and international awards for efficient and outstanding governmental service. Around our picturesque city is heard the murmuring of waters, for Milwaukee is situated at the confluence of three rivers and on the beautiful Bay of Milwaukee and has many times been called the Naples of America.

We have gone a long way in developing our system of education, and we have been very careful to give our children only the best possible training. Yet, while we have strived to accomplish this end, we have been told time and again that something is lacking; that the children of our nation after leaving our schools and higher institutions of learning are not, in many cases, well fitted for life.

It is the sacred duty of every teacher in the nation to imbue in the children of America that spark of love for the glorious United States, for the ideals and principles which we have inherited from our forefathers. It is the sacred duty of every teacher to inculcate in the children of America a sincere desire to respect the flag of the United States and to be ever ready to protect in act and in word our democratic form of government.

The unexpected eclipse of freedom in some parts of the world, and the probability that its torch will grow increasingly dim in others, forces us to think seriously for the moment about the effects the war in Europe has upon us here in America.

In the midst of concern over the military, industrial, commercial, and financial consequences of another possible involvement of the United States in war, the question of training our children in peace-time camps remains of greatest importance. To keep this nation invulnerable from foreignisms and to keep intact our heritage of equal rights, as educators of this great nation of ours, will require all your energy, patriotism, and intelligence.

As mayor of Milwaukee, I welcome you and express the sincere hope that your stay will be a pleasant one and that you will return again and again.

GREETINGS

HONORABLE JOHN CALLAHAN, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

We welcome you here. You probably know that it is twenty-one years ago since you met in Milwaukee. We think that twenty-one years is too long to have you stay away.

We are hoping that you enjoy your visit and I take it that the empty seats here indicate that many of the group are out enjoying Milwaukee and the state of Wisconsin. In the northern part of our state, our lake section, we have almost as many lakes as Minnesota has. We are sure you will enjoy them. Come to Madison and see our university, and the campus of that university which Allen G. White said in his autobiography is the most beautiful campus in the United States.

We welcome you to Wisconsin.

GREETINGS

HONORABLE ROSS B. ROWEN, PRESIDENT, WISCONSIN EDUCATION
ASSOCIATION

It is a pleasant task for me, on behalf of the members of the Wisconsin Education Association, to welcome the members and friends of the National Education Association to Milwaukee.

It was in 1919 that this Association held its convention in Milwaukee. The world had two ideas uppermost in the minds of educators. The world had been made safe for democracy and the war to end all wars had itself come to an end. As we meet in convention today we are facing the element of uncertainty, for the ideas which we believed were so secure in 1919 have been undermined in some places and scuttled in others. Difficult tasks lie ahead for educators of the nation. May the conferences during this convention produce such results that we will all go home with the firm resolution to become a greater constructive force to build a society which will recognize the worth of the individual along with social responsibilities.

GREETINGS

HONORABLE ARTHUR T. SPENCE, PRESIDENT, BOARD OF EDUCATION,
MILWAUKEE, WIS.

I am happy to welcome this great Association to Milwaukee at this particular time because I feel that democracy is on trial for its life in the world. American democracy is a unique thing in the history of the world and I believe that democracy and education are like the famous old Siamese twins. If you kill one the other must inevitably die. I feel that you men and women have a task that reaches far from the classroom and from the school. The task is to bring home to the indifferent, self-satisfied, and assured numbers of our citizens that education in times of stress is even more important than it is in times of great prosperity. If we want democracy we must provide and nurture to the best of our ability its twin brother, education.

RESPONSE

ELPHE K. SMITH, PRESIDENT, DEPARTMENT OF CLASSROOM TEACHERS OF
THE NATIONAL EDUCATION ASSOCIATION; AND TEACHER, PORTLAND, ORE.

It was customary in pioneer days to have the entire community rally to the assistance of a newcomer when he was preparing to build a house. It was a community undertaking because the new house and inhabitants were henceforth to become a part of that community. Is that not true of what is happening at this very moment? We who are gathered here are dedicated to the task of preparing the foundation and building the skeleton walls of the newcomer to the community—the new generation which is to be part of our America from now on. It is particularly fitting that we should have with us on this occasion a gathering of all the other elements

in the community—the professional, political, industrial, and religious—all interested in the welfare of the young and those who have been appointed guardians of the young. I hope it will always be true that American education may be carried on as a cooperative, community venture and not, as in the totalitarian, bureaucratic nations, with one man at the top giving the orders and cracking the whip.

I need not tell you that our kind of civilization is fighting for its very existence, fighting with its back against the wall. It is fighting not only to prevent annihilation from the enemies outside our boundaries and perhaps a Fifth Column inside our boundaries but it is also fighting against a possible breakdown in the minds of our people, of faith and belief in the efficiency of the democratic way of life. There are people in this country of ours who are doubting whether democracy can actually solve the major problems of the modern world—the problems of disunity, unemployment, and indifference to the obligation of citizenship. It is this internal peril which is even more dangerous than the fascist or the communist, because it weakens the will to fight.

It is here that we, the teachers of the United States, can perform our greatest function. It is in stiffening the fiber of the next generation; it is in training youth for a more efficient performance of its civic duties; it is in driving the principles and practices of democracy so far into the fiber of our young people that they can conceive of no other way of life that we as teachers can most effectively come to the aid of our nation.

I want to assure you that we will do everything in our power to make certain that the sacrifices which the adult generation has been making and will be making for the education of the younger generation will not be in vain. I wish to assure you that we as teachers are never forgetful in our work with the young that we owe an obligation, an overwhelming debt to this adult generation and to the country itself. In payment of that debt we pledge ourselves to preserve the institutions which have already been developed here and to transmit to the youth of the land all that is best and most valuable in the civilization bequeathed to us by their ancestors and ours.

THE LURE OF WISCONSIN

EDGAR G. DOUDNA, SECRETARY, BOARD OF NORMAL SCHOOL REGENTS OF
WISCONSIN, MADISON, WIS.; AND SECRETARY, BOARD OF TRUSTEES,
NATIONAL EDUCATION ASSOCIATION

As states go Wisconsin is in the younger group, for we came into the Union in 1848 as the thirtieth star. Our companion state was Texas—one free, one slave. But we are not so young after all, for it was only fourteen years after the Pilgrims came to Plymouth that a Frenchman, Jean Nicolet, landed on the west bank of Lake Michigan near the present city of Green Bay. He was followed by a succession of famous French explorers, missionaries, and fur traders, whose names are printed all over the map of the state.

The upper Mississippi Valley was once the home of a prehistoric civilization about which we wish we knew more. The people of that age we call mound builders, from the strange earthworks for burial ceremonies and defense which they made. The most interesting remains are at Aztalan near Lake Mills where there was a prehistoric village which is thought to be the most northern point of Aztec culture. About ten thousand Indians make their homes in Wisconsin; there never were many more, but their influence was great. Black Hawk, Red Bird, and Glory of the Morning are among our greatest.

Wisconsin has an area of 56,066 square miles. It was the last state to be carved out of the old Northwest Territory, so it got what was left of that great empire after Ohio, Indiana, Illinois, and Michigan had helped themselves.

I am not certain as to the origin or meaning of the word "Wisconsin," except that it is a hybrid French and Indian word. Our nickname, "the Badger State," is explainable. It was applied to Wisconsin in the old lead-mining days when the permanent inhabitants, like the badger, "holed-in" for the winter. If Wisconsin had been designated "the Beaver State" it would have been quite logical. For almost two centuries the fur trade dominated that part of the upper Mississippi Valley and the Great Lakes which we now know as Wisconsin. The story of this lawless, fascinating, and romantic period is essentially that of the fur trade. And strangely enough we are now restoring that trade, as 40 percent of the nation's fur farms are in Wisconsin.

Originally a French state, after 1840 there was a migration of English, German, Scandinavian, and Irish, with later accessions from Poland and southern Europe. Altho native Americans outnumber the foreign-born, we have most of the fifty-seven varieties of mankind. The American tradition is dominant. The melting pot has really functioned, thanks to the schools which played a leading part in Americanizing the foreigner.

Wisconsin is governed by the provisions of its original constitution adopted more than ninety years ago, one of the oldest in the world. It is unique in that it prohibits the state from contracting debts; it forbids leases of agricultural land for longer than fifteen years; and it is difficult to amend. Liberal supreme court decisions and humane legislation have given it a flexibility that make it a humanitarian document instead of a legalistic strait jacket.

Wisconsin has always been socially progressive. Soon after the organization of the state the slavery question became the dominant political issue of the United States. From the beginning we were antislavery, altho not violently abolitionist. In 1854 our supreme court declared the Fugitive Slave Law unconstitutional; the Dred Scott decision of the United States Supreme Court reversed it. At Ripon the Republican Party was christened, if not born. Except for brief Democratic and Progressive interludes the state has been Republican since 1860. Three men have had most to do with the development of Wisconsin's political ideals—Henry Dodge, first

territorial governor; an irascible Irish lawyer, Edward G. Ryan; and a dynamic leader, the elder Robert M. LaFollette.

We have 80,000 miles of marked roads, which are much like those of other states. The numerical system of marking highways originated here in 1918. The highways lead to or around beautiful and enterprising cities with greatly diversified industries and past highly productive farms which we advertise on automobile licenses as America's dairy land.

The beaver was once the symbol of our industry; now we rely upon the cow. With the silo, milking machine, condensery, cheese factory, and creamery, the cow has developed our main industry. The Babcock milk test was invented at the University of Wisconsin, making dairying on a commercial scale inevitable and a fine talking point for appropriations. The state has over five hundred creameries, two-thirds of which are cooperative.

The roller process of grinding hard wheat was also a Wisconsin invention. Without it the great, hard wheat farms of the Northwest would have been impossible. Literally we have given the world its bread and butter.

We have eighteen state parks, which have a total area of 172,811 acres. In these parks are waterfalls, caves, forests, flowers, animals, and a few mosquitoes. Wisconsin has 7000 lakes and 10,000 miles of fishing streams, in which over a billion fish are planted each year from our fish hatcheries. Our production of fish stories has become almost an industry. The famous Burlington Liars' Club undoubtedly began with the fish story, a rival in veracity to Paul Bunyan's tales. Our game and fish are protected by law and the Conservation Commission. However, there are open seasons during which time hunting and fishing are allowed.

The culture of Wisconsin is evidenced by its schools and colleges.

The largest ore docks in the world are at Superior. We might boast that we have seventy-two breweries making 6,000,000 barrels of beer annually. We can say to teachers that our thirty-six pulp and fifty-one paper mills do a good deal to make our calling effective. Once lumbering was our first industry but now it is far down the list. But here as in the fur business we are trying a comeback, for last year the reforestation service had over six million trees set out.

The typewriter was invented here, emancipating women and giving them direction of offices. Other inventions are the thermostat and the twine binder. In song we have given the world "Silver Threads among the Gold," "Little Brown Church in the Vale," "Sweet Bye and Bye," "The End of a Perfect Day," and that immortal lyric of the Gay Nineties, "After the Ball Is Over." Sculpture and painting may be seen at the Layton Art Gallery. Our writers have been prolific. Altho we have had no Shakespeares or Miltons we are proud of such authors as Hamlin Garland, Glenway Wescott, Edna Ferber, and Zona Gale. Today a group of younger writers led by August Derleth are translating our past and present into literary form.

In the Wisconsin River valley are the famous Dells. Here in nature's sculpture are the Devil's Bathtub, Witches' Gulch, Rattlesnake Rock, and, in contrast, Artist's Glen. Far away to the northwest is another famous gorge at St. Croix Falls. Here are the largest glacial "pot holes" in America

and strange rock formations. The largest lake is Winnebago, around which are several important manufacturing cities. Old country architecture can be seen in New Glarus—a Swiss settlement in Monroe County, “Little Norway” in Dane County, and the Viking survival on Washington Island. The southwest driftless area is a geological and scenic wonderland untouched by the great glacier that ploughed over the rest of the state.

How well we know our limitations, and how often we have envied you some of the attractions of your states. They each have individuality which is a complex of location, natural resources, and people. We are as proud of our state and as eager to proclaim its virtues as you who come from other states are to advertise yours. That is the reason we are a United States and not a group of exclusive, particularistic, fighting nations. The total is America the Beautiful, of which Wisconsin is one forty-eighth plus.

THE TASK BEFORE US

AMY H. HINRICHS, PRESIDENT OF THE ASSOCIATION

We are holding this morning the first general session of the seventy-eighth annual meeting of the National Education Association. Some of us have attended such meetings many times before. We can look back upon twenty, thirty, and perhaps even forty years of the organized endeavor of the teachers of our country for the welfare of our children and the future of that country. It is heartening to think of the great throngs of earnest workers who, thru the years, have brought our Association to the accomplishment and prestige which it enjoys today. I have here a letter of greeting from one who attended the convention of the National Education Association in Nashville, Tennessee, in 1889. It reads:

Duren J. H. Ward extends greetings to National Education Association, 1940, from “The Far-Reaching Foundation toward Safer Civilization.”

It was my pleasure to attend the meeting of the Association at Nashville, Tennessee, in July 1889. The excitement was great. The barbecue was provided in grand southern style. The convention bristled with advanced educational topics. Chattanooga was a cooperating neighbor.

I have followed the Association's growth and development from its beginning.

The National Education Association is the supreme significant factor in the preservation of democracy and civilization.

Many public school systems of America carry forward this great responsibility.

Please accept the sincere appreciation from one who has helped and hoped for a better world during three score and more years.

Progressively yours,

DUREN J. H. WARD.

Mr. Ward's letter shows the picture of a badge on which are the words: “Chattanooga welcomes the National Education Association, July 16-20, 1889. One Law! One Union! One God!”

Since 1857 the National Education Association has been the great national professional organization of the teachers of the United States. From the very beginning the vision of its membership and its policies have been wide and clear. It is no wonder that from a membership of 300 in 1857 it has

grown to a membership at this time of 203,429. It is no wonder either that thru the years its research, policies, pronouncements, and accomplishments have at once expressed the best thought of American teachers and furnished encouragement and means for further professional advance. Both the breadth of vision and the scope of accomplishment have been truly amazing. The research into educational matters and conditions that the N.E.A. constantly pursues and publishes is the rich loam, as it were, which nourishes the harvest of improved standards of education, longer school terms, increased salaries, teacher tenure laws, teacher retirement systems, and reasonable teacher load. The research work of the N.E.A. is stupendous in amount, absolutely authoritative in character, and up to the minute in timeliness. It has functioned in the upbuilding of American education and to the advantage of the teaching profession on the give-the-people-the-light-and-they-will-find-the-way principle. The professional discussions presented at N.E.A. conventions and in N.E.A. publications have furnished inspiration and spur to action to countless thousands of earnest educators.

In the beginning the fields of research and of inspirational discussion were not sharply differentiated. The small homogeneous organization of the beginning has become an organization of twenty-seven departments. The titles of these departments include about every curriculum interest in the modern American school, and there is no teacher in America who will not find professional, indeed spiritual sustenance, in active participation in the department representing his major educational interests.

The number of our departments has increased by leaps and bounds in the last few years. There are indications that yet other specialized groups of educators will seek departmental status under the ample folds of the N.E.A. banner.

The Representative Assembly this year will number 1700 delegates. These delegates are chosen by our affiliated state and local associations, of which affiliated associations there are now 1092. Think of the power of the teachers of our country thru these delegates in shaping educational policy and in determining the future of our country thru their influence in education for citizenship!

One of the most potent influences in the preservation of American ideals is the work of local and state teachers or education associations and that of the N.E.A., under whose leadership they are united.

Thus far we have let our thoughts dwell on the past, the growth, and the present state of our great organization. This has been justifiable as background in considering the task before us. Tremendous is that task in these critical times. I consider that the biggest and most urgent task before us today is the interpretation of the objectives, programs, procedures, and needs of our educational systems to the general public. Those of us who have been in school work all our lives can hardly realize what an amazing discovery a modern school is to an adult who, until his first visit as an adult, had not been inside a school since the termination of his own school days.

We in school work, to whom every child's right to an opportunity for his maximum development is axiomatic, can hardly conceive, until we go into the work of interpretation, how unfamiliar, especially in terms of dollars and cents, the implications of that principle are to even intelligent and prosperous lay citizens. It is our prime obligation as educators to preach thruout the length and breadth of this land of ours in no uncertain terms that adequate education of all the children of all the people is the greatest insurance we can take out against foreign isms. We must make the public see that general education—I use general in the sense of universal, to mean the education of everybody—is indeed the foundation, the first line of defense, the very bulwark of American democracy. I am indebted to a report of the National Child Labor Committee for another expression that fits the case exactly. It calls the proper nurture of our children the underpinnings of our democracy.

The fundamental importance of education in our national life has been emphasized by our leaders from Washington thru Franklin D. Roosevelt. All have pointed out and stressed that our government gives expression to public opinion and that therefore "it is essential that public opinion should be enlightened." The first line of defense in our national life, the very bulwark of our democracy, is education of all the children of all the people. It is a program that takes money, but no money can be better spent. As long ago as John Adams' day, the poignancy of this issue of the absolute necessity of appropriation of adequate funds for education was felt. John Adams said: "The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it." With our vastly increased population today, how much greater and more imperative is this obligation to provide for the schools!

As a fine tool to use in this work of interpretation I recommend to you one of our Personal Growth Leaflets entitled "Our Faith in Education." It contains significant quotations from our great on the matter of the basic significance of education in our democracy. We are indebted to Lyle W. Ashby of the Division of Publications for this valuable collection of quotable gems. Many of them we have all known for years. The one I am going to read is from a speech made in Birmingham, Alabama, in April 1912, by Governor Charles B. Aycock of North Carolina, who, I understand, is known as the school or education governor of that state.

I believe in universal education. Well, my friends, you say to me, "Yes, I am in favor of education of everybody, but then I want everybody to do his own educating. I am going to educate my children, you need not bother about that." Oh, my friends, I thank God, who is no respecter of persons, that you cannot get the best for your boy and your girl until you are ready to give the best to my boy and my girl. You can take that boy of yours and send him thru the schools, send him thru the college, bring him back home, head and shoulders above his friends and neighbors, but he won't be very high when he is head and shoulders above his neighbors if his neighbors are ignorant and untaught and weak. You cannot get the best out of your boy unless other people's boys are educated nearly or quite as well as your boy. You are going to educate your girl. You are going to save to educate her; going to be stingy to educate her. Maybe you want her to make a musician. You can send her to all the schools; you can let her study under great musicians

until she is almost blind; you can send her abroad until her whole soul thrills and feels the glory of her gifted music, but she cannot make music to people who do not understand. You cannot talk to an audience that cannot hear. . . .

The impression that this quotation has made might be called profound. It is impressions like that which we must multiply in every community, until every citizen of every state in the Union realizes the shortsightedness of any public policy that fails to provide adequate financial support for the schools. As Secretary Givens has so aptly expressed it, "The question is not so much 'Can we afford adequate educational opportunity?' as it is 'Can we afford not to provide educational opportunity?'"

To carry out what it conceives to be a mandate upon it in this matter of the public relations of education, of the interpretation to the American people of the fundamental importance, the basic significance, of education, the N.E.A. has a number of special agencies. American Education Week, for instance, is a joint project of the American Legion, the United States Office of Education, the National Congress of Parents and Teachers, and the N.E.A. It is observed annually in the week that includes Armistice Day. The theme this coming November will be "Education for the Common Defense." American Education Week will be twenty years old this November.

The work of the Educational Policies Commission in the interpretation and public relations of education is vast in amount and tremendous in significance. The Commission this December will end the five years of its existence contemplated at its organization. Steps are now being taken to organize a new Educational Policies Commission to work in 1941, and indefinitely, as long as needed. Certainly the cause of education would suffer if the valuable work of the present Commission were not followed up. The Commission is a joint enterprise of the National Education Association and its department, the American Association of School Administrators. The publications of the Commission have been a boon to American educators in carrying out their duty of educational interpretation. I should like to call to your attention two forthcoming publications of the Commission: *For These Americas*, a stirring statement to aid in promoting inter-American cultural relations; and *Learning the Ways of Democracy: A Casebook of Civic Education*. The last named, a book of 450 pages, presents descriptions of successful school practices in educating youth for civic responsibility based on intensive firsthand studies in ninety selected secondary schools.

For many years the N.E.A. has used radio programs effectively as means of publicizing education. We have recently been instrumental in inaugurating the Columbia Broadcasting System's program, "School of the Air for the Americas." These broadcasts of Spanish-American history and culture will be available in all the generally used languages to both North and South America. We must not neglect, as another particular task before us, the matter of maintaining and enlarging our contacts by radio.

The biggest task before us, as teachers and the public combined, the task for which the financial wherewithal must be furnished by an understanding

public and for the performance of which our training and experience have fitted us is education for citizenship, the training of the children and youth of America in the ways of democracy. The literature on the subject is abundant, but the issues are simple and clearly defined. Our schools are veritable laboratories of democracy. In schools today our children are not simply storing up truths, meaningful or meaningless to them as the case may be, for the life after school. They are living, having functional experiences in a democracy, the democracy that the school is. They are being conditioned and habituated to democratic living. Those simple, clearly defined characteristics of democracy become ingrained in the child's life. The outstanding characteristic of democracy is regard for the individual, appreciation of the integrity and the sacredness of human personality. The knowledge and the feeling that he "counts" develops in the child the right kind of self-esteem. Corollaries to this first principle of democracy, regard for the individual, sacredness of personality, are consideration for the other fellow, for all the other personalities concerned, and cooperation with others in the achievement of a common goal, previously agreed upon as desirable. I do not think the older lay person who has not visited a school since he attended has any conception of the extent to which this intelligent and self-initiated teamwork goes on in the presentday classroom and school, the extent to which democratic method is the daily experience of our children.

Another great task in connection with citizenship training faces us with regard to young people just turning twenty-one, those who are just entering upon the voting privilege. Our Committee on Citizenship has encouraged the holding of exercises of induction into citizenship this year in communities all over the country. These are exercises comparable to commencement exercises at which the young people who have become of age within the year and any newly naturalized persons are formally received into active citizenship by their community. Sometimes the actual exercises are preceded by a definite adult education course in citizenship, making a connection with the work that some of the young people at least have already had in the social sciences in school. Such exercises are of inestimable value in ennobling the conception of civic responsibility on the part of the youth of our country.

Another large area of the task before us concerns continuing the work of cultivating the professional attitude in those about to enter the teaching profession and the greater professionalization of the workers already in our ranks. I have time only to mention the tremendous service in the professionalization of teachers rendered by the Future Teachers of America movement, by the Professional Relations Institutes held in numerous teachers colleges and universities this year under our guidance, and by our Division of Affiliated Associations and our Committee on Affiliated Associations. The cementing, or perhaps rather the systematizing, of the relationships of local, state, and national associations is the specific responsibility of both the Division of and the Committee on Affiliated Associations, and of course the concern of each one of us individually and the natural outcome of much of the work of the N.E.A. The bonds grow stronger and tighter as time

goes on, and it is gratifying that forty state associations and the association of the District of Columbia have endorsed the all-inclusive membership card.

It is as praiseworthy to carry on to greater accomplishment work well begun as it is to initiate procedures. However, when the task calls for the initiation of procedures, for new methods or devices, we must not be found wanting. We are this week initiating something that I think will prove of great significance and value. It is the post-convention conference for members of the Board of Trustees, Executive Committee, Board of Directors, headquarters staff, and secretaries of state teachers associations to be held in Milwaukee on July 5-6. The informal discussions that we plan to have should be particularly helpful to the nineteen new directors to be elected at this convention. Such discussions cannot but be productive of great good in the planning of all who attend as they prepare to launch the new year's work for the Association in their respective capacities.

A most important aspect of the task before us is to be informed. It is incumbent upon the teacher, of all people, to study what is going on in the world about him and try to see thru events to their significance and implications. There are several very definite facts and trends in our present life that involve threats to the schools in that the unscrupulous or the misinformed can so easily use them as excuses for cutting school appropriations. One is the smaller number of young children in our country at present. The study of population trends is an absorbing one, which no teacher should neglect. Another is the growth of social services, particularly old-age pensions. You will not misunderstand me. The last thing in the world that teachers would be found doing is crusading against social services, for they of all people are in a position to be sympathetic toward human needs. But because teachers, of all people, know so much about human development, it is their high privilege to make people aware of education as the first and most imperative claim on public funds, to make them see that money for other purposes, however commendable those purposes, must not be taken from the schools, because the work that the schools do is looking toward the future, is precautionary, should help to build up a social order in which some of the evils that have to be corrected now will not exist. Then there is the still unsettled matter of the equalization of educational opportunity for all the children of America thru federal aid to general education on an equalization basis. Every student of that vexing problem of the inequality of educational opportunity comes inevitably to the conclusion that federal aid is the only possible solution. The National Education Association is committed to the policy of seeking Congressional action authorizing such aid. Our efforts in that direction continue. And now the last few weeks have brought vividly to the fore another set of problems, namely, the relation of education to our imperative program of national defense. School people everywhere stand ready to do their duty as good Americans. We yield to none in our zeal truly to serve the great land we love with grateful and reverent affection.

I feel sure that we endorse a recent pronouncement of an association with which we have cooperated in many worthy causes and to which many

of our women members belong, the American Association of University Women.

Our groups have a serious obligation to study the course of events and help to create an intelligent public attitude which will discriminate between the sacrifices necessary for unified action and the excesses of hysteria. . . .

We shall continue to regard the schools as our responsibility. Our task now is to help to maintain permanent values in education; to guard against unwise economies and the direction of energies into trivial or pernicious channels under the excuse of the emergency; and to bear in mind always that the first objective of education in our system of government is to develop intelligent human beings who understand the issues that are shaping their lives.

Another important item in the task before us is to make our children thoroly familiar with and proud of the resources, natural and human, of our great country. A major accomplishment of the National Education Association this year is the organizing, with the Progressive Education Association, of a Joint Commission on Education and Resources. The Commission is engaged in research and publication concerning the resources of the various regions of our country. They will study not only natural resources—agricultural, mineral, and so forth—but also our human resources, and particularly the relation of the resources of a state or region to the training of its youth. That will cover at least two things: the proper use of resources so that education profits from their exploitation, and very specifically the use in education of material originating in connection with the resources of a section.

Almost from their babyhood our children should become conscious of the natural wealth of the wonderland in which they live in practically every state of the Union. The vision of our pupils should be broadened, thru visual education and other modern devices and means, to include conception and appreciation of the resources of the great country in which their respective states are significant units.

The task before us has manifold aspects. The challenge to intelligent and untiring service in education—the first line of defense of our democracy—is unmistakable and insistent. Everywhere that I have gone this year I have found that American teachers are devoted, earnest, intelligent workers, sparing themselves not at all in that task of supreme importance, the education of the American citizens of the future. The Father of Our Country once said: "A hundred thousand men coming one after another could not move a ton weight, but the united strength of fifty would transport it with ease." I should like to paraphrase by saying: "The million teachers of America working separately and independently can hardly secure for education adequate public support, but the united strength of all the teachers of America—united in their great national professional organization, the National Education Association—can so represent and interpret their schools to the public that generous and even enthusiastic aid will be forthcoming."

As I said in the beginning, then, our most urgent task at this time is to interpret the need of the American child and the American nation for that aid. Indeed, let us stress investment rather than aid, investment in our

human resources. The dividends in enlightened citizenship and in national welfare are sure and great. We do not minimize the influence of the home, the church, and the great world outside school, home, and church, but I would stress the partnership of teacher and child in creating the dividends of the investment in education. Here I mean not only the investment of money but also the investment of human capabilities, willingness, and eagerness on the part of the pupil and the investment of skill, of well-rounded personality, of knowledge and wisdom on the part of the teacher. In recognition of this partnership I should like to conclude by reading two literary bits that have meant much to me and to all with whom I have shared them. The first is "A Tribute to the Teacher" written some years ago by Joy Elmer Morgan, editor of our *Journal*.

The teacher is a prophet.
He lays the foundations of tomorrow.
The teacher is an artist.
He works with the precious clay of unfolding personality.
The teacher is a builder.
He works with the higher and finer values of civilization.
The teacher is a friend.
His heart responds to the faith and devotion of his students.
The teacher is a citizen.
He is selected and licensed for the improvement of society.
The teacher is a pioneer.
He is always attempting the impossible and winning out.
The teacher is a believer.
He has abiding faith in the improvability of the race.

This bit of free verse, entitled "The Child," was written by Bernard Hirshberg. The child is represented as speaking. He says:

I am the unmoulded clay of the era to come;
I am the plastic nerve-throbbing bundle of flesh,
Seething at the gate of the Spirit;
My little heart, hungry for beautiful playthings and pulsating
with the ache for the loveliness of the Future,
Can be fired with the Divine.
I am the path-finder of civilizations yet unborn,
The creator of star-worlds, unbelievable;
I am the waves washing away the shores of the Impossible;
I am potentiality;
Master bards and sages that have gone before
Have toiled in vain, for I shall surpass them;
I am the herald of the Greater Deed,
Of the nobler Song
Of the newer Vision;
I am the germ-plasm of Eternity,
The nucleus of Eons to come,
The creation that is to be—
I am the child.

SECOND GENERAL SESSION

AMERICA'S PLACE IN THE WORLD SITUATION

H. V. KALTENBORN, STUDENT OF INTERNATIONAL AFFAIRS AND RADIO
COMMENTATOR, NEW YORK, N. Y.

My task is to try and bring you a picture of the world in which we live and of the part that our country is destined to play in it. It is a strange world, a topsy-turvy world, a revolutionary world, a dynamic world. It is a world that can never be the same again, a world that is going to face climactic changes, a world that even within the lifetime of most of us is going to be an altogether different place than it was for most of us when we were young. It is a world that is traveling very fast toward something, but we do not know exactly what.

It is a world that is much more intimately linked up than the world ever was before. That is something one senses as one flies about in airplanes, as I do constantly. Last year, when within the space of twelve hours I was whisked from Ireland to Newfoundland, I got a sense of the smallness of these oceans to which there is such constant reference by those who do wishful thinking about the isolation that those oceans are supposed to provide. They do not provide it, for even as airplanes cross in a few hours, ideas cross in the fraction of a second and ideas are invaders in exactly the same sense as embattled armies. The radio, constant intercommunications of every kind, speed of transportation, the universality of modern scientific invention, the quickened relations of one part of the world to the other, the economic relationships that have been established among all continents and among all peoples—these things have done away with the world of separate continents and separate ideas and separate systems, and what we are witnessing today is a worldwide struggle with a dominance of two types of ideas—the democratic and the totalitarian.

That is a struggle from which we cannot exempt ourselves no matter how hard we try. It is a struggle to death. Only one can survive. There is no room in the world for the democratic system and totalitarian system. It is we or they. That is the challenge that we face since we represent today the strongest unit of what is left of the democratic system. Britain is still strong but not as strong as we are, and is gravely menaced with the possibility, not the probability, of being overwhelmed within a period of two months. It is possible. And that, of course, would still further reduce the democratic area and further increase the area of dominance by the totalitarians.

It is difficult to attempt to convey what I feel about the situation without being charged with being an alarmist or hysterical but I feel it strongly, perhaps because I know the men who are concerned. I have repeatedly talked with Hitler and Mussolini. I have been in both Italy and Germany before the Fascists and the National Socialists came into power. I have been there almost every year since they came into power and I have done my best to study the development of the totalitarian system, to get at its

inner spirit and meaning. And I have done my best to be fair to it and to be dispassionate in my analysis of it. Obviously we must not only speak of Germany and Italy, but we must also speak of Soviet Russia. That too is totalitarianism. It started from a slightly different premise but it has developed in much the same way. And in recent years as I have moved from nazi Germany into communist Russia and back again to nazi Germany, I have been more and more impressed with a certain similarity of method and, above all, with the fact that both systems are equally antagonistic to our own, equally at war with it, equally determined to root out the system which we represent if they can do so.

Remember that the Soviet system, the system that Adolf Hitler and his associates have established in Germany, and the system that Benito Mussolini has established in Italy are revolutionary systems, and unless we understand that and appreciate what it means we cannot quite get the whole significance of their strength, power, and driving force. They are revolutionary systems and at the same time they are religions with all the mystic power that religion gives. Each has its living god—Stalin, Hitler, and Mussolini. Each has one or two substitute gods ready in case something should happen to god number one, but if history repeats itself, god number two or number three will not be as successful as god number one. That, perhaps, is one of the chief reasons why we do not need to fear so much the continued power of these religions and revolutions. It is because primarily they have centered their affection, devotion, and allegiance on one individual, and as we study similar individuals in the light of history we know that few of them die in bed! So the whole situation might be changed overnight by an accident to Mussolini, such as happened to Balbo a short time ago. Strange accidents happen to these leaders in fascist countries, particularly if they are people who have had some sort of a falling out with the master and if they are people who seem to be in a position to possibly challenge the position of that master. They are apt to disappear overnight as General Von Fritsch disappeared in Germany, as Balbo disappeared in Italy in some mysterious aerial accident which the British say must have been an accident since there was no British plane which shot down Balbo's plane.

So we see that personalities are important, but they are not the only thing. There is in the movement itself the strength which we are apt to underestimate and which I underestimated in the beginning. As I studied the development and growth of National Socialism in Germany and as I studied Adolf Hitler himself, I did not believe that he could come to power; I did not believe it because I relied on the good sense of the German people. I relied on something of the old tradition. I relied on the old strength of the established army. I relied on a certain sober quality in Germany and among the Germans, but I failed to take into account the disorganization and disorientation caused by the war; caused by the events that followed the war; caused by the stupidities of the Treaty of Versailles; caused by the stupidities of France and Britain in the application of that treaty, such as the invasion of the Ruhr, such as the constant failure to give the German republic which had been created by the will of the Allies any chance to live.

Then we had the Hitler movement which exploited everything that the German people had suffered and exploited it with rare propaganda skill, utilizing that new weapon which is a tremendously important weapon in war today—the weapon of propaganda—using that to burn ideas into the hearts and minds of the German people.

Finally, the result was that Hitler came to power. Then, of course, the unhappy consequence. But then when France and Britain should have sensed the danger, should have realized the import of that revolution, should have known what it would mean to the peace of Europe, then when they should have been strong they became weak, after having been strong and harsh against the German republic that needed their help if it was to survive.

And so we come into the decade that has just closed, the decade of aggression, when in one instance after another these new revolutionary movements struck for power, for land, for new advantage, and neither in France nor Britain was there sufficient spirit or imagination to realize that the only time that they could be checked without war was while they were still not strong enough in themselves to wage successful war. Then we had the era of appeasement with the futility of the performance of Neville Chamberlain in going again and again to Mussolini and again and again to Adolph Hitler with the idea that these men could be appeased. After my first meeting with Hitler I could not help but recognize that that man could never be appeased, that his whole quality was dynamic, that he had to move forward, that he could not make a concession, that he could never compromise, and that he could never give in. I predict here and now that never so long as Adolph Hitler lives will he be able to make a compromise, concession, or decent peace. He cannot do it. His limitations prevent his doing it. The man has a fierce, fanatic will, an utterly unselfish devotion to his cause, a mystic belief in himself and in his purpose, and he is so absolutely sure that he is right that in the very moment that he tells a lie he does not know it is a lie.

The most dangerous of men are such as these—Mussolini, less dangerous because he is more worldly, more cynical, more sure of himself, less of a mystic, more of a realist, just as harsh, cruel, relentless, and indifferent to human suffering, yes, but perhaps with a somewhat greater sense of the realities. You will have noted that the first thing Hitler did when he came to Paris was to go to visit the tomb of Napoleon and look upon the last resting place of that imperial impersonation of force and murder. That is inevitable in these men. They see the certain opportunity for personal greatness and naturally they are endowed with the kind of vanity which gives them that complete belief in themselves and so they are dynamic, forceful, and determined to achieve what they have set out to achieve. But the system too has something that responds to the needs of the Italian, German, and Russian people in a time such as they have been thru. We experienced the World War from 1914-18, and do not forget that for the first time we dealt with an integrated world where all its finance and its

economics and its ideas were linked together, and do not forget that following that war came the first worldwide depression when everything went wrong everywhere at one and the same time. And men were without work, without hope, and without opportunity, and so the Pied Pipers that arose found ready response in men who had no bread, men who had no jobs, men who had no future, and men who were willing to accept and grasp at anything that seemed to promise rescue from an impossible situation. And there was strength in those movements. They appealed to all the unhappy and dispossessed. They rallied them and organized them and bit by bit they won acceptance even from those in places of power, from those who liked this and felt, "Well, it's a choice between Hitler on the one hand and the Communists on the other and I'd rather try it out with Hitler. At least then the capitalist system will endure."

They were mistaken because the capitalist system cannot endure, not in the face of these dynamic revolutions. It started in Germany from a different point of view, as I have said, but the end is approximately the same. Communism did not work in Soviet Russia, and she has gone back to a measure of capitalism. And capitalism did not work in post-war Germany and so she has gone to a measure of state socialism, yes, complete state socialism, and they have met—those two systems, the communist system of Russia and the national socialist system of Germany—on about the same kind of state socialism plan, and there is less difference as the years go by. There is no place for private enterprise, for private initiative, for anything but the all-devouring, all-demanding state. As the robot performs his services for the state, he worships the impersonation of the state, he prescribes what shall be done, and there is an efficiency there that in certain of its aspects democracy can never hope to emulate. Let us not underestimate its strength. It does unite men and women in a determination to achieve. It does excite by ruthless means but also by the appeal to certain ideals that flame in the heart of youth. It does excite a devotion and a sense of service which I sometimes wish we had in our America at this particular time of crisis.

Let us not underestimate the power that grows out of that unity, out of that sense of all belonging together, out of that sense of common purpose. Human beings long for that sort of thing. They must have some religion in order to live, particularly when they have passed thru a period of defeat and hopelessness, and that was the experience in Italy and in Germany and in Soviet Russia. And so they followed these new leaders and new causes and they have waxed great. They have waxed great because they came in a period when the democratic nations were at their worst and their weakest. It was a pitiable thing to see France in the post-war era with that constant apprehension and fear of a Germany that was helpless and then with a sort of indifference to a Germany that was growing stronger by the hour. France was going thru its period of a popular front government with strikes in every factory, with absolute indifference to the production of the things that France needed above all for her safety and defense, strikes always and everywhere, party wranglings, one government

cutting in after another, financial chaos and disorder, nothing controlled or definitely organized, no sense of where the country was going, no common purpose, Fascists on the one hand, Communists on the other hand, preaching treason openly in their newspapers and in their party meetings, and nothing done to stop it on the ground. That is the democratic way. So France became weaker instead of stronger, and at the very time when the test confronted her she was weakest of all. It was too late. France never got organized on a war basis, never really got completely mobilized in her factories, never got her troops to the point where they really sensed what they were fighting for and what they were fighting against. There was defeatism to the right and to the left and that on top of the poor organization, failure to realize that they were confronting an entirely new kind of war, and it was not to be a war fought behind the safety of the Maginot Line. I was appalled when I was in France two days before the war began to hear every Frenchman telling me: "In this war we are not going to sacrifice our men. We cannot afford it. We are going to keep them behind the line and let the Germans do the attacking and let them waste their men." If they had only studied the actual events of the World War they would have found that the offensive was less costly in men than the defensive, because the Germans lost fewer men at Verdun than the French who carried thru there the most magnificent successful defense of the entire war. So they were totally unprepared for what happened; and then of course the totalitarian method drew one thing at a time, one country at a time.

It began in 1931 when Japan took Manchuria and thereby weakened China and prepared the way for aggression in the Far East. Then Hitler came into power. First he took the Rhineland and then he and Mussolini, working together, finally created the situation where the League of Nations became weak and impotent. Next began the series of aggressions in Europe, and Mussolini in 1935 felt that the time had come when he could take Ethiopia. I talked to him two weeks before he marched his troops into Ethiopia and I told him that I felt that if he acted—I had just come from Geneva—the League of Nations would take action, and he said, "Bah!" What did the League do when Japan invaded Manchuria? The failure of the League in the first case where one of the great nations violated its dictum, and there was not sufficient cooperation on the part of the great powers to check that, told the dictators that if they were only bold enough and picked the right time they could do almost anything they pleased. And so they succeeded and under the leadership of Pierre Laval who, unhappily for France, is now once again in her government, they refused to carry thru the sanctions which the League had voted. Ethiopia fell and once again the triumph of the dictators was assured, and when Hitler saw how well it went he made his plans and he and Mussolini worked together in Spain. From the moment that the Spanish republic tried to put down that revolution, Hitler and Mussolini, by joint action, prevented it from being put down. After a desperate bloody struggle of two years, with France and Britain standing by watching the Spanish republic, it was downed by the

hosts of Fascism and National Socialism. Spain became a fascist country and another triumph went to the dictators, and in that war they had the opportunity to try out the modern weapons and technics of war. They learned a great deal during their experiences on the battlefields of Spain, experimenting at the expense of the unhappy Spanish people. Soon after, Hitler found the way clear in Austria, and then came Munich—the unhappiest chapter of all in this decade of appeasement—when Daladier and Chamberlain surrendered the brave little Czech republic, made it give up its defenses, the only chance it had of protecting itself; when Chamberlain fatuously brought home that little piece of paper which Adolf Hitler had contemptuously signed and told the British people that he was bringing peace in our times. Do you wonder that Lord Strabol and others in Britain said to Churchill: “You cannot keep the appeasers in your cabinet. We must have a cabinet in which we can have confidence. How do we know but that when an opportunity presents itself those who have been appeasing for the past decade will once again try to appease the unappeasable.” And they call loudly for the elimination of Chamberlain and Sir Samuel Hoare. They feel that there is danger there and I do not blame them for feeling it.

“Yes,” you say, “but that is far away; that is in Europe. How does it concern the United States?” Well, it does. There is nothing that is as successful as success. I have heard quite a number of Americans speak with admiration of Hitler’s military achievements. I have heard quite a number of people on Wall Street say: “Well, now let’s be a little careful. After all, he may defeat England, and we will have to go on doing business with Europe if we are going to exist, and we will have to do business with Adolf Hitler, so let’s not be too impolite toward him. After all, if he is going to dominate Europe, we might as well make up our minds that there is nothing we can do about it, and we had better not offend him too much.” They criticized the President of the United States for such speeches as that in which he said that Italy had stabbed France in the back. They would also appease, and their success would be just about as great as that of Neville Chamberlain and Eduard Daladier. There is no appeasing a dictator. He lives by his terrorism. He must move from one success to the next.

Look at the world as we face it today in Europe—one country after the other dominated by force, controlled, exploited, harnessed, put under the yoke so as to cooperate with the dictator in his next conquest. It begins with Poland where the lightning war, the blitzkrieg, had its first excellent illustration, the scientific use of the air force—destroy all means of communication, destroy the air force, prevent the opposing air force from rising. Use your dominating superiority in the air, destruction behind the lines, then your mobile columns, push them thru, fifty miles a day forward with your tanks and your movable artillery. Confound the enemy. Prevent him from mobilizing his resources. Destroy whatever you can behind his lines. Do it quickly, dynamically, and before he has a chance even to mobilize, overrun him and defeat him. That was done in Poland, Denmark, Norway, Holland, Belgium, and France, and within a few weeks that will be tried against England.

It is going to be a little tougher job there. There is, after all, a little water between the continent of Europe and the British Isles, and Britain still has a navy. And on water a navy is still a powerful factor. So it is not going to be so easy. As Bernard Shaw said, "You always make a mistake when you actually stir the British up because until you get them stirred up they go on playing cricket and tiddlywinks, but once they get frightened they act." And the British are acting. They are organizing every man, woman, and child in the British Isles. They are working night and day. They are using everything they have, and they have a lot! There is a spirit in Britain of far greater unity, far greater determination, and far better organization than Hitler has found in any other country that he has tackled so far. And supplies are coming from the United States in increasing measure. Unless Hitler hurries, hurries, hurries, he is going to find the fogs beginning to come up over the Channel and over the British Isles which will make bombing a little less easy. In his air force is the only place he has superiority, and with every passing week there is increasing strength on the part of the British air force. They were slow in getting started but they are started now, and they are moving fast. Unless Hitler achieves a victory within the next two months I doubt very much that he can ever achieve it.

But there is no boundary line in Europe and there is no boundary line in Asia that is fixed and that stands. Everything is fluid. Yesterday it was Bessarabia. Oh, Stalin is a shrewd boy! He is not playing Hitler's game or Mussolini's game. He is playing Stalin's game. He sees they are extremely busy, these two gentlemen, in preferring their invasion of England. "Very well," he says, "I will get a few things of my own that will put me in a somewhat stronger position whenever they get ready to turn their attention in my direction." And he knows, knowing what the dictators are, that his turn is coming. He is under no illusions. He does not propose to try to appease Adolf Hitler. He establishes himself in those places where Hitler could hit at him. That is why he takes that part of Finland which controls the Gulf of Finland which gives access to Leningrad. That is why he marches his troops into Latvia, Lithuania, and Estonia and establishes his control of that side of the Baltic. That is why he marches into Bessarabia and creates a stronger front toward the Balkans than he ever had before. He has a mouth of the Danube in his possession which Adolf Hitler needs to get Soviet Russia's oil, and even to get a good part of the oil from Rumania. He knows how to take advantage of the moment.

That is where the dictators are strong. They do not have to ask any Congress, Senate, or convention as to what they are going to do. They act. The instant the situation is ripe, they act—secretly, suddenly, decisively—and they can get things done. Oh, that we could act that way. Do you believe that it would take twenty-four hours before our fleet would seize Greenland, the two French islands south of Newfoundland, the Bermudas, the Bahamas, Jamaica, Trinidad, Dutch Guiana, French Guiana, and British Guiana? That is what we would do if we were free. We would tell Ecuador: "We must have the Galapagos Islands. They front the

Panama Canal on the Pacific. With them we will be twice as safe as we are without them. We'll buy them, we'll pay your price, but we must have them." We would tell Costa Rica: "Cocos Island is too dangerous an island in relation to the Panama Canal to leave it in the possession of a weak power. We must have it. We'll buy it, but you must sell it." We would not hesitate if we were the dictator state. I do not say we should do these things. I only say how comfortable we would be with more than a dozen warships at \$75,000,000 each and to have those islands—every one of them an outpost, every one of them ideally situated to guard our coast against attack from east or west. That is where the dictator has the advantage; he does those things instantly. And here look at the situation we confront with reference to our Monroe Doctrine in Latin America.

You are to hear in a few minutes of our effort to establish better cultural relations with our friendly neighbors to the south. But they are not always complete masters of their own destiny. They have Fifth Columns in their midst. They have organizations sent over from Europe that preach to them how much more closely they are related to Europe than they are to America; that theirs is a Spanish old-world culture; that they have their roots in Europe, not in the United States; that ours is, after all, an Anglo-Saxon culture and theirs a Latin culture; that they belong to the Catholic group and we primarily to the Protestant group; and that their commercial, economic, and financial interests are more directly related, in the case of at least the two chief countries, Brazil and Argentina, to Europe than they are to us. And they are cut off now from the European markets while the British fleet dominates the seas. But assume for a moment that that fleet disappears. Do you suppose they will not immediately resume trade relations with the Nazis and with the Fascists on the basis that these countries are offering them? Their agents are there saying, "We'll make these deliveries six months from now and we'll give you such and such advantages." How do you suppose we can stop them from doing that, if they decide that it is to their own interests to do it? I do not know how we can do it, except perhaps by a display of a little of that ruthlessness which so well becomes a dictator and so ill becomes a democracy. And yet I sometimes wonder whether, when a great danger confronts a great nation, it does not have the right to do certain things which it would not do in normal times. I do not know. I know that the danger is real. I know that Argentina, for example, is much more closely related to Europe than she is to us. I have attended Pan-American conferences. I have seen Secretary Hull struggle against the foreign minister of Argentina in trying to put over the Pan-American idea, and Argentina has always been opposed to us. I venture to say that when the meeting comes to Havana in a few weeks it is not going to be easy for us to organize that economic cartel, not unless we are willing to make real sacrifices and contributions and big loans. I am in favor of the loans.

I do not see what good \$20,000,000,000 worth of gold does us while it is buried in a hole in Kentucky. I would rather lend it to our Latin

American neighbors and keep them our friends and establish a basis of sound economic and financial cooperation than to construct huge battle-ships that will take four years to build. After they are done they probably will be of no use whatever because, on the basis of the experience that we have had in our recent times, these huge floating machine shops are more dangerous than they are worth. It is the small craft that have accomplished results for Britain in this war and in the last war—not these big things that we build merely because it is tradition—and navy men and army men, they are hipped on tradition. That is why I welcome the presence at the head of the War and Navy Departments of men like Stimson and Knox, who I hope are going to shake up the dry bones of that tradition. They are sound appointments and they are going to be ratified!

Those are the sorts of things that we have got to do—things that are not always in line with precedent, things that are essential if we are going to meet the situation. And we have also got to stimulate our people to see it as it is, to recognize the tremendous danger of these ideas, to realize that our America is integrated with the world in a way it never was before, that this is a challenge to us practically as much as it is to Britain, for Britain has Canada and Canada is our neighbor. With Britain defeated and if the government moves to Canada, how are we going to separate ourselves from it? A war is at our doorstep, and we have to wake up and realize it! And it is a war, not only of cannon, tanks, and airplanes but also a war of ideas. And these efficient organizations of which I have spoken have made their impression, made it on many an American—North and Central and South American—and if we are going to combat them effectively we have got to learn how to organize our democracy, how to integrate it, with faith, valor, determination, and spirit which it has not had before. Then we have to learn that a government is not something that always gives and gives and gives, but a government is something that needs service, devotion, love, affection, and help from its people. For how many years have the organized pressure groups of every age beginning with the banner-carrying collegian and going thru the farmers, veterans, labor unions, sometimes this group and sometimes that group, and going on up to the aged, and all of them one single cry, "Gimme, gimme, gimme!" Is that the spirit of America? Is that the spirit of sacrifice? Is that the spirit of devotion to the democratic ideal? If it is we might as well shut up shop and tell the dictators to come and take what they want. For that kind of civilization is not worth saving. No, if our country is going to rise to the present challenge it has to rise to it in a new spirit—a spirit of self-sacrificing devotion and a spirit of willingness to serve. I welcome some kind of conscription that would teach everyone of us what we owe, not what we have to get.

Why should only the brave, valiant, and self-sacrificing spirits be permitted to give their country what it needs? No, let us share and share alike. Let us all do our part—young and old, men and women, for this is a day when women can contribute practically as much as men in the organization of the defense and spirit of the country. It is a real challenge, it is a challenge we have only begun to meet. Slowly the giant America awakes. Slowly

he stretches his muscles and senses the fact that from across the seas there comes a challenge such as he never heard before. His system is under attack. He is told that men cannot be free and still be efficient. You and I do not believe that, but we have to prove that it is not true. We have to learn how to organize to meet that challenge, and we do not have any time to lose to complete the organization. It may be only a matter of weeks before the threat will be immediate, and obviously the sensible thing is to provide for Britain and her defense against this totalitarianism. We should give whatever we can spare that she needs—it is suicidal to think of not doing that. She does not need men but she does need machines and the industrial power of this great country.

Happily we have efficient leaders in our industry and happily they are unselfishly today serving their country and cooperating in the organization of the strength of this giant who is just beginning to awake. And you who have so much to do with teaching the young people of the land, how much you can help! Teach the young people that the time has come for them to serve the country which they love. The time has come when they will have an opportunity to give much, for in the years that lie ahead there will be sacrifices for all. Times are not going to be easy. They are going to be hard, but they are going to be worthwhile. They are going to be more challenging, more stimulating, and more bracing in every way than these fat, easy, lazy, and soft days that lie behind us.

We can meet this challenge. We may have to meet it tomorrow—not in Europe but in the Far East. Do not forget there is another power there that is on the rampage and that has seen success; that the militaristic totalitarian idea that has overrun China is now casting hungry eyes upon French Indo-China and the Dutch East Indies, and that tomorrow will be looking toward the Philippines. We are going to give them up in 1946. I wish the year were 1940, for I hate to think we may have to fight for them, under conditions of extreme difficulty, before that time. And yet, being what we are, can you imagine that the American people would not accept the challenge from Japan if she proceeds to take the Philippines and haul down the American flag? Not if I know the American people. We are not as peace-minded as all that, despite our pacifist societies. There is a fierce spirit that lives in the American when he is challenged. My apprehension right along has been that the challenge might come from the Far East before it came from Europe.

But whether the challenge comes from the East or from the West, we must be ready to meet it—ready not only in the material things, but ready in spirit, in a spirit that believes in our traditions, the spirit that glories in the fact that we are going to do it in the democratic way and still do it efficiently. To sacrifice for a brief time some of the privileges of complete free speech does not mean that we sacrifice them forever. To challenge certain groups among us who are preaching dissension and something close to treason does not mean that we deny the legitimate right of criticism. But the time has come when we must and will challenge the right of free speech of those who would use it only to destroy it.

The task of those who have to teach youth in a time like this is not an easy one. It is not easy for there are many things you must safeguard against. There are many challenges that you must meet in your classroom from day to day. But it seems to me that if you have the underlying belief in the democratic system and the right of the individual to be himself and the right of every man to worship God as he sees fit—a belief that free men can for the time sacrifice certain superficial aspects of freedom in order that they may insure the continuance of that freedom—I think that can be taught and achieved. Our country is awakening. The challenge is real and the danger is great, but we have here the strength, the vision, the spirit, and the purpose to go out and meet it and win the battle for the democratic ideal.

THE FUTURE OF DEMOCRACY IN THE WESTERN HEMISPHERE

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I come to you deeply conscious of the privilege of addressing this distinguished company of educators and also cognizant of the fact that I have come not because of any personal merits that I might possess, but simply as a representative of that large family of nations that share this American earth with the great people of the United States. And I wish to say that I am not here to state generalities concerning the grave events that are today shaping the destiny of the world, but rather to utter a few words of faith—a faith emanating from the tradition of America, from the fortitude of her people, from the capacity of many generations of Americans of the North and Americans of the South to face new situations with that courage which we inherited from conquistadores, explorers, and pioneers.

We seem to stand today before uncharted seas, so ominous and terrifying in their magnitude are the problems we are confronting. And yet there are elements in our history and in our national make-up that give us confidence. But, above all, we draw strength from the fact that we are twenty-one republics, conceived in the same ideals of freedom and equality that inspired the French Revolution and the nascent America of Benjamin Franklin and Thomas Jefferson.

More than a century ago our young republics were called together in Panama by the liberator, Simón Bolívar, for the purpose of discussing certain questions of common interest. This early recognition of a community of purpose, which later translated itself into the Pan-American movement, is in itself one of the proudest traditions of this continent. Another is that in the beginning of the national life of those republics their leaders evinced admiration for the successful democratic practices inaugurated in the United States. Miranda and Bolívar, among the early statesmen, and Sarmiento and Varela in the middle nineteenth century, turned to the United States for political ideas and also for leadership in education. As early as 1815

two Latin American boys studied in the United States. In 1818, a nephew of one of Chile's soldiers of independence came to this country, and in 1827 Fernando Bolívar, adopted son of the Venezuelan who freed five nations, registered at the University of Virginia out of admiration for your great statesman, Thomas Jefferson.

That most of our Latin American constitutions are documents fashioned after that of the United States is in itself another reflection of the respect for the political ideals of this country felt by the Latin American leaders of the independence period and the years immediately following.

The war with Mexico and the activities of that period of expansion of the United States, which is generally known and resented in Latin America as the imperialistic era, did much to embitter the relationships that had begun so auspiciously. A long period of distrust and recrimination is now happily drawing to a close, as the people of Latin America are becoming more and more convinced of the sincerity of that new foreign policy of the United States which is better known as the "Good Neighbor Policy." This was hailed, on the occasion of the congress on democracy held in Montevideo in March 1939, as a historical event of the first magnitude, and a resolution was adopted by that assembly to the effect that the Latin American republics may without fear join hands with the United States in the struggle for the principles of democracy. Free from the taint of imperialism, the government of President Roosevelt has been able to place the relations between the United States and Latin America on a level of confidence and mutual respect so essential to cooperative action. And this, in itself, constitutes a most encouraging sign, as we view the struggle to be waged by democracy against totalitarian ideas.

In the dangerous days ahead of us we are to be more united in purpose than we might have been if the government of the United States had not succeeded in giving us new faith in its sincerity.

Another important factor to be taken into account is that for more than fifty years the American republics have been perfecting the machinery for inter-American cooperation and have developed technics that are helpful in the solution of common problems. This experience will be invaluable in the months and years to come. Around the conference table, among friends, the thousand and one details of our struggle for security and democracy will be freely discussed.

As I make this public confession of faith in our capacity to face these stormy days, it may be well to bring to the attention of this audience another source of strength—the rebellious youth of Latin America. Those of you who are unfamiliar with Latin American conditions may have often smiled at the importance given in Latin America to the attitude of university students. You may have heard with amazement of their participation and interest in public affairs. The value of this activity may be questioned, but what we cannot possibly underestimate is the significance of that rebellious spirit that has inspired our youth. They have never become compromising, pampered, or soft, and have ever been ready for great tasks. The student martyrs of Mexico, Cuba, Venezuela, Chile, and Peru—to mention only a few Latin

American republics—bear witness to a vigorous and determined Latin American youth movement, ready for the great sacrifices demanded by the democratic way of life. In an hour of crisis there is no question as to the stand they will take.

No doubt, in the event of a totalitarian victory, the Latin American nations will be subjected to great temptations. There is always prestige attached to the victor, and economic advantages may appear easily obtainable from countries elaborating their products under inferior labor standards. But I personally find comfort in the courageous resolutions of the Montevideo Congress on Democracy in favor of boycotting the products of totalitarian countries. Also, I find inspiration in letters received from students who have been invited to visit Germany and Italy and received royal entertainment there. While their complacent and comfortable elders who received similar invitations may have been impressed by their reception and the material progress observed in those countries, the students as a rule have frankly declared that they preferred the relative democracy found in some of our republics to the type of efficiency displayed by the totalitarian systems, which is achieved at the cost of human dignity and freedom.

We have, of course, far to go if we are going to gird ourselves for the great test. Democracy has a tendency to be timid and so it often neglects the most elemental weapons for fear of being accused of propagandizing.

It is shocking, to say the least, that today, with so many factors in our favor, with such increased neighborliness and willingness to make sacrifices, we should have failed to utilize the radio and the press in the interest of a united all-American front for democracy. The radio stations continue to broadcast to Latin America inconsequential programs (inconsequential as far as the immediate need is concerned) in which the great issues of the present world situation fail to be explained. I heartily approve of some of the long-range projects for inter-American relations, but I also realize that emergencies are emergencies and that perhaps we are not providing at the proper season for them. Why not have more direct methods than those now in use by the radio stations to bring the meaning of today's crisis and its possible implications home to all the people of the Americas?

The same can be said of the press. There is not today in all the Americas one newspaper or journal with a continental circulation that might emphasize the common ground on which we stand or come out openly and fearlessly for the defense of the democratic ideals, explaining at the same time the issues with which this war-torn world is confronted. But when recently a project to bring out such a publication in Spanish and Portuguese was presented, it was reported upon by a government department of the United States as worthy of being considered "with benevolence." The promoter of the idea, an eminent Latin American writer and highly respected leader, was given no further encouragement than this *benevolent* reception of his plan. If we wish to cement our community of purpose and ideals, we shall need to be less timid both as governments and as peoples. Let us utilize the radio and the press, the school and church, and all other teaching agencies to instruct the peoples of the Americas on the meaning of what is happening before our very eyes. The time has come for direct methods.

As early as 1822 President Monroe reminded the Congress that free governments are often criticized for lack of foresight, for their inability to provide for emergencies, and for their expensive methods of procedure. At the same time he expressed confidence in the United States. The same confidence is present today, but it can be enhanced if more effective educational methods are devised to make our peoples, young and old, north and south, thoroly aware of the present situation.

I am sure that any initiative taken to this end in this country would meet with the unconditional endorsement of the intelligent people of Latin America, for their devotion to liberty and the principles of republican government are as great today as they were more than a century ago when they emerged as independent nations. Furthermore, the spirit of continental solidarity as expressed in official and nonofficial gatherings during the last few years is stronger than ever before and more articulate. As to the attitude of the people of Latin America toward the United States, it is safe to assert that, since the birth of these republics, there was never a time when friendship was more evident. Whether this is forever preserved or forever endangered depends entirely on the manner in which we meet the present crisis.

At this fateful hour we may well be grateful for all the ties that bind us into an American family of nations, but we must be ready to discard much of our traditional thinking on methods of approach if we wish to safeguard our institutions.

The task of the educator in this connection is indeed titanic, but we must all receive strength from the thought that this hemisphere has been entrusted with the responsibility of preserving those standards of liberty, justice, and international ethics which represent the loftiest achievement of our civilization.

THIRD GENERAL SESSION

THE PLACE OF MUSIC IN THE CULTURE OF THE WORLD

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This program is more than a concert; it represents more than technical proficiency; it is more than the realization of an artistic achievement. It is a symbol of something new and strange and something beautiful. It is the living expression of the democratization of music, the manifestation of a new spirit in music which is peculiar to our own time and our own country.

We speak of the golden ages of art. History recalls the great periods of musical development—the age of Palestrina in Italy, Purcell in England, Bach in Germany, and Mozart in Austria. We speak of the nations which produced such epochs as “musical nations” and rightly honor them for their contributions. And yet music in those days and in those lands was essentially an aristocratic art—an art produced by professionals for the benefit of a

limited circle. Tho the music itself was great, its impact was felt by a small proportion of the men and women of those times, and its influence was experienced by but a comparatively small percent of those whose sensitivity to sound would have enabled them to have absorbed its benefits.

What has happened in the schools of the United States during the past comparatively few years is something new and challenging in the history of music. It has never happened before and it does not exist now in any country except our own. It is vital, exciting, and important—not only to us, but to music and to democracy as well. We must not take it too much for granted. We must not let its significance escape us.

My first unforgettable experience in this new democracy of music was at the concert by the National High-School Orchestra assembled by the Music Educators National Conference in Chicago over a decade ago. I shall always remember vividly the experience of conducting that amazing group of American boys and girls. There was an orchestra of over three hundred young Americans from all parts of our country. They were gathered together, not to be lectured to about music but to make it themselves. They were not professionals. A large portion of them had no intention of ever becoming professionals. They were making music for the joy and inspiration of the experience. The impression of that concert upon the large audience, of whom many were musicians and teachers, was profound. No one who heard that performance could fail to sense that here again was more than a concert. Here was, rather, a thrilling demonstration of education at its best, a realization of the possibilities of art in a democracy. Here was the visible and outward sign of the beginning of a new era.

After the concert was over I recall meeting backstage Oscar Sonneck, that great musician and scholar who during his lifetime contributed so much to the development of musical scholarship in America. Many in the audience had been visibly moved by the concert. As for Mr. Sonneck, the tears were streaming down his face. I said, "Mr. Sonneck, what is the trouble?" His reply came, "I can't help it. It was so beautiful." It was beautiful and it was also revealing—revealing possibilities of which even the most enthusiastic of us had never dreamed. Once again the youngsters proved that they were 'way ahead of their elders!

What have those experiences taught us? First, we must certainly have learned by this time that there is literally no limit to the talent of American youth. I do not know who was responsible for the origin of the fiction that American boys and girls were unmusical. Certainly what is taking place in America today indicates that the youth of our country is lacking neither in talent nor in leadership.

Second, it must teach us that the arts are safe in the hands of these young people. The educators who felt that Bach, Beethoven, and Brahms would be profaned if their music were taken from the sanctuary of the professionals' concert hall and given into the keeping of our young musicians were wrong. We have learned that art becomes more precious and more sacred the more it is put into actual use in the lives of boys and girls. We learn

by doing, in the arts as well as in the laboratories, and the benefits of such earning accrues to the art as well as to the individual. For art was never created to be preserved inviolate in the dim recesses of the museum, but achieves its richest fulfilment when it ministers directly to the lives of men and women. To our boys and girls Beethoven is not a name and a date on the history of art but the personification of a tonal beauty which they themselves have experienced and re-created.

In the third place, it leads some of us who are professional musicians to re-evaluate standards and objectives. Important as the ideals of perfectionists may be, we begin to suspect that the great values in music are even higher than those either of technical proficiency or esthetics. They are the values not only of teamwork, discipline, and cooperation exerted in the re-creation of beauty, but even more important, the value of enthusiasm directed toward the attainment of spiritual goals—the more important because these values are only realized subconsciously. In the performance of great music the student is subjecting himself voluntarily to the most rigorous of disciplines in order that he may do his part to create something which satisfies his conception of beauty. And is not this the very definition of the ideal of training for citizenship in a democracy—the voluntary subjection to discipline in the accomplishment of a goal which challenges our greatest loyalty?

It should be a profound source of gratification to us as Americans that this development of music has taken place, not in the old world but in the new, and in the public schools of the United States. The symphony orchestras which may be found flourishing in high schools in every state of the Union have no counterpart in Europe, not even in such musically well-developed countries as Germany, France, and Italy. It is our country which is furnishing, and must continue to furnish leadership and inspiration to the world.

Behind this thrilling development lies a history of limitless hours of labor and devoted loyalty on the part of the supervisors and teachers of music in our schools. For progress of this type does not come of itself. It requires leadership, vision, and indefatigable industry. Let us make no mistake. The growth of an art requires intensive cultivation of the soil. It flourishes only where it is appreciated, desired, and worked for. I stress this point because I find from time to time a certain irrational belief that art, unlike other human accomplishments, springs fullblown from untilled and unfertilized soil. This is no more true of music than it is of any other form of human endeavor.

We have all been gratified by the decision of Leopold Stokowski to form a great orchestra of young Americans with which to preach the gospel of beauty, tolerance, and democracy. Mr. Stokowski has told us of his travels about the country in search of talent and of his amazement at the wealth of material which he found in all parts of this country. Many of us are pleased, but by no means surprised, at the eminent conductor's discovery. I must confess myself somewhat astonished, however, at Mr. Stokowski's surprise, for this development came as a natural result of the devoted labor of countless

teachers in the public schools to whom the credit belongs. The talent was there and the boys and girls were ready. When opportunity came they were able to prove that American boys and girls are among the most musical in the world.

Tonight's program represents the second stage in the drama of music's fulfilment in a democracy. It takes the achievement of the public schools and projects it into later life. These young people who play not only with infectious enthusiasm but also with technical proficiency are carrying on those same values which they have come to understand and love. The excellent work of those young people is a fascinating and successful experiment in adult education, a carrying on into later life of discipline and loyalties acquired in earlier education.

This program represents one thing more. Consisting as it does of music coming from countries, many of whom are now at war, it graphically illustrates music as the great exemplar of tolerance. It calls to our minds once more the fact that a nation's lasting contributions to civilization are represented not by colonies or possessions but by the fruits of the spirit. It reminds us once again that the important things in a nation's history are not its wars and its generals, its political intrigues, alliances, and treaties, but its science, literature, architecture, art, and music. Beauty and the spirit are of paramount importance in every race, country, and religion. In beauty all men are brothers.

As educators we are coming to realize that the education of the emotions must go along with that of the mind; that the spirit and the intellect must be cultivated so that each is the willing partner of the other. We are realizing that the development of sensitivity to beauty is of prime importance; that beauty is the handmaiden of the spirit; and that art reaches its highest fulfilment when it ministers to the soul of men, singing its age-old song of compassion and tenderness, preaching its eternal gospel of the brotherhood of man.

FOURTH GENERAL SESSION

CRITICAL PROBLEMS FACING OUR NATION

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In such a time as this one is rash who sets down on paper two weeks before delivery an address to a national audience. Events are moving so swiftly that the comment of one day may seem utter nonsense in just a few hours. The temper of our Congress and the opinion of our people shift with each bulletin from overseas.

On such a topic as has been assigned it is the part of wisdom to take the long-time view of American problems even tho they may require early or short-time attack. It must be apparent that our so-called "national scene" has been tremendously complicated within the year by the rapidity of action

on the international front. Our national problems cannot be discussed in a vacuum nor can we deliberate without an eye cocked to activities in another hemisphere. There is no collective security nor is there isolation in these days. The time for talking about such alternatives is over for an indefinite period.

We in America face critical national problems on several fronts—economic, social, political, ethical, educational, and military. We face a new world environment to which we have to adapt ourselves. We cannot face it complacently and without rigorous self-analysis. We cannot turn back to look at what was and wish ourselves again into the nineteenth century. There are lessons for us to learn from the plight of France and England, both tradition-bound and overly sure of themselves. We must be more agile and mobile if we are to carry on for what we believe in—the values of western civilization.

First, what of the economic front? Ours is a money economy backed by gold. We have assumed that without money no economic system can work. Originally money as a symbol of exchange came into use because it was a convenient medium with which to carry on trade. This medium in time became a commodity desired for itself because it could bring income thru the device of interest. It therefore had two advantages over barter—its simplicity for bookkeeping purposes and its intrinsic value for investment purposes. In the course of time we accepted the idea that without money nothing could happen in the economic world. We went as far as to declare that nations could not conduct a war without gold—the international medium.

We have recently discovered all over again that there is such a thing as barter, even international barter, and that an economic system can run if only there are men and materials. We are having our attention directed to the fact that wealth is goods and that goods are created by the application of labor to materials. That is what the economists taught us from the beginning, but we had forgotten it when we insisted that nations needed gold in this modern world and that the nation with the most gold would be most prosperous and perhaps most invulnerable. We have discovered recently that the nation with the bulk of the world's gold supply can have at the same time the greatest incidence of unemployment. We have also learned that a nation without much gold may even threaten the international trade of a country with billions.

We have discovered moreover that a nation of unemployed is a nation imperiled. The lesson of Europe is plain—idleness, discontent, loss of confidence in those who are in office, disintegration of morale, organization of disgruntled groups, loss of unity and then a sense of futility, the appearance of the demagog with his gospel and then the pied piper with his promises, the capture of youth and the firing of imaginations, the appeal to a new day, a new army on the march and a new nationalism born—all this in progression moving with a fresh religious fervor—whither who can know. Man must work and have something to work for. Nothing is clearer now than that Satan finds work for idle hands to do. Do we need further

demonstration that we here must get our people back to work and particularly must we find jobs for our young people? It is work or a crusade under some kind of leadership. We must take our choice. This may seem trite counsel and to some of you an overworked theme. But it is terribly important in the light of recent history. Mobs and armies stem from those who have no work to do, nothing to challenge their interest or attention, no anchor to windward. We face, then, a critical economic challenge on the national front which we must attack realistically and meet head on. Let us not hide our heads in the sand. "New occasions bring new duties." We are due for a de-sloganized appraisal of our economic mores and for such readjustments as may be necessary in the face of new competitions in methods and perhaps even in purposes. In short, there is a new economic front. How new it is, how permanent, how transient, how challenging—we must find out objectively and without passion, methodically, patiently, and intelligently. The lesson of history is that the great mass of mankind will attempt to satisfy its basic needs no matter what cherished social or political institutions go into the discard. If democracy is to compete in a revolutionary world, it must be forewarned and forearmed for possible new situations. There is an old Latin military maxim that meant much to the success of old Rome, "It is good to learn from the enemy."

Second, we face social movements of worldwide scope to reckon with. There are those who since the last war have been counting on new ideologies to capture the imagination of the world—Lenin at first, then Mussolini, and next Herr Hitler. As far as these new philosophies can attain the character of religious revivals of a dominant sweeping character, they have potentialities which we cannot minimize. Mohamet demonstrated fourteen hundred years ago that a new religion which was actually militant could carry almost everything before it. Dying for his cause meant immediate translation into an eternal paradise. That movement in the course of time captured the imagination of a considerable portion of mankind. Even today there are more than 200,000,000 followers, many of them still ready to die for a dogma.

The new religions of Europe which emphasize as a core, race, land, state, and unity, which merge the individual into an enterprise, provide not only the resignation and selflessness of the Oriental belief but the drive and power that go with the doctrine of dynamism. They provide further a common emblem and a single leadership which ministers to something that the race seems to crave. Even when Hitler had nothing to distribute but promises to a ragged generation decked out in every conceivable garment, there was always one symbol which tied the movement together—a brown shirt. Always and continually he pounded on one formula, "We must work"—work anywhere, everywhere, at any task for the fatherland. Until there was real work, he provided "busy work" and training for leadership. And when his big moment came and he gained the power, it was work that he provided in every corner of the land and a motive for work that was not in the lexicon of the economist—not self-interest, but self-denial for the

nation. Once this spirit was general it was easy to move into an armament program with millions of willing hands. The same spirit animated the refuse squad that urged on the skilled machinist and tool maker—the winning of self-respect thru the performance of duty.

In the coming months we shall be treated to another battle of words. We shall denounce, we shall view with alarm, we shall take pride, we shall appeal to everybody and appease anybody with words. It is not enough. The hope of democracy rests on deeds, on things done which other systems get done, on houses built, on jobs provided, on crops raised and materials manufactured, on health and family satisfactions, on resources conserved, on opportunities for the people to come to their best selves, on the development of national goals and unities, on the pride of accomplishment, on the attaining of imponderable and spiritual values, on the development of self-respect and that intangible thing we call morals. All these things are possible most of all where there are ample natural resources and a tremendous plant capacity. All are possible even with democratic instruments and devices. They require only courage, intelligence, a modicum of selflessness and devotion to the whole people, and a common will.

It is no longer enough to say, "Oh, yes, the democratic device is slow, is inefficient, is bungling *but* we like it and we muddle thru." It must compete today with instruments which prepare with precision and perform with perfection. This is the day when a democracy must plan on a national scale, operate promptly, and do well the necessary things which bring satisfactions to the people of the nation. To scoff at planners and call them starry-eyed in the face of what is going on in this world—in the face of plans which now take the world by storm—seems thoroly unreal and certainly tragic. We build no house or business or individual life without some plan. Today even *this* nation needs one if it is to succeed.

Third, we come to the political challenge of the day. As I write, a great convention is in session in the city which brought forth our Constitution. The convention is emblematic of American political confusion and the American difficulty in finding leadership. Ours is too often the accidental leadership which may or may not prove worthy. And yet the call on every hand is for leadership that understands the day, the age, and the need of the time. Mankind craves leadership which it can trust, which it can follow with assurance, and which it can respect. As yet we have found no sure way by which natural leadership can be trained in the national arena for the national purpose. We are plagued by problems of availability, of doubtful states, of the solid South, of "being too well-known," of having made enemies by having convictions, of sectional jealousies, and many others. We must find a democratic process which more nearly assures us of getting what we need when we want it. This is but one example of many of our difficulties. All these lead to the suggestion that we are sorely in need of invention on our social and political fronts. This generation must therefore produce inventors in the fields of human organization. We have been ingenious beyond compare in the world of mechanics and science. We

have pooled every resource and much of our brain power in the laboratories and in the shops to find new and better ways to handle materials and equipment. We have learned from experience, from trial and error, and from shrewd guesses and hypotheses. We have learned also by patient, hour-after-hour, day-after-day investigation into the secrets of nature. We can build anything no matter how big or how complicated if we find need of it. We can smash the smallest particle, even tho we cannot see it, with our highest power microscope. We look thru flesh and wood and stone. We have discovered the peculiar vitamin which will nourish the ailing or sickly body.

All these advances have come from a composite of small contributions from many sources, times, and places. In the natural sciences each generation stands on the tallest shoulders of the last. In the science of society we are always tempted to kneel before the seers of the past, to worship precedent, to suspect the experimental method. If we try and fail, we fear to try again. Of course, it is difficult in society to attempt what the natural scientist calls the controlled experiment. We cannot try out a social experiment on white rats. We have human beings to deal with—persons with emotions and passions, prejudices, and ignorance. None the less we must get at our task of invention if we are to make democracy operate under rapidly changing conditions. There are risks involved, but since when did Americans not take risks and glory in them?

If democracy cannot invent, cannot ride out a storm, then some other philosophy or way of life will crowd it aside, perhaps with a more ruthless and fearful device. It has happened under our very eyes and we do well to learn the lesson. We best defend democracy in an untoward world by making it adequate to meet modern demands. The men of 1787 were inventors par excellence. They never expected their spiritual descendants to declare a moratorium on invention and improvement. One of the challenges which face this generation is to so implement democratic establishments that they will be adequate in a changing world.

Fourth, we come thus inevitably to the special challenge that faces American education as we contemplate the national scene. In a vital sense American problems today all lie in the field of education. We approach significant economic, social, and political questions with much of our citizenship illiterate in these fields. We operate in these areas and cast our votes relying on catchwords, slogans, and outworn formulae; capitalizing on resentments and group animosities; appealing to passions and even hatreds; calling names and challenging the motives and the sincerity of those with whom we disagree. This is all quite human and understandable. Our problem therefore is with the education of human beings who have to live together and work out a national destiny. We are seeing how easy it is for whole peoples to slip down the ladder up which they have climbed with infinite pain thru many centuries, and how hard it is for free men to retain their freedom won with heavy cost. We are discovering how difficult it is to make wise choices. Moreover, we are embarked on the

hard road, the democratic way, and we honestly think we believe in it. If ever we needed civic competence, it is today; if ever we needed to know what we are doing and why, it is now. Man must achieve mastery of himself as well as of the material world if civilization is to be maintained thru the next troubled years. We are a generation that lives in one of history's great crises and it would seem that somewhere there is knowledge enough to resolve it without a long blackout. And somewhere there should be enough goodwill and sound sense to use this knowledge.

Education carries a heavy burden today. It must survey its responsibilities and its resources and gird itself for a supreme effort. And not only must it deal with those who are in schoolrooms during the day but with all who are citizens of our democracy. Perhaps it is time even to change our terminology. Our superintendents of schools should actually be superintendents of education and have the whole community, not just the children, as their responsibility. In the field of civic education the adult responsibility is perhaps the greater. We must learn the lessons of the last few years as we have lived thru national and international crises. Chief of these is that social action based on appeals to ignorance and passion and to prejudice is but blind leadership of the blind. There must be some mass understanding not only of ends but of means and training in both. Civic enlightenment on a wide front is the condition precedent to successful self-government. A program of cooperation ought to work as well as a dictated program if we are willing to do the things necessary to success in spite of the fact that the method of compromise, adjustment, and mutual understanding is more difficult than a mechanism of violence, compulsion, and ruthless suppression.

We face, therefore, in our civic education an ethical challenge which is social as well as individual. We must know and make generally known what the ethical content of democracy is just as thoroly as the dictator makes his ethic of the state a general conception. We need imagination to do this and a willingness to invent. Germany seized upon the psychological penchant of youth for organization to work out a vast extracurriculum program of education for youth. Three devices were and are used—the Hitler youth, the so-called land year, and the work service to encourage what it called “the development of character, will power, and courage.” Thru such agencies, as well as the schools, the new Germany tries to inculcate and perpetuate the principles upon which its government operates. We do not like these principles but we can recognize the plain fact that the methods employed are effective for the development of an intense spirit of loyalty and willing service to a cause.

We have youth organizations in this country. It is impossible to keep them down as some have tried to do. Our manifest opportunity in this field is to see whether we can aid them to serve objectives which we insist we believe in. Many municipal police departments struggling to deal with juvenile delinquency have discovered that the gang spirit in our youth can be capitalized upon by a constructive working with boys and girls and by providing them something to do. In such areas, for instance, the windows of vacant houses and other buildings do not immediately become special targets

for youngsters looking for something to do. Let us try to answer the simple question, Does our youth, and our people for that matter, know where it is going and why? The youth of the totalitarian state at least believes it does. One of our American philosophers once wrote, "The world stands aside for the man who knows where he is going." This is happening in Europe today. We may well be aware of it to say the least. Perhaps it would be well to take a leaf from the strategy book of even an illiberal state to preserve our own ideals which we insist are worth preservation. It is not always the most popular professor who teaches us the most. It is surely as possible to dramatize and idealize our aspirations and principles as it is for others to do this for attitudes which we hate and which we long since abandoned.

One problem of American education today even in the adult field is to discover and teach a unifying bond which will weld us together, without the loss of individual freedom, in a conception that a government may be the servant of man. It is being done elsewhere with the horrendous conception that the state is the master of man. We are appropriating billions for armaments to defend the American system and millions to train skilled workers and technicians. This will not create a national unity nor will hysterical witch hunts. In the last analysis our unity and security will depend upon a real devotion and attachment to our way of life and a willingness to make sacrifice, other than heavy taxes, to make it work. One mobilization which we cannot neglect in our haste to prepare is the girding up of our spiritual, moral, and intellectual reserves. This too requires a program as European experience teaches us. It does not just come about, particularly when millions have no part and can find no place in the daily tasks of a nation. For such a program with unity and coherence we must look to the national office of education, because it must be nationwide in significance and operation. Would 1 percent of the new appropriations for national defense seem to you an extravagant suggestion for such a fundamental purpose? Such a sum devoted by the nation to citizenship training among adults in cooperation with local educational establishments would make a vast difference in our national morale. Even one-fourth of 1 percent would be highly effective if properly administered by devoted leadership. It would do much to counteract defeatism and cynical disillusionment. It would bring men and women together to discuss intelligently and without partisan implications the possibilities of the American way of life.

Our inclination at such a time of excitement is to plump for what seem to be the big things and to spend our money lavishly for them. The temptation will be to cut expenditures at other spots, for instance, in education. Even dictators did not make this mistake. They stepped up their kind of education to strengthen the line behind the line. Even in Russia the educational program became the most important program and it is even now. Let us learn from these realists this item for the protection of our sacred heritage. To be forearmed is to be twice armed. As we study the provision we are making to defend American shores, let us watch carefully whether we are taking steps to defend our internal unity and morale. We must

know what we are prepared to fight for as well as fight against. Is it territory, a continent, or a hemisphere? Or is it a principle to which we pledge our lives, our fortunes, and our sacred honor? This area of intangibles and imponderables, of convictions, and even of definitions has an importance all out of proportion to the attention which it is receiving at the moment. This is a day for the study of our weaknesses and our sources of discontent as well as one for the study of airplane design. We must be competent to declare what we believe and why we are prepared to defend this creed. We must answer the questions we ourselves raise if tanks and planes themselves are to be effective. In view of our resources and potential power for war what we must make sure of is that our moral and intellectual stamina will be sufficient unto the day of trial. We must achieve democracy if we are to defend it!

History is a hard taskmaster. It is useful if we are willing to learn from it. The tragedy is that we almost never do. Let me quote a bit for our mutual edification from a common workman in a defeated nation: "One of the causes of our misfortune is that we have lacked an ideal. In this matter I am as guilty as most of my countrymen. I tell you we followed the wrong road. We came to imagine that the proper duty of man was to arrange an easy way of life, individualistic to the point of selfishness. We were all democratic in spirit but in reality we were too much concerned with self. It was to a great extent the fault of our institutions which tended to breed politicians instead of statesmen and which set party interests before those of the nation. We are all responsible. We saw no further than the parish pump and we were well satisfied when our representatives (in the capitol) brought home the gravy. . . . We always spoke of our dues, seldom of our duties. . . . The awakening is rude. A terrific task faces our young generation. We are about to become slaves but I am convinced that adversity will weld the nation. Perils (will) befall democracy everywhere when it forgets that free men have duties as well as rights."

I quote again, this time from a historian who writes of the downfall of another democracy: "The cause of all these evils was the love of power, originating in avarice and ambition, and the party spirit which is engendered by them when men are fairly embarked in a contest. For the leaders on either side used specious names while they made the public interests, to which in name they were devoted, in reality their prize. And the citizens who were of neither party fell a prey to both; either they were disliked because they held aloof, or men were jealous of their surviving. Each man was strong only in the conviction that nothing was secure; he must look to his own safety, and could not afford to trust others. Inferior intellects generally succeeded best. For, aware of their own deficiencies, and fearing the capacity of their opponents, they struck boldly and at once. But the cleverer sort, presuming in their arrogance that they would be aware in time, and disdaining to act when they could think, were taken off their guard and easily destroyed."

The first explanation for the downfall of a democracy is quoted from a Frenchman seventy-three years old by a reporter, G. H. Archambault,

in a recent number of the *New York Times*. It has to do with the recent debacle in France. The second is a quotation from Thucydides, the historian who is trying to explain the downfall of Athenian greatness more than 2300 years ago after its defeat by Sparta. The same sentiment runs thru both tho they were uttered more than two millenniums apart. In the setting in which we live they carry their own message and warning. They reinforce any plea that may be made just now for citizenship education and understanding.

We have a military and a physical preparedness challenge to face on a national front. We hope and expect that this is being given proper attention. This is not the responsibility of educators but of professionals in another field. Shall we, in our own professional bailiwick, do our job in the field of intellectual and moral preparedness so that this democracy shall have unity, a national goal, and a devoted and loyal citizenship which believes that law, equality, and justice are worth any necessary sacrifice? In any event, we must be certain that the enemy we face in this confused world is not within us. If we can be sound internally, we are twice armed as we watch lightnings on the horizon and hear the roll of distant guns.

EDUCATING YOUTH TO MEET NATIONAL PROBLEMS

JOHN W. STUDEBAKER, U. S. COMMISSIONER OF EDUCATION, FEDERAL SECURITY AGENCY, WASHINGTON, D. C.

Today democracy the world around is engaged in a fateful struggle—a struggle with the forces of despotism and reaction. All the fruits of more than a century and a half of effort to develop the democractic way of life are at this moment in deadly jeopardy. Once again the autocrats, tyrants, and dictators seek to ride roughshod over the liberties of hundreds of millions of people. They proclaim an ancient doctrine in modern terms—men are but means to ends, not ends in themselves; citizens are but slaves of the state, minions of the dictator, pawns in a national power game.

Mindful of the perils without, and of the problems within our land, we reaffirm as a nation our faith in democracy, pledge ourselves anew to lift high its banner, if need be to man its ramparts, convinced as were our fathers of old that democracy is worth defending with our lives, our fortunes, and our sacred honor.

If we propose to defend democracy it behooves us to envision clearly what it is we are defending. What is this “democracy” which we would guard, sustain, improve, and pass on to our children? Is it “government of, by, and for the people?” Equality before the law? Free elections? Local autonomy as contrasted with centralized authority? Liberty, equality, fraternity? Does our conception of democracy run beyond political forms to something broader, more inclusive—a philosophy and a way of life in which the shared aspirations of many men and women are given collective expression and individual fulfilment? And if we do conceive of democracy as such a way of life, can this conception be so clearly understood by all citizens as to become for each an incentive and a goal of vigorous, personal

endeavor? Especially, can we give our youth such a vision of the meaning and possibilities of this democratic way of life as to capture their loyalties and channel their enthusiasms? To communicate that understanding and to inspire that exalted vision of democracy is the primary task of public education today.

The conception of public education as the instrument of national integration is no novel notion. Nor is the idea that universal public education has the responsibility of making men ready to function as citizens in a self-governing society a new one. Washington, Jefferson, Madison, and many others believed that knowledge and power must not be separated, that in a republic public opinion, the controlling influence, must be enlightened.

But take note. During the first century of American development the area of action thru government was very limited. Hence, citizenship was relatively simple. The individual was expected to find and make his place in the scheme of things. When problems such as unemployment and poverty began to emerge they were evaded by opening up new tracts of land on the frontier. With the beginning of the twentieth century this method of dodging basic problems could no longer be employed because most of the space for expansion had been taken up. During the twentieth century, citizenship has taken on new meaning; the area of governmental action has been vastly increased; public education has been clothed with a national interest as a means of making youth ready to deal intelligently with complex national problems.

Public education has not adequately educated youth to meet the new national problems. The system has been extended and elaborated largely in response to the pressure of ambitious parents anxious to have their offspring enter the professions and white-collar jobs. In the last decade it has been borne in upon us that there are not enough white-collar jobs for all aspiring high-school and college graduates. Indeed, it is estimated that at the present time some three or four million young people find themselves shut out of any opportunity to work and make a living.

This problem can no longer be evaded by opening new roads to a frontier. It must be faced and solved where young people live, and thru sound national policies. It is related to a dozen so-called national problems—farm surpluses, unused plant capacity, foreign trade, banking and finance, home-making and birth control, bureaucracy and paternalism, social security and monopoly. All these problems are part of the central issue which may be put as briefly as this, Education for what?

In the most primitive society the youth are taught the things they need to know in order to function as hunters, planters, garment makers, home builders, and members of the group organization. But this education would be a meaningless hodgepodge if the chief of the tribe should say that one of its purposes is to postpone the active participation of youth in the life of the society—to prevent them from engaging in hunting, planting, and home building lest they contribute to a surplus of the good things of life. Of course no primitive society would fall into such a fallacy. Primitive men know that hunting and planting, building and constructing are the

realities and that there can never be too many people trained and skilled in the arts of creation; that the real needs of a society for goods and services always outrun the supply.

The dictators know this and herein lies much of their success in appealing to youth. They say there is a job to do, more jobs than there are hands trained to do them. Youth likes that kind of talk because it assures them that they are needed; that they count in the scheme of things; that they must hurry to be prepared to take the places awaiting them. If the democratic idea is to survive it must assert the realities—the realities that men and materials are the basis of the good life and that it is the business of democratic leadership and organization to help all the men to keep in contact with the creative job of transforming materials and of serving one another.

We cannot educate youth to meet national problems except in this philosophical frame of reference. The terminus or goal of the educative process is active participation in the life and work of the community. The curriculum if not determined in relation to this goal becomes a meaningless abstraction.

In recent years there has been a sort of war on between education and the society of which it is a part. Education on the one side has been trying to maintain its traditional purposes of making youth productive, creative, ready to make things, build things, organize, and serve. Society, on the other hand, has been building fences to keep youth out of the arena of creative work, to prevent them from flooding the country with the products of their trained energies. This warfare cannot go on without depriving education of its most meaningful role in the life of the nation. It is my firm conviction that our traditional American liberties need not be sacrificed as we push forward toward the solution of this crucial problem.

Suddenly within the past few months the picture has changed. In the name of national defense, opportunities are opened up. Factory manufacturers vie with one another in a mad scramble to secure skilled workmen and trained people. They find that there are not enough to go around. To the schools they say, "Train them, and quickly." This is the kind of message that gives sense and order to an educational system; it answers in part the question, Education for what?

But let us not forget that it is a temporary emergency answer. The point, however, is that it offers an integrating purpose around which to reunite education and society. During the next year millions of people in schools will know that they must hurry their preparation because there is a place for them. Society is depending on them to fill that place competently. The pity of it is that so many have certificates asserting that they are educated and yet they are not prepared to do anything definite for which our society is willing to pay.

While we hurriedly train youth and adults to meet the primary problem of national defense it is also the task of education to enlighten the minds of millions and prepare them for a citizenship capable of making democracy work in solving the complex problems related to the central issue of organizing men and materials efficiently. This does not depreciate the part of

education which is concerned with the appreciation of culture, music, and beauty. We must recognize, however, that culture dries up in a community where the people are forced into idleness. Culture is related to work and creation, and a society which shuts millions out of the business of creation cannot build a vigorous culture. Culture attempts to read meanings into men's actions and creations. It cannot be taught apart from work and struggle, effort and construction.

One of our central problems is to adjust modern public education to a technological society. The prime requisite here is that society shall say to its educational system, There is a place for everyone you train. Given this assurance, educational administrators can plan the educative process to fit more effectively the requirements of the new world.

Some of the problems to which modern educators must address themselves are these:

First, the complex issues of citizenship cannot any longer be assigned merely to high-school and college courses in political science, civics, and history. The school system must cease to be merely for children and young people. It must be organized for adults as well. Its plant facilities must be kept open and operating in the interest of preparing men and women as well as children and young people to function efficiently vocationally, avocationally, and civically. As I see it, we will move on a graduated scale from full-time learning to part-time learning, the degree of time spent in organized education being different at different age levels with different groups of people. But the end objective is that all people may make use of organized methods of study and training thruout life.

Second, the educational systems must be organized and reorganized in relation to the changing nature of the community in the technological civilization. No high school serving fifty or one hundred students can possibly afford to offer diversified training facilities. A certain amount of consolidation of school units can help materially to provide efficient organizations of secondary education. Our rapid transportation makes such consolidation practical. But we must go further. Even large high schools cannot afford to develop training facilities for all the specializations.

Third, some practical means must be found to enable students to pursue specialized education in schools located away from their homes. The National Youth Administration, thru its student aid plan, has applied rather widely the idea which in a measure has long since been practiced by schools and colleges, namely, that students might be assisted to earn while learning. This idea has been developed largely as a means of relieving families of the financial strain of maintaining sons and daughters in a state of idleness. The part-time job created is intended to assist the student in being self-supporting and at the same time to keep him in school. Usually, however, the National Youth Administration high-school student is kept in his community and attends the local high school. But this procedure suggests only one of three methods of enabling learners to study away from home. The three methods are: (a) a public works program to provide part-time jobs which will enable the student to take care of his board, room, and

clothing while he spends the major part of his time in the educational plant; (b) the scholarship method may be used to enable the student to concentrate full time in the school program; and (c) individual self-support thru part-time private work.

The fourth problem is to recapture the balanced educational scheme which began to develop in our agrarian democracy and which provided for both study and work in proper correlation. In the agricultural community the young person was taught certain things in the schoolhouse; other things he learned from his father in the process of helping in the operation of the farm. The daughter likewise learned some things from her mother as she helped with the manufacturing side of the farm home. Youth at a very early age undertook responsibilities and began to count in the scheme of things. The work had three major characteristics: (a) it was vitally needed by those who did it and it was not made work; (b) it gave compensation, not in wages in this case but in the direct utilization of the product; and (c) it was diversified, so that the learners moved from the simple tasks to the more complex in a natural progression. It might be added that the work provided a basis for applying many thought processes and testing knowledge. It should also be said that vocational agriculture and homemaking as taught in the secondary schools today are splendid examples of programs in which work outside the school is directly related to schoolwork, thus securing a closely integrated total program of learning.

The urban community has unfortunately suggested to many growing young people that there is not anything for them to do until they reach the advanced age of nineteen or twenty, possibly even twenty-five or thirty. During the years from the kindergarten to high-school or college graduation the youth is too often expected merely to study books and to play. We have noticed that this process results in postponing the maturing of personality or in prolonging infantilism. Some people even feel that the lack of responsible work for young people deprives them of specific measuring rods of experience with which to test ideas and knowledge coming to them thru academic study. But worst of all, the young person finds himself in a hostile environment. Society seems to be saying to him that life must be all preparation, abstract study, and play during his first twenty years, and after that all work and struggle. When most high-school graduates apply for a job they are stumped by the question, "What can you do?" or "What have you done?" A great many of them properly reply, "I can do research."

In defense of the innumerable, effective educational programs now in operation thruout the country I want to emphasize the fact that many of the activities of youth in school are *work*. Such activities develop work habits, and they encourage effort and initiative. But sometimes one element of major importance is lacking in this type of work, the feeling on the part of young people that they count, that they are actually living and taking responsibilities, that they are a part of the scheme of things and not merely preparing to be. Educational statesmanship must now consider the problem of developing more ways and means of relating significant work to an

academic program, or of creating many more educative experiences in which responsible work habits are closely and continuously integrated with study. This means opening the windows of the school and saying, in effect, to many youth: "Out there are millions of tasks that need to be done, services to be performed. You can go out there part-time and do your share. What you do out there will be a definite part of your education; that is, it will be a part of a well-balanced program of experiences designed to help you to grow as rapidly as possible in your technical abilities, your understanding of life, and in your feeling of responsibility for community welfare."

If we could say this to youth we would have answered much of the problem of integrating the school and the community. We would thus avoid the danger of operating an educational process in a vacuum. What youth would learn in a program of creation and construction would illuminate the meanings of the related academic study. But more than anything else youth at work doing things that are needed, being compensated by money or products or the satisfaction of tangible achievement and experiencing a diversity of work operations, would have that sense of belonging which is so necessary to the future stability of democracy.

A vital and comprehensive educational program must stress these two complementary elements—education *for* work, and education *by* and *thru* work. I am fully aware of the difficulties of terminology involved in the use of such expressions. The term "work" is subject to various interpretations depending on the context in which it is used. Employment at tasks freely accepted because of their intrinsic or extrinsic rewards is a vital part of education, and we must gauge the educational value of work experience on a scale which recognizes various kinds of motives and types of activity, both mental and physical.

A fifth point is the problem of making America ready for a fruitful use of leisure. This calls for the adaptation of the school system to the needs of both young people and older people. It means in my judgment the operation of school facilities full-time as centers of leisure activity and learning.

Our machine age has gloriously displaced labor at points where work is laborious. This ought not to be considered a catastrophe. The fact is that in the next decade we can, if we will, practically eliminate mechanical, repetitive operations for men and women. Because we have a vast reservoir of labor we have been wasteful with it. We have set thousands of people to tasks with low wages which our engineers could have performed with gadgets. In the coming years the electric eye is going to supervise the operation of most of the mechanical operations. As a result, a peace-time democracy ought to be able to diversify human activity by cutting down the hours of labor on the mechanical side of production.

This raises a tremendous problem for education. What are people to do with the freedom they get in this way? Immature people will undoubtedly assume that they will enjoy the leisure by going to the movies, being entertained, doing nothing in particular, and aping the idle rich. A mature judgment tells us that the idle rich are not happy, not because they are rich but because they are idle and uncreative. Mature judgment will tell

us that recreation is only significant when it supplements creative exertion, that lazy relaxation is only satisfying when it follows a period of dynamic activity, that entertainment is fun only in small doses. The new leisure, therefore, must include the opportunity for creative work. In a machine civilization we may visualize the development of skills and handicrafts capable of matching the achievements of the ancients. Our homes, while basically supplied with machine-made furnishings, may well be decorated with priceless creations of handicraft art. The home may again be the center of productive enterprise and the shops at the school may become centers of a leisure program of creation.

There are other important points requiring the concern of our profession if we are to contribute to the solution of national problems. Such problems are: education for health and for intelligent home building, consumer education, conservation education, and safety education. These problems all fall into a pattern if once we get straight on the fundamental purpose of the educative process in a democratic society.

We have been following the will-o'-the-wisp notion that humankind wants to retire, be entertained, enjoy life, be served, avoid dangers and difficulty, and let the rest of the world go by. This false Valhalla of the prolonged vacation has been rudely challenged by the dictators. They have gone back to the primitive reality that man wants to create, organize, work, risk, struggle, build, plant, grow, and harvest. The fact that they have harnessed this fundamental notion to a diabolical war machine in the interest of a regimented ant-hill system of society should not blind us to the fact that their followers respond to the call to create something. Their people like the idea that there is more work to be done than there are hands available to do it. They like the sense of assurance which comes from the certainty that they have a place in the scheme of things. Their education, bad as it is from many points of view, has this one great merit—everybody knows that at the terminus there is a job to do.

In my judgment the ideal of democracy, self-government, fair play, and personal liberty can be preserved only if we organize ourselves to give practical expression to the fundamental human urge to work and create. We educators can do remarkable things with the educational machinery we have built up if we can set clearly before the community the ideal of creation; if we can release people in general from the stultifying fear of surpluses. If democratic leadership cannot say to youth under peace-time conditions as well as in war-time crisis, "You are needed; prepare well; the way to the top is open," democracy cannot in my judgment survive the challenge of modern dictatorship. Genuine loyalty to the democratic ideal cannot ultimately be induced merely by indoctrinating youth with academic arguments in favor of the free society.

In summary, the proposals I have made add up to three conclusions:

In view of the need for a broader and more thoro civic education for youth and of the demands of the workaday world for more maturity on the part of young people entering upon employment for the first time, we

must plan for an upward extension of secondary education to include the thirteenth and fourteenth grades with a strong emphasis on vocational courses which will terminate not later than the age of approximately twenty years. Secondary schools should also become the centers for a vital program of adult education.

An adequate program of education for youth requires the provision of means by which *all* young people up to twenty years of age may be enabled to maintain themselves in situations where modern and complete training opportunities are available for *all* the kinds of work which our society needs done.

Above all, we must help young people to catch the vision of a democratic society in which the contribution of each of its members in service and in sacrifice is needed in helping to build for that fairer tomorrow in which the ideals of the fathers and the faith of multitudes of toiling, freedom-loving men and women will be vindicated and fulfilled.

FIFTH GENERAL SESSION

POLITICAL ISSUES OF THE DAY

DELBERT M. DRAPER, CANDIDATE FOR THE UNITED STATES SENATE FROM UTAH; AND MEMBER OF THE DEMOCRATIC PARTY

I realize that you sent for me to answer some questions as a member of the Democratic Party. You want to know what principles the Democratic Party will enunciate this year and what policies it will pursue if again elected to office. It will pursue and extend all the policies it has initiated in the last seven years that have proved to be beneficial, and it will invent new policies to cope with a world situation.

You will want to know what policies initiated in the last seven years have proved successful. Let Mr. Willkie answer that one. On June 22, he said:

If we analyze the kind of government we have had in the past seven years, we must give it credit for one definite achievement. The Administration has accomplished a number of essential reforms. The depression revealed startling abuses in the financial and industrial life of the country. These had to be corrected.

We have met this problem thoroly. We have established federal control over banking operations. We have drastic federal regulation of those interstate industries that particularly affect the public interest—such as the utilities, aviation, and communications. The manipulations in the stock market have been prevented, and the investor is protected from misrepresentation in the issuance of new securities. We have a federal law governing wages and hours of work. We have an impressive system of social security providing for old-age insurance and to some extent for unemployment insurance.

To Mr. Willkie's generous answer permit me to add a word from the dignified *New York Times* under date of March 4, 1940:

Few people who live in Washington will ever forget the New Deal's natal day. That day dawned a dark one in every respect. The great depression hung over

the country like a darkening cloud. Banks were closing literally by the hundreds. Life savings in bank accounts and securities were being blown away like so much dust. Homes and farms were going on the auction block in ever increasing numbers. In certain sections citizens were beginning to grow desperate. Word reached Washington that morning of hungry people raiding a food store in one community in the Southwest. In another state, only a few days before, irate citizens had forcibly stopped a foreclosure sale, and in another they had actually dragged a judge from the bench and threatened to tar and feather him for carrying out the state law in declaring the forfeit on a farmer's mortgage.

A summary by friends of the Administration ought to make the policies of the Democratic Party reasonably clear. Senator Alben W. Barkley, Democratic leader of the Senate, broadcast these facts to the world on March 3, 1940. I quote:

Seven years ago industry was flat on its back. Factories were paralyzed, credit had vanished, payrolls were the lowest in two decades, and businessmen and industrialists came to the government, like everybody else, to obtain relief.

In the last seven years the Reconstruction Finance Corporation has loaned to business more than \$7,000,000,000.

Seven years ago the wages and salaries received by the people of this country amounted to \$2,403,000,000 for the month of December 1932. In December 1939 they received \$3,888,000,000, an increase of 62 percent.

Seven years ago weekly factory payrolls were \$80,384,000 for December (1932). Last December they were \$197,000,000, an increase of 145 percent.

Seven years ago (1932) the dividends received by individuals in the United States amounted to \$2,745,000,000. In 1939 they received \$4,253,000,000, an increase of 55 percent.

In December 1932 total nonagricultural employment in this country amounted to 27,245,000; in December 1939 it was 34,940,000, an increase of 28 percent, and this latter figure does not include the 2,727,000 persons employed on WPA, NYA, and CCC projects.

In 1932 the Federal Reserve Board index of production was 64 percent of normal, while in 1939 it was 105, an increase of 64 percent.

In 1932 the total income of the American people was \$40,039,000,000, while for 1939, according to the Department of Commerce, it was \$68,500,000,000, and according to the Alexander Hamilton Institute, which, if names count for anything, ought to be a good Republican source, it was \$71,700,000,000, which, in purchasing power, was equal to the \$82,000,000,000 of 1929.

Senator Burton K. Wheeler of Montana said:

If you will stop and think calmly about the matter, you will find there is hardly one condition touching the life of the citizen of this country that has not been bettered as the result of some activity or measure of this Administration. His bank deposit has been made safe; he has been protected from the operations of stock swindlers; he has unemployment and old age insurance; he can buy a home on the easiest of terms without any longer being the victim of mortgage sharks; he can secure relief if misfortune has made him destitute; he can transform himself from tenant farmer to farm owner with the assistance of the government; and if he is a hapless migratory worker the government offers, as fully as at present possible, shelter in decent surroundings. The farmers have been aided with a higher income. The workingman's right to collective bargaining has been assured. The consumer, both urban and rural, can in many instances acquire cheaper light and power.

In addition to these things that affect the individual directly, there are the splendid public works which have been constructed and will last for generations to carry out their useful purpose. Waterworks, bridges, hospitals, libraries, educational buildings, and highways—all products of the thought and enterprise of this

Administration—are scattered thru every state and almost every county of the country, adding to its wealth and conferring benefits upon the public for years and years to come.

These are the accomplishments of an enlightened democracy, freely admitted by all fair-minded people. You will note that the welfare of no class has been forgotten. You will note that while the humble classes have been receiving necessary relief, business too has received relief thru the RFC alone, to the extent of seven billions of dollars. "Equal privileges for all, special privileges to none" is at once the motto and glory of the Democratic Party. Its eternal struggle to make this ideal a reality has caused it to survive longer than any party ever survived in America. It was born with the republic and today stands at the head of the republic triumphant and militant.

But, our critics may say, it has failed to solve the unemployment problem; that too many people are still on relief; that taxes are high, and that business is afraid. We do not deny that there are unsolved problems, but we do assert that there is no need for fear; that if all our classes will adopt the doctrine of equal privileges to all, and put their shoulders to the wheel in its defense, our major problems will be solved in a remarkably short time, barring the cataclysm of continued war.

Our opponents say that complete recovery will come only when we return to the American way of life—to the system of free enterprise. One exponent of Republican doctrine says that we must turn business loose. There is no doubt that would be a return to an old system, but I doubt that it will ever again be called the American system. Remember, Mr. Willkie says, "The depression revealed startling abuses in the financial and industrial life of the country," and remember that the depression came at the end of twelve solid years of Republican rule, during which time business was so free that it thought the millennium had arrived. In 1929 it began a plunge to its lowest depths. Why should it now think that the Democratic Party prepared this purgatory for it?

History paints a dark picture of business turned loose in America. We all remember the era of watered stock and extravagant promises for which no individual could be held liable, but which so successfully stripped the people of their earnings. We know the history of the mammoth corporations which came to be known as trusts. Thomas Harrison Reed, in a history for schools, says: "These great combinations, . . . frequently occupy such a dominant position as to be able to control the prices at which a commodity or service is sold, which gives the monopolist plenty of opportunity for bleeding the consumer." And bleed the consumer they did and likewise small competitors.

It is hardly to be expected that consumers and competitors would forever take such treatment lying down. They appealed to the courts and got some relief, but it was not enough. They appealed to Congress and finally in 1890 Congress acted and gave them the Sherman Anti-Trust Law and the battle has been on ever since. Congress had been very slow in joining the fight to curb predatory corporations. The corporations had come into their

own after the Civil War and the Republican Party was in power and these corporations were powerful supporters of the Republican Party.

It was business on the loose under Republican administrations that brought the Democrats back into power. Grover Cleveland was elected on a platform condemning special privileges, but he lasted only one term. The favored interests were able to replace him after his first term with Benjamin Harrison, but the people still clamored for reform which Harrison could not ignore. It was during his administration that the Sherman Anti-Trust law was passed. Concerning the Sherman Anti-Trust law, historian Reed tells the high-school boys and girls that:

The utter impracticability of meeting the trust problem by means of enforcing the Sherman Act is now generally recognized. . . .

This act forbade combinations or conspiracies in restraint of trade. It was apparently a fierce attack upon the trusts, but the bark of the Sherman Act proved worse than its bite. New trusts sprang up like mushrooms on every hand.

Historian Reed has not brought the history of monopolies down to date, but the Associated Press under date of June 29 has. A dispatch bearing that date, which I copied from the *Denver Post*, says, "At fifty life has begun anew for the Sherman Anti-Trust Law." Elaborating this statement it points out that the Supreme Court of the United States, as rebuilt by the present Administration, has concluded, and decided with finality, that the Sherman Anti-Trust Law means just what it says, to wit: that "every contract, combination in form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several states, or with foreign nations, is hereby declared illegal," and furthermore that the law applies alike to business, labor, agriculture, and every group capable of making contracts or combinations in restraint of trade.

It is further worthy of note that the Department of Justice of this Administration is taking the law seriously, so seriously that some groups, particularly labor, after being haled before the Court for infractions of the law, are now offering cooperation in the enforcement of the law.

I quote again literally from the Associated Press dispatch, as follows: "Concern over trusts and combinations goes back to the days when the Constitution was being drafted. Thomas Jefferson expressed regret at 'omission of restriction of monopolies.' Many years later Abraham Lincoln wrote that he trembled with fear of the time when 'all wealth is aggregated in a few hands and the republic is destroyed.' "

It was a Republican administration that passed the Sherman Anti-Trust Law; it was a Democratic administration under Woodrow Wilson that gave it teeth thru the Clayton Act; but it was business on the loose, aided and abetted by the Supreme Court, sympathetic with its aims, that took the teeth out of the law by holding in the famous Standard Oil case that only unreasonable restraints of trade are illegal. This decision legalized business on the loose.

The Democratic Party may well put a plank in its forthcoming platform promising continued and consistent enforcement of the law as against any and all offending groups, and as a preamble to such a plank it would do

well to invite all groups to cooperate in its enforcement, as the Bricklayers, Masons, and Plasterers of the International Union of America promised to do in Chicago about three weeks ago.

Do not let it be thought for a moment that Democrats are hostile to legitimate business; it is and should be one of their deepest concerns; but so is labor and so is agriculture and so is mining and so are the interests of our great consuming public. What we seek is equality of opportunity and fair play. This is the American way of life. We all thrilled and generously applauded Mr. Kaltenborn Monday evening when he said: "It is time Americans learned that government is not something that gives and gives, but that it needs the service and help of the people. How many years is it that we have had with us the endless pressure groups, from banner-waving students to the aged, all crying 'Gimme, gimme'?" I am sure Mr. Kaltenborn had in mind, besides the students and aged who cry "Gimme, gimme," the pressure groups, who cry but little, but who grab and grab with unusual success.

We point with pride to the Constitution of the United States. We call it the greatest document ever penned. Its most original feature of outstanding merit is the doctrine of checks and balances upon political power, which has saved the country time and again from unwholesome concentration of political power in any quarter.

But we have never had a charter to check and balance economic power. In this field, we began on the assumption that competition could and would supply all the checks and balances necessary. The assumption has not been justified in practice. While we were primarily an agricultural community it worked reasonably well, but when the machine and the corporation came, economic power was concentrated to such a degree that all parties since 1890 have been trying to invent governmental controls, to balance the power of its various groups.

Until about the time that Samuel Gompers came on the American scene, labor was pretty well under the control of industry. It could take or it could leave the jobs offered by industry at the wages fixed, but it could do little else. Now things are different. Labor is strong enough in united force to embarrass business and sometimes the consuming public as well. And so we hear violent criticism and demands for government control of labor. If government control is good for business it must follow that the same kind of control is good for labor, but I am not one to quickly condemn labor for seizing power and using it. An impartial reading of history will show that labor has not had an altogether happy position in the American pattern of free enterprise.

When our forefathers came to America, they brought with them the English tradition about labor, including the concept that the employer had the right to fix the terms of the labor contract, regardless of the wishes of the laborer.

After the Black Plague in England so many workers died that those who were left were in a position to demand better wages, but King Edward III blighted their hopes when he decreed that every man and

woman in the realm should be bound to work for wages fixed by him, and to make sure the decree was enforced he fixed severe penalties for its breach. And so in the Colonies suppression was the lot of labor. With the coming of the machine, and the industrial age, labor began to assert itself thru unions, which could cripple business thru strikes. In 1806, for the first time, labor was enjoined by the courts from striking, and the court said, "The rule of law condemns any combination of workmen to benefit themselves or to injure those who do not join their society." But labor continued to combine and to strike until it passed from the stage of suppression, and came to the age of tolerance and respect. Its power is now sufficiently great to make it the object of legislative control and regulation along the big business combinations.

If all the groups in our economic setup were well organized, we might return to an era of competition among the groups, rather than among individuals, with the government merely keeping the peace. But they are not so organized, and in the meantime we still have the army of the unemployed and unemployables looking to the government for relief; and agriculture is still unorganized and helpless without government protection. What shall we do?

We shall continue to care for the helpless thru government, until we can think up a better plan, and the better plan will come only when industry, labor, and agriculture are agreed upon the causes of our maladjustments and are willing to act in unison for the general good. What are our maladjustments and their causes? First, it is obvious that we do not lack materials and productive power. We have the resources, we have the men, and we have the machinery necessary to produce all that we need, but somehow we fail to get what we produce to those who consume.

When the depression was at its worst in the country, I went to a little town in southern Utah to try a lawsuit. The biggest asset in the town was sheep, but the sheepmen were all in distress, because there was sale for neither mutton nor wool. It was imperative that they have money to run their flocks, but the local bank was unable to accommodate them and no one had offered to buy any sheep for a long time. The evening I arrived in the town there was considerable excitement, and upon inquiring the cause I learned that a sheep buyer was in town and everyone who owned a sheep was trying to find him. When they did find him, anticipation of ready money turned to anger. It was learned that the buyer simply wanted to pick a few yearling ewes from some herd, and he was prepared to pay only \$3 a head for the pick of the flock. This price was not enough to pay for the feed consumed by the yearlings, and so no sales were consummated. Sheepmen stood here and there on the street in little knots, engaged in damning President Hoover and the condition of the country in general. I joined a group or two and tried to get their views as to what brought them to so distressing a situation, but they were too irritated to talk sense. I walked back to the courthouse and there, at a hitching post, stood two elderly gentlemen discussing the situation more calmly. I asked them what they thought had brought the country to so low a state. They

said they did not know, but one of them volunteered that he had traveled but little and read but little, and so whatever ideas he had would be based upon purely local conditions. "When I came to this town," he said, "living was much easier. I got a farm which I could work with one team of horses, and from it I could take sufficient hay, grain, and garden stuff to supply the team, farm animals, and my family with food. All the work that was required of the horses on the farm could be done in three months, and if I had not had other work for the horses to do, they would have eaten the profits from the farm during nine months of idleness, but it was not necessary for them to be idle then. I could work them on the highways hauling gravel and grading; I could haul timber and coal from the mountains, and otherwise keep the team and myself busy the year round and earn sufficient cash to pay my taxes and to provide the family with necessities which the farm could not yield.

"But now it is different. The government controls the forests, and all road work and transportation heretofore done with teams is now done by machines; the corporations own the coal mines and almost all other resources around here. And so my team now eats its head off nine months of the year, and I stand around twiddling my thumbs a good part of the time, as you see me now."

"What do you think can be done to restore you to your former position?" I asked him.

"I don't know," he said, "but it looks to me like the people will have to have better control of the machines."

At this point I had to go to court, but the old man's philosophy stuck in my mind, and the more I think of it, the more I think I really heard something. It caused me to review my own experiences. I remembered that in the town where I grew up, teams worked in the same manner described by the old man. In addition, I remembered that we had three thriving creameries and cheese factories, several carpet looms, a shoe shop where shoes were made as well as repaired, a harness and saddle shop where harnesses and saddles were made as well as repaired, a tailor shop, a millinery shop, a bakery, a watchmaker's shop, a slaughter house, and a grand old grist mill on a mountain stream. All of these little factories furnished a living for one or more families and a chance for the children to learn useful trades.

I also remembered that a recent trip to my home town had disclosed that all the little factories were gone and even the old mill was an idle ghost. What had happened? The answer is simple. The industrial machine had robbed the place. Big milling corporations had built elevators and modern flour mills at the centers of population, and so the grain was being shipped to them. Even bread, butter, cakes, and pastries were being made in centers by corporations, and the same with shoes and carpets and harnesses and everything else. The people at home no longer owned the tools that supplied their necessities, and the boys and girls who used to learn to operate them no longer learned trades, they just followed the machines to the cities, where they became mere chattels themselves, owning nothing, controlling nothing,

and having nothing to sell but their time. The effect upon the old home town was obvious. The hand of death was on it. The young folks had moved and were moving to the cities as fast as they were able, leaving the aged and the weak to carry on at home.

I now think that the experience of my home town is typical, that the same thing has been going on all over America. The rural districts have been dying while the cities have grown by leaps and bounds. Perhaps that is all to the good, if the boys and girls are happy in the cities. But are they happy?

Let us have a look. Let us take the case of a typical country boy. He went to the city, learned bookkeeping, and was employed by a large industrial firm. All the bookkeeping was done by hand and it took dozens of bookkeepers to keep the books. They all got reasonable wages and were reasonably happy. But then someone invented an adding machine, a comptometer, and an automatic bookkeeping machine, and immediately most of the bookkeepers were out of a job, and permanently out. They could not hope to find their kind of bookkeeping jobs again. Our country boy, now out of a job, went to a coal camp to dig coal. It was a violent change from the bookkeeping stool to the dirty, back-breaking work underground, but the wages were good and he felt lucky. Then someone invented an electric coal cutter and an automatic coal loader that could do the work of twenty men; and twenty men for every machine installed went out of the coal mines never to return again, including our country boy. The machine chased him out of one job after another, until he became disheartened and joined the army of the unemployed. He is now on relief.

This boy's story is the story of millions of Americans. From 1930 to 1940, twenty men out of every hundred were robbed of their jobs by machines, so that without a depression we should have built up an army of 3,000,000 unemployed, whose jobs we gave to machines. Is the remedy to discard the machines and put the people back in their places? I think no one will propose such a remedy. Machines have made America great. Machines have made it possible for us to boast that we have more automobiles, bathtubs, radios, and luxuries than any other people on earth. I love to hear the apostles of the status quo paint this picture. I would not detract a jot or tittle from it. But in the midst of this machine prosperity there lurk the millions who have no jobs, no luxuries, and no rosy outlook, and as I view their plight, I think of the words of the old man from the little town: "The people should have better control of the machines, and the people should have better control of the natural resources of the nation." Ownership of machines and resources is largely concentrated in the hands of powerful corporations, until there is little chance for an unemployed individual to solve these problems as in the days when resources were plentiful and almost free to all. We are often told that resourcefulness, industry, and thrift are the foundation of success, and this I would not gainsay. But I do say that there is little chance for either when most of the resources and means of production are tied up in a few hands. The

resourcefulness that has put the few in this enviable position of ownership and control is sometimes called by another name.

Everett Dean Martin told the Investment Bankers of America at their last convention: "It will not do now merely to denounce the unemployed for willingness to live on the government. A large part of the present unemployment is the result of the protective tariff. Responsible men must, at some personal cost to themselves, give the country a new and better example in this respect. . . . There is a widespread belief among the masses that most of the big fortunes in America were made by securing privileges or subsidies legitimately or illegitimately from the government."

Those who sit in positions of security and favor should not be too quick to condemn the underprivileged who are now receiving help from the government. Everyone knows that the first client to receive relief in the depression was big business. The RFC was formed for that purpose under President Hoover and the relief given to individual businesses ran into startling figures. Our job now is to get both business and individuals back to work earning their own living, and to relieve the government, as soon as possible, of the burden of relieving distress.

If we are to avoid the growth of control of our economic affairs by the government, I repeat that business, labor, and agriculture must get their heads together and evolve plans based upon social justice. If they do not do it, the government will. The program thus proposed is not an easy one. Our habits are deeply imbedded. Business has too long believed in a sort of a divine right to be turned loose, and other groups are too prone to believe that business is their natural enemy. The attitude of business is well shown in the results of a referendum vote by a number of organizations of the Chamber of Commerce of the United States, published February 7 of this year. Eighteen hundred members voted almost unanimously against every proposal suggested for control of industry while they voted almost unanimously in favor of monopoly rights under patents and reasonable arrangements for business under the anti-trust laws. Against such aggression the New Deal has set its face, as well as against aggression from other groups. Our unemployment situation was not created overnight. It is the result of shortsightedness in an otherwise virile and praiseworthy economic system. I agree with President Roosevelt and many other candidates for public office that the plight of the underprivileged in America presents our most pressing political and economic problem. I feel that the problem could best be solved by the cooperative efforts of the strong groups within the system. But until such groups see fit to take the lead in discovering a solution, the government must act.

The teachers of America can and will play an important part in the development of our policies. I know you desire to give equal and adequate educational opportunity for all children thruout the country, and I know of your requests for financial aid from the federal government to the states to attain that end. I sympathize with your desire and I think I can safely predict that it will be realized, because it fits so naturally into the scheme of equal opportunity for all and special privileges for none.

Such is our domestic program. It will be hard enough to make it succeed in a world at peace, but in a world at war, and arming to the teeth, no one can accurately foresee the end. We shall have to exercise extreme care in the choice of our leaders and steer our course within the safe limits of the Constitution. This can be done and is being done under the framework of the Constitution of the United States, which is the framework of our government and the protector of our liberties, as it was in the days of Thomas Jefferson, and now is, and please God, it may ever be.

POLITICAL ISSUES OF THE DAY

HONORABLE KARL E. MUNDT, UNITED STATES CONGRESSMAN FROM SOUTH DAKOTA; AND MEMBER OF THE REPUBLICAN PARTY

I appear before you as a friend of the common people in his business clothes, a Republican thorn surrounded by a rosebed of professional plenty and democratic pulchritude. Coming as the second speaker to talk with you as man to man and educator to educator about important problems of the day, it will be difficult for me to ignore entirely the remarks of the gentleman who has preceded me, altho I shall try to be mindful of the fact that he who speaks second speaks in an advantageous position and shall try not to infringe upon the niceties of that occasion any more than is necessary for you to realize that I listened and comprehended the remarks which preceded mine. I want to congratulate Mr. Draper on having made such a compelling case out of such exceedingly poor material, as he would have to do. I could tell that in addition to being an educator he is a lawyer, because lawyers have that happy faculty of taking a hopeless case and making it sound extraordinarily well. Since I never was a lawyer but have been an educator all my life, except during a few little flights into the field of business, I shall have to project my remarks as best I can and rely upon the overwhelmingly compelling nature of their logic to replace what I lack in legal training in this very interesting debate.

Mr. and Mrs. Average American were worrying about their son, John, who like some boys at the age of eighteen was apparently not following the straight and narrow path just as they would have him follow. They wondered why he stayed out so late at night; they wondered if he was doing a little drinking with the boys down on the corner; they wondered why his allowance lasted for such a short time. Perhaps he was gambling with the dominoes or playing with the punchboards. And finally they talked to the grandmother, and she said "I'll tell you how you can tell. It isn't wise to discipline the lad until you're sure that he's really doing something which is wrong. But let's figure out a little test. Let's make a laboratory experiment." And so when he went out one Saturday night, at the behest of the grandmother, they arranged an exhibit on the dining room table where the young son would have to see it when he came home. They placed a Bible, a deck of playing cards, a pint of whisky, and a five-dollar bill. Then the grandmother said, "When John comes home, if he sees those things on the dining room table and picks up the Bible and takes it upstairs, you know that inside the

boy is a desire to be a preacher or a teacher or do human good. Then you won't have to worry about John. But if he should happen to drink the liquor, that's an indication that perhaps he's going down the primrose path, or if he picks up the playing cards maybe he's a gambler. Then we have cause for concern. If he picks up the five-dollar bill, he's going to be a businessman." They watched for John, and when he came they tiptoed out in the parlor and looked thru a peephole. With something resembling a sort of nocturnal tread, he opened the door and walked into the dining room. He saw the exhibit and, hesitating not a moment, picked up the bottle of whiskey, unscrewed the top, drank down three fingers and, stopping just long enough to wipe the liquor from his lips, picked up the five-dollar bill and put it in his purse, put the cards in his pocket, the Bible under his arm, and started up to his room singing "Happy Days Are Here Again." The grandmother said, "Good heavens, folks, he's going to be a politician."

So you have the opportunity to listen to two reformed pedagogs, or perhaps two pedagogs who have slipped from grace, but two teachers who are interested in politics. I think this does credit to the fairness and fortitude of this assembly to invite two speakers from the two major parties to discuss the issues of the day as we see them in conformity with our own specific philosophies of government. While I have spoken to a great many of your teachers associations, I have had to speak as an educator or as a man in politics who belongs to the Committee on Education of the House. This is the first time they have ever said, "Come and talk politics," and I am glad to have the opportunity. I know that the people who think the teaching profession is a stepchild to the other professions are wrong. I know that you find in the educational profession today some of the clearest thinking, most public serving, and patriotic people, altho it is the poorest paid professional people in the country. I am happy to talk to people who are the leaders of their communities about what I consider the most essential problems of the day. While I discuss other problems before other state association groups and other national conventions, altho not teachers conventions, I say to you candidly that the problems discussed by Mr. Draper and myself are the most serious problems that free men anywhere can talk about today, because other people in other lands who failed to talk about them soon enough let slip thru their hands the sands of time and the rights of free men, until unhappily now you and I are members of the last great self-governing unit in the world. We have to keep it that way. We have to go into the fundamentals of the thing. We have to see beyond the immediate problems of unemployment, business, and government to the fundamental philosophical tenets by which men have become free and by which Americans may remain free down thru the ages.

I come to you as a Republican and as such I speak as a member of the opposition party because my party is not in power. As a member of the opposition party, I feel that I belong to an indispensable element of a self-governing society. Just as we need a strong majority party at any given time in America, so too we need a vigorous, virile minority party—an opposition party—if self-government is to succeed. We need two parties—one

party in and the other party out and trying to get in. I have no sympathy at all for the people today, timid soldiers in the army of free men, who say, "Let's adjourn politics," because when you adjourn politics in a republic you adjourn self-government as well. Politics is the stuff of which that government is made. It is the stuff of which freedom is made. Politics, that art of governing ourselves, is basic and fundamental to the great educational system that we have in America. The right to worship God according to the dictates of our own conscience, the right to raise our families as we choose, the right to operate our own private enterprises, all come to us as a reward and as a result of politics properly practiced. And in times of an emergency, then above all other times, we need an opposition party. It is not good politics and it is not good patriotism for the opposition party to oppose all pieces of legislation simply because they come from the party in power. But it is equally bad politics and patriotism for the opposition party to fail to analyze and criticize and to turn the spotlight of public discussion upon governmental problems in time of an emergency. I have a feeling that England has muddled thru seven centuries of warfare, discussion, disturbance, and disaster because England has always maintained a strong opposition party. I think that England set before America an example when she removed Chamberlain and put in Churchill, but in times of distress, certainly the opposition party has a responsibility just as much as the majority party. I have a responsibility then as a member of the opposition to bring to you and my fellow citizens and my colleagues on the floor of the House criticisms which I consider valid, suggestions which I consider pertinent, to apply brakes when I think brakes should be applied, because if we adjourn politics now we adjourn the rights, freedoms, and liberties of individual citizens.

In South Dakota where I live—maybe in Utah, too, where Mr. Draper lives—we have occasion to get acquainted with the activities of sheep. I wonder if it has ever occurred to you that sheep have no opposition party. Sheep! When the great disaster comes upon them, something they cannot understand, they mill around wonderingly for awhile and then strike out head to tail. I have seen them time after time strike out head to tail, following the leader but not questioning their leader as to his intentions, intelligence, or ability, not wondering whether he knows where he is going or why he is going there, simply following him because he was the first to lead, because he was the boldest or the bravest at the moment. I do not believe that the creed of a sheep should become the creed of a self-governing republic in times of an emergency. If ever there was a time when we should not accept untested recipes of government, if ever there was a time when we should test in the fierce light of public debate, if ever there was a time when we should analyze decisions in the crucible of public discussion, that time is now when the dark clouds of disaster have fallen upon our neighbors and we ourselves are sick at heart wondering whether we can curb at home and repel from abroad the forces which would stamp out self-government here and elsewhere.

Before I can successfully point out where I think America should go, I should try to analyze where America now is and how we got here. It is difficult to chart a new course until we have decided upon the present location. One time in Florida I was looking for Tallahassee, the capital of Florida, surrounded by swamplands and mosquito bogs. I was driving in the darkness about eleven o'clock and, apparently not getting anywhere, I found a colored boy and I said, "Boy, can you tell me how to get to Tallahassee?" "Yes," he said, "I s'pose maybe I could, but you sure you wanta go to Tallahassee?" And I said, "Yes, I want to go to Tallahassee." "Well," he said, "You in a hurry to get to Tallahassee?" I answered, "I certainly am in a hurry to get to Tallahassee." "Well, sir," he said, "you want to get there right now, huh?" And I said, "That's right, boy. How do I go?" "All I can say boss, if I'se gonna go to Tallahassee and if I'se in a hurry to get there and get there right now, I sho wouldn't start from here."

I wish we did not have to start from here, in America, to go where we want to go. But here we are and so we had better discuss the situation in which we find ourselves and the reasons we are here. For seven years we have lived under a philosophy of government, with it or under it, called the "New Deal." It has been an exciting adventure. It has brought us many new experiments—some good, some bad. I agree with both the authorities quoted by Mr. Draper—Mr. Willkie who bolted the Democratic Party and got the Republican nomination and Mr. Wheeler who is about to bolt the Democratic Party—I am for them both. Mr. Draper quoted them as saying that the Democrats have done some good and I think they have. You cannot spend sixty billion dollars and do everything wrong; you have got to do some good. But it is a philosophy of government. I think we owe it to ourselves as educators, as the intelligentsia of America, to analyze carefully, clearly, and lucidly, "What is the New Deal?" It has been exciting, and the adventures have come so rapidly that most of us have been busy trying to keep up with it and we have not had time to sit down and say: "What is it all about? Upon what is it based? What is its fundamental theory?" I think that we should know. I am going to submit a definition of the New Deal philosophy of government. I hope I am wrong but if I am not, America needs to get away from that particular prevailing philosophy soon, or America ceases to be the kind of self-governing unit which has made us so great. The New Deal has spoken long and loudly about collective security. Unfortunately, in my opinion, it has tried to provide that security collectively. That is the fundamental difficulty, as I see it—collectivizing the functions of politics and the functions of economics in the capital city of the land. To that extent, if that be true, we have imported from abroad technics of totalitarianism because, when we strip it of all its subterfuge, fascism, naziism, and communism all stem from the central idea, that of centralizing economic and political authority in the capital city. If the New Deal has not done that, then I am wrong. If the New Deal has tended to centralize authority—political and economic—in the city of Washington, to that extent I am right and all of us have cause to view with alarm.

There is a second step that history teaches. Every time free men have lost the right of self-government they have lost it by two simple steps: first, centralizing of authority in the central town and second, personalizing the authority which has been centralized. The New Deal has gone the second mile. We see evidence of the personalization of power which is even more alarming than the centralization of power. Political rights which the people used to have, the government now exercises. Congressional rights which your congressman used to exercise, the President now exercises. Functions which the people used to have, have been transferred, and when the courts have sought to interfere the courts have been attacked, packed, and rebuilt. Today's president has more power than yesterday's prince. Today's so-called free businessmen in many cases are no more free than the entrepreneurs of the mercantile guild system of European history. In degree, not in extent, communism, fascism, and nazism have gone much further than the New Deal. In direction I submit that they are parallel, because they submit the philosophy to people that you should concentrate power in the capital town, whether it be Washington, Tokyo, Berlin, Rome, or Moscow—centralization of power in the town and personalization of power in the man.

I do not accuse the New Deal of bad intentions, but I am worried about the technic. Two fallacies have bedeviled the New Deal since 1933, at least. The first is a distrust of the individual citizen. You saw it evidenced in the NRA when they said that the pants pressers were not smart enough to determine how much they should charge to press pants, so Hugh Johnson would do it with the blue eagle symbol. A distrust of the individual citizen—that is why the administration is opposing the Walter-Logan Bill, because the Walter-Logan Bill gives the citizen a right to go to court if some administrator of a bureau or a board apparently overrides him. The second is a tendency to deify the government by putting it beyond and above the works of ordinary men. To the extent that those two things are present, the New Deal is the most reactionary government of history in America. It has dipped back into the pages of the Middle Ages to pick out the theory that government should trickle down from on top. It is Jeffersonism in reverse. It operates according to the formula that government is best whose citizens govern least. To the extent that there is a distrust of the citizen, to the extent that there is deification of government, we are walking backward down the corridors of time. Why do we have this depression now eight years old—ten years old, I suppose? Why has it lasted? No other depression in American history has ever lasted thru an entire eight-year administration of any president. That is something really new under the New Deal. Bad intentions?—not at all. Roosevelt did not try?—not at all. Because, it seems to me, that it follows as the night the day that changing the framework and the basic idealism of America to distrust of the citizen, to deification of the government, to taking a man who was a ward-heeling politician one day and making him an administrator of a board the next has confused us, frightened us, and stagnated development. I want to quote a Democrat, ex-Congressman Pettengill of Indiana. He said: "There is a

difference between the American system and the totalitarian technic. There is a difference between 130,000,000 people in the United States driving 30,000,000 automobiles and 130,000,000 people all in one automobile driven by one man." I think that tells the story in language which we all can appreciate. For seven years in America we have been drifting into the direction of climbing on an omnibus driven by one man. Fewer and fewer have been driving their own political automobiles. More and more have been riding along with the crowd in the bus. And I submit that that is why the depression has been perpetuated, because we cannot be half free and half fixed. We cannot be half capitalistic and half socialistic or communistic. We must be one or the other. Either the planners or the people have got to win this contest next November. If the planners win, a planned economy comes along and all of us ride in one automobile. We will not have as many accidents on the highway. We will have more security while it lasts, but once our one driver makes one mistake the destiny of a whole nation is betrayed. It is logical that we cannot have a planned economy and a free people in the same nation. If you have too many planners, if you keep the people free and everybody plans his own system, we do not get any place. So if you have a planned economy you have to limit the number of planners. And if you have too few planners, the people are no longer free because somebody else is doing the planning. I think the reason our depression continues, primarily, is the natural resistance of a free people to an idea of planned economy. So we struggle back and forth seeing which of the two will survive.

I want to talk to you about where we are going to go from here after I discuss where I think we are—basically and fundamentally in difficulty because of a deviation from the American type of government, from the idea that every man is a king to the idea that the king can do no wrong, be it term one, two, three, or four. I think that we are up against a decision in November which is of soul-shattering importance. We must not do it wrong. What have the Republicans to offer? We have a man who for many years as a Democrat went up and down this country preaching the doctrine of freedom and self-government, preaching the doctrine of putting government out and putting business methods into government, a man who for several years as a Republican has continued his same type of discussion but a man who as an American always has put cause above party and principle above self, trying to keep this country strong and free in the ways of liberty-loving Americans. We have Wendell Willkie to offer to the American public in that regard. And the four words which keynote the Republican convention and which will keynote the Republican campaign are "peace," "preparedness," "prosperity," and "patriotism"—certainly not terms which we Republicans can monopolize but they are revolving points. How well the two parties approach the problems of peace, preparedness, patriotism, and prosperity are the fundamental turning points of this campaign.

Let me discuss each of them with you, but the Republican viewpoint first of all—peace. I am proud of what the Republican platform said about peace. I want to read it to you because it is specific and definite. There is no

weasel-wording language in it. It says that we, the Republican Party, is firmly opposed to the involvement of the United States in war—no dodging of the issue, no equivocation. I want to say as a Republican that I offer the solemn hope that when the Democratic platform is written in Chicago soon that it will come out equally strong and straightforward for peace, because peace in America is such a sacred eventuality that it should not become involved in politics. I cannot speak for the Democratic platform; I can only give you what the Republicans said in straightforward language in a resolution for peace. The Democratic platform will speak for itself, and the record, acts, and adjectives of the Democratic Party and its personnel are available to all. We must in this country maintain for ourselves peace if we are going to succeed in holding up the ideals of civilization which the rest of the world will search for so yearningly after they have laid down their arms and quieted their cannons. Ninety-two percent of all America, I am sure, does not want to send another American expeditionary force over seas and the time to decide that is when the people themselves can speak at the polls in November.

Preparedness is next. The President is his own best critic on the item of preparedness. On May 16 he delivered a message to a joint session of Congress in which he criticized the state of preparedness in America, and it is bad. But we should not entirely forget that Adolf Hitler and Franklin Roosevelt came into power in their respective countries within thirty days of one another and that any president of this country always has between 730 and 745 agents, men and women in the foreign service departments all over the world reporting back every twenty-four hours on developments everywhere. The preparedness of the German military machine must have been known in Paris. It must have been known at Number 10 Downing Street. It must have been known in the White House, because it was available to these various foreign service representatives which all countries maintain in the land of every other country. I am not going to place upon the President the responsibility for missing the bus in the matter of preparedness. That is too grave a responsibility for any one man to assume. All of us are collectively in part responsible for not having insisted on more preparedness sooner. But now that we know what we are up against, there is no cause to delay. Still we find preparedness being measured in terms of billions of dollars which Congress has voted in the last few months; five billion more will be asked for in the next few weeks. We cannot and must not measure a nation's preparedness in terms of billions of dollars. It has to be measured in terms of fighting units and defensive weapons.

Over eight billion dollars was spent in the seven years preceding May 16. But too much of it went for Passamaquoddy and the Florida ship canal and not enough of it for cannons and anti-warcraft. Consequently we find ourselves ill prepared. I am glad the President has surrounded himself with men like Knudsen of General Motors and Stettinius of the United States Steel Corporation. It thrills me somehow as an American to know that in times of an emergency the President calls upon men to defend and to save America who have earned their spurs working up thru the legitimate

activities of American business which has done so much to build America. I am kind of glad, and I say it as an educator, I say it as a man who got his advanced degree at Columbia University, that he did not bring down another man in a funny looking hat to put him in charge of the national defense preparedness program of America. Was it not George Bernard Shaw who said that those who can, *do*, and those who cannot, *teach*, and I think that if Bernard Shaw were over here looking at the New Deal now he would add another one. He would say that those who can, *do*, and those who cannot, *teach*, and those who cannot teach get jobs advising the government.

The President persistently and consistently has failed to repose responsibilities in Stettinius and Knudsen. They are splendid advisers, but have no responsibilities and no authority. I think it is an axiom in democratic government that buck-passing and deficiency in government are present in any administration in inverse ratio to each other. If we fix the responsibility and say, "Mr. Stettinius, or Mr. Knudsen, you are not just an adviser. By all that is good and holy you are the guy that has to prepare America," we would get results. But they are just there as advisers. The President says the Secretary of War is no good and he fires the Secretary of War. And the Secretary of War says the President is trying to scuttle the national defense and he criticizes the President. And the national defense counsel says, "We advise that it be done this way." But those in the cabinet say, "No, let us do it this way." And the President appropriates billions of dollars of money and sits back and hopes that we are going to get results. We need a fixed station of responsibility. I am convinced that the Republican administration and Wendell Willkie know enough about business administration to recognize that in times of emergency you must fix responsibility some place and then insist upon results. If we do that preparedness is going to shape up and make America big and strong as we always have been; and do not let anybody tell you, whether it be my good friend Mr. Kaltenborn with whom I have been engaging in a running debate lately in Congress, or somebody else, that America is just a puny stepchild of Europe. America is still the biggest, greatest, and best country in the world with the greatest navy in the world. We can defend ourselves if we just have confidence in America. How we want prosperity! It is ten years since we have had it. Prosperity has not been with us very much lately. And it is a long time since we have been rid of depressions. I have indicated why I thought they have continued. There were ten million people unemployed in 1932, and there are ten million unemployed in 1940. There is a forty-five billion dollar national debt now, and Henry Morgenthau, the President's personal selection as Secretary of the Treasury, said, "If it goes beyond fifty billion I will assume no responsibility for the financial structure of America."

And what will inflation do to education? It is the saddest profession of all when inflation comes. With our fixed salaries and a fluctuating living cost, with our fixed types of income and a variety of outgoing expenses in our school system, inflation is a sordid word for anybody, especially for the educational profession. Forty-nine billion dollars are gone! What have we got to show for it? Four million boys and girls in America between the

ages of eighteen and twenty-five have never held an honest job. A third of our citizens, according to our chief reporter, are underhoused, underclothed, and underfed. And the farmers are being paid to raise less food to starve more people and keep them in rags. It is a serious thing. It is not any partisan thing, it is not any lack of good intentions; it is fumbling with the backbone of America, a change of the basic technics of government, a conflict between absolutely controversial and antagonistic philosophies. Creeping collectivism is walking where people want to be free, and how we groan and strain as we try to find our way out of the dark abyss! Prosperity can come as we get the government out of business and as we get the art of business into the science of government, and when we give men who are out of work a chance for an honest job, when we give farmers a chance to get a fair price for a full crop instead of paying them a subsidy to continue scarcity. Prosperity can come when we give the man with an idle dollar in the bank a chance to earn honest profit which the long, lean, hungry fingers of the tax collector will not take from him again.

Finally, there is patriotism. I refer to the patriotism that Webster talks about in his definition, "a love of freedom and a love of popular government." I think the biggest challenge the Republican Party has, provided the President runs again, is this: to restore to people, common people everywhere, the right of selecting their own leaders. Mr. Hitler came to power in Germany not by the bayonet or the bullet. He changed his occupation from hanging paper in Vienna to hanging politicians in Berlin by the ballot of the people of Germany. They voted him in. After he was in, by a gigantic system of public works, by building up a huge political army, by universal military service, commanding the forces of the land, the people of Germany lost the power to take Hitler out. That is when democracy fails. When the doctrine of individual indispensability comes in the door, freedom goes out the window. I know many men in Washington who think America today has lost the power to take men out of office. I doubt that. I still continue to hope and believe that the President will not seek a third term because I believe that he is essentially a good American and I believe that he recognizes the importance in this last stronghold of freedom in the world not to destroy and disrupt the processes which for one hundred and fifty years have made America great. I am not one who can believe we got all those bathtubs, automobiles, and telephones and all the things that have made us great for a century and a half by doing everything all wrong for a century and a half. There must have been something good in the old system to build us up to where we have come. I do not think the President is going to run again but if he does I will say then as I said when Coolidge considered it in 1928, "I oppose the idea of a third term for any man." I will oppose it for this president. I will oppose it in 1948 should Wendell Willkie seek a third term, because I believe in the rights, freedoms, and abilities of America. They can still vote people into power in Germany but they have lost the power now to take them out. It is good once in awhile for you and me, just ordinary citizens, to rise up in all our might and look around and say in the vernacular, "There ain't anybody anywhere in

America we cannot take out of office when we want." That is a good wholesome sign. We do not have to indict any man and we do not have to criticize any man. It is just a good setting-up exercise for democracy.

I would like to say one other thing on borrowed time because it has not anything to do with the political situation, but I have had some people ask me since I have been here, "Mr. Mundt, you are a member of the House Committee on Education, are you not? Are you going to talk about what the Committee's been doing in the last session of Congress?" Congress has been in session for almost eighteen consecutive months and the House Committee on Education, as far as I know, is the only Committee in Congress that has never held a meeting in the eighteen months. It is not the fault of the Washington representatives of the N. E. A. They are a fine group. They are doing everything they can, but they have not been able to hold a meeting and we cannot get far with education unless we can at least have a meeting. I went to the chairman of the Committee and said, "I think we ought to hold some meetings." He said the reason we have not held a meeting is because there is nothing in the President's program calling for one. I said, "Maybe that is a good answer to you and maybe that will satisfy the members of Congress, but I want to tell you, as one western rebel who has been an educator all his life, I am getting tired of seeing education kicked around from pillar to post while we are spending multibillion dollar appropriations for everything else of much less importance and nobody paying any attention to education. In the second place, Mr. Larrabee, I want to say, I believe that any committee of Congress should meet when the problems confront it. It might not be fair to say that we have not had any meetings and that if you put in a Republican that we will. But I want to say that here is one Republican, if we get in, who will either see to it that you are going to have a meeting of the Education Committee of the House or resign his job and go home and go back to teaching."

Rebuttal

MR. DRAPER: Congressman Mundt told you that he had discovered from my talk that I am a lawyer, therefore a little clever and a little devious maybe. I discovered that he is the head of the forensic society in America, and what the forensic brethren lack in logic they make up in pyrotechnics. The difference between a lawyer and one who is in forensics is that when the lawyer gets to analyzing he takes the proposition to its uttermost depths, but a forensic debater goes just one step further. I thought I had taken this subject to its ultimate, but he took it one step further, beyond the ultimate.

We need not feel badly because no matter who wins they are going to have a Democrat at the head of the government this next eight years. But I wish I could leave with you a thought that is quite apart from any desire on my part to be partisan. I think at heart I am not a politician. I got into it by accident. I was standing in front of my school house one day and somebody came and asked me if I wanted to be deputy state treasurer. In a moment of weakness I accepted and that was my entry into the field.

There is practically no disagreement between us as to what our course

should be. It should be the course of good patriotic thinking Americans and we ought to do what is best to be done for this country. It is no good to bandy about words. Mr. Mundt wants to know why we have not cured this depression within these seven years. I tried to point out that without the depression we should have had an increased army of over three million people who are technologically unemployed. And that is one of the propositions that we have to solve. Every one of you here who has gone thru any of Milwaukee's industries sees a living example of what I have in mind. Look at the people who have gone out of those breweries forever, no more to be employed. Why? Because that work is done with machinery that is cleverer than the hand of man. I cannot go into that again. But there it is and it is a fact and there is no use trying to blink it. It is something for which we have got to find a remedy. Why have we not cured the depression? Why was there a depression? You remember, and I say this in absolute respect, I sat and listened to Herbert Hoover preach with absolute sincerity that the American people had become so perfect in the management of their economic affairs that poverty had been banished from the earth. We had finally got the solution. We had managed poverty. We did *not* manage poverty. We collapsed in 1929 like we never collapsed before, and why? There is something fundamentally wrong in the management of our system.

Of course all that we have done that is good we want to preserve. I admit that machinery has made us great, but it also has brought us some problems which are bothering us immensely. We have had a philosophy of government of checks and balances that has worked very beautifully but we never did have a self-controlling economic system and the thing runs over itself. Our machine, our economic machine, gets bogged down every ten or twenty years. Ever since this government was established, we have been running into that same kind of tailspin and it keeps getting progressively worse. We do not want a totalitarian state.

MR. MUNDT: I want to mention two things that Mr. Draper discussed in his remarks. The first was an unintentional fallacy which it seems to me that spokesmen of the New Deal frequently fall into, and I can see why. They compare either 1937 with 1932 or compare 1939 with 1933. I can see some good reasons why, if I were talking on the New Deal, I would pick those same two years because '37 and '39 are the best two years of the New Deal administration and '32 and '33 are the worst Republican years. There is a good deal of the same attitude if you were going to judge a beauty contest and you go to comparing the dimple in one girl's cheek with the wart on another one's nose. You have got to take them "gal for gal," and you have to take these administrations administration for administration, or at least seven years for seven years. And when you are home with your notebook take the seven New Deal years and the seven Republican years and add them up and divide them any way you want to and I will be tickled to death with the answer that you get after you have compared them "gal for gal."

There is a fundamental distinction it seems to me between our positions about business. Mr. Draper has suggested that I want to have business on

the loose. I do not. I might suggest that he wants to have business in the noose, and I do not think he does. Some place between there ought to be a happy meeting ground where a businessman for president can give us business in government and prosperity once again.

Let me finish with a baseball story. I do not want to talk any longer about the purge or the NRA or the Supreme Court packing or the reorganization plan. Let me put it in baseball language. In 1932 we found the team was slipping a bit so we changed managers. We fired Herbert and hired Franklin for a new manager. And what did he do? He gave the team new pep. We started winning a few games again, got a little better for awhile. In 1936 we gave him another contract but we said, "You've got to do better than you have done in the past." And then the alibis started coming in. You know alibi-itis. Baseball managers have the best alibi-itis in the world except the teacher who does not get to class on Monday morning or a politician who does not get elected. But anyhow, they began alibiing for themselves. And he said, "Well, I tell you what the difficulty is. You stockholders ought to win these ball games, but the confounded rule book is wrong. Why, they call my men out every time they swing the bat three times. If we change that rule and put him on first base instead, it would be fine. Let me change the Constitution." And the umpire said "No." So he said, "Kill the umpire. Pack the Supreme Court." He did not say kill them, but he said, "Pack them in." He said, "I don't care who picks the first two if I can pick the next three. Give me five umpires and let them call the rules." And they would not let him do that. They said, "Play ball according to the rules." He said, "Let me reorganize the team," and they would not let him do that. Then he said, "Let's purge the league. Let me fire all the good pitchers that the other teams have. Let me hire a lot of cripples and one-legged people and folks with lumbago backs as shortstops for the other teams. Let me reorganize and purge the league and we'll be all right," and they would not let him do that. And now he wants a contract for another three or four years to run the same team and we are way down in the dumps again. You know what the people did, the stockholders, in 1938. They sent in eighty new players from the Republican dugout. Sent them in and we have been playing a little better. You know what I think they are going to do. I think that in 1940 they are going to hire Wendell Willkie for a manager and Charlie McNary for a coach and send in some more Republican players and win another world's championship like we always used to do.

NATIONAL SEMINARS

NATIONAL SEMINAR ON PROTECTION OF SCHOOL FUNDS FOR EDUCATIONAL PURPOSES

BEN G. GRAHAM, SUPERINTENDENT OF SCHOOLS, PITTSBURGH, PA.,
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Milwaukee, Wisconsin, July 1-3, 1940

The National Seminar on Protection of School Funds for Educational Purposes, held as a part of the seventy-eighth annual convention of the National Education Association, included forty-three state and territorial representatives and a central committee of seven persons. The discussion of the first day's session revealed three basic issues in the protection of school funds for educational purposes: (a) informing the public about the schools; (b) protecting existing school revenues; and (c) extending state support and federal aid. The general discussion of these issues during Monday's and Tuesday's meetings was summarized in a series of propositions presented to the seminar at the meeting on Wednesday. The seminar, by formal motion, adopted this statement as the sense of the group in regard to the items covered. These conclusions are quoted in the following paragraphs.

Informing the Public about the Schools

Experience has shown that the American people believe in education and that they support education when they understand its needs. Members of the teaching profession should accept it as their task to rally the friends of the schools to the support of the schools. The profession must inform the public, tell the story of the schools, and provide leadership to work with lay leadership in protecting the maintenance of adequate funds for public education. Tests of public opinion in localities in different parts of the United States show that the general public believes in the schools and wants to support them adequately.

1. A courageous, informed, articulate, and united educational leadership must be exercised to help the public to identify and defend the vital values represented in the schools. Emphasis should rest on the positive achievements and needed expansions of school service, not on past inadequacies.

2. Educational associations—local, state, and national—are the logical agencies thru which teachers can carry on the research needed to present the case for the schools in full. Such organizations should coordinate their efforts behind unified programs of action, supported generously by every teacher in their potential memberships.

3. The individual teacher should be well informed on the needs of the schools and the needs of the general community. The teacher should demonstrate intelligence and goodwill in every personal relationship both within the school and in the community outside.

4. Both the spiritual and the tangible values of education must be made plain. A concrete highway is a concrete example of value received for public money spent; let the spokesmen for education likewise use specific examples of the worth of education. It is urgently recommended that teachers master for themselves and interpret to others the convincing proofs of the dollar-and-cents values of education in American democracy. These proofs are given in the Educational Policies Commission report on *Education and Economic Well-Being in American Democracy*.

5. Modern technics of studying and influencing public opinion should be used in behalf of the schools, and used with skill and effectiveness.

6. Teachers, as citizens in a democracy, should recognize and participate in the democratic processes by which proposed public policies are made effective.

7. The friends of the schools outside the teaching profession carry the real balance of power in the unending campaign to develop the kind of schools that the United States needs. Members of legislative bodies, organized parent groups, civic leaders, and the host of other lay defenders of the schools should be given accurate information and cordial support from the teaching profession.

8. Parents of the children in school form the largest single group of potential lay friends of education. Unceasing efforts should be made to inform parents about the schools and to cooperate with organized groups of parents who are concerned about school welfare.

9. A growing proportion of adult citizens are nonparents and hence are without personal contact with the schools. This group always must be remembered in the program of public information about the needs of the schools.

10. Teachers carry on a daily and inescapable public relations program with the twenty-six million members of the lay public who are enrolled in school. When the school program is built to meet the needs of those pupils, and when those pupils themselves have been led to understand what public education is trying to do for them, a long step will have been taken toward adult understanding and support of public education.

11. Legislative bodies like to pass the laws that the people want passed. When defensible programs of school support have been taken to the people and are thoroly understood and approved by the people, the necessary legislative support is almost sure to come.

Protecting Existing School Revenues

The public schools never have had enough money to do the work that they have needed to do and have been expected to do. During the 1930's the funds for education were reduced in many state and local school systems. During the same decade the load of the schools was made heavier by the young people who crowded into high schools, seeking an escape from unemployment and seeking training for jobs. And at the same time the money spent for pensions, relief, and other security measures have mush-

roomed into enormous sums. Higher taxes have resulted, which are being opposed vigorously by those who demand reduction of taxes regardless of social values.

The schools then are meeting both competition and opposition in their effort to protect school funds for educational purposes and to expand those funds to handle added burdens. And in the midst of this struggle comes a new threat to school support, in the galling necessity for spending vast sums in a program of military defense.

1. Efforts to reduce school funds in order to increase pensions and relief represent an unwillingness to face the just claims of the state on the income of the people. This country can afford to pay for schools and also for the relief of destitution. Education must not attack relief but must join in the efforts to remove the conditions that create the need for relief.

2. Tax pressure groups striking at the schools should be faced squarely with sound facts and able service. Their claims should be analyzed, and refuted when incorrect; their sources of support should be reported to the public. Their efforts to undermine public confidence in education, thru ridicule and unfounded charges of subversive teaching, represent a menace to American democracy.

3. No defense program can be truly effective that does not provide a full measure of support for public education. Dangers exist against which guns and soldiers cannot protect us. To meet these dangers we require spiritual and intellectual weapons—faith in the American way of life and in the opportunity it offers, clear understanding of the fallacious ideologies that threaten our security, and willingness to make sacrifices in support of the faith to which we are committed.

4. Action is needed to establish the principle, in both state and local administration, that education has a unique place in the central core of governmental services that cannot be neglected, no matter what financial or political emergency may exist. Educators and laymen who make this claim for the rights of the schools have also the special duty for developing sound practices in fiscal management.

5. The schools have nothing to fear and much to gain from the fullest measure of public scrutiny of school budgets and expenditures. Democratic cooperation in building school budgets and full opportunity for public discussion of budget provisions will serve to protect and expand school support rather than to endanger it.

6. Provisions should be made to guard against loss of state and local school funds. Attention should be given to the sound management of permanent school funds, safety of school depositories, interest on deposits, reversion of unexpended balances, prompt delivery of school tax receipts, income from special local taxes and fees, and similar provisions in the handling of school money.

7. Constructive economy should be used in the expenditure of all school funds; no waste or useless expenditure should be tolerated. Every dollar voted for schools should produce one hundred cents' worth of educational service to the community.

Extending State Support and Federal Aid

State constitutions, statutes, and judicial decisions have affirmed in almost every state the principle of state responsibility for school support. Until this principle is recognized in actual fiscal practice the equality of educational opportunity that should be the birthright of every American child cannot be assured, because school budgets will lack the stability and protection that a sound plan of state school finance would provide. Recent years have seen the cities growing richer and the rural areas growing poorer, thus increasing the need for statewide programs to equalize the cost of education.

On a national scale, differences exist among states in their ability to support schools and general government. Some states could not provide adequate schools for all their children even if total tax revenues from all state and local sources were used for schools. Only thru federal aid could these states finance a defensible program of education.

The need for federal aid is becoming more acute each year. Altho the federal government does not give aid for general education it has provided aid for other purposes in such manner as to increase the difficulty of protecting school funds. The availability of large federal grants for social security programs, to be matched by state funds, has led many states to spend large amounts of money in order to secure the federal grants, even tho such spending made it harder to maintain schools and other services for which federal aid is lacking.

1. Every state should discharge its responsibility of guaranteeing a minimum program of schooling for all its children. This program should be financed with local, county, and state funds, the local funds representing a uniform effort by all local districts, the state funds representing the difference between the amount raised locally by a reasonable effort and the total cost of the program.

2. State responsibility in school support should protect every child in his right to the minimum school program but should not limit in any way the initiative of local districts to exceed the minimum in adaptation to community needs.

3. Unceasing efforts should be made to broaden the base of taxation and to improve the plan of tax administration so that every form of wealth and income may contribute to the costs of government in proportion to ability to pay. Laws that set rigid over-all limitations on property tax rates, thus denying local initiative in meeting local needs, should be opposed and repealed.

4. Equalization of a minimum school program on a statewide basis is made difficult and costly where small units of administration exist. Local school units should be large enough so as to provide without extravagance for complete programs of elementary and secondary schools, operating with the aid of trained professional local leadership.

5. The schools stand ready and willing to cooperate in the national defense program. It is strongly urged that school authorities be given

responsibility for administering defense funds for activities that require the use of school facilities.

6. The nation's urgent need for a competent citizenship makes it imperative that federal aid for education be provided as a basis for equalizing a minimum of educational opportunity for all children. Such aid should be granted without federal control over state and local educational policies.

NATIONAL SEMINAR ON EDUCATION AND ECONOMIC WELL-BEING IN OUR DEMOCRACY

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

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

Milwaukee, Wisconsin, July 1-3, 1940

The National Seminar on Education for Economic Well-Being in Our Democracy was an attempt to secure group consideration of the relationship between the system of universal education in this country and the economic efficiency and well-being of the American people. The seminar made extensive use of the report of the Educational Policies Commission, *Education and Economic Well-Being in American Democracy*. The following summary and program of action were presented by the officers of the seminar in its report to the convention as a whole and to the Representative Assembly. Members of the seminar agreed to follow up the program in their respective states.

Summary

1. Education for 150 years has been a major factor in creating the wealth of the nation.

Note: American people have created the greatest wealth and the highest standard the world knows or has ever known. For 130,000,000 persons (6 percent of the world's population) they have accumulated 54 percent of the goods and services which is the true wealth of the world. Great natural resources, superior human stock, the untrammelled freedom to learn, and the unlimited dissemination of knowledge have been the major instrumentalities in this stupendous achievement.

2. Education for all the youth of the nation up to their capacity to assimilate and use it would increase the productive power of the people manyfold.

Note: The highest economic authorities hold that at no time has the productive machinery of the country been taxed to over 80 percent of its full capacity. The enhancement of the productive power of labor, management, invested capital, and natural resources thru a full use of the presentday available scientific knowledge would without doubt increase the highest recorded income of the people of the United States (approximately \$90,000,000,000) by 75 percent.

"We need economic progress compatible with the richness of our resources—the technical power put in our hands by scientific knowledge, and the labor power of a capable working force, most of whom want to give their labor steadily and effectively in order that they may win the means to more ample living. We need economic progress that includes all our people, the unskilled laborer as well as the master of a trade, farmers as well as townsmen, those seeking to develop a new business as well as those entrenched in an old one.

"The accumulated knowledge resulting from modern scientific and technical discoveries is so great that were it rapidly and continuously applied to the improvement of productive processes, we could have a rate of industrial advancement and attain a level of production in the not distant future that would dwarf anything that has been known in the past. The problem is to create the conditions essential to the promotion of ever more rapid technological advances." (Harold G. Moulton.)

3. Highest levels of culture and consequent better standards of living may be increased indefinitely by universal education.

Note: In the monograph of the Educational Policies Commission, *Education and Economic Well-Being in American Democracy*, the findings and conclusions of the highest economic authorities are mustered to support this view.

4. The power of the American people to consume can be increased greatly by the spread of economic knowledge and an increased general level of intelligence.

Note: In good years the American people spend twenty billion dollars for food, ten billion for clothing, and twelve to eighteen billion for shelter and housing. Increased demands by use of scientific consumer knowledge and methods of distribution making use of presentday available information could increase this power of consumption many percent.

5. Eradication of economic illiteracy would provide a resource of savings for the American people amounting to billions of dollars.

Note: The wastes of the people of America, because of the lack of adequate information, the trend to follow "quack" economic remedies, and the use of spurious and false methods of economy cost our people very dearly. A full program of education would greatly reduce these wastes.

6. Our crime bill of fifteen billion dollars would be greatly lowered and many billions turned into usable wealth for universal improvement of the standards of living if a full public understanding of this problem were a matter of public knowledge.

A Program Whereby the American People May Secure the Maximum Economic Return from the System of Education

How can the necessary changes in our educational system be brought about so that its economic advantages may most fully enrich the lives of the American people? This is essentially a problem of professional education for teachers and of public relations.

We begin with the reasonable observation that no program of socio-economic education can be advanced unless the teachers are well informed. The nature of our socio-economic progress is such that college education of teachers cannot by itself insure adequate understanding of the problems, for they are ever changing. This absolutely necessitates professional organization for currently informing the profession regarding the changing scene. Professional magazines afford the first medium for this service. Many of them must be revitalized and redirected in this respect. Provisions must be made locally for the proper study and professional consideration of their contents. Many teachers' organizations are in position locally, in the state,

regionally, and nationally to prompt surveys and studies dealing with the problems of economic, social, and educational adjustments. Experience in such ventures might very well constitute a valuable means of currently informing teachers and others regarding these problems.

If we experience misunderstanding and opposition from chambers of commerce, manufacturers' associations, and taxpayers' leagues, it is all the more essential that we meet with these groups in free and frank discussions of the problems indicated. We shall be unable to meet with them unless we are well informed and have gathered about us civic leaders who will assist us effectively in this effort—an effort which is not a selfish professional project but which is one of tremendous concern to the life of the American democracy.

The first step in the program, then, is the inclusion of better and more sociology and economics in the curriculum of the teacher-training institutions so that teachers will be better able to understand the problems of society. Our college courses should contain a more comprehensive program of the needs of society and education's effect on society, and the years of training should be increased.

There are a million teachers in service today and many avenues open to achieve a program that would eradicate economic illiteracy among us—publications, vitalized faculty meetings, conferences, committee study, local surveys made and findings publicized, extension courses, and the leadership of the administration in the school systems.

The administrative staff in every community is qualified to speak with authority about conditions in that community. Data have been compiled on the costs of education, but have those data ever been interpreted in terms of the economic benefits derived from that education by the community?

The program whereby the American people may secure the economically greatest returns from the system of education may be epitomized in the following specific recommendations:

1. Remove youth from the labor market by fixing a school-leaving age of sixteen years, at least, in every state.
2. Encourage qualified youth, by scholarships and other forms of assistance, to continue their education beyond the legal school-leaving age. The basis for providing this extended schooling at public expense should be the competence of the student rather than his social or economic status.
3. Make good on the claim that America is a land of equal opportunity by state and federal funds for lessening inequalities of education.
4. Provide education to make the consumer intelligent and effective in the management of his income.
5. Provide education for the conservation and wise use of the nation's natural resources.
6. Develop the vitality and stamina of the people by a continuing program of health education.
7. Develop local, state, and national vocational guidance services and information to assist all youths and adults in the choice of their occupations.
8. Strengthen vocational education by providing adequate equipment, personnel, and funds for this purpose. Special vocational education in industries related to the national defense should be financed and administered thru the established educational agencies.

9. Provide vocational retraining, as necessary, for workers displaced by illness, accident, or technological changes.

10. Remove economic illiteracy by encouraging the study and discussion of economic conditions and issues in schools, colleges, and adult classes.

11. Help citizens to understand that under democratic institutions of popular government taxation is a method whereby the people, acting as a whole and each in accordance with his wealth and ability, purchase for themselves certain goods and services which, acting individually, they could not possibly enjoy.

This seminar report, in brief, is a proposal for continuing that brave experiment in democracy which was launched on this continent a century and a half ago. Then it required courage, vision, faith, and resolute action for a few million farmers and other Colonists to found a republic on the far edge of a hostile world. Today it requires of us the same qualities to perfect a system of free and universal education appropriate to the economic needs of the people of the United States.

NATIONAL SEMINAR ON BUILDING STRONGER PROFESSIONAL ORGANIZATIONS

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

CHARL ORMOND WILLIAMS, DIRECTOR OF FIELD SERVICE, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C., COORDINATOR

Milwaukee, Wisconsin, July 1-3, 1940

The National Seminar on Building Stronger Professional Organizations met for two hours on the afternoons of July 1, 2, and 3, 1940. Forty-three states were represented in this group. Thirty-six states were represented all three days, six states for two days, and one state for one day. Five states were not represented at all. The group was about equally divided between men and women. No set speeches were made.

Each afternoon the chairman introduced the general topic and presented an associate chairman who laid down some principles for discussion.

On the first day John E. Brewton, substituting for Doak S. Campbell, both of Peabody College, spoke briefly on the theme for that day—"Professional Attitudes, the Foundation of Professional Organizations." As a result of his presentation and the general discussion that followed, the seminar reached the following general conclusions:

1. Professional attitudes of teachers should be developed during the period of training for the profession.

2. Faculties of teacher-education institutions, both by precept and example, play a major part in the development of these attitudes.

3. Plans should be formulated for the participation of students in teacher-education institutions, in the activities of professional organizations, particularly local and state. (By show of hands, 17 states indicated that plans were in operation looking to this end.)

4. State education associations should work closely with the institutions which educate teachers.

5. In order to raise the status of the teaching profession, increasing attention should be paid to the selection of those who would enter its ranks.

6. Short courses should be developed which would give teachers in training a knowledge of the philosophy and technic underlying professional organizations; and, in addition, the publications of professional organizations should be widely used during the period of training.

7. In the discussion as to requirements for membership in professional organizations, it was agreed that professional organizations would accept for membership those persons whom the state licensed to teach, but they should work in season and out to raise requirements for entrance into the teaching profession where they are low, thereby raising the standards of the professional organizations.

In his opening remarks, Mr. Brewton spoke with pride of the fact that in 1938 Peabody College had pioneered in cooperation with the Tennessee Education Association and the National Education Association in developing the first Institute on Professional Relations. Fifty similar institutes will be held this summer in as many colleges and universities in twenty-six states, from Oregon to Vermont and from Arizona to South Carolina. These institutes were referred to on the two succeeding days, and it was the consensus of the seminar that here was an excellent plan for the beginning of cooperation of the professional organizations with teacher-education institutions.

On the second day, Reuben T. Shaw, chairman of the Committee on Affiliated Associations of the National Education Association, led the discussion on the "Purpose and Extent of Organization within the Profession." The question as to what extent the major purpose of a professional organization includes both educational service and promotion of teacher welfare brought forth animated discussion. One member spoke as follows: "I am forced to confess that we are more or less selfish in working for the interest of the teachers. Any time there is a meeting on salaries we always have a crowd, but when welfare of children is discussed there are very few in attendance." Another member made this contribution: "I find that it is well for the teaching profession to be just as interested in the welfare of the child as in the welfare of the teacher. Our aim is the improvement of our children as well as the improvement of the teaching profession." Still another spoke as follows: "I was alarmed when I became an officer of the education association in my state as to the extent that teachers are not definitely concerned about those problems that are outside that very narrow field—problems such as tenure. It seems to me that we as teachers must become interested in the problems of other organizations so far as legislation is concerned."

The seminar, in placing emphasis thus on public service, did not suggest that loyal efforts toward better salaries, tenure, retirement, and other teacher benefits be diminished. Instead, the seminar recommended that such efforts

be increased, believing that a profession cannot be evolved in poverty, and that by giving the teacher a more secure place in society public welfare is served.

The seminar was of the opinion that true organization will be achieved only thru member participation developed to a high degree. It advised wholeheartedly the procedure of putting the membership to work thru committees, departments, and group conferences. Membership in the professional organizations would not only be increased but professional attitudes, understanding, and cooperative work toward common goals would be strengthened by increased services and personal contacts in the field thru directed conferences, discussions, and Institutes on Professional Relations.

On the third day, W. P. King, executive secretary of the Kentucky Education Association, led the discussion on "Working Relationships of Local, State, and National Professional Organizations." The first question raised was in regard to the basic principles for effective cooperation among professional organizations. He proposed as an answer, "Smooth working machinery for integration of effort between the state association and the national association, between the local association and the state association." One member suggested that if the machinery runs too smoothly, organizations may stand still, intimating that a little jar now and then might be a wholesome sign of growth and activity. Another member proposed "that one of the basic principles for cooperation is a common interest and that cooperation is not possible without common interest. The machinery which is set up should be such that it would permit of cooperation." He further proposed that another principle that would lead to cooperative effort is a complete understanding of the purposes of the organization.

The seminar agreed that:

1. Cooperation and better working relationships of local, state, and national professional organizations are highly essential.
2. Basic principles for effective cooperation include understanding of mutual problems and aims, correlation and, where necessary, reorganization of activities.
3. Respective programs and policies of local, state, and national organizations should originate from democratic cooperative conferences, thereby eliminating wasted effort and inefficient procedure.
4. A study of the functions of the local, state, and national association would be extremely helpful. Each of these associations has a special field in which to work and can do that work better than any other group. If teachers as a whole understood these functions, misunderstanding would be eliminated and cooperative effort more easily attained.
5. The National Education Association is rendering a valuable service to the local and state associations thru the *Journal*, which reaches every member; the *Research Bulletins*, on such questions as salaries, tenure, retirement, academic freedom, and equal opportunity; as well as the yearbooks, publications, and conferences of its various departments and the reports of its committees. The work of the National Education Asso-

ciation in the field of national and state legislation should be strengthened, and cooperation with state associations and colleges and universities in Institutes on Professional Relations should be continued.

The seminar expressed its appreciation of the participation of members of the headquarters staff in the work of other organizations. Members of the seminar gave concrete examples of the benefits derived from such participation in their respective states.

The vexing question was raised as to whether it would not be better to have the local associations affiliated with the states and thru the states with the national, rather than affiliate directly with the national association. There was not time for prolonged discussion on this point but enough was said to show that some members of the seminar believe that a better organic relationship can be worked out.

The members of the seminar were enthusiastic in their appreciation of the privilege of serving professional organizations thru this technic and readily responded to the proposal of the chairman that a similar seminar on a subject relating to the question of building stronger professional organizations be held in each of the forty-eight states during the time of their annual conventions. The members further suggested that national seminars be continued and developed in the National Education Association in the years ahead. This is probably the first time in the history of the National Education Association that six hours of intensive thinking, spread over three days of a national convention, have been devoted to the fundamental problems assigned to each seminar.

Our group dispersed with courage and hope for the future, and I truly believe that another milestone in the history of professional organizations has been passed in this country.

MORNING ASSEMBLIES

Tuesday, July 2

Visual Aids in Education

MOTION PICTURES FOR DEMOCRATIC EFFICIENCY

CHARLES F. HOBAN, JR., AMERICAN COUNCIL ON EDUCATION,
WASHINGTON, D. C.

Among the efficient instruments at our disposal are the motion picture and the radio—twentieth century implements of communication which put man in touch with ideas and events, people and things, independent of time and of space. They are to the constructive processes of education what the airplane and tank are to the destructive processes of war and conquest. Yet American schools on the whole are still trying to solve their educational problems with an umbrella and a brief case.

Totalitarian states well know the power of the radio and the motion picture and have established complete state control over these two informa-

tion and propaganda outlets. The use to which the radio and the motion picture are put by totalitarian states was dramatized effectively in Germany's conquest of Norway.

The powers of the motion picture and the radio have no direction of themselves. They are directed by various social agencies. They may be used to build or to destroy. But in social construction or destruction, their powers of mass communication are unparalleled. As such, therefore, they are instruments of education and if American education is to become efficient, it must learn to use these media and to use them for social improvement and the national good.

Various research studies published in the past fifteen years and current investigations of the American Council on Education are producing a body of literature which reveals not only the potentials of motion pictures in education but also some of the ways by which these potentials may be realized. The power of the motion picture on attitude formation and in the stimulation of critical thinking and creative expression is clearly being established.

Knowledge derived from the study of motion pictures is a kind of knowledge derived out of action, and as such it differs in quality from knowledge derived either out of static situations or out of purely verbal representation of dynamic situations. It is only logical to believe that knowledge derived out of a dynamic situation will be more closely related to active application than knowledge which is derived out of situations less dynamic and less real.

It is clearly evident from descriptive studies of motion pictures in the general education curriculum conducted by the American Council on Education that one of the great powers of the motion picture, used in a progressive educational context, is its ability to motivate activities of all kinds. Furthermore, it is evident that this motive power is a universal one, operative not only with bright and virile groups but with so-called dull, language handicapped, and retarded groups. Lest educators fear in the motion picture too great and too easy a substitute for reading experience, let it be said that available evidence indicates that motion pictures have the opposite effect. By building a meaningful background of experience, they serve as a necessary base for the development of abstract reading skills.

What a student must do in studying a motion picture is to analyze the activity represented in the picture as he should analyze this activity in a real life situation. The kinds of behaviors he develops in the study of motion pictures are closely related to the kinds desirable in real life situations which deal with knowing and doing. Mere use of motion pictures as such does not, therefore, necessarily improve educational efficiency. To be educationally effective, motion pictures must be used with clarity of purpose; they must be related to a series of activities preceding and following their exhibition; they must be organized in terms of educational purpose and in terms of the mental maturity of the students; and there must be opportunity for follow-up activities which extend the concepts and appreciations which motion pictures serve to build.

This means that educators must, more than ever before, realize that motion pictures are curriculum materials, that they are a medium of communication essentially different from verbal materials, and that they involve the use of electrical and mechanical equipment in the classroom. While the principles of good teaching apply to teaching with motion pictures as with all instructional materials, the circumstances of their application are somewhat unique and educators must learn to know and to use this pictorial medium in its full potentials. They must learn to discriminate between good and poor educational motion pictures and not be satisfied with mediocre films merely because these films are more interesting and more exciting than the poor textbooks, lectures, and technics otherwise available.

THE SCHOOL JOURNEY MOVEMENT

ALVIN ROBERTS, PRINCIPAL, HAW CREEK TOWNSHIP HIGH SCHOOL,
GILSON, ILL.

As a result of the growing interest in field tours, a meeting was called at the meeting of the American Association of School Administrators in St. Louis. Those present elected a committee to study ways and means of furthering this movement. Since the field tour is one of the most valuable visual aids, and since the majority of those present were opposed to the formation of a new department, the committee has affected an affiliation with the Department of Visual Instruction. Beginning in September, *Educational Screen* will carry a page given over entirely to the field tour. It is the hope and aim of the committee that the material carried in this magazine will be helpful to those who are interested in using the school journey as a teaching aid.

Before discussing the program in our community, I will describe our school and its setting. The Haw Creek Township High School is located at Gilson, Illinois, ten miles from Galesburg and forty-five miles from Peoria. Ninety-five percent of our students are from the farms or villages surrounding this community.

Our program was inaugurated seven years ago when the board bought buses for the transportation of students to and from school. The board also agreed to make the buses available to instructors who wished to use them in connection with field work. Hence, one of our greatest problems, that of transportation, was solved. Briefly, our program is divided into two parts:

1. One-day tours carried on during the regular school year.
Range from two or three hours to a full day of twelve to eighteen hours.
In September all tours will be made on school days.
Equitable distribution in various grade levels and subjects.
Total number from twenty to twenty-five per year.
Area covered: Davenport, Keokuk, Nauvoo, Quincy, Hannibal, St. Louis, Springfield, Starved Rock, and Chicago. Several trips to Galesburg and Peoria were made.
All tours are conducted by the instructor of the subject in question.
2. One extensive tour of from eight to twelve days is made at the end of the school term.

Open to all freshmen, sophomores, juniors, and seniors. All must register for the course in field history at the opening of the second semester. Students must complete all work assigned in order to be eligible for the tour.

Follow-up activities.

Illustrated lectures.

Some of the major problems are:

1. Place in whole educational program
 - (a) Background of real experience for our students
 - (b) Contribute as much as possible to our vocational guidance plan.
2. Sell the idea to the community.
3. Develop proper teaching technics so students will get maximum value from trip.
4. Definitely tie up material studied in the field with the work we are doing in school.

Factors favoring the further development of the field tour movement are:

1. Good highways.
2. Rapid and cheap transportation.
3. More favorable attitude on the part of parents.
4. Cooperation of private and public concerns visited.

In view of the interest expressed both by administrators and instructors, and in addition the factors favoring further development of this movement, I am looking forward to the time when the field tour will be a part of the educational program in the large majority of the schools of our nation.

The Teacher and Educational Policy

This session, presided over by J. B. Edmonson, dean, School of Education, University of Michigan, Ann Arbor, Michigan; and member, Educational Policies Commission, was devoted to ten-minute reviews of recent publications of the Educational Policies Commission, followed by a panel discussion, "How Can Teachers Take Part in Forming Educational Policies?"

The Future Belongs to Youth

THE WORK OF THE AMERICAN YOUTH COMMISSION

HOWARD Y. MC CLUSKY, ASSOCIATE DIRECTOR, AMERICAN YOUTH COMMISSION, WASHINGTON, D. C.

What the youth of America think and do is of supreme importance to all of us. We want them to uphold and strengthen our democracy—but we will have to show them and give them a democracy that works. We want them to look to the future with courage and hope and spiritual strength, but we must show them a real future that offers something to work for and believe in. If we fail them, we take the consequences. In other countries, confused and bewildered youth have furnished the ready material for vast antidemocratic movements, in which young and old have sold their fundamental rights for a mess of pottage. Without exception the dictators of Europe have risen to power upon the shoulders of bewildered youth.

In this country we believe that human personality and rights are sacred. But to be true to itself democracy must labor to create the conditions under which individuals may reach their full human stature. Disheartened and idle youth cannot help but add to the danger of destroying the very things we most want to preserve.

We know that the war in Europe will not permanently solve any problems for American young people. And come what may, we agree that America must be strong. This means not only military power and armaments but also genuine internal soundness. In this there is no more important element than the correction of our glaring deficiencies in employment, education, guidance, and health for youth.

Unemployment is the major problem. One-third of the unemployed workers in the United States are young people fifteen to twenty-four years of age. There are about four million youth out of work and out of school.

We have had under way for several years undertakings which have already demonstrated ways in which remunerative employment, educational training, and vocational guidance can be provided thru a single unified agency working with youth and enjoying the cooperation of the public schools in the public employment offices and other local and national agencies interested in young people. In the Civilian Conservation Corps boys and young men are inducted into what is primarily a work program.

The business of offering unemployed youth a combined program of part-time, useful public work and training has been forwarded in thousands of communities by the National Youth Administration thru its work projects division as extensively as its limited resources have permitted. Anyone who looks realistically at his own community with an eye for useful public work, now untouched, which could be well done by unemployed youth, knows that this program could not only be continued but also greatly extended, and still produce high returns in the form of permanent assets to the community.

We should not forget the importance of the conservation of intelligence. The National Youth Administration student aid program is providing part-time work for four hundred thousand school and college students, most of whom would otherwise have to cut their schooling short. Yet there are still many competent and ambitious young people, constituting some of the best material for leadership in the coming generation, who are today denied either schooling or an opportunity to work.

Each year in the United States about 1,750,000 young men and women offer their services as beginning workers. All young workers have to face the problem of understanding their employment prospects and of attempting to make the most of them. Vocational guidance alone will not solve the problem of unemployment. On the contrary, it is clear that while millions of mature workers are unemployed, no program confined to advice and training will greatly increase the number of youth in paid jobs. But guidance can have major values in facilitating a proper distribution and flow of young workers into the various occupations.

For those large numbers of young people who have little academic inclination and less ability to deal with abstract symbols, schools have an important obligation to do their part in bridging the gap between school-leaving and wage-earning.

The curriculum of most secondary schools should be drastically reorganized. This is particularly important at a time like this when much of the energy of the nation must be devoted to national defense. Among other changes, the amount of occupational information and training which is included should be greatly enlarged. Wherever possible, the curriculum should make definite provision for further training connected with the adjustment of youth to the employment opportunities that are in fact available.

All pupils need some individual advice in regard to their probable future occupation and to desirable courses of study as preparation. Full-time counselors are now to be found in fewer than 6 percent of all secondary schools; the number should be increased in larger schools as rapidly as possible, and similar part-time service should be provided in smaller schools.

The American Youth Commission does not rest with recommendations concerning guidance. It has studied the basic organization and support of public education in the United States, and makes five important recommendations to the American people: (a) The quality of instruction in the schools as they now exist can be improved. (b) Thousands of small rural school districts should be merged to form larger and more efficient units of school administration, able to operate good modern schools. (c) Most of the states should extend and increase state financial aid to local schools, and all the states should study and improve the methods of apportioning this state aid so as to assure that inequalities among districts will be reduced. (d) The inequalities among the states themselves are so great that federal aid to the states for general education is necessary and should be begun at once. (e) So many competent but financially handicapped youth are forced to cut their schooling short that all feasible means of enabling them to continue in schools should be extended.

Hygiene, sanitation, and medical science, including the science of mental hygiene, have made sweeping advances in recent years. They point the way to a happier, stronger, healthier nation. Our job is to apply the knowledge we now have. This means bringing modern science, equipment, and services to the whole population. An immediate necessity is an adequate health program for all children and young people in the schools. The sport and athletic programs in the schools should be directed not primarily to the athlete but to the whole student body, so that those without special athletic ability may receive the benefits of regular exercise and wholesome play.

The American Youth Commission believes that in most American communities leadership is available to take the initiative and act when an emergency arises. It is confident that when the individual community sees the part it should play in meeting the present national emergency in the affairs of youth, responsible community leadership will come to the fore.

THE PROBLEMS OF YOUTH IN THE CCC

J. RUSSELL COOK, RESEARCH ASSISTANT TO THE DIRECTOR OF CCC CAMP EDUCATION, FEDERAL SECURITY AGENCY, WASHINGTON, D. C.

The still prevailing inequality of educational opportunity in a land where compulsory education has long since been accepted as a fundamental part of our philosophy has no more startling revelation than in the fact that there are at present in the CCC almost ten thousand young men who cannot read or write. Since the inception of the Corps, approximately eighty-thousand young men have had to be taught to read and write. These young men do not come from foreign-born stock, either. They are the offspring of our oldest population groups.

The CCC has endeavored to offer to these men an effective program for removal of illiteracy as well as for the remedying of deficiencies of those who have not completed grammar school. A special course of study is provided for these men consisting of two subjects—language usage and arithmetic. These subjects are divided into six levels and carry the pupil to approximately the level of eighth grade in the component units of reading, writing, spelling, grammar, and arithmetic. These enrollees who are qualified are urged to avail themselves of the opportunity to acquire eighth-grade certificates and equivalency certificates, high-school credits and diplomas, and even college credits and diplomas.

The cooperation of the public schools and colleges enabled approximately 7500 men to pursue their training in schools adjacent to the camp during each month of the past year. The Corps has exerted every effort to secure recognition for the exceptionally gifted enrollee. During the past year 159 colleges granted special scholarships to 564 enrollees. In addition, the CCC has provided recognition to its members thru the issuance of its own system of awards for work and training accomplished.

Vocational training is considered one of the major objectives of the program and 49.5 percent of the educational activities are classified as having vocational objectives. The great majority of the men have had little, if any, vocational training or experience prior to their enrolment in the Corps. It is necessary, therefore, to train the men for the jobs which they are called upon to perform in the camps, and to train them for jobs which they may secure upon their discharge from the CCC.

Job training is an important part of the educational and training program. The Army needs clerks, cooks, mess stewards, camp exchange and supply clerks, truck drivers, and general handy men to work in the maintenance of the camp itself. On the work projects, the technical services need workers for about sixty major types of work projects, such as road construction, forest culture, landscaping, dam and bridge construction, soil conservation work, power line and telephone line construction, and public grounds development. In addition to the training on the job carried on during the eight-hour workday, classes in related subjects are carried on during leisure time.

Many of the men are interested in securing employment in jobs in which there is no opportunity to provide experience in the camps. As far as possible the camp officials provide such training for the enrollees. A study made of the vocational curriculum revealed that 249 different vocational subjects were being taught in the camps. However, 71 percent of the men were enrolled in twenty-one major courses.

Education and training in a CCC camp are not to be thought of in terms of the average school. Training does not begin at nine o'clock in the morning and end at three o'clock in the afternoon. It carries on thruout the twenty-four hours of the day.

The company commander, who is responsible for the administration of the program in the camp, is assisted by a staff officer, the camp educational adviser, and the camp project superintendent. These three officials form the camp Committee on Education.

The camp program is guidance centered. Guidance begins with the selection of the enrollee, follows him thru all the activities of camp life, and finally attempts to adjust him to his home community after his discharge. The steps of the CCC guidance program may be outlined as: (a) selection, whereby the selection agents in the home community of the boy seek to choose the boy to whom the CCC can contribute most and who can contribute most to the Corps; (b) orientation, whereby the camp officials seek to aid the new enrollee to adjust himself successfully to the camp environment; (c) counseling, whereby the supervisory personnel of the camp seeks to aid the enrollee in establishing for himself a proper vocational objective and a related educational objective; (d) assignment, whereby the supervisory personnel of the camp assigns to the boy camp tasks most appropriate to his abilities and objectives; (e) evaluation, whereby frequent check is made of the progress of the enrollee and reassignment made where necessary; and (f) placement and follow-up, whereby aid is given the enrollee in seeking a position after his discharge which will capitalize upon his training and experience in the Corps.

The gains which the CCC provides which aim to contribute to the betterment of the individual as a member of the civic body may be grouped under eight general headings: health, work habits, skills, discipline, personal appearance, tolerance, family support, and self-reliance.

It is the purpose of the Civilian Conservation Corps to enable its members who return to life among their fellows to carry their share of responsibility for making this, our country, now a better place in which to live and for aiding us who are responsible to consign to them a future which they will cherish and be willing to defend.

The part which organized education plays as the channel thru which is passed the body and content of accumulated knowledge of all time into the minds of the young is the concern of all of us. It is the privilege of the Civilian Conservation Corps to have been a part of organized education for a brief space of seven years. In those seven years more than 2,600,000 out-of-school and past-school age young men have been enabled to take advantage of the work-training program of the Corps.

PROBLEMS FACING HIGH-SCHOOL YOUTH

OSCAR GRANGER, PRESIDENT, NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS; AND PRINCIPAL, HAVERFORD TOWNSHIP HIGH SCHOOL, UPPER DARBY, PA.

It is necessary first to see the secondary school in its total relation to American life. Just as the elementary school of a generation or so ago took over from the home the responsibility of teaching the three R's, so today the secondary school is taking over the responsibility of training all youth to take over duties in adult society. Adolescent youth has at all stages in human progress been guided by its elders to fit into the social and economic life of its people. Parents in the homes of yesterday did this work which is now expected of the secondary school. Today the home is inadequate to do the type of training needed for our rapidly changing social order and thus we have the need for *all* youth—not just for college preparation and for vocational training but for total living in a democratic society. The future freedom of any free people depends on the ability of the masses. Democracies fail because their leaders do not distribute properly their wealth and privileges.

The secondary schools of the United States are evolving from a selective to a universal school. The conventional academic goals that have constituted the major programs of most secondary schools are unsuited to meet the needs of the new school population and the vocational programs are not extensive or flexible enough to occupy the time of this new population from the point where they lose interest in the traditional subjectmatter to the point where they can find a place in adult society.

When we accept these statements we are conscious of a large group in our high-school population that is now neglected educationally, for at the present time these pupils are neither persuaded nor forced to be other than indifferent. Teachers must discover the desirable things a pupil can do and develop technics and methods of making him want to achieve physical, social, and economic competency so necessary in our democracy.

Looking at our typical high school today we see an institution doing satisfactory training in preparing not more than one out of eight pupils for entrance in college. This training has been a recognized function for many years. Both the college preparatory group and the vocational group now make up less than half our high-school population. The educational program provided for these two groups may be far from perfect, but I think we would leave it as it is and turn our attention to building a program for the other 50 percent—a program that will be challenging and valuable and will enlist their serious interest and effort.

Our first line of attack is the training necessary to fit all youth to take their places in our social and political life. To do this we must have a new kind of emphasis on social studies. The major social study in the past has been all too often a chronological narration of political happenings. We cannot spend the pupil's time on ancient history, foreign languages, and literature of another age, and then, near the end of his high-school course,

try to give him the necessary training by a course in problems of democracy. What we must do is to arrange a series of units on social institutions, geared to the developing understanding of youth and dealing with current affairs. Each unit should be presented in its historical setting, but the emphasis should be on the present and the future.

Let us as a guiding light for training our youth for their tomorrow turn the lights low on decadent Europe and develop interest in the Americas. "Youth, Go West" was the guidance program for generations. The Americas have a heritage worth most of the time of our youth and they have a happy outlook for the future. Let the social studies indoctrinate for the kind of American citizenship exhibited by our pioneering fathers.

In addition to subjectmatter as a means of training youth for social competency, there are vast possibilities in the proper control and guidance of youth in the extra-classroom activities. The school should cultivate proper attitudes of tolerance and respect among all individuals and between all groups, break down rather than encourage class differences, and make youth see all work on a common plane of service.

Second, the economic life in which youth will take part requires that he be willing and able to work with others in the economic process. Work experiences should therefore be a part of the general training of all youth. In this area the schools must organize into some practical scheme the local community resources to provide working experiences.

The high school as now organized provides some training for occupational placement, but here we are discussing work training experiences for all youth as part of their general education. Our aim in this program is to impress an adolescent youth that work is the most significant human activity by having him take part in a work program and get the feeling and understanding that all things most desirable are produced by human energy and that it is a social crime not to work. The youth must learn this thru experience, not by reading about work or by watching others, but by taking an active part in the actual production.

The third area of experience where youth will spend much of his time is the recreational. Recreation may be divided into two types—what one does as a participant and what one does as an observer. The secondary school in its program of extracurriculum activities is well on the way to train youth to a better use of leisure time.

The fourth area of training is that of the youth's physical and mental health. Help in the solution of a personal problem looms all important in the thinking of youth and is important not only for his actions but also for his attitude toward advice from elders in positions of social responsibility. Youth's challenge to the modern high school is to have more teachers who can be friends and advisers to them and not mere conveyors of subject-matter.

A free people must maintain social order by self-will and self-control. To train such a personality in the school we must observe and guide individual behavior to be sure we are producing a healthy personality who can and will play the game of life according to accepted rules of public health.

YOUTH VIEWS THE FUTURE

CASPAR R. ORDAL, PRESIDENT, NATIONAL ASSOCIATION OF STUDENT OFFICERS, RIVER FALLS, WIS.

Youth can estimate his future only from the history of the past and the conditions of the present. It is the severity of those conditions which impresses even youth, in spite of its supposed apathy to serious matters, with the directness of the challenge. Everywhere one sees the world weary beneath its burden, groping vainly for a cosmos it does not attain. Even within the favored borders of America, social, economic, and political conditions are manifestly far from what they should be. Crime, demonstrating that society has not learned to maintain order within itself, continues to cost us billions of dollars a year and degrades the morals of our populace. In the social field, prejudice of race and class is not absent from our American life. In the economic field conditions are no better. At the same time that foodstuffs and materials are decaying for want of consumers, great masses of people still live in poverty and want, unaware or unable to attain the things in life above food and habitation.

One of the bitterest lessons that young Americans are forced to learn is that our present society has no need for and cannot use their services. You cannot expect anything but disillusion and disintegration when a large part of an entire generation grows to maturity without ever realizing the stabilizing influence of a steady job. It is that generation in Germany which in desperation threw its wholehearted support to nazism as the one possible panacea for intolerable conditions.

Politically our great democracy is not the well-functioning machine it should be. A great part of our voting citizenry demonstrates an apathy which is a poor resistant to the virulent ideas of force and tyranny which today dominate so much of the world.

This nation contemplates war, and is busy deciding for what it will fight. American youth today is pacifist in nature. It no longer regards war as a glorious adventure; neither does it regard war as a desirable career. But American youth is not without his ideals, and he is still willing to struggle desperately for the heritage of human liberty which is his, even tho the present portends a future in which, for many, the battlefield will mean the end of creative ability. This is a possibility which we hope will not materialize, but it must be realistically faced in order to cope with the situation. I do not speak as an authority on social, economic, or political problems, but as a youth portraying youth's sentiments, inexact as they may be.

To youth the future is portentous. Unless a change is effected youth may well belong to the future as automatons, rather than the future belonging to youth. But youth is not basically pessimistic, and if I have inferred that youth fatalistically faces a future without hope, I have conveyed the wrong impression. Rather, it is that youth today is alert to his surroundings and rejects a visionary optimism unjustified by reason, but he likewise rejects a disintegration of inaction and vacillation. Therefore, he demands that a moral revolution, a new philosophy of cooperation and service, based on the ideals of Christianity, supplant the selfish materialism

which has forced the world into antagonisms and strife. He demands security, a security which comes only from social, political, and economic freedom. He demands a unity of thought and of action, a democracy wherein an individual may truly work for society and society for the individual. But youth is realistic enough to know that all this will come not at a snap of the finger but only thru the united determination of an intelligent, well-trained, Christian citizenry, and for that youth turns to his elders.

He asks for an education which will do more than develop skilled technicians and professors, an education which will instil a sense of responsibility and of service, the essential elements of a successful democracy. We need a more thoro and searching analysis of the problems confronting the American people—an analysis carried on in every school system in these United States. There has been hesitation and unwillingness by many teachers to handle the so-called controversial issues in their schoolrooms. As a result, many students have remained unaware of or poorly prepared to thoughtfully analyze the problems in government, business, and social relationship this nation faces today. We, the American youth, do not want to have our ideas handed to us on a platter or crammed down our throats. We do not want the sort of thing that has occurred in Germany, where young, untutored minds are so fettered by repetitious propaganda that they lose the power of individual thought and critical judgment.

I want to compliment American educators on the magnificent job that has been done. It has been no easy task to build and maintain the best school system in the world. But you and I know that movements are afoot that seek to cripple the teachers by economic neglect and strangulating restraint. We want full academic freedom for our teachers. And we have the right to demand that all teachers exhibit the moral courage to insist on and make use of that academic freedom. We want them to discuss and present the nature, the basis, and the good and bad points of every important movement that will affect our lives. We can make up our own minds as to what is valuable in our present system, and what needs changing. It is their duty to present us with all the facts in every case. There are some weak-kneed individuals who say that knowledge of some types must be withheld from youth. That is the stupid counsel of defeatism. Does anyone here fear American youth would prefer nazi strong-arm tactics and concentration camps to the American system of civil justice and careful trial? Does anyone here fear that American youth would prefer blind obedience to our own system of joint counsel and majority vote? If so, their fears are groundless. But those fears can remain groundless only if our school systems continue their fight against ignorance, hypocrisy, and intolerance.

We offer enthusiasm to enter the struggle which has wearied our fathers; we offer courage to sustain that enthusiasm; and we offer idealism and fresh young intelligence, as yet untainted by the hardships of life, to carry out those aims. And lastly, we tender a determined realization of the magnitude of the task confronting us—a realization which too often goes unnoticed by adults, for youth is intimidated by age, and afraid to voice sentiments which it thinks may engender ridicule. As youth views the future, youth sees and hopes, and it is in that hope that his salvation must lie.

Use of Human and Natural Resources in Education

WHAT IS HAPPENING TO OUR HUMAN AND NATURAL RESOURCES?

CHARLES H. JUDD, NATIONAL YOUTH ADMINISTRATION,
WASHINGTON, D. C.

Civilization is the product of the coordinated use of human and natural resources. Where either type of resource is absent or misused, disastrous consequences follow. Furthermore, the various resources must be present in appropriate quantities and must be of the right kind if the most favorable results are to be secured.

Examples of effective use of resources can be cited from the history of governmental activities in which human intelligence and natural resources have been effectively used. The Department of Agriculture, the National Bureau of Standards, and the Tennessee Valley Authority furnish striking examples of the coordinated use of human and physical resources.

It is not alone thru the study of government that pupils can be let to understand the importance of human and material resources. The transformations that have been made in the world by human invention are among the most inspiring and fascinating subjects of thought that can be brought to the attention of learners. It seems almost incredible that schools have not developed courses on inventions, architecture, the highways of commerce, and the equipment and conduct of modern industries. There are pamphlets published by a number of the great industries describing what they do. These pamphlets are far more attractive and illuminating than are many of the reading books now put into the hands of pupils.

The history of commerce is a history of great intercommunication between peoples, of production in different parts of the world, and of commodities that were exchanged for commodities from other regions. The interdependence of civilizations is better taught by a study of the things that one nation has and another does not have than by any preachment about international theory or about abstract obligations. The modern world at work is a theme which ought to be incorporated into every curriculum of every grade.

It has been proposed that the cooperation of people in government and the achievements of invention be used in the schools to make pupils intelligent about the use of human and material resources. This relates to the waste of human resources that results from a lack of intelligent cultivation of physical and mental health. There is no asset that should be more highly prized by a human being than his ability to use to the maximum advantage his physical and mental energies.

To prevent these wastes there must be added to the habits and knowledge transmitted by the educational system a spirit of enthusiasm, initiative, and fearlessness in the face of difficulties. A spirit of defeat which comes from failure is all too commonly the result of insistence by teachers on standards and requirements that are artificial and irrational.

It would, of course, be far from just to hold the schools responsible for correcting all the maladjustments that lead to mental unbalance. The community organization or lack of organization that permits blighted areas in cities makes it impossible for young people to develop in ways that lead to wholesome lives. Crime and other forms of maladjusted behavior are no less examples of pathology than is tuberculosis. An educational system that cultivates well-balanced thinking and well-balanced emotions can do much, even if it cannot do everything, necessary to prevent social maladjustments.

The dust storms that result from prodigal plowing up of the grasslands of the western prairies, the spent coal mines of West Virginia, the stripped forest lands of Michigan, the floods of the Ohio, and the competing oil wells of southern California are evidences that the American people have been guilty of a misuse of natural resources. Crime, disease, cut-throat competition in business, overproduction in industry, sweatshops, and slums are shocking evidences that human resources have been misused.

The concept of planning has in recent years gained much attention. Many of the states have organized planning boards and there is a national board which is assigned the duty of making studies that will develop aggressive policies for future improvements. Even if planning has to be theoretical, it should be made a part of the school program. Still better is planning that is followed by efforts at realization of plans for improvement. Much can be accomplished by encouraging pupils to think constructively about better adjustment of natural resources to human needs.

The addition of new materials to the curriculum of schools is feared by many teachers who believe that such additions as are suggested tend to break down the traditional divisions of subjectmatter. There can be no doubt that important changes in the curriculum will result from the introduction of new materials.

In times past much of the coordinating of human energies and physical resources has been effected by the actual manipulation of objects by individuals. Young people used to learn a great deal about nature in the pioneer days by working with nature. Today there is only limited opportunity, especially among the city dwellers, to handle many of the things that must be taken into account if the environment is to serve well the needs of man. Argument can be presented for strengthening the curriculum by the addition to conventional subjects of school opportunities for the cultivation of skills. Intelligence plus skills can make possible a higher achievement on the part of an individual than can either intelligence or skill taken by itself.

DEVELOPING ENLIGHTENED PUBLIC OPINION IN CONSERVATION

HUGH H. BENNETT, CHIEF, SOIL CONSERVATION SERVICE, U. S. DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C.

We have need today for continued action from all available sources to assist in correcting or mitigating the economic and social forces which tend to impel or encourage physical abuse of the land. When farm income is

decreased, for example, by a slump in the market price of farm products, it may easily lead the farmer to mine his soil in order to achieve by sheer volume of production the necessary income he feels he could not obtain under a diversified, conservation type of farming. In turn, such mining of the soil has hastened erosion, and at the same time contributed to the accumulation of crop surpluses. In this way, many farmers eventually come to grief—their magic wand that would solve a tough economic problem with a system of farming contrary to common sense and the uncompromising ways of nature and mathematics becomes an obstacle upon which they stumble into a morass of both economic and physical insecurity.

Increasing farm tenancy is another cause of soil erosion and consequent human insecurity. It may be an indirect cause, but it is an effective force nevertheless. That tenants and sharecroppers often have little interest in the land or its future is a well-recognized fact. Their interests, because of their circumstances, are immediate. At the same time it should be noted that attempts to win a livelihood from eroded farms often meet with failure, and the owners of eroded farms may be forced into tenancy.

Before there can ever be a complete solution of the physical problems of American agriculture, or of a large share of the economic difficulties, there will need to be a more thorough public understanding of the complex interrelationship of the social and economic forces with the physical. There will need to be an understanding of how efforts to improve social conditions on farms often have definite economic and physical advantages; how economic improvements in agriculture tend to raise the standards of living and of health in the country and encourage farmers to maintain and improve their physical farm plant; and how improvements in the physical well-being of the American farm plant provides both a cushion and an insurance to the nation against permanently damaging social and economic shocks.

There is need for continued and more comprehensive research in the field of soil conservation, particularly in the social and economic aspects, and in other phases of land use adjustment. Our knowledge of the physical measures necessary and effective in controlling erosion has outstripped our knowledge in the related fields. Social and economic information would be invaluable not only in making a more nearly complete appraisal of the work already accomplished but also as a basis on which future activities may proceed more swiftly and surely to desired objectives.

There is urgent need for a survey of the land resources of the country, to determine accurately, and as soon as possible, their capabilities and limitations in use. Only with this information will it be possible to provide a physically, economically, and socially safe and sound basis for the orderly expansion, contraction, or rearrangement of the nation's producing acres.

Everywhere people must begin to think in terms of conservation of soil and water and of good land use. This is true not only of rural but of urban people. It is true not only of adults but of children. The close relationship of agriculture and sound land use to industry and urban life is not yet widely recognized. It is altogether possible and highly desirable that a better understanding of this relationship be established.

More and more the people of the country need to know that proper use of soil and water is essential not only to the welfare of our agricultural plant but also to the permanence of our urban life, to our forests, wildlife, hydro-electric power, irrigation, municipal water supplies, flood control, and virtually every other aspect of our civilization. It is essential, in short, to national security.

If present accomplishments are to be permanently effective, the forces of education must rally to the militant support of soil and water conservation. In the schools of the nation, in the public forum, and in the literature of our times, conservation must become a byword.

Altho it may often be overlooked or ignored, agriculture is the foundation of every great nation. The capacity to produce the necessary foods and fibers for its citizens is a successful nation's first requisite. Or, lacking the actual farm plant to produce these foods and fibers, it must have ready access thru trade channels to an adequate source of these materials. Regardless of how the present wars in Europe and Asia end, or even if they continue for very long, the need for food and fiber must grow increasingly greater. Hungry mouths must be fed, bodies must be clothed, and there must be shelter. Populations moved from their normal work and environment to man the machinery of war cannot be forgotten. The alternative is degradation, disease, famine, and the obliteration of human values and human beings.

How is this to be done? In the final analysis, the answer must come from the soil.

Whatever the eventuality, it is no more than good, sound business sense—to say nothing of practical humanitarianism—to safeguard and defend our soil resources to the best of our capacity. Whether we need the products of our soil resources for our own immediate purposes alone, whether we need them to help the people of other nations, or whether we think only of the long-time welfare of the United States as a nation, there is no valid argument that can be brought to bear which will show cause why our soil resources should be tampered with, or impaired in any way, by senseless exploitation.

Defense of our soil resources is a vital and integral part of American national defense. We now know enough about agriculture and about our physical plant to proceed with reasonable certainty toward an expansion or contraction of production without destroying our agricultural future in the process. To do this, however, requires the sympathetic and concerted support of the individuals and organized groups of the nation. Without this support, and without a demand from the people for sanity in the treatment of our basic resources, we can plunge willy-nilly into a downward spiral of waste and ruin from which we may never entirely recover.

Defense of the soil is also a prime essential in the ultimate solution of a great many of our human problems. Directly or indirectly, every man, woman, and child in the country depends on the soil for existence and well-being. It is the original source of livelihood. Even today, men still

turn to the soil; they turn to it for sustenance, for recovery, for retreat, and to build new hope and ambition.

The limit of our land to support population has never been fully explored. Certain it is that we have not yet reached anything like the saturation point on this continent. How many families, now unemployed, could make their own way on a decent plot of ground? How many city families, reluctantly forced to accept relief today, would be self-sustaining or partly self-sustaining citizens tomorrow if they could get on a piece of land that would provide the primary necessities of life? How many of our farm families, in difficult financial circumstances today, would be better off tomorrow under an altered agriculture that placed subsistence above market cash, and substituted scientific methods for habit in the use of land?

The goals toward which we as a nation are working are opportunity and security—a better way of life for all our citizens and all their children—thru wise use of human and natural resources. Back of all human security must be the security of our physical resources, because both human opportunity and security, in the final analysis, are built on the permanent productivity of the land.

Aid from the Air

A dramatization, "How Do You Know?" was given by the National Broadcasting Company. After a speech by Harriet Hester, one of the programs from the series "School of the Air of the Americas" was given by the Columbia Broadcasting System. A panel discussion concluded the program.

RADIO, A PRACTICAL RESOURCE IN THE DEMOCRATIC SCHOOL

HARRIET H. HESTER, EDUCATIONAL DIRECTOR, STATION WLS, CHICAGO, ILL.

If we are truly conscientious, we will have to start by considering the students who make up the school. If these youngsters had lived a generation or two ago, they might have been born, lived, and died within a radius of a hundred miles or less. Their world might well have been bounded within a county or a state. But this generation faces a new world—a world in which a possible famine in Europe may have more bearing upon their lives than the price of food in their own neighborhood. This generation faces a world without horizons.

Many factors have combined to bring this about. But of all the forces at work in our modern day, none bridges time and space with more significance than radio. By radio we are able to experience events far beyond our physical compass. We may hear the words of Adolf Hitler or Benito Mussolini before they are audible in the back of the hall in which either speaks. How many of us witnessed international drama in the depths of a French forest ten days ago? How many of us listened to the nomination of a candidate for the presidency of our own country last week? These experiences are real. By means of radio we are privileged to be present and, in a

measure, participate in the major world events of our day. If we believe in education as experience we cannot ignore the riches offered by radio.

From a recent study of listening habits among children of elementary-school age, we discover that youngsters spend more hours each week in front of radios than they spend in classrooms. They are being educated by radio whether we like it or not. The provision of worthwhile programs for their use is a responsibility of which broadcasting companies are keenly aware. The direction of this listening activity is a duty which we educators must not fail to fulfil. Just as we have encouraged discriminating reading of the books upon our library shelves, so now we should assume leadership in helping boys and girls to choose and evaluate the radio programs to which they listen.

There are two conceptions of educational broadcasting. One of them holds for direct instruction by radio. Valuable experiments in this field are being conducted in the public schools of Cleveland, Ohio, and in other territories where a certain uniformity of curriculum may be depended upon. The second credo visualizes radio as a means to a richer life experience. It is upon this philosophy that programs of the National Broadcasting Company, the "American School of the Air," and our own WLS "Schooltime" are founded. A national network must reckon with a time variation of several hours from coast to coast. Network broadcasts may be received at the same instant in snowbound Minnesota villages and in sun-kissed resort cities of the South. We do not have quite these problems in a local station. Our WLS audience, for example, lies entirely in the Middlewest—within a single time belt. Yet we know that 66 percent of the children listening are in city classrooms. Twenty percent go to school in villages, and 14 percent may be found in the one-room districts of the open country. There is a wide variation of backgrounds among those tens of thousands of classrooms. And of those six or seven hundred thousand boys and girls who hear our "Schooltime" bell, each one hears his individual abilities and characteristics. In a democratic school these differences must be recognized.

And so the educational departments of the networks and of large local stations realize that an attempt to blanket the country with broadcasts of a uniformly instructional nature would be very wrong. We would have no right to impose any such flexible, impersonal procedure upon schools. We have chosen, rather, to direct the efforts of educational radio toward the larger, richer service which it is so admirably suited to fill, namely, a resource upon which schools may draw.

The interpretation of these experiences rests with the classroom group—the teacher and the individual students—if radio is to make its fullest contribution in the democratic school. Teachers' guides, furnished by the station producing the program, may be very helpful in giving an idea of the content of the series to be heard, and possibly some general suggestions for follow-up activities. But the most valuable and purposeful activities will result from the special interests of each individual classroom group, with the guidance and encouragement of a capable, wise teacher.

No activity, whether as a follow-up or preparatory step, should be dragged in unnecessarily. There are times when the teacher may do well to snap off the radio at the end of a program and wait until another day for discussion of it. Again, questions and discussion may be a natural outcome. The idea that we have to go thru a certain amount of preparation for a broadcast, take notes during it, and indulge in a routine of discussion after it can be highly insidious. A radio program is a tool like music, books, and pictures. Its use depends upon the needs of the particular class and children who are to benefit from it.

Students should be encouraged to listen independently to out-of-school programs which may be helpful.

We have come beyond the time when radio may be considered an amusing toy. We have even come beyond the time when it can be termed a supplementary aid to education. Radio today is a vital functional force of the universe to our ears. The schools of a democracy, building young men and women into worthy, well-informed, discriminating, responsible citizenship, will find in radio a deeply significant and infinitely practical resource.

Thursday, July 4

Education for Gifted Children

DETROIT'S PROJECT IN MAJOR WORK (GIFTED) CLASSES

HARRY J. BAKER, DIRECTOR OF PSYCHOLOGICAL CLINIC, DETROIT PUBLIC SCHOOLS, DETROIT, MICH.

For the past two decades the Detroit public school system has been making adjustments to pupils of all learning levels, dividing them into three groups, known as X, Y, and Z groups. The X groups include approximately 20 to 25 percent of those above average; the Z's are an equivalent number below that average; and the middle 50 to 60 percent are known as the Y groups. During the past year, special emphasis has been turned toward the most superior children involving the top 2 or 3 percent which are designated as major work groups similar to the terminology used in the Cleveland public schools.

It is my purpose to report on the modest beginning which has been made in the past year in Detroit.

Committee for planning the activity—A central committee was appointed by the assistant superintendent in charge of elementary education consisting of approximately twenty members from the administrative, supervisory, and research staffs of the school system. This main committee had several meetings thruout the year to plan the general course of action. The main committee was also broken down into four subcommittees as follows: (a) Committee on Research and Literature of the field, (b) Committee on Characteristics and Selection of Cases, (c) Committee on Administrative Arrangements, and (d) Committee on Instruction Adjustments. Each of these subcommittees had four or five members, each with representation

from the other fields and with certain interlocking interests so that the entire program could be facilitated.

Selection of schools—Four elementary schools were selected; three in districts which tended to yield a large number of major work candidates, and the fourth in a rather average or typical neighborhood.

The selection of cases—It seemed desirable to make a wide base of selection so as to include children with all-round mental, physical, and social development. The following items were used to develop a composite rating on all the children of these four schools as follows: (a) rating for general behavior, (b) effort as related to ability, (c) intelligence on group tests, (d) chronological age for the grade, (e) a ratio for height with respect to age, (f) a ratio for weight with respect to age, (g) reading grade level, (h) record of latest scholarship, (i) the age of dentition for permanent teeth, (j) the rating on special activities contributing to the social life of the school.

Each of these ten factors was made up into a five-point scale. In general, the top 10 percent of each half-grade was given a rating of 5; the next 15 percent, 4; the middle 50 percent, 3; and the next 15 percent, 2; and the lowest 10 percent, 1. In this manner a child might receive a total rating from 10 to 50 points. These ratings were entered on 3 x 5 cards for each pupil and made up chiefly by the teachers and principals. They not only served as a basis for selecting the most outstanding cases but have added to the school's understanding of the rank and file of all pupils as well.

Plans of organization—No one plan of organization was adopted but rather each school was asked to organize according to the enrolment and general arrangement of the entire building. Schools A and B had somewhat similar organizations. In general, the pupils remained with their regular class or section but reported to a special activity room two or more times per week. In this manner pupils selected appeared to be those who had kept their regular work up to satisfactory or excellent levels. Teachers from various rooms or activities conducted the work of these specialized activity classes or periods. In many instances it was possible to work out their assignments without much additional teaching service. School C went into the project somewhat more extensively and organized six classes or sections, with each class or section having approximately three half-grades represented. These classes or groups tended to travel thruout the regular platoon school program each day as a special unit but mingled with certain other groups in the playground and auditorium where two classes or groups are ordinarily brought together. School D was a traditional school in a rather average district. At the same time when this program was begun, additional teacher service had been assigned so as to provide for music and art for the entire school. During the periods in which the special teachers were conducting these subjects, the regular teachers arranged for three groups of major work activities, dividing into three different grade levels.

Instructional activities and adjustments—Each of the four schools was encouraged to develop specialized activities and these tended to take the direction of enrichment outside of the fundamental subjects. Clubs or groups were organized for radio dramatizing, round tables on current events,

special activities in shop, cooking, decorating, planning, and making trips to various places of special interest and pursuing various other allied activities. Most of the groups were given instructional and conversational French and also some emphasis upon the general languages. During this first year the schools were encouraged to get a variety of projects under way. During the next year more assistance from the instructional and supervisory departments will be encouraged in all of these various fields.

Summary—During the past year Detroit has made a modest beginning in four elementary schools in studying the needs of major work candidates. The program of selection of cases was made upon a broad basis encouraging the selection of cases with all-round abilities. The pupils were impressed that this activity was merely a further extension of their regular work and did not set them aside as representing some new and spectacular type of educational experiment. The program proceeded with no unfavorable parental reactions and, in fact, it was enthusiastically received. It is planned to continue the project with attempts to measure and evaluate the results and with a probable extension to more schools as its value is demonstrated.

THE EDUCATION OF GIFTED CHILDREN

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For the past twenty years the major controversy concerning the education of gifted children has centered largely around the problem of segregation versus nonsegregation. Those who uphold the thesis that special classes are beneficial to children with superior intelligence present many reasons for their belief. They say that: (a) special classes provide the child with the opportunity to work on the level of his superior ability; (b) special classes avoid the development of carelessness and slothfulness in work so common among gifted children placed in the regular grades; (c) the gifted child in special classes is given an enriched curriculum, without advancing him beyond his years; (d) a special class avoids the dislike for school found in gifted children placed in a monotonous regular grade; (e) stimulation of the gifted is enhanced when the child is placed in a special class.

Contrasting with this point of view we have many who insist that gifted children remain in the regular classes with average children. They say that: (a) gifted children become conceited when placed in special classes; (b) special classes are undemocratic; (c) special classes tend to produce an intellectual aristocracy; (d) average children resent special advantages to one school group; (e) special classes retard the development of leadership, since only a few in each special class can practice leadership; (f) the average children need the stimulation of the gifted; and (g) special classes are more expensive.

I cannot become too concerned over the education of gifted children in or out of special classes in the elementary school. I am concerned, however, over the education of economically underprivileged children of superior intelligence who are given the opportunity of an elementary- and secondary-

school education, but who, because of lack of finances, are unable to continue their education. Our free public grade and high schools are offering educational opportunities to both the rich and the poor. But our colleges, altho nominally open to all, are really accessible only to those who have money. Whether or not we have special classes for gifted children is of minor importance if we do not give all the gifted children actual access to opportunities of higher education. It is a fact that many superior students terminate their education upon the completion of high school, mainly because they do not possess the financial means to continue their education.

Many will say that our state universities and colleges have low tuition and that needy students are given part-time work and scholarships. This, they say, equalizes educational opportunities at the higher levels. It is true that the tuition in state universities amounts to only \$75 to \$100 per year. That may not be much, but college requires more than tuition. Books, living expenses, and depriving the family of the earnings of a child count up a great deal in a family earning less than \$1000 a year. There are some scholarships for needy students with high ability, but they are often meager sums.

In Milwaukee we have no free public college to which a student may go if he desires higher education. The vocational school offers a few freshman college courses. There is a state teachers college with relatively low fees, but only those who are interested in teaching are admitted. This college has limited facilities and selective admission standards and can only admit a small proportion of those who apply. If a student with ability wishes to attend college he must pay a relatively high tuition in a private school or attend the state university. This means that he will have to live away from home, pay fees, and buy books. In reality it means that many superior students cannot continue their education.

It is needless to go on pointing out the inadequacy of our provisions for gifted children at the higher educational levels. We have as a country done little to conserve the intellectual resources of the economically underprivileged student of superior ability. We have spent a great deal of time arguing about the advantages and disadvantages of special classes, but have given little attention to the continuation of that splendid education which our elementary and secondary schools are now providing for all the children of all the people. We have provided higher education for those of lesser ability who have the means and are depriving many superior children of a higher education because they do not have the means.

Vocational Education

This session was presided over by William F. Rasche, director and principal, Milwaukee Vocational School, Milwaukee, Wisconsin. Selections by the Milwaukee Vocational School musical organizations were given. After a speech by Mr. Rasche, visiting teachers and administrators were given an opportunity to tour Milwaukee's large vocational school plant.

Modern Procedures in the Teaching of Reading

RECENT DEVELOPMENTS IN IMPROVING THE INTERPRETATION OF WHAT IS READ

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One of the basic aims of guidance in reading during the next few years should be to cultivate greater power of interpretation without neglecting in any sense the enriching values inherent in wide reading. Indeed, the only justification for developing good readers in the broadest sense of the term is that the abilities involved may be applied broadly in increasing personal efficiency and in making life more meaningful.

The importance of a careful study of the meaning of words, as determined by the context, has been emphasized by Thorndike by the conclusion that reading "consists in selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind is assailed as it were by every word in the paragraph. It must select, repress, soften, emphasize, correlate, and organize, all under the influence of the right mental set or purpose or demand."

Further understanding of what is involved in good interpretation has been secured thru the studies of I. A. Richards, Magdalene College, Cambridge, England. He points out that there are two closely interrelated aspects of meaning that must be clearly recognized. The one is the literal or sense meaning of a passage which is usually implied when the reader is asked, "What does the sentence or paragraph say?" To identify such meanings a pupil must recall or discover the specific meanings of the words used and fuse or organize them into a chain of related ideas.

It often happens that the text fails to reveal the appropriate meaning and the reader must make use of other sources, such as glossaries, dictionaries, pictures, and direct contact with reality. Some of the basic obligations involved in good teaching are to develop an inquiring attitude on the part of the learner, to train him to seek for and use all the clues to meaning in the immediate context, and to develop ability to use economically and wisely whatever supplementary sources of information may be needed in securing a clear grasp of the sense meaning of what is read.

One of the major responsibilities of teachers in the lower grades is to provide the types of guidance in reading that are essential in recalling related experiences, in studying the context for clues to meaning, in enlarging the meanings of familiar words, in fusing the various elements of meaning accurately, and in securing the new experiences, insights, and understandings inherent in the passages read.

Among the steps essential in the lower grades to promote growth in interpreting the meaning of passages the following merit emphasis: stimulating interest in a story or passage; directing attention to the content, and stimulating the reader to anticipate the sequence of ideas, to attach meanings to words in harmony with the context, to fuse the elements of meaning

into a sequence of ideas, and to discuss the facts, incidents, or new experiences acquired thru reading.

As the reader advances in maturity new opportunities for promoting growth in interpreting the meaning of passages arise. For example, the different senses in which certain key words are used should be noted; pupils may be asked to translate a given sentence or passage into their own words and to compare interpretations; the teacher and pupils may study sentences whose meanings are ambiguous or not clear and develop a technic for determining their sense by identifying and placing emphasis upon the portions whose meanings are clear; and group study of the meaning of unusual, colloquial, or literary expressions should be carried on.

Good reading includes not only the literal or sense meaning of a passage but also the meanings implied by the author's mood, tone, and intention, and by his attitude toward his subject, his readers, and himself. In interpreting a passage in this broader sense, the reader makes use of all that he knows that provides a clue to its meaning.

The habit of reading critically insures concepts and ideas, the significance and implications of which have been carefully considered by the reader. It aids also in acquiring attitudes, ideals, and appreciations that are the product of discriminative thinking. Furthermore, critical reading may help either children or adults to modify advisedly their outlook on life, to change their purposes and intentions, and to map out new courses of action with care and discrimination.

The application of what is read to the reader's needs and purposes is equally important. It involves the integration into definite thought and action patterns of all the pertinent concepts, facts, and attitudes acquired thru previous experience and reading.

STIMULATING AND ELEVATING READING INTERESTS

LOUISE FARWELL DAVIS, NATIONAL COLLEGE OF EDUCATION,
EVANSTON, ILL.

Surely we would all agree that one of the first tasks of teachers is to study the pupils in each classroom. Personal interviews of the teacher with the child or with his parents, or both, have been incorporated in many schools as one of the best approaches in the analysis of individual problems. Visits into the home might be even more valuable than personal interviews, for the teacher gets firsthand knowledge of the cultural atmosphere and opportunities afforded members of the family. By visiting we acquire a more thoro understanding of the children, since their patterns of behavior, their characteristic attitudes, and their temporary and permanent interests are so definitely molded by the many home influences.

As another avenue toward a more thoro study of the classroom personnel, we feel that an analysis of reports from former teachers should be made. Still another way to study individual children is to examine their grade scores from standardized achievement tests and to note their tendency to accuracy in reading or lack of correct reading responses.

Test scores can be one guide to the selection of books so that the child is not asked to attempt a reading task which is definitely beyond his abilities. Utter discouragement would be a definite hindrance to interest rather than an ally. A caution here is to use results from recent intelligence tests as well as to question the results of those group tests of intelligence which require the child to read under a time pressure. A poor reader obtains an intelligence quotient which is far lower than it should be and is certainly not fair to him.

Ernest Horn, in the *Improvement of Leisure Reading*, feels that in order to improve leisure reading the schools can separate literature from instruction in reading skill, stimulate interests in all content subjects, change the method of teaching literature, provide reading materials to suit individual abilities, provide selections that children like, and spend more money for suitable books.

In order to further establish and raise reading interests, a teacher must aid in the selection of the unit of experience which seems most beneficial to all concerned. Some units of experience may not be as involved and intricate as others, but in order to develop an interest in reading, the teacher would do well to develop similar units of experience which would be so engrossing to the majority of the pupils that reading would naturally be a major part of the unit. As far as possible each child should share where his interest seems to be. He should also learn to contribute his part to the completion of the total group experience so that willing cooperation is learned and enjoyed.

Why not organize reading activities for boys in one list and that for girls in another, being sure to keep each list within the unit of experience? Could not reading for fun be suggested too, or reading of books which have long been considered examples of fine literature? If we had occasional stenographic help in our classrooms, could not the children learn to dictate what they had learned, what passages were most humorous, or reasons why a certain book must have maintained its good reputation?

In order to keep constant reminders before any group of children in a classroom so that reading interests will constantly increase and improve, one might follow any one or more of these suggestions:

1. Have a card catalog system to record new and difficult words encountered in the reading, with various meanings, synonyms, and antonyms.
2. Take trips and excursions to clarify concepts to reenforce reading with visual aids.
3. Have salesmanship discussion periods in which children who have completed a book can have an opportunity to "sell" the book to others.
4. Have sufficient library periods so that some reading can be done in school time.
5. Obtain full cooperation of the librarian so that book jackets from publishers can be available, advertising posters given away.
6. Stimulate informal dramatic portrayals of characters in books and invite an audience.
7. Invite authors, publishers, and artists in to assemblies to talk to children.
8. Go to the same movie before or after reading the book to see wherein the movie keeps to the author's plot and idea of characters and wherein the movie disagrees.
9. Read stories with the idea of creating a school radio play, since radio is such a competing interest with reading.

10. Keep a scrapbook for boys of basketball events, individual accounts of players, etc. Let the girls decide on the content of their scrapbook.
11. Allow the funnies to be read in the room, providing the children will be willing to discuss good and poor qualities. Endeavor to find the paper which prints the best funnies and have this paper come regularly.

Surely with the world as it is today one can hardly imagine sixth-grade children, or other grade groups, not interested in following the newspapers closely as to daily outcomes, but even here, the radio will give the needed information with less individual output. There are truly individual differences, and we must plan for them, endeavoring to lift the interest levels, to change character traits so that purposefulness does evidence itself, to improve individuals physically so that lives can be more effectual, and finally so to teach that each group of children maintains higher and higher standards of Christian living.

DISCUSSION GROUPS

Wednesday, July 3

American Education and Juvenile Delinquency

AMERICAN EDUCATION AND JUVENILE DELINQUENCY

ORLAND S. LOOMIS, COMMISSIONER, INTERSTATE COMMISSION ON CRIME,
MAUSTON, WIS.

Whether we look at crime from the standpoint of the number of offenses, the cost thereof, or in comparison with other nations, we are overwhelmed with its enormity in America. Our improvements in the methods of appreciation, conviction, and punishment of the criminal and supervision of the parolee while effective do not wholly meet the problem. We not only must suppress the crime of today but we must prevent the crime of tomorrow.

It is in the period of incubation that delinquency gets its start. It flourishes where poor social standards prevail; where wholesome living is lacking; where home life is unpleasant, uncertain, and insecure or disintegrating, and home ties are weak; where poverty and squalor are prevalent, and the housing and living quarters are crowded, bare, mean, and poor; where even among the so-called middle or richer classes children are pampered, neglected, or overindulged; where a proper education is not available because schools are inadequate in size, curriculum, and qualified teaching staff; where wholesome recreation is lacking and numerous available loafing places are substituted; where planned recreation, particularly for the summer months, is lacking; where religious influences are weak and where the churches have no adequate social programs.

Juvenile delinquency is primarily a community and national problem. This is because we recognize that a juvenile delinquent is a potential public charge and a liability, carrying with him a heavy cost. Unless something constructive is done this delinquent will grow into an undesirable citizen expensive to society and government. If the public understands that

it is more economical to increase expenditures for the prevention of juvenile delinquency and thus bring about a greater proportionate decrease in the cost of suppressing juvenile delinquency, it will be more willing to give the needed support to a program which education and the school can supply.

The public will often discriminate unjustly against juveniles who are taken into courts or who receive specialized institutional care. Such an attitude is not constructive. Instead, the attitude of the public should be characterized, not by irritation, fear, or censure, but by an understanding of the juvenile's need for protection, education, character building, and guidance in the community.

We have thruout the nation today a tragic problem which results from increased leisure time. Thousands of high-school graduates, upon completing their courses, are unoccupied. Many of them have reached the age at which they no longer legally can be classed as delinquents, yet they are still on the fringe of childhood and have as yet found no place in adult life. Where they cannot afford a higher education and yet are deserving and desirous of obtaining it, they can be saved from defeatism and delinquency thru the work of extension courses.

We must not forget that a large part of our country is not urban but rural, and that one-fourth of our juvenile delinquency is found in rural areas. Programs which may be developed in urban communities do not always fit into rural communities. While the work on the farm may keep rural youth occupied during the day, programs of supervised evening recreation similar to those of the 4-H Club should be made available.

While the purpose of a summer vacation is to afford the student a vacation and a rest from his mental labors, there is no valid reason why the student must be completely divorced from the school or his teachers during the summer vacation periods. Those teachers in charge of athletics, physical education, music, and similar subjects might well be employed for eleven or twelve months instead of nine.

The criticism has been made of the school that its failure to carry on programs of habit formation, character building, and adjusting the youth to life frequently contributes to the increase of juvenile delinquency. While there are few reliable statistics on juvenile offenses available as a nationwide coverage, there are some interesting facts available in connection with the administration of a middlewest state industrial school for boys. During the year 1939, 31.7 percent of those admitted to that school had an IQ of 100 and upwards. Of those within the IQ of 110 to 137, over 17 percent were of superior intelligence. Taking the range of an IQ of 86 to 109 inclusive as normal, over 50 percent of the admissions fell within this class. There were 21.1 percent classified as mentally deficient. Is this not a serious indictment of the efficiency of the educational program in the locality of that institution when over 50 percent of the intake of such an institution falls within the class of normal individuals?

Largely it is the lack of character and not the lack of ability that makes a delinquent. Children are not born delinquent even tho one or both of their parents may have been such. The fundamental neglect is failure to

instil into their hearts and minds at an early age the individual appreciation of the value of good conduct. While the parent should and can do this job we recognize that it is not being properly done. Thus education must assume that responsibility, at least in part, by incorporating into the school curriculum a program for the formation of proper habits and character building. By using the children themselves in project work, in teacher-pupil and pupil-pupil relationships in the social life of the school, and by using the social studies to teach mutual understanding and tolerance in the needs and problems of others, much can be done to develop good character. Civics classes can teach that ours is a government of responsibilities and obligations as well as privileges and benefits. There is the opportunity to point out the example and good character of our prominent citizens in history. Special classes or lectures can teach self-control and a due respect for the rights of others to own property unmolested.

AMERICAN EDUCATION AND JUVENILE DELINQUENCY

EDWARD H. STULLKEN, PRINCIPAL, MONTEFIORE SCHOOL, CHICAGO, ILL.

Delinquents are made, not born. Studies of those who have been judged delinquent by the courts indicate that the large majority have not progressed very far in school. Relatively few high-school graduates are found in prisons. A generation ago the child who failed or who became a problem because of his handicaps was eliminated from school. Today all students of education realize that it is sound public policy and not charity to provide special treatment and training for all types of delinquents. The child study movement and more recently the mental hygiene movement have done a great deal toward giving the school this broader viewpoint toward education. They have helped in deflecting the emphasis of the teacher's work from the routine of intellectual discipline and drill to the more important task of training the delinquent to fit into society in spite of his handicaps.

One of the greatest contributions to education growing out of the child study and mental hygiene movements has been the creation in the schools of this scientific attitude on the part of teachers and principals toward children's behavior rather than in keeping psychology and psychiatry as external and sometimes clumsy correctives to all that is not psychologically and psychiatrically sound in the school's activities.

The typical predelinquent boy is approximately fourteen years of age and is retarded in school from one to three years. The medical examination of 589 problem boys in a special school for behavior problem cases revealed that they had an average of more than four physical defects per boy and in addition 93 percent of them were in need of dental attention. These facts take on particular significance when one considers that intellectual development and social adjustment are built on a physical foundation, and that organic disturbances, especially glandular, may greatly hinder them. Schools must provide more expert medical service and more guidance in health matters if they intend to reduce delinquency rates in certain areas of our large cities.

The age range of 6500 problem boys who have been studied in the Montefiore School during the past ten years is from ten to seventeen years, with a median age of approximately fourteen years. These facts suggest that adolescent aggressiveness and emotional instability are factors in the behavior deviations of delinquents. In addition, they are retarded on an average of two or three years in their schoolwork so that they are not fitted for work with boys and girls of their own age. This leads to the development of inadequate personalities, to annoying, irritable, unstable, unreliable, and flighty reactions.

The ordinary classroom is often organized on a competitive basis that cannot give a fair field to the dull or unevenly developed child, and the result is that he quite logically becomes indifferent or antagonistic to school or develops personality traits that are not conducive to his best adjustment in later life. There should be some success and some feeling of satisfaction in every child's school life, and this is equally important to academic teaching, for without confidence the dull child cannot attain, even to his limited capacity. Better provision must be made for caring for individual differences.

Economic factors also operate strongly in affecting the guidance of delinquents. Schools must make provision to compensate for poor home surroundings, for inadequate community recreational resources, and for counteracting the gang influence so prevalent in the lives of those growing up in the deteriorating areas of our large cities.

Children always learn more by example than by precept. Teachers who are emotionally unstable and who have frustrated and repressed personalities do an infinite amount of harm. In the administration of any school, recognition must be given to personalities of both pupils and teachers in the assignment of pupils to various divisions in the school.

Another factor affecting the guidance of delinquents is the recognition that the selection and diagnosis of cases of behavior difficulty in exceptional children is a baffling problem with an almost hopeless interrelating of causes and effects. Cases of behavior problem difficulty may be selected by one of two groups: by staffs of experts consisting of psychologists, pediatricians, psychiatrists, and psychiatric social workers; or by teachers, principals, parents, and others.

The education of truants, incorrigibles, and delinquents is also concerned with the general phase of education we have come to call "character education." In this connection attention should be given to the fact that in the case of special education much of character education must first be concerned with the unlearning of certain character traits and faulty character habits before real character education can be undertaken.

The concentration of problem cases in certain areas of cities is evidence of the significance of community factors in causing delinquency, truancy, and so forth. Therefore, a comprehensive program of treatment, training, and education of these atypical children must include housing and recreational plans and a plan for the protection of children against exploitation, poverty, vice, and demoralizing types of recreation.

Classroom Use of War News and War Problems

This session, presided over by D. D. Kirkland, superintendent of schools, Coalgate, Oklahoma, was devoted to a demonstration of classroom teaching with a selected group from the Evanston public schools, under the direction of Charles M. MacConnell, executive officer, The New School, Evanston Township High School, Evanston, Illinois.

Education in Human Relations

EDUCATION IN HUMAN RELATIONS

EVERETT R. CLINCHY, DIRECTOR, NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, NEW YORK, N. Y.

This country is like a symphony orchestra. The American dream is that the many national, racial, and religious subgroups will, as do choirs of stringed instruments, woods, brasses, and percussions in orchestration, blend their notes and tone qualities, and produce like symphonic music the most difficult and yet the most highly civilized cultural ensemble in the history of human relations. This is the "New World Symphony." You and I are the children of Asia, Africa, and Europe. All of us together are destined to create a new kind of republic on this continent. Ours is to be not only a free society of individuals but a democracy of cultures as well. At our disposal are the values and ideas, the arts and knowledges, and the laws and technics of the people of every civilized tradition. These peoples are part of us. Our opportunity is to use the philosophy and religion that came to us thru the Judaic-Christian tradition from Asia; the animation and arts of Africa; the classic values and contemporary skills of Europe to build and adorn life in this hemisphere.

With frankness the New World must say to each of us: "Take rightful pride in the sources of your Old World traditions, but identify yourself now with America. Keep alive all that is beautiful, and true, and good in your ancient culture, that you may contribute it to the common wealth of America, and do this as an American. Help us to keep America safe for your differences, because differences make American unity safe."

The United States of America, while one nation with a single constitution, one flag symbolizing a single civilization, is, nevertheless, composed of many subgroups, some of which we shall call "cultures." These cultures are social or ethnic or religious entities related to the nation as individual personalities are related to a family. Each culture is a complex of traits including special knowledge, beliefs, arts, morals, customs, and other capabilities and habits.

Trouble has arisen time after time in American history when one culture has tried to live as tho other cultures did not exist, or when one culture has been ignorant of, or insensitive to, the laws of culture as suggested above. Illustrations are numerous. Among other examples are the persecution of Quakers during the seventeenth century in Massachusetts; the "Nativist Movement" against the Irish Catholics in the 1830's; the "Know-Nothing

Movement" of the 1850's; the long ordeal Negroes had and still are enduring; the trail of social ostracism and terrorizing persecution of Mormons in their trek from upstate New York to Ohio, Missouri, Illinois, and finally to Utah; and then the A.P.A. of the 1890's and the KKK organized in forty-five states in the 1920's.

There are the thirty million Americans who are the children born in the United States of immigrant parents. The majority of them are oppressed by feelings of inferiority in relation to their fellow citizens of older stock, and to the problem of life as a whole. Their surroundings are seldom wholly friendly; their positions, inferior; their wages, meager; they bump against racial and anti-immigrant prejudice. Old-stock American workers look askance at them, call them Hunkies, Bohunks, Dagoes, Wops, Polaks, Litvaks, Sheenies, and Kikes. In defense they tend to circulate among their own kind. In schools they are often subjects for jokes on the part of ignorant teachers.

The two-sided problem presents positive and creative possibilities. Old-stock Americans can enrich the nation's civilization by incorporating the new-stock differences in temperament, aptitudes, and Old World backgrounds into a refreshed and more satisfying Americanism. At the same time, the thirty million new citizens can be initiated, cultivated, and accepted on a parity as Americans, whatever their history.

Educators trained in social science will break down the problem of education in human relations into its elemental factors, and attempt to discover what steps can be taken. Seven factors will serve to indicate possible educational procedures in intercultural relations.

1. *Anthropological*—All individuals are bred in a culture group in whose worth they firmly believe. They are disposed to regard their group as the center of superior existence. They nourish a collective sense of pride, assert a sense of group usefulness, exalt the culture's tested values and standards. They are bent on saving and extending their individuated group life.

Schools can make groups "livewithable." Schools socialize persons. Why not teach culture groups that in order to prevent impotency it is not necessary to go to the opposite extreme and to become hysterical chauvinists? With a little imagination, schools, churches, and other community institutions can encourage the dramatization of folk festivals, the exhibition of shawls, woodwork, and dishes, the flavor of distinctive food, the enjoyment of Old World music and dancing, and the memory of important ideas and great lives. Only when old-stock Americans appreciate the fact that cultural varieties can enrich the nation's civilization by incorporating the new-stock differences in temperament, aptitudes, and Old World backgroups, will the new cultures be received on a parity. At the same time, the "out" cultures must discipline excessive ambitions, develop a psychic identity with the New World, and accept the duties as well as the freedoms of America.

America must not import the European minority complex. Europe has been cursed by chauvinistic minorities which, to avoid extinction, have worked themselves into a frenzied group psychosis.

2. *Sociological*—Every school provides a laboratory for the study of the composition of the American population. In that laboratory three phenomena important to education in human relations can be observed and analyzed, at least in an elementary way. These three sociological phenomena are: (a) communication between cultures; (b) diffusion of their traits; (c) tensions and conflicts among cultures.

Community life depends on communication among the groups making up the population. Each group must have communicated to it the objectives, the purposes, and the ends of every other group. Every individual must be made consciously aware of the objectives that he has in common with all the other individuals of the whole community. Every agency in a community should get individuals of all groups working together on as many tasks for the general welfare as possible.

When cultures communicate, diffusion of their traits takes place. That is, imitation and borrowing account for the passing of knowledge, technics, arts, customs, and morals from one group to another. Archaeologists trace the way in which pottery traits passed from one old culture to another. In looking for measures to advance the right kind of cultural diffusion, certain resistance to unwanted exchanges must be anticipated and accepted as "natural." Race groups and religious cultures want to resist intermarriage. Religious groups do not want their culture "corrupted" by out-culture influences, and will not tolerate diffusion of "error." Patriotic individuals of every subgroup in America right now are highly resentful of cultural diffusion from communism, fascism, and nazism. Enlightenment with regard to the dangers of cultural diffusion is as important as knowledge of its usefulness.

Tensions and conflicts between culture groups are inescapable features of human relations. The problem schools face here is to help individuals to keep tensions within bounds, and to use them for social advancement. Tensions in family life need not be destructive. A friendly competition of ideas, accompanied by a kindly rivalry of good works, is the way to sublimate the creative values in group tendencies to tensions.

3. *Historical*—The degree of one's advance in the civilizing process might be measured by one's grasp of all that has been thought and said and done, not only in one's own tradition but also in the tradition of every other strand in the tapestry of history. Two Indiana School of Education writers have said, "An important task before the world today is the creation of a new state of mind, a state of mind which will permit an understanding and appreciation of the character, attainments, and traditions of other peoples, and which will transcend national boundaries without seeking to destroy them."

4. *The educational factor*—In the area of democratic human relations, education is a process of socialization or, better, cultivating sociality. To be sure, life, happiness, or growth are located in the individual only. But an individual "comes to be" in a social setting, as in the family, the schoolroom, and neighborhood experiences. Thus the "self" or the "personality" is a product of human relations. The dignity of man and his value, the rights of

man and his duties, the freedoms of man and his responsibilities are the fruits of education in human relations. The background of all these is societal.

If educating the child for its relationship in the family and in the school-room might be called a problem of "individual pluralism," then education of the group for intergroup relations in the nation is a problem of "cultural pluralism."

A society is made up of individuals. A community is made up of subgroups. Not every subgroup is a culture group—the difference being one of complexity. A family, a political party, a fraternal order, each is an illustration of a subgroup. An individual normally shares the experience of more than one subgroup. Education as a socializing process is the business of helping subgroups to see their relation to the whole.

5. *The emotional factor*—Education for better human relations has to do with the emotions as well as the intellect. In experiments during the past twelve years in conferences among Protestants, Catholics, and Jews, the importance of emotional conditioning has been made clear. People of one religious culture frequently erect a whole stereotype about all the people in another religious culture as a unit, on the basis of one or two highly emotionalized experiences with one individual, or one happy or unhappy situation.

Part of the problem in bringing up a generation is to introduce children to people in other culture under circumstances when they will experience pleasant emotions and forever afterward retain affectionate memory of them. This is necessary to assure national unity.

What can schools do about this factor? Dramatic use of assembly programs, the planning of social occasions when students meet admirable persons in other cultures, visits to interesting culture centers, and the employment of manifold opportunities for education in human relations thru every course in the curriculum are among the technics worked out by the Bureau for Intercultural Education.

6. *The religious factor*—American public school children are religious. American educators, in the main, have been reverent of the reverences of youth. The public schools are not "godless" nor are they "irreligious" as a few critics have declared. No institution in American civilization is more sincerely concerned with the ethics, spiritual values, and character of the youth of the United States than is the public school system. In no other country in the world are youth growing into adulthood with an intelligent, loyal, and vital religious faith as are the Protestant, Jewish, and Roman Catholic children trained in American public schools.

To protect the spiritual health of this nation against susceptibility to a religion of "state-ism," the public schools should not indoctrinate their pupils in a particular faith. Rather, school people would do well to encourage and aid the churches to do the best possible job. The welfare of the schools, as of the business and political life of any nation, depends upon the spiritual vitality of the people.

School leaders can inculcate appreciation for the tremendous significance of the relatively recent gain in civilization—religious freedom. They can point out, without abrogating the American practice of separation of church

and state, the importance of religious convictions and disciplines. They can develop with the churches mutually satisfactory procedures for elective week-day religious instruction in the faith of a student's own choosing.

7. *Economic factor*—With regard to the factor of economics in human relations, the schools can speed up a general disillusionment with the whole thesis of hate. Hate of class, race, creed, or nationality measurably slows up the solution of every economic problem. Again, schools can equip citizens with the scientific method in attacking economic problems, expecting a plural number of approaches to every human problem. Schools can prepare people to be tolerant of other sincere people with diverse economic views; eager for communication with them; honestly encouraging to free inquiry and experimentation in the field of economics. Schools can sensitize people to the correlation of national stability to economic justice.

The revolutions in Europe today are risings of masses of people for a greater share in material goods. No nation on the face of the earth will be free from the effects of the gains or the losses of these convulsive upsurges. A country which prefers evolution to revolution in its economic structure had better speed up its social changes to carry out the implications of the democratic process to economic concerns. The obligation to make this a better country hardly rests with the schools, but a disposition to do so does.

My plea is that Americans recognize the problems and the advantages of cultural pluralism. People from all the seven seas have come to our shores and made their homes. Nowhere in all the world and never before in history has there been a population composed of so many diverse elements.

The achievement of establishing a sense of national unity which encompasses all the religious cultures in the one America must be a shared responsibility of schools with homes and churches. A degree of urgency is provided when one realizes that hate, such as anti-Semitism, anti-Catholicism, anti-Mormonism, anti-Protestantism, or anti-Negroism is the first and simplest sign of sickness in a democracy. Cultural pluralism actually makes America peculiarly vulnerable to divisiveness. If, however, cultural diversity is a weakness, paradoxically it is also a strength. It has that something that makes a good horse race. Competition of ideas, rivalry of works, novelty leading to growth, checks leading to balance—these are assets of cultural variety in a nation.

Garden Education in American Democracy

AN INTRODUCTION AND POINT OF VIEW

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The purpose of this discussion is to develop the virtues of garden education, to consider the methods for conducting a school garden program, to demonstrate a practical approach to the conservation of soil and the wise use of land, to show man's dependence upon plants for food and industry, and to point out how garden education can contribute to the

development of a more secure and self-sufficient nation by teaching the means of production and the use of plant products.

Education now available to boys and girls in our country is not adequate to train them for many of the opportunities that are in the gardens of America. Our boys and girls have been trained away from the land even tho we do have agencies of education designed to assist them in the knowledge of agriculture. A garden is more than just a place to grow a few vegetables and flowers.

A large proportion of the men and women who are now giving the service required in the gardens of our country come from abroad. The positions they hold are not mental but rather require a technical background and an experience based on an association with plants. Beyond this vocational consideration there is a demand on the part of all to know the uses of plants aside from the manner in which those plants may be propagated.

My remarks might be interpreted to mean that all garden education should be vocational. If that were the only interpretation the virtues of garden education fall far short of being applicable to all communities. The avocational aspect of garden education is just as important. All boys and girls should have the opportunity to see their food supply produced. This is an experience that affects the lives of boys and girls and which in adult life causes one to feel that an association with plants and the soil is essential to the complete cultural development of any individual. This association and experience has caused man to realize that conservation of natural resources is also basic to the conservation of man.

CONSERVATION AND LAND USE

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MADISON, WIS.

To conserve means to save. As applied to our natural resources, conservation means their use in such a manner as to be of the greatest benefit to the greatest number of people over a long period of time. Conservation is especially necessary in the use of the unreplaceable natural resources, which are the metals and mineral fuels—coal, oil, and gas—and, most important of all, the soil; also the resources which, tho renewable, take a long time to renew. The most important of these are the forests.

The basis of proper land use is a recognition of the manner of operation of the processes of nature in the particular location, and use of the land in harmony with these natural processes. The history of the hill country of western Wisconsin illustrates what will occur when steep hillsides are cultivated too intensively and steep-wooded slopes are pastured too much.

Aside from providing a great resource in timber, forests are the great conservators of moisture. The duff which covers the forest floor prevents deep freezing of the soil, holds the precipitation which falls, whether it be as rain or snow, retards run-off, and induces absorption of water into the soil. The trees prevent evaporation by their shade, which lowers the tem-

perature at the ground surface, and by slowing down the wind. This is important since evaporation will take away almost one-half the total precipitation in such states as Wisconsin and Minnesota. What does not evaporate or run off is useful. It goes to vegetation and to replenish the ground water supply.

The denudation of the land, accompanied by intensive cultivation and pasturage, has destroyed many ancient nations. As those civilizations slowly dwindled, along with the destruction of their forests and soil, so will ours also decline unless disintegration now in progress is stopped.

At present we can say that at least it is being slowed down. Thru the joint cooperative efforts of state and federal agencies, a form of agriculture is being put into practice which is effecting a change in direction. Soil erosion is being checked; forests are being restored. If the present tendency continues to gather momentum, another ten years will work miracles. But we have far to go. It will take another fifty years before we will see a good balance between fields and forests.

If persevered in, the conservation movement now in progress will be fully successful. Cropping will be confined to the more fertile level lands; forests will cover the less fertile lands, the lands remote from markets, and the steep hillsides. Every farm will have its wood lot, every forest worker his garden.

That brings us to gardens. The amount of land involved will be small, but the value of the gardens, thru the educational values they will afford, will be totally out of proportion to their area. Every one will be a living demonstration of the marvelous processes of nature thru which all life is maintained.

CHEMURGY

HARRY E. BARNARD, DIRECTOR OF RESEARCH, NATIONAL FARM CHEMURGIC COUNCIL, COLUMBUS, OHIO

Chemurgy is the application of chemistry in industry, with special attention to the use of the annual crops from the land in markets essentially new and different from those heretofore provided by the need for food for the human family, feed for domestic animals, and textiles for clothing and family use. Farm chemurgy is the application of the science of chemistry to the industrial use of farm crops just as metallurgy is the application of science to the industrial use of metals. Chemurgy may well change our entire agricultural outlook and provide the key to the gateway to prosperity which we are all groping for. It involves a change in our psychology in regard to food crops. In the face of the destitution, scarcity, and even famine which has dogged man's footsteps thruout history and which still exists, it seems at first sight almost criminal to turn food crops into houses, roads, and fuel for motors. Yet such is the abundance which can be produced in this country that it is inconceivable that all the products of our farms can possibly be used as food.

Efficiency, when you individualize it and apply it to each separate farmer and farm operation, necessitates the best known methods of production, the best seed, the best varieties, better livestock, the avoidance of crop failures, good crops and good pastures, and the control of disease and insect pests. It must be clear to anyone that the acceptance of these factors of success in agriculture must inevitably continue to cause two blades of grass to grow where only one grew before. The imperative need is to find use for the second blade of grass.

The United States has many millions of dollars invested in publicly owned laboratories and in agricultural and engineering experiment stations and is today building four great regional research laboratories which have been planned and will be equipped to discover some way by which surplus crops from the farm can be devoted to new uses.

While the chemurgic movement as an organized effort is but five years old, the ideas it is fostering are not new. They are as old as chemistry and industry. Two hundred years ago potatoes and corn were being used not as food but for the production of starch with which to stiffen our linens and laces. Sugars in the form of molasses from the Sugar Islands in the West Indies and fructose in apple juice went into consumption as New England rum and hard cider. And many years ago ingenious Yankees were making nutmegs from wood and pressing mild casein into buttons. But when the chemist entered industry he began to draw more heavily upon the starch, proteins, cellulose, and oils in the farmer's annual crops for his raw materials.

Several hundred farmers who formerly depended largely upon cotton now are contributing regularly to supplying a crop of yams. The acreage of yams has been increased each year and is likely to lead to an important new industry which does not come into direct competition with any domestic industry because of the highly specialized field for which root starches are used in the textile and paper industries.

In spite of all our sugar sources, about 75 percent of the contents of American sugar bowls is foreign sugar, produced on cheap land by cheap labor and imported in enormous volume, while we are frantically searching for the reason why the American farmer is unable to make a good living.

Until last fall practically all cigarette paper consumed in the United States was imported from France. These mills employed linen rags as their raw material, most of which were imported into France from Russia, Poland, and other Balkan countries. Linen rags originate from flax. Flax has been grown in this country since early Colonial days, but has, as a fiber, practically disappeared. With the building of a cigarette paper mill in North Carolina, which made its first run on September 3, 1939, a new market has been opened for flax straw.

As chemurgy widens the market for the fundamental products on which our whole economy rests, it will contribute substantially to the stability of the social order. It will help to silence the quacks and the purveyors of promises. It will operate in the full recognition of the fact that work and sacrifice alone produce wealth. In its scientific and factual approach to

production and distribution rests the triple hope that we may save what we believe to be valuable in our existing institutions; that we may be fair to those who have not yet shared widely in the wealth of this country; and that we may build an enduring prosperity.

ADMINISTRATIVE CONSIDERATIONS RELATING TO GARDEN EDUCATION

ALBERT M. SHAW, LOS ANGELES PUBLIC SCHOOLS, LOS ANGELES, CALIF.

The fact is that school gardening is just as basic and fundamental as the three R's and when wisely and properly administered is no more expensive than any other school subject.

In setting up a satisfactory schedule for school gardening, methods will vary greatly according to the size of the school system and the number of pupils to be served. If schools and districts are small, it is quite desirable to group enough schools together to use the gardens and equipment each hour of the day. In cases of this sort it may be desirable to make some provision for transportation of pupils.

It is much more economical and efficient to have reasonably complete and adequate equipment for all pupils and to use this equipment fully thruout the day rather than to have a small, makeshift provision for a few pupils in a place.

In some large systems in which the school gardening arrangements are fairly complete, district centers supervised by an assistant director are set up to serve as a kind of central supply station. Here special things in the line of flower and vegetable plants, shrubs, and trees may be propagated, and special equipment kept on hand to be drawn upon by the different school gardens in the district as needed to supplement the regular supply. These centers should not be set up, however, unless provision is made to maintain them satisfactorily thru all vacation periods. And it is equally important to give all school gardens enough care thru the summer vacation to have them in reasonably good condition for the opening of school.

Altho some kind of school gardening can be carried on with rather meager and simple equipment, whenever possible, the most satisfactory arrangement is to provide enough garden space so that each pupil who enrolls in the work may have a separate, individual plot of ground for the care of which he is held responsible. Each pupil should also have the opportunity besides this of participating in numerous community projects, processes, and enterprises which his particular plot does not provide. If the garden area is not adequate for individual plots, some partnership or group plan for the participation of all pupils must be provided.

To be really worthwhile, school gardening should be closely coordinated with several other departments of the schoolwork. It should supply problems and much material for the classes in nature study, biology, chemistry, physics, art, domestic science, and various types of shop work. School gardening is not only a practical subject but a very broadly cultural subject as well.

With our shortened work day, and fewer working days per month, the schools must train for the proper use of leisure time, and there is no more worthwhile, constructive, or satisfactory leisure-time activity than gardening work.

It should further be borne in mind by school people and by parents as well that the final product of school gardening work is not a garden or a gardener. The real product is a capable, broad-minded, well-trained American citizen.

SCHOOL ADMINISTRATION IN GARDEN EDUCATION

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.

School gardening is one of the greatest means of interesting an entire family in school and in the efforts of children in both home and school. If a child can have a garden on the schoolground and become interested in plants, and can take these plants back into his home to give them careful attention, he immediately ties every member of his family to the school itself. Possibly the greatest need of education today is to know that the home has a part in education. The opportunity to have some spot for each grade or class in the school to call his own, to put seeds into the ground, to watch them grow, and to plant and to care for them brings a relationship between nature and child and between home and school that is deep, profound, and lasting in building the life of the individual. Children are inherent lovers of the soil. This instinct is worth preserving and keeping and cultivating, and when we have found the spot where the child can live in this natural environment, we have found a tie that unites home and school in a most realistic fashion.

The school administrator is interested in school gardening as a means of expanding and developing the character of the child. Nothing is as elemental in us as the love of the soil. Nothing means as much to us as to know how nature germinates a seed, lets it develop into a plant, and brings it into flower and fruit. These processes that go on before our eyes have in them the germ of growth, of development, and of unfolding. We have learned instinctively that sunlight, moisture, and cultivation are necessary to the growth of the plant. We learn that we must cooperate with the forces of nature if the plant is to come to fruit. We learn that there is a right and a wrong way to do things, but the right brings a green leaf, a beautiful flower, or a luscious fruit; the wrong way brings blight, stagnation, and death.

We do not need to teach any of these things to a child. We do not need to moralize a garden. We simply need to give the child the opportunity to watch things grow and the moral effects will take care of themselves.

A PHILOSOPHY FOR GARDEN EDUCATION

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In the lower grades, gardening is chiefly a matter of giving pupils the experience of growing a garden. The garden is an orientation point in the child's experience. Beyond this, the child has deep-seated, inherited urges—to play in the dirt, to make mud pies, and to get all the sense experiences he can with his raw environment of soil, plants, and animals. The garden furnishes a wholesome outlet for these urges.

The need for elementary-school instruction in gardening was not so great in former generations, or at present for country children, as it is now for city children. City life has taken gardening experience out of the home environment of most city children. It cannot be emphasized too strongly that there is a great educational and often a serious emotional distortion in city children who are deprived of contact with gardening at the elementary-school level. Athletics, field trips, and games are not a substitute for the wholesome outlet for elemental urges and the development of responsibility furnished by a garden. At the elementary level, information is secondary to personality development and to orientation in life.

The problem of primary school gardening thru the first six grades is that of furnishing gardening experience to children, within their power to do. A garden on the schoolground, laid off in beds of vegetables and flowers, is the most desirable place to get garden experience, but, if such a garden cannot be provided immediately, do not neglect opportunities to take care of window boxes, flower pots, roof gardens, beds along the foundation, roses and vines on the walls or fences, or a seedling box from which plants may be transplanted to the yard or taken home.

The objectives of gardening in the elementary school may be summarized as: (a) gardening experience, (b) orientation in the world of living things, (c) desirable attitudes, and (d) skills and information.

The objectives of gardening become more specialized and definite as the child passes from the elementary school to junior high school. Gardening becomes a science and, in addition to being an orientation in life, gardening becomes an orientation in science. When the child passes from the elementary school to junior high school, his gardening has the following added to the four objectives of the elementary-school work: (a) orientation in science, (b) application of science in gardening, (c) specific ability to plan a successful garden, and (d) ability to solve garden problems and emergencies by reasoning.

The objectives of the elementary school are not superseded. Gardening is still taught as gardening, for experience, for pleasure, and for crops. But gardening in the junior high school becomes, in addition, the pupils' orientation point in science and the practical application ground for science.

To summarize, (a) gardening instruction at both elementary school and junior high school is taught as gardening for experience, development, emotional satisfaction, orientation, and attitudes, gained from exercising normal

human urges and powers on living plants. (b) Methods at the elementary level involve a large use of imitation, following of directions, and group project instruction. Information and the development of reasoning and independent action are subordinated, as objectives, to orientation, sensory and emotional development, and attitudes. (c) Methods at the junior high school involve individual responsibility on the part of each pupil, emphasis on the scientific method, the organizing of the course as a science, orientation in science, and the practical application of science in gardening.

A PROGRAM OF SCHOOL-HOME PROJECTS IN GARDENING

PAUL R. YOUNG, SUPERVISOR OF SCHOOL GARDENS, CLEVELAND, OHIO

Garden areas on board of education property where children may learn and practice gardening under the eye of a teacher are excellent and effective educational developments. Wherever land and facilities permit, they should be developed, but the fact that opportunities for such school gardens do not exist should not lead any school or school system to give up the idea of gardening activities for its pupils. Home gardening projects are feasible in any community. Their organization and sponsorship in the school is an ever available means for schools to broaden their service to the children and the community and at the same time benefit themselves as instruments of education.

Organization essentials of such a program are: (a) adequate information for pupils and parents; (b) specific and suitable projects; (c) necessary supplies furnished, at low cost; (d) at least a minimum of instruction; (e) understanding home supervision; and (f) suitable recognition of achievement.

Pupil interest, during the preadolescent years of upper elementary and early junior high grades, can be assumed if the organization of the program covers the points just mentioned. Growing a garden yields elemental satisfactions to children of this age, which is a prime argument for school gardening activities. Let us consider the six essentials of organization.

Adequate information for pupils and parents—Parents and children both must know the details of the home project program for it involves the use of home resources. Whether mimeographed or printed, descriptive material regarding the plan should be clear, definite, interesting, and attractive. It should be available to all who think they are interested. All essential instructions as to enrolment procedure and project requirements should be covered.

Specific and suitable projects—The home project program should offer children definitely specified and carefully planned projects, worked out with an eye to the psychology of childhood and of learning. Children's gardens should be small, simple, and should contain only "sure-fire" crops, such as will grow and produce with the inexpert care that children give.

Necessary supplies furnished—Seeds and plants for children's home gardens can be bought in bulk and distributed to the children at a fraction of

the cost to them of buying them individually. Such distribution insures that the children have the wherewithal to plant at planting time.

Instruction—Teaching of the simple elements of garden practice is a logical part of elementary science. There is every justification for including such instruction in the science course of study. Special horticultural training is not necessary to do a creditable job in teaching garden project pupils what they need to know to have successful gardens. Regular teachers can do it with outlines from the supervisor and a little practical garden experience as a basis.

Understanding supervision—At least two visits to the homes of pupils enrolled for garden projects should be made by the regular teacher whom the children know, for such visits produce maximum benefits to child, teacher, and school. Evaluation of garden projects when visited should always give as much weight to the pupil as to the garden. The latter is only a means to the pupil's development, not an end.

Suitable recognition of achievement—On the whole, gardening activities provide their own rewards in the way of recreation, satisfaction, and tangible products. Suitable recognition of sustained effort and worthy achievement on the part of boys and girls is, however, a very desirable part of the educational gardening program for children. Certificates of achievement have proved suitable and adequate.

To put a school-home project gardening program into operation in the elementary and junior high grades of any school or school system, little extra financial outlay need be involved. An interested principal or superintendent, and a few teachers convinced that the job is worth doing, can get it started. If one teacher can be given a little free time for organization work it makes for success with less burden on the teachers' own time. Small enrolment fees from the children will finance supplies. Gardening instruction can be a part of science. Local garden clubs or parent-teacher groups will frequently aid teachers in summer supervision if no funds are available. The evident values to pupils and to the school of such a program once honestly started will commend it to all concerned and well-nigh insure its continuance.

A home project program of this sort is about the only possible way of bringing gardening experiences to the great mass of school pupils, with consequent benefits to them in the way of character training, practical information, and avocational interests. Such school-home projects link the school to its community in a definite and valuable way. They strengthen family bonds and please parents because they frequently provide kindred interests for children and parents. They provide a home-centered activity for children, which is rare these days, and needed. Like all gardening, such projects teach conservation in a practical way and benefit the community thru stimulation of pride in ownership, appreciation of beauty, and realization of the value of growing things.

SCHOOL GARDENING ON THE ELEMENTARY LEVEL

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To those of us who have worked with boys and girls in a garden, the opportunities for education there are so great that to neglect that field of activity seems a serious omission. The school garden on the elementary level would never be justified from the point of view of crop production, but for firsthand knowledge of plant life, appreciation of growing things, and the discipline of natural laws, it cannot be surpassed.

There are some facts and skills that should be taught and learned on the elementary level, but gardening should also be a creative experience. It requires time, care, and patience. Since we live in a world ultimately dependent upon plant life, it is right that children should be taught not only facts about plants as they are stated in books but also an understanding of plants that comes only from association with them.

Many times each year we are asked at the Brooklyn Botanic Garden about gardens for children—when to start them, where to have them, and how to manage them. Details of organization will vary under local conditions, but there are certain aims and principles that seem essential.

1. A garden is a creative thing. Ragweed campaigns and vacant lot clean-ups may be profitable activities, but they are not gardening.

2. The school garden should be designed first for the use of the children, and second as a feature of the general landscaping of the schoolyard. Permanent plantings of flowering shrubs and herbaceous perennials deserve a place in any established garden program, but may or not be a part of the area in which the children work.

3. Since the purpose of the garden is education, the choice and arrangement of plants for the beginner will be decided by the teacher. A wise teacher sets the gardening stage for the child; as he grows in experience and stature he has a foundation for making his own plan.

Annual flowers are suitable subjects for children, but vegetables are in general more easily and quickly grown than flowers. Also, their usefulness is appreciated by the children. Crop production is not the purpose of the garden, but a harvest is essential and a variety of plants prolongs the harvest and the gardener's interest.

4. The choice of tools is an important matter which may have a profound effect upon the children's enthusiasm. Toy tools are of little use, but ladies' size tools are durable and will be convenient for adults as well as for children. Proper care of tools is a part of gardening.

5. Actual work in a garden is dependent upon weather conditions and the season, but the garden teacher's plans should be ready and the children prepared well in advance of a calendar Planting Day. The children need to study the seeds, planting arrangements, practice measurements, and cultural directions, so that when the season is right they know definitely what they are to do. The procedure in the garden should be arranged so

that every child will become familiar with all the steps in the process—soil preparation, planting, thinning, cultivating, staking, harvesting, care of tools, and planning for the next year.

6. Garden work should be planned to be reasonable in amount, and each child's responsibility should be made real but not too great. Gardens of eighty or one hundred square feet can supply a satisfying variety of crops and require as much hand work as an eleven- or twelve-year-old needs to give to one of the multitude of activities that ought to occupy him at that age. The garden is not a chore or a punishment, but an adventure that requires effort, intelligence, and self-discipline. When a number of children have adjacent gardens a spirit of cooperation and respect for the property of others develops.

7. The well-being of a garden demands that frequent attention and sustained interest be given to it. Adults can do that but children are not likely to. Hence, a garden for children must have supervision and inspiration. Advice and encouragement are needed at planting time and thruout the season, and the effectiveness of any garden education program depends upon the kind and amount of supervision that is given it.

Whether professional education can afford *not* to have a part in carrying on the work in this field deserves thought. The practices of agriculture and land use that have been passed from father to son in this country have resulted in the appalling problems of soil erosion and forest waste that face us today. We need to teach the best facts we know by the best methods we can command so that the future citizens of an American democracy will be better informed of their responsibility to the land. We are learning from psychology that we cannot begin too early to establish attitudes in the human mind.

Curriculum Revision for Meeting Health Needs

NEEDED CURRICULUM REVISIONS IN THE FIELD OF HEALTH EDUCATION

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Certain emphases in education are important to curriculum revision for health education. These include: (a) a recognition of the need for a redefinition and clarification of purpose and basic philosophy for education and health education; (b) a recognition of the concept that the curriculum includes all the experiences that the child has; (c) increased recognition of the need for building the curriculum around the needs of individuals and their communities; (d) increased appreciation of the unitary nature of the organism; (e) decreasing emphasis on departmentalization with its incumbent competition among special vested interest groups in the school; (f) an increased emphasis in the direction of lengthening the period of compulsory

education; and (g) greater emphasis on teaching as a guidance process designed to help the individual discover and achieve purposes within his capacities and abilities.

Some things that need to be done if the implications of these emphases are accepted are: (a) the development of a greater degree of active cooperation and planning among administrators, teachers, physicians, nurses, dentists, parents, and personnel interested in the education of children; (b) the development of a statement of basic philosophy and policy which will give direction and purpose to the activities included in health education; (c) the analysis of living conditions in the school, that is, environment, plan of the school day, pupil-teacher relationships, etc., that are related to healthful living; (d) the inclusion of parents in the health education program, especially for the early elementary-school children; (e) the development of a science program based on pupil interests from the kindergarten thru the elementary grades; (f) the development of a well-conducted guidance program in the high school which includes counseling on individual health and hygiene courses and the development of courses centering around the actual problems and interests of adolescents; (g) the evaluation of pupil progress in terms of improvement in such attitudes as application of principles of hygienic living, development of a scientific attitude, and improved health behavior; (h) development of teacher certification codes and teacher-education programs that demand the improvement of teacher-training curriculums for all teachers and administrators; and (i) the development of better teaching materials for health education.

NEEDED CURRICULUM REVISIONS IN THE FIELD OF PHYSICAL EDUCATION

IRIS BOULTON, NEW TRIER TOWNSHIP HIGH SCHOOL, WINNETKA, ILL.

If we believe that the school curriculum should be revised to include a broader aspect of physical activities, the physical educator must become cognizant of and interested in the total difficulties that arise in the school. He must be willing to serve on committees that have little or nothing to do with physical education and be a contributing member of the group. He must be alert and note where implications in school problems can be solved by aid from his area and where he can coordinate his work with others.

We cannot and should not prattle about a new curriculum in physical education until we start some measure for the development of teachers of physical education who will be able to meet the demands that will be made of them under a new curriculum. This will mean that we shall have to start with the in-training of our teachers in service and revise the curriculum of our teacher-training institutions.

When one discusses curriculum revision, one automatically assumes that there is something wrong with the present curriculum. In spite of the extent of the program, the students are not being satisfied. About 50 percent or

more are not satisfied with their posture, body control, rhythmic movement, individual sport skills, and team sport skills. Nearly 50 percent of them do not feel that they are securing an adequate amount of activity, and about 40 percent think that they should have more physical education. In a required program they seem to like a variety of activities, but if an elective program is to be offered they would prefer fewer activities. This implies that they would prefer to specialize in activities in which they are particularly interested.

For too long curriculums have been based upon activity units rather than upon the needs of the individuals they are built to serve. These needs cannot be set up for the nation. They will vary in every area, school, and for every individual. Needless to say, programs should offer a large variety of activities adapted to varying abilities and capacities, with opportunities for emotional and social development as well as physical needs and skills. For such a program to be successful, it will be essential to have a rather extensive guidance setup within the school which will include members of the physical education staff. Guidance conferences of this type should be conducted individually and upon a total guidance basis and not merely from the health and activity angle. Physical activities are a part of a total growth pattern which differs for every individual.

If the problem of total growth is to be attacked and if habits are going to be established it is essential to contact the parents and coordinate the work of the school with the home. In all cases when the physical education program is discussed with the home, it should be approached from an unbiased point of view with an eye toward the full growth of the student. This means that the narrow and biased physical educator of the past will pass into oblivion and a new type of teacher, interested in the whole child and not just an athlete, must come into being.

It is, indeed, very glib to recommend a program based upon student needs, but such a recommendation demands a flexible program for every student in school. Such a program in physical education would mean a revision of the entire school curriculum based on student growth rather than college entrance and the fulfilling of requirements.

It is obvious that the proposed bases for curriculum revision, if physical education has a contribution to make, will evoke and necessitate many changes. Some of the problems that will have to be solved are:

1. A provision for greater flexibility in the time allotment for physical education depending upon student needs.
2. What student needs can be satisfied by participation in physical activities?
3. Specifically, how do physical activities contribute to the total growth of the student?
4. What elements are essential in balancing a time-energy budget? How much time should be spent in rest, relaxation, activity, and so forth.
5. How can the physical education program be coordinated with the other activities in the school and permeate their program in an effort to meet student needs?
6. How can we meet the problem of hurry and dislike of showering and dressing?

7. The reduction of the size of classes so that the instructor will be able to give the student the necessary guidance and see that he has an opportunity to achieve the goals that he has set for himself.
8. The use of facilities to their maximum capacities and their greatest advantage to satisfy student needs.
9. Opportunities for children to plan their own class activities.
10. The method of classifying students according to their needs and arranging their schedules.
11. The construction of cumulative records from the grade school thru the high school so that the latter may build more efficiently upon the former.
12. Flexibility in schedule arrangements so that students may be transferred from one group to another within a given year.
13. How will we evaluate the results?
14. Securing the cooperation of academic instructors to teach some of the fundamental principles of good body mechanics in other classes.

Students studying problems in physical education on the various levels should spend their time not in residence at the universities but in the schools where they are making their study. This will increase the expense of college research but the material they produce will be of greater practical value to the teacher in service and will not be buried in the archives of forgotten lore.

Men and women in physical education need to learn to work together. We need to sit down at a common table and discuss a common problem with an unbiased point of view. The question is, How, with the facilities, equipment, and staff that we have, can we offer the best possible program to the students to meet their needs?

The administrator in most schools has not been willing to share his part of the burden of problems in the physical education department. Possibly it would be wise to ask him to call a meeting of all those involved in the physical activity program. Each group should set forth its philosophy and objectives and the administrator should let the group know what part he thinks physical education should play in the total curriculum. The education of the school administrator is paramount to the success of curriculum revision. The administrator holds the key to the flexibility of the program which is essential. He must be enlightened.

In every school there should be an all-school committee correlating the health, physical education, and safety needs of the student. This should include people involved in any way with these fields as well as student representatives.

A community committee having representatives of all community organizations involved in dealing with these areas would be a valuable asset. The community facilities should supplement those of the school and the activities of the school should lead into and familiarize the student with the opportunities available within the community. Just what the final solution will be cannot be known. It will, indeed, vary for every school and every area, but it must be built not upon an activity basis or a departmental curriculum but upon the basic needs of the students.

NEEDED CURRICULUM REVISIONS IN THE FIELD OF RECREATION

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No longer can the school curriculum be confined to books and recitations within the classroom. Rather, this curriculum must seek to utilize the manifold resources of the community surrounding the school in order to bring a greater variety of experience to the child. No longer can this curriculum be confined to children of from five to seventeen years of age. The findings of research workers in child development indicate that it is profitable to begin the education of the child two or three years earlier than is now customary; likewise the pressure of circumstances is forcing the public schools to provide educational services for youth and adults. In short, all these many and varied types of educational services extending over a wide range of ages are being encompassed within the school curriculum. To be sure, the school is not the only agency serving educational needs from infancy to adulthood, but more and more schools are coming to serve those needs.

Recreation is part of this broad educational program. There are at least four approaches to education for leisure that the schools can use. Manifestly they are not all completely separate and distinct.

First, there is the matter of developing mental resources for the use of leisure. This is what one might call the planning aspect of leisure. It involves not only a knowledge of the leisure possibilities available at a given time but also a knowledge of oneself, particularly one's interests. It demands breadth of experience such as can be gained thru the school but not within the school.

The second approach is learning to do well what one wants to do. The educated person is an accomplished participant, listener, and spectator. The concept of recreation presented here diverges sharply from the viewpoint of some that recreation consists entirely of activity in one form or another. Intelligent appreciation can be just as recreative as participation. Both are a part of education for leisure.

The third is learning to derive recreative values from the task at hand, whether it be work or play. The school has the task of engendering a philosophy or a point of view which is so much a part of a person's habitual way of thinking and acting that he captures recreative values in a natural manner from his everyday activities.

Finally, there is the matter of learning to appreciate beauty. Everyone craves beauty but everyone does not know where and how to find it or how to create it. The school can have a tremendous influence upon the appreciation of beauty. One thing it can do is provide a pleasing school environment. The school can also give the child experiences in beauty and the realization that true beauty is not costly but can be found everywhere.

Recreation thru the school is literally as broad a concept as all education. Certainly it is clear that the values we desire to gain thru the school curriculum cannot be obtained thru some class that is designated in the course of study as "recreation." Education for leisure cannot be achieved that way.

Meeting the Special Needs of the Individual Child

MEETING THE SPECIAL NEEDS OF THE INDIVIDUAL CHILD

ETHEL KAWIN, DIRECTOR OF GUIDANCE, PUBLIC SCHOOLS, GLENCOE, ILL.

All guidance is based on recognition of individual differences. Children differ physically, mentally, socially, and emotionally. These differences are apparent from birth. By nursery school age they are quite obvious. At the kindergarten and first-grade levels they can be readily ascertained. Every school should plan to discover the outstanding individual differences of its pupils as soon after school entrance as possible.

These individual differences constitute a vital challenge to the school.

- (a) We must study each child.
- (b) We must record facts about him.
- (c) We must see that these facts function in our handling of the child.
- (d) We must develop a mentally healthful attitude in our schools toward the individual differences found.

PLANNING FOR THE EXCEPTIONAL CHILD

MALCOLM FINLAY, PSYCHIATRIST, PUBLIC SCHOOLS, WINNETKA, ILL.

If we are going to deal adequately with an exceptional child, it is first essential to know the child as he actually is in the classroom, school, and community and not as we think he should be. To understand the child it is important to know his limitations and the stage of development that he happens to be in at any particular time. Some of these limitations are definitely fixed and we cannot hope to bring about any improvement. Other limitations can be altered and improved thru various types of work with the child. These should be discovered and appropriate steps taken to bring about the improvement. If we are to help the exceptional child, it is important to know his assets and potentialities. Many problems can be solved if the teacher will take time to hear from the child himself his own attitudes and feelings toward himself and his life situation.

In attempting to understand the various parts of a child's personality make-up, a convenient division consists of the physical, intellectual, social, and emotional aspects. Of these, the physical side is better appreciated than any of the others. In the intellectual phase an essential part of any study should include one or more tests of proved merit. These have played so large a part in the development of our educational program in recent years that to feel that they can be discarded now because some worthwhile experiments indicate the IQ can be changed is hardly facing the realities of our educational growth in a satisfactory manner.

Considering the social side of the child's development, it is important to keep in mind that the school is the principal social force in the child's life once he begins to get outside his immediate family circle. However, in dealing with the exceptional child, it is important to keep in mind that there are other resources in the community that can be used with telling effect in not

only gaining a better understanding of these children but also helping them to work out many of their problems. Here we have in mind the various character building institutions such as Boy Scouts, Camp Fire Girls, 4-H Clubs, and Y. M. C. A. Churches, fraternal organizations, and service clubs can be helpful and offer a definite contribution wherever they can make contacts with either the child or his family. Welfare societies, especially where help for the family is an important part of the solution of the child's problem, can conveniently do some things that most schools are not in a position to carry out. The family physician may be able to give insight into a child's family situation that the school is entirely unaware of, both from a constructive point of view and from appreciation of limitations through which one may be able to work in a family. Child guidance clinics are always helpful in getting a thorough understanding of a child's problem and in making plans for treatment. One of the most important resources is the family itself. Cooperation between a teacher and the parent can offer more than anything else.

In dealing with the child's emotional life it is important to keep in mind that his emotions are the motivating and driving forces of all his life activities. There are three things that will be helpful to the teacher in dealing with the child's emotional life. First, a feeling on the part of the child that the teacher is interested in him and the things he likes to do can do much to help the child work out his difficulty. In giving a child special help and attention, it should be done with the desire to help and see the child succeed and not because he has failed in some subject or task that has been assigned to him. Second, it is important for the teacher to find the things that a child likes to do and start working in these areas if he is going to help him eventually to work in areas of his experience where he is having difficulty. Third, forcing a child to do things that he dislikes or fails at only tends to build up additional resistances against even trying to carry out those types of activity. In dealing with a problem of this type it is necessary for the teacher to seek out the things that the child likes to do and then gradually begin to bring into the child's experience these other areas where he has had difficulty as the child himself feels a real need for them.

Newer Instructional Practices of Promise

This session, presided over by W. E. Peik, dean, College of Education, University of Minnesota, Minneapolis, Minnesota, was devoted to a panel discussion.

N. E. A.'s Program of Teacher Welfare

N. E. A.'S PROGRAM OF TEACHER WELFARE

AGNES SAMUELSON, EXECUTIVE SECRETARY, IOWA STATE TEACHERS ASSOCIATION, DES MOINES, IOWA

For more than eighty years the National Education Association has been active in promoting the professionalization of teaching. While we are concerned about next steps to be taken in our individual states we do well to recognize at the outset that the leadership of the N. E. A. has been constant and effective. Results have been secured and gains are being made all the time.

In his 1939 report, Secretary Willard E. Givens set forth the policy under which the N. E. A. program of teacher welfare has developed. He pointed out two major avenues for the improvement of our educational services. The one way was the continual discovery and more skilful use of methods. The other way was the gradual lifting of the standards for the situation of the personnel and of the conditions surrounding employment. Increase professional competency and advance the status of teaching.

The N. E. A. looks upon professional craftsmanship and teacher welfare as belonging together as related and coordinate functions. To that end it assists local and state associations, promotes educational interpretation, provides information on all educational subjects, analyzes tenure and retirement legislation, and carries on all the time in many activities and services.

The N. E. A. has a division of welfare which is being developed under the immediate supervision of Secretary Givens. He helps to coordinate the other divisions of the staff in their teacher-welfare activities. The Association works toward the improvement of the economic status of the teaching profession. It is helping to establish standards in tenure, retirement, certification, teacher education, academic freedom, ethics, and equal opportunity within the profession. The publications on various aspects of teacher welfare are authoritative and in wide demand. They are exceedingly useful to us in the state and local associations. They constitute an invaluable library in themselves.

Committees in the areas of tenure; retirement; salaries; equal opportunity; and supply, preparation, and certification are active. Most of them have a long record of splendid service.

It is my fervent hope that a full-time worker can be placed in charge of the division of teacher welfare before long. If we can secure enough new memberships, the item may be added to the budget soon.

Pan-American Relations in Education

PAN-AMERICAN RELATIONS IN EDUCATION

BEN M. CHERRINGTON, CHIEF, DIVISION OF CULTURAL RELATIONS, U. S.
DEPARTMENT OF STATE, WASHINGTON, D. C.

Perhaps in no period of our history has there been a greater need than today for cooperative action among the nations of the western hemisphere in order to preserve the principles on which they were founded. Sound inter-American relations, always desirable, are now a necessity. The contrast between the spiritual unity and peaceful collaboration the American republics have jointly achieved and the tragedy of the brutal events in other continents should not be cause for smug satisfaction. Cooperative peace is not a static international condition. It was not created by hoping for it nor can it be maintained by extollings. Pan-Americanism is a living movement and like every living movement it requires continual and progressive cooperation to sustain it.

We should candidly examine the basic requirements for enduring peace between the free and equal states of the Americas. We must see the problems that remain to be solved and analyze, understand, and dissolve the inevitable differences of thought that exist between any one national entity and another.

International relations divide themselves into three main fields—political, economic, and cultural. On the political side of inter-American relations, until recent years the United States has tended to follow an independent policy. The Monroe Doctrine was interpreted unilaterally. It is only in recent years that the United States has departed from its unilateral policy in favor of the cooperation envisaged by Simón Bolívar more than one hundred years ago. Since 1928 great progress has been made in the development of political cooperation among the American states. The outbreak of war last fall found the American nations ready with common machinery for immediate cooperative action to serve their common ends. The political aspect of inter-American relations therefore can be described as growing in scope and adequacy. It presents a dynamic system, unfettered by complex legal formula, designed to prescribe in advance of the event the course the Americas must take. Under its provisions for consultation and guided by the broad principles laid down in treaties and conventions for maintaining peace the American republics are free to create those agencies and adopt such common policy of action as the exigencies of international developments may call for.

In its economic phase inter-Americanism is confronted with many complex problems, most of which arise from the fact that the other republics are to a great degree dependent upon foreign trade and that their chief exports are limited to one or two commodities. The problem of inter-

American economic cooperation therefore is not so much one of immediately expanding United States sales as the necessity of finding new and adequate markets for the exports of the other American republics. An inter-American finance and economic advisory committee has been working on these problems since last fall. It has made provision for an inter-American bank. These developments bind with the project for coordinating the exports of all the American nations and afford substantial hope that the problems in this area will be met.

It is not enough that the governments in their official relations shall follow the good-neighbor policy; it is essential that the peoples behind the governments themselves shall become good neighbors. It is important that the people of North and South America shall understand and appreciate each other's intellectual, literary, and artistic ideals. Out of understanding and appreciation come lasting friendships. The Division of Cultural Relations in the Department of State has been created to stimulate and assist the educational, scientific, and artistic institutions of our country in the exchange of the best things in our civilization with our neighbors in the other American republics. The work of the Department of State in cultural relations is not propagandistic in the popular sense of the term, which carries with it implications of penetration, imposition, and unilateralism. On the contrary, its activities rest upon the essential reciprocity of cultural relations. As a result of conferences convened during last fall by the Secretary of State, well-developed programs of inter-American exchange are under way, sponsored by the leading institutions of the United States in the fields of music, art, literature, higher and secondary education, public health, and medical services. To provide liaison between the Department of State and the numerous private agencies of our nation, a small general advisory committee to the Department has been appointed by the Secretary of State. Many special committees representing the previously mentioned activities and others have been created to stimulate and coordinate inter-American cultural activities.

In all three lines of inter-American relations encouraging progress has been made. Politically and economically we now have the machinery to deal vigorously and adequately with our problems. Culturally we are becoming more and more sympathetically conscious of the civilization and peoples who make up the western hemisphere. The most clear and solid fact that emerges from cultural relations today is that suspicion has been replaced by cooperation; fear, and hostility by a feeling of friendship.

If, as Secretary Hull envisaged in a recent speech, the tragic debacle in the Old World leaves to us in the New World the responsibility of guarding the achievements of western civilization we must not and we shall not fail that trust.

Safety Education

A SAFETY PHILOSOPHY FOR TEACHERS

W. H. CAMERON, MANAGING DIRECTOR, NATIONAL SAFETY COUNCIL,
CHICAGO, ILL.

The lives of many young people are sacrificed because something is lacking in their education. They have been prepared for life's activities, but they have not been taught how to stay alive. It is no paradox to assert that in order to enjoy the things in life that we know are so important, we must stay alive. We can keep our children alive, not by teaching them a cowardly fear of danger which will make them run from both seen and unseen hazards, but by a clear-eyed understanding of the circumstances of life and a knowledge of how to meet danger. Safety teaching can be made a strong stimulant leading the child to newly aroused capabilities and ambitions. Someone has said that if he had only five minutes in which to escape from deadly foes, he would take three of those minutes to make a plan of escape. Safety lessons are plans of escape. The child who has learned them does not become bewildered and lost. He is not ridden by fears and senseless worries, but has, on the contrary, deep in his consciousness, basic habits and rules of conduct that enable him to meet swiftly any threat of danger.

We are agreed that order is civilization's first law. All education is bent to the purpose of establishing control of both the physical and mental forces of life and leading them to a progressive world order. But an accident is something that interferes with orderly procedure. The safety movement, therefore, lies at the very base of life and civilization. Safety for the individual guarantees that he will have full opportunity to develop and enjoy whatever life may offer. But physical safety is only a part of the larger problem. Safety is also a moral problem. The whole ideal of safety demands that the individual—child or adult—shall be strong in body, clear in mind, and courageous in spirit, so that he can take his full part in the purposeful activities of a progressive world. The principal work of the schools must always be to prepare youth for these activities of a well-ordered life, and that preparation means an integration of safety with every subject of which it is a logical part.

I wish to quote words of the special Committee on Safety Education of the White House Conference on Child Health and Protection, as revised and brought up to date to state the general objectives of safety education for all school grades:

1. To develop an appreciation of the need of personal safety and its relation to adventurous living.
2. To develop an appreciation of the relationship between personal conduct and the safety of others and a willingness to act in accordance with that understanding.
3. To develop an appreciation of the necessity for group control in the interests of safety and a willingness to cooperate in sound safety activities suggested by official and private agencies.

4. To develop an appreciation of the relationship between physical and mental fitness and safety.

5. To give children and youth opportunities to develop habits and skills essential to their protection from the hazards of their environment.

We must develop safety consciousness by appealing to the imaginations of children. We must paint pictures of what they want to be safe for. When their opportunities come, they want to be capable of meeting them fully with all that life and health can promise. Safety should be taught as an attitude and as a habit of mind that applies thruout every study subject and life activity. The logical place to intensify our safety drive is where we have found the greatest response to safety teaching—with the children. I do not suggest that we abandon safety work among adults, but I do feel that the future surely holds something infinitely better. We can so concentrate upon safety instruction of childhood in all the educational units of our country that in one or two generations a race of people will walk the streets that truly will be "safety-minded."

Safety education can be made important in stimulating child self-reliance. One of the best examples, used in many schools, is that of having the children map out the safest route to and from school. Such a procedure gives free rein to individual thought and action and develops judgment by giving the child an opportunity to study *reasons*.

In secondary schools we deal with adolescents impatient of restraint. Yet this obstacle should be only a challenge to our efforts. Some communities have made excellent use of high-school children in conducting home safety and fire inspections. Inspections of the school buildings and grounds can be organized with groups of selected students in rotation. In several communities groups of junior high-school students have developed sets of bicycle safety rules for their own use. Students in one community organized a sportsman's safety club of more than one hundred members to promote the safe enjoyment of camping, hunting, and fishing. The development of so-called "safety courts" has reached a high point of effectiveness among some groups of secondary-school students, particularly in connection with traffic problems.

The young people in our secondary schools are the drivers of the new generation. It rests very largely with our schools whether these young drivers go out upon the roadways with a true understanding of the responsibilities and proper restraints of driving a motor vehicle or with an ignorance and an uncontrolled mental attitude that may prove disastrous.

THE INSPIRED TEACHER INTERPRETS THE CURRICULUM

MARY MAY WYMAN, DIRECTOR, HEALTH AND SAFETY EDUCATION,
LOUISVILLE, KY.

The teacher must have a vision of what education in safety can mean to the individual child and to the community. He must think in terms of child life—life at school, at home, on the playground, and everywhere that children go. The teacher must visualize the child as he is today, in all

his activities, and must help him develop habits and attitudes that will make life more enjoyable today and will enable him to live more fully as an adult. He must believe that citizenship is our goal and that safety is a part of this American citizenship we hold so dear. He must realize fully that safety is not an end unto itself, but is a part of the equipment for more and better adventures, for more wholesome living, and for greater service.

The successful teacher of safety must have attained a degree of proficiency in engineering his own life for safe living. He must be safety-minded. He must be able to recognize problems before they interfere seriously with living. The teacher must be able to analyze these problems, to set up tentative solutions, to evaluate, and to select a best answer for a trial solution. The successful teacher must be able to do for himself what he expects to guide others to do for themselves and the community.

There is a definite field of subjectmatter in safety with which the teacher must be familiar. Education in safety is more than acquisition of facts, but knowledge is necessary for intelligent life. One who understands oxidation, low kindling points, and friction, if he has safety attitudes, is much more apt to keep his home free from fire. To him the words "spontaneous combustion" are full of meanings derived from many experiences. He has a rational background that strengthens habits and desirable attitudes. The inspired teacher will acquire this background at once. He will reorganize scattered bits of information in relation to the problem.

The inspired teacher must not only know the community, but must be willing to see it in perspective. He must be willing to be an evolutionist rather than a revolutionist. He will remember that it takes at least a decade to rear a group of safety-minded young adults who desire safety for all.

Safety education cannot be taught by preaching, talking, or reading about it. The inspired teacher knows that education in and for safe living is a program of participation. He will discover situations and present them in such a way that the children think they discovered these problems. Under his guidance, the children themselves will work out solutions.

Where are such problems to be found? The schoolroom, the playground, the lunchroom, and the way to and from school offer an abundance of materials. Real children and their real problems—these are the basis for the curriculum. Safety education offers the finest example of any for real student participation. Even kindergarten children can solve the problem of how best to pass scissors, how to carry a chair, what to do with the occasional broken milk bottle, and how to act at the drinking fountain.

Finally, the inspired teacher in his interpretation of the curriculum utilizes and even seeks opportunities to bring the children's parents into the safety program. The ingenious teacher finds many ways for enlisting parents.

School administrators and supervisors, too, are teachers; we hope they belong in the class of inspired teachers. Those charged with the responsibility of the safety program must realize that the school is a part of the community. Many forces in the community can add to the effectiveness of the safety program.

TEACHERS' AND ADMINISTRATORS' LIABILITY FOR ACCIDENTS

HARRY N. ROSENFELD, BOARD OF EDUCATION, NEW YORK, N. Y.

From day to day the profession has become increasingly interested in the problem of teachers' and administrators' liability for accidents, and with good reason. The first reason is that it may involve a teacher or principal in large judgments which he must pay out of his own meager salary. There is another effect of negligence upon school administration. Determinations of negligence are made by laymen, either a jury or a court, who are neither interested in nor aware of our professional jargon.

The effect of a court decision on negligence or liability is a matter of direct concern not only to administrators and boards of education, but to every classroom teacher. It is one of the few instances in which the public at large, as represented in its courts and juries, has the direct power to pass upon our professional activities in school. Here, if no place else, is the teacher or supervisor held up to public scrutiny by laymen. It may be psychologically sound, for example, to assign the school problem boy as a traffic patrol or safety cadet, but legally dangerous. We have no right to subject school children to irresponsible guardians. The problem, therefore, has a triple aspect: (a) the personal financial responsibility of the teacher; (b) the professional responsibility to present to the public a sound educational curriculum satisfactorily administered; and (c) the moral obligation of performing our jobs in such a fashion as to protect the lives and well-being of our pupils.

One is always liable for his own negligence. If I were to be driven to work by my chauffeur who negligently ran over a pedestrian, suit could be brought against me, as the employer. However, there is nothing to prevent the injured party from suing the chauffeur himself. It is the same with teachers, altho a teacher, and in the law "teacher" means "principal" and "superintendent" as well, has special immunities from judgment, in cases of corporal punishment, libel, and perhaps in certain cases of enforcement of school rules. But apart from these special immunities, he is no different from any other person and is always liable for his own negligence. Cases have been brought jointly against the schoolboard and a teacher or principal, to have the board go scot-free and the teacher held liable. In many other cases where only the board was sued, the courts have held that the teacher, had he been sued, would have been held liable. Not only is a teacher liable for his own negligence but also teachers may not be reimbursed by their boards of education or trustees for expenses incurred either in defending suits for the recovery of damages due to their negligence or in the payment of judgments in such cases. Altho New York and New Jersey have adopted statutes guaranteeing to their teachers such reimbursement, in the forty-six other states in the absence of such statutory authority it would seem extremely dubious that such compensation can be made.

To determine the question of liability it is necessary to realize that liability is a conclusion of law, and depends upon the fact of negligence. In any dis-

cussion of negligence one must bear in mind a basic principle of American jurisprudence, the right to personal security from injury. In its broadest sense, negligence can be defined as the failure of one person to act in relation to another person in terms of this right of personal security. Negligence embraces two essential concepts, the first of which is the "reasonable prudent person." This is a mythical figure and cannot be said to be the "average" or "normal" person. For the identification of this "reasonable prudent person" the law has evolved a standard which perhaps is easier to state than to apply. If one could or should anticipate an accident, then the failure to act in terms of such anticipation is negligence. One need not have anticipated the specific injury or accident that did occur, as long as some accident might have been foreseen under the circumstances.

Merely because an accident occurs, however, does not mean that someone has been negligent. There are some pure accidents of fate, for whose occurrence no one is responsible. Negligence is gauged by the ability to anticipate danger, in the ordinary exercise of reasonable prudence. The key to the standard for reasonably prudent action is the ability to foresee danger from the circumstances at hand. If no reasonable man would foresee some danger, then the mere occurrence of an injury cannot be attributed to carelessness.

There is another essential concept—"under the circumstances." What would be reasonable to expect under some circumstances could not reasonably be foreseen under others. Teachers are in the place of the parent, *in loco parentis*, and must act as reasonably prudent parents would act. This means that it is even necessary for a teacher to protect a child against his own childish pranks or inclinations.

The likelihood of negligence varies with one's position. For example, a principal may be liable for a negligently conducted school dismissal, but not necessarily the teacher, since the teacher's duty was restricted to his own class, whereas the principal's covered the entire school. Naturally the scope of one's authority in great measure determines the character of his duties, and therefore, the kind of actions necessary to be taken to avoid the charge of negligence. The occurrence of an accident does not necessarily mean that someone is liable. It is necessary to prove that someone has been negligent. Even if one be negligent, there are certain legal defenses which may avert liability. The negligence must be a proximate cause, or a substantial factor, in bringing about the injury.

There is another legal defense called "assumption of risk." Participation in certain activities assumes the normal risks incident upon them.

Still another defense against liability is negligence upon the part of the injured party, which contributes to the injury complained of. Contributory negligence is the failure to act for one's own protection as a reasonably prudent person would under the circumstances.

The last defense is called *vis major*, or an Act of God. Accidents caused by uncontrollable events of nature or the elements are not attributable in law to the negligence of any individual, unless that individual's carelessness did in fact contribute to the danger.

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 installment 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 1939-40, 179 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
- 1940 Milwaukee, Wisconsin, Amy H. Hinrichs

TWELFTH ANNUAL LIFE MEMBERSHIP DINNER

THE TWELFTH ANNUAL N. E. A. Life Membership Dinner was held Monday evening, July 1, 1940, in the Crystal Ballroom of the Schroeder Hotel, Milwaukee, where three hundred and forty-eight Life Members and their friends enjoyed an evening of entertainment and inspiration.

President Amy H. Hinrichs presided; Caroline S. Woodruff, past president of the Association, offered the invocation; and Joy Elmer Morgan, editor of the *N. E. A. Journal*, served as toastmaster. Special music was furnished by Madame Diana Gaylen.

J. W. Crabtree, secretary emeritus of the Association, and Carroll G. Pearse, past president of the Association, were special guests of honor, presented by Cornelia Adair and Frederick M. Hunter.

The program was dedicated to the twentieth anniversary of American Education Week, and the main addresses were delivered by Raymond J. Kelly, national commander of the American Legion, and Mrs. William Kletzer, president, National Congress of Parents and Teachers, the two organizations which cooperate with the National Education Association and the United States Office of Education in the American Education Week project.

INVOCATION

CAROLINE S. WOODRUFF, SECRETARY, VERMONT EDUCATION ASSOCIATION,
CASTLETON, VT.

O God of truth, and of love, and of might, the strength of our life, to whom we turn in great crises and in the commonplace things of every day, to whom we as teachers of childhood and of youth look for guidance in our daily walks, help us to be glad, and to find joy in our work and in all our associations with our fellows. May we not shrink from the things that seem hard, knowing that out of struggle comes strength. Help us to give cheer and encouragement as we touch the hands and lives of our associates.

In this most solemn hour since time began, when half the world seems mad, give us understanding hearts and steady minds.

We thank and bless Thee for the fellowship of this group and of this hour. May our coming together lead us to recognize more fully the peculiar responsibilities that are upon us—the great teaching profession. Give us strength to think wisely and courage to act fearlessly, with an unfaltering faith in the ultimate right solution of the problems before us.

In the name of the Great Teacher, Amen.

THE SCHOOLS' NATIONAL DEFENSE OBLIGATIONS

RAYMOND J. KELLY, NATIONAL COMMANDER OF THE AMERICAN LEGION,
DETROIT, MICH.

Those who deal with the formative years of the boys and girls of our nation for six or more hours a day for an average of nine months each year are vitally important in assuring the preservation of the American way of life.

To protect and to defend these institutions of a free America it is highly important that our future citizens appreciate the realities governing such protection. What are these realities? First, each American boy or girl as he approaches adulthood and citizenship must be honestly convinced that our form of government and what it represents most nearly approximates the ideal in providing the means for individual human happiness and well-being. The stocking of the American mind with this conviction is an obligation of our schools.

Second, the realities of the relationships between nations and peoples in a selfishly materialistic era of mankind must be impressed upon the minds of our future citizens. It is tragically futile for us to continue to teach the undoubted beauties of international peace and goodwill to our own people, when in opposition to such ideals we have most of the countries across the oceans indoctrinated with belief in the efficacy of the mailed fist. This disciplining of young America's mind to the undistorted and hard-bitten facts of a material conception of the twentieth century is an obligation of our schools.

Third, our young men and women must appreciate that along with the privileges of American citizenship, and there are none greater, go the duties of such franchise. Beneficiaries of our way of life, by every law of gratitude and fair dealing, owe their allegiance to it, and with this debt goes their unqualified responsibility to defend the nation which has provided our liberties and our opportunities.

Other generations before these young men and women, who are now approaching American citizenship, in many cases offered and gave their lives to the end that this nation might survive and prosper. There must be no change in the individual attitude of our future citizens which would lead them to believe that the defenses of a free America can be assured without similar sacrifice on their part. The impregnating of the juvenile mind with the fundamental duty of the American citizen to bear arms in defense of his country is an obligation of the schools.

Our educational system always has been and must continue to be the all-important factor in assuring an adequate national defense for the country. The heart of any educational system is composed of those who administer and perform its instructional routine. These men and women educators constitute the system. The nation looks to them for the preparation of the mental attitude of the future which will make possible the defending and the continuance of a free America. Not only must the schools prepare the individual boy and girl for their place in adult society, but they

must serve the nation as a whole. They are not true to this trust unless our youth are universally firm in their desire to rise to the defense of the nation. But it is going to take more than willingness to serve and more than inculcation with the wish to repel the enemies of the republic. It means that the necessary physical hardihood and trained effectiveness must be present in all our citizenry of the future.

Today we find an aroused America considering plans for some form of training along military and industrial lines for our young men and women. The reason that such compulsory training programs are meeting with favor in many quarters in a free country where the rights and wishes of the individual have always been of paramount importance is that we are a frightened people. We are willing to clutch at any kind of straws if they will promise safety from aggression and subversion. We rush to stem the flood of many years of neglect.

The American Legion is composed of men and women who to some degree or another have known war. Naturally the reaction of this organization of more than one million veterans to the subject of compulsory military training is of wide interest and will exercise a great effect upon the possibility of the program's adoption. It is accordingly interesting to explore among the roots of American Legion history, and dig out the thought of the World War veteran immediately after the Armistice.

The American Legion was organized in the spring of 1919. At its first national convention in November 1919, these young veterans to whom the memory of the difficulty of their service was still fresh, went on record for "a national military and naval system based on universal military obligation, to include a relatively small regular Army and Navy, and a citizen Army and Navy capable of rapid expansion to meet any national emergency." A year later the 1920 Legion national convention declared: "The examination of young men called under the selective service act demonstrated a high percent of physical disability and also illiteracy among both native and foreign-born, indicating the necessity for a system of compulsory universal training of young men which should tend to obviate this deplorable condition in the future. Therefore, we recommend the adoption by the Congress of a system of compulsory universal training which shall include physical training, educational training, and Americanization, as well as efficient military training to form a foundation for future extended military training in time of war."

It is easy to see from these resolutions that men just out of our World War armed forces felt keenly about the tragic inefficiency of raw and untrained human material being hurled into the maelstrom of any future war in which this country might become involved. They also knew and appreciated that with the customary American complacency when emergencies have passed—the letdown which always follows moments of supreme effort by as emotional a people as our own—that it would be difficult to prevent the rusting and disintegration of the once powerful United States armaments of 1917-18. Such national do-nothing complacency did occur and we are

today now paying the enormous price of trying to catch up. The Legion's warnings went unheeded.

We have what we call the American way of life. The blessings and happiness which go with it are unquestioned. We have the intelligence to note that it has deficiencies, that it is not perfect, but we also believe that this same intelligence will enable us to solve these problems. This American way—the creed of a free and liberty-loving people—can survive only if it possesses the strong and abiding loyalty of the individual citizens of our republic. In the hands of our schools and those whose duties it is to administer their affairs rests the great responsibility for the continuance of this loyalty and for the keeping of this faith. It is a grave obligation for future generations which rests in the hands of hundreds of thousands of loyal teachers in our educational system.

The American Legion believes that it is the responsibility of every citizen to see that the young men and women of America are given every opportunity for a full and complete education. Many of those who for twenty years have served the National Education Association and the American Legion and who have been familiar with the policies of these two organizations know and appreciate the close cooperation which has prevailed between them. Since 1921 the American Legion has functioned mutually with the National Education Association and the United States Office of Education in the promotion of American Education Week. I pledge you the continuance of our effort. Many of you will recall the assistance of many of our 11,600 posts in protecting the facilities of education during the trying retrenchment days for the schools in the period of 1930-34.

The American Legion is proud of the fact that for twenty-one years it has been a flag-waving organization. We are proud that we have helped to keep alight the torch of observing patriotic holidays and occasions. We are proud that we are vigorously noisy in letting our fellow citizens know that we love America. We never believed there was any reason for being ashamed to show outward affection for America and for what our country stands.

The American Legion has faith in the future of this country and in the patriotic devotion of our future citizens. Only would our faith diminish should the day come, and God forbid, when our youth of high-school age no longer desire to visit Mt. Vernon and pay their homage to the memory of George Washington and when our boys and girls no longer yearn to view the hallowed sepulcher of the immortal Abraham Lincoln. When patriotism ends, our country dies. When hero worship of our country's great ceases, what was once the United States of America will be just so many square miles of rock, earth, and water. When the boy or girl of humble origin feels there no longer exists the opportunity to rise thru his own efforts, the day of despair and hopelessness will be upon us. To you falls much of the job of selling the heritage and meaning of America to young Americans. Education's faithfulness to this trust is in the hands of the unsung men and women patriots who are on the firing line of the teaching profession.

THE P.T.A.'S INTEREST IN AMERICAN EDUCATION WEEK

MRS. WILLIAM KLETZER, PRESIDENT, NATIONAL CONGRESS OF PARENTS AND TEACHERS, PORTLAND, ORE.

From the beginning American Education Week was initiated to stimulate interest in the work of the schools. It was resolved that this week be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting their needs. This resolution was adopted in 1921, and today the influence of American Education Week extends to the most isolated schools in the country. The question now arises as to how this widespread influence came about. Was it due merely to the purposes of this program? Splendid as they may be, these purposes were not the sole reason, for the strength and vitality of any educational program depend less perhaps on its intelligent approach to the problems it faces than on the unity and cohesion that exist among groups who promote it. Educational programs which do not embrace those forces which penetrate deeply into our public life seldom attain a vigorous national life. Realizing this fact and believing wholeheartedly in the objectives of American Education Week, the National Congress of Parents and Teachers became its sponsor jointly with the American Legion, the United States Office of Education, and the National Education Association. It was and is our wish that this educational program be vital and that it should not suffer extinction because it was deficient of so large a segment of the public as represented by the parent-teacher organization.

If this was the reason for our interest when we began to cooperate in American Education Week, it has today become even more important to us as parents and teachers and, we feel, to the nation as a whole. One important part of our needs has been met. We are no longer puzzled by the purposes or objectives of education in American democracy. These have been accepted and are being incorporated into our programs in home, school, and community. But to believe in the purposes of education is not enough. We must make these statements a public treasure, thoroly intelligible to everyone; we must translate them into the everyday activities of "our town." They must become a living element in every schoolhouse and home, in every organization and institution which is part of American life. And this goal can only be reached thru the cooperative endeavor of those groups which make up the American people. This is why we rededicate ourselves anew to the ideal inherent in American Education Week. I do not speak as a private citizen but for millions of citizens who believe in public education and the democratic principles and practices upon which it is predicated.

Are these programs, translations, and interpretations of education and the needs of education divergent? If not, where do they meet? Where do they overlap? Where do they fail? Where do they succeed? How can we as education groups meet together and exchange our ideas, pool our resources, and thus hasten and strengthen our individual endeavors? Here

lies the reason for the P.T.A.'s interest in American Education Week, for it gives us an opportunity to answer some of these questions, analyze our common problems, and plan a program which focuses the attention of the entire population upon the needs of public education today. Thus do we have the opportunity to mobilize our resources for the common defense and for the common good, to do those things which need to be done if the purposes of education are to be realized. Thus do we plan our defense measures and erect defense structures in home, school, and community. This is the primary reason for our interest, a reason beyond the obvious one which I shall merely mention. Naturally, we would be interested in any program which attempts to relate the public schools to the community, especially since it is now observed annually. But far more important, American Education Week presents an opportunity to various institutions and organizations for interaction, and it is upon interaction that the preservation of our democracy depends.

Our epoch calls for a new and more anxious attention to the practical outcomes of schooling. More than ever before must we emphasize the purposes of democratic education. We must take advantage of every opportunity to acquaint the public with the work of the public schools. We must strive to stir the thinking of the taxpayer and get him into the school to acquire a clearer understanding of what is being attempted in the schools and in the light of this understanding to observe their progress. We cannot do this as individuals. We cannot accomplish this as isolated groups. We must then combine our individually weak forces to progress and to enjoy life in common.

As human beings we are subject to the great doctrine of cooperation and of mutual aid which grants us the best chances of survival. This has been true since primitive times and it is true at the present time. Only by supporting our common ideas and common objectives can we succeed. Common agreement is ours. Thru common efforts we shall succeed. Only an entire nation can join in a great movement, and the only movement worthy of the adjective "great" is one which embraces the various elements that comprise a nation. If we as groups and individuals persist in standing alone, we run the risk of perishing alone. If we unite our ideas, we increase in resources and in the assurance that the goodwill in our programs will be done. We have already demonstrated our power to identify and unify our thinking and out of these processes to state clearly the purposes for which we as groups are organized. Only by prolonged and penetrating work can our educational system absorb the purposes of education in American democracy and provide our children with a clear and safe guide for living. American Education Week, then, becomes a technic for realizing, as far as possible, our alluring goal. Have we the will amidst strife and confusion to unite and meet the supreme test which lies before us, to live the purposes of education, to see them alive and functioning in every school in our United States? Let our spirit not wander. Let us not find ourselves, in the words of Matthew Arnold, "between two worlds, one dead, the other powerless to be born."

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 102 members selected at large by the Council; 52 members—one from each state, district, or territory elected by the state, district, or territorial education association; two *ex-officio* members—the United States Commissioner of Education and the executive secretary of the National Education Association; and one member elected from each department of the National Education Association.

The officers of the Council for the year 1940 are: 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, 65-30 Kissena Boulevard, Flushing, N. Y.; EXECUTIVE COMMITTEE: A. L. Threlkeld, Superintendent of Schools, Montclair, N. Y. (term expires 1941); Mrs. Edith B. Joynes, Principal, Robert Gatewood School, Norfolk, Va. (term expires 1942); 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	1918:135-149	1930:199-245
1882: 77- 87	1895:430-509	1907:329-454	1919:675-739	1931:275-311
1884:Pt. III:1-67	1896:393-470	1908:313-500	1920:107-190	1932:221-257
1885:405-551	1897:317-583	1909:331-435	1921:269-368	1933:225-266
1886:259-331	1898:489-588	1910:307-375	1922:349-574	1934:229-262
1887:255-328	1899:380-529	1911:331-476	1923:425-551	1935:225-248
1888:251-321	1900:297-364	1912:499-605	1924:350-428	1936:137-154
1889:345-440	1901:349-499	1913:355-424	1925:266-336	1937:153-170
1890:287-364	1902:306-408	1914:293-404	1926:281-327	1938:131-149
1891:275-378	1903:301-376	1915:527-627	1927:247-292	1939:175-194
1892:745-806	1904:333-377	1916:195-287	1928:221-262	
1893:925	1905:271-340	1917:129-219	1929:229-274	

ST. LOUIS MEETING

THE RELATION OF THE TEACHER TO AMERICA'S CHANGING ECONOMIC PATTERN

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Thesis One

IF THE ECONOMIC FACTS are presented adequately the American public will put the education of children first.

1. The same amount of money spent on education will produce greater returns than equivalent amounts spent on pensions.

2. The money spent on education will produce more security for all than the same amount of money spent directly for security.

3. Teachers and educators in general should stand for adequate pensions if and when the American economy can supply them.

4. Whenever a choice must be made between further support of the old and the education of the young, the answer must always be "children first."

5. There is a school of popular economists in this country who think it is desirable to increase the spending of public funds. Certainly this school should raise no objection to the contention that spending money on education will be just as effective as spending it on pensions or any other activity.

6. There is still a strong group of economists who believe that it is important to save our money and our other assets. Certainly this school of economists would insist that it would be far better to spend money on education than on pensions. Education would be conserving the assets for the future.

Thesis Two

The best way for the teacher to promote economic welfare in general is to promote better education.

1. Money spent for the right kind of education more than pays for itself.

2. In other words, if the people of this country supply an adequate amount of the right kind of education, there will be more money left to buy other things than if such adequate education is not provided. Any country that wants to make the income of the country the largest possible will have to supply completely free education at all levels.

3. As long as some individuals are prevented by lack of education from being in the occupation where they could produce the largest amount, lack of education is holding down the national income.

4. We are far from effectively free education in the United States at the present time. In a recent study finished in the city of Milwaukee, it was shown that most of the able boys and girls who have graduated from high school were not able to go on to college. The expense of college training was the reason.

5. In a study made for the Educational Policies Commission, it was shown that even our high schools are far from free. The best estimates available show that about 900,000 boys and girls are deprived of high-school education because of lack of money.

6. Effectively free education for all persons, then, is one of the best ways to promote the maximum economic welfare of the country.

Thesis Three

The best way for the teacher to promote his own security is to develop a type of education that functions better in the lives of all the students.

1. The general outline of the educational system we use was made for about 10 percent of the population. This was the 10 percent that had high abstract verbal ability and in general were going on into the professions.

2. Our present education may not be a bad education for this 10 percent.

3. A large part of education today is not defensible as far as 80 or 90 percent of the population are concerned. A surprising proportion of the public is beginning to discover that the thing called "education" is not functioning adequately in the lives of the other 80 or 90 percent of the population. This is the real reason that it is so hard to get adequate support for education today. Much of the education provided is not satisfactory.

4. Even a generation ago the report on the Seven Cardinal Principles stated that schools should be built around such areas as health, work, leisure, food, clothing, and shelter. The Educational Policies Commission report states much the same thing; and all the great educational reports which have been published since the Cardinal Principles and before the Policies Commission report have agreed.

5. Until we build an educational system designed for the 80 or 90 percent—this means, built around the major functions of life, such as health, work, and leisure—we will never get adequate support for education.

6. The best way, then, for the teacher to insure his own security is to make education more functional in the lives of the students and the community. As a matter of fact, this is the only way to obtain real security.

Thesis Four

When the last buffalo disappeared, that was not the end of the frontier.

1. Much has been made of the passing of the physical land frontier in the United States. Many persons have erroneously assumed that that meant the era of expansion and development was over. It took men of profound courage, willing to sacrifice life if necessary, to open up this physical frontier. The opportunities the physical frontier offered are only a fraction of what the new frontiers offer today.

2. The real frontiers today are in the new and expanding fields of industry; in the fields of health and public medicine; in the fields of expanding education and expanding communication; in the complete redesigning and rebuilding of our cities and regional planning; in land planning; and in a thousand other technical fields.

3. The economic pattern of America is changing. If the teacher confuses the buffalo with the last frontier, then he is not worthy of being a teacher.

4. It will take courage and sacrifice and tremendously hard work to open up many of these new frontiers. The returns will be incalculable.

THE CONTROL OF EDUCATION

GRAYSON N. KEFAUVER, DEAN OF THE SCHOOL OF EDUCATION,
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The control of education is raised to a position of importance in the present period. The tensions in society and the movement to bring the schools in closer relation to the community combine to raise many issues. Minority groups press for modification of education to bring it into harmony with their desires and interests. School administrators are forced to give much time to public relations. Within the profession there are those who challenge the control exercised in the past by school administrators. Two general questions are repeatedly raised in professional discussions: Who should control education? What are the issues involved?

1. In a democracy, the people have the final authority and responsibility to determine the nature of education. The controlling public opinion controls education. The individuals or group which determine the public opinion, in the long run, will control education. Boards of education and school administrators may push the buttons but they will be compelled to conform to this controlling public opinion or their successors will be selected because of their agreement with the desires of the people. The problem is not as simple, tho, as this statement suggests. It is difficult to determine the will of the people, and frequently weak minority groups speak so loudly that they leave the impression that they represent majority desires.

2. None of the existing controls of education is permanent. All can be modified. Administrators can be removed or "pushed around," boards of education can be replaced at the next election, state superintendents can be removed, legislators can be influenced and replaced if they are not responsive. Even the state constitutions can sometimes be changed. No person or agency has a permanent control of education. Each can be changed. This emphasis on lack of stability may be disconcerting to some, yet the educational policy receiving support will be reasonably stable if the society is otherwise settled and stable. When there is social confusion or social revolution, educational support will be much less stable. Especially is this true if the social change involves important shifts of values or shifts of social control to a new group. Education cannot escape this disturbance since education will be used by an emerging controlling group to secure understanding and acceptance of their ideas and procedures.

3. A normal, healthy society will resist the invasion of new ideas and behavior which are not in harmony with the existing mores. The negative reaction will be especially violent if the innovating idea or practice is in conflict with some existing idea or practice considered important or sacred. Review of items in Beale's *Are American Teachers Free?* which aroused the opposition of community groups, will convince an outsider that the importance attached to the opposed behavior did not lie in the behavior itself

but in the relation of the behavior to the attitudes and behavior existing in the community. The expulsion of unfriendly ideas from a social group is as natural a phenomenon as the expulsion of food from the stomach by the physiological organism. The expulsion itself is evidence of a vitality and a strength in the culture. One not a part of the culture might scoff and criticize because the manifestation being observed appears irrational. But he who scoffs should recognize that his own social group probably has manifestations equally irrational—certainly they would appear so to members of the group whose behavior he criticizes. Individual items of behavior cannot be understood and valued unless they are seen in the cultural setting. Specific practices in rural communities can be criticized by urban residents and vice versa, but each is thereby criticizing practices of the other in terms of his own pattern of values.

4. The violence of the reaction of a social group is affected by the degree of relaxation of the group. If there are tensions already existing, there will be especially violent reactions—the extent of the violence being somewhat in proportion to the strength of the tension. The young man who joined the socialist party in a small San Joaquin Valley community in California and served as secretary during his first year, at a time when labor and economic issues were at white heat, should not have been surprised at the necessity of moving to another community at the close of the year. Anyone knowing the local situation and the tensions which existed could have predicted the outcome. If the young man had not been sensible, likeable, and discreet, there might have been sufficient explosion to prevent his continuing thru the year. There should have been tolerance by the people of the community of this divergent view. If they were different people with different experiences and a different set of values, they would have reacted differently. They would have reacted differently, also, if the violent tensions had not existed.

5. Educational workers individually and as a group have a responsibility to influence the policy of the community on educational matters. Individually, there is responsibility also for a wider participation as a citizen. This effort to influence social action should be of appropriate type for a professional group in society and one likely to achieve the desired ends. As far as it influences community action it exercises control. As indicated earlier, control is dependent on acceptance by the people. When minority groups secure majority acceptance of their contentions, they are no longer a minority but a majority able to put their program in operation. Minority groups frequently exercise more influence than their numbers justify because of the threat to those in power—those in power thinking it wiser to yield than to run the risk of a test of power with the possibility of success by the minority and failure on their own part.

6. Effective leadership or control in any social situation involves *making adaptation to achieve power*. Complete conformity to the controlling mores would involve vacating the position of leadership. But too much deviation from the established pattern of behavior will cause an individual to be unacceptable to the group and hence cause him to be ineffective in influencing

their behavior and action. Teachers not infrequently fail to establish themselves as respected members of the community, isolate themselves as outsiders by being different, and consequently remain impotent as educational and social leaders. Being different in small things may prepare for failure in the really important task of the educational worker. There is a practical intermediate position where there is much of conformity and some of variation and stimulation. Each person must judge the social situation, his own prestige and security, and probable response to lines of action he might take.

7. It is in harmony with democratic procedure for the people to select persons to represent them in the management of the educational enterprise. This control should be considered to be an important responsibility of citizenship and not an objectionable "interference" with the program of professional educators. Professional educators should not want to operate independent of the desires of the citizenry but should control by leadership.

The people have quite generally elected representatives of extended education and prestige in the community. This fact has led to a preponderance of professional and business men and women. Women on the board of education are generally wives of representatives of these groups. The labor groups are not well represented on most boards. Some persons are pleased that the people select representatives with extended education and experience in social administration. Others deplore the limited representation of the larger number of workers. This lack is especially objected to by some social liberals who feel that this unbalance pushes the schools into a defense of the economic status quo and an inadequate support of the labor viewpoint in the consideration of social question. There is support for a plan of election of members of the board which more nearly insures minority representation. Experience in plans for municipal elections is deserving of study by school administrators.

The speaker believes that the direct selection of members of the board of education is a desirable procedure, with members elected at large for the entire district. He is less certain about the advantages of election over appointment for the largest cities and for state boards. There is need of consideration of desirable qualifications for board members. The speaker objects to persons serving on boards of education when they do not believe in public education sufficiently to send their own children to the public schools. He has some doubt, too, about the desirability of older men serving on boards of education after their children have finished their formal education. While some of these older men make valuable board members, as a general policy there is reason for belief that the quality of the educational service would loom larger in the thinking of an individual when the education of his own children was affected by his actions as a member of the board.

8. The movement toward centralization continues in education. State departments of education are increasing in their functions. Their responsibility for setting standards for certification of teachers and administrators, for setting building standards, for setting certain minimum standards in

equipment, and for designating certain lines of training as requirements for all students has become generally established. Their control of the curriculum should be thru leadership rather than thru the issuance of instructions. The legislatures should avoid action on specific curriculum requirements but instead should define broad general policies. There is almost unanimity of opinion that the federal government should not control education of the country. The control here should be thru leadership. Well-supported experimental centers in different sections of the country and larger research projects, in addition to the service activities which the staff of the office carries on, would make an important contribution and exercise a desirable control. As the movement toward centralization in business, industry, and government continues, we can probably expect the same movement to develop in education.

9. Probably the most controversial question in discussions of the control of education is the relation of the professional group to community organizations. It is a generally accepted practice for individuals to belong to a great variety of community groups and as members influence the action of the different groups on matters affecting education. Some members of the profession have joined the Federation of Teachers as a division of the American Federation of Labor. Those who join believe that by this approach they can secure stronger support from labor for the type of education they believe to be sound. This association differs from the other types of membership mentioned in that it provides for an organized group of educators as a part of a more general community organization, and its promoters contend that it would be desirable for all teachers to belong. This is the first time we have had the contention that it would be desirable for all teachers to become a part of one social group. It has not been argued, I believe, that all should belong to one church group, or one political party, or one school of thought in science, art, music, or philosophy.

The speaker notes with appreciation the support given to public education by a larger number of social groups in the history of American education. Organized labor has been one of the strongest in its support. I hope that its members and the organization will continue to see well-supported education as a desirable social policy and as desirable for their children. I am of the judgment that the affiliation of a minority in the profession with labor, joining with one of the great national organizations of labor, will make an important contribution. If membership in the Federation of Teachers were to approach a majority of the teachers of the country, in my judgment it would constitute a very undesirable development. The suggestion that labor might not continue to support public education without such affiliation does not do credit to the honesty of the labor movement. Close affiliation of the total profession with one large social group would put in hazard the principle of free public education and make more difficult the instruction in the social field. But there is no danger of such a development. The activity of the leaders and the horror of the opposition have combined to make this issue appear more universal than the facts justify.

10. The role of the teacher in the control of education is undergoing revision in this period. The desirability of having the teacher participate in the planning of education, and in having greater freedom in the classroom so as to be able to operate in terms of the needs of his students within the general framework of the program of the school, is generally recognized. This movement is a commendable one. It should be recognized, tho, that the teachers cannot alone determine educational policy. Parents, elected representatives of the people, the board of education, administrators and supervisors, and teachers should cooperate in defining the educational needs of the community. There will be wide variation in thinking in each of these groups. It requires a high level of proficiency in leadership in co-operative discussion and planning to bring all these divergent viewpoints together and to formulate a practical program of education for the community. When sharp conflicts exist in the community or within the professional group, this free democratic process will meet with serious difficulty. An honest effort should be made to develop an exemplary operating democracy in the school. While legally the board of education will have control, it should not operate autocratically. It should operate as democratically as possible in fulfilling its obligation to the community and to the children enrolled.

11. The relationships in the control of education might be expressed by noting the general control of the distant agencies with the specific control by the immediate agencies. The state constitution calls for a public school system and in general terms defines policy. The constitution sets the framework for the legislature. The legislature passes laws to provide a framework for the state board of education and the state department of education and for the other agencies. The state board, operating in turn within the framework set by the legislature, determines the framework for the state department. The local district board operates within the framework set by the constitution, legislature, state board, and state department of education, and further defines the pattern for the schools of the district. Further definition is given by the superintendent, the principal of the school, and the staff of the school.

Each of these agencies has a role in defining the pattern of education. In somewhat the order mentioned, each operates within a framework set by the agencies preceding it in the list and each in turn further determines the framework of the agencies or persons following it in the list. It is important that no one agency usurps the function appropriate for the agencies which follow it on the list. The teacher in the classroom can be hemmed in by so many specific controls that he does not have the freedom to develop and to adapt an education for the particular children under his tutelage. Teachers have not had and do not yet generally have the freedom modern education demands. Somehow, the working relationship should be clarified and modified so that teachers actually have the freedom and feel the freedom to exercise ingenuity, originality, and professional judgment in meeting the problems of the education of their pupils.

MILWAUKEE MEETING**THESES ON THE INTERNAL CONTROL OF EDUCATION**

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1. All schools and all education must be organized and administered in harmony with the underlying principles of the democratic way of life. All controls established in such schools and other educational institutions must harmonize with principles of democratic administration.

2. Since the scientific method is basic to the improvement of democracy, the organization and administration of schools should be conducted in harmony with the method of science or the method of experience. In other words, a philosophy of experimentalism is basic to administrative theory and practice.

3. In a democracy, educational institutions must contribute to the continuous reconstruction of society thru the development of new and improved knowledge concerning social procedure and thru improved living on the part of those who have had the benefit of our educational facilities. The school, therefore, has a definite orientation in the direction of the democratic way of life and one of its major functions is to contribute to the improvement of that life.

4. Internal control in all schools must be determined and operated with regard for the growth and development of all connected with the institution. Thus organization and administration must serve the growth and development of the pupils, teachers, administrative officers, and persons in the community. It is in terms of such growth that the various administrative and organizational devices must be evaluated.

5. One of the major functions of educational administration is the release of creative talent on the part of individuals connected with enterprise. Thus freedom to be unique, to create, and to think along new and original lines is an absolute requisite for a dynamic school.

6. Decisions concerning the educational experiences of individual children should be made by persons who are as close as possible to the child and his life. This would suggest that teachers should make as many decisions as possible and that administrative officers should make as few decisions as possible, especially in those areas which have a direct bearing on the everyday life of the child.

7. Administrators and supervisors must view themselves as resource agents of the faculty, pupils, and people in the community, and not as persons who dominate these groups. In other words, the administrators are working for the faculty, students, and community and not the students, faculty, and community for the administrator.

8. Because of the complexity of educational problems and because of the necessity for training in group thinking and group living, it is important that as much group thinking is brought to bear upon the solution of educa-

tional problems as possible. The training of the staff in group thinking becomes one of the important responsibilities of administration.

9. No uninterrupted progress of education and society is possible without continued freedom for research and independent thinking. For this reason administrative officers should be as ready to approve and reward staff members who disagree with them as they are to regard those who agree with their own points of view. This is perhaps one of the most difficult problems for administrators to solve but it must be solved or a really creative school cannot result.

10. The spirit of an appropriate school in a democracy should be non-competitive and cooperative. As far as possible the behavior of administrative officers should be based on unselfishness and concern for the welfare of others. Jealousy over the achievements of staff members is intolerable and cannot but frustrate the developments of truly cooperative enterprise.

THESES ON A POLICY FOR ADULT EDUCATION

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1. Every community in America should provide, to the limit of public and private resources, for all the kinds of learning that all the kinds of citizens need. There is no difference between children and adults in this respect except that children do not carry economic burdens and have, as a result, more time for learning. Any definition of adult education which sets it off from other processes of learning is inadequate. Mature men and women are better able, in the degree of their maturity, to choose their own educational ends and means, and growth implies increased mastery. Otherwise, learning is conterminous with living.

2. Public adult education should be directed by policies the same as those that control other phases of public education. This means that there should be local responsibility and independence; that financial support from large administrative units, such as the state or the federal government, should not be accepted unless this local control can be maintained; that administrative units should not be multiplied beyond real need; and that private agencies should be free to carry on experiments without interference from public administrators.

3. Adult education is the self-education of mature citizens in a free country and there should be no interference by any public authority or by any private group with the free expression of any opinion or with the discussion of any subject, and likewise there should be no discrimination in allowing the use of public buildings.

4. All who are engaged in what is recognized as adult education, whether conducted by a public or by a private agency, should realize the importance in adult learning of nonscholastic institutions such as the public library, press, motion picture, radio, and organized recreation, and should cooperate with all of them in every way possible.

5. It is recognized that the demand for federal subsidy of local public adult education arises from a conviction that the control of taxable wealth in the United States is concentrated in certain centers and that all administrative units are not equally capable of maintaining a minimum standard of educational opportunity. Any program of federal subsidy that is decided upon, however, must be undertaken experimentally and with due precautions against federal interference whether intentional or indirect, and full advantage should be taken of the successful experience of the federal government in the administration of the Smith-Lever act for agricultural extension.

6. The federal government's use of adult education activities to provide employment has been, on the whole, an advantage to adult education because it has aroused public interest, encouraged men and women to learn, and demonstrated possible success.

7. The time has now come for the federal government to liquidate its WPA adult education program in order that local school authorities may assume responsibility for permanent work in this field. It is not intended here to express any opinion as to the continuance of the Civilian Conservation Corps camps, the National Youth Administration, or the federal projects in the arts. It is believed that the first purposes of the WPA adult education program have been served and that the best of the program and the best of the personnel now engaged should be made part of regular local educational systems.

8. Local public authorities should be urged to take on as large a part of the burden of initiating, administering, and financing adult education as can be conveniently and adequately performed within the organized school and college systems.

It should be recognized that there always will be and always should be a large number of adult learning activities which are most successful if initiated, supported, and controlled by those who make use of them, but this fact is no excuse for indifference or failure by local public authorities.

SECRETARY'S MINUTES

St. Louis, Missouri

February 26-27, 1940

The National Council of Education convened in two sessions for the regular midwinter meeting on February 26 and 27, 1940, at St. Louis. The first session opened at 2:00 P.M., Monday, February 26, at the DeSoto Hotel, President Louis A. Pechstein presiding. The attendance was approximately three hundred.

The annual report of educational progress for 1939-40 was given by Carter V. Good, professor of education, University of Cincinnati. Professor Good's paper is printed in full in the March 16, 1940, issue of *School and Society*.

In accordance with the accepted policy governing Council programs the meeting was mainly devoted to a discussion of certain theses treating timely and important educational issues. The topic chosen for the first session of the 1940 meeting, "The Relation of the Teacher to America's Changing Economic Pattern," was presented by Harold F. Clark, professor of education, Teachers College, Columbia University, New York, N. Y.

Following the presentation a group of invited participants, namely George Willard Frasier, president, Colorado State College of Education, Greeley, Colo.; William S. Taylor, School of Education, University of Kentucky, Lexington, Ky.; Floyd W. Reeves, University of Chicago, Chicago, Ill.; John Cassels, Institute for Consumer Education, Stephens College, Columbia, Mo.; Gordon McCloskey, State College for Women, Montevallo, Ala.; W. H. Lemmel, superintendent of schools, Highland Park, Mich.; and John Granrud, superintendent of schools, Springfield, Mass., discussed the issues. Statements of the prepared discussions appear later in this report of proceedings.

After a period of discussion open to the floor the meeting adjourned at 4:30 P.M.

The second session of the 1940 meeting of the National Council of Education opened at 2:00 P.M. on Tuesday, February 27, at the Municipal Auditorium, St. Louis. President Louis A. Pechstein presided thru the first hour of the meeting and was succeeded in the chair at 2:50 P.M. by vicepresident E. G. Doudna, Madison, Wisconsin. The attendance was approximately four hundred.

The topic chosen for discussion in the second meeting, "The Control of Education," was presented in theses prepared by Grayson N. Kefauver, dean of the School of Education, Stanford University, California.

Following the presentation of the theses the topic was discussed by an invited panel including Jesse H. Newlon, Teachers College, Columbia University, New York, N. Y.; Ernest O. Melby, School of Education, Northwestern University, Evanston, Ill.; George S. Counts, Teachers College, Columbia University, New York, N. Y.; John W. Studebaker, United States Office of Education, Washington, D. C.; Newton Edwards, University of Chicago, Chicago, Ill.; and George H. Meredith, deputy superintendent of schools, Pasadena, Calif. The discussion is later referred to in this report of proceedings. A period of spirited debate initiated by Mr. Meredith of Pasadena and engaging the attention of the entire panel occupied the major part of the meeting and continued until adjournment at 4:20 P.M.

Business Meeting

The regular business meeting of the National Council of Education was held on Tuesday afternoon, February 27, 1940, at the Municipal Auditorium. The meeting opened at 4:30 P.M., Dean Pechstein presiding. The attendance was fifty-six.

Dean Pechstein reported on the general status of the Council giving the specific recommendations of the Executive Committee from the meeting reported Tuesday at 12 NOON. The Membership Committee reported a full quota with all but two states registered.

Acting upon the communication reported from the Department of Adult Education the Council recommended that two discussions in the field of adult education be planned for the Milwaukee meeting under the leadership of Professor James B. Edmondson, dean of the School of Education, University of Michigan.

In consideration of the Executive Committee's report on the proposed textbook conference requested by the Publishers Association, the Council reviewed the history of the Textbook Conference, dating from July 1931, when a first meeting was held at Buffalo and since then has been annually held. In February 1933 the National Council in session at Minneapolis voted to create a special commission to confer with publishers of instructional materials. After the discussion the Council recorded its conviction that the committee had served a useful purpose, should be continued, and all vacancies filled at once. Upon vote of the group Professor Bagley of Teachers College and Superintendent Saunders of Newport News, Virginia, were named to the commission.

Consideration was given to the request from the Resolutions Committee for a definite guidance report and the sentiment of the Executive Committee that such guidance is a basic responsibility of the Council was approved.

Consideration was given to the proposed National Academy of Education. William C. Bagley, chairman appointed at San Francisco, reported progress and in his

report reviewed plans which in substance are to follow the pattern of the Laureate Chapter of Kappa Delta Pi, a self-perpetuating body which aims to keep its membership below fifty and which beginning with the nucleus of fifteen has not yet approximated the limit of fifty.

Council discussion recorded the general conviction that while the project is very difficult of attainment it may be realized with careful study. Motion was made and seconded that the committee be authorized to continue its work and to report at Milwaukee in July.

The meeting adjourned at 4:55 P.M.

Executive Committee

A meeting of the Executive Committee of the National Council of Education was held at 12:00 noon, Tuesday, February 27, at the Hotel Jefferson, St. Louis, with Dean Pechstein, Caroline Woodruff, Charl Williams, and A. L. Thelkeld present. The following matters of business were discussed and appropriate action taken for recommendation to the general body under it:

1. A request from the Publishers Annual Conference that the National Council of Education reconstitute the Council Committee on Publications and continue the work initiated by the group. The Executive Committee voted that we recommend to the general body the approval of this request.

2. A request from Jean Armour MacKay asking that the National Council of Education join in the activities of the National League of Teachers Associations. The Executive Committee recorded its belief that the interests of the National Council do not at present lend themselves to the requested coordination of activities.

3. A communication reporting certain resolutions from the Department of Adult Education asking advice of the Council on certain program proposals.

President Pechstein here reported a preliminary study of this question, the results of which give proof of wide and enthusiastic interest on the part of Council members. The Executive Committee voted recommendation of the general proposal.

4. A consideration of certain proposals concerned with a national survey of adult education needs and interests with a view to determination of Council responsibilities and opportunities. The Executive Committee voted recommendation and follow-up study of the proposal, utilizing the findings of the informal investigation reported by President Pechstein.

5. Proposal that in connection with the program planned for the Milwaukee meeting effort be made to have the Department of Adult Education of the National Education Association give to the teachers of the country a statement of policy planned for the guidance of adult education activities.

6. Recommendation forwarded from the San Francisco meeting of July 1939, proposing the institution of a National Academy of Education, William C. Bagley, Teachers College, Columbia University, to present a detailed report at the 1940 meeting of the National Council. The Executive Committee recorded enthusiastic interest and approval. No action in order.

7. Communication from the Resolutions Committee of the N.E.A. requesting that the National Council prepare preliminary material for program discussion at Association meetings, especially requesting that the Council indicate problems of American education which should be considered in the drafting of resolutions. The Executive Committee recorded its feeling that this work is naturally and inherently a task of the Council and that all the activities of the Council are at present directed to just this end and that no special committee is necessary at this point.

8. Proposal from the Membership Committee that measures be taken to restrict Council membership to contributors, to faithful attendants, to those who take active part in voting and in responding to Council communications. The Executive Committee voted to recommend careful consideration of membership qualifications. Suggestion approved for mimeographing of membership lists for distribution thru Council.

The meeting was adjourned at 1:45 P.M.

MARGARET KIELY, *Secretary.*

Milwaukee, Wisconsin

June 30, 1940

The National Council of Education met in business session on Sunday afternoon at 4:00 P.M. at the Hotel Schroeder in Milwaukee, Wisconsin, with a quorum present. Dean L. A. Pechstein reported that for the first time in his administration the membership rolls are filled.

He gave the report on the question of establishing a National Academy of Education, submitted by William C. Bagley as a result of his correspondence with a number of leading men and women in education. In harmony with Mr. Bagley's suggestions, Willis A. Sutton moved that: (a) a committee be continued for a final report at the February 1941 meetings; (b) the resignation of Mr. Bagley as chairman be accepted; and (c) the president appoint a new chairman and reconstitute the committee. The motion was unanimously carried.

The report of the Committee on Recommendations was read by Dean Pechstein. The report was unanimously accepted.

Edgar G. Doudna reported that the Committee on Nominations, after serious deliberation, unanimously proposed the name of L. A. Pechstein for president for another three years. Mr. Pechstein was elected unanimously and deep appreciation was expressed by the group of the generous support which the president of the University of Cincinnati, Raymond Walters, had consistently extended to Dean Pechstein in his capacity as president of the National Council of Education.

CHARL ORMOND WILLIAMS,

Acting Secretary for Margaret Kiely.

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 EDUCATORS NATIONAL CONFERENCE.....	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 1940-41 are: PRESIDENT, M. S. Robertson, Director, Adult Education, State Department of Education, Baton Rouge, La.; VICEPRESIDENT, Caroline A. Whipple, Acting Chief, Bureau of Adult Education, State Education Department, Albany, N. Y.; SECRETARY, Helen Gregory, Director, Adult Education Council, Public Library Building, 629 Vine St., Cincinnati, Ohio; ASSISTANT TREASURER, Mrs. Louise Bruner, Principal, Excelsior Union Evening High School, Norwalk, Calif., P. O. Box 644, Huntington Park, Calif.; EDITOR OF BULLETIN, Paul Sheats, Assistant Professor of Education, Madison, Wis.; REGIONAL VICEPRESIDENTS, John J. McGrath, Director, Bureau of Adult Education, Board of Education, Hartford, Conn.; Malcolm S. MacLean, President, Hampton Institutē, Hampton, Va.; Ben Cherrington, Director, Foundation for the Advancement of the Social Sciences, University of Denver, Denver, Colo.; Harvey M. Genskow, Director, Shorewood Opportunity School, N. Oakland Ave., and E. Capitol Drive, Shorewood, Wis.; C. W. Huser, State Supervisor of Education, WPA, San Antonio, Texas.

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	1939:197-210
1925:337-353	1930:249-274	1935:255-270	

ST. LOUIS MEETING

SOME IMPONDERABLES IN THE AMERICAN ECONOMY

SPENCER MILLER, JR., DIRECTOR, WORKERS EDUCATION BUREAU OF
AMERICA, NEW YORK, N. Y.

THE INTERRELATIONSHIP between the war system and science and machine technology has become so functional that it is impossible to understand our present world without taking this fact into consideration. The World War marked the passing of wars fought mostly by hand labor and manpower, and the advent of wars fought by applied science and mass production. Mechanized armies, managed currencies, and regimented populations are the characteristics of war-time economy. A veritable revolution has taken place in war itself, and that revolution has in turn had its effect upon the economy of every great power.

The impact of the war system on the national economy is everywhere to be seen in our western civilization. It has a special effect on the volume and extent of unemployment. As the army recruitments go up, the index of unemployment goes down. "The public works of war," as they have come to be described in Europe, provide the chief source of employment for the idle.

In our own land, the economic consequences of the European war have been pronounced and bid fair to be more marked as the months go by. Already the demand for war supplies, airplanes, iron, copper, oil, and ordnance of all kinds has been reflected in demands for labor and vast outlays for capital goods that have produced boom conditions in some industries.

For two years now the products of American fields, factories, workshops, mines, and wells have been drawn heavily upon in the Sino-Japanese conflict. Indeed, if our supplies were cut off, it is asserted by some authorities that the war could not be prosecuted on its present mechanized basis for six months. Over 180 days of the European war have now elapsed, and our service of supplies to the Allies both contracted for and delivered runs into the billions. The placement of vast orders for copper on the American market last summer at premium prices for delivery in Germany before September 1 was the most conclusive argument of the warlike intention of the Reich in their diplomatic exchanges with England and France. Science and the machine when joined for the prosecution of war make demands upon the resources of the world without respect to national boundaries. National leaders may seek to prove the possibility of a political self-sufficiency and national isolation, but economic interdependence is the fact of the modern world.

I mention this impact of the war system upon our economy not only because a world at war is the contemporary political fact of our time but because the social and economic consequences of the present conflict are going to influence the adjustment problems with which we shall be confronted in the days to come. The longer these wars last the greater is the probability of the economic if not the military involvement of America.

An economy of free prices, high labor costs, and gold as a basis for international trade will find it increasingly difficult to function in a world of controlled wages, government fixed prices, managed currencies, and barter.

All who are called upon to lead or teach in our day must begin by recognizing this vital impact of the war upon the immediate future of America. If there be any doubt how vital and how lasting is the impact of the war system upon the national economy of belligerents and neutrals alike, consider for a moment one of the effects of the World War on our unemployment problem. The demands of a war economy so stimulated the rate of technological research in our land that in the view of one expert we anticipated the scientific advances of a quarter-century in two years. Our mechanical achievements rapidly outstripped our social controls. We found that we could change our machines more rapidly than our minds and more rapidly than our social mechanisms. The result was that our economy was thrown out of balance, of which unemployment is one of the end results. It would not be sound to attribute the blame for our unemployment exclusively to the unsettlement due to the World War; but it would be as unsound not to recognize the mighty impact of the war system on the disequilibrium which exists today. Because of such a lack of balance, unemployment and underemployment are at once our most conspicuous failures and our most insistent problems. And we have not yet developed in this land a consistent policy of work distribution which is adequate to the dynamic needs of machine technology.

The waste in men and wealth that has resulted from this failure to bring these economic forces under social mastery has been prodigious. The National Resources Committee estimates that the unemployment of men and machines since 1929 has cost the nation the staggering sum of two hundred billion dollars.

From another standpoint economic loss has resulted from lowering of living standards in America each year for the past ten years. The per capita income of the American people dropped from an average of \$664 in 1929 to an average of \$584 in 1939. But while the money loss has been staggering, due to the unemployment of men and machines, the injury done to human beings due to prolonged idleness will handicap us now and in future generations.

There is still another aspect of this unemployment problem which may have escaped our consideration. During the year that has just closed, production levels were back in many industries to 1929. In fact, we produced more goods than we did in 1929. Yet we employed one million fewer workers in industry to achieve this objective and have had in addition approximately nine million unemployed who have been abstracted out of the economy. Thus we have the paradox of industrial recovery without industrial reemployment.

Side by side with the changes which have taken place in our national economy over the past decade or more, there has been another technological process going on which bids fair to transform profoundly the pattern and profile of American industry. It is the technological change wrought

by the coming of electrical power. To understand the social and industrial consequences of this new Power Age may yet give us the clue to an understanding of the most serious economic problem of our time—unemployment. Electricity has not only given a new mobility to industry, a new delicacy of control of the machine not feasible under mechanical power, but it has also made possible the element of remote control which marks a great advancement. But the far-reaching revolution which electricity has wrought in recent years has been its penetration into the component parts of the machine itself. The result has been new functional redesigning of machines to achieve more sensitive controls.

Moreover, the result of this transformation in the industrial processes has virtually created new qualifications for workers. "Sustained attention, correct perception, and quick reaction," says Walter Polokov, "are now the new requirements." By these control centers in the new designs of machines it is possible to bring a vast complexity of operation under unified control. It must be manifest that such a change in industrial discipline will alter both the requirements on the individual and the basis of reward. As far as the individual is concerned, there will be an increase in the requirements of technical skill to operate these controls. It marks the passing of physical energy as the basis upon which compensation is fixed.

If to these imponderables in our present situation one adds still another it will be clear how novel is the world in which we are called upon to guide adults in fashioning a design for living. Within recent months the Temporary National Economic Committee in its hearings in Washington has been engaged in making an appraisal of the trend of the empire of American business. The disclosures have brought to light the startling fact that the capital market has all but ceased to be the source from which modern industry is financing its technological improvements. Domination of industry by the banking system is now largely a thing of the past. Rather, it is from depreciation reserves, depletion reserves, and profits held in the surplus account that such improvements are financed.

The Committee investigation disclosed the fact that American business in the early 'twenties financed 75 percent of its capital investment from its own savings; in the middle 'thirties it secured 92 percent from internal sources. Not only, then, can industry finance its technological improvements from within but it can do so when and as it decides to do so. Policy will be determined not by the stockholders or by those who can invest individual savings in business but by those who control industry. Here is a vast private power invested with great social and public responsibility.

It seems manifest that we cannot begin to grapple with the problems of adult guidance without knowing something of the nature of the world of 1940 in which it is our task to provide help to adults who come seeking aid. That world not only seems one of bewildering complexity but one in which the forces of dynamic change seem far more potent than those of outer stability. It should make us especially conscious of the fact that the problems of guidance and of adult education are not solely inner and psychological in nature but are also external and sociological.

PUBLIC AFFAIRS EDUCATION THRU FORUMS

E. W. BALDUF, DIRECTOR OF ADULT EDUCATION, DES MOINES PUBLIC
SCHOOLS, DES MOINES, IOWA

In recent years there has been a revival of forums and all other types of meetings in which there is public discussion of public affairs. The assumption has been that statements of supposed fact would be challenged in such meetings and the real facts brought out; that various points of view would also be brought out and challenged with a resulting clarification of opinion. It has been assumed that where questions of value are concerned, the spokesman for a particular set of values would have to meet the challenge of opposing sets of values, and that as a result the best set of values would win out in the end.

The growth of the forum movement alone bears witness to the fact that an increasing number of professional educators, leaders of thought, and average citizens are convinced of the effectiveness of the discussion of public affairs. But there remain a number of intelligent and wholesome skeptics to question the utility of the movement. Public discussion results only in the pooling of ignorance, say some. Folks come out to have their prejudices confirmed, say others.

Where the object of a program is primarily to provide information and discussion, and where the group assembled is itself not an action group, it is most highly important that the program be free from the suspicion of bias or propaganda. This freedom is best achieved thru representative adult education councils or citizens' advisory committees. If it is not possible to have various points of view on a controversial social question presented at the same meeting, other points of view should be given at later meetings, so as to preserve balance and retain the public confidence.

Because of the fact that we all have emotions which get tied up with our idea systems, it is difficult for us as individuals, and especially difficult for individuals in groups, to escape emotion when we grapple with controversial problems. The atmosphere of a forum meeting will be less surcharged with undesirable emotions if both sides of a heated problem are handled by speakers who are themselves fairly cool and rational and who have not yet become so conspicuously identified with the extremes of opinion in the public mind that they serve as emotional symbols. Where the discussion of controversial questions takes place within a closed group that is fairly homogeneous as to its fundamental purposes, rational discussion has a fair chance, provided there is a disposition to present points of view opposed to those favored by the group. Many so-called forums conducted by special interest groups are not forums at all, but simply propaganda meetings. The spread of such meetings and the tendency to call them forums is one of the serious threats to the genuine forum movement.

Despite the growing interest in public forums, it would seem that little progress has been made toward the solution of one very practical problem: How can those elements of the population, which are not sensitized to the need for education of the type where rational discussion *does* take place,

be drawn into the program? We are confronted with this strange paradox: The best time to discuss a highly controversial question rationally is before it gets too highly controversial, while on the other hand, the best time to get everybody interested and to draw in all elements is when the question has become "red hot."

In an effort to draw in elements of the population which had not been reached heretofore, the Des Moines public forum program has made several new departures. While continuing the citywide, one-night forums and the neighborhood forums at which questions of a nonlocal character are discussed, the program has struck out in two new directions. Forums on strictly local and even neighborhood problems, with local speakers, are conducted in the social settlements and community centers. In the past few months such forums have attracted over a thousand people, with an average of 104 per meeting. It is fairly safe to assume that the majority of these people did not attend the regular public forums addressed by outside experts. The reasons given for not attending the regular city forums are various. Most prominent are: these fellows talk over our heads; the problem seemed remote; I did not have the time or energy to dress up to go to a high-school meeting—but here I can come in my house dress; I feel more at home among my own people—feel like talking.

Another new direction is toward those in closed organizations and special interest groups, such as the Polk County Council of Religious Education.

Other groups thruout the city also conduct meetings of the forum type, and under the influence of the public forums such meetings have been properly set up with opposing points of view presented. Perhaps the most favored form of discussion meeting is the panel forum.

William Murray Timmons conducted controlled experiments with high-school students of comparable mental ability to ascertain what effect the discussion of factual material on a controversial social question might have upon attitudes and an approach to a correct solution. The experiments prove first, according to Timmons, that students who have discussed informational material on a controversial social problem and those who have merely restudied it make reliable gains in the ability to rank proposed solutions of the problem, but that the discussing students gain more by discussion than the control students by restudy.

Second, the experiments prove that all types of students—good, intermediate, and poor—gain in ability to rank solutions, regardless of the ability level of the students with whom they discuss. But much more important than this is that after discussion students of low intelligence arrive at good solutions practically as well as those of high intelligence. This is a discovery of tremendous significance, especially in a democracy which assumes that the masses are well able to make intelligent choices of solutions for common problems. Timmons' findings relative to the effect of discussion on attitudes are less positive.

What would happen, we may well ask, if the subject were a "red-hot" one? Can we assume that persons discussing a question so highly contro-

versial that it is tied up with their deepest-going, emotional-idea systems, would also be helped toward a correct solution, even tho no one knew what the "good solution" might be? The answer is, "Let's try to find out." But how can we, seeing that we cannot in the case of such extremely controversial questions employ Timmons' yardstick of the "good solution"? For when the experts themselves differ hopelessly, such a yardstick is not to be had.

There remains much to be determined by other experimenters. We need to know what would be the effect of discussion when the originally presented factual material is mixed with opinion and propaganda; what the effect would be if both discussers and nondiscussers hunted up their own factual material; what difference it would make if the discussers were led by skilful but nonindoctrinating leaders; and whether discussion actually develops the tolerance or merely deepens the prejudices of the discussants.

Our higher institutions of learning, equipped to carry on controlled experiments, can perform a great service to the cause of adult education by setting up experiments to solve some of the problems which Timmons himself has posed.

The way of salvation for democracy is still open but it can be kept open only if the forum movement and all other movements for the mass education of adults in public affairs are given wider scope to permeate the entire body politic with a sense of need for continued education, to develop in the masses the desire for information on public affairs, the ability to distinguish fact from opinion and propaganda, the ability to do independent, critical thinking on public problems, and the capacity to make wise choices of proffered solutions. It is necessary that every educational and civic agency in the country get behind the adult education movement.

LET US BUILD AN AMERICAN CULTURE

FRANCIS J. BROWN, NEW YORK UNIVERSITY, NEW YORK, N. Y.

The sociologist has long been interested in the problem of the immigrant but for him it has been primarily an illustration of two basic sociological concepts—mobility and isolation. The primary sources of his data for mobility have been the census figures and the reports of immigration and emigration. He has been interested largely in a study of the mass, not of the individuals who comprise that mass. He has analyzed the trends of immigration by country of origin, the factors which influenced population movements and which turned the crest of the wave in the last quarter of the last century from northern to southern Europe. He has studied the total rise and recession of the influx to our shores from its peak of more than a million a year in the decade 1905-14 to its present figure of less than three hundred a day and with emigration at times exceeding immigration. Such studies have been important and of genuine value, but they have contributed very little to the solution of the basic problem—the social adjustment of the new arrival, of his children, and of his children's children, for adjustment is an individual and not a mass problem.

The studies of isolation have been of individual communities, especially

those of a more spectacular character—the Ghetto, Little Italy, Russian Town, and many more. Thru such studies these islands of cultural isolation have been held up to public view as one might display an antique tapestry or the long-necked women of the South Sea Isles. The “foreign” community has been portrayed as an element of curiosity for the lay public and a sociological phenomenon for the social scientist.

As far as such studies have had practical significance, they have demonstrated that such islands of cultural isolation exist in America, in rural and urban districts alike, but it may be seriously contended that they have tended to retard rather than enhance the process of adjustment and, in some instances, may have done genuine harm. They have enhanced the sense of isolation among the groups thus studied by creating an awareness of the fact that they are sufficiently different to make them an object of investigation—even of curiosity. Under such external stimulation, an attitude of self-defense is inevitable. For those not of the group, the awareness of difference has heightened the sense of superiority and abetted the attitude of discrimination. We view them as foreigners—as Chinese, Italians, Swedes, and Poles—not as Americans.

More recently a new interest has been shown in these groups—an interest that has developed partly as a result of the growing consciousness of the failure of the theory of the “melting pot.” For more than half a century there had been the tacit assumption that in some mysterious way these individuals of varied culture, of differing tongues, and of divergent backgrounds of social, economic, and political life would be touched by the wand of democracy and be caught up into a common pattern of the American way of life. The studies of the sociologist did demonstrate that, beautiful and idealistic tho it be, the melting pot idea was grossly exaggerated and totally unrealistic.

The past fifteen years have witnessed the evolvement of a new theory—described by the term “cultural pluralism.” This theory rests upon the assumption that these groups of foreign birth or parentage are given the sense of status by maintaining the continuity of their culture between the old land and the new and by an appreciation of the contributions that each nationality group has made to America.

It is true that there is no greater need for each individual than that of status—the feeling that one belongs, that what he does and is has importance and is respected by those with whom he associates. It is true, too, that the larger and more heterogeneous the group the more difficult it is to acquire and to maintain status. It was only natural, then, that each should turn to his own group to maintain status and a sense of social security. By withdrawal within his own smaller group, he associated with those with whom he held most in common. He maintained his own press, perpetuated his own language, developed his own nationalistic societies, and, under the encouragement of individuals and organizations interested in these cultural groups, revived his own folk dance, folk music, and other folk arts. Even more, he searched thru his ancestral history, finding those of his own nationality group who had made significant contributions to America.

It is an old truth that "you cannot serve God and Mammon." In sociological terms, it is a recognized principle that the greater the degree of ethnocentrism within one group, the stronger the awareness that all others are of the out-group. Putting it differently, the more one is aware of his belonging to a group representing different ideals of government and a different culture, the more difficult it is for him to be an integral part of the culture of America; the closer he identifies himself with the nationalistic ideals of his native land, the less he may identify himself with the nationalistic ideals of his adopted or inherited America.

During the past few years three factors have intensified the danger of the overemphasis of cultural continuity and ethnocentrism of national minority groups, especially of those more dominantly nationalistic groups who have lived within our shores but who have, in many instances, remained apart from its cultural stream. The first is the very obvious fact of the decreasing number of foreign-born and the cessation of the former entry of continually new groups from the old country. Those who have relatives and friends in the old country are rapidly decreasing in number and the memories of the little cottage clinging to the terraced, vine-covered hillside in northern Italy, of the village square, and of the old stone church with its time mellowed chimes are less vivid as they recede even further into the past. Another decade or two and the problem of the foreign-born will no longer exist.

The second factor is the present economic situation. As long as labor was necessary to do the manual work of an expanding economy, it did not matter if these workers in forests and mines, in fields and factories were Lithuanians, Slavs, or Teutons.

Today, this is no longer true. The expanding economy is past and the need for unskilled workers grows less with each passing year. Likewise, the competition for remaining jobs grows even more intense. As individuals seek to move up into the white-collar positions, it is a handicap to be a "foreigner."

This is not a temporary situation. It has been intensified by the depression but it will remain and become increasingly important as technological changes increase the competition for the decreasing number of jobs. Again, it is a fair question to ask, "Why should we seek to perpetuate identification of second and even third generation of foreign-born parentage when such very identification may be one factor in economic discrimination and deter the realization of their basic desire and need—economic security?"

The past few years have brought a new element into the problem and one that has become increasingly important with each passing month—the inevitable tensions resulting from the war situation abroad. It is no longer possible to separate the sense of cultural continuity from the feeling of loyalty to the political state now beleaguered by war.

Conversely, this war tension has intensified the feeling of antagonism of those who claim to be Americans against those who retain the culture of their European backgrounds. A host of so-called patriotic societies has

sprung up to suppress varying types of "foreign" influences in America and to enforce patriotic loyalty to "American ideals." The various anti-alien bills and other discriminative legislation are further concrete evidence of this growing antagonism to the so-called "foreigner."

It is unfortunate that the average layman fails to differentiate between cultural values and political identification, but the fact that it is unfortunate does not make it any the less true. Already we are beginning to see the parallel between 1914-18 and the present. America cannot afford to continue along the path of those pre-World War years. If we are to remain neutral, if we are to avoid the transference of European tensions to our own cities, towns, and hamlets, we must no longer be "hyphenated" Americans combining the European state with America, but wholly Americans.

MILWAUKEE MEETING

ADULT EDUCATION AND VOCATIONAL EFFICIENCY

GEORGE P. HAMBRECHT, DIRECTOR, WISCONSIN STATE BOARD OF
VOCATIONAL AND ADULT EDUCATION, MADISON, WIS.

We are faced today with a need for trained men and youth who can rapidly produce defenses against the modern equipment of mechanized warfare. This has become the machine age of warfare as well as of industry, and fear of possible attack by airplanes, tanks, and other machines seems to be proving more effective than unemployment itself in calling attention to the need for education for this machine age.

At all times, aided by federal and state funds, the community should offer a greater variety of educational opportunities for the various types of individuals to be served. Every dollar wisely invested in furnishing these contacts brings back to society a wealth return, both social and economic, commensurate with the breadth and intensity of the educational program projected. It is only thru wise and diversified public expenditure for education and vocational training that we can get away from that vicious circle which binds ignorance to poverty and poverty to ignorance.

Wisconsin was keenly aware all along of the need for expansion rather than contraction of vocational training facilities in times of more than average unemployment. Two years before the financial panic and crisis of 1933, we submitted to the Bureau of the Budget a brief from which I should like to quote:

It is a rule the world over, that unemployment is most persistent among the untrained workers. Trained men and women are thrown out of jobs, of course, but unless they allow themselves to grow old on a job without continuing their training, they are able to adjust themselves to new types of employment within a short time. They are flexible. They can learn new things readily. They can transfer into new fields. They can create new fields. They have a broader outlook than the untrained, a livelier imagination.

It cannot be too strongly emphasized that the greatest factor in combating unemployment is the development of workers who are capable of learning new things and changing from one thing to another as the need arises; workers who, having learned to do some one thing thoroly, have not been satisfied with that, but have

gone on improving themselves, getting ready for possible changes as well as for advancement; workers who have initiative and imagination and ideas of what to do next.

The vocational schools are playing an important part in the prevention of unemployment by developing intelligent vocational and educational guidance. In order to plan and offer an intelligent program of vocational training, a school must know the occupations of the community. Every vocational school has, or ought to have, its coordinator or counselor who is in close touch with the industries of the city and with their changing conditions and needs.

If such principles presented here had been adopted by the federal government, thru adequate federal aid insuring vocational training to all the unemployed, we should not today be listening to a demand for rapid emergency industrial training on a compulsory basis for all youth. The only reason for this speed and regimentation is the fact that a threatened war, organized on a technical basis and fought with machines, has convinced Congress and the Administration that vocational education conducted on a national scale is vital to efficient living in this mechanized age. We should now have plenty of youths and men well prepared to run all the machines we are likely to need, to service them, and to build new ones. We would have if we had made good use of the opportunity which unemployment itself actually brought to us.

The opportunity was this. Unemployment brought millions of men and women to their government to ask for employment and for a living. To provide employment, three institutions were established: WPA, NYA, and CCC camps. WPA furnished jobs to adults who could not get jobs with private industry, and NYA furnished jobs to youth, with financial aid to further their education.

With this nationwide plan to make jobs for the unemployed, no adequate funds were provided for the vocational training of the unemployed for greater vocational usefulness and for better living. In fact, requests for increased federal aid for vocational training were actually resisted most strenuously by many of those in authority.

During this entire period, Wisconsin encouraged voluntary attendance in schools of vocational and adult education for WPA and NYA workers and for CCC camp enrollees. These local schools expanded their facilities to accommodate all the out-of-school groups who would volunteer to come. The total enrolment exceeded 120,000. Very recently, and as part of the national preparedness program, the National Youth Administration has actively cooperated with schools offering vocational and technical training.

There is no doubt that even at this late date the vocational schools of America, if adequately financed from federal funds for the increased load, can now put on a training program which will be of material assistance in our national defense. However, it is regrettable that vocational guidance and training for youth and adults were not recognized and nationally supported as an essential part of the fight against chronic unemployment, and

that recognition of the importance of industrial training came only with fear of the machinery of war.

Under the best of circumstances an emergency training program to secure the production of certain needed war products is no substitute for the long-time process of guiding and training individuals in such a way as to develop their capabilities to the greatest possible extent. When the war scare is over, the federal government should continue to take an interest in a nationwide vocational program combining education with labor.

In a democracy we must not lose sight of the welfare of the individual in our concern for the safety of the whole. Every individual should have definite opportunity to make a place for himself within the limits set by the current methods of production. Whatever his vocational choice may be, the public should furnish the training facilities for his fullest development.

ADULT EDUCATION AND CULTURAL LIVING

PHILIP L. SEMAN, DIRECTOR, JEWISH PEOPLE'S INSTITUTE, CHICAGO, ILL.

Too many adult educators, as well as those engaged in the practical end of adult education, take a defensive position, as if they were recommending to mature people the resumption of childish things. Then, too, there is the assumption on the part of public educational agencies that education belongs to the adolescent by right and only to the rest by courtesy. Yet we learn from history that the great teachers devoted themselves to the teaching of adults.

A few years ago the University of Chicago, thru an extremely interesting experiment in its department of political science and government, directed about a half dozen of its professors to think out a curriculum and a method of presenting such a curriculum to the adults who might be interested in thinking thru the present economic world struggle. Their experience is fully indicative of what happens when a group of adults gather—adults who may not have had all the requirements of formal education but who have had in place of such formal education the education that the school of life offers. By presenting a program of activity which is alive, which is easily understood, and which is within the experience of the individual, great interest is aroused and much can be expected.

A very interesting observation was made by the late John H. Finley, a distinguished American educator. He stated that he looked forward to the day when we will have a system of adult education which will reach every man and woman, just as we are now making an effort to reach the child. He undoubtedly meant all adults, even college graduates and the holders of advanced degrees, as well as professors themselves.

The conventional modern theory is that the truth is most easily planted in the receptive minds of the inexperienced. It is piously hoped that once planted it will survive and bear its fruits in later life. Usually it takes more than one theory to contain the whole of wisdom. We do well to take the

education of youth seriously. As long as we take the education of the adult less seriously great teachers will find us desert soil.

Teachers cannot long hold an audience of adults unless they are prepared to go straight to the fundamentals. Great economists tell us that it is impossible for anyone to understand the reasons for our present depression unless he has had an opportunity of studying the fundamentals of economic theory. That is true if we wish to understand things for the purpose of developing a constructive program and carrying out such programs, but the average adult will have no patience with the study of these fundamentals, nor with economic theories, basic as they may be. What he wants is facts.

To teach adults the teacher must present ideas that matter to them, but above all, those that matter immensely to the teacher. This is the key to great teaching. When adult education has reached its fullest development it can hardly fail to impress the spirit of the whole body of teachers, whether their services are given to the mature or to the young.

Those who are charged with the responsibility of dispensing taxes for educational purposes, with the rarest exceptions, look upon their task as one almost exclusively devoted to the education of children, never realizing that unless the child, after he is grown to manhood, is given an opportunity to continue forming intelligent opinions, the country as a whole would be harassed by a huge army of grownups who are unfit to govern themselves, much less to be governed.

Adult education is a life-long learning adventure equally necessary to every normal being. The learned can pursue it under their own power, but it is not for them to impose it upon the rest of us. The way must be found, a democratic way, by which we can achieve the light under a form of leadership which does not violate the dignity of spirit in the free human adult. While inventions, adjustments, and technics in infinite variety will have to be developed, we already have in the graduate school seminar a general form which can be developed and adapted to adult educational needs in any level of intellectual capacity or achievement.

In the all-comprehensive social adult area of life, the true function of education is the overcoming of ignorance, the freeing of the human spirit from its limitations, the achievement of greater understanding, and a greater capacity for appreciation of those concerns in the life of the race which distinguish man from the brute, and the advancement of the welfare of man. The goal is a truly satisfying way of life.

In the light of the present world situation, we in America particularly must lend our best energies in the direction of developing adult education to the highest degree. In order that we may adapt ourselves to the positive end of a statement made by a great Englishman only recently, I should like to quote it: "An enormous increase in the available mechanical energy in the world has in less than half a century entirely destroyed the reality of the economic and social classifications of the past few thousand years, and given men all about the earth, monstrous powers of mutual aid or mutual destruction."

SECRETARY'S MINUTES

Milwaukee, Wisconsin

The business meeting of the Department of Adult Education of the N. E. A. was held at 4:00 P.M., Monday, July 1, with President George C. Mann presiding. The first report was that of James A. Moyer, in which he indicated the proposed work of his commission.

The president made a report of the financial status of the Department showing about \$390 in the treasury at the present time. He indicated that there were outstanding obligations for the bulletin and other expenses. Therefore the Department might have a deficit for the summer, but the fall membership campaign will wipe this out.

The president reported on the membership saying that currently there were about 3200 paid-up members. He referred to the fact that a considerable drop was due to a change in WPA regulations by which perhaps 1500 persons who had been on the WPA for eighteen months or longer were withdrawn and who consequently also gave up their membership in this Department.

The report of the Nominating Committee was presented by the secretary, who was also chairman of the Nominating Committee. The nominations were as follows: president—M. S. Robertson, Louisiana; vicepresident—Caroline Whipple, Albany, New York; regional vicepresidents—John J. McGrath, Hartford, Connecticut; Malcolm MacLean, president, Hampton Institute, Hampton, Virginia; C. W. Huser, Austin, Texas; Harvey M. Genskow, Shorewood, Wisconsin; Ben Cherrington, Denver, Colorado; secretary—Helen Gregory, Cincinnati, Ohio; and assistant treasurer—Louise Bruner, Los Angeles, California. On motion duly made, seconded, and passed the unanimous ballot was carried for this slate of officers.

Paul Sheats then proposed two amendments to the Constitution.

Be it resolved that Article 5, Section 3 of the Constitution of the Department of Adult Education, N. E. A., be amended to read:

A committee on nominations of Department officers shall be appointed by the president at least six months prior to the annual meeting at which the election is to be held. This committee shall be instructed to make its report at least three months prior to the annual meeting in an election year; at least two slates of officers are to be reported by the Committee on Nominations.

Resolved that Section 4 of Article 5 shall be stricken out and the following section be substituted:

The election shall be by individual written ballot at least two months before the annual meeting. It shall be the duty of the president to have printed in ballot form the list of nominees for departmental offices as reported by the Committee on Nominations. Those ballots shall then be sent to the entire membership in ample time to permit their return and tabulation prior to the annual meeting. Each ballot shall be signed by a member in good standing before it can be included in the tabulation. New officers shall be inducted in the final business session of the annual meeting following their election.

These amendments had been duly circulated and were now presented for final adoption. The motion for their adoption was amended, however, to the effect that a description of the qualifications and experience of the proposed candidates be included with the ballots when mailed to the membership. The amendment was seconded and carried and the original motion was also carried.

The secretary then asked permission to read into the minutes two reports of the Legislative Committee as prepared by the chairman, Maude E. Aiton. (These were published in the April and June issues of *Adult Education*.)

A discussion followed as to whether or not in the election of regional vice-presidents all the membership should participate or only the membership of the

region concerned in each instance. It was decided to refer this to the incoming Executive Committee for discussion and action.

It was moved that the Commission on Adult Life be allowed to spend its net receipts for travel, printing, and other expenses involved in the pursuit of its regular business.

Mr. Maxwell moved that the Department of Adult Education express its thanks to Mr. Mann for his success in the work of the Department during the past two years. The motion was seconded and carried unanimously by a rising vote. The meeting adjourned at 4:50 P.M.

The supplementary meeting of the Department was held on Wednesday afternoon at 4:00 P.M. As chairman of the Resolutions Committee Mr. Sheats proposed the following three resolutions:

WHEREAS, the 1940 annual sessions of the Department of Adult Education of the National Education Association having come to a successful conclusion

Therefore, be it resolved that the appreciation of the membership be extended to committee in charge of arrangements and program and in particular to Harvey Genskow, chairman of the committee, for extending the hospitality of the Shorewood School to the members of the convention and further that the committee be commended for its foresight in arranging joint sessions with the National Association of Secondary-School Principals and the National Council on Naturalization and Citizenship.

WHEREAS, in the rapid rise of dictatorship and in the swift spread of totalitarian doctrines there is danger that faith and belief in the democratic ideal will be lost in a wave of defeatism or thru apathy and neglect, and whereas in the proposals for national defense against invasion from without and Fifth Columnists from within some provision must be made for uniting our people and regenerating in them a deep and abiding faith in democracy and a sensitive awareness of the benefits and achievements of a government by consent of the governed

Therefore, be it resolved that it is imperative, as a part of the emergency national defense program, that the Randolph-Lee Bill now pending before the national Congress be passed at once and that in view of the national emergency the funds therein provided for adult civic education be increased to at least \$40,000,000 with which the intellectual and moral resources of the nation may be mobilized in defense of the ideals, traditions, and beliefs which make up the democratic way of life.

WHEREAS, at the annual meeting of the American Association for Adult Education in May 1940, the United States Commissioner of Education, John W. Studebaker, proposed that there be established a committee of national organizations, representing the major means for education and communication of knowledge, such as the radio, the motion picture industry, the newspaper press, and other divisions of the publishing industry, and various educational associations, for the purpose of studying a means of cooperation for civic education

Therefore, be it resolved that the Department of Adult Education of the National Education Association endorse this proposal and empower the Executive Committee to appoint representatives to discuss the proposal with the representatives of other interested groups in any way that may seem desirable.

It was moved that they be accepted and made a matter of record. The motion was seconded and passed.

The meeting of the Department adjourned at 4:15 P.M. on Wednesday, July 13.

*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 1940-41 are: PRESIDENT, Hiram A. Jones, State Education Department, Albany, N. Y.; PRESIDENT-ELECT, Anne Schley Duggan, Texas State College for Women, Denton, Texas; 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	1939:211-230

MILWAUKEE MEETING

THE IMPLICATIONS FOR TEACHERS IN YOUTH'S PROGRAM ON HEALTH AND RECREATION

JAY B. NASH, PROFESSOR OF EDUCATION AND CHAIRMAN, DEPARTMENT OF
PHYSICAL EDUCATION AND HEALTH, NEW YORK UNIVERSITY,
NEW YORK, N. Y.

HEALTH AND RECREATION are qualitative outcomes of education. These cannot be taught by any ordinary method. The technic for achieving quantitative outcomes will not apply. The school has woefully failed in developing technic for qualitative outcomes. Tolerance, politeness, and character education, likewise, are qualitative outcomes.

Schools might be characterized by the phrase, "Too much talk." We have been content to give "talk courses" in hygiene, character education, and tolerance and have done nothing about it.

Facts are not enough. We must tap the emotional wills. Schools are not well organized on this basis. We should properly start children in at about the age of two, give them a stimulating experience to about the age of twelve, allow only those to proceed beyond the age of twelve who have a burning desire to learn, and turn the others out.

Health implications—The American youth are getting softer and softer each generation. In 1917 we rejected about 33 percent of the applicants for military service because of physical unfitness. Indications are that today we would have to reject about 50 percent. The percent of rejections would be highest on the Eastern Seaboard, where it would run about 60 percent. This is what might be expected from hours spent before radios, in the movies, and in automobiles, supplemented by candy bars, milk shakes, and Coca-Colas. Our talk to children about health has been wasted time, sometimes even harmful. Making children overconscious about health is one of our most unhealthful practices.

Children must be freed from infection—a medical task; be freed from strain—a home and school task; be supplied with simple nutrition—a home and community task; and be given opportunity for vigorous exercise for five or six hours a day, if we want to lay down a strong physical base.

Implications for recreation—Recreation assumes freedom; freedom involves choice; choice demands trained intellect and a *want* to do. Our schools have failed to develop in the children the want. There has been entirely too much teacher with textbook open and children with their textbooks closed. Recreation that is going to be of value and really enjoyable must be *doing*. The individual should participate. In the absence of the school's encouraging these wants, children have been easy victims of commercial spectatoritis. They take their leisure time like a mustard plaster slapped on—it works while they sleep!

At the present time, some 95 percent of children's recreational interests are definitely around the home. School has made very little imprint. It has made little imprint because there has been too much attempt to cram facts into empty heads, and not enough getting children to enjoy the success of doing things. When this new day comes, we will fire the teacher when children hate school.

A FUNCTIONING PROGRAM OF HEALTH AND RECREATION

D. B. DYER, SUPERVISOR OF MUNICIPAL RECREATION, PUBLIC SCHOOLS,
MILWAUKEE, WIS.

Today schools have a responsibility in the training of children for their leisure hours as well as their working hours. This training should start in the lower grades and continue thru high school. Colleges and universities are beginning to accept this idea and are offering courses and opportunities for teachers to meet this added responsibility. Unfortunately primary and secondary schools are slow to meet the challenge of this new leisure.

The function of a municipal recreation department should be to aid the school in this training by conducting a proper program for the children during their out-of-school hours and vacation periods. It should also furnish a complete program for all in their after-school years, offering them opportunities to carry on those activities sponsored in the day school. A municipal program must consist of more than swinging, riding on a merry-go-round, or playing baseball. It should include opportunities for arts and crafts, dramatics, music, forums, round-table discussions, summer and winter sports, and group work. The program must tend toward cultural development as well as physical.

With this concept of recreation and the function of a municipal recreation department, may I cite Milwaukee as an example of a municipality which is attempting to meet this problem of leisure time thru education and guidance. Its Departments of Municipal Recreation and Adult Education are organized and conducted under the auspices of the board of education. A complete year-round outdoor and indoor leisure-time program is offered to people of all ages under trained leadership. The program may be said to be threefold, consisting of playgrounds, social centers, and municipal athletics.

The municipal athletic program consists of twenty-two different sports, most of which are conducted on a league and tournament basis. Listed in this program are hiking, cycling, curling, archery, lawn bowling, badminton, canoeing, fencing, handball, horseshoes, skiing, table tennis, and weight lifting, as well as all the more common major sports.

The second part of this threefold program deals with the playgrounds, which are operated on a four-season basis. In the spring and fall about thirty-five grounds are operated with one leader on each ground. Supervision is from 3:30 P. M. to 9:00 P. M., with the program consisting prin-

cipally of highly organized games. During the winter months these grounds are flooded for skating purposes.

The summer playground program, which is highly organized and intensive in nature, lasts during the ten weeks of day school vacation. Seventy-two grounds are in operation with some two to five leaders on each area. Activities are conducted from 9:00 A. M. until 9:30 P. M. for both boys and girls, with the special attention of the play leader given to the children of twelve years and under in the morning, those from twelve to sixteen receiving special attention in the afternoon, and those over sixteen receiving the larger portion of the play leader's attention in the evening. Play leaders' classes are held every Saturday morning for the 225 leaders, at which time they receive special instructions for the coming week as to program content and general playground administration. The daily program includes games of low and high organization, relays and races, combative contests, individual stunts, quiet games, sand modeling, handicraft, and special classes. Community playground leagues rather than interplayground competition are stressed. However, there is all-city competition in the mass meet and pentathlon for boys under sixteen, stunt meet and decathlon for young men over sixteen, and chess for both boys and girls under seventeen years of age. The first four mentioned events are built upon playground activities rather than track events. The day camp program, which naturally stresses nature instruction, is very popular. Three day camps with special instructors are doing splendid work with the city's children. The annual playground festival during the last two weeks of the season is one of the highlights of the children's summer vacation.

The social center program, conducted from the middle of September to the middle of April, is really the major part of the threefold leisure-time program in Milwaukee. Fifteen social centers conduct a program for grade school children after school from 3:30 to 5:30 P. M. From four to six leaders are required in each social center, five days a week, to conduct the necessary activities, with a special program provided on Saturday afternoons.

Twenty evening social centers conduct activities from 7:00 P. M. to 10:00 P. M. five evenings a week for adults. Arts and crafts, languages, sports and games, dancing, and gymnasium classes are given.

There are approximately seven thousand members in the boys' and girls' clubs. Each social center has its own club council, which in turn elects boy and girl representatives to an all-city council. This latter council sponsors out-of-door winter programs and a spring "prom." The program of each club includes a business meeting, a social recreation period, and a service project.

Milwaukee feels that recreation is education and should have the same quality of thought and guidance as does the academic life of its youth. Therefore its recreation program has been placed under the supervision of the board of education. Milwaukee does not say to its graduates, "We are

thru; we have given you an education." Instead, it opens its school buildings in the evening and says, "Come back and continue your day school interests, which we have created in music, dancing, art, handicraft, physical education, and athletics." Milwaukee's board of education has added a fourth "R" to its teaching program—recreation—in an effort to make the life of each graduate and pupil as full and rich as possible.

ORGANIZATION OF HEALTH, PHYSICAL EDUCATION, AND RECREATION PROGRAM

PHILIP H. FALK, SUPERINTENDENT OF SCHOOLS, MADISON, WIS.

The schools of America as well as all other public social services face a crucial problem in finance. With the increasing portion of national income being devoted to relief and other social welfare, plus the added burden of a necessary preparedness program, the tax dollar for local governmental social services including education, recreation, public health, as well as other governmental services, will be scrutinized more closely than ever. There is need in every community for a well-rounded, well-correlated, and well-integrated program of health, recreation, physical education, and safety. We cannot justify—from the standpoint of finance or from the point of view of maximum return in service per tax dollar spent—duplication, isolation, friction, or controversy among those responsible for these important functions.

These activities must be organized in a manner that is administratively sound. Maximum service, economy of operation, and centralization of responsibility are imperative. Petty jealousies and desire for control must be subordinated to service and efficiency.

In the crucial years that lie ahead those interested in health, physical education, recreation, and safety should take steps to iron out and eliminate weaknesses within their organization. A program that encourages a boy to play basketball during the day in a gymnasium class, after school as an extracurriculum activity, and again in the evening as a Boy Scout needs some analysis and integration. It is far better for friends of these activities to discover and eliminate their own weaknesses than for outsiders with other objectives to do so. Function should be clearly defined. Relationships should be well understood. In the long run, a program that is unsound or not clear-cut in terms of function, that is so clumsily organized that one must rely on good fellowship to make it work, or one which is extravagant in terms of use of facilities or of dollars spent cannot endure.

No nation physically weak or neurotic can long survive. We need physical and emotional as well as mental strength and vitality. We must know how to re-create that strength and vitality. It is the joint responsibility of health, physical education, recreation, and safety to minister to these needs. Each in isolation may be ineffective, if not harmful. Together they possess untold possibilities for national welfare.

PROBLEMS OF TEACHER EDUCATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND SAFETY

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An appreciation of the past, present, and future problems of general education becomes a necessary prologue to a discussion of the problems of physical education and its allied fields. Historically, teacher education parallels the rise of the public school and the parade of the economic, political, and social changes.

The first state normal school was opened at Lexington, Massachusetts, a little more than a century ago. During this period the population of America has increased eightfold. Wealth and culture have correspondingly increased and expenditures for education per capita have increased ninefold.

In 1839 a one-year course of study was offered. Now there are numerous teachers colleges offering seven years of professional preparation for teaching. A hundred years ago school trustees expected little more preparation of their teachers than a fair knowledge of the common school subjects which they taught. Due to the small salaries there was little incentive for advance preparation; in 1840 women teachers in Massachusetts were paid an average of \$12.75 per month.

Thus, it is evident that teacher-training problems are relatively new as compared to the age-old problems of science. They are still like an ambling stream with many channels, each having carried the flood-tide ideas of an ism. Day before yesterday it was Herbert's five formal steps of teaching, yesterday it was Dewey's laboratory method of learning by doing, today it is Koehler's Gestalt or the education of the whole child. Tomorrow it may be education for regimentation.

With this brief kaleidoscopic picture of the past, it seems wise to devote some discussion to the present problems of general education. The progress of an idea, invention, or a profession generally goes thru three stages before the cycle is repeated: (a) leaders arbitrarily establish certain procedures and policies; (b) these procedures are questioned by the rising new leaders; and (c) these procedures are scrutinized and experimental technics are used to test them. The cycle then repeats itself.

Today we are seemingly in the stage of experimentation in most matters pertaining to education. Nevertheless, in many areas the rising new leaders are questioning some of the previously used technics.

A. H. Valentine's chief criticisms are as follows: (a) We should be emphasizing teacher education rather than teacher training. By this he means too much time is devoted to teaching technics rather than to thoroly grounding the teacher in content. This procedure has been brought about in part thru the emphasis on quantity rather than quality. (b) The increasing emphasis on practice teaching is expensive and unproductive in terms of time consumed. Activity (student teaching) is chiefly valuable intellectually as commotion analyzed in retrospect. (c) Critical remarks are made by Valen-

tine regarding devices such as the radio and cinema as panaceas. He states that excitement over them obscures the main issues, which are quality of teaching and personnel and the intellectual quality of the subject taught. Further recommendations are made by Valentine regarding teacher certification. (d) This recommendation suggests more flexibility in the requirements so that those taking a liberal arts course could qualify without the addition of so many technic courses. The preceding statements are challenges and should be experimentally tried out before either accepting or rejecting them.

What specific problems face future educators? B. W. Frazier suggests that they lie in the following areas: (a) more exact definition of teaching competency; (b) better selection and organization of subjectmatter; (c) higher standards of student selection; (d) provision of increasingly competent staffs and thru them the improvement of instruction; (e) allocation and restriction of instruction in specialized fields to the institutions best fitted to offer it; and (f) provision of better material facilities.

The preceding discussion of problems facing general education, of necessity, should be carefully considered by the physical educators. Their solution should be reflected in the policies and procedures of our own special area of education.

The history of physical education and its related fields, especially in the United States, has not been one of a gradual evolution of content and method to meet successive needs, but rather it has been a hodgepodge of policies, procedures, and technics taken from Germany, Sweden, Denmark, Rome, Greece, and other countries. Accordingly, our history is spotted with fadistic acceptance of certain ideas and programs. These have been slavishly adhered to for a short time, then suddenly dropped in order to take up with equal enthusiasm some other contemporary activity. This is clearly evident when one views the panorama of activities engaged in even during the past three decades. First it was apparatus, then folk dancing, followed by public school athletic leagues, school hygiene, recreational sports, interpretive dancing, fundamental gymnastics, play days, and now the modern dance. Little time, research, and long-term planning have been set up in order to see the whole problem.

C. H. McCloy predicts that the next ten years will see the following developments:

1. Specific problems will be solved in light of the whole problem
2. Additions to the physical education curriculum will be made only on scientific evidence as to their validity
3. The development of a more balanced set of objectives
4. A reemphasis on the physical objectives of the program
5. A greater emphasis on the development of skills especially on the elementary level
6. More attention paid to how best to teach the various activities
7. Emphasis on programs that are specially planned to teach character by the laboratory method
8. Teaching the mechanical principles underlying movements
9. Greater emphasis on individual differences

10. A better content of the teaching materials
11. Better organization of our teaching materials
12. Development of many more tests of progress, many of them pencil-and-paper tests
13. Better organization of the whole-part-whole learning
14. Progression in dosage, kinesthetic education, complexity, mastery of the finer details of form, increased speed in skill performance, and progression from one skill to another
15. Credit on the same basis as classroom subjects
16. Emphasis on accurate knowledge based on facts
17. Emphasis on skills of feeling and beauty
18. Uncovering of the enormous possibilities of physical education in the fields of preventive and creative mental hygiene
19. Progress in measurement thru new tests, revision, improvement, and reorganization of old tests
20. An awareness of the possibilities for the development of culture thru physical education activities
21. Better scheduling and preparation on the part of teachers for each day's work
22. A better integrated professional organization
23. An increased amount of research in the field.

Each allied area of the field of physical education has specific teacher-training problems. Those associated with health education are presented.

Health Service

1. Many teacher-training institutions do not have an adequate health service for their pupils. The presence of such a service should acquaint the potential teacher with this area of health education. Association with an adequate health service may assist the teacher in coordinating the health service activities within a school.
2. If a health service is available, the philosophy may emphasize treatment rather than prevention. The same attitudes may then be carried over by the teachers into their school teaching.
3. If a cursory examination is given to the pupil while in school, the prospective teacher will have little faith in a school medical examination. Thus, an attitude will be developed which discounts the needed stress on an adequate medical examination and follow-up.

Health Environment

1. Too many of our classrooms, where health is taught, are unhygienic from the standpoint of light, ventilation, heating, and cleanliness. This inadequacy will influence the teacher's attitude toward these matters when in the teaching situation.
2. Because the teacher of health is too many times interested in content rather than individuals, the future teacher teaches as he is taught. The knowledge learned, not the practices improved or added, become the important things remembered by the trainee.
3. Fadistic health attitudes of the teacher may be inculcated into the student and the vicious cycle of unscientific thinking is a carry-over into the health teaching in the schools.

Teaching for Health

1. Many of our present teachers of health are untrained or poorly trained in the content related to health teaching. The practice too frequently exists of assigning a class in health content to an untrained or uninterested staff member. This occurs often in those institutions offering a minor in the field.
2. Too many health teachers in teacher-training institutions are stressing physiology and anatomy rather than the physiological and anatomical reasons for optimum health behavior.

3. The lecture method is often used in teaching health. The potential teachers usually duplicate the procedure when they teach. The use of the discussion periods, projects, visual aids, and conferences are too seldom used by the teacher of health.

4. The content presented is many times a repetition of elementary- or high-school material, the only change being in size of the words used by the teacher.

5. No requirement is made in the health course which would necessitate the pupil's removing a remedial handicap before passing the subject.

6. The vital relationship between condition and health is seldom associated with the motor activity and sport program either by the teacher of health or sports. Thus much of the drive for optimum health behavior is lost because of this lack of emphasis.

Since safety is the newest of the adopted children in the field, problems are accordingly more pertinent and numerous. Safety education is in much the same predicament that health education was two decades ago. The content is not well defined, teachers are untrained, textbooks are few in number and in the main poorly written. A few of the most pertinent problems are listed as springboards for a more complete analysis as the subject-activity comes of age.

The following list of problems, in the writer's opinion, represents the best compilation to date. Prepared by Ben Miller, it covers the field satisfactorily.

1. Scientific evaluation of present courses of study and the development of one representing recent trends and embodying a summarization and unification of the principle involved

2. Grade placement of the different phases of safety

3. Teacher qualifications for assignment of safety responsibility and minimum standards for teaching licenses

4. Methods of evaluation and development of tests and measurements to show need, adapt instruction, and show results

5. Methods of in-service teacher training

6. The inner meaning of the safety movement. "Safety First" as outdated slogan versus the slogan, "Safety for More and Better Adventures"

7. The use of the results of the health examination as a psychological basis for safety education

8. A generally accepted definition of safety education and an accident

9. The physical factor versus the human factor in safety which is largely a matter of controlling human behavior

10. The relative value of positive versus negative safety instruction

11. The real significance of the law of causation in accident prevention

12. Evaluation of present visual safety aids

13. Sane publicity methods

14. Evaluation of state adopted textbooks

15. Standards for student safety organizations

16. The real responsibility of the public schools in transportation safety and the feasibility of providing actual road instruction in the automobile

17. Relative merits of the use of the different types of extracurriculum safety activities and also the different types of auditorium safety programs

18. More feasible accident reporting and inspection blanks for public schools

19. The feasibility of utilizing safety workshops as a combination classroom, laboratory, and library.

The best list of problems in recreation was organized and presented by the Committee on Teacher Training of the Second National Conference on College Training of Recreation Leaders. Following is an abstract of the report:

1. An emphasis in terms of curriculum building that will give wide recognition to the essential place of leisure in the daily life of children and adults. There is a need for rebuilding curriculums in elementary and secondary schools, as well as in colleges, so they will more nearly meet the needs of the students in modern living.

2. The provision of rich leisure experiences for trainees so that their own personal needs may be satisfied. If students are preparing for leadership in recreation they need to have opportunities for living the kind of life which they would advocate for others. It becomes the responsibility of the institution training them to provide facilities, equipment, and atmosphere for such participation.

3. A new emphasis on the recreational responsibilities of all teachers: (a) toward student recognition of the wide implication of the leisure-time problem, (b) toward community recreation, (c) toward student recreation, and (d) thru teaching procedures which develop leisure-time interests.

4. Greater freedom in the election of courses that will provide for personal satisfaction in recreational experiences and prepare teachers for some part-time work in the field of recreation. The very nature of many teaching areas, such as agriculture, art, dramatics, home economics, industrial arts, music, physical education, and sociology, provide teachers with background and skills which are very valuable in a community recreation program. If such teachers be allowed to elect courses which will orient them as to the nature, scope, and objectives of recreation, they might well do some part-time work in that field. Such a combination of school and community service might be most desirable. It is also advisable that prospective teachers be allowed to elect courses which will enrich their own lives and make them more active participants in a community recreation program.

5. An emphasis on professional education for recreation in combination with other teaching and group work areas.

6. The formulation of curriculums for professional education in recreation, with consideration of the following points: (a) a careful selection of candidates on the basis of personality, skills, health, intelligence, leadership, and general background; (b) the provision in such a course for requirements for the college degree; general basic requirements in biology, economics, education, psychology, and sociology; the specific basic requirements in arts and crafts, dramatics, group work, music, and physical education; opportunities for adequate internship; in placement; follow-up service.

7. The provision of state leadership as to (a) the enactment of mandatory and permissive laws that will foster development of education for leisure and of recreational programs; (b) adequate financial support; (c) cooperative long-range planning by park boards, boards of education, and other agencies for adequate programs and facilities in recreation; (d) the establishment of certification requirements for recreation personnel; (e) greater flexibility in certification requirements so that recreational training courses be accepted for the satisfaction of certification requirements; (f) assistance in planning broad and comprehensive recreation programs and assistance in building general educational curriculums thru such services as publications, visitations, and professional meetings; and (g) encouragement to local boards of education for the development of schools as community centers.

The mere listing of problems is only the initial step in their solution. Methods and technics need to be initiated by local and national groups in order to insure their solution. Long-term planning committees need to be established which see the individual problems in terms of the whole area

and field. Fly-by-night solutions only lead the field into a deeper morass of conflict. The advancement of the profession depends on this procedure. We are now entering an epoch of renewed emphasis and interest in our field. Proper and immediate long-term planning will advance the profession two decades within the next few years. War has always accentuated the advance of physical education and its allied fields. The challenge is before us—will our leaders accept or reject this opportunity to lay out a blueprint of professional progress?

LEGISLATIVE COUNCIL MEETINGS, CHICAGO, ILLINOIS

Wednesday, April 24, 1940, 9:00 A.M.

The petitions of Phi Epsilon Kappa and the New Mexico State Health and Physical Education Association for affiliation with the Association were presented, with the recommendation of the Governing Board that they be accepted. It was so moved, seconded, and passed.

Mr. Hinman reported on the work of the Nominating Committee and presented the following slate of nominees for the position of president-elect: David Brace, Anne Duggan, Elizabeth Halsey, and Jay B. Nash. As a result of the balloting Anne S. Duggan is president-elect.

The report of the Constitution Committee had been distributed to the Council. It was moved, seconded, and passed that this report be accepted.

The chairman of the General Policies Committee reported that its complete report is in the hands of the Governing Board, which will submit recommendations on it to the Council at a later meeting. It was moved, seconded, and passed that this report be received.

Dr. Brown presented the report of the Honor Awards Committee. It was moved, seconded, and passed that this report be accepted. It was moved, seconded, and passed that the operating code be received, and that Dr. Brown work with Mr. Brownell and the national office to make any necessary improvements in it.

Mr. McCloy presented a verbal interim report for the Committee on Convention Program Planning, stating that the Committee would continue working and intended to get expressions of opinion from a large sampling of conventiongoers next year on a number of the problems which the Committee is studying. It was moved, seconded, and passed that this report be received.

The report of the Committee on Precedents and Traditions had been distributed to the Council. Moved, seconded, and passed that this report be accepted. The Committee also made three recommendations as follows:

1. That the recording of legislation by the Legislative Council be handled by the national office in an accumulated, itemized, and up-to-date form. This should be compiled within two months after the annual meeting and submitted to the Council for approval.
2. That the Committee be continued for the formulation of precedents and traditions which are not included in the legal actions of the Association.
3. That the Committee work out an operating code and present it for approval next year.

Each of these recommendations was accepted on separate motion.

The report of the Committee on Yearbooks had been distributed to the Council. It was moved, seconded, and passed that this report be received.

It was moved, seconded, and passed that the report of the Committee on Permanent Historical Exhibits be received.

The Report of the Committee on the Ten Cardinal Principles was presented by Dr. Williams who reported that few suggestions had been received by the Committee

on this statement, and asked that the Committee be continued to receive further suggestions and make a final report at a later date. It was so moved, seconded, and passed.

The Report of the Committee on Small Gymnasia was presented to Mr. Hughes, who moved that the Committee be continued under a new chairman since Miss Hatlestad has resigned, and that the report be received. Motion seconded and passed.

Mr. Lloyd presented the report of the Research Committee, summarizing its progress in compiling records of research in the field, and recommended that the report be received, that the Committee be continued, and that consideration be given to the possibility of giving it some financial support. Moved, seconded, and passed that these recommendations be accepted.

The report of the Committee on Convention Setup had been distributed to the Council. Moved, seconded, and passed that the report be received.

In the absence of Mrs. Bailey, the secretary presented the report of the Committee on Cooperation with Health Education Groups. The Committee feels that the National Conference for Cooperation in School Health Education is in a good position to carry on this work and therefore asks that the present Committee be discharged. Moved, seconded, and passed that this report be accepted.

It was moved, seconded, and passed that the report of the Committee on Professional Education be received.

It was reported that the Committee on Softball had met last fall and had submitted a written report to the secretary, an abstract of which was published in the *Journal*. Moved, seconded, and passed that this report be received.

Mr. Mitchell presented the report of the Promotion Handbook Committee. The Committee plans to seek the advice of experts in the field of promotion in the final revision of the report and to suggest to the incoming president some additions to the Committee personnel.

The report of the Committee on Foreign Relations had been distributed to the Council. Dr. Brown reported briefly on the plans of the Committee for future action. It was moved, seconded, and passed that the report be received and that the Committee be continued.

Miss Mealey presented the report of the Temporary Advisory Committee on Health Education, which had been distributed to the Council, and asked that the Committee be discharged. Moved, seconded, and passed that the report be received and the Committee discharged.

Mr. Brownell reported for the recently appointed Committee on a Student Section that its work had just begun, and moved that the incoming president be asked to use his judgment on the continuance and future personnel of this Committee. Motion seconded and passed.

Mr. Cureton presented the report of the Committee on Aquatic Leadership, asked that the Committee be continued and empowered to work on an experimental basis for the coming year, that the Council make a careful study of the material in the report, and that a final report be made next year. So moved, seconded, and passed.

Dr. Williams reported verbally on the work which had been done by the Committee on Wagner Bill S 1620 during the year. The Committee has no final recommendation to make as the future of the bill is uncertain. Moved, seconded, and passed that the report be received.

The report of the Committee on Educational Exhibits was received.

Report of the Committee on Vocational Guidance was received.

Report of Committee on Motion Pictures was received.

Recommendations of the health instruction section (especially number 3 referring to financial assistance for the section) were referred to the Governing Board. The presidents of the six districts made brief verbal reports and filed written reports with the secretary. These reports were received without formal vote. The reports of the following sections were presented verbally and received: Administrative

Directors—W. K. Streit; College Men's Physical Education—Glenn Howard; Dance—Lucile Czarnowski; Health Education Teacher Training—Anita Laton; Intramural Athletics—C. W. Hackensmith; Men's Athletics—John Van Why; Mental Health—read by secretary in absence of James Houloose; Private Schools—William A. Palmer; Public Schools—Ralph Tapp; Recreation Leadership—Floyd Eastwood; Recreation Program—Alden W. Thompson; Recreation Research—George Gloss; Research—Ruth Bass; Therapeutics—Catherine Worthingham; Women's Athletics—Jane Shurmer; and Teacher Training—H. A. Scott for D. Oberteuffer.

The following recommendations were voted on:

1. Camping section recommended that the officers of the section serve for two years. Moved, seconded, and passed that this report be received.

2. Safety section presented a resolution that a Safety Education Division be established without changing the name of the Association. Received and referred to the General Policies Committee.

3. Nutrition section recommended that a committee work on some supplementary material in this field to be included in the report on "Suggested School Health Policies." Report was received.

The following slate was presented for member-at-large on the Governing Board: James Houloose, J. B. Nash, C. C. Wilson. Elizabeth Halsey was nominated from the floor. Moved, seconded, and passed that the nominations be closed. As a result of balloting, Mr. Nash was named member-at-large.

Miss Bouve presented the following report from the Women's Division, N. A. A. F.: "The Executive Committee of the Women's Division, National Amateur Athletic Federation, wishes to express its thanks to the officers of the American Association for Health, Physical Education, and Recreation for the courtesy which has been shown it in the past year. It is gratifying to know that the Legislative Council is in favor of a merger of these two organizations and it is hoped that the membership of the Women's Division, N. A. A. F. will ratify the vote of the Council. If the merger becomes a reality, the members of the Executive Committee of the Women's Division are eager that your Association will appoint a committee to study ways and means whereby the group memberships of the Women's Division may be continued so that our professional contacts with these thousands of young people may not be lost. It is also requested that thought be given to continuing and increasing the work which the Women's Division has done in educating lay members of the community as to desirable standards of physical education." Moved, seconded, and passed that this report be received.

The following reports of affiliated organizations were presented verbally and written reports are to be filed with the secretary: American Academy of Physical Education—John Brown, Jr., for A. H. Steinhaus; College Physical Education Association—L. C. Boles; National Association of Directors of Physical Education for College Women—Dorothy Ainsworth; Phi Delta Pi—Bernice Moss; Society of State Directors of Health and Physical Education—C. H. Edwards; and Y. M. C. A. Physical Directors Society—John Brown, Jr.

Wednesday, April 24, 1940, 4:00 P.M.

Macfarland and Heaton, Eastern advertising agents for the *Journal of Health and Physical Education*, have asked for a two-year renewal of their present contract. The Governing Board recommended that this contract be renewed for two years. It was so moved, seconded, and passed.

The Governing Board recommended that the fiscal year of the Association be changed to run from June 1 thru May 31 instead of from July 1 thru June 30. This change will make the fiscal year correspond with that of the National Education Association and will make the annual audit of the Association books simpler and less expensive. It was moved that this change in the fiscal year be made. Motion seconded, and passed.

The following recommendation from the General Policies Committee was read: "In order to facilitate further progress, the General Policies Committee recommends that the Executive Committee of the Association or a committee appointed by it be asked to confer with the Executive Committee of the National Education Association to clarify the present policies and general attitudes of the N. E. A. with respect to the health functions of this Department and its relationship to the Joint Committee. The purpose of this conference is to help shape the lines of organization relating to the proper professional service which our Association is able to render." It was moved and seconded that this motion be adopted. Dr. Cozens moved to amend this motion with the provision that the Committee should be appointed by the president with the approval of the Executive Committee. This amendment was accepted by the mover and seconder.

Dr. Bell reported that a compilation had been made of the duties of the officers and staff members of the Association. The Committee on Duties of Officers recommended that this report be considered as a progress report; that the report be received by the Council; that the Committee be continued for further study of the problem; and that the incoming president be empowered to use his discretion in regard to additions to the personnel of the Committee. It was moved, seconded, and passed that these recommendations be accepted.

The National Section on Women's Athletics had presented a request for permission to elect section officers by the method tried out experimentally last year. On recommendation of the Governing Board, it was moved that the Bylaws be waived in this one instance for the coming year only so that the National Section on Women's Athletics might proceed to experiment with its proposed election procedure. Motion seconded and passed.

The secretary presented the recommendation of the Governing Board that the Committee on Convention Rotation, under the chairmanship of Helen Coops, be continued for another year. Moved and seconded that this recommendation be adopted. Motion passed.

The Governing Board recommended that any joint committee with other organizations must be sanctioned by the Legislative Council. Moved, seconded, and passed that this recommendation be adopted.

The Governing Board recommended that a joint committee be authorized to work with a committee of the Board of Directors of the Association of College and Reference Librarians of the American Library Association to study a proposed encyclopedia of sports, games, and recreational activities. Moved, seconded, and passed that this recommendation be adopted.

The Governing Board presented the recommendation of the General Policies Committee that a 4-6-8 year plan of convention rotation be adopted starting in 1944 and taking into consideration the allocation of the convention among the districts in the years immediately preceding. This plan would mean that the eastern and midwest districts might have the national convention every four years, the southern and central districts every six years, and the northwest and southwest every eight years. It was called to the attention of the Council that the Convention Rotation Committee had been continued for the study of this problem. It was moved that this recommendation of the General Policies Committee be referred to the Convention Rotation Committee. Motion seconded and passed.

On the recommendation of the General Policies Committee, the Governing Board recommends that one individual may possess and vote not more than three proxies at a meeting of the Legislative Council. It was moved and seconded that this recommendation be adopted. There was some discussion on this matter and finally the motion was put to a vote and defeated.

The Governing Board presented the recommendation of the General Policies Committee that there be established a class of associate membership, dues to be the same as those of active and professional membership, including all privileges except the right to vote and hold office. This membership is especially designed for persons

not professionally engaged in health, physical education, and recreation but interested in the support of these programs. It was moved and seconded that this recommendation be adopted. Motion passed.

The Governing Board presented the recommendation of the General Policies Committee that only members and patrons who are professionally engaged in one or more aspects of health, physical education, and recreation shall have the right to hold office or to vote for representatives on the Legislative Council. It was moved, seconded, and passed that this recommendation be adopted.

It was recommended that life membership in the Association be limited to individuals. Moved, seconded, and passed that this recommendation be adopted.

It was recommended that the executive secretary negotiate with the two nonindividual life members now listed to decide on a time limit for the life of these memberships which would be satisfactory to all concerned. Moved, seconded, and passed that this recommendation be adopted.

The Governing Board recommended that the executive secretary and the editor be members of the Executive Committee, Governing Board, and Council without vote. Moved, seconded, and passed that this recommendation be adopted.

The Governing Board recommended that after present commitments are taken care of the Association work toward the centralization of all publications in the Association office. There was some discussion of this problem and Mr. Patty was asked at this time to give the report of the Editorial Policies Committee. Mr. Patty reported that his committee had been divided into five subcommittees to discuss editorial policy of the *Journal*, the *Research Quarterly*, supplements, standards for section publications, and monographs. A partial report from the Committee has been distributed to the Council. The Committee asked that the report be received in tentative form and that the Committee be continued in whatever way the president and Council decide for future service. It was moved, seconded, and passed that these recommendations be accepted.

Returning to the question of centralization of publications there was some discussion of the financial aspects of such a policy. The editor's opinion was that publications handled by the Association office could be handled at a profit or at least pay for themselves. It was moved that this problem be referred to the Committee on Editorial Policy. Motion seconded and passed.

The Governing Board recommended that we request the collection of convention registration fees at all preconvention sessions to facilitate and improve convention registration procedure. Moved, seconded, and passed that this recommendation be accepted.

The Governing Board presented the recommendation of the General Policies Committee that no section membership dues be permitted. It was moved and seconded that this recommendation be adopted. Motion passed.

The following modified recommendation of the General Policies Committee was presented:

(a) That for the present the sections should remain as they are now constituted. The General Policies Committee recommends that each section be requested by the incoming president to appoint a committee to study the section organization or operating code it would desire and submit reports to the General Policies Committee for study three months prior to the 1941 convention.

(b) That each section appoint a committee to decide not later than October 15, 1940, with which division or divisions it wishes to align itself, that is, with one, two, or three divisions. This report shall be made to the president.

(c) That the two sections on research appoint a joint committee from their active workers to study the desirability of a combined section or combined programs. A similar committee should be set up by the three sections on teacher training and leadership. Moved and seconded that this whole recommendation be adopted. Motion passed.

The following recommendations of the General Policies Committee were presented by the Governing Board:

1. That the election of vicepresidents at this convention be made by the division councils according to the procedure which has been followed the past two years, that is, according to Article VI, Section 2, of the Bylaws.

2. That after this year, each section shall have six votes for vicepresidents, or shall appoint six delegates to Division Council meetings according to the following procedure:

(a) If a section or affiliated organization wishes to align itself with one division only, it shall have six votes for vicepresident in that Division Council meeting.

(b) If a section or affiliated organization wishes to align itself with two divisions, it shall have three votes for vicepresident in each of the two Division Council meetings.

(c) If a section or affiliated organization wishes to align itself with three divisions, it shall have two votes for vicepresident in each of the three Division Council meetings. For example, it would appear that the administrative directors, private schools, public schools, safety, and society of state directors cut across all three divisions, and might wish to follow plan (c), but the section or affiliated organization must decide.

It was moved by Mr. Cozens that action on this recommendation be deferred to the Friday Council meeting and that the recommendation in the meantime be considered and discussed by Council members and taken up in the various sections. Motion seconded and passed. It was brought to the attention of the Council that paragraph (1) of the recommendation would have to be voted on at this meeting in order to legalize the election of the three new vicepresidents. It was therefore moved that this question be reconsidered. Motion seconded and passed. Moved that item (1) under election of vicepresidents be adopted and other items deferred for consideration at the Friday meeting. Motion seconded and passed.

The Governing Board presented the recommendation of the General Policies Committee that applications for Association endorsement must be recommended by the Governing Board to the Legislative Council. It was moved, seconded, and passed.

Friday, April 26, 1940, 3:30 P.M.

Mr. Pritzlaff, convention manager, reported that the income from commercial exhibits at the convention was \$3225; registration income to date was \$2603; and expenses were estimated at \$3030. He mentioned that the Chicago teachers had contributed a fund of \$600 for certain extra expenses of the convention and that the Chicago Board of Education has underwritten a good deal of expense for clerical work and supplies. The registration at this point was 3156, and 549 memberships had been taken in. The 541 Chicago teachers have joined the Association 100 percent.

Mr. Hernlund presented the report of the Resolutions Committee. A joint resolution presented by the Resolutions Committee and the Midwest District Resolutions Committee expressed appreciation to the officers of the national Association and the Midwest District; to Mr. Pritzlaff; and to people and organizations in Chicago who had made so many fine contributions to the success of the convention. It was moved, seconded, and passed that this resolution be adopted.

The following resolutions were also presented:

1. That a division of safety education be created in the Association. It was moved that this resolution be referred to the Governing Board. Motion seconded and passed.

2. That the Association recommend the discontinuance of interscholastic boxing for boys eighteen years of age or younger. It was moved, seconded, and passed that this resolution be adopted.

3. That the Association recommend the elimination of interscholastic state cham-

pionship contests for boys and girls. It was moved, seconded, and passed that this resolution be adopted.

4. That resolutions originating within divisions and sections should be referred to the Resolutions Committee for approval before being presented to the Council; also that the operating code for the Committee as submitted by Dr. Kilander be adopted. It was moved, seconded, and passed that this resolution be adopted.

5. That the Association go on record as opposed to the development of the game of football for women. It was moved, seconded, and passed that the resolution be adopted.

6. That the Association express its regret at the cancellation of the Olympic games because of war conditions and urge their restoration at the earliest possible moment. It was moved, seconded, and passed that this resolution be adopted.

Mr. Giaque reported for Mr. Rath that an obituary had been prepared for Dr. Naismith and that obituaries for Alfred Brodbeck and for Lulu Cline would be published in an early issue of the *Journal*. Notice had also been received of the death of Sven Lokrantz, a distinguished member of our profession. It was moved, seconded, and passed that this report be accepted.

The secretary read a report from Mr. Mueller stating that the Committee on the McKenzie Memorial had been unable to complete its assignment and was still working on the problem. It was moved that this Committee be continued and so notified. Motion seconded and passed.

Miss Jean presented a report of the Committee on Foreign Relations and recommended that this be made a standing committee. It was moved that this report be adopted. Motion seconded and passed.

The secretary presented the report of the Committee on a Standing Committee on Standards in which it was recommended that the Committee be discharged and that its findings be referred to the Governing Board. It was moved, seconded, and passed that this report be accepted.

Mr. Jackson presented the report of the Committee on Vocational Guidance. A recommendation was made that it be continued for two years in order to complete its report. It was moved that the Committee be continued for one year. Motion seconded and passed.

Mr. Luehring presented the report from the National Collegiate Athletic Association. It has a membership of over 200 colleges and universities and is working toward the improvement of standards in collegiate athletics. Dr. McCurdy has represented this organization on the Council since 1905. The Association sends its best wishes to the Council and hopes that the two organizations will be able to continue to cooperate on projects in the future. Mr. Luehring also presented the request of the organization that our Association try to avoid the last week in April when scheduling our annual convention as this is the time scheduled for a number of important intercollegiate athletic events, notably the Drake and the Pennsylvania relays. It was moved that this recommendation be referred to the incoming convention committee. Motion seconded and passed.

It was announced that the following officers had been elected by the three divisions:

Health Education Division—chairman, Ethel Mealey; vicechairman, Pauline Brooks Williamson

Physical Education—chairman, Paul Washke; vicechairman, Jane Shurmer

Recreation Division—chairman, Vern Hernlund; vicechairman, Floyd Rowe.

Each of these elections was confirmed by vote of the Council.

Miss Wayman presented several recommendations prepared by the General Policies Committee:

There was a resolution recommending a division of safety education. The General Policies Committee recommends that the Council not approve this request for the following reasons: (a) there is at the present time a safety section; (b) the activities of this section cut thru the interests of the three divisions; and (c) as a section it has power to organize any activities desired which will promote the

interest of safety education. It was moved, seconded, and passed that this recommendation be accepted.

The General Policies Committee recommends that the Committee study the matter of representation from our organization on boards of allied organizations and report to the Governing Board during the year. In the meantime this problem naturally becomes an emergency situation for the Executive Committee. Moved, seconded, and passed that this be adopted.

Miss Wayman read the following statement on colored membership: "It is the understanding of the General Policies Committee that according to our Constitution and Bylaws membership in this organization is not restricted as to race, color, or creed and is open to any member of the profession who qualifies according to our Bylaws. Since the organization of local societies is not under the control of the national organization such local organizations have full power to prescribe or limit their membership." No action was taken.

The secretary read two recommendations from the Governing Board as follows:

Resolved that the Association endorse and lend its full support toward the implementation of the recommendation found in the General Conference Report of the White House Conference on Children in a Democracy, which recommendation proposes that "a privately supported nongovernmental national commission on recreation should be created to study leisure-time needs and resources and to make recommendations regarding the development of recreation and informal education."

Seconded and passed.

It was moved that the Governing Board recommend that the Council authorize the president to appoint a committee which will represent our Association in working with the National Education Association and the American Council on Education in creating a policy-making commission to be concerned with recreation and the use of leisure. Seconded and passed.

The secretary read the recommendation of the Governing Board that the payment for the annual bibliography prepared by Mr. Affleck be discontinued after this year with the understanding that the executive secretary will try to obtain support from some other source for its continuance. Moved, seconded, and passed that this recommendation be accepted.

The Governing Board recommended to the Council that it authorize the appointment of a committee with Mrs. Nellie B. Cochran as chairman, to cooperate with the National Commission for Cooperative Curriculum Planning. It was moved, seconded, and passed that this recommendation be accepted.

Mr. Champlin presented from the Committee on Interrelationships the following recommendations:

1. That the president appoint a committee to continue this study during the next year
2. That the suggestions in the report with the exception of section "g" referring to functions of state directors be widely published and disseminated for discussion by members of the national, state, and local organizations
3. That the all-inclusive membership plan be tried out experimentally during the coming year in whatever areas are willing to work with it
4. That the national office prepare to render the services listed under section "d" referring to the National Service Bureau.

It was moved, seconded, and passed that this report be accepted.

Mr. Cozens presented the following proposal for simplifying the conduct of Association business:

In the interest of expediting the transaction of business in our Association, the Governing Board recommends that the members of the Legislative Council study for one year the desirability of the following: "Establish an Executive Committee composed of the present Executive Committee and Governing

Board, with power to act on all routine business of the Association, emergency situations, and disposition of committee reports, when these do not involve a major change in Association policy in which case these shall be submitted to the Legislative Council."

The following items of business which arose during the present year serve to illustrate emergency situations:

1. The request for 5 percent increase in the cost of publication of the *Journal and Research Quarterly*
2. The appointment of a vicepresident for the physical education division due to a resignation
3. Requests that the Association be represented on boards or official bodies of other organizations.

It was moved and seconded that this report be accepted. Dr. Williams moved as an amendment to the motion that the Council approve, rather than study the desirability of, the proposed reorganization plan for one year and that final decision on adopting this as a permanent change be deferred until next year. After brief discussion this amended motion was seconded and passed.

Mr. Washke presented the suggested budget and read the recommendation of the Governing Board that \$1000 be added to estimated income under the heading "Grants and Transfers" and the same sum to expense under the heading "Travel for Officers, Executive Secretary, and Special Committees" making a total budget of \$38,700. It was explained that there was a possibility of receiving a grant of \$1000. It was moved and seconded that this budget be adopted. Motion passed.

The following recommendation from the Administrative Directors section was read by the secretary:

That we recommend the appointment of a joint committee representing the American Institute of Architects and the Association to prepare standards for various types of school buildings—elementary, secondary, consolidated—with particular reference to facilities for health, physical education, and recreation, keeping in mind both school and community use.

It was moved, seconded, and passed that this request be received and that it be referred to the new Executive Committee, with power to act.

Dr. Hughes presented a motion that a committee be appointed by the president:

1. To study the organizational setup of similar professional associations, such as (a) the American Association of School Administrators, (b) the American Association for the Advancement of Science, (c) the American Medical Association, and (d) the American Bar Association.
2. To develop one or more simplified plans of organization.
3. To publicize this plan or these plans to the membership thru the *Journal* before our next convention.
4. To submit a plan for adoption by the Council at its meeting in Atlantic City.

Motion seconded and passed.

Invitations were received to hold the 1943 convention in the following cities: Cincinnati, Cleveland, Detroit, Kansas City, and Seattle. It was moved that we accept the invitation of the Northwest District to meet with them in Seattle in 1944. Motion seconded and passed.

After a closed ballot it was announced that the 1943 meeting will be held in Cincinnati.

*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 1940-41 are: PRESIDENT, Carroll R. Reed, Superintendent of Schools, Minneapolis, Minn.; FIRST VICEPRESIDENT, Ben G. Graham, Superintendent of Schools, Pittsburgh, Pa.; SECOND VICEPRESIDENT, Hobart M. Corning, Superintendent of Schools, Colorado Springs, Colo.; EXECUTIVE SECRETARY, Sherwood D. Shankland, 1201 Sixteenth Street, N. W., Washington, D. C.; EXECUTIVE COMMITTEE, 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); Homer W. Anderson, Superintendent of Schools, Omaha, Nebr. (term expires 1944); president, first vicepresident, 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	1939:231-321
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 St. Louis convention as space permits. All general sessions addresses have been published in full in the 1940 *Official Report* of the American Association of School Administrators.

GENERAL SESSION
SUNDAY AFTERNOON, FEBRUARY 25, 1940

CONFERRING OF HONORARY LIFE MEMBERSHIPS

FRANK W. BALLOU, SUPERINTENDENT OF SCHOOLS, WASHINGTON, D. C.

PRESIDENT GRAHAM: From time to time the American Association of School Administrators bestows honorary life memberships upon members who have distinguished themselves in the field of education and who have retired from active duties. This afternoon we honor three of our distinguished fellow workers. The presentation tribute will be delivered by Frank W. Ballou, who is a past president of this organization. Mr. Ballou.

MR. BALLOU: I greatly appreciate the honor conferred on me of presenting to each of you three men certificates of honorary life membership in recognition of your services to the American Association of School Administrators and to American education. My happiness on this occasion is increased by the fact that I have counted each of you as my personal as well as my professional friend during the many years that we have been associated together in school administration.

John Wesley Carr

You were educated at Indiana University, Columbia University, and New York University, where you received your Ph.D. degree. Beginning as a teacher in rural schools, you became successively a high-school principal in Indiana; superintendent of schools at Anderson, Indiana, Dayton, Ohio, and Bayonne, New Jersey; and supervisor of high schools in the state department of education in Kentucky. Finally, you organized and became the first president of Murray State Teachers College at Murray, Kentucky. In 1906, your ascendancy to the presidency of the Department of Superintendence was a tribute to your recognized leadership in education.

With this certificate of honorary life membership in the American Association of School Administrators, which I am privileged to hand you, go the continued good wishes of all your associates in the educational profession.

Edwin Cornelius Broome

Academic degrees from Brown and Columbia Universities and a law degree from Saint Lawrence University attest to the breadth and the depth of your preparation for the teaching profession. Your professional achievements have earned for you honorary degrees from Ursinus and Juniata

Colleges, the University of Pennsylvania, the Rhode Island College of Education, and Temple University. In 1932, Columbia University awarded you its medal "for distinguished service in education."

You have served as teacher, as high-school principal, as superintendent of schools in smaller cities, and finally, as superintendent of schools in the third largest city in the United States.

Your participation in school surveys and in education commissions of this Department and your election to the presidency of the Department in 1932 attest to your colleagues' recognition and appreciation of your leadership, ability, and efficiency.

Your professional career encompasses comprehensive academic and professional preparation, systematic progress from modest educational beginnings to a commanding position of educational leadership in Philadelphia, in the state of Pennsylvania, and in the nation.

May this certificate of honorary life membership be a continual reminder to you of the affectionate personal and professional regard with which you are held by the members of the American Association of School Administrators.

John William Withers

The third honorary life membership is given to John William Withers who is unable to be present. However, I am speaking as I would have addressed him.

You were educated at National Normal University and Yale, where you received your Ph.D. degree, and honored for your educational statesmanship with honorary degrees conferred by Washington University at St. Louis and the University of Missouri.

You have served the profession as a teacher of country schools, principal of a normal school, high-school principal, president of the Harris Teachers College in St. Louis, superintendent of schools in St. Louis, and finally, dean of the School of Education of New York University. Your educational career and professional leadership have touched the lives of thousands of members of the profession and have won for you national distinction.

Beginning your career as an educational administrator as principal of a teacher-training institution, serving as superintendent of schools in one of our largest cities, and finally becoming dean of a school of education for the preparation of teachers and administrators, your educational career has been devoted largely to the preparation and improvement of members of the teaching profession.

In recognition of your educational statesmanship and leadership in the official positions which you have held, and on behalf of your associates in the American Association of School Administrators, it is my privilege and honor to present to you this certificate of honorary life membership as a token of the high regard with which you are held by your associates.

Finally, gentlemen, the small obscure places of your birth may claim credit for having started you on your careers of public service; the three states of



Frank W. Ballou presenting honorary life memberships to John W. Carr and Edwin C. Broome

your birth and the twelve other states in which you have collectively served education so nobly may also claim you as their favorite sons; nevertheless, your colleagues insist that because of your widespread and outstanding service to public education you belong to the nation. Two of you have already retired from active professional service and the other will retire this year after more than sixty years of public service in education. By conferring this honorary life membership on each of you, we want you to feel that you still belong to the American Association of School Administrators, which you helped to create.

We assure you that we shall continue to hold an abiding interest in your future health and happiness.

CONTEMPORARY CRUCIFIXION AND CRUSADE

THE REVEREND G. BROMLEY OXNAM, RESIDENT BISHOP, THE METHODIST CHURCH, THE BOSTON AREA, BOSTON, MASS.

PRESIDENT GRAHAM: It has been the custom of our Association to invite as the speaker for the Vesper Service a distinguished leader in religion. Today we are honored in having not only a distinguished leader in the field of religion, but a man who has distinguished himself in the field of education. I have the pleasure to present Reverend Oxnam.

REVEREND OXNAM: I count it a high honor to address you not only because of the vast audience that is here but because I know full well that

in this body lies the greatest power in America as far as determining the future of this nation is concerned.

The topic that I am to consider is "Contemporary Crucifixion and Crusade." As I speak to you I am not referring particularly to the tragedy enacted upon Calvary centuries ago. Then a poor, broken figure hung from a cross, and the Caesar of that day thought he was done with a troublesome Jew. The Man was crucified.

But our contemporary Caesars are individuals who cannot crucify the Man, but they have made up their minds that they will destroy His ideas. Long ago He said, "The truth will make you free," and today we are hearing it said, "The lie will make you free." He said, "He who would be greatest among you must become the servant of all." We are told today, "He who would be greatest among you must become the mightiest of all."

There was something said long ago about loving your enemies. Today we are told, "Hate your enemies." There are individuals today, men of might, who see no might in meekness. These individuals are not telling us, "Thou shalt love the Lord Thy God with all thy mind and soul and strength, and thy neighbor as thyself." They say, "Crucify such concepts," and speak out in terms such as, "Thou shalt love the state with all thy mind and soul and strength and thy leader as thyself."

Long ago Pilate asked, "What is truth?" This individual washed his hands and turned Jesus of Nazareth over to the Gestapo brutes of His day, and they amused themselves with a crown of thorns, a robe, and a reed. They spared Him the indignity of the concentration camp. There was no G.P.U. investigator there who would come with His torture-won confession to broadcast the whole story to Rome.

But Pilate did not understand that crucifixion is but the prelude to a crusade. He was an individual who could not understand that the very cross upon which Jesus was crucified before long would be on the banners of Constantine. Surely he could not envision upon the emblems of the emperor this cross upon which this simple Nazarene had been crucified. He could not envision that in the place above the cross would be the superscription, "By this sign, conquer."

I am quite certain that Pilate, not understanding the principle that always following crucifixion comes crusade, by no stretch of prophetic imagination could have looked down thru the centuries to that day when, standing upon the lawns of St. Mary's Church at Vezalay in France, St. Bernard preached the crusades of yesterday. True enough, they were misguided but nevertheless they were magnificent. Will you witness that scene for a moment?

Here is the ancient preacher standing before the statue of Mary Magdalene. Before him the king and queen of France, the knights, and the soldiers. He speaks. He is telling of the crusades and summoning them to march, and finally he says: "Ye king and queen who rule over France, lead ye the hosts of heaven. Ye knights sworn to take up swords for the honor of France, take up swords for the honor of Christ. Ye men and youth who bear arms by allegiance, bear allegiance to Christ on high." Then, coming to the close

of the address, he lifted a cross on high and said, "First for France, first for Christ, first for God on high."

There was silence for a moment. Then back from that vast throng came the cry, "Crosses, give us crosses." In accordance with the custom of his church, the king and the queen of France came. He pressed the cross to the brow of each. Then came the knights, and all the while rising like the sound of the sea, "Crosses, give us crosses." They could not understand that following the cross would come the crusade; of course not. Ruthless rulers of the moment are unaware of the fact that the crusaders of the spirit will be marching when the crucifiers of the flesh are dead.

I wonder if the man of steel over there in his Kremlin tower, plotting, thinking of the future, thinks himself immortal. He might well have been. If Stalin, coming into power, had really abolished the exploitation of man by man; if he had lifted to dignity the principle of the universal obligation to work; if he had taken economic injustice off the backs of people who had felt the whip-lash of the Czar; if he had done all that, he might have marched into immortality. But no. Apparently understanding better the ignorant medicine men of days gone by, he followed the policy of bleeding to make the afflicted well, and bled Russia by purge and prison. We have seen it manifest itself also in the poisoned press. Now this individual would nail Finland to the cross of tyranny. I rather fancy, tho, that long after the sinning Stalin is dead, the singing Sibelius will live on in the power of an endless life.

After crosses come crusades. What an opportunity the individual had thru all the long, weary years. Then at last came the great upheaval, the earthquake. Here was the opportunity to build a new world, but no, he coerced the wills of the people, crushed out opposition that did not understand a modern crucifier.

One day I had the privilege of meeting Katharine Breshkovsky, the little grandmother of the Russian Revolution, as she was called. I met her in Tokyo. There was hatred for the Bolshevik on her lips. There was the dream of a new Russia in her soul. She was a noblewoman. When I met her she was over seventy years. She had spent three of those years in the prisons of the Czar. She said, "One day after an attempted escape, all of us were punished." I need not describe that punishment. She said, "I was thrown into a foul, black, grimy cell, three by six feet, with a door leading to a hall. I lived in that terrible room for three years. I never saw the outside light. I never breathed the outside air." She was dreaming simply of the democracy that we take for granted in this land, and she wished it for her people. But an aristocratic group in that nation, apparently unable to understand, made its way into the great cathedrals where the ritual was carried thru perfectly and the songs were sung, but apparently they were more interested in the proper performance of the masses inside than in the masses outside.

After a time came the upheaval, and here was a man who had the opportunity in that upheaval to build a new world. But he joined the ranks of the modern crucifiers.

There was an individual, a corporal, making his way into the city of Prague, victoriously marching in. For reasons of health he decided not to give a certain speech from that great castle of one thousand rooms atop the hill. But long after Hitler is a nightmarish memory, Thomas Masaryk will walk the streets of Prague in spirit, and free men in Poland will hear the music of Paderewski.

Here is an individual of uncanny power. Some who have had the privilege of meeting him know perfectly well that you are dealing almost with a maniac with a mission but nevertheless joining the ranks of individuals who cannot understand the penalty of crucifixion.

You say, "Why do you speak in this way?" At the very heart of things there is a certain fundamental purpose written into the very universe. This universe of ours was not designed for mad men. We believe this universe is our Father's world, and there are certain fundamental, moral principles at the very heart of things. My friend Bishop Jones, a Negro, said sometime ago, "Whenever I hear anybody knock God, I just say 'Goodby, hammer.' " There is something in that. When you find individuals trying to cut across the very nature of the universe, after a time doom comes.

Mussolini tried it. Extraordinarily able, with his black shirts he conquered black men. He tells us that by a thousand signs it appears this is the century of fascism. How often he emphasizes what he calls the beneficent inequality of men! This individual, telling us the state is absolute in arrogant terms, marches on but he does not seem to be aware of the fact that, because of the very nature of things, he with others will be engulfed in a crusade that recognizes the dignity of man, the freedom of democracy, and the brotherhood of humanity around this world of ours.

Will you allow me to suggest this new, contemporary crucifixion and crusade? I think many of us today stand almost like the stunned and broken hearted groups who stood about the cross long since. We face crucifixion today and we wonder about it.

Intimate friends of mine, who actually witnessed what happened in Nanking when the Japanese army marched in, tell a story of mass crucifixion that is beyond belief. It is incredible that any nation today should take 20,000 men outside the city walls and literally execute that number as an object lesson. I have been in the College of Ginling in the city of Nanking, a woman's school like Vassar or Wellesley. The little woman, the president of that institution, knowing the Japanese armies were coming in and understanding what that would mean, decided to move her school. She did, using any crude means of transportation, moving the institution westward toward the mountain. Fifteen other institutions moved likewise. One looks upon that and he is a bit fearful. He is almost like the stunned group at the base of the cross long ago.

Our fear of the cross must give way to faith in the crusade. I know that it is rather difficult to exorcise fear and enthrone faith. But let us remember that Mussolini, Stalin, and Hitler are not the first grim triumvirate of history. Let us understand full well that hordes have swarmed into Asia in days gone by. That is no phenomenon.

I wonder if it would not be well for us, restoring our faith, to remember the long road over which man has trod. We have come from caves to cathedrals! Can you measure that? Yesterday a rude figure came from a cave, picked up a stone, fashioned a weapon, and went out to war. The centuries come and they fall until at last a human hand picks up a stone and piles it upon another stone. After a time the cathedrals are built, and men carve into the stone the messages of religion. Yes, that is an unmeasured distance and man has traveled it. Man has traveled a long road from the days of enslaving superstition to the days of emancipating science. Yesterday men cowed before the lightning and cringed as they heard the thunder. Today we go into our own laboratories and we create lightning and listen to the thunder.

I cannot understand those individuals today who face this era of transition in fear. They need to get something of a historical perspective. We have traveled an infinite distance from those simple beginnings up to the present hour, from the days of the low-browed slave to the days of the Saviour with a crown of thorns upon His brow. The slave was scourged, and died as a beast; the Master accepted the scourge, and died that men might be free. Surely a being that has risen from slavery to Saviourhood has not come to the end of the trail. From the tyrannies of the dictatorships of yesterday to the triumph of the democracies of today is likewise a journey of miles no man can number. Who can measure the distance from the fratricidal sons of Cain to the fraternizing sons of Christ? In the courage born of the progress of the centuries, man moves to the crusade.

Let us remember the story of history and take courage and move out to the crusade. But if we are going to move to the crusade, there are certain matters that need to be seen very clearly.

Courage is not enough. We now face a decision. We are about to decide, and no group in this nation will have more to do with it than yours: Is our nation to continue, with certain other nations, to live in freedom, or are we to exist under tyranny? Is this whole worldwide movement to engulf us? I refuse to believe it.

This is no place to repeat the difference between the concepts of democracy and dictatorship. I know we understand.

These men who crucify the creative mind, these individuals in power today, assume that the state has the right to determine the philosophy to which every individual who lives within the state must give assent. They assume, in addition to that, that they have the right to mobilize—and by the “state” I refer to the little group, backed by military force, in power—every impact upon the rising mind, every force of education, school, press, radio, and church, so that, as a result of these impacts, the rising mind will accept the predetermined philosophy to which they have given their sanction. They tell me that these dictators are efficient. I am not so sure that by crushing out the creative mind, a nation after a time does not become intellectually sterile. We are about to make that decision round the world. Are we to be ruled by those who coerce us, and after a time all of us march in

accordance with a predetermined plan? Is it possible to keep the creative individual in a free community and yet together solve the problems of the group?

I happened to be quoting the last lines from the Gettysburg Address, and an old man came up afterwards and said, "You didn't quote them correctly."

I said, "I thought I did."

He said, "Oh, no. I heard Mr. Lincoln give the Gettysburg Address. He didn't say what you said."

I said, "I thought he did."

He said, "Oh, no. He repeated the words that you used but he didn't say what you said. You said, 'Government *of* the people, *by* the people, *for* the people.' He didn't say that. He said, 'Government *of* the *people*, by the *people*, for the *people* shall not perish from the earth.'"

A decision is upon us in this hour. Is there to be a crusade of such a nature that we not only keep the political freedom that we do associate with government of the people, which is government that derives its just powers from the consent of the governed, but, in addition, we use that political freedom to bring economic justice to all the people who live within the democratic community? The hour has struck, it would appear to me, in the hour of crusade, for us to find the means to translate our ethical ideals into concrete economic realities.

We are about to build a social order in this crusade, wherein the sacredness of every personality is to be recognized, in which each individual finds opportunity for the fullest self-expression of which he is capable, in which everyone gives himself gladly and wholeheartedly for ends that are socially valuable, in which the impulses to creative service would be stronger than the acquisitive impulses, in which our differences in talents and capacity mean proportional responsibility to the group, in which all these lesser differences of race and language and culture serve to minister to the richness of an all-inclusive brotherhood and, without speaking in a sectarian vein, in which there hovers over all a sense of the reality of the Christ-like God, so that worship may inspire service and service may express brotherhood.

If we are going to maintain freedom in this section of the world and, we trust, carry it thruout the entire world, we must necessarily educate for freedom.

I am happy to note that on your program you are talking about what is right in education. At the Iowa State Teachers Association recently at a great meeting in Des Moines, that was the theme. I was asked to speak upon the subject "American Education Has Made Good." Will you allow me to suggest this, as we now think of educating for freedom, that American education has progressed because we have been perfectly willing to exercise self-criticism? We have turned scrutiny upon ourselves. We have talked about our faults, and rightly so. We have talked about our weaknesses. Where we have made mistakes we have admitted the mistakes, and we have sought to correct them, but people listening to us criticizing ourselves have taken our criticism as a reflection on what we are actually doing and, after

a time, have broadcast that criticism. There has developed a reaction in some quarters wherein we have, in part, lost prestige.

The time has come now for American education, if it wishes to retain power, to educate for freedom in this great crusade that is ahead, to make our achievements known to the last person in the United States of America.

The supreme tribute to American education is that in an hour when democracy is attacked around the world, in an hour when forces seek to undermine democracy even here, in a period wherein the nation passes thru the most serious depression in its entire history, there has been no significant attempt upon the part of any sizeable body to depart from democracy in the United States of America, and that is true because the American school system, thru a generation, has trained people to believe in the democratic idea and to hold fast to democratic freedom. We need to broadcast that fact thruout the entire United States of America today.

The very fact that they are singing across this nation today did not just happen. It is because we put music into the school systems of the United States of America. The fact that today art is being developed in this nation in an amazing way is due to the fact that we put it into the school systems a little time ago.

We have the healthiest nation we have ever had. Yes, because the American educational system has stressed physical education thru these years, and we have the benefits of it.

If we are going to crusade, there must be an equalization of educational opportunity in the United States of America if the next generation is to hold the same dream of democracy that the present generation actually holds. You say, "What do you mean, some bureau in Washington?" No. I know full well we have had our tradition in this nation of local administration of education. It has been sound. I know we abandoned the aristocratic ideas of yesterday where we would take our leadership from an elite, aristocratic group. We have kept the avenues open so that ability might march from our masses to leadership. If we are going to maintain our democracy and be ready for the crusade, this is essential.

In the state of South Carolina, for every 1000 persons in the earning age from twenty-five to sixty-five, you will find 810 dependents. In the state of California, for every 1000 persons in that earning period you will find 421 dependents. Thirty-one percent of the children between the ages of five and seventeen are farm children. Their parents receive 9 percent of the income of the nation. Twenty-seven percent of the children of the nation live in the nonfarm, northeastern states of the United States of America, and their parents receive 42 percent of the income of the nation.

In the achievement of the educational objective, the administration must be decentralized; but there must be sufficient help for those sections of the country unable to provide educational opportunity to insure equality of opportunity. The goal must be an education adequate to bring American children to maturity equipped in the light of their ability; ready to use and preserve democracy; and able to live richly among the cultural treasures they have come to possess and will yet possess.

Will you see the crusade? It is a crusade that seeks to make perfectly clear that the supreme objective of all our social endeavor is the enrichment of personality. It is a crusade that seeks to put men before things. It is a crusade, in fact, that would remove the fear of insecurity that lurks in the minds of our workers during every waking hour. It is a crusade that will seek to so deepen the sympathies of our people that there may be an emotional response to the worldwide demand for more abundant living. It is a crusade that so touches the hearts of our people that we, too, respond emotionally to human need round this entire world of ours. It is a crusade that will quicken the intellect of our American people so that there may be a rational response to the demand that we find the means to translate our ideals into actualities. It is a crusade that would so revitalize the wills of the American people that our thought can eventuate into action soon, before masses of men are led to act without much thought.

If one is to think in terms of preserving these liberties that are essential to free men, it is well for us to recognize the fundamental fact that our thought today must eventuate in action. I am not decrying sound research. Our pure science must be carried on. Let me illustrate this way. You perhaps have visited Dartmouth. When you went downstairs in the Baker Library, did you notice the Orozco murals? Do you remember the panel that dealt with American education? Here is a man pleading for the creative use of knowledge. He is not attacking us. He is simply pointing out a weakness. Will you behold that scene with me? I am talking about revitalizing our will so that our thought eventuates in action.

Here is a gigantic delivery table, a delivery table made of ancient volumes, old, dusty tomes. Lying upon that delivery table is a colossal mother skeleton, the college mother. There is the American college—a gigantic, colossal mother skeleton. Standing around are eight skeletons, the officiating obstetricians. Each one wears a gown, each one a mortar board. One has just delivered a tiny, little skeleton. He holds it meticulously in his hands. It, too, wears a gown and a tiny, little mortar board. There the artist has put into the background in flaming words, "The world is on fire and the college is giving to the world another stillborn idea, a Ph.D. thesis." In a world of change, I am not discounting the work for the doctorate.

I am suggesting that in the crusade, in addition to the men set apart for our real research, the great mass of us must have our wills so touched that our thought actually eventuates in action.

I wonder if, in the crusade, we are going to be able to do something that the dictator has tried to do and failed to do. Can we reconcile the interests of the one and the many? How can we talk about the supremacy of the common good and still think in terms of the creative individual? Can we work out a synthesis in the United States whereby we may conserve the creative initiative that has flowed from American individualism and at the same time appropriate the benefits that lie in collective action? I do not know, but here it would seem to me that religion has a contribution to make.

May I ask you, in the words of the psalmist, to lift your eyes to the hills of ancient Greece? Greece had a political ideal. That ideal was liberty. That is the principle of change.

Lift up your eyes to the hills of ancient Rome. Rome had an ideal, the ideal of law. That is the principle of stability. How can you reconcile the ideal of liberty and the ideal of law, the principle of change and the principle of stability?

If liberty goes on unrestricted, it moves to license. Law tends to coerce the individual and regiment the group. I think it wise to lift our eyes to another hill. It is a hill outside Jerusalem. When one looks upon that hill, I think he beholds another ideal. It is the ideal of love, which is the principle of unity. When there can be brought to men that ideal of love which perhaps may be called goodwill in activity, and it is regarded as the cohesive power to bind the group together, there we have the principle of unity that appropriates the liberty that is essential to making the individual free and the law that is necessary for the maintenance of group life.

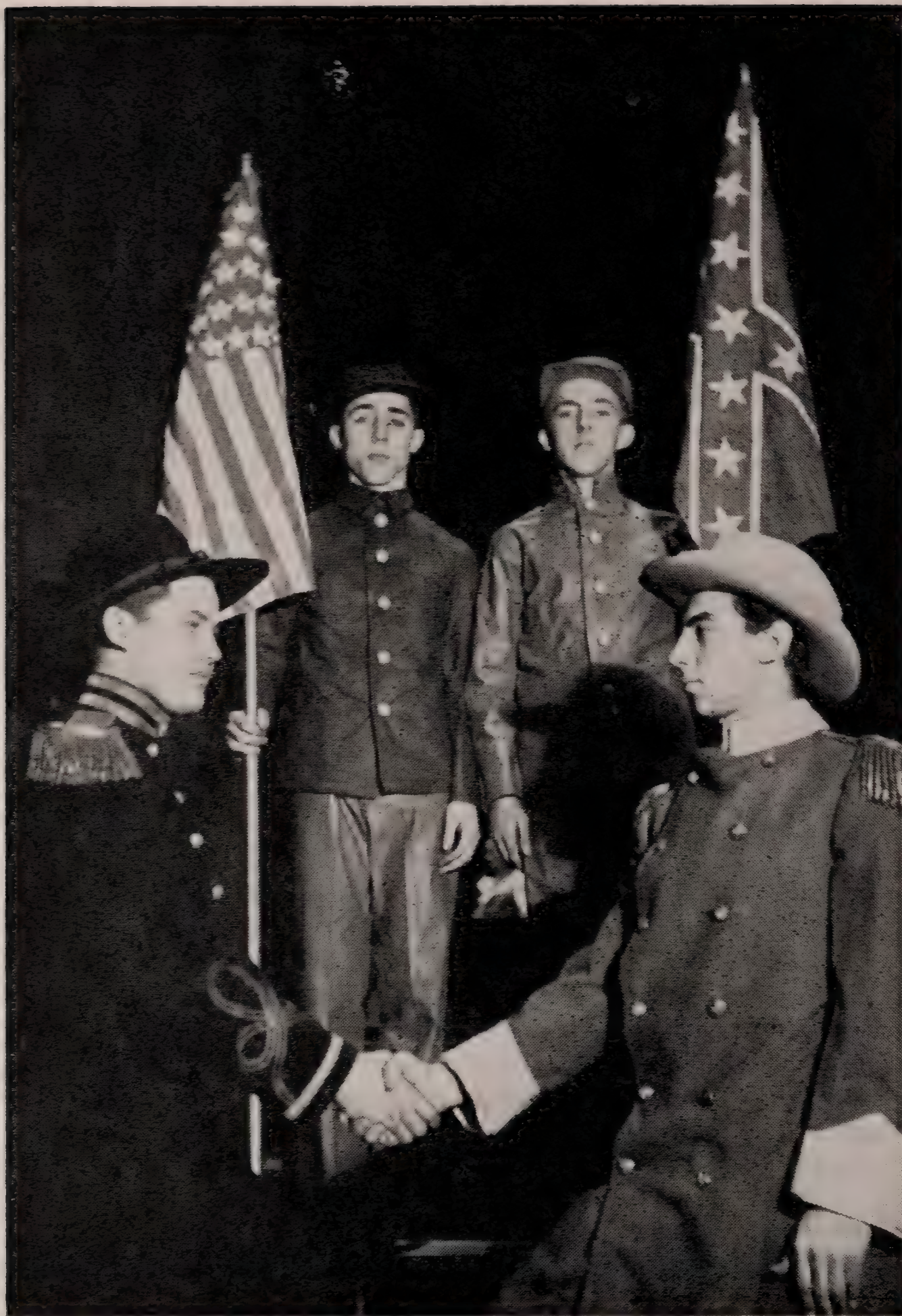
I sincerely trust that in these days of crusade we may recognize full well that the crusade, to be effective, must be grounded upon those ethical principles that have stood the scrutiny of the centuries. There are some today who would crucify them. They tried to crucify an individual long since; a crusade followed.

I rather think that those of us who believe in the supremacy of personality, who recognize the supremacy of the common good, who see that love is the power that does unite, have laid hold upon principles that make it possible for us to build a state that is to endure.

Recently our American educational system was criticized for its lack of spirituality. I think, speaking frankly as a churchman, that I know the American educational system reasonably well. I have had the honor of speaking to many thousands of teachers of this nation. If my observation means anything at all, I have seen in this mighty group, in its character education emphasis, a clear-cut recognition of those fundamentals that religion has reached out for in days gone by. I have seen a clear-cut recognition of the fundamental principles upon which we are to build. I have seen a process that I think is more significant than any process in the nation, the American educational endeavor to build a generation that recognizes full well the eternal principles that lie at the heart of things, character as basic to citizenship.

I will conclude with a benediction that was written by a Spaniard some time ago. Unamuno concluded his book, *The Tragic Sense of Life*, with this very interesting statement: "And may God deny you peace but give you glory."

If I understand American education at all, we are willing to forego the peace of the moment for the crusade of the day in the interests of a glorious tomorrow.



The end of four years of civil strife—a scene from Musica Americana

GENERAL SESSION
SUNDAY EVENING, FEBRUARY 25, 1940

MUSICA AMERICANA

PRESIDENT GRAHAM: The theme chosen for our convention is "What Is Right with the Schools?" Today I claim the one thing that is indisputably and triumphantly right with our schools is that they have restored to youth, thru music and the other arts, the privilege of living with idealistic interests and thereby acquiring a fineness of soul, a culture that will enrich the life that other subjects have made economically possible.

The tidal wave of response to our musical offerings and the joy of students in their musical pursuits give evidence that we have thus served one great need of youthful life.

America is rapidly becoming the most musically-minded nation and the most advanced musically of any in the world. Beyond any other factor, perhaps beyond all other factors together, our schools can claim the credit for this eminence. This is because, with respect to the instruction of all and with respect to the specialized instruction of smaller numbers, our schools surpass those of any other country. What we will hear from these young people will give eloquent testimony to the truth of my statements.

Finally, it is America that sings tonight. It is our singers and players, our music we will hear, and our culture yet inchoate, but beginning to take shape as it emerges from the dim past, that this program will present to us. We shall in truth "hear America singing."

The program is presented by a cast of 3000 boys and girls of the St. Louis public high schools. The entire production was compiled and directed by Ernest Hares, supervisor of instrumental music, St. Louis public schools.

*Description of the "Musica Americana" Program Taken from the
Summary of the St. Louis Convention*

"Musica Americana" made the second general session one not only of entertainment but also of much educational and social significance. Its thirteen episodes portrayed in tone and in brilliant stage picturings the musical interests of the American public, from the music of the American Indians and that of the early Puritans to music of the present decade. There was music from the Bay Psalm Book and from Francis Hopkinson, friend of Thomas Jefferson and Benjamin Franklin. There were songs of the Negro, superbly sung and dramatized by Negro high-school students, and songs from the repertory of the black-face minstrels for whom Stephen Foster wrote his early songs. Episode VI, immediately following the minstrel episode, consisted wholly of songs by Foster. Grim echoes of the Civil War, during which Foster died, drowned his gentle melodies with their tumult. Then followed the period of the light opera, represented by a military dance done to Victor Herbert's "March of the Toys." The senti-



Students of Sumner and Vashon high schools sing "Listen to the Lambs" during the presentation of Musica Americana

mental songs of the succeeding episode, such as "When You and I Were Young, Maggie" and "After the Ball Is Over," brought to older memories another era when life flowed gently.

But with Episode X "Music Goes Modern" the neural excitement and disintegration that followed the World War broke forth in the twitching rhythms and strident tone-qualities of jazz. However, the gem of melody from Gershwin's "Rhapsody in Blue," interpreted by the orchestra and a large group of dancers, closed this episode on its least cacophonous note. The final three episodes approached more closely the music that interests American musicians, altho still—and rightly—they kept within the musical interests of the masses. Art songs were represented by short and familiar selections from Cadman, Carpenter, Chadwick, Kramer, Nevin, and many others. Hadley's "Ballet of the Flowers" provided pleasant music and an attractive ballet by girl students. A large *A Cappella* chorus seated in the rear balcony finally triumphed over difficulties due to position and sang exceedingly well a chorus by Noble Cain. Irving Berlin's "God Bless America," from the stage, and "The Star-Spangled Banner," by everybody in the hall with voice or instrument, brought the program to a close.

Musical, historical, social, and integrative values certainly accrued to the participating students. Some warm heart-stirrings must in addition have been felt by the many parents who were present. To the large audience of educationists the program was a demonstration of all the educational and developmental values named. But still another discovery perhaps began to emerge. For the music of a people inevitably reveals broad and pervasive states of feeling—a corporate heart—and consequently one heard a history of the changing soul-climate of the American people. As President Graham prophesied in his introduction, the program therefore enabled us to discern, dimly and slowly emerging, the distinctive culture that is to be America.

GENERAL SESSION
MONDAY MORNING, FEBRUARY 26, 1940

A WORD ON THE EXHIBITS

JAMES A. CAMPBELL, PRESIDENT, ASSOCIATED EXHIBITORS OF THE NATIONAL
EDUCATION ASSOCIATION

PRESIDENT GRAHAM: The gavel which I hold in my hand was presented by the principals of the Pittsburgh high schools. It was made from an old walnut desk in the room where I taught chemistry from 1909 to 1916 in the old Central High School. They found the old desk, discarded, in the attic, and prepared the gavel. I shall use it with a great deal of pride during the course of this meeting.

I would like to present now for a brief word concerning our exhibits the president of the Associated Exhibitors of the National Education Association. I have the honor to present James A. Campbell.

MR. CAMPBELL: I have come to you as a representative of the Philistines and to announce that the money changers have entered the temple. Following the usual custom we are enshrined in the great spaces below ground and that is as it should be.

The Exhibit Hall directly under this floor is probably the only room in this great section of our country that could adequately contain the large and complete exhibit of instructional material and school building equipment that is so beautifully arranged for your inspection. It should be good because it represents an outlay of more than \$300,000 on the part of the exhibitors.

Very nearly 1000 persons trained in their respective lines are on duty in the 385 spaces to give information you may desire and, of equal importance, to receive any suggestions for additional items and improvements that you may have in mind.

The manufacturers and distributors of school equipment do not come here to sell you their products, altho I am quite safe in assuming that no orders would be refused. Rather, we come here to show new improved equipment and, above all, to consult with you as authorities on what can be done to further improve the "tools of education."

We know these are busy days for you and appreciate all the more your courtesy in visiting our great exhibit. It is only thru this mutual helpfulness that we can continue to make our annual contribution to the education of Young America. We are sure you will agree that the exhibit this year is the most spectacular and most intelligently planned of any in our history.

The Associated Exhibitors acknowledge with a deep sense of gratitude the very real help extended by your business manager, Harold A. Allan; your official Exhibit Committee of which Superintendent Homer W. Anderson of Omaha, Nebraska, is chairman; Secretary Philip J. Hickey of the St. Louis Board of Education; and President Ben G. Graham. It is also

thru the helpfulness of these gentlemen, Secretary S. D. Shankland, and your Executive Committee that the Associated Exhibitors have the very real pleasure of inviting you to be our guests tomorrow evening in this same room.

You have probably seen by your program or thru the press that we are to present the American Education Award to William Lyon Phelps. With most of the days and evenings of the convention filled with serious professional talks and lectures we know you will agree that tomorrow evening should be one of relaxation and entertainment. This is exactly what we have planned for you.

You will hear the world famous St. Louis Municipal Opera Orchestra in a program directed by Benjamin Rader. America's most beloved humorist will also take part in our program. For many years we have tried to arrange for his participation but not until this year was the date possible for him. Irvin S. Cobb will be with us tomorrow evening.

If you want to get all of your chuckles, you should be seated promptly at eight o'clock as we promise you the program will begin on the minute. We have planned for only a two-hour program, stressing quality rather than quantity. A special stage is to be erected in the midst of the orchestra section so everyone, both on the floor and in the balcony, can see and hear with comfort.

Those holding special exhibitors' reserved seat tickets will be seated according to those tickets, but your badge or membership card in the N.E.A. or A.A.S.A. will admit you without charge to the many good balcony seats available.

We are looking forward with extreme pleasure to tomorrow evening.

WHAT IS RIGHT WITH THE ELEMENTARY SCHOOLS?

EDGAR G. DOUDNA, SECRETARY, STATE BOARD OF REGENTS OF NORMAL SCHOOLS, MADISON, WIS.

PRESIDENT GRAHAM: The theme of our program this morning is "What Is Right with the Schools?" This theme has been selected because I am confident that it is high time that we should emphasize to the people of America the splendid work which the schools of this country are accomplishing.

We have asked Mr. Doudna to open the program with the subject, "What Is Right with the Elementary Schools?" I have the honor to present Mr. Doudna.

MR. DOUDNA: If this is an interrogative sentence in the declarative form the answer is, "There is a great deal more right than wrong." Of course the elementary schools are far from what we want them to be, but at least they are as good as we have any right to expect them to be, all things considered. The spread between the best and the poorest is much too great, altho the median has moved far toward the progressive side. We can do more "pointing with pride" than "viewing with alarm," and that, I take it, is the purpose of this program. I shall not assume that I am to

defend the schools from such generalized criticisms as those which Roger Babson recently cataloged before the New England superintendents at Boston. Neither are we to engage in controversy with professional fault-finders, sensation mongers, publicity hounds, measuring worms, promoters, reformers, or any of those queer people called "the lunatic fringe" by the first Roosevelt, but which today are irreverently designated as "screw balls."

But we cannot ignore the average fathers and mothers who send their children to the public schools. Altho confused by critical clamor, they would like to understand what is being done for their children. Even grandmothers become inquisitive. Perhaps the great grandparents, if they are not spending their time in Townsend Clubs, compare the schools of their generation with the opportunities offered the young people today, and looking thru rose colored glasses at the schools far away and long ago, worry about the decadence of modern education. Three or four generations of average, normal, work-a-day people are making judgments of education and determining public opinion. What they think greatly concerns us.

Last fall the *Saturday Evening Post* had in its Postscript Department the following rhythmic lament addressed to "Dear Teacher":

I am neither old nor stuffy;
I was tutored post-McGuffey.
But I cut my second dentals
On the good old fundamentals,
And I'm puzzled by the new pills
Swallowed sweetly by your pupils,
Can't you tip me off this Autumn
On the latest dope you taught 'em,
Just to ease my nightly dome work
Doing little Willy's homework?
Thanking you for all the bother,
I remain,
A BAFFLED FATHER.

I suppose a great many fathers are in that position, and if a teacher really cared, she could say to him:

Thank you for your kindly letter;
Sorry we don't know you better;
Methods change in schools, you know;
Otherwise we couldn't grow.
Homework shouldn't be a bother,
It's for Willy, not for father.

This whimsical, wistful, and wholesome appeal represents an average father puzzled by changes in curriculum and methods since he was doing his own homework. When this baffled father was in school his father, now little Willy's grandfather, was probably worried about the new-fangled nonsense that had come in since he was a barefoot boy enjoying the blessings of a barren curriculum under the aegis of a rigid and mechanical discipline, in a dreary and uncomfortable schoolroom relieved only now and then by the presence of a teacher who understood children and knew instinctively how to teach.

Such parents and grandparents have few deep-seated convictions about education. They are not concerned with its ultimate purposes, and they have little information about what is going on. Their opinions are derived mainly from observation of their children, by occasional meetings of the parent-teacher association, by rare visits to the schools, by newspaper or magazine articles, and from the conversation of the social groups in which they commonly move. Not quite sure about their schools, they not infrequently echo the vague and generalized complaints with which the air is filled. Except, however, for some ineffective grouching, they can be depended upon to support the schools. They are the people to whom I am ultimately speaking.

Education on the elementary level is now free, universal, and generally compulsory. About 20,000,000 pupils, or about 75 percent of the enrolment in American public schools, are in the elementary schools, that is, kindergarten thru the eighth grade. Approximately 650,000 or 65 percent of those employed in our elementary, secondary, and higher schools and colleges are in elementary education. But they do not get 75, 65, even 50 percent of the attention, public recognition, professional understanding, and financial support.

There are very obvious reasons why the elementary school does not make the front pages of the public press. For one thing, the accepted, usual, or obvious does not arouse attention. The commonplace is seldom exciting, and the elementary school is rarely sensational. There are no sounding boards and publicity machines to create and maintain interest—no great stadiums, auditoriums, and extracurriculum exhibitions to arouse mass enthusiasms. On the contrary, elementary education being the basis of advanced education, culture, and social progress is, like the landscape, taken for granted. It cannot be spectacular. Perhaps this is all to the good, for quietly, unostentatiously, and almost universally the elementary school has improved its organization, curriculum, methods, and, above all, the personnel of its staff and the quality of its teaching. Let us look at the record.

I represent the grandfather generation, for my school life coincides very closely with the educational revolution which began about 1890. In reporting the changes I have observed, it will be understood that mine are representative experiences which can be duplicated in more or less detail by my contemporaries—if any of them are willing to admit so great an antiquity. The story has been told technically and academically in histories of education, but unfortunately it seldom interests those outside the educational profession. Our general histories seem oblivious of the profound social changes effected thru the schools.

What specifically has happened? In the first place there has been an astonishing expansion of schools both outward and upward, horizontally and vertically. Education today does not stop at the sixth grade, which was the level of my boyhood days. High schools, continuation schools, and adult education make school days many years longer. A varied group of schools takes care of the deaf, blind, lame, and feeble-minded. There has been an enormous growth in colleges, universities, and professional schools. Because

of this, pressure on the elementary school is greatly relieved. It no longer has to be organized as if everything thought necessary as preparation for adult life by every type of pupil has to be put into the program of subjects of an eight-grade common school. The curriculum has been both simplified and enriched, and it will undergo more changes if and when secondary education reaches the 30 or 40 percent of the boys and girls of secondary age who are now outside of high schools.

Better buildings, playgrounds, equipment, libraries, shops, laboratories, administrative organization, and an extended school year are evidences of progress so obvious that it is unnecessary to catalog or describe them.

Changes which have taken place within the schools, however, are not so easily comprehended by the layman; and the younger members of our profession, who accept them as part of their everyday work, may not know how hardly they were won.

Educational development in the elementary school was accelerated by its early acceptance of the results of *scientific experimentation* in such common school subjects as spelling, reading, arithmetic, and penmanship. Here we had the beginnings of an objective study of educational problems which has produced such fundamental changes in curriculum content, organization, and method. Like all new things, some of the enthusiasm of those who believed that statistical treatment could control all school practices moderated when it was discovered that not everything which exists can be measured. But when one considers what has happened in spelling, say, since the days when we conned the lists of useless and strange words of the old spelling book, he has to admit progress. The teaching of spelling, mechanical as it is, has a basis in observable and measurable procedures which are fundamentally scientific. We who learned thousands of words which we have never been called upon to spell regret more than we can tell our inability to spell the common words which are now so well taught.

What I have said of spelling is in a large degree true of arithmetic, reading, and language. It is because of these changes that little Willy's father, and even more his grandfather, has difficulty in comprehending what the school is doing. In home or community life they accept modernization due to scientific and technological changes, but it seems pretty difficult for them to understand that corresponding changes in the schools have resulted from the influence of the scientific approach.

Closely associated with and a part of the scientific movement is the advance in our understanding of *child nature and the learning process*. The old faculty psychology and its educational derivatives, the doctrine of formal discipline and belief in universal transfer of learning, have been displaced by educational psychology which has profoundly affected the elementary school. Thru experimental evidence we know a good deal about how people learn, of the limitations of automatic transfer, of the nature of intelligence, and we are beginning to penetrate the haze of emotional life. I grant that we do not have a complete and thoro knowledge of how the mental machinery works, but we have moved a long way since years ago William James described psychology as "a string of raw facts; a little gossip and wrangle

about opinion; a little classification and generalization on the mere descriptive level; a strong prejudice that we have states of mind and that our brain conditions them; but not a single law in the sense in which physics shows us laws, not a single proposition from which any consequence can casually be deducted." There may even have been a too ready acceptance of the IQ as fixed once and for all and as unchangeable as the laws of the Medes and Persians, but except when the radical reformer overdid it, as he does everything new, it helped the teacher to understand more objectively the limitations and the possibilities of his pupils. The elementary school has made conservative use of the contributions of the psychologist and has reorganized and changed its curriculum content and methods of teaching in the light of this knowledge. Individual instruction is taken for granted. In the primary grades unbelievable progress has been made. When one compares these grades with those of a half-century ago, the results seem almost miraculous.

When I started out in the country school I had a little, old primer. In that primer we had a beautiful story about a cat and a rat and a mat, which we conned over and over again. Now look at your reading books. Go downstairs thru the exhibits and see the marvelous, mechanical, forward-looking books now used, the content on the level of children, beautifully illustrated, fine examples of book-making, everything that leads to good reading.

The methods have changed. You no longer have the mere conning of it. The teaching of primary reading is one of the miracles of modern education. The children who started in primary school last fall read better than many of us did at the end of the third or fourth grade. They also get a training in silent reading which we never had except behind the geography. If any of you have a copy of "Old Sleuth," I would like to finish the story I started. We know reading is not perfect. We know there is a great deal of criticism of reading, but who in our day ever heard of reading readiness, remedial instruction, diagnostic testing, and all of those things that this scientific movement has contributed toward the development of the reading skills?

We could take one by one each subject and find similar changes and equal alertness to unsolved problems, altho greater progress has been made in the so-called tool subjects than in those whose aims are growth in knowledge, social intelligence, and appreciation. But here the schools have not been marking time. The old history, with its emphasis upon wars and politics, arouses memories of dismal hours of memorizing names, places, and dates and events without meaning or interest. The sterility and academic formalism of such history teaching developed positive antagonisms where it was supposed to arouse interest and instil love of country. This was also true of geography, civics, and science. These subjects came into the schools comparatively recently and before either teachers or textbook writers understood their possibilities and limitations. Generally it was presented to children as knowledge in the raw, and "learning was neither preceded by appetite nor followed by digestion." Study was externally motivated. John Muir described his early teachers as stating the first law of memory to be: "There is a close connection between the skin and the memory and a vigorous

stimulation of one has a most wholesome effect upon the other." The modern school may not regard memory sufficiently, but there is no doubt as to the soundness of the doctrine of interest, for interest is the mother of attention and the grandmother of memory.

The elementary school has been accused of having too many fads. Generally the complainants are not quite sure as to what they mean by a fad, but commonly they refer to music, art, homemaking, manual arts, plays and games, and those things on the secondary level we call extracurriculum activities. The enrichment of the school program is generally approved. Parents are nearly always enthusiastic about the opportunities which their children have as compared with the limited curriculum of their own school days. Without neglecting the "good old fundamentals," the elementary school thus finds ways and means to make learning more significant and the approach to the arts natural and easy.

The greatest advance of all has been made in the field of health. That is one of the marvels of modern education. When I went to the old country school I studied health, too, out of the physiology book. I learned the names of all the bones of the body. I could spell some of them. The only use I have for them is when I work crossword puzzles. I learned to trace the circulation of the blood with a pointer because some book agent had sold our school district a physiology chart.

The most beautiful thing I ever saw in my early days was the inside of a drunkard's stomach on that chart. I thought I would get one some time. It was red, yellow, pink, and blue. I never see a sunset without thinking of it.

The old formal, descriptive, anatomical, and moralistic teaching of health with its dreary naming of bones, cataloging of muscles, tracing the circulation of the blood, reciting empirical hygienic formulas, and learning many fantastic rules for healthful living has given way to a really scientific treatment. Because of doctors, dentists, nurses, health clinics, physical training, safety education, and the growth of athletics, games, and hikes, the health of school children is enormously improved. Epidemics are less feared and are no longer treated as visitations of divine wrath. Asafetida and charms have been replaced by serums and sanitation. I wonder what would have happened in the last ten years to the children of the unemployed and the marginal families, to say nothing of the overstuffed, if the school health program had not changed from empty verbalisms to positive protection. Some day the educational historian writing of this period may point to the saving of little children from the physical results of our economic ignorance and stupidity as one of the proudest achievements in a magnificent record.

If miraculously a baffled parent were to visit a modern elementary school he would probably be amazed at the changes in equipment, arrangements, and management since he went to school. Gone are the mathematically arranged desks and seats. Rigid and military organization has become flexible and informal. Classrooms are workrooms, living rooms, and home-rooms. The relationship of pupil and teacher is not that of master and man, of ironclad caste; it is normal, natural, and easy. Control is no longer imposed without reason, and blind obedience is no longer a virtue. Fear, hate,

and terrorism are only haunting memories of tyrannical teachers. The school masters of Charles Dickens are replaced by Mr. Chips. The days of "lickin' and larnin'" belong to ancient history. Management aims at self-direction; it is a means, not an end.

Of course in the old schools there were teachers who did understand and were reasonable, who were instinctively sympathetic. And it is true that today there are problems of management and some unhappy conditions, but at least the spirit of modern education tries what Dickens said a century ago: "Do honor and justice to the nature of the child."

Many recall that in the late nineties the problems of management occupied a great deal of time in the discussion of education and the training of teachers. White's *School Management* was the educational bible of the school martinet. Order was the first law of the schoolroom as of Heaven. If the audiometer had been in use then, it would have been a perfect measuring instrument. The lower the coefficient of sound in the schoolroom, the better the teacher. The school virtues were accuracy, punctuality, regularity, industry, silence, order, and neatness, but emphatically silence and order. You will note that the first letters of these virtues spell "a prison," a fair synonym of such a school. Unctuously a teacher, when he moved pupils who were given to surreptitious communication, might quote from Proverbs, "Whisperers separate chief friends."

Thanks to a new humanitarianism, thanks to a sympathetic understanding of child nature, thanks to better educated teachers, thanks to enlightened and cooperative supervision, thanks to John Dewey and his intelligent disciples, we have the happier, humanized school where learning takes place naturally. Discipline is there, to be sure, but it is the self-imposed discipline of a democratic society.

What I have been reviewing is true thruout the elementary school, including the one-room rural school as well as the best of the most progressive schools of the most wisely directed city systems. The difference has been one of degree, not of kind. The rural school has not been insulated from progress and in some instances has done an even better job than those which are theoretically better situated. I beg of you not to feel too sorry for the rural school, for it has been "going to town." There has been too much defeatism, too ready acceptance of inferiority, too much faith in administrative reorganization, and too much sentimental concern for this supposedly underprivileged child of elementary education. In a period of agricultural reaction and despair, the rural school has given a splendid account of itself. Altho the farmer has had to eat the grapes of wrath, his schools have gone marching on, even tho slowly.

The transition from the old to the new has, of course, resulted in some losses, and every change has not been a synonym for progress. But the net result amounts to little less than revolution. The best elementary school of the old days was a good school; the worst was unspeakably bad; and the average was indifferently adapted to its day and generation. The best of today is much better than the best of the other days, and the average is far ahead. The worst are still terrible, but relatively fewer,

The elementary school has evolved because it has been comparatively free from external pressures and controls. Growing naturally, it has been able to make adaptations to new conditions without asking permission from some hierarchy of subject-minded specialists. It has been unhampered by college entrance requirements, and it has never been policed by standardizing and accrediting agencies. It has had to submit to legislative prescription, it is true, but within the framework of law, social organization, and public opinion it has been a free school.

A second reason for the successful adaptation of the elementary school to the purposes of general education is the acceptance of supervision as an integral part of its organization, not as something imposed by higher authority. The days of formal inspection have long since passed. The elementary school has developed a sympathetic, cooperative, supervisory program for the improvement of learning and teaching. Supervisors lead teachers, help pupils, and inspire study by both. The elementary teacher has never had a chance to have his head turned by too much attention. He is humble and so keeps an open mind and a willingness to cooperate. For him cooperative supervision is not accessory but intrinsic.

A third and most important factor in the evolution of the elementary school is the education and point of view of teachers. They are trained to teach children, not subjects; to deal with life situations as well as with books. They are free to cut across subjectmatter lines or, in modern jargon, to integrate knowledge. They do not have to preserve academic traditions.

The elementary school early recognized the need for teachers who knew children, who understood subjectmatter, and who knew how to teach. And that is what makes all of the rest possible, for all schools are as good or bad as their teachers. Normal schools, teachers' colleges, and colleges of education have never lost sight of their obligation to the elementary school, altho sometimes under professional patronizing and their desire to be academically respectable they developed an inferiority complex. But even so they have stuck to the job of educating teachers in terms of the best professional ideals and standards.

What I have said can be fully documented. We are not defending, rationalizing, or rebutting. We are only indicating how the schools have advanced in light of their understanding of the ultimate goals of a democratic society. The elementary school never was and never can become aristocratic or privileged, for it serves all the children of all the people. In only a slightly lesser degree so does the secondary school. The teachers who are the least advertised, poorest paid, most responsible group in American education have made the elementary school of America something unique in educational history. They know that their schools are still imperfect, that their problems become daily more complex, and that they frequently baffle educators as well as parents.

One thing is certain—the pathway marked out for the elementary school must be widened, deepened, straightened, and pushed farther ahead. The school population is decreasing, it is shifting under the influence of economic migration, and it is changing in character. The February issue of *Fortune*

Magazine is an illuminating picture of America today. Some of it is heartening; some of it is depressing. The tables show that 30 percent of the families of America belong to the dispossessed and the marginal subsistence groups. In a decade this 30 percent will furnish 60 percent of the children in the elementary schools. Mrs. Joad defined the problem by saying at the end of *The Grapes of Wrath*:

We're the people that live. Can't nobody wipe us out. Can't nobody lick us. We'll go on forever. We're the people.

The only chance these children will have of achieving the equality they learn about in the Declaration of Independence is in the schools, very largely the public schools. The survival of democracy may be determined by what the schools can do to raise their social intelligence and thus protect America from an ignorant, apprehensive, and incompetent citizenry. Education is the only equalizer in sight. Educators have not all of the answers but the history of the development of our elementary and secondary schools should give us confidence that, given public support, the problems are not insoluble. But if blind and stupid leadership insists upon curtailing the work of the schools and the opportunities for the underprivileged, we may live in a nation which, instead of singing "God Bless America," will be crying out in hatred "God damn America." We must not let this happen.

* * *

Trustees of the Future

The public school leaders of the United States are assembled in St. Louis. They meet in their seventieth annual convention as the American Association of School Administrators.

Without exaggeration they may be described as the trustees of the country's future. They formulate the educational policies of the public school system. They organize the curricula. They direct, in large measure, the discipline and behavior of the oncoming next generation. In the words of a great teacher, the late Stuart Sherman, theirs is the responsibility of "shaping men and women."

Freedom, as Americans know it, is the American Bill of Rights in everyday action. It is the soul of democracy. To have and to hold it is education's first and last obligation. —Excerpt from an editorial in the St. Louis Post-Dispatch, Monday, February 26, 1940.

* * *

WHAT IS RIGHT WITH THE SECONDARY SCHOOLS?

FRANCIS T. SPAULDING, PROFESSOR OF EDUCATION, HARVARD UNIVERSITY,
CAMBRIDGE, MASS.

PRESIDENT GRAHAM: One of the great problems before American education today is the secondary school, because of the tremendous increase in the enrolment in every section of the country, largely because it is impossible for young people to obtain employment. Excellent work, however, is being accomplished in many of our secondary schools.

We have invited Mr. Spaulding, who will begin his new duties as dean at Harvard University next September, and who conducted the regents' study in New York State in connection with secondary education, to speak. Mr. Spaulding.

MR. SPAULDING: Public schools in America exist for one primary purpose—to give American boys and girls the educational equipment that each one of them will need if he is to become the best possible member of this republic. The secondary schools, as part of the public school system, can bear only part of the responsibility for achieving this purpose. Yet the secondary schools now have in their charge for at least a brief period nearly all the young people who go to school in America. Moreover, for the majority of these young people the education which the secondary schools provide is the end of full-time schooling. It is, therefore, not unfair to consider what is right with the secondary schools in terms, first of all, of what most young people have gained from their schoolwork by the time they leave the high school.

Boys and girls leaving high school in America have attained, as a group, a higher level of literacy than has ever been made the possession of any comparable group of young people at any period in the history of the world. Critics of the secondary schools may point out that young people's present level of literacy leaves much to be desired. However just their complaint, the fact is not to be minimized that the average high-school pupil in America can read and write and use arithmetic better than could his parents when they left school; that he has learned more about history and science and literature and art than his parents had learned by the time their own schooling was over; that his schoolwork has, in short, given him a broader background of knowledge—and knowledge more thoroly acquired—than any other nation has even attempted, let alone achieved, for more than a fraction of its young people.

Nor has the literacy which the schools have provided been merely a formal accomplishment. It has been effective outside school in a great variety of ways. Largely thru the influence of the schools, for example, America has become a nation of readers—not readers of classical literature, it is true, but interested and habitual consumers of newspapers, magazines, and current books. At least in part because of the influence of the schools, America has also become a tremendous user of many things that make for higher standards of living—labor-saving devices in the home, the services of hospitals and physicians on a scale which lends strong popular support

to the movement for socialized medicine, paintings by the masters reproduced for the enjoyment of hundreds of thousands of people, the music of great composers recorded by the best of the world's artists and orchestras. For such widespread developments in American life as these—for the fact that they are widespread, instead of being confined to a small minority—the secondary schools can justly claim a share of credit.

The secondary schools can claim credit also for the wholesome physical habits of most American boys and girls. Some of these habits are negative, in the sense that they consist of avoiding ill health. By and large, American boys and girls leave school with firmly fixed habits of bathing, washing their teeth, brushing their hair, and keeping their clothes clean. They have learned to demand clean water, clean food in restaurants, clean stores, and clean railroad cars and buses. They support laws which are gradually bringing greater cleanliness to streets and public buildings and which have already made most American communities notably healthy places to live in. And, in addition, the schools have given boys and girls certain more positive habits of health. The average young person in America likes physical sports, likes to be out-of-doors, and indulges both these likings in ways that are good for him. As an offset to the unhealthy conditions which urban living, in particular, often brings with it, the contribution of the schools toward producing a nation of healthy people has been of no mean importance.

There is at least one further major contribution which the secondary schools have made. More than any other single institution, more even than the elementary schools, the secondary schools have helped to minimize class distinctions and to keep class lines fluid. Bringing together rich and poor, the children of unskilled workers and of professional families, boys and girls from the hill and from the other side of the railroad tracks; offering all these boys and girls an opportunity for continued education; providing a way of living within the school which attaches real importance to what a boy or girl does or can do, and not just to the background from which he comes—thru these means the secondary schools have made and are continuing to make a contribution to American living which is as fundamentally "right" as anything in America today. To recognize that the secondary schools are still somewhat selective need not blind us to the fact that they are more nearly democratic in the services which they render than is any other social institution which we have been able to build up and maintain on a going basis. However far they may be from the goal of complete democracy, they are keeping alive in the minds of millions of American citizens the faith that a boy or girl need not hold to his father's station in life just because that station was his father's, and they are giving to countless boys and girls an ambition to make the most of their own interests and talents.

After I worked out this paper, it happened that I attended a meeting in Cambridge at which there was present a member of our faculty, Professor Robert Lueck, who was formerly a member of the Saxon ministry of education in Germany. There arose in that meeting a question as to whether, for the sake of cultivating superior achievement on the part of

our intellectually superior pupils, it would not be desirable for us to segregate them in special schools where they could be given special attention. Mr. Lueck listened to the discussion for a while. Finally, when there came a pause in it, at which the odds seemed to be in favor of a general feeling that there should be this segregation, he said rather quietly but with very evident feeling in what he had to say, that he should like, on the basis of his experience in Europe, to put in a word with respect to that problem. "It is true," he said, "that thru segregation you might perhaps raise the level of achievement of the intellectually ablest pupils. The price you have to pay in this country for a type of school that brings them all together is the price of pulling down somewhat toward mediocrity of achievement the ablest of your group, but that price is worth paying for the spirit of democracy that can be made to prevail in a school that represents all of the children and to sacrifice that spirit of democracy, to sacrifice the outlook on life which bringing together all of the children of all of the people means—that is a price that is not worth paying if what we want is merely superior intellectual achievement."

The secondary schools have helped to raise the standard of literacy and the standards of living in this country; they have had much to do with creating a healthy nation; they have made a unique contribution to the preservation of democracy in America. Summed up in terms of these major achievements, the list of things that are right with secondary education can hardly be considered a meager list. But beyond what secondary education has already accomplished, there ought also to be set down to its credit certain things which it is well on its way toward accomplishing, even tho it cannot yet claim them as large-scale achievements. In two respects, especially, the secondary schools are making progress which deserves explicit recognition.

First, schools in increasing numbers thruout the United States are devising new methods of teaching, new instructional materials, and new programs of study thru which they may offer a better education to boys and girls whose interests and abilities are different from those of the hypothetically average pupil. That schools in general have kept to a more or less standard curriculum is hardly to be wondered at: the task of providing merely a place to go to school and something to do, for a school enrolment which has doubled every decade since 1890, has in itself taken a major share of the time and thought of school people. Despite this burden, various schools have been actively at work on programs for exceptional pupils at both ends of the academic scale. The new curriculums and new methods of teaching being tried out in the schools cooperating in the eight-year program of the Progressive Education Association furnish one example, tho not the only one, of progress toward a better education for young people of unusual talents. For boys and girls not gifted in the kinds of ability which secondary schools have required in the past, new curriculums and methods are being similarly devised—in schools like those of Pennsylvania, where the high-school principals of an entire state are working together on the problem; in many vocational schools, which have recently been given opportunity to

broaden their curriculums under the provisions of the George-Deen Act; in the school systems which are beginning a program of experimentation under the joint auspices of the Office of Education and the National Youth Administration; in individual schools elsewhere, in which teachers and school officers have been taking careful stock of the needs and interests of the "new 50 percent" of their pupils. The flexible school organizations provided by the junior high school and the junior college offer an especially valuable proving ground for these experimental programs. Out of such programs will come, it is fair to believe, a secondary school approaching measurably nearer than do even the best of our present schools to the ideal of a school definitely designed for all American young people.

Second, our high schools are dealing more and more directly with the problem of educational and vocational guidance. Systematic programs of guidance have been handicapped in their development by various factors, not the least of which has been the tendency of people outside the schools to regard such programs as no more than passing fads. The need for systematic guidance is becoming increasingly evident. For the schools to provide a varied and flexible curriculum is obviously important, but no curriculum will serve the full purpose it ought to serve unless, along with it, the schools can provide means for seeing that every boy and girl chooses those parts of the curriculum which are most appropriate for him individually. The groundwork for an effective program of guidance is already being laid in the study of individual boys and girls by educational psychologists, in the development of more accurate means of educational measurement, in the gathering of more searching information than we have had in the past about the varied educational demands of out-of-school work and out-of-school living. The groundwork is being laid also in a sharpening of the concern of school people everywhere for what becomes of boys and girls after the schools are thru with them. The progress already being made in both these directions justifies the hope that the secondary schools may shortly offer not merely an appropriate educational opportunity for every normal boy and girl, but the assistance that boys and girls need in choosing the education that will benefit them most.

Beyond the present achievement of the schools, and beyond the progress they are making in improving their programs, there is one final characteristic of the schools that deserves an important place in any listing of what is right with secondary education. That is the willingness of secondary-school teachers and administrators to give serious thought to what is wrong with secondary education. Social and economic conditions outside the schools have in the last few years placed a heavy strain on our whole educational program. For a number of reasons the strain has fallen most heavily on the high schools. As an inevitable consequence, recent attempts to discover what the high schools need now to do that they did not need to do a few years ago have revealed numerous present defects in the secondary-school program. It is to the notable credit of secondary-school people that they themselves are concerned about those defects and that they are actively working to remove them. Without a concern for what is wrong with sec-

ondary education, even present achievements would rest on no very substantial foundation. With that concern, granted only that the public which supports the schools will give them the time and the resources to do what needs to be done, the secondary schools can be counted on to meet the new demands now placed upon them.

WHAT DOES AMERICAN DEMOCRACY MEAN TO ME?

FRANK W. KERR, SENIOR, GARFIELD HIGH SCHOOL, SEATTLE, WASH.

PRESIDENT GRAHAM: Recently the Town Hall offered a prize for the best essay upon the subject "What Does American Democracy Mean to Me?" A senior in one of the Seattle high schools won the prize and was given a trip to New York where he spoke in the Town Hall meeting on February 8. Just a very few days ago we invited him to come here and give his message to us. He said, when he was invited, "I will be glad to come and try to return in some small measure what the high school has done for me."

I think it is quite fitting that the superintendent of schools of Seattle should introduce his high-school senior. Worth McClure of Seattle.

SUPERINTENDENT McCLURE: As we consider what is right with the American schools, I am very proud to present to you a young man who has attended public schools ever since he was five and one-half years old. The high school in which he is now a senior student, Garfield High School in Seattle, is a representative American high school. Its student body exemplifies a cross section of a typical American community. It is staffed by a faculty of typical American teachers.

Because his background and experience is so like that of American students in all American high schools, I should like to sketch one or two parts of it for you. You will understand, therefore, that while the essay which he has written was done in connection with his social studies work, it is not by any means the first thinking he has done about this thing we call American democracy.

Last year he was a member of a student committee which wrote and produced an assembly around the theme "What Price American Democracy?" He is a member of a creative writing class in his school, and at present he is editor-in-chief of a student literary publication known as the *Garfield Pen*.

I think, too, he would like to have me tell you that he has a twin sister who is also a senior in Garfield High School who is now chairman of the high-school assembly committee and whom he has described as the ace public speaker in Garfield High School. I think I need not tell you who know American high schools so well that the Garfield students are very proud of something that they call the Garfield spirit and that they have pretty definite notions about the things for which it stands. Our speaker has helped to create that spirit, and now he has become a part of the Garfield tradition himself.

Therefore, I am presenting to you a representative of American high-school students as the spokesman for his fellow students in thousands of American high schools all over this land who are proud of the spirit of American democracy and who have some pretty clear-headed notions about the things for which it stands and who in turn are going to lend their creative energies to its development and who will eventually become themselves a part of the American tradition. It is my pleasure to present Frank Kerr.

FRANK KERR: Our street is a fine kind of a street. First of all, on the 27th Avenue corner is Tony's shoe repair. Tony fixes shoes for nearly everyone in our neighborhood. Then next to Tony's is Peterson's. Pete keeps a first-class Smörgasbörd where we get nickle pies and cakes after school. Next to Pete's is Mr. Cohen's. He rents the back of his shop to Mrs. Fugiko who does laundry for thirty cents a bundle. Safeway Grocery takes up the rest of the block down to 26th. Jay works there. He says maybe he can get me on in the Christmas rush. At the very corner, on the curbing, old Mose has his paper shack. My Dad always buys his evening papers there.

Yes, our street is a fine kind of street. Tony says you won't find one like it anywhere but in American cities. And Tony knows. He's been around. It's not so much the different kinds of people working and living on our street that makes it fine, Tony says. It's more the way they get along together; making little sacrifices for each other; getting their wives and children together in the evening for games and gossip and eating; trusting each other with a brother's trust.

So when I pass down our street I feel proud. You see, it won't be long until I'll be out looking for a place to start my business. I'd like to build on a street as fine as ours. . . .

I'm seventeen. In six months I'll be out of school and on my own. I've always thought of earning my living as something far away, unreal. Now that it's upon me I'm not sure just what to think. But I do know one thing, a thing so big that little everyday qualms and fears of life dissolve and leave me feeling strong and glad: I know that there are streets on which men live, who hold out fine clean hands and say: "Welcome. Here is life. Share it with us."

As long as there is this to pat me on the back I can go forward with a will to live. And I will make my house on a fine street. . . .

I've read that there are lands where living is not art but science. The people are machines that turn out life by the pound. The rote that children learn is measured by the pound. When their faces become square and their bodies riveted, they cease their learning and begin production. The woman's task is clear. Her yield is easily measured. "Wife, make not the mistake of bearing me a weightless child. I need eight pounds to meet my quota." The man's task is also clear. His yield is greater than woman's tho upon the woman's face the stamp of success first shows itself. "Man, let your labor yield ten times one-hundred pounds, else prison bars will keep you in." . . . "Old woman, yield five and fifty pounds, else you can have no rest, no peace. . . ."

I have heard of lands like this, where speech is but the archive of the dead who longed for life; where friendship is but the guise of enmity; where young men pass examinations in killing and gain scholarships for honorable work in the field of brotherly hate. I have read these things, yet it is hard to believe that a normal boy can scorn to laugh, can clog the passage thru which joy must pass from where the heart should be. . . .

When I first started to think on this subject of democracy, the day when I passed down our street and looked at what I had not seen before, that day I asked a question as I passed: "Tony," I said (and to each other one, I said), "tell me, what does American democracy mean to you?" And each one gave to me, in different words, the one true answer. From his own heart he said the words that made the earth seem beautiful, the people glad, their God good. And when I'd mulled those words over to myself, pulling, pushing, pounding, tapping, testing each one with my own, I came to see that those two words "American democracy" formed but a supercilious mask, trying in vain to hide the simple meaning, "live, and let live."

I have said that there are places where, in exchange for youth, a boy receives a book of lessons out of which he learns the art of balancing what he will call his life upon the tip of his bayonet. I wonder how a boy would face his coming years, if all he'd learned in youth was lore of might and strength and hate of weaker men. I wonder with what heart he'd face a world of steel and blood and caustic words. I wonder how a boy, so young, could take this destiny into his hands and hold it high to marvel and to love.

And when I'd wondered on these things, I realized that any man can live his life when there is love or pride or faith to hearten him. But when the future holds a piece of steel, a dozen bolts out to a man and says, "This is your life. Now make the most of it," then what is man to do but gird himself in bitterness, and in his desperation take into his hands the future of his fellow man, and knot and twist and break it until the sum of what is left is measureless. . . .

And so I say, to me "American democracy" means that I can build my home upon a street where love and brotherhood have hung their welcome sign for me to see, where I may live, and in my living give to other lives the self-same urge to live.

WHAT IS RIGHT WITH AMERICAN YOUTH?

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.

PRESIDENT GRAHAM: Probably from the time the first school was organized in America, adults have criticized and found fault with youth. One of the famous indoor sports of American adults is criticism of behavior of boys and girls, particularly the young people in our schools. Those of us who are engaged in education know the falsehood of many statements that are made. We have confidence in youth. We know what youth can accomplish.

In my judgment, no one of the public school superintendents of the

United States can speak with more enthusiasm on this topic than can Willis A. Sutton, whom I have the honor to present to you.

MR. SUTTON: I speak not to the press, not to the public, not even to you who are here, but in behalf of that great army of 25,000,000 between the ages of fifteen to twenty-five that we classify as the youth army.

The Federal Bureau of Investigation tells us that youth is responsible for a large share of the crimes committed, but those who act in such criminal fashion no more represent the heart of American youth than the bubbles that play upon the sea represent its depth. Deep down in the heart of American youth there is love for homeland, respect for authority, devotion to duty, determination to work and to achieve. There is also a determination that this American youth shall not only take its place alongside those generations that have gone, but seizing the flag "Excelsior," shall march in front and shall lead America, between now and the year 2000, to heights of achievement of which you and I do not have the imagination to dream.

Who are these that we are talking about? What is American youth? How right are they or how wrong? Certain questions may well be asked. First, who is it that is judging youth? Second, what are the standards by which they are making that judgment? Above all, how has youth in this generation met the difficulties which have beset it as compared with the way other generations met their problems?

Who are we to judge? If our arteries are hard and our brains possibly harder, we may not be able to understand all of the buoyancy, strength, power, enthusiasm, joy, and gladness or even goodness in the heart of youth.

What standards shall we choose? I should like to suggest four: devotion to the best that our culture has created; advancing that culture; loyalty to our ideals as we have conceived them in the past; and being true to the highest examples which the past has provided for us.

These are standards that I believe American youth can stand by today. We must remember that this is an ever changing army, that those who are the youth today are passing into adulthood tomorrow. We must realize that I am talking about a subject that geographically, even for America, extends 3000 miles east and west and 1500 miles north and south. We must remember that I am speaking for 25,000,000 now representative of more than fifty races of the world; of different colors and creeds; and of at least four or five what we call social strata. This great army of youth cannot be judged by the actions of the few. But that great mass of people, in shop and store, in high school, college, and factory, on the farm, whether in the mountains or on the prairies—this great army of 25,000,000 young people is moving forward to a type of citizenship that America has never known. It is the result of a combination of home, school, community, and church, but very greatly an effect of the great public school system.

What has this American youth already achieved? Let us come down to a small segment. In the city of Atlanta we have 22,000 high-school youths going to and coming from school every day; 22,000 making 44,000 visits on the streets every day; 22,000 living in groups of from 1200 to 4000 each,

sitting side by side, in the closest proximity, meeting in halls narrower than any street; coming in contact with each other in a way that even citizenry in the most crowded metropolitan center never realized; and yet it is a rare thing that we have even as much as one serious problem of discipline in a group of 22,000 people. What would you think of a city that had 22,000 people that could go as long as a month without a single arrest? Youth already has much that is right when they can live in a cooperative spirit with each other—22,000 of them in one city, 500,000 in another, 1000 in another—without a single arrest in a single day. Let the carping critic of old age point out to me a city of 20,000 to 50,000 adults that has a record such as that.

What are the standards and difficulties that these youth have to face today that you and I did not face? Youth is always considered unstable. I do not want to be technical or scientific, but all of us know that the age we call adolescent and post-adolescent—because of the flow of the secretions which are the real vitamins of our system, coming from the thymus or thyroid, the pituitary or sex glands—is a period when great forces are flowing into the channels of life. They give us ambition; they give us desire; they give us courage; they give us strength, but they also sometimes make us shaky and unsteady, giddy, giggling, and awkward.

We also know that stimulation of these secretions is largely a result of outside stimuli. We know that the more unusual the outside stimuli and the greater the flow of these secretions, the greater the uneasiness, the greater the nervous instability, and the greater the desire to do something that will help to satisfy this craving and stirring. Then think what youth today is undergoing from these extra stimuli from the outside.

We must remember that, coming down thru the centuries there have been transmitted to us certain orderly processes of development, and when we rudely interrupt them, we are pouring extra stimuli upon this youth, always unstable at that stage, until it is a marvel to me that they have been able to understand as well as they have and to work themselves out of these difficulties.

Let me give you some specific illustrations. If some superintendent, who has a weak heart, happened to have a pint of good rye whisky in his pocket and some lady should faint here in our midst, and he, out of his generous soul, should rush up and give her a teaspoonful of that stimulus, she would revive, possibly be all right, and the meeting would go on. But if, in his overanxiety, the man should pour the whole pint or quart down her, she might revive but it might be dangerous for him.

That is just exactly what is happening in youth. Thru the years this development has been going on. In the last fifty, and particularly in the last twenty-five years, all these processes of civilization have rushed in upon us for which youth, biologically and sociologically, are unprepared. In the great excess of that overstimulation, a few of them do jump overboard, a few of them do knock some of us down, but the great mass of them has sustained themselves well in that ordeal.

My mother was a Methodist and so was my father, and I can remember as a boy that they did not believe in dancing. There were five doors, tho, between the parlor and mamma's room, and sometimes after ten o'clock, when we had listened and found the snoring good, we closed the intervening five doors and my sister got at the old piano and played "Over the Waves," and I took a girl's hand and just touched the back of her dress with a handkerchief and we waltzed about. What a thrill I got out of it!

But a modern civilization has given us the jazziest jazz that ever was jazzed and has given us a type of dance that may not be necessarily bad—I am not saying I am opposed to all of it, but it has been a great biological strain and some of our youth have committed sex crimes. But the great army of youth, in the midst of the jazz and in the midst of a civilization for which they have not been prepared, has moved forward in a fine way.

I read *David Copperfield* when I was twelve years old, which contained not a single illustration, and I waded thru 200 pages to finally reach the point where David went down on his knees and just touched the fingers of Alice and said, "I love you," and I did not sleep much that night. Think of a boy today going to a moving picture show and seeing in forty-five minutes the whole story, not on dry, cold, unadorned, unillustrated pages, but in flesh and blood and in color and movement.

Never has youth been tested like our youth have been. People traveled at the rate of four miles an hour, and maybe eight at the most, for more than 5000 years of recorded history. Then all of a sudden, in the twinkling of an eye, the stroke of the clock compared to the immensity of time back of us, we have speeded it up to 300 miles an hour. Never in the history of the world have young people stood such a test, and I glory in the great American public school system and the private schools of this nation that, in the midst of all the jazz, in the midst of this marvelous age of discovery have kept a youth clean and clear in its thinking as any youth ever was. They have stood the test. That is the standard.

Youth is right in its great search for knowledge. Go into a library. I visited twenty-six libraries in order that I might make this statement. Ninety-four percent of those who were in those libraries reading and studying were between sixteen and twenty-five years of age. Find who is reading a newspaper; see who is crowding the correspondence schools; find who is taking the extension courses. Look out into the world for this eager-minded mass of humanity that still believes that thru sociology and psychology and thru the study of politics and government they can make the world better. They not only believe it; they are making it better.

Youth is right in its desire for knowledge, its unquenchable thirst for that which is good and true. It is reading classics. I took occasion to find out from these twenty-six libraries that boys and girls ask for classics 52 percent of the time altho the classics are not on the required reading.

Youth is right in its desire for work and to fulfil its mission. I gave one plain little piece of paper to 2600 high-school seniors this year, in groups of about five hundred at a time. I moved them so far apart from each other

that no one could see what the other was doing. I said: "I do not want you to put one single thing on that paper, in the way of a name. You may even print in order that nobody may ever find out whose handwriting it is. But I want you to put down the five things about which you think most and that concern you most, and those things that make of your life good, bad, or indifferent. Do not mind how ugly the thing is; put it down. I want the mind of American youth, if I can get it."

On that list, 98 percent put down as one of the first five thoughts of consideration, "My life work. What am I going to do? How can I make a living?" When 98 percent of the youth of this country are interested most in work under a challenge like that, I know they are right.

A principal sitting at my side when I gave one of those tests said: "You had better watch out. You will get filth, nastiness, and ugliness if you tell those boys to put down just what they think about most. They will believe you, and they will put it down." I said, "I want you boys to put down what you think about most."

The heart of youth is clean because it wants a job and it wants work. After the test that day I was in the home of one of the superintendents who had just received a letter from his son in New York. The son and daughter-in-law had only recently married, but the boy realized that when he married he had taken upon himself his own obligation. The father had written about how they might budget and how they might work. This superintendent took out the letter and asked me to read it. The boy said: "Dad, you need not be anxious about how we will get along. We will be alright. I want you to understand one thing. Neither to me nor to my wife are there to be any handouts."

That is the heart of youth. It wants work. It believes in work. It wants jobs, as it never wanted them before.

The heart of American youth is right in its domestic relationships. Judged by these 2600 boys and girls, 59 percent of the boys and 78 percent of the girls put down that "one of the greatest problems of my life is to find the right boy or the right girl, and to rear the right kind of a family."

Over and over again came this answer: "I hope that I may be able, when I get out in life, to repay my mother and father for what they have done for me." That was dominant in the answers of the girls. In the relationship of man and wife, of founding a family, of believing in children, of transmitting a posterity, American youth is right.

American youth is right in its attitude toward the cultural things of life. Never before were as many people interested in music; never before in the world were as many boys as well as girls interested in art; never before in the history of the world were as many people seeking to read poetry or to produce creative writing. Youth is right in saying, "I want to express my life in the highest terms, in the most beautiful fashion. I love the things that make the world beautiful and attractive. I love to understand and know those things that make the world better."

One of the most difficult things in all the world is to be a member of

an orchestra, to be there every time, to practice every time, to work in harmony with the others—and yet our orchestras are crowded.

American youth is right in its great desire to see that the economic foundations of this country are secure. You may think they are radical sometimes, but if you really want to see democracy in this country, go into the average high school of the nation. The boy from across the railroad tracks has a chance to be president of the student body. In one girls' high school in my city where there are girls of culture and refinement and homes of wealth, the two principal student officers this year came out of the lowest economic strata in Atlanta. But youth recognizes that these boys and girls have something in themselves. They know that the clothes they wear, the wealth they possess, and the standing of their families are not necessarily the criteria.

Economically they believe that there should be a better distribution of wealth, and they are right in that belief. Sometimes they are so pronounced in saying it that you think they are communistic in their feeling, when in reality they feel the great surge of a wonderful, democratic spirit in their hearts that says, "I want all youth to enjoy the privileges that I wish for myself."

Youth is right in its attitude about religion, about conduct, and about God. More young people go to church in my city than any other age group; more young people lead in prayer; more will lead a B.Y.P.U., Epworth League, or Christian Endeavor meeting, or a church forum. I remember well when I was a boy that only two or three of us in that community even dared to engage in church work. Now hosts of them are doing it. It is not just a formality, either. They have the spirit and genuineness in devotion to their Sunday School classes, to organized efforts for religion, in their determination that they are going to be clean. They may not think that to curse now and then or to use the word "damn" is going to send anybody to hell, and I doubt it myself, tho I am not excusing it.

There is nothing with them that makes them feel that this over here is hell and damnation and that over there is salvation. I do not mean they have lowered the standard, but they have carried the ideal of the grand and glorious and the true over into life, and they have made life richer thereby. They believe in God.

If the average superintendent would take as much time to think about how he can guide the character of the youth of his school as he devotes to the finances, we would not have to deal with finances at all in another generation.

I shall never forget what a difficult time I had in deciding what I was going to do in life. My father felt that everybody ought to know when they were fifteen years old. When I saw him picking the lovely blades of corn, I would say, "I must be a farmer." When I rode to town and saw the bridges, I would say, "I have to be an architect or builder." My uncle was a Baptist preacher, and when I saw how much his congregation liked him, I said, "I just have to be a preacher." I had another uncle for whom I was named, who was a country doctor. When I would ride around with him and

see how he was adored, I would say, "I just must be a doctor." Then I wanted above everything else to write a book. Oh, I had a thousand things I wanted to do; I could not decide. Graduating in June, my father wrote me in April, "You must decide before June." He wrote me a letter 103 pages long. I have it yet. How I wish folks still knew how to write letters! Then I took all the arguments for the seven things he said he thought I might be and wrote them down on a piece of cardboard, and I tried to put them in parallel columns. Then, being religious, I knelt down, with drawn shades and tried to decide what I was going to be. I wanted to be a lawyer; I wanted to be a doctor; I wanted to be a preacher; I wanted to be a farmer; I wanted to be an architect; and I wanted to write my book.

About that time the shade fluttered and the light came in and there seemed to be a voice that said, "Would you like to do them all?"

I said, "I would."

"I can tell you how to do every one of them."

I said, "How?"

"Just be a teacher. Some boy will write your book. It will be better than any book you ever thought of. Some girl will paint your picture, and another one will give it veracity. Somebody else will be the doctor, and somebody else will be the lawyer. Just be a teacher."

Men, ambassadors of youth, all I ask of you is just be a friend to youth and youth will reward you many fold.



Ballet of the Flowers—a scene from Musica Americana

GENERAL SESSION
MONDAY EVENING, FEBRUARY 26, 1940

THE VITAL DIPLOMATIC FRONTS

JAMES G. McDONALD, CHAIRMAN, PRESIDENT ROOSEVELT'S ADVISORY COMMITTEE ON POLITICAL REFUGEES; AND PRESIDENT, BROOKLYN INSTITUTE OF ARTS AND SCIENCES, BROOKLYN, N. Y.

PRESIDENT GRAHAM: You will note that the subject of this session is "The National Scene." It is impossible, however, to appreciate and understand our problems at home without knowing what conditions are abroad. We have asked to have as our speaker on that subject a man who had his undergraduate work at Indiana University and his graduate work at Harvard. He was also a teacher in that institution; chairman of the Foreign Policy Association from 1919-33; League of Nations High Commissioner from 1933-36; a member of the editorial staff of the *New York Times* from 1936-38; and at present is president of the Brooklyn Institute of Arts and Sciences of New York City. I have the honor to present James G. McDonald.

MR. McDONALD: My subject is "The War," with stress on the diplomatic fronts. First, however, I should like to discuss briefly the military aspects of the war to date. We are near the end of the sixth month of the conflict. In reality, however, it would be true to say that the war has not yet really begun. Nothing which has happened thus far in the struggle gives any certain clue of the nature of the war or of its duration, or of the ultimate victor. What has happened to date foreshadows something of the kind of war, suggests the elements making for victory; indicates some of the belligerents, but not all. Nothing however can, I think, certainly be deduced from the events to date. The war has barely begun.

Look at it from the military point of view. If you examined the situation in Poland you would say, perhaps, that surely there the war has been decisive. That is true. Within a fortnight the Blitzkrieg had over-run Poland, crushed it, prepared for its dismemberment. But what happened in Poland is not likely to be a precedent for the war anywhere else. The conditions in the West do not suggest that kind of a Blitzkrieg. Even in Finland, where you might have said that conditions were roughly comparable to those of Poland, the Blitzkrieg has been far from that quick, decisive, overwhelming thrust of the Germans against Poland.

And if you turn to the West and examine there the military developments, it is even clearer that nothing has yet happened in the West to indicate what will happen. On the land, for example, there has been almost no fighting. Neither side has really tried out the other. Neither has sought seriously to penetrate the Siegfried Line or the Maginot Line. There has been no fighting at all, in comparison to what we may expect on the land. In the air, the same thing is true. On each side of the lines in the West there are prepared for service 4000 to 6000 front-line airplanes, and about the same number of second-line airplanes; in all, from 10,000 to 12,000 fighting

planes on each side. Thus far there have been hardly enough planes in the air even to suggest the nature of the aerial warfare when it finally begins.

It is interesting, therefore, to ask ourselves why. What has happened to the overwhelming bombing from the air which was anticipated? Why the delay? Will it come at all? My guess in explaining the delay would be threefold. First is the fear of public opinion. Neither side wishes to take the responsibility for beginning what may be one of the most atrocious phases of war in all history.

In the second place, each side fears reprisal. Brigadier General Lord Thompson, Minister for Air in the Labor Government in England some years ago, said to me that Britain had discovered that there was only one way to defend London against an air attack from Germany. It was, he said, for Britain to be prepared to destroy Berlin before the Germans could destroy London. This fear of reprisal has helped to delay the air attacks.

But I think the decisive reason has been neither concern for public opinion nor fear of reprisal but, rather, the doubt in the mind of the military leaders that an aerial bombardment would bring success. If they were sure, or reasonably sure, of winning the war thru mass attack from the air, then I am certain that those attacks would come, but up to the present they have not materialized. Aerial warfare is for the future, and we can only speculate what it will be.

On the sea, more has happened. There the British have sought to impose a rigorous blockade according to the traditional methods. The Germans have sought to impose a counterblockade. Thus far Britain appears to have the advantage. But it is much too soon to conclude that Britain will ultimately be able to starve out or nearly starve out Germany. I think it is too early to be certain that Germany may not begin, as it did in the winter of 1916-17, to bring Britain dangerously near to the point of starvation. In other words, on the sea the warfare has not yet been decisive. Neither side has gained a clear-cut advantage.

From the military point of view, we must conclude that the first six months of the war have barely made a beginning, that this beginning does not indicate at all definitely the nature of the war or its results. Perhaps within the next few weeks, for spring comes earlier in Europe than here, things may begin to happen on an appalling scale. But the six months leave us almost as uncertain about the war as we were before it began.

As to the diplomatic front, let us analyze briefly certain phases of this all-important aspect of the struggle. On most of these points we shall have to put a question mark. In reference to only a few of them dare one speak with any degree of certitude. One of these is the relations between Great Britain and France. It is undeniable that the two allies have already achieved within the first six months of the war a larger degree of cooperation—economic, financial, political, military—than they had contrived to achieve in the third year of the World War. That is a point of tremendous importance. And Chamberlain did not overstress it in a recent speech. But when you have said that, when you have stressed the close tie between Britain and France, you leave the realm of confidence and enter the nebulous area of speculation.

Where does Italy stand? What will Italy do? Hitler, in his speech a while ago, spoke of the benevolent neutrality of Italy. Perhaps. I know many students of international affairs who are certain that Italy must eventually come into the war on Germany's side. They argue that Mussolini is irretrievably committed to the fascist cause, and that he wants, more than anything else, to carve out a Mediterranean empire from the territories of France and Britain. Maybe he will come in on Hitler's side; I doubt it. I think it more likely that Italy, if it fights at all, will fight as it did in the World War—on the side of the allies—for these reasons: first, Italian public opinion is undoubtedly strongly anti-German. The royal family is anti-German. Some people say the king does not amount to much; he is rather an insignificant person physically and spends his time in innocent pursuits, taking care of his stamp collection. But it would be a mistake to assume that the king is insignificant; he is not. He and his family are definitely anti-German.

More important than the king is the attitude of the Vatican. Here there can be no question. The Catholic Church is and must be anti-German. It has no choice in the matter. No living man knows Germany better, perhaps, than His Holiness Pius XII. He was formerly nuncio in Munich, subsequently nuncio in Berlin, and as Cardinals' Secretary of State was in intimate touch with German developments of the last six years. When I was High Commissioner for German Refugees, His Eminence, then Cardinals' Secretary of State, did me the honor to receive me three times. We talked frankly about international affairs. One cannot quote him any more than one can quote the President, but I am confident that the highest Catholic authorities are convinced that Hitler, from the point of view of the Church, is anti-Christ, and that there can be no peace between the Catholic Church and the Nazi regime.

And, finally, I think that the essential interests of Italy dictate its final alignment with the allies—this not because Italy loves France and Britain more, but because Italians must fear Germany more. They must know that German ambitions are not satisfied, that Hitler looks with longing eyes on Trieste and upon the former Austrian Tyrol, that a victorious Germany would be a grave menaceto Italy.

My guess is that Italy will wait until Germany is irretrievably involved in the western front and will then complete its deal with the allies, this time requiring payment in advance. And who could blame Mussolini for that? He could then throw Italian support on the allied side.

In Southeastern Europe one must put a number of question marks. Turkey is more and more pro-ally. The position of the Turks is of extreme, strategic importance, controlling, as they do, directly or indirectly, the vast oil supplies from Baku, Batum, and Tiflis. Turkey is in all respects, save size, a great power today. The Turks have given every indication that they feel that the interest of their country is on the side of the allies.

Roumania and Yugoslavia are uncertain; Greece pro-ally; Bulgaria hopeful of fishing in troubled waters; Hungary fearful of tomorrow. Will there be an early offensive in the Southeast? One can only guess. I suspected, however, when the British played up so prominently the arrival of the

Australians in Egypt and Palestine that that did not mean an offensive, but rather was an attempt to divert the Germans from the West to the Southeast.

In Northern Europe the situation is tense and uncertain. Belgium, which for the first months of the war insisted that it would not fight even if Holland was invaded, has now changed its mind. The king was finally convinced that German invasion of Holland must bring Belgium in. The king's change of front was perhaps the decisive factor that prevented German invasion of Holland a month or two ago, but that invasion may still come.

The Scandinavian countries—Denmark, Norway, and Sweden—desperately seeking to remain neutral, are day by day in a more difficult position, and no one can tell how long they can balance themselves on the tight rope.

But what of Russia? There is no more interesting question than this. What is Russia after? What does it intend to do? I know many people who are quite confident in their answers. They seem to know Stalin's mind perfectly. Just why, I do not know, because Stalin is notoriously close mouthed. Some of these persons insist that Stalin has now become a reincarnation of Peter the Great and Catherine the Great, that he is a nationalist, imperialist, seeking to gain the ends which Peter and Catherine dreamed of.

Then there are others who say just as confidently that Stalin has suddenly become a communist again, that he is concerned primarily in bringing about such a condition of chaos in Europe that communism will be the logical outcome; that he encouraged Germany to attack Poland in the hopes that there would be a world war. Possibly Stalin is a communist now, tho he has never seemed to be very much concerned with the purity of communist doctrine.

I suspect that there is a third explanation, perhaps as good as either of these. He may be an imperialist; he may be primarily communist today; but I suspect that Stalin, like most political leaders in the world today, is primarily an opportunist. I suspect that he does today what he thinks he can get away with safely, and plans tomorrow what he hopes will not cause him too much trouble. Esthonia, Latvia, Lithuania were easy—why not Finland?

I suspect that Stalin's purposes are still undefined and that Russia's relations with Germany are by no means certain. It is still possible that Russia may prove to be a very unreliable ally. But even if the Soviets seek to be loyal, the possibility of aiding Germany decisively is much less than many Germans pretend to believe.

And if one turns to the East, to Japan, one gets nearer home. Japan, I suspect, will play in this war a role very much akin to that which it played in the World War. It was the opportunist par excellence. It took what it could without involving itself in too much risk. I imagine it will do the same again. But whether Japan will feel that it dare challenge the British in the South and challenge the Dutch in the East Indies remains to be seen. Many question marks must be placed after possible Japanese policies.

I said that when we reached Japan we were on our way home. Japan is

very near to us today; I do not mean in terms of endearment but very near to us from the point of view of vital policies—much nearer than most Americans imagine. I suspect that if the United States is drawn into this war, it is quite as likely that it will be because of developments in the Far East as of developments in Europe itself.

But what of the United States? Where do we stand in this diplomatic alignment? I suppose that the great bulk of our people here in the Middle-west, which is the heart of America, indeed in nearly every part of the country, want nothing so much as to remain out of the war. They want to remain unentangled. They want to play safe. Yes, that is true. But how to play safe, how to remain unentangled, how to keep out of the war—those are the questions which cause waking hours and long nights in the White House and in the State Department.

I do not share at all the suggestions of some critics of the President that he is prepared to play politics with the international situation. That is a very grave charge for anyone to make, and I have seen nothing in his attitude so far which suggests any basis for it. On the contrary, his recent actions of sending Mr. Taylor and Mr. Welles to Europe are explainable only on the grounds, I think, of his earnest desire to exhaust every possibility of making America's contribution toward an early peace.

What about Mr. Taylor's mission? It has been criticized in many sections of the United States, chiefly on the ground that it might be a prelude to the establishment of formal diplomatic relations between the Vatican and Washington. I think there is no ground for alarm. The Pope has made it quite clear, in his answer to the President, that he considers Mr. Taylor's mission to be a temporary one for a twofold purpose—to work toward peace and to prepare the way for the cutting down of the inevitable refugee problem at the end of the war. Mr. Taylor, an astute man, a deeply religious man, an old friend of His Holiness, an intimate confidant of the President, is, I think, an ideal representative for this delicate situation. Mr. Welles, the Under-Secretary of State, is one of the ablest men in the foreign service—brilliant, hard working, extremely well informed. If there is any chance of a negotiated peace now, before the war has really begun, Mr. Welles will discover it.

It seems to me that the President deserves praise, not criticism or innuendoes, for his sending of these two able men, even if the chances are only one in ten or one in twenty or one in fifty of their making any substantial contribution toward peace now.

Most Americans want to stay out of the war. Most Americans wanted to stay out of the war in 1916. I was a young professor at Indiana University then. I remember very well how we voted for Woodrow Wilson in those days because he had kept us out of war and in the expectation that he would continue to keep us out of war. That was November 1916. There passed December, January, February, March, and into April, and Woodrow Wilson led the United States into war. Why? I do not believe he did it because of Wall Street or because of hands across the sea or because blood is supposed to be thicker than water, or because of this propaganda or that.

I think we entered the war finally because he was convinced and a very large number of our people were convinced that American interests were vitally involved, and that they might be seriously jeopardized in the event of a German victory.

We went to war, I think, for American interests primarily. Will a condition comparable to the winter of 1916-17 come again? Who can be sure it will not? What was that condition? The condition was that Britain and France were on the verge of defeat. Britain was on the verge of being starved out. The French armies were beginning to mutiny. Germany was on the verge of winning the war. Today no neutral observer will speak with confidence about the allies winning the war. Many of them, on the contrary, think that Germany still has an edge, that Germany may again bring about a condition comparable to that of 1916-17. If that comes to pass, then will be the real test of the United States' policy.

Today it is easy to be an isolationist, to be a pacifist, to be willing to stay out of the war at any cost. The real test of the United States' attitude will come when the war has really begun, and if and when Britain and France seem to be in danger of losing the war.

It seems to me quite clear that we are only now in the last stages of the prolog of the war. It is a little as if one were attending a Wagnerian opera. The prolog has gone on for twenty or thirty minutes. It has suggested the character of the play. It is to be a somber tragedy—death and destruction on all sides. But the prolog does not give the details of the story; it does not tell who are to be the victors; it does not even indicate clearly who are to be all of the participants.

So we today, here in peaceful St. Louis, at the end of the six months of the war, are watching anxiously for the rising of the curtain which will disclose to us the war in all its unspeakable horror and destructiveness.

The military nature of it we can only guess. Its indirect and secondary results can hardly be guessed. It may well be that the result will be universal bankruptcy, a degree of social disorganization unprecedented in modern times. And why not? When the modern world seeks deliberately to destroy itself, when men devote themselves wholeheartedly to the task of mutual destruction, they may achieve much more than any of us today dream of.

But here in America where we are still spectators, still free to discuss the issues, we can watch this tragedy with a kind of attention which is almost overpowering. But we shall not really feel the full force of it until the bombs begin to fall in London and Paris, not until your loudspeakers bring to you, as they will, the shrieks of the dead and dying, not until we have almost literally a front seat for this great struggle.

Meantime, each of us, it seems to me, has a particular obligation to use such intelligence as God gave us and the schools, shall I say, improved for us, or permitted us to continue to have, to make the clearest, the most logical, the most objective assessment of the issues that we can. For whatever the United States' policy is to be, it should be a policy based first, last, and all the time upon the essential, basic interests of America.

FACING THE 'FORTIES

THE HONORABLE PAUL V. MC NUTT, ADMINISTRATOR, FEDERAL SECURITY AGENCY, WASHINGTON, D. C.

PRESIDENT GRAHAM: We have as a platform guest a gentleman whom we are glad to welcome. He will be one of our speakers when the "Town Hall of the Air" program is given Thursday evening. I think it is due the United States Commissioner of Education to rise and take a bow. (Commissioner Studebaker rose and acknowledged the applause of the audience.)

Not long ago, thru reorganization of the government in Washington, the Office of Education was placed under the Federal Security Agency, together with the Civilian Conservation Corps, the National Youth Administration, the Public Health Service, and a coordination of activities made possible for youth, which I think all of us in education would enthusiastically support.

It seemed fitting, therefore, that we should invite to this platform the man who has been selected to head the Federal Security Agency. I am not going to introduce him but I am going to welcome him because he is an educator. He was professor of law at Indiana University; dean of the Indiana Law School; then had an excellent record as governor of the state of Indiana, where he held a friendship for and an appreciation of education; served in the post of High Commissioner to the Philippines, and came thru with marked success. Now he is heading one of the most difficult posts in the administration of the federal government.

I have the honor to present to you the Honorable Paul V. McNutt.

MR. MCNUTT: Emerging from the troubled 'Thirties and standing on the threshold of the fateful 'Forties, we may well pause to view the road over which we have come; to appraise our present situation; and to cast an eye at the road which lies ahead.

In looking back upon the relatively brief span of our national history we see certain luminous landmarks. These landmarks outline the course we have traveled.

Early in our history, at the time of the Constitutional Convention, there emerged a revolutionary decision—the decision to raise the banner of democracy; to trust the future of the nation to the conviction that ordinary men and women possess the capability of self-government.

Thru the years that banner has been kept aloft; the ideal it represents has not dimmed. Time has not dampened our ardor to establish justice, insure domestic tranquility, promote the general welfare, and secure the blessings of liberty to ourselves and to our posterity.

During the early days of our republic a strong, coherent national policy was unattainable. Rural economy predominated. Transportation and communication were slow and clumsy; collective action was extremely difficult. The political philosophy of an earlier day was scarcely strong enough to hold the new democracy together; and it was not until the War between the States that the final decision came which made us a united nation instead of a loose confederation of states. From that time until the first World War

we witnessed the expansion of our geographical frontier, the rapid rise of machine industry, the growth of great corporations, the mushroom development of cities, the flood of alien immigrants, the evolution of labor organization, and the cycles of boom and depression.

We saw the public schools firmly established as state systems of education; the development of elementary schools, high schools, and universities into one loosely coordinated system, so that the child of the humblest citizen might, at least in theory, travel that broad highway for talent which leads from the kindergarten to the university. America had proclaimed and championed the doctrine of equality of opportunity, and our schools were fashioned to make that doctrine more than a pious hope.

Developments within the experience of all of us need not be dwelt upon; we need no more than mention present-day domestic trends; the trend toward ever greater concentration of wealth, toward the development of large-scale corporate enterprise with its increasing divorcement from labor and ownership and both from management; the commercialization and mechanization of farming; the vast movement of population from farm to city; the slow gains won by labor; the rapid increase in high-school and college enrolments, and the growing centralization and cost of government. In 1940 we find ourselves in a unique position.

We have seen popular government break down in most European countries, and power politics is reaping its second grim harvest abroad. But the development of political democracy continues in America.

Contrasted with the simple police functions of an earlier day, government is now undertaking a bewildering variety of functions. These functions of government have grown to meet the new needs of our citizens. They have grown steadily despite the changing fortunes of political parties and party leaders. Our occasional nostalgia for the simpler governmental functions of an earlier day should not blind us to the exigencies of a different time. As long as the citizens themselves continue to control their government, as long as government continues to be the servant of the people—that long will government continue to perform necessary social services.

Over agriculture has swept a tide of tenancy and mechanization. Today more than three million farmers—over two-fifths of the total—do not own the land they farm; as sharecroppers, tenants, and landless farm laborers, they are hardly less secure economically than city laborers. Certain it is that the geographical frontier has vanished. Today school graduates by the millions can no longer look forward to free land upon which to apply their talents and their energies. By 1930 it was reliably estimated that annually 200,000 surplus rural youth, with no prospects of farm occupancy, were seeking work in our cities. Nearly one third of all American youth belong to farm families receiving only one tenth of the national income. The new frontiers for these and many other American boys and girls must be sought in the professions, the service occupations, and the technical branches of industry.

Here is a partial explanation of the plight of unemployed, out-of-school youth for whom the government has been forced to undertake some helpful

provision thru the instrumentality of the NYA and the CCC. Time was when government lent its assistance to youth in the form of free land. Today it must reach back into the pockets of the entire community for the resources by which to set up programs of honest work for these same youth who need assistance.

The next problem we face is no less important than the changes in agriculture, namely the change in the ownership and management of industrial enterprises. Corporate ownership presses hard upon individual ownership in industry. The small plant operated by a handful of employees is swallowed up by the gigantic corporation employing thousands of workmen. This marks a revolution not alone in relations of employers with employees, but in the type of work opportunities as well. It means a real restraint upon the possibility of rising into ownership and management of private industrial enterprises. More and more young people are coming into the labor market with nothing to sell except their intelligence and occupational skills. Industrialists, risen from the ranks, sound the optimistic note of the last generation; they decry the too frequent aspiration of young people for white-collar positions; they point to famous Americans—George Washington, the land surveyor; Benjamin Franklin, the journeyman printer; Abraham Lincoln, the rail-splitter—and bid youth, “Go ye, and do likewise.” But the frontier day has changed. And youth today, no less competent, courageous, or resourceful than their forbears, reply: “Give us then the training for these new frontiers—the frontiers of science and technology.” And government turns to the schools to provide youth with technical education, to develop the employment skills, to give opportunity for young men and women to test in the laboratory of actual work the theories which they learn from books, in order that youth may be prepared for the new economic opportunities of our day.

Next, we face a conservation problem. As a result of unrestrained competition and exploitation, nearly all of the best forest, mineral, and grazing land has gone into private hands. Since the turn of the century we have been trying painfully to recapture some of the national domain so freely given away. Moreover, the government is called upon today by the people to irrigate the deserts, to protect whole regions from floods, to reforest wasted acres, to restore the grass to prairies which never should have seen the plough, to do battle with dust storms, and to resettle beaten and destitute farm families on new land.

Conservation, not only of our natural resources, but of our human resources as well, has become the order of the day. Altho we can no longer deal prodigally with our physical resources, it is our human resources which constitute the real wealth of the nation. Their conservation is the major responsibility of government. The Federal Security Agency is primarily an agency of human conservation, representing as it does services for public health, education, employment, and security against age, physical handicap, and unemployment. These services must be provided by the government if human morale, intelligence, skill, and health are to be preserved and conserved. The wasting away of human resources during a prolonged

depression is even more serious than the loss of wealth. Human erosion is far more destructive than soil erosion.

Public education nears new and greater responsibilities. The complex problems we face today call for social intelligence upon the part of the rank and file of our citizens never before required. To specify a few questions which demand an answer: Can we control business cycles? Are these cycles due to artificial scarcities and rigidities of the market? Should we seek to return to a free market? Are reciprocal tariff agreements a move in the direction of a free market? How shall we attain a better balance between industry and agriculture? What measures can be taken to stimulate re-employment in private industry? Should we undertake thru government competition to set up yardsticks for prices and services in the essential industries? Or will the middle way of consumers cooperatives provide these yardsticks? What shall we do about farm tenancy, absentee ownership in agriculture? How can we provide more adequate medical and health service to great groups of our population? These and a host of other problems press for solution and answer. The citizens must be able to pass judgment upon the wisdom of governmental action in dealing with issues such as these.

What are the purposes to which American education must devote itself in the decade ahead if it is to serve, and I consider it its business to serve, as the safeguard of democracy? And second, how may the schools be made more adequate for the performance of their unique and indispensable function?

First, the schools must continue, as in the past, to put human personality first. Democracy is that form of government and that social organization which recognizes the unique value of the individual person. In this education, the humanities, history, literature, ethics, philosophy, the arts—all of them have an important place. Man does not live by bread alone.

Second, while promoting the full development of the individual, the schools must not neglect to prepare for civic responsibilities. Man is a composite being—a physical organism, a wealth-producing animal, a center of psychical sensations, but above all a social creature. As a social creature he shares reciprocal responsibilities with his neighbor. He has the moral obligation to deal with others in the immediate and more far-flung community in terms of their best interests as well as of his own. Democracy must ever be rooted in the Golden Rule.

Today in America new moral claims are laid upon the conscience of the citizen. Our politics must build upon these claims. The affirmation of the right of every man to health, to economic security, to opportunity for growth and self-expression, to participation in the good things of life must be implemented by government.

What the schools must seek to do is to train their pupils in a method of attack to solve social issues. This means more and more emphasis upon the *use* of knowledge, judgment, and skill in dealing with problems concerning which the learner has an immediate moral responsibility. It means increased *participation* in community activities. For the education of the

citizen in the democratic state is not an education of him to *fit* the government, but to *be* the government. Hence, he must participate in the real decisions to be made now—in clubs, in classrooms, in all of the organizations of the community of which he is a member. In a democratic society this participation not only takes the form of discussion, the joint making up of minds, but it also consists in cooperative action, the carrying out of decisions arrived at by the democratic process. It must be a dynamic preparation for a dynamic citizenship. If well begun in the schools, the habit of civic participation will be continued in adulthood—in forum, club, trade union, Grange, church, and political parties.

More than half of the education of the citizen can and must come after school days are over. Adult civic education, however, must be built upon the solid foundation of a realistic school education. The strategic situation of organized education for promoting adult civic education, for the clarifying of public opinion thru a free discussion of issues, affords an opportunity which must no longer be neglected.

Third, the schools must prepare for participation in economic life. Every individual has a threefold function in this world—to be a man, to serve as a citizen, and to earn a livelihood. I am one of those who believes in a greater vocational emphasis, realizing at the same time that no matter of policy which confronts the school administrator has more thorny problems than that of vocational education. But public education cannot dodge the responsibility for a realistic grappling with that problem. Education is for life, and the vocations of men today loom large as a part of this life.

Perhaps I am especially conscious of the problem of vocational education because three of the important divisions of the Federal Security Agency are intimately concerned with it—the CCC, the NYA, and the Office of Education. I am glad to report an increasingly close cooperation of these youth-serving agencies at both federal and state levels. Eventually this cooperative action will result in a unified program for youth in every locality in the nation.

This audience does not need to be told that fully one-third of our unemployed are youth between the ages of sixteen and twenty-four; nor to be reminded of the disastrous consequences upon morale which can flow from long periods of idleness for youth. Vocational training alone admittedly will not solve the problem of unemployment. A great expansion in private industry is needed for regular industrial or agricultural work for all our youth and adults who are at present unemployed. But under expert educational guidance all American youth should have the opportunity to obtain that specialized training which they need for the vocational purposes they hold.

If I have emphasized the responsibility of public education to prepare young people more effectively for the life which lies ahead—education for self-realization, for civic participation, for vocational efficiency—it is with a full consciousness that the discharge of this obligation calls for an even more generous financing of public education than heretofore it has had.

The fear is sometimes voiced that in the competition for support from a tax-conscious public, the schools are likely to fare badly because of extended provisions for the aged, infirm, and unemployed. I am confident that this fear is ill founded. America's faith in education is too profound, too deep seated to tolerate neglect. We realize too well the essential relation of public education to democracy to permit any weakness to develop in our defenses against the enemies of popular government. No, if I were to prophesy, it would be that the American people will never impair the great educational structure of the nation by inadequate financial support. I predict that they will make still greater sacrifices for the attainment of our educational ideals.

The 'Forties, like every other decade, present many pressing problems for educators. For my part, I believe none is more vital than that of equalizing educational opportunity for American youth. It is not enough that the sum of our educational facilities be sufficient to furnish the basis for an informed citizenship to the new generation. It is equally necessary that there be a reasonable distribution of these facilities and that they be made available to all the youth of the land.

It is probable that educational opportunities can best be equalized in the several states thru a program of federal-state cooperation. That marked differences exist in the ability of various localities to support an adequate educational program is an accepted fact. The equalization of these differences, certainly up to the point of a satisfactory minimum state program, is primarily the responsibility of the states themselves. But the federal government has a vital and proper interest in the equalization of educational opportunities among the states.

That problem of equalization can be solved without impairment of state control of the scope and content of the educational program by grants of federal funds to those states which are in the greatest need of financial assistance. While such a program calls for extended study, we have in hand today such a plentiful array of facts concerning the fiscal and administrative needs of public education that I predict the 'Forties will see substantial progress in this direction.

It must not be forgotten that inequalities in educational opportunity arise not only from the lack of facilities in certain communities but also from the fact that the low income of certain families makes impossible school attendance. Continual attack must be made up on this problem by continuing work along the lines of the NYA student aid programs. Further progress should be made in developing scholarships, student aid, and part-time work opportunities for persons enrolled in the secondary schools and colleges. The problems of rural childhood and youth merit special attention. Half of our rural youth are destined to become a part of our industrial urban population, if our present trends continue. Technical and vocational training in regional institutions must be made available to them if these youth are to get an even break in competing for jobs in the industrial order.

I wish to make it clear that education alone, however well conceived

and well planned, however adequately supported, will hardly usher in the millennium during the 1940's. Perfection is the counsel of despair. But education, reorganized, revitalized, and adequately supported, can do this: Having found its own bearings, it can point the way to a happier and fuller life for the masses of youth born into a world which threatens to lose all of its sense of direction and likewise of value. It can go far toward achieving that vision of the founders of the republic; a vision which saw in ordinary men and women extraordinary possibilities; and which sought by universal, free, public education to give to those possibilities scope, direction, and fulfilment. May the fateful 'Forties bring rich fruition to the nation of all faith, intelligence, and labor in behalf of public education which this great assemblage of educational leaders represents. We face the 1940's with courage and with confidence, steadfast, serene, unconquerable.

GENERAL SESSION

TUESDAY MORNING, FEBRUARY 27, 1940

INDUSTRY AND SAFETY EDUCATION IN THE SCHOOLS

PAUL G. HOFFMAN, PRESIDENT, THE STUDEBAKER CORPORATION, SOUTH BEND, IND.; AND PRESIDENT, AUTOMOTIVE SAFETY FOUNDATION, NEW YORK, N. Y.

PRESIDENT GRAHAM: Our first speaker has had a distinguished career as an industrialist and automobile manufacturer. For years he has been interested in the safety movement and has made important contributions to its growth and success, especially in the industrial and traffic fields. He has devoted time, energy, and money to safety engineering and education. His presence here is evidence of his continuing interest in this field. He is president of the Studebaker Corporation and president of the Automotive Safety Foundation, an organization which for years has financed much of the research and publications necessary for the advancement of safety. Mr. Hoffman:

MR. HOFFMAN: Up to this moment my conversational role with teachers and educators has been that of the student trying to answer embarrassing questions. I could never comprehend the ability of my teachers to hit upon the one part of a lesson on which I was not prepared. It seems to me that you have developed that to a point where it might almost be called a fine art.

It has been thirty years since I left college. Today we have much in common, because when I left my office in South Bend there on my desk was a copy of your new yearbook on safety education, and, like most of you, I have not yet read all of it. But I have, unlike some of you, read part of the book. I was impressed by one paragraph which I wish to read. It says:

If school safety programs are to be effective, they must vary with community needs and the available financial resources. The control and direction of safety education for children and youth should be vested in the school. Other agencies

may suggest but the school must decide. The school should welcome the assistance of all other agencies, consider and wisely adopt much that they have to offer, and bring into the school educationally valuable parts of their programs. The school cannot surrender its responsibility for choosing means and measures and then be held responsible for results.

This paragraph perfectly reflects the attitude of industry toward safety education. We recognize that authority must always be commensurate with responsibility. More important, we recognize that teaching is a professional job, and there is one thing that an industrialist learns early; that is to distrust amateurs. Teaching is a profession. We know that this job of safety education belongs in the schools, and the schools should decide; we are wholeheartedly with that viewpoint which is expressed in your yearbook.

There is a very tangible reason, beyond that, why we should have confidence in the schools, and that is because the record of the schools to date in the field of safety instruction has been remarkable. In the age group from five to fourteen years the record has been outstanding.

In 1913 the accidental death-rate per 100,000 population, from all types of accidents, for children was 37.5; in 1918, 46.5; in 1922, the year in which many of you turned your attention to safety education, 40.8. In 1938 the death-rate among children of elementary-school age had been brought down to 27.9.

But I think we will all agree that perhaps we have just started on this career of safety education. The progress already made is just inspirational, because much remains to be done. A third of all deaths between the ages of three and twenty-two are from accidents, and half the deaths of high-school age are from automobile accidents. So we have not completed the job. I think that the yearbook presented marks a new era in safety education. Your own group, after surveying the entire field, has brought to your attention the best methods of teaching safety. We expect your record to be very much enhanced in the future, as a result of the guidance that will come from this yearbook.

I would like to comment on the practicality of safety education from other standpoints. It offers the opportunity for a training in citizenship. After all, good citizenship rests on a knowledge of and respect for laws, a knowledge of and respect for the rights of others. What other law touches as many people as does the traffic law? In the case of most citizens, when they come to adult age, their one contact with the law is when they happen to run afoul of traffic regulations. Therefore, you have the opportunity in safety education to teach citizenship in a practicable, understandable, and interesting manner, because there is no subject in which these boys and girls are more interested at high-school age than in the driving of automobiles.

If at that time you can take safety education and use that as your device to teach good citizenship, driving home the fact that a man who respects the rights of others lives a better and more enjoyable life, that opportunity should be utilized.

I will admit frankly that the automotive industry has a business as well as a humanitarian interest in safety education. We are enthusiastic about this great task which the schools have undertaken in the past and are undertaking in larger measure today. We know that our business is definitely influenced by the safety with which people can travel on our highways. I think that is an advantage.

The fact that we have a business interest augers well. Why? I have watched the industrial safety movement for the past twenty-five years. As long as safety had only a humanitarian appeal, only the humanitarians could be interested, but when the fact developed that industrial safety not only paid dividends in lives saved and injuries avoided but also paid dividends in dollars as well, the whole movement was given a very definite and decided impetus.

We have always had a very real interest in safety in the automobile industry. There have been literally millions of dollars spent annually to improve the safety of our vehicles. When we develop a safer type of vehicle it takes more millions to change machinery so that the new design can be included.

It was not until the fall of 1935 that we became aroused to the fact that automobiles are lethal weapons. We were building safe cars in safe factories. Then out of a clear sky there appeared an article by J. C. Furnas, called "And Sudden Death." The reaction on the industry was immediate.

The directors of the Automobile Manufacturers Association met, and they said, "Perhaps we should extend our influence to safe use." That is where I came into the picture. I was, unfortunately, head of the Traffic Safety Committee of the Automobile Manufacturers Association. That committee was a highly desirable committee. Perhaps, like some of the commissions of this Association, it never met. At least, my committee had never met. Once a year we published a report on safety, not knowing that you cannot promote safety with a mimeograph machine. That was the extent of our activity.

Suddenly, when this article appeared, they turned to our committee and said, "Get to work and find out whether or not we can do anything as an industry to promote safe use, and find out how much it will cost."

I will not burden you with the details of the four month's investigation that we went thru. We investigated roads; we investigated drivers; we made a study of all of the organizations that were functioning in the safety field. We made the best study we could in accidents, and we came to two conclusions. The first conclusion was that highway safety had a very definite influence on the volume of our business. Our second conclusion was that, if we could intensify and coordinate certain of the safety activities being currently carried on by competent organizations, it was possible to reduce the accident rate one-third in five years.

I want to make it clear that, when we organized our Automotive Safety Foundation, it was merely to serve as a community fund. We had no thought of going into any direct activities ourselves. We felt the need was for money for organizations already existing. We did create the Auto-

motive Safety Foundation. In the past four years we have distributed \$1,600,000 to these various organizations, for the most part universities, civic groups, and, to some extent, certain national organizations that we felt were important to the safety field.

What we primarily asked for was a scientific study of accidents and accident reduction methods to see if new technics could not be developed in the fields of engineering, enforcement, and education. We felt that this was an opportunity, and if these organizations were supplied with money, results would be forthcoming.

For example, we financed the Northwestern University police-training program; we financed the traffic program at Yale University; we financed the National Safety Council. We have helped, in a way, the A.A.A. and other organizations interested in promoting various phases of education, not to do the educational job but to assist as they could in the development of new technics.

Let us see what has happened in four years. The accident rate in 1935 was 17.4 per 100,000,000 vehicle miles; in 1939 it was 12. This means that during that four-year period there have been 29,000 lives saved; there have been 1,000,000 fewer personal injuries; and there has been a saving of \$1,000,000,000 in cash loss, including property damage.

Major credit for that result belongs to official groups. It is the officials in the enforcement field, officials in the engineering field, and educators who have made that job possible. But the civic organizations and the universities who have developed technics and who have helped to train personnel to apply those technics have contributed sufficiently so that we feel that our expenditure has been very well worthwhile.

I think a collateral benefit has also come out of some of these efforts to develop technics. For example, let us take Northwestern University. If we are going to have respect for the law, we must have respect for those who enforce the law. That is elementary and primary. Northwestern University is engaged in a grand job of grading up traffic personnel. It is the traffic policeman with whom the average citizen comes in contact. Therefore, if we can grade up personnel, we automatically increase respect for the law, because we increase respect for those who enforce the law.

We are financing at the present time a very comprehensive study in traffic court procedure. There you have a contact with the law that is common to most of us at some time or other during our lives. If we are going to have respect for the law, we must have respect for those who administer justice. We feel that one of the great opportunities at the present time is grading up the character of traffic court procedure and the character of traffic court personnel. Those are collateral benefits that we think will perhaps help you in your job of developing and making good citizens out of our youth.

There is one further benefit that may come to us out of this common interest that educators and businessmen have of promoting safety education, and that is a somewhat better understanding of each other.

I am a trustee of the University of Chicago, and I have seven children

scattered in various schools around the United States. As a consequence, I have had a contact with educators and education over the past five or six years that has given me an understanding of your problems and that makes me see things in a new light. If we meet together you will have some understanding of our problems, because we have problems too.

From the tax standpoint, it is important that business understand the necessity of adequate tax support for our schools. From the schools' standpoint, it is important that the educators understand the importance of getting the utmost out of the tax dollar, if we are not to put a burden on business.

I was talking to a prominent educator one day and he was raising that point. I said to him, "Well, now, we are both in the same fix. What we both have to do is to join forces and try to see that the tax dollars are not wasted, so that there will be sufficient for this all-important job that the schools have to do and at the same time that there will not be an undue burden on business."

This understanding is binding. Why? Because we are always interested, even above and beyond safety, in the preservation of democratic institutions. We both have a stake in it, because we will not have free schools unless we can preserve democracy. We will not have free business unless democracies endure.

Historically speaking, the free schools did not bring free business. Free business brought freedom for schools and religion and civil liberty. It was the cracking of controls over the market in Holland and in England, historically speaking, that gave the opportunity for civil liberty, religious freedom, and schools as we know them. We have common cause there. We cannot have free enterprise, we cannot have free schools, we cannot have freedom of any kind unless we all join and fight for freedom for each other.

I believe in academic freedom. To prove that to you, I voted to invite Mr. Browder to the University of Chicago. Why? Because I happen to believe that the more Mr. Browder speaks, the fewer converts there will be to his philosophy, but I say he has the right to speak.

I believe in freedom for educators. I never would, for a moment, vote for an educator being put under any obligation when he votes. We cannot have freedom of that kind unless we also have free enterprise, because they all tie together.

What I am hoping for, above all things, is this: that out of this common interest in safety education we will come to a better understanding of our common problems and interests. The matter of preserving freedom is no academic thing. There are tens of millions of people in the world today who enjoyed freedom ten years ago and do not enjoy it today. They are living under dictatorships. The battle has been against freedom, not forward. So, perhaps it is time we join in understanding, and see if we cannot arrive at this common objective so that there will be the possibility of passing on to our children and our grandchildren the kind of America that we know and love.

THE HOME AND SAFETY EDUCATION

MRS. WILLIE SNOW ETHRIDGE, AUTHOR, LOUISVILLE, KY.

PRESIDENT GRAHAM: It was the desire of the Yearbook Commission to have someone speak on home safety from the viewpoint of parents, to have presented the ideas of the layman rather than those of professional home experts.

The speaker selected is a native of the "Gone with the Wind" country of Georgia. She is a housewife, the mother of four children, at present a citizen of Louisville, Kentucky. In her busy domestic life she has found time to write, her best known book being *As I Live and Breathe*. I have the pleasure of presenting to you Mrs. Willie Snow Ethridge.

MRS. ETHRIDGE: Whenever I find myself in this position, having gracious words said about me and people smiling up at me, I am always taken back to an experience I had several years ago when my roommate, Mark Ethridge, took me to New York to the American Publisher's convention so that I might see him eat with the President of the United States. Now, I was not to eat with the President; I was just to see Mark eat with him.

The luncheon was to be held in the big Gold Ballroom of the old Waldorf. The President was Mr. Hoover at the time. The publishers were all to sit on the main floor of the ballroom, but the wives who had been living right were going to be allowed to sit in boxes on the balcony and peer down and watch their roommates eat.

In about five minutes Mark left me at the door of the balcony. I went in timidly, being from the country, and sat in the first box I came to. It was a nice box. There were big bunches of flowers on all corners of it, and red, white, and blue ribbons festooning it. But it was no better than I had expected, for ever since we had left Georgia, where I was living then, my roommate had been telling me how lucky I was to know him so that I could get a peep at this swanky affair.

I went in and sat on a chair right in the front row and I began peering down, trying to find Mark and, finally, with the wife's homing instinct, I located him. He was just beginning the shrimp cocktail. I kept my eyes on him, and in a little while he looked up and, when he did, I saluted him with my favorite gesture. Instead of him giving me that back, he gave me a pushing back gesture. Thinking he was feeling playful, I gave him another salute again and also made faces at him, and he made faces back. Very shortly nobody was looking at the President back at the speakers' table, but all of them were looking up at me and smiling and chuckling friendly like. I thought that was a mighty nice crowd of people for newspaper men. But what they could see, my friends, and I could not, was that right on the outside of the box, under where I was doing this, was the President's party, and they all knew I had gotten into the box reserved for Mrs. Hoover, and that any moment I was going to be asked to move. And I was. In a few minutes a guard tapped me on the shoulder and

said that Mrs. Hoover had arrived and would like to occupy her box, and would I move to another box.

Ever since then, when I see people looking up at me, smiling, and find myself in the jay-bird seat, I have that eerie feeling that I am going to be tapped on the shoulder and asked to move over and make a place for the person who really should stand here and make this speech.

But until that happens to me today, I am going to try to make a speech on safety in the home. This is a very vital problem, but I did not know one thing about it when Mr. Hill asked me to speak. He phoned me about four days before Christmas, when I was in a kindly and mellow mood, and I hate to refuse anybody anything. To tell you the truth, I always have been in that kind of a mood. Just let somebody ask me to do something, and I always say, "Thank you so much, I will be delighted." The roommate says he is going to have put on my tombstone when I die, "The Lord called her up and she could go."

When Mr. Hill called me, I said I could come, but it was not until after Christmas that I began to worry about what he said I was to speak on. So I wrote and asked him. When he wrote me, "Safety in the Home," I was completely bowled over. I did not know there was supposed to be any safety in the home. We do not have any safety in our home. If we ever go a month without losing a finger, slashing a leg to the bone, or having a baby, we're lucky.

So I wrote Mr. Hill immediately and told him that I knew nothing about safety in the home. Evidently it was too late for him to get anybody who did, so he said for me to come and do the best I could. And, like the scared pupil before final examination, I have "boned" up on safety in the home until I am so full of statistics I am about to burst. They are amazing and startling statistics. In fact, they are so amazing and so important that I would like to apologize publicly now for those light and buoyant letters I wrote to the editors of your many educational journals when they wrote me for copies of my speech. Instead of sending them copies, I told them that Mr. Hill was just throwing me in, in the nature of a recess, when your tired minds could go skipping on the playgrounds and your bodies relax. I blush now at my levity when I realize that almost as many people are killed in homes by accidents as are killed by automobile accidents. In fact, more people are injured in the home than are injured anywhere else.

In 1937, 105,250 people died as the result of accidents. In 1938 that number had been reduced to 94,000 deaths, a reduction of 11 percent. But in the home the number of deaths from accidents had been reduced in that period by a measly 2 percent. In 1937, 32,000 people died of accidents in the home, and in 1938, 31,500.

Besides home accidents resulting in death, there were 4,650,000 home injuries, and, of this number, 140,000 were permanent disabilities. Hearing these figures, I know you agree with me that this is a problem which deserves your most earnest consideration. Something should be done about it, but what? Should we pass a law? Perhaps, considering how easy it is in this country to pass laws, that would be the simplest thing to do. But

would a law make a home safe? Would a law make people tidy, systematic, neat, thoughtful, and careful? No.

The only approach to the problem of safety in the home is thru education. I did not just grab that conclusion out of the air. I reached it after reading pamphlets, booklets, and speeches almost as high as Charlie McCarthy. So, what I am saying is not so much original thinking, tho I have tried to do some of that.

It is only necessary to review the causes of accidents to be convinced that education is the only avenue to correction. One-half of all accidents are caused by falls. Almost as many people are killed by falls in the home as are killed by motor vehicles. In 1938, 32,400 people met their deaths in automobile accidents and 26,700 people died, believe it or not, from falls in the home. This is hard to believe because automobile accidents get so much more publicity in the paper than do falls in the home. All the falls, 26,700, occurred somewhere on the premises.

What part of the home is the most dangerous. Some statisticians say the bedroom is the most dangerous. I can understand that. Others say that the kitchen is the most dangerous. But no matter where it is, I think it boils down to the question of whether you spend more time getting ready to sleep or getting ready to eat.

In a study of accidents in Chicago, no mention at all is made of the bedroom. The most fatal place in Chicago is the stairway. The second most fatal is the yard; the third, the kitchen; the fourth, the living room. No mention is made in Chicago of the bathroom, either. Evidently the people in Chicago neither go to bed nor bathe.

On the other hand, in Kansas City the bedroom is the most dangerous by a large majority. People in Kansas City evidently have nothing to do but sleep. These accident statistics of the Kansas City Board of Health cover the period from 1933-37. The yard is second and the living room third. But no matter whether accidents happen in the yard, kitchen, or bedroom, the main cause of all of them is untidiness, which you will admit is a fault of people's training.

People get up in the night in the bedroom and they fall over shoes that have been left in the middle of the floor, or get tangled in underwear that cascades off a chair, or they trip over a pair of pants that have been left on the rug, or stumble over a stool that has been shoved in front of the door. Or they go to the bathroom and slip on the soap that has been left on the floor or in the tub.

I can almost say that is one accident that does not happen in our household. For some reason I never have been able to keep in soap. My roommate and the children say they have to rise from their tubs daily, wrap robes around themselves, and rush to the corner grocery store to buy soap before they can finish their body training. When I came across the announcement that hundreds of people slip on soap and fracture their hips, I rushed and proclaimed it to my household and pointed out how lucky they are that we are never in soap. But when I left home they were not convinced.

But if people, like those in Chicago, never go to the bathroom and slip on soap, they fall on toys on the stairs, or trains, horns, galoshes, and umbrellas, and break their necks, or they go into the kitchen and slip in pools of water or puddles of Wesson Oil, or trip over watermelon rinds and fracture a leg. Or they skate into the living room on those highly polished waxed floors or those tricky scatter rugs and hit on the back of their heads and get concussion of the brain, or they catch their heels in worn places in rugs and fall on their faces and knock out their teeth, or, if they haven't got teeth, they swallow their bridgework.

But no matter where they fall, whether it is in the bedroom, the kitchen, or on the stairs, the main reason for the fall is untidiness, and that is because they have never been taught that untidiness is dangerous, criminal negligence.

You might think that parents should be responsible for tidiness in the home but, as you who are parents know, parents are not tidy themselves. They, I imagine, were taught like I was, when I was in school, to put their ruler, compass, and crayons in a little cretonne bag that hung on the side of their desks, but they were never taught that it is a matter of life and death at home to put bicycles, skates, slacks, and sweaters in their proper places.

In my long and varied career I have never known but one mother who worked at tidiness as if it were a life and death matter. This mother had a daughter who refused to be orderly. She called her in constantly from skating in the afternoon to hang up her school clothes and made her get up from the breakfast table to hang up her nightgown. But when the girl was sixteen she was still disorderly. The climax was reached one night when this girl went to the movie with her first real boyfriend. After she had left home, the mother went into the bedroom to see how it looked, and it was a mess. Every drawer in every dresser was out, and out of the drawers hung stockings, dance programs, old test papers, slips, belts, and all the other paraphernalia of a young girl, and on the floor were slips, teddies, tennis rackets, and books.

Mother did not do a thing but march herself to the telephone and call the theater where daughter had gone. She asked the manager if he would please throw on the screen the announcement that Martha Jones was wanted at home immediately and that it was very urgent. Of course, you could not do that in every town, but this was in Richmond, Virginia, and you could do very startling things in Virginia if you belonged to the right set.

In about twenty minutes the daughter arrived at home, pale of face and trembling of limb. "Who's dead?" she asked.

"Nobody," the mother said very calmly, "but you will be shortly if you don't go upstairs and straighten up your room."

The girl was so furious with the mother she did not speak to her for two weeks, but she never left her room in that madhouse condition again. You cannot expect all mothers to be that persevering. It is up to the educators to teach people to be tidy so they may be safe.

Besides slipping on things and falling, because of untidiness, a great many falls are caused by people standing on the wrong things. They should, of course, stand on stepladders. They should be good stepladders, and they should not even have splinters on them. People ignore this and stand on chairs, stools, and even old bridge tables when they want to get a hat from a cupboard that is up high, or they want to change the light bulb, or wash windows. These cause many downfalls.

People have many falls because of lack of light. They get up in the night and feel their way around the bedroom rather than turn on the light and wake up the other people in the room. They try to go downstairs to a cellar that is improperly lit, or they turn off all the lights downstairs and creep upstairs, and kind of sniff their way along the hall to their bedroom.

There are a great many falls caused by loose banisters and rails, by weak boards in steps, by snow and ice and, I hate to mention it, by too much drinking. I was amazed that so many people fall down drunk. There was one very sad instance where a man, having had too much drink, started to get into bed, mistook the window for the bed, and plunged out the window.

One time a man said to me, "Mrs. Ethridge, I see you are not drinking. Is it because of moral reasons or have you got a weak stomach?"

I said, "Well, there's nothing wrong with my stomach, but I have got weak underpinnings that won't stand up under liquor."

That is true. It is all I can do to stand sober. Also, I might, because of liquor, mistake a window for a bed and come to the sad end of that man who was cited in the paper.

In addition to falls, the next largest number of accidents in the home is caused by burns, explosions, and fires. Some of the things from which fires originate came as such a shock to me. It is as much of a shock to the majority of the common people; they have no idea what fire hazards lurk in their homes.

When I went to school for sixteen years (whether you can tell it now or not), I never learned the first thing about an electric cord or an electric socket. The pamphlets say you should not trample on electric cords; you should not pull them out of walls, but you should take firm hold of those little plugs. I have always been scared of the plugs. I have always stood a long way off and jerked the cords out. They should not hang over things. We have one cord in our house that runs from a double socket onto the bed and over the door and under the dressing table across the room, and this cord is constantly coming untacked and hanging in the doorway. Almost every week some member of the family gets tangled in it. Only the Lord has kept somebody from being electrocuted in our house.

A great many fires are caused by something called spontaneous ignition. This was complete news to me—startling news. Of course, all of you educators know what spontaneous ignition is, but I am so proud of having found out that I insist on telling what it is. It seems that it is oxidation of certain oils on combustible materials exposed to the air. This makes old,

oily rags, which I have always dearly loved and hoarded until they got too heavy to lift, great fire hazards; also are mops, which I never cared much about, and mattresses and cloths used by painters. Discarded mattresses and all these things should be kept in metal containers. I do not see how you can keep a discarded mattress in a metal container. But these things are dangerous, and they should not be allowed around the house unless they are in containers.

A great many accidents happen in the kitchen. Many women are hurt because they have never been taught how to take the top off the roaster or the cooking utensil. They take it off the wrong way and are scalded by steam. No mention was made of men, I noticed, being burned in this undignified manner.

Many people are burned by deep fat frying. But the most tragic burns are, of course, those that cause death. One-half of the people who die from burns are never touched by outside flames. They breathe in heated air which has swept thru the stairs, clothes chutes, or some other opening, in less than five minutes after the origin of the fire.

There are many other causes of accidents which I cannot possibly go into. Sixteen hundred people died last year from poisoning; 1200 died from suffocation; 1000 from the infusion of poisonous gases; 1000 from firearms, all of them, of course, being "unloaded"; and 4900 from various other reasons.

I think these figures are to the point, and it makes all of us seem a little bit stupid, when we consider how silly some of them are, how trivial, how careless are the things that cause accidents, that we go on allowing them to happen year after year. I know you educators are the last people in the world who want to be stupid.

You no doubt feel that I am stupid, as my roommate does. As you have gathered, my roommate is a very smart man—at least he thinks he is—but he has a horrible temper. One day when I was down at his office, I said to the secretary whom he has had for many years, "Miss Phoebe, I don't see how in the world you put up with Mark's ghastly temper."

And she said, "Why, Mr. Ethridge has no temper. He has a perfectly beautiful, sweet, and even disposition."

That night when he came home and began putting on his bedroom slippers and home temper, I said, "It seems mighty peculiar to me that you can be sweet and even tempered all day at the office, but the minute you come home you begin letting your temper rise."

Then he looked me straight in the eye and he said, "There's nothing peculiar about it. Nothing infuriates me except stupidity."

I never have thought of a comeback for that, but, leaving my feelings out, I am sure all of you feel the same way about stupidity. You would not have devoted your entire life to education if you did not.

Nevertheless, I do not think you will be quite as smart as you ought to be if you continue to allow 31,500 people to die annually from home accidents, and 4,650,000 to be injured.

THE OBLIGATION OF THE SCHOOLS FOR SAFETY EDUCATION

HENRY H. HILL, SUPERINTENDENT OF SCHOOLS, LEXINGTON, KY.; CHAIRMAN, 1940 YEARBOOK COMMISSION

PRESIDENT GRAHAM: We have heard the viewpoint of industry and the home. We turn to the third speaker in this symposium who represents the viewpoint of the educator and superintendent of schools. For the past ten years he has been superintendent of schools at Lexington, Kentucky, and lecturer in the School of Administration of the University of Kentucky.

He has taught school administration during the summer sessions of several universities—Kentucky, Alabama, Utah, Virginia, Duke, and Harvard. During the past two years he has served as chairman of the Safety Education Commission.

He suggested that we have, as a demonstration of safety on this platform this morning, a STOP-AND-GO sign. In order to make it as vital as possible and apply it to the present situation, since we have to do with safety, certainly the length of speeches is a concern of ours. Consequently, when he starts the signal will be green. Two minutes before he closes it will be amber, and when his time is up, it will be red.

MR. HILL: The universe about us may be divided into four parts. First, there is that part in which things are going right and will continue to go right without our help. The orderly succession of day and night during every twenty-four hour period is an example. Imagine what might happen if this were subject to change and regulation by Congress or by Wall Street or by the CIO. We may well be thankful for this quarter of the universe.

Second, there is that part in which things go wrong, in our human way of thinking, and about which we can do little. Perhaps bad weather falls in this category for, aside from preparing to endure it as comfortably as possible, we can do little about it.

Third, there is that part in which things may go right but often go wrong if we are not alert. The democratic form of government under which we live is an example. Comparatively speaking, the best government in the world, it will not remain that way without our intelligent support.

Fourth, and last, there is that part in which things are going wrong and will continue to go wrong unless we make them go right. In America today the large number of preventable accidents is an example of things going wrong which will continue to go wrong unless you and I help make them go right. The present yearbook, *Safety Education*, is one effort to make things go right instead of wrong.

If the yearbook is to be of value it must be read. I want to urge the members of this Association and others interested in safety to read it. Some of us seem to go on the principle that a "read" book is good but an "unread" one is better. It will take only an evening or two to become familiar with the 1940 yearbook and to read those chapters of greatest interest and value to your schools.

If your principals, supervisors, and teachers are to read and use the yearbook, copies should be available for every school building. I would like to emphasize that. The most worthless thing is an unread book. It is a matter of very small cost for each school building in your school system to have available one of these yearbooks. Potentially, it should prove to be the best single reference book for curriculum committees. The responsibility for ordering additional copies and seeing that they are available to all rests upon the shoulders of those of us who are school superintendents.

During the past year there have been prepared by the Safety Education Projects of the Research Division of the N.E.A., safety bulletins and a checklist for the use of principals and superintendents. Funds for their preparation were supplied by the Highway Education Board. These publications are valuable and should have wide use for the improvement of safety education programs.

What is the school's obligation for safety education? Viewed broadly, there is a seeming paradox in advocating safety when America has apparently grown great by taking chances. But those chances taken by other generations were in the interests of values greater than mere personal safety. For the most part the chances were not so senseless as jaywalking in an age of speed. In 1940 we must distinguish between the hazards and risks necessary to advance America and those unnecessary chances which result in the needless and useless loss of lives. I commend to you Admiral Byrd's letter on page eight of the yearbook.

Parenthetically, there is today probably a greater chance for a citizen to be injured or killed by an automobile than there was for a citizen in Colonial days to be scalped or shot by an Indian. There were not more than 150,000 Indians living in what is now the United States during the early pioneering days, and they probably killed less than 10,000 persons from 1607 thru the French and Indian War. By motor vehicles alone we killed during 1939 more than three times as many as did the Indians in over one hundred and fifty years.

In 1912 the agitation for safety in industry had reached the point where a national safety organization had been formed to give active support to the movement. During the period of the World War the safety movement expanded not only in the field of industry but in a number of school systems. Rochester, Cleveland, Detroit, and St. Louis were cities in which safety education became a clearly recognized activity. This interest continued to expand after the World War. If we compare the accident situation among children in the year 1922 with 1938 we can notice a significant drop in the number of fatalities. Nearly 20,000 children under the age of fifteen lost their lives in accidents in 1922 as compared with less than 14,000 in 1938, in spite of the increasing hazards of speed and machine. Had child fatalities increased at the rate of adult fatalities in the same span of years, the total number of accidental deaths among children would have been larger than it was by nearly 100,000. Safety organizations and schools, working together, have been largely responsible for this remarkable achievement.

From these facts it is clear that the schools have already shown their professional competency to teach safety education to children, especially to those below high-school age. It follows that the schools have a definite obligation to continue safety instruction and to do an even better job during the next decade. We need better instruction but even more urgent is the adoption of matured and tested plans by all school systems. There are still hundreds of systems which as yet do not keep accident records and do not systematically teach safety either as a separate subject or under the Mother Hubbard cover-all of integration. You may recall the classic definition of a Mother Hubbard dress—it conceals everything, touches nothing. That is some people's conception of integration, not, I should add, that of the Yearbook Commission. Whatever your curriculum philosophy, the compelling necessity is to teach safety. What difference does it make whether a child be taught under ultra-progressive or conservative methods if he is to be killed in an accident which could have been prevented by safety instruction?

The primary aim of the schools is to produce good citizens. The schools therefore have a share, I do not say the entire responsibility, in any kind of education which produces good citizens. In 1940 a citizen can remain neither good nor alive without knowing how to behave in an age of speed.

In Kentucky, the blue grass country, in a certain junior high school they had a very beautiful picture of Man o' War hung in the corridor. Underneath it was the inscription, "This horse is the fastest the world has ever seen." After some months of study, I suppose social studies or something of that kind, some of the students changed the inscription and wrote underneath the picture, "This world is the fastest a horse has ever seen."

Driver education, that is, classroom instruction and driver training which refers to road practice, constitutes the most recent development in safety education. It seems probable that around this core curriculum will be centered much of the development in high-school safety teaching during the next decade.

Some among you may argue that driver training is not the responsibility of the schools, that the general public, unwilling to undertake seriously a potentially difficult job, is only too eager to saddle it on the schools, and later to blame them for any inadequate results.

Probably neither viewpoint is entirely right. The schools must provide driver education but they share the responsibility of driver training with the community. When the local community determines that the high school should undertake driver training and provides the funds, or when a whole state so determines, then the schools will provide the instruction, which is in their field of professional competency.

A leading citizen of Kentucky, during what the intelligentsia call the period of our agrarian civilization, used to caution his son not to hitch his team too far from the loaded wagon. "For," said he, "your team may balk or your traces may break, but in either case you will fail to move the wagon." In the present instance we administrators are the team and the wagon is the

general public. I pass this story on to those who would have the high schools teach everyone to drive by the first of next week.

Nevertheless, I say very emphatically we do have the responsibility for driver education and for driver training, when the public determines that it should be taught by the high schools and furnishes the necessary support. I might interject that I think within the next five or ten years we shall see an enormous expansion in this whole field. I think it is a most live and vital subject, because around it may be centered so much of the other high-school safety teaching.

An illiterate is a person above the age of ten who can neither read nor write. A safety illiterate is a person sixteen years of age or older who does not know and practice the common-sense rules of safety. He can neither drive a car safely nor walk carefully in pedestrian crossways. In addition, he rarely ever reads labels on bottles, or follows directions for safe construction of homes or safety in his work. As time goes on, a few of these safety illiterates will learn to read and obey signs and signals, many will get killed, a few—with much help and forbearance from safety literates—will live to a ripe old age. All will eventually die. The long-term obligation of the schools, expressed tersely, is to reduce the new supply of safety illiterates as rapidly as the community will provide the support.

But all is not safe which deals with safety. The safety movement snowball has become so big it has picked up in its path some ugly looking debris which does not belong. There are individuals and interests more concerned with their own selfish advancement than with service and research in safety education. While the safety movement is not unique in this respect, yet the excellent work accomplished and the bright prospect for the future will stand only if such selfishness is eliminated. The part of all of us who are advocates of safety and safety education is to keep our eyes on the long-term goal of building an America in which children and adults shall not lose their lives from preventable causes.

Let us be generous in our credit to the other organizations, forget, if possible, petty injustices which are the common lot of all who accomplish things. There is enough glory, and certainly enough blame, to go around.

Our great democracy was founded upon the thesis that here in America mankind might find a haven of security and safety. Our forefathers braved the dangers of cold and hardships and hunger, and the terrors of the wilderness, that their children and their children's children and millions of immigrant citizens might enjoy a freedom and security they were themselves in large measure denied. Shall we, the heirs of these good things they made possible, be unwilling to sacrifice a few of our so-called personal liberties on the highways and in our homes in order that our children may live to enjoy the benefits we accepted so thoughtlessly? We ought in 1940 to rededicate ourselves to restore America as the haven of security and safety which our fathers made it. It is not and cannot be a haven so long as we cast so lightly on the altar of human sacrifice the lives and limbs of our own children and those of our fathers and mothers and friends. We should not create of our

machinery and hurried living a modern Moloch, a prototype of the ancient god who demanded and received human sacrifices.

I have often wondered at the effect of labor- and time-saving devices. Watch where the express elevators, the subways, and other streamlined machines are thickest and you see men and women rushing as they never rushed before. We literally burn out the bearings of our human machines. We walk fast or run, talk fast, read fast, continually rush lest we might slow up and enjoy our family and friends and make safety easier for all.

I would not if I could bring back the days of the Old South. But one thing in which the aristocracy of the Old South was supreme was the fine art of living. Visits and meals and conversation and work were all leisurely processes.

Those days are gone with the wind. But can we not in 1940 seek to recapture a bit of the fine art of living together, a recess from the squirrel cage of more money and more responsibility, more breakdown and, worst of all, many thousands of lives lost annually because we ape the machines and go too fast? These machines were created primarily to give us leisure, and I respectfully submit there is not any leisure at all and no real safety in hurrying.

If our country were invaded today all of us, if necessary, would be willing to die for it. In presenting our yearbook, *Safety Education*, I speak the hope of the Safety Commission that its use may help make thousands of Americans both young and old willing to *live* for America. This is the obligation of schools for safety education.



At the exhibitors program Tuesday evening, February 27—left to right: James A. Campbell, William Lyon Phelps, Ben G. Graham, and Irvin S. Cobb

GENERAL SESSION
WEDNESDAY EVENING, FEBRUARY 28, 1940

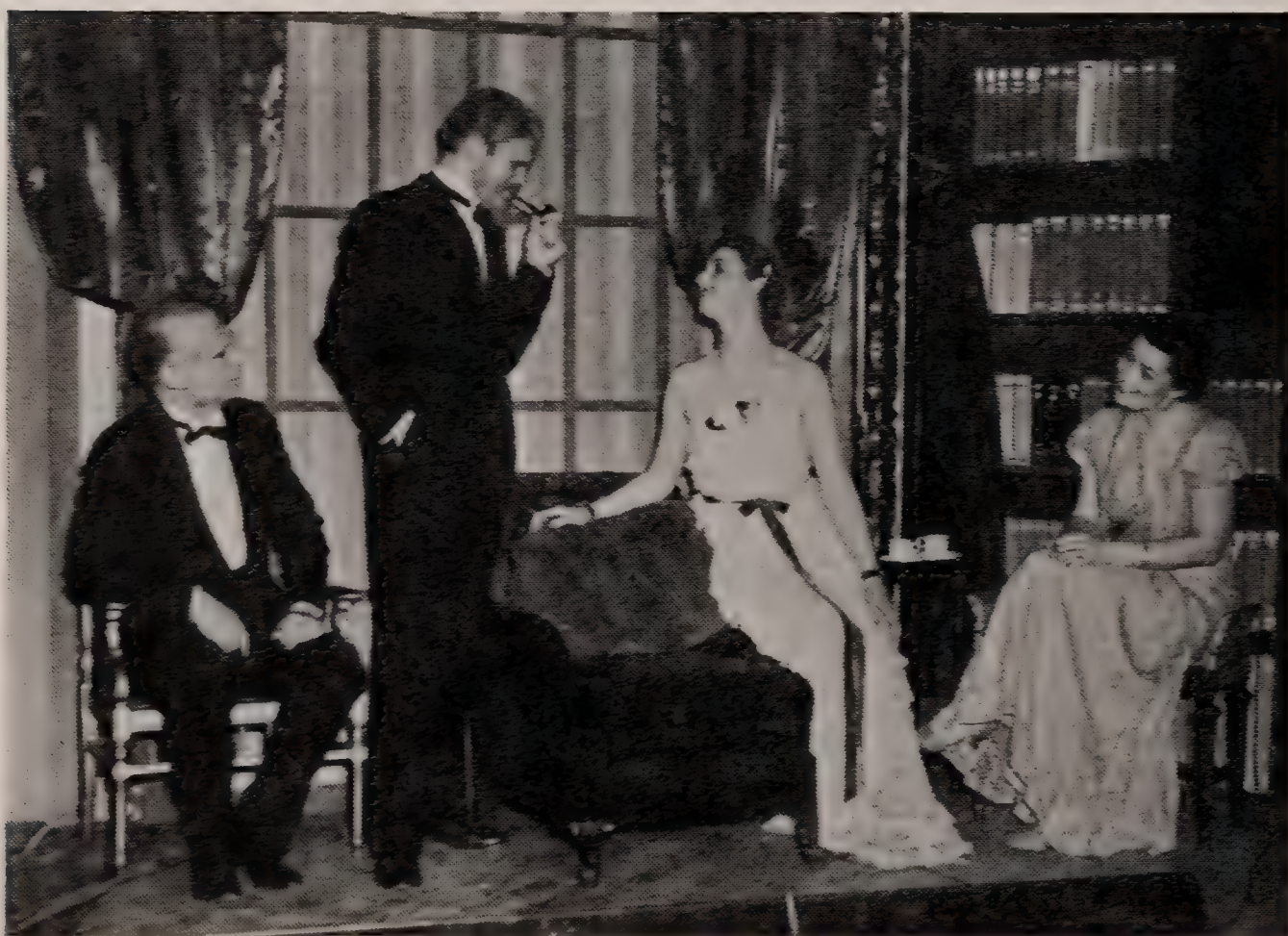
ON OUR WAY

FROM THE SUMMARY OF THE CONVENTION

Catchy tunes, graceful dancing, colorful costumes, humor, pathos, and homely dialog—these are the stuff out of which Jean Byers, Glenn H. Woods, and Beatrice Burnett have fashioned a dramatic interpretation of the Educational Policies Commission's report on *The Purposes of Education in American Democracy*. "On Our Way" is entertainment of high order. But it is more than entertainment. It is sound educational philosophy, passing in living review with vividness which stamps the major purposes of education unforgettably in the spectator's memory.

Grandad Brown, a warm-hearted retired school superintendent, is the interpreter, as he seeks to share the experience of a lifetime in education with his granddaughter Sally, who stands on the threshold of her first teaching experience. His counsel is portrayed in drama, song, and dance by a company of students, teachers, and parents, who, after avowing that "it will give us satisfaction to show you public schools in action," proceed to do so in a series of brilliant and varied scenes.

The four parts of the revue correspond to the four major purposes of



A scene from the revue, "On Our Way," showing in the center two principal characters—Grandad Brown and his granddaughter, who expects to become a teacher

the report—self-realization, human relationship, economic efficiency, and civic responsibility. Three tenement mothers, proud of their children's talents, a gruff farmer who lives thru his son and daughter, a day laborer who is happy because "anyway, the kid, he's got a chance," a gifted poor girl with a yearning for the beautiful, a timid "new boy," and a "stuck-up" who learned that "when everyone works together it's fun"—these are the chief characters of the little dramas which portray the first two purposes. "Economic efficiency" is presented thru the adventures of Fay and Bob, just graduated and deeply in love, who face life haunted by nightmares of employers, advertisers, and loan sharks. But education comes to their aid, and the scene ends optimistically and tunefully. Grandad Brown himself is a convincing spokesman for "civic responsibility," and the revue closes with an impressive tableau of the youth of America affirming their loyalty and dedicating their services to the principles of American democracy.

"On Our Way" is a product of the public schools. The author, the director, and the musical composer, all teachers in the Oakland, California, public schools, produced the revue under the supervision of Superintendent E. W. Jacobsen of Oakland. The cast of students and teachers was drawn from the public schools of Clayton, University City, and Webster Groves, Missouri. Altho the cast in St. Louis numbered eighty-five, with a full chorus and orchestra, the revue can be produced by a cast as small as forty, aided by a piano and strings and a small choir.

With suitable local adaptations, any school in the United States may carry its stirring message to the people of every community. Persons interested in securing copies of the text of "On Our Way" for presentation by schools, should write to the Educational Policies Commission, 1201 Sixteenth Street, Northwest, Washington, D. C., for further information.

GENERAL SESSION

THURSDAY MORNING, FEBRUARY 29, 1940

PRESENTATION OF GAVEL FROM THE BRAZILIAN EDUCATION ASSOCIATION

E. RUTH PYRTLE, PRINCIPAL, BANCROFT SCHOOL, LINCOLN, NEBR.

PRESIDENT GRAHAM: The American Association of School Administrators this morning delights in honoring the president of the National Education Association as the presiding officer. When the National Education Association elected its last president, it turned to the Southland. We have as the president this year Amy Hinrichs of Louisiana.

Before I turn the meeting over to her, the Chair at this time recognizes E. Ruth Pyrtle.

MISS PYRTLE: It is an esteemed privilege which your president of this Department has allowed me, to come before you for the moment as a representative from South America. It was my privilege to be down there seven

months, returning last month. I am a messenger from them to you. It is an esteemed privilege and honor to be a messenger to the National Education Association and to the American Association of School Administrators from the Associacao Brasileira de Educacao Departamento Do Rio De Janeiro (that is the Portuguese name).

This Brazilian organization of teachers is the largest in South America. We think it especially fitting that this great organization of educators of the other America should send to this, the greatest organization of North America and the greatest organization of teachers in the world, a gift, a gavel of the most exquisite Brazilian hard woods, which symbolizes friendship and goodwill and cooperation.

Our Brazilian teacher friends send with this symbol of your able leadership, Madam President, their best wishes and ardent desires for closer friendship and cooperation for the promotion of world understanding and world peace.

I deeply regret that the huge basket of tropical orchids meant for you friends, which was brought to my boat December 18 as I was sailing home, could not have been saved until this morning. Those orchids were another tribute meant for the teachers of the United States, sent to me as their past president of the National Education Association.

It is a personal privilege to bring this handsome gavel to Amy Hinrichs.

MISS HINRICHs: Thank you, Miss Pyrtle. It gives me very great pleasure as the president of the National Education Association to accept this symbol of friendship from our friends in Latin America.

It is my privilege to live in a city that is very close to the tropics. In fact, when we are not conceited enough to say "the gateway to the world," we say "the gateway to the tropics."

Latin Americans come to our city, live with us, are educated in our schools. It has been my privilege to teach a number of them during the years. We love the people to the south of us. The story is told of the hummingbird that flies across the Gulf of Mexico in a period of from twenty-four to forty-eight hours without stopping, without food.

It is my hope and prayer this morning that our friendship with the peoples of Latin America may develop into a thing as beautiful as that hummingbird and that our relations may be as direct as the flight of that bird.

REFINING THE PROCESS IN THE CLASSROOM

BESS GOODYKOONTZ, ASSISTANT COMMISSIONER, UNITED STATES OFFICE OF EDUCATION, WASHINGTON, D. C.

CHAIRMAN HINRICHs: Our program this morning is devoted to elementary education, and the American Association of School Administrators has honored as platform guests the officers of the Department of Elementary School Principals. It is my privilege to be here as a member of that Department and not as an officer, as well as president of the National Education Association. They are honoring, also, the National Council of Child-

hood Education and the Society for Curriculum Study. The addresses are devoted to various aspects of the subject, "Improving Elementary Schools."

The first address of the morning was to have been made by Bess Goodykoontz, assistant commissioner, United States Office of Education, Federal Security Agency, Washington, D. C. Unfortunately, after her arrival in the city of St. Louis, Miss Goodykoontz was called home by the death of her father. The lady who will substitute for her is Mary Dabney Davis, also of the Office of Education, senior specialist in nursery-kindergarten-primary education. She will present Miss Goodykoontz' address.

MISS DAVIS: I am reading Miss Goodykoontz' paper. I know she is regretting the fact that she is not with you.

Refining the process in the classroom is a slippery term—hard to get hold of, hard to pull apart. It sounds deceptively simple, like refining the process of planting a new rosebush, or of washing the car, or of baking prepared gingerbread. But actually classroom processes are numerous, complex, and difficult. Here are a few samples:

1. The social studies course for a certain city's seventh grade includes a unit on soil conservation. The geography text contains four pages on the subject, and there are a few good but rather difficult supplementary references. What can the classroom procedures do to give children a real contact with this important problem, which their city environment has not done?

2. In a certain small elementary school only about half the children have attended kindergarten before they enter first grade. They scorn first-grade activities as baby stuff and develop bad social and work attitudes. What refinements in the sorting process can small elementary schools develop?

3. Among the thirty children in a certain fifth grade are six who have less than third-grade reading ability and about the same number who can read material of eighth-grade reading difficulty. How can the reading period or discussion period be a social success?

4. Another elementary school is trying to eliminate the competitive spirit as part of its emphasis on character education. But the children love to get credit marks, gold stars, 100 percent, and honor listing on the blackboard. The teachers try to get them interested in keeping records of their own progress, but they always ask "Who is ahead?" or "May I be first?" Is there something of value in this? How can achievement be respectably recognized in classrooms?

5. A committee of teachers in an elementary school is trying to decide what to do about workbooks. Some teachers want to recommend buying sets of workbooks for arithmetic, geography, reading, and language. They say the children like them very much. Other teachers say that the experts question their desirability. Is this a problem of classroom processes?

6. Many elementary schools have given up the old-type report card with A, B, C, D marks. Instead, teachers write an informative letter-type of report for each child to take home to his parents. These reports take time, and it is hard to say something definite and yet not too definite. As the year rolls on teachers are often troubled that so many reports seem to run like this: "Miriam is a conscientious worker and she cooperates well

on all school enterprises. She is doing somewhat better in her arithmetic." Teachers wonder what Miriam's parents think they mean by such a report. Are there some better procedures for schools and homes to use to understand each other?

7. Several teachers in a certain elementary school are interested in the contributions radio can make to the school program. Some of them have radios in their classrooms, which they try to use as much as possible. One of the teachers plans home-listening with her pupils and takes school time each day to discuss programs children have listened to at home. What are the good classroom methods in using radio in elementary schools?

8. In these mobile times a certain second grade began the year with thirty-five pupils and ended in June with thirty-five, but during the year sixty different children had been enrolled in that class. Do the usual classroom processes prove usable under such conditions? Are there procedures suited to introducing the stranger to the school and at the same time protecting the rights of the permanent enrollees?

Of course we could go on almost indefinitely with these problem situations, but possibly we have enough of them to show that the teaching and learning processes going on in classrooms are numerous, varied, complicated, and greatly affected by the material situations, by the philosophy of the teacher and the school, and by the relationships which have been worked out between schools and homes. None of the solutions is easy. There is no formula which can supply all the answers. The key to the situation is found, I believe, in two essential elements: first, teachers with resources of scholarship, appreciation, and wide interests who understand children and enjoy watching them grow; and second, teachers who know the facts about good practices as far as they have been discovered, and who have the resourcefulness to work out new ways, better ways for those countless spots for which refining processes are needed.

Now let us go into a clinical session for a few minutes. Who are these elementary teachers with the wide variety of interests and breadth of knowledge necessary for such responsibilities? The range of subjectmatter, the great need for sympathetic understanding of children's likes and fears, the knowledge of community resources to supplement often meager school equipment—all require an unusual combination of qualities. Do elementary-school teachers have the personal resources for all this? Let us look at them as a group.

First, what do they read?—A study made a few years ago of topics on which elementary-school teachers enjoyed reading included these: statesmen and politicians, international attitudes and problems, getting along with other people, child training, self-improvement and happy living, religion and the world today, and music. They avoided such topics as these: business conditions abroad, business ventures and business management, mining and metal industries, trades and manufacturing, organizations, sports, gardens.

Another study showed that of the magazines elementary teachers read a

third are professional, a fifth are women's magazines, and about a sixth are digests. And as for the books they read, all teachers—not just elementary teachers—are said to “read more books, a smaller proportion of fiction, and better fiction than either students or parents.” Score, good, I think we should say.

Second, what do elementary teachers do for fun?—One study of nearly 500 elementary-school teachers in Long Island showed that the ten most popular activities in which elementary-school teachers engage are indoors—individual, quiet, or passive. Group participation, creative and physical activity are almost entirely lacking, with the possible exception of playing a musical instrument.

Other studies of the interests of elementary- and secondary-school teachers listed the most popular pastimes as reading, attending motion pictures, and playing bridge—all of them nice, quiet, sitting-down occupations. Their hobbies most frequently mentioned include listening to music, handicrafts, gardening, playing a musical instrument, and collecting, but 40 percent of the teachers said they had no hobby. Score on playtime interests, not better than fair; and the prescription, according to the studies, seems to be “Let's get up and move about a bit.”

Third, what relationship to community affairs do elementary-school teachers have?—Continually more and more importance is attached to the school's relationship to its community, of children's participation in community concerns, and of teachers' membership in the community group. One study of about 800 teachers, including both elementary and secondary, reported that each teacher had two or three community activities, including socio-religious, fraternal, civic, educational, bridge, and social. Another study of more than nine thousand teachers, including both elementary and secondary, found that teachers tend to participate as leaders in groups that are fairly immature, such as boy scouts, campfire girls, or other professional groups. If this is true, these community activities may contribute rather little to a teacher's all-round understanding of public affairs.

Fourth, what do teachers think about what is happening?—How do they explain unemployment, relief, the decreasing number of elementary-school children, shorter working hours, and unions, when such subjects come up? One bit of evidence comes from a study of the attitudes of high-school teachers, in which the conclusion was drawn that high-school teachers tend to be well informed in the field of conventionalized and historical knowledge and relatively weak when it comes to an understanding of vital contemporary issues. In other words, where the past is concerned, teachers are authorities; where current social problems are involved, they are less sure and less liberal.

Fifth, what sort of philosophy of life do teachers have?—What seems important to them? On this we have only rather indirect testimony that, as a group, teachers have health records not equaled by other occupational groups, that they suffer surprisingly little from such symptoms of ill health as nervousness and lack of sleep; that they are exemplary in the health prac-

tices which they consider important and which they practice. In principles of mental hygiene, however, which have much to do with their own personal adjustments and their relationships with children, they are not so certain.

Now these summary statements from studies are not intended to be at all critical. They are meant only to show the importance of the teacher as a person. We have accepted the theory of the whole child as a learner, with his physical ills, his emotional complications, his intellectual interests. The whole child goes to school, we say. But it is equally true that the whole teacher is there too, and a well-planned, purposeful, cheerful, rich school program is the reflection of such characteristics in the teacher. It is therefore not illogical, it seems to me, to put first emphasis on this problem of refining classroom practices upon the importance of the teacher as a person. Out of the breadth of her experience, depth of feeling and understanding, and vitality of contacts with life and with people come the motive power for refinements of school practices.

But there are rights and wrongs in school procedure, some will say. Good classroom procedure depends upon something more than wholesome personalities. This is true; some things we know from experiments or long, successful practice. For example, there is good evidence to show that formal work on arithmetical processes can be delayed until second or third grade if a series of arithmetic readiness activities is provided. This we know fairly conclusively. Numerous experiments have led us to believe that it is not only useless but probably harmful to the children involved to try to teach pupils with mental ages of less than six to read. This we feel fairly sure of. In other words, there are certain principles on which evidence seems sufficient to base everyday practice. Where that is true, the next step, and a truly difficult one, is to close up the gap between knowledge and practice—a gap which sometimes seems too great and too permanent.

Now, how is the gap between knowledge of what is good to do and actual practice closed up? Simply this way—someone must work out the processes for the classroom after the scientific facts are discovered. For example, take this statement that arithmetical processes can be delayed until the second or third year of school if arithmetic readiness activities are provided. Before this finding can affect practice we must know what the arithmetic “readiness activities” are. How does a child use arithmetic? How does he learn arithmetical terms? What use of number comes naturally? What number activities can be planned? What are the gradations of difficulty? Should number experiences be included in all aspects of the school program? How much is writing of numbers involved? Thru what activities can this be introduced? In other words, there are questions of how? how much? how difficult? how many? how fast? how long? These are the questions which it takes supervisors, principals, and classroom teachers to answer.

Or take this question of using pictures and other visual aids for getting accurate meaning. We have reason to know that, left to their own devices, children get a great many inaccurate concepts from pictures. They see a

camel as tall as a palm tree, an oasis about the size of their front yards. Now what to do? What methods of learning to read pictures can be developed for everyday classroom use? Another whole series of classroom procedures needs to be worked out for making safe and accurate use of picture material. It must be done in the classroom.

This is a job for artists, for experimenters, for persons who like to try out new things. Devising new and better ways of doing things in the classroom takes hard work, but it is part of the compound that makes teaching fun.

THE PRINCIPAL AND THE TEACHER

WORTH MC CLURE, SUPERINTENDENT OF SCHOOLS, SEATTLE, WASH.

A school is not merely a beautiful building, no matter how lavishly equipped with furniture, books, and apparatus. A school is a living spirit, blossoming with the daily triumphs of boys and girls under the inspiration of skilful teachers, breathing life into material surroundings, be they rich or poor.

In a very distinctive sense American schools represent the unfolding ideals of a people. They have developed in answer to increasing demands from the people. They are in sharp contrast to those of many countries where education has been imposed upon the people by national governments. Local communities control American school policies absolutely, they are jealous of the control, and they are quick to resist interference with their authority.

In the absence of nationalistic domination, the amount of agreement which American education evinces; the constructive genius that it has already exhibited; the degree of consensus that is apparent—these are evidences of adherence to a philosophy, vaguely felt, perhaps, but none the less real; to motives at times imperfectly understood but more or less common to all.

Can these motives be simply stated? A thoughtful analysis of trends reveals two apparently paradoxical poles around which American educational efforts—however fumbling the approach may have been—have been centered: (a) the sanctity of individual personality; and (b) the responsibility of the individual to promote the general welfare. America purposes to become a nation of individuals disciplined by social conscience.

What does this mean for the education of children? Here are a few points that have significant bearing.

From now on no school liveth unto itself. The whole of the child's experience constitutes his education. The informal education of the little child proceeds apace, frequently to the astonishment of his elders.

From now on no school liveth unto itself. A part of its job is to capitalize all the educational resources of its community.

"There was a child went forth every day," sang Walt Whitman
"And the first object he looked upon, . . . that object he became,
"And that object became part of him for the day, or a certain part
of the day, or for many years, or stretching cycles of years. . . ."

From now on no school liveth unto itself. It must actively function in parent education. Nothing in the entire experience of today's generation of parents has prepared it for rearing children, so rapid and sweeping have been the recent changes in American family living.

The new school of childhood must serve all the children—the handicapped, the gifted, the young child. The nursery school must assume its proper place, experimental at first—not bound to the stereotype of its English predecessor, not an end in itself but as a means to parental as well as child education.

The new education for children will be consciously exploratory. There is no good reason assignable why the broadening and finding functions should be restricted to secondary levels and many why they should not be.

The new education for children must be simple in organization. It dare not accept mere amplifications of educational machinery as remedies for educational ills, mistaking much whirring of bearings and purring of gears for educational effectiveness, in the hopeful assumption that there can be devised a foolproof school machine which will automatically do the job.

The new school concept should be that of the garden—a place where childish personalities unfold under guidance, not a place where they are run thru the mill.

The new school for childhood will place more emphasis on the growth of individual children and less upon the sanctity of the six, seven, or eight school grades; more on the qualitative aspects and less on the mechanics of the marking system. It will appraise itself more in terms of child growth and be less disturbed by such scholasticisms as the orthodoxy of ability grouping and what really constitutes a platoon school. The new school will live a new kind of classroom life.

America's goal of a nation of socially responsible individuals predicates a character-forming school for childhood. Character education in America is the mastery of a democratic way of living. The whole life of the school must be viewed in terms of opportunities for democratic living. There must be a pooling of the experiences of the teaching staff in capitalizing these opportunities and a concerted approach to the full realization of them.

Some aspects of curriculum bear directly upon principal-teacher activity. It is desirable to mention some of these here:

The content of childhood education is being rapidly modified. Adjustments must not cease with the present, for the fundamentals of 1970 are not likely to be those of 1940. Curriculum evolution is essential for the wholesome control of social evolution.

The school must give children some acquaintance with what have been called "the technics of progress." It can show them simple economic and social processes which are operative in their own community. It can reveal that American life is changing. It can point to some challenging problems, stimulate interest in them, and give some experience in individual and group study technics. It can and must point the social implications of natural resources.

Upon what natural resources do people make a living in our community? How can they be handled wisely to help people to live more happily? Sadly enough, here are acres of neglected diamonds at the very threshold of the school.

Verily, geographical frontiers may have passed away but there are plenty of educational frontiers to challenge principals and teachers in our evolving elementary school.

If a school is a living spirit, principal and teachers together set its spiritual tone. It is hard to examine principal-teacher relationships in any way except upon a teamwork basis. In no sense are they a one-way street. Nevertheless it is appropriate this morning to examine leadership responsibilities first.

The evolution of American schools has led to a new conception of the principalship. For many years regarded merely as a manager, the principal is now looked upon as an educational director. The vicarious teacher of every child under his charge, he is a leader of cooperative effort in the interests of human growth. His is the responsibility to see that all the resources and opportunities of his school, the school system, and the community are utilized for the service of his pupils, that the school is so organized and managed as to facilitate growth and development, that teachers are encouraged and permitted to grow in service, that community understanding of educational purposes and problems is advanced to the point where parents are enabled to cooperate in childhood education with good results as well as good intentions. As the head of the school, he is the direct representative of the superintendent and the schoolboard. So far as 99.44 percent of his community is concerned, his school is the school system and the principal is superintendent and schoolboard, miraculously combined into one personality.

Leadership of school and community, building management, personal and professional growth—these are the fundamental responsibilities of the principal.

As a leader the principal seeks to make his school as effective a place as possible for the continuing growth of pupils, teacher, parents. He does this by studying needs—now by himself, now with pupils, now with teachers, now with parents, now with individuals, now with groups. He seldom says, "Thou shalt." He often says, "Come let us try." Out of needs grow the plans, part and parcel of the larger plans of the schoolboard for the system to which his leadership also contributes.

His plans are followed thru. He checks up results by such means as visiting classrooms, by individual and group conferences with teachers, by tests and examinations. With his teachers he seeks often to view his school thru the eyes of laymen, of the superintendent, of the schoolboard, so as to maintain a perspective that otherwise might be lost because of his closeness to the job.

As all leaders must, he revises his plans from time to time in the light of his observations. He defines new problems which are again attacked co-operatively. Cooperative effort, you see, unifies, integrates, educates, above all, keeps realistic the cooperators of whom the principal is one. That is

why the democratic way is the best way. It is the way of growth. It is slower than leadership by decree, but more permanent.

But leadership without management has ten thumbs. Management is not greater than leadership, but absence of management leaves effort floundering. Cooperative effort is the hard way. It is not the easy way. Without management it may cease to be cooperative. It needs organization, planning, following thru to keep it moving, foresight to keep it free. Leadership that scoffs at detail always awakens like Gulliver to find itself bound hand and foot by Lilliputian threads. The strong principal masters details before they master him. Leadership without foresight is as pitiful as a blind man in the center of a downtown street. It can launch out in no direction with assurance; it can only dodge hither and thither. Foresight faces the same swirl of traffic but takes advantage of its ebb and flow.

Leadership, too, must grow, else it fails to be leadership. Leadership that ceases to grow is the saddest of all professional tragedies—a dismal dirge to its school community, dust and ashes to its own mouth.

But how does leadership grow? It grows in skill and judgment by the mastery of its own problems which it comes to recognize as opportunities to be capitalized for cooperative study. It grows in vision by standing aloof, in solitude, in reflection, on high places.

What are the high places? Books and travel are vantage points to some; graduate study to some; curriculum committee and professional organization service to some. It matters not so much which peak we climb. Each to his own liking so long as he climbs—for climb he must if he would gaze afar.

I have been asked, "Who is the better principal—he who works only in his own school, or he who works most for the principal's profession at large?" I answer, "Neither." He who works in the valley of his own school and fails to scale the peaks is in danger of professional myopia, for his view is always the close view. To him the molehills become the mountains. He who dwells solely on the peaks loses the human touch, the skill, the judgment that command a following. But he who labors happily in the valley and now and again scales the peaks—there is the principal for you. Back to his valley he brings the far-flung vision of the world of things that are and the things that are to be. He is freed from the bondage of pettiness. His feet are on the ground but his head is in the clouds.

Leadership, management, growth—which of these three think you is the greatest? Verily I say unto you, let not your hearts be troubled, for they are not three, but one.

So far I think we have been upon safe ground. We have said that the unifying genius of the new school for childhood is the growth of children each according to his optimum capacity in the democratic way of living. We have said that leadership must grow else it fails to be leadership. We must also say that no school can get far in cultivating the growth of boys and girls unless it also encourages the growth of teachers. Nobody will challenge this, but here we get lost among the gadgets of what we call supervision.

Now that Thanksgiving Day has been changed, I wish we could do something about that word "supervision." I should like to substitute for it, the term "cooperative study." Supervision, somehow, gets directed at personalities. Cooperative study attacks problems. Supervision focuses its microscope on teachers; cooperative study on the growth of children. When we abolish this needless personal element, focus on problems, improvement of teaching proceeds apace and we see the personality of the teacher come out of its straitjacket.

I have to speak to this audience of administrators about professional loyalty. We administrators properly set much store by the loyalty of our teachers to administrative leadership; nobody likes this more than the present speaker. But the principal-teacher relationship is a two-way street. So is professional loyalty. Let me speak a word here in behalf of the necessity for the loyalty of leadership to the members of the teaching staff.

A wise supervisor reports, "Teachers like loyalty in a principal. They like to feel that he is standing by." "Oh, for a word of praise," wrote one teacher recently on her questionnaire about administrators in general. "If my principal would only commend me when I have done a good piece of work," wrote another. These statements were quoted by a classroom teacher who was reporting to a group of administrators about themselves on the basis of returns from one hundred teachers.

Teachers and principals in a medium-sized western city recently rated each other on fifteen qualities. Professional loyalty ranked third when the principals rated their teachers, but when the teachers' ratings of their principals were compiled, professional loyalty, like Abou Ben Adhem, led all the rest.

Teachers in the city of Tacoma, Washington, at the request of their principals last year, marked these principals upon professional activities and personal qualities. Again the quality of professional loyalty stood high upon the list in the teachers' judgment. Yes, teachers do like to feel that the principal is "standing by."

Seventeen members of the Superintendent's Council Committee of the Seattle Grade Teachers Club were recently asked to list informally on the basis of their entire teaching experience some of the most helpful and some of the most detrimental things that principals had done.

Altogether they listed a total of 144 positive and negative items. Of these, fifty-nine referred to the importance of the principal's loyalty to the teacher. "She needs to have faith in him, know he will stand in back of her," wrote one teacher who could have added "and not too far back at that." "A solid wall behind you," was the expression another used.

One principal spoiled her chances of establishing a feeling of understanding by sitting in the back of a new teacher's room taking notes for two hours on the second day she was there. "I believe we'd all have to be pretty sure of ourselves to want anyone taking notes for two hours."

"Constructive praise," "showing confidence," "giving credit when due"—these were the kind of things which, as one teacher put it, "gave me confidence and spurred me on to endless effort professionally."

"But," the earnest principal asks, "where does supervision fit into this picture? How many teachers' meetings; how much time for classroom visiting; what about bulletins, professional study, and all the rest?"

Let us recognize first that growth must be cultivated. It cannot be compelled. Creative capacity must be released like the sleeping princess in the fairy tale. It cannot be forced by the blasts of authority, no matter how fierce they may be, any more than the traveler's coat could be removed by the buffeting of the North Wind.

If it is important, therefore, that the teacher come to know each child, to encourage him to make new ventures, and to share in each new triumph, how much more essential is it for the principal to set such a standard for all the teachers by his own understanding guidance of the teaching staff. "So," I hear some administrator say, "supervision is all sweetness and light, all Pollyanna—no facing reality."

There is a place in the process of learning for facing reality when difficulties appear. Without obstacles, growth would be difficult. Of course, there is a place for correcting mistakes. Therefore, while the principal looks for and capitalizes creative capacity of teachers, he also capitalizes their problems.

Here I would remind you that successful learning whether by children or by teachers is just about directly proportional to the cooperation of the learner. Supervision with its microscope trained on the teacher may get only defensive reactions but the "standing by" attitude of the principal with his "let's study it together" gets that cooperation.

Teachers are not the only persons to react defensively. The management of an airplane concern a few months ago called its foremen into a series of conferences. The foremen were amazed and on the defensive at first. Then under skilful prodding they began to tell each other about their respective shop problems. Again they were amazed. They had never realized, they said, how many problems they had in common. They began to exchange ideas. A third time they were amazed for the ideas worked.

At the end of two weeks of capitalizing each other's experience, they unanimously requested a second series of conferences. The management has just provided this second series, organized by the public schools, but planned and led by the foremen themselves.

So we come to the question about teachers' meetings, classroom visits, and other impediments. Teachers' meetings are not an end in themselves. They are the means of defining problems and exchanging ideas for their solution. A few mornings ago, as an observer, I attended a 7:45 breakfast of department store executives. Under well-directed questioning in a relatively short time they had defined six major problems of department store management. They roughly sketched courses to meet them and appointed a committee to outline in detail. The schools will help in organizing and scheduling these courses but again the planning and instructional leadership will come from the stores themselves. Meetings are a means in problem solving—not an end in themselves.

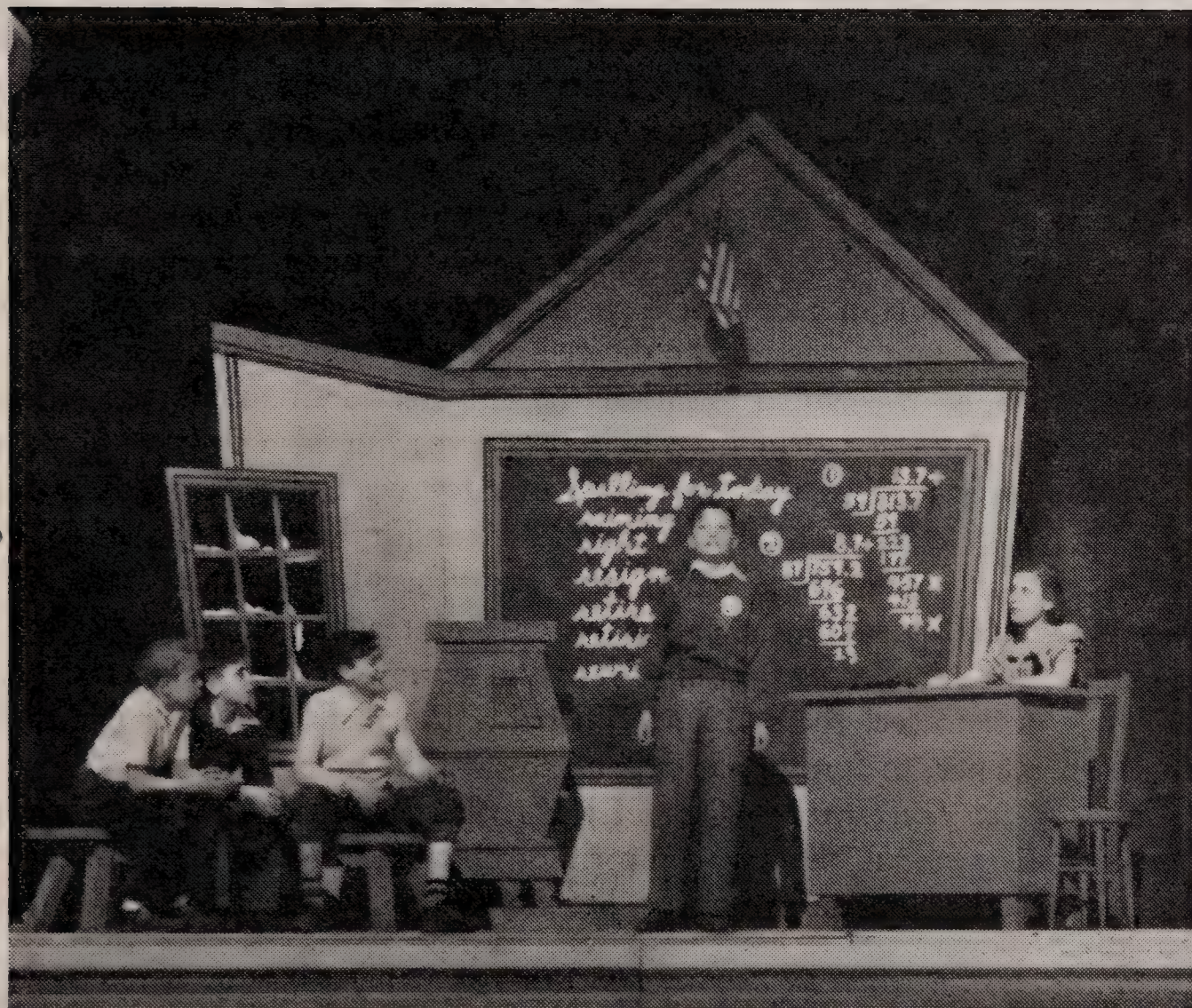
Professional reading and study are also a means of solving problems. They will attract when teachers help to plan them around real here-and-now problems.

Visits to classrooms are for the purpose of observing children—not teachers. The principal comes to help the teacher isolate and break down difficulties that afflict children, to bring additional resources to bear upon the solution. When he comes in this spirit and talks to this point, visits will cease to be visitations.

Bulletins in this picture become a means of recording plans for study or of summarizing the results of previous study for convenient reference.

Supervision in the old sense with its *ex cathedra* approach, its ponderous ritual of meetings, bulletins, visits, and the like was too often the “bogeyman”—the “little man who wasn’t there”—in the old school for childhood. Cooperative study involving principal, teachers, and sometimes pupils, parents, and community is the genius of the new.

In this new school, the principal’s job is essentially that of teaching. He is a vicarious teacher of pupils; a teacher of teachers, of parents, of the public. He will do well to bring to his leadership the best teaching method that he knows; to remember that teaching is the cultivation of growth, not a stuffing process; that his main contribution is to capitalize the latent resources of his school community; that he must be humble enough to learn from pupils, teachers, and patrons; strong enough to lead.



Elementary-school scene from the revue, "On Our Way"

THE CURRICULUM KEEPS PACE WITH HUMAN NEEDS

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My subject admits of two interpretations. One might build up either a case of wishful thinking or a record of substantial achievement. But whatever view we may take now, the future historian of American education will give a prominent place to the curriculum movement of this second quarter of the twentieth century.

Historical development of curriculum—We have had a curriculum as long as we have had schools. But once upon a time, as all good stories go, it was a very simple affair—reading and writing and not too much of that. As late as 1850 there were only eight subjects listed for study in elementary schools. By 1930 there were eighteen.¹ By 1940, more than twenty subjects were outlined for study in elementary schools. For more than a hundred years, the curriculum was a growing function but the dominating concept of its growth was the addition of new subjects. That this process continues is seen in the emphasis given here to education for safety.

Needs that led to introduction of older subjects—It is trite, perhaps, to recall the forces that brought the older, long-established subjects into the curriculum. The founding fathers believed that universal literacy was essential to the government of a free people. But one hundred and fifty years before the Constitutional Convention in Philadelphia the Colonial court of Massachusetts had declared that every youth should be taught to read as much of the Scriptures as would enable him better to withstand the wiles of old Satan.²

Arithmetic came with the growth of trade and the growing demand for youth who could serve well in the countinghouse. Composition and grammar—inheritances from an older civilization—were added to the curriculum for the ever increasing masses who desired now and then to write for themselves. Geography was added to satisfy the universal desire of human beings to know more of the world in which they live; but also in part because during the early part of the nineteenth century we had a large maritime commerce which stimulated a need for understanding the rest of the world. History is a more recent addition than most people realize. Fifty years ago many schools made little or no pretense of teaching history. Only as the older generations were passing from the scene did they emphasize the need for youth to feel the spirit and to know the facts of the struggles to gain independence, to form a nation, and to save the union.

The need for temperance—One of the striking additions to the school's curriculum is seen in the laws governing the teaching of the effects of alcohol and other narcotics on the human system. It is difficult for the

¹ Gulick, Luther H. *Education for American Life*. New York (State) University. Regents' Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., 1938. p. 129.

² Cubberley, E. P. *Public Education in the United States*. Boston: Houghton Mifflin Co., 1934. p. 18.

younger generation to realize the toll in broken lives caused by alcoholic liquors during the hundred years preceding the prohibition amendment, or the fervent belief that thru education the evil of drink might be surmounted. To understand that this subject came into the curriculum as a means of overcoming a great human evil, one needs but to read the life of Frances E. Willard³ or of so recent a leader of men as David Starr Jordan.⁴

Safety is a human need—Thru the death of thousands annually by automobile accidents the truth has been impressed gradually upon the American people that they have invented a machine they cannot control. As always in periods of national distress, the public has turned to its schools to find relief from the mounting toll of highway accidents. Thru education the people would find control for the machines created by the union of science and industry.⁵

But our concern today is not with those aspects of the curriculum that have been long established. Rather we would appraise the movements in process, the forces at work, the goals still to be attained.

The beginning of the present curriculum movement—Only in the last two decades have we come to think of the curriculum as a whole, have we given thought to more than the addition of a new subject as the need or demand arose. In the 1920 meeting of the Department of Superintendence, an alert person might have heard in the hotel lobbies and in committee meetings some expression of dissatisfaction over the school's curriculum, but not until 1923 did the curriculum command the attention of a full session of the annual program.⁶ At the close of that session, Superintendent E. C. Broome of Philadelphia moved

That the incoming president together with the Executive Committee be instructed to create a commission for the purpose of bringing together the elements for the construction of a suitable curriculum for the boys and girls of American public schools.

The motion was seconded and carried.

This was the beginning of the nationwide movement to bring the school's curriculum into harmony with the forces shaping American life, to make it serve more directly the needs of those being educated. What has happened since then is a part of the epic that is American education.

The nation at work on the curriculum—Mr. Broome's Commission was appointed. A year later it reported on *The Elementary School Curriculum*; and this was followed successively by five yearbooks.⁷ These were in effect

³ *Glimpses of Fifty Years, Autobiography*. Chicago: Woman's Temperance Publishing Association, 1889.

⁴ Jordan, David Starr. *The Days of a Man*. Yonkers-on-Hudson, N. Y.: World Book Co., 1922. Two volumes.

⁵ National Education Association, American Association of School Administrators. *Safety Education*. Eighteenth Yearbook. Washington, D. C.: the Association, 1940. 544 p.

⁶ National Education Association. *Proceedings*. Washington, D. C.: the Association, 1923. p. 884.

⁷ National Education Association, Department of Superintendence. *Research in Constructing the Elementary School Curriculum*, 1926; *The Nation at Work on the Public School Curriculum*, 1926; *The Junior High School Curriculum*, 1927; *The Development of the High School Curriculum*, 1928; *The Articulation of the Units of American Education*, 1929. Yearbooks. Washington, D. C.: the Department.

the annual summaries of the progress of a nation at work on the school curriculum. Hardly a school system escaped the import of this movement.

Everywhere it was recognized that courses of study contained obsolete materials—content that must give way to the new knowledge being accumulated year by year. Everywhere, it was seen that children were staying in school longer and that much subjectmatter was ill suited to their needs. During the 1920's, everywhere was heard the charge that practice lagged behind theory, that the schools were out of date, that they failed to keep abreast of life. At the same time we began to hear more emphatically that the school should be adapted to the child, not the child to the school.

The yearbooks of the Department of Superintendence are only one index to the curriculum movement. The twenty-sixth yearbook of the National Society for the Study of Education was a milestone and is still one of the basic documents. Thru its reports on *The Activity Movement* in 1934, *Child Development and the Curriculum* in 1939, and others dealing with special subjects—reading, social studies, arithmetic, science, geography, music, and international understanding—the National Society has made a significant contribution to curriculum revision.⁸

*The Changing Curriculum*⁹ by the Department of Supervisors and Directors of Instruction and *Enriching the Curriculum*¹⁰ by the Department of Elementary School Principals suggest how other groups have helped to round out the program of curriculum development.

To visualize the full picture of the nation at work on the curriculum, one must see the hundreds of thousands of teachers working hours after school; the local and state curriculum committees; the publications of state, city, and county school systems; the appointment of curriculum supervisors; the creation of bureaus of curriculum research and of professorships in the curriculum; and more recently the organized efforts of associational groups such as the commissions of the Progressive Education Association¹¹ and the Society for Curriculum Study.¹²

The magnitude of the movement is indicated by the fact that the last issue of the *Review of Educational Research* devoted to the curriculum reviewed 1091 published articles or reports in curriculum research for a three-year cycle.¹³ Probably fifty thousand courses of study have been published in printed or mimeographed form.¹⁴

What lay back of this unmeasurable volume of human activity? Such outpourings of effort do not just happen. They cannot be stimulated by

⁸ National Society for the Study of Education. *Curriculum Making: Past and Present*, Part I: *The Foundation of Curriculum Making*, Part II. Twenty-Sixth Yearbook. Chicago: the Society, 1927.

⁹ National Education Association, Department of Supervisors and Directors of Instruction. *The Changing Curriculum*. Tenth Yearbook. Washington D. C.: the Department, 1937. 339 p.

¹⁰ National Education Association, Department of Elementary School Principals. *Enriching the Curriculum for the Elementary-School Child*. Eighteenth Yearbook. Washington, D. C.: the Department, 1939. 500 p.

¹¹ *Progressive Education Advances*. Progressive Education Association, 1937.

¹² See *Curriculum Journals*. Published by the Society for Curriculum Study, George Peabody College, Nashville, Tenn.

¹³ National Education Association. "The Curriculum." *Review of Educational Research* 7: 113-236; April 1937.

¹⁴ Bruner, Herbert Bascom. *Criteria for Evaluating Course-of-Study Materials*. New York: Teachers College, Columbia University, 1937.

leadership however capable unless there be an underlying human need or needs.

Human needs to be met—The needs to be met are many and admit of infinite variety in classification. Some are apparent; many, obscure. Some are generally admitted; others are the concern of special groups.

Back of the needs to be considered lie certain indisputable facts. America faces a decreasing birth-rate. Scientific invention and discovery have set in motion forces that are changing our social structure. New knowledge is being accumulated at an ever accelerated pace. Life has been speeded up; competition is keener. We are educating children not for the past but for the future.

To meet the needs created by the rapidly changing course of American life, the schools thru the curriculum are attempting:

1. To counteract the effect of a decreasing birth-rate
2. To meet the needs of each individual child
3. To help children interpret wisely their environment—material and human
4. To apply the findings of scientific study of the learning process to improving the development of skills needed for acquiring further knowledge
5. To determine what knowledge is of most worth to children
6. To help children to wisely adjust themselves to new ways of living
7. To help children prepare more effectively for the newer obligations of citizenship
8. To coordinate helpfully the work of the school, home, and community in shaping the child's growth.

The foregoing are not mutually exclusive. They are one approach to an analysis of the human needs shaping the curriculum in the elementary schools of the United States.

To counteract the effect of a decreasing birth-rate—America has become increasingly sensitive to human suffering and to waste of human life. The advance of medicine has demonstrated that much of the loss of life from childbirth and most of infant mortality is needless. By the same token, society is beginning to understand the waste that comes from inadequate educational methods and bad environment during the first six or eight years of a child's life. Recognition of this need has found expression in the programs of child development and parent education and in the improvement of kindergarten and primary education. One has but to scan the pages of women's magazines or the files of *Parent Education* to realize that wherever there are mothers, especially with their firstborn, there is a growing demand for knowledge that will enable them to guide their children wisely—knowledge of the child's whole development, not merely of his intellectual outlook.

A curriculum adapted to the individual—Gradually, the people of the United States came to the conclusion that all children should be educated. With the invention of intelligence testing and its wide application in the World War, a new definition of literacy was gained. With the rapidly decreasing demand for child labor the elementary school was confronted with holding children longer than prior to 1915. But holding these older

children fourteen to eighteen years of age in classes with younger children, merely because they could not meet certain specified standards, was soon recognized as an evil, not alone to the older children but also to the younger as well. Reluctantly, those who shaped the curriculum began to admit that adjustments should be made in terms of those limitations beyond the effort of the individual to overcome. As time passed and experience was shared, there began to develop an understanding that adaptations might be qualitative as well as quantitative. As the evidence from use of standard tests accumulated, the wide variation in human talents and the individuality of the individual child became more apparent. A beginning has been made in writing courses of study in terms of the wide variations in children's abilities; thru their use of subjectmatter in the classroom wise teachers are showing the way curriculum development must proceed in order to serve well "all the children."

Interpreting environment and life—The raw materials of education lie all about us in our childhood. The lad who has stood on the street corner or in the field watching a silver-winged plane flying overhead has no use for a school whose curriculum ignores the facts of airplanes. Nature study has given way to elementary science because the child lives in a world of physical phenomena quite as baffling and surely as intriguing to his mental powers as are the biological phenomena. In his observations of both biological and physical phenomena the child's curiosity runs far beyond the limits of object teaching, of identification, of memorization of facts; he needs understanding. The change from nature study to elementary science, from identification of objects to analysis of cause and effect, is one of the striking illustrations of the curriculum's keeping pace with human needs.

Similarly, one aspect of the growing social studies movement is its emphasis upon the social development of the individual as a member of different groups. The concept of "the school as experience in living" is gaining momentum and is finding expression in many ways, not the least of which is the incorporation of many once called extracurriculum activities into the organized curriculum pattern.

Progress in the teaching of skills—Research has taught us much in the development of the basic skills needed for acquiring an education. Ayres showed that by teaching children to spell the 1000 words most frequently used by people who write English, they would have a mastery of more than 90 percent of all running words used in English writing.¹⁵ O'Rourke's¹⁶ studies of the essentials of English usage have made it possible to develop a skill with much less effort than was once normally expended. Similarly, careful studies of the difficulty of learning the different number combinations has shown how drill can be most effectively distributed. By focusing attention on teaching those elements most needed, essential mastery of the skill is more quickly attained.

¹⁵ Ayres, Leonard P. *A Measuring Scale for Ability in Spelling*. New York: Russell Sage Foundation, 1915, p. 11.

¹⁶ O'Rourke, Lawrence James. *Self-Aids in the Essentials of Grammatical Usage*. Washington, D. C.: Educational and Personnel Publishing Co., 1927. 202 p.

The almost universal use of the typewriter has relieved schools from much of the drill in penmanship once required, and has brought about a situation where a reasonable legibility serves all practical ends. The invention of calculating machines has eliminated the need for drill on adding long columns of figures, thereby releasing the school's time for developing other abilities more needed.

But the changing times demand new skills. Confucius is reputed to have written that "one picture is worth 10,000 words." Our modern age apparently is acting on that principle with the result that the citizen at every turn is confronted with pictures, graphs, and symbols designed to influence his thought or feeling. So that to teach the child to read, the school needs to develop skill in reading the visual means of communication. In such fashion, the curriculum keeps pace with the demand for skills needed in successful living.

What knowledge is of most worth—Compare maps of Europe in 1900, 1915, 1930, and 1940. Look at the maps in the geographies used by your children in school. What will you teach of the political geography of Europe? We may have some sympathy for the Scotchman who refused to buy a new atlas until the world got settled again.

Twenty years ago the school spent considerable time teaching accuracy in calculating interest. Today, few adults past forty can calculate the interest on a simple promissory note, for the simple reason that the banks use an interest table and have discarded the rules taught with such infinite care only yesterday.

Note the speedometer on your automobile; you will see that the common fraction is losing and the decimal is gaining ground in the ordinary affairs of life.

What shall we teach? The poetry studied twenty or thirty years ago was principally from the New England writers. Look at the wealth of poetry from our modern writers. Or take history; it is being made rapidly. Year by year, America's cultural heritage increases; yet the child has only so many years between birth and adult life. One of the obligations of curriculum making is the exercise of wisdom in determining what knowledge shall be made available to teachers and children.

New ways of living—Every scientific invention or discovery influences the social structure. Improvements in transportation, communication, and labor-saving machinery have revolutionized our ways of living, our modes of thought, and have left their impress on our attitudes and feelings.

The home has lost something of its influence. There is the one-child family, the apartment house life, the lack of play space, with no pets to care for or chores to do. How, when, and where shall the child learn to work, to take pride in doing things well with his hands? The activity program, arts and crafts, and physical education added to the school's curriculum have given part of the answer.

With no work to do the use of leisure time has taken on new significance. But what is leisure time for a child? In New York we have defined it as time spent without dictation from home or school. So defined, the curriculum

must contain the stimulus and the content that will give the child so many things he wants to do that he seldom finds time to do them all. One test of the elementary school is to be found in how the child spends this time that is free from mandate of parent or teacher.

Sometime since, we heard a great deal of the evils of "rugged individualism." More recently we had a yearbook on cooperation.¹⁷ While competition still fills a large need in American life, there is increasing need for cooperation. Thru both method and subjectmatter the curriculum is being keyed to develop a generation of youth who can pull together effectively.

Business and industry have conspired to educate people to a feeling of new needs—needs which from the economic and cultural viewpoint many people ought not to satisfy. New forms of commercial recreation have held before youth standards of life glamorous indeed but which youth ought not to try to attain. Thru the radio and the newspaper there are appeals for the loyalties of children as well as of adults. How shall children know what to believe? The school's curriculum must provide guidance for children in testing all these varied appeals to their emotions and loyalties.

But with all its attempt to face the realities of life, the school's curriculum has not lost sight of the need for lifting children's vision from the sordid, selfish, narrow, and mean. And so today more attention than ever before is given to stimulating children to express the best of their thought and feeling thru every medium the school can use—expression thru line, form, and color, thru rhythm, dance, song, and instrument, thru writing poetry, participating in dramatics, and enjoying the beauty of field and woodland, river and sea. Human beings need beauty most of all when they are children.

Beauty still is more than daily bread
To fevered minds and hearts discomforted.

To satisfy this need is one of the curriculum trends of this generation.

Preparation for the duties and privileges of citizenship—Since 1920 we have talked a great deal about preparation for citizenship. Following the first World War, excellent courses of study in patriotism and citizenship were prepared; but the influence of the nation's return to "normalcy" was reflected in the tendency to talk glibly of citizenship and to shun the real issues involved. The economic issues of the 'Thirties have thrown the problem of education for citizenship into new perspective.

For better or worse, in these United States, government has taken over functions that will forever modify the lives of boys and girls now in the elementary schools. There is the national debt; the influence of government in the regulation of hours, wages, and labor disputes; in crop control and purchase; the regulation of banks, corporations, and public utilities; the great housing programs; the administration of relief; and in the search for various forms of social security. The list is long and the allusions here are merely suggestive. One writer has said that if western civilization is to

¹⁷ National Education Association, Department of Supervisors and Directors of Instruction. *Cooperation: Principles and Practices*. Eleventh Yearbook. Washington, D. C.: the Department, 1938. 244 p.

survive it must begin now to develop an economic literacy comparable to the simple literacy it has already gained in large measure.¹⁸ In the long run the solution of the great social and economic problems confronting America will depend upon the understanding of the great mass of voters. Herein lies the chief reason for the integration of geography and history into the social studies. The concepts which are to be a part of America's social heritage have their beginning in the elementary school.

Another aspect of the preparation for citizenship has been already noted in reference to the "school as experience in living." In many schools the curriculum provides that every child shall have experience in committee assignments; in selecting his representatives; in working for the class, club, or group; and in serving in various official capacities. In this respect our schools have come a long way toward being laboratories for training in the art of being a good citizen.

School, home, and community—The child suffers when parent and teacher pull in different directions. The child's loyalties are divided when the school sets one goal and the community gives its approval to an opposite one. Not so long ago the school was divorced from both home and community, but in recent years there has been a tendency toward the school's taking the initiative in coordinating all the influences playing on the child. The home and community are storehouses of rich instructional materials. The child's experiences in home and community provide a background on which the school can build.

A new curriculum pattern—In 1920 a visit to any well-ordered elementary-school classroom disclosed a certain uniformity of curriculum program. Today the curriculum is in a state of flux. "The form of the present is broken."¹⁹ A new pattern is evolving. The days when "course of study" and "curriculum" were synonymous terms are gone. Now the curriculum is being conceived as the sum total of the child's experience used by the school in guiding his growth. Gradually the attention of the curriculum makers is being focused on the fundamental questions: In what kind of a society do these children now live? What changes will they face during the generation that lies ahead? What adaptations need to be made to their varying abilities? To the degree that we answer these questions, the curriculum will keep pace with human needs.

¹⁸ Scherman, Harry. *The Promises Men Live By*. New York: Random House, 1938. 492 p.

¹⁹ Wells, H. G. *The Croquet Player*. New York: Viking Press, 1937. 98 p.

SECRETARY'S MINUTES

St. Louis Convention, 1940

February 24

The seventieth annual convention of the American Association of School Administrators, a Department of the National Education Association of the United States, was held in the Municipal Auditorium at St. Louis, Missouri. Registration and exhibits opened Saturday morning, February 24, 1940.

In all, 230 firms and organizations participated in the exhibit. All available space on the exhibit floor was occupied, and about fifty applications had to be refused for lack of space.

In rooms adjacent to the convention hall were located six special informal conference exhibits emphasizing recent trends in education. An exhibit in connection with the 1940 yearbook, *Safety Education*, included a library of safety materials and an automatic test-scoring machine for correcting safety education quizzes. Selected motion pictures dealing with safety education were shown twice daily. Another informal conference exhibit commemorated one hundred years of public teacher education in America. It included historical material, pictures, charts, graphs, lantern slides, and motion pictures. Other exhibits presented floor plans and perspectives of recent examples of schoolhouse planning; publications and work of the Educational Policies Commission; and a display emphasizing education's part in the occupational adjustment of young people.

February 25

The opening Vesper Service was held in the convention hall of the St. Louis Municipal Auditorium on Sunday afternoon. Porter Heaps, eminent American organist, gave a fine organ prelude. The St. Louis A Cappella Choir, under the direction of William B. Heyne, provided a musical program of unusual excellence. By authority of the Executive Committee, honorary life memberships were presented to John W. Carr, president, Department of Superintendence, 1905-06; Edwin C. Broome, president, Department of Superintendence, 1931-32; and John W. Withers, dean, School of Education, New York University, 1921-39. The presentation ceremony was conducted in impressive fashion by Superintendent Frank W. Ballou of Washington, D. C.

An audience of over 10,000 persons witnessed "Musica Americana," a dramatic portrayal of American music on Sunday evening. This production was compiled and directed by Ernest Hares, supervisor of instrumental music of the St. Louis public schools. It was presented by a cast of 3000 boys and girls from the public high schools of that city.

February 26

"What Is Right with the Schools?" was the topic selected by President Ben G. Graham for the opening general session on Monday morning. Edu-

cators have been free in criticizing the schools. Some criticisms have been well founded, and some have not. It was a refreshing change to hear reviews of some of the important contributions which the schools have been making. Notable progress has been made in devising new methods of teaching, in developing new instructional materials, and in outlining new programs of study adapted to presentday needs. As a result, a great deal is right with American youth when judged by proper standards, by unbiased judges, and in the light of the generation in which they live.

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: Civic Education in American Democracy, Education and the Economic Welfare, Social Services and the Schools, The Work of the Schoolboard, Improvement of Instruction in Small Schools, Curriculum Organization at the Secondary-School Level, Occupational Adjustment, and Special Problems in the Education of Handicapped and Exceptional Children.

At the general session on Monday evening, Executive Secretary Willard E. Givens of the National Education Association presented a statement adopted by the N. E. A. Legislative Commission earlier in the day. It is printed elsewhere in this report.

February 27

"Safety Education" was the theme of the Tuesday morning program. Members of the commission which prepared the 1940 yearbook on this topic were platform guests. The official presentation of the yearbook was made by Chairman Henry H. Hill, superintendent of schools, Lexington, Kentucky. A showing of safety motion pictures preceded the formal program.

At the business meeting, nominations for officers were as follows: For second vicepresident, Hobart M. Corning, superintendent of schools, Colorado Springs, Colorado; J. R. Harper, superintendent of schools, Wilmette, Illinois; and Isaac E. Stutsman, superintendent of schools, San Antonio, Texas. For member of the Executive Committee for four years, Homer W. Anderson, superintendent of schools, Omaha, Nebraska; and W. W. Ankenbrand, superintendent of schools, Yonkers, New York.

At the Cleveland convention one year ago, a proposed constitutional amendment was presented to change the name of the organization from the American Association of School Administrators to the Department of Superintendence. In order that members might be informed about the question at issue, Union Superintendent David J. Malcolm of Charlemont, Massachusetts, was invited by President Graham to speak in favor of the proposed amendment; and Dean Walter D. Cocking of the University of Georgia was invited to speak against it.

On Tuesday evening the members of the American Association of School Administrators and the National Education Association were guests of the

Associated Exhibitors at a program in the convention hall. The exhibitors, in accordance with their annual tradition, presented the American Education Award. The recipient of this honor for 1940 was Professor-Emeritus William Lyon Phelps of Yale University. Following the presentation of the award, Irvin S. Cobb spoke in lighter vein. Walter Jenkins, Rotary International baritone; Nancy Yeager Swinford, Houston Symphonic Orchestra soloist; and the St. Louis Municipal Opera Orchestra furnished delightful musical numbers. President James A. Campbell of the Associated Exhibitors presided at this session.

February 28

Superintendent Jesse H. Binford of Richmond, Virginia, presented the report of the Audit Committee, which was adopted and ordered printed in the *Official Report*.

Superintendent Otto W. Haisley of Ann Arbor, Michigan, made the final report of the Committee on Certification of Superintendents of Schools. He stated that a 48-page booklet, entitled *The Superintendent of Schools and His Work*, had been printed under the auspices of the Committee and mailed to all members of this Department. He stressed the importance of securing action in the several states on the recommendations of the Committee.

At the evening session the Educational Policies Commission presented an educational revue, *On Our Way*. It was a dramatic and inspiring interpretation of the Commission's history-making volume, *The Purposes of Education in American Democracy*. Direction, script, and music were thru the courtesy of the Oakland, California, public schools. The revue was produced by the school systems of Clayton, University City, and Webster Groves, Missouri. In order to accommodate all who wished to attend the revue, a second performance was given on Thursday morning.

February 29

The report of the Committee on Resolutions was presented by Superintendent G. E. Roudebush of Columbus, Ohio. It was accepted without amendment. The resolutions are printed in full elsewhere in this report.

Superintendent H. Claude Hardy of White Plains, New York, chairman of the Board of Tellers, reported the election of Superintendent Carroll R. Reed of Minneapolis, Minnesota, as president for the year beginning March 15, 1940; Superintendent Hobart M. Corning of Colorado Springs, Colorado, as second vicepresident for one year; and Superintendent Homer W. Anderson of Omaha, Nebraska, as a member of the Executive Committee for four years. The proposed constitutional amendment to change the name of the organization was defeated.

In the absence of Superintendent Frank Cody of Detroit, Michigan, Executive Secretary Sherwood D. Shankland presented to President Ben G. Graham 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, dis-

cussion 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 plan of issuing such a convention summary was first undertaken at Cleveland in 1939. The large demand for copies of the booklet testified to the value of the project. Copies of the 1940 summary were immediately mailed from St. Louis to all members of the American Association of School Administrators.

SHERWOOD D. SHANKLAND

Executive Secretary

RESOLUTIONS

REPORT OF THE COMMITTEE ON RESOLUTIONS

Adopted February 29, 1940

Human Resources and Material Resources

The American Association of School Administrators believes that the greatest wealth of our nation—both immediate and potential—is its people; that human values are basic and that government exists primarily to insure the greatest possible protection and cultivation of its human wealth. In the face of the tremendous gains that have been made in the development of the material resources of our nation and the increasing emphasis on the conservation of our natural wealth, this Association urges the American people to recognize that their primary responsibility is toward humanity and to work for the conservation and cultivation of these human resources at least with the same degree of intelligence, zeal, and devotion as is at present being demonstrated in the development and preservation of the material resources of our nation.

Education—Peace and War

The Association records its belief that there are men of goodwill in all lands and commends all efforts in our foreign and domestic relations which will strengthen these elements abroad.

We urge upon those in charge of our government to put forth every effort to keep our nation out of war. At the same time we recognize that during this period with many nations of the world at war, there is need for a reasonable and practical program for adequate defense. We commend the efforts in Congress to be sure that amounts expended for military defense are necessary.

We must not overlook the fact that the ultimate line of national defense rests in the loyalty, morale, and character of our citizens. Because of their contribution in this respect, the American public schools are to be regarded as an indispensable agency of national defense.

Equalization of Educational Opportunity

The Association reasserts its belief that all the children of the nation are entitled to a well-rounded educational experience. We recognize that equality of opportunity is the right of every child, and urge that this educational experience be provided in terms of each child's needs and abilities. Moreover, we deplore any attempt to interpret the equalization of educational opportunities as a process of leveling down. Rather, we urge that there be a statement of a minimum educational experience to be provided for every child, that these minimum standards be raised as rapidly as possible, and that states and communities be encouraged to expand this basic minimum program as far as their financial resources permit.

Work and Education

The Association recognizes that because of the difficulties which young people experience in finding employment there has been an unprecedented increase in enrolments of secondary schools and that there is urgent need for the enrichment and differentiation of the educational program now that pupils with a great diversity of interests are continuing their schooling.

The Association is convinced that training in habits of work and in a sympathetic desire and willingness to perform useful service is an essential phase of the education of every young person. To the end that every child may be properly equipped to carry out his responsibilities as a useful citizen, we urge upon all schools the development of an adequate program of child guidance.

This Association favors assistance by the federal government to the several states in providing funds, thru their state educational authorities, for youth who would otherwise be unable to continue their education.

To accomplish these ends we solicit the earnest cooperation of all educators and other individuals, agencies, or organizations interested in the welfare of youth in providing work-study programs.

Security

The Association is convinced that security is a fundamental factor in maintaining the morale and effectiveness of the teaching personnel. It, therefore, recommends that administrators continue to work for security and improved standards for teachers.

"What Is Right with the Schools"

The Association commends the emphasis given to "What Is Right with the Schools" and encourages further efforts to provide proper recognition of the worthy tradition and progressive evolution of the American public school; the power exercised by the public school in preserving and transmitting the best traditions of American democracy; the comprehensive

reach of the public school in providing educational opportunity to an increasingly large percent of youth; and efforts made to provide wider training in work-education courses for secondary youth.

The Educational Policies Commission

The Association commends the policy of formulating a cross section of the goals, purposes, structure, and procedures of American education as a rallying point for all educational organizations as in the case of the present Educational Policies Commission. The Association urges that the national procedure represented by this effort be continued by the National Education Association.

Federal Aid

Ever since the founding of the republic, the federal government has voiced its belief that the enlightenment of the people is of such primary importance in the development and preservation of the nation's democratic purposes that public "education shall forever be encouraged." From time to time, and in various ways, the federal government has evidenced its sincerity in this belief thru material support to public education.

The Association commends the federal government for this support. It also recommends a generous expansion of federal aid with a view to equalization of educational opportunities among the several states under such controls as the educational authorities of the several states may determine. It commends especially the favorable consideration of federal support of public education for capital outlay purposes.

Pressure and Special Interest Groups

The Association recognizes that in every era pressure groups seek to exert some influence over the schools, but that the present is fraught with extraordinary dangers. From innumerable groups come demands that the educational program serve some special or selfish interest. Hence, now, more than ever before, we must defend the integrity of our schools and keep them free from the control of all special interest groups.

The schools must be free to exercise their responsibility in developing and putting into practice the best possible educational program based on the soundest available scientific thought and usage; and to select and promote their personnel on the basis of merit and merit only.

Children's Crusade for Children

The Association expresses sympathy for a program of assistance to children made homeless in many lands by the exigencies of war and the hope that the schools will cooperate with the Children's Crusade for Children in a manner and to such extent as may be consistent with local laws, policies, and regulations.

Radio

The Association believes that the promise of radio for education in a democracy has been tremendously enlarged and recommends the retention of the present allocation of frequencies for the use of public school systems, with as rapid development in their use as circumstances will allow.

Appreciation

The 1940 convention of the American Association of School Administrators commends with deep appreciation the leadership of President Ben G. Graham.

We also extend to the St. Louis public schools, the board of education, and the local convention organization our thanks for the gracious hospitality extended by the entire community to the Association. We further commend those in charge and all who participated in the two special programs, namely, "Musica Americana" and "On Our Way."

To the local and national press, the Columbia Broadcasting System, the Mutual Broadcasting System, and the National Broadcasting Company, 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.

G. E. ROUDEBUSH, *Chairman*

H. B. ALLMAN
A. HELEN ANDERSON
FRANCIS L. BAILEY
CHARLES E. DICKEY
H. H. EELKEMA
WILLIAM M. GREEN
H. E. HENDRIX
H. V. HERLINGER
FREDERICK M. HUNTER
HARRY W. LANGWORTHY

MISS WILLIE LAWSON
MILLARD C. LEFLER
JOHN C. LINDSEY
RICHARD V. LINDSEY
BURR J. MERRIAM
CLYDE U. PHILLIPS
S. M. STOUFFER
W. W. THEISEN
JERE A. WELLS
KATE V. WOFFORD

*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 1940-41 are: PRESIDENT, W. A. Brandenburg, President, Kansas State Teachers College, Pittsburg, Kans.; VICEPRESIDENT, W. W. Parker, President, State Teachers College, Cape Girardeau, Mo.; SECRETARY-TREASURER, Charles W. Hunt, Principal, State Normal School, Oneonta, N. Y.; EXECUTIVE COMMITTEE, Frank E. Baker, President, State Teachers College, Milwaukee, Wis. (term expires 1941); H. L. Donovan, President, State Teachers College, Richmond, Ky. (term expires 1942); W. J. McConnell, President, North Texas State Teachers College, Denton, Texas (term expires 1943).

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	1939:323-374
1883:xvi-xvii	1898:728-756	1912:809-896	1926:839-948	
1884:236-258	1899:835-903	1913:523-552	1927:873-950	

ST. LOUIS MEETING

IN THE FOLLOWING PAGES appear papers from the Nineteenth Yearbook of the American Association of Teachers Colleges, which may be obtained from the secretary, Charles W. Hunt, State Normal School, Oneonta, New York.

AN INTRODUCTORY STATEMENT

CHARLES C. SHERROD, PRESIDENT, STATE TEACHERS COLLEGE, JOHNSON CITY, TENN.

In opening this, the twenty-fourth annual meeting of the American Association of Teachers Colleges, we take a modest pride in attempting to present a program which has been built around the thought of examining some of our procedures as we enter the second century of public teacher education in the United States. Thus far the development of teachers colleges has been most gratifying. Most of our institutions have been looking at themselves in retrospect during the past year. As the first century of public teacher education has come to a close, many of you have taken advantage of the opportunity to inform the people of the great services the teachers colleges have rendered to public education and to the general welfare. You have presented in word and picture the marvelous growth of your own institutions and the contributions which they have made. Doubtless you have taken pride in presenting a proposed program of enlarging service.

Altho we have been celebrating a century of public teacher education, most of the growth has come about during the past forty years. In 1900 there were fewer than 70,000 students in both the normal schools and the emerging teachers colleges, and approximately 2000 instructors. Today there are more than 200 municipal and state normal schools and teachers colleges thruout the United States with an aggregate enrolment for the calendar year of more than 200,000 students taught by approximately 14,000 instructors. Similar figures of progress are available on appropriations for new buildings, equipment, libraries, operation and maintenance, and for the training school. However, it would seem that the greatest progress has been made, not in these materials of concrete and brick, nor in student enrolments, but in the education and training of the faculties and in the quality of work which they are doing. These institutions have developed so rapidly that the general public is not aware of what has been accomplished. Many substantial and well-informed citizens otherwise are still thinking of these institutions as the old-time normal schools, offering only review and methods courses to a very inferior type of students. But a day's visit in any modern, up-to-date teachers college will convince the most reluctant that we have a new institution. When the two-year normal schools were converted into four-year teachers colleges, definite improvements began to be evident. Since then more emphasis has been placed on subjectmatter and less on methods, until now from 75 to 85 percent of the total hours for

graduation must be in subjectmatter courses; larger and better libraries have been established; more adequately prepared faculties have been secured; student teaching has developed from the old idea of practice teaching to the highly skilled procedures of directed observation, gradual participation, and supervised teaching.

Probably no other type of institution of higher learning can boast of a parallel growth in a similar length of time. Because of this fact, all the more should we pause at the beginning of the second century of public teacher education and examine some of our practices.

In order to ascertain what problems were uppermost in the minds of the presidents of the member institutions, we addressed a letter to them and asked for suggestions as to what topics or subjects they would like to hear discussed at this meeting. Most of this program has been built around some of the problems suggested in the replies. Hence we are presenting to you a program very largely of your own making.

APPLICATION OF THE PRINCIPLE OF SELECTIVE ADMISSION IN TEACHERS COLLEGES AND ITS SIGNIFICANCE FOR THE PROFESSION

W. J. MC CONNELL, PRESIDENT, NORTH TEXAS STATE TEACHERS COLLEGE,
DENTON, TEXAS

The assignment of this subject to a president whose school is located in a section where selection, in the strict sense of the word, is merely something to be read about may appear odd. However, it may not have been misplaced after all. If enough of us in the 90 percent (estimate) of the teachers colleges that do not have selection could be asked to make such a study, perhaps selective admission would soon be universally practiced. The president of this Association requested of me an ABC treatment of this assignment. I am not certain whether you or I should feel humiliated.

If one may judge by the increasing emphasis upon the importance of selective admission to the teaching profession, one might be warranted in reaching the conclusion that teaching itself may today be knocking at the door for admission to the fold of the "learned" professions, which has been rather jealously guarded from time immemorial by the ancient and honorable trio—law, medicine, and theology. Whether teaching will ever merit and receive such recognition, even on the collegiate level, much less on the lower level, belongs to the realm of speculation. That marked advances have been made in the improvement of conditions which have militated against the elevated status, and that these advances are going on at an accelerated pace, all will freely admit, I think.

One major obstacle yet obstructs the door to the learned professions; namely, the high turnover of teachers. A lawyer, a physician, or a theologian is, as a rule, such for life. The teacher below the college level is such for some five years. Much that gives rise to the term "learned" as applied to a profession lies in the in-service education of its members; and,

as long as the average period of service of a teacher is five years, in-service as a factor of progress of the *profession* is of little significance. Pre-education must therefore be of prime importance just now. Selective admission to institutions engaged in the preparation of teachers and continuous elimination of the unfit, when their lack of fitness is revealed while they remain in such institutions, are the fields where as yet our activities can apparently count for most. Selection on the elementary level in the United States is, of course, in order at a time when enrolments in the elementary schools are definitely on the decline, unless the other alternative of larger consumption is more to be desired. Effecting the latter is slow and difficult.

Selective admission as practiced by general collegiate institutions is old. As applied to professional schools for teachers, its history is confined almost wholly to the past two decades. Some of you may be surprised when I tell you that the first teachers college in America practiced selective admission one hundred years ago. Looking over the entire field of educational institutions, one beholds a maze of practices and procedures in process of adoption by some institutions coincidentally with their discard by others. As stated in a report made to the American Collegiate Registrars Association in 1938, "Today some colleges are just adopting practices that were already abandoned yesterday or the day before by certain other institutions and yet which will not be adopted until tomorrow or the day after by still others." It is interesting to note that recommendations made at that time included: (a) the "abandonment of either entrance examinations as such or merely class-rank or school marks from even the accredited schools, as the significant factor in determining academic preparation for college." It is recommended in lieu of this, "cumulative records of standardized achievement test results over the whole period of secondary-school study." (b) The "abandonment of the general intelligence test." (c) The "abandonment of present inadequate, unreliable, and cumbersome personnel rating blanks, student autobiographies, principal's recommendations, and the like, in favor of the more nearly objective observations of those teachers knowing the student intimately." (d) The "abandonment of the fifteen Carnegie units in favor of the standard achievement tests."

I am not unmindful of the existence of a few splendid studies and of many excellent reports to be found in monographs, educational journals, and conference proceedings dating back to the early 'twenties, when some of the eastern colleges became concerned with the problem of selection. President Welte of New Britain, as recorded by Alonzo F. Myers in *Problems of Teacher Training*, sets forth comprehensively the situation as it was in 1934. A complete account of selective practices up to 1934 is also given by Barr and Douglas in the October 1934 *Journal of Educational Research*. The study has been brought up to date in the current January issue of this publication. President Baker of Milwaukee has made available the results of extensive research thru the medium of the Twenty-Third Yearbook of the National Society of College Teachers of Education, 1935. In the February 1939 edition of *Education and Supervision* is to be found a concise exposi-

tion by Personnel Director White of Paterson, New Jersey, of the plan in operation in his institution.

The attention of those interested in inaugurating or modifying a program of selective admission is directed to the results of two studies—the first by Barr and Douglas of the University of Wisconsin, appearing in the October 1934 issue of the *Journal of Educational Research*, and the second by R. W. Steiner and H. I. Von Haden of the same institution, appearing in the January 1940 issue of the *Journal of Educational Research*. These are by far the most comprehensive surveys of what has been written on the subject of pretraining, selection, and guidance of teachers that have come to my attention. These surveys endeavor “to summarize the opinions, practices, and investigations that have appeared in print” up to the present time. Three hundred and two titles are analyzed in brief statements. I strongly recommend a careful study of these two articles by those who are not already familiar with them.

Two sources additional to the studies referred to have yielded information relative to the application of the principle of selective admission in teachers colleges. One was the current catalogs of all teachers colleges of the United States and the other was a questionnaire directed to a representative number of college presidents. The catalogs provide meager information even where selective admission is in operation. They do seem to justify the conclusion that probably 90 percent of the institutions employ no means other than the traditional elimination of the more obvious misfits as they advance from entrance to the freshman class along the road toward graduation. Accompanying the responses to the questionnaires were, in many instances, printed or mimeographed forms used in administering selection and guidance and, in some instances, real and hypothetical case examples showing procedures.

In the light of information gained from these various sources, it appears that the application of selective principles falls rather logically under two heads: (a) the procedures now used or recommended, and (b) difficulties that have been encountered in measuring candidates and steps to overcome these difficulties.

While the bases and *modus operandi* of selection-rejection vary greatly, high-school students are generally admitted to college on an evaluation of the following: (a) scholastic rating in high school; (b) personality rating by the principal; (c) tests; and (d) personal interviews by members of the college staff.

The procedure generally involves the filling out by the student of a blank, sent to the high school by the college or by a state officer. This blank calls for his personal history, preferences as to subjectmatter fields, hobbies and special interests, and ambitions. The principal fills out a personality rating scale and sends it, with the scholastic record, to the college. In some cases the student must then take tests intended to measure mental ability, aptitude, personality, attitude, and achievement in subjectmatter content. Sometimes personal interviews with staff members for rating on speech, poise, and appearance are required before or after the examinations. Physical exam-

inations are then taken, and selections are made within the quota, if a quota is prescribed, or above a certain percentile rank if this is the only limitation.

The establishment of quotas limiting the number of freshmen is rather widely recommended. In some instances the quota is set by boards of education or commissioners of education and in some cases by the institutions themselves. The bases for the setting of quotas may be limitation of physical plant or of financial resources or the estimated number of teachers needed for replacements in the schools.

Studies show that the more intelligent students do not as a rule go into teaching. To overcome this handicap, it is recommended that secondary principals, teachers, and guidance workers give more attention to the interpretation of the teaching profession to the most promising high-school students, and to guiding those apparently unsuited to this profession into other fields. As a means to this end, Future Teachers Clubs have been established in some high schools.

Selection often stops with the freshman year. However, the continuous elimination of candidates during the training period is strongly recommended. This process is better characterized by the use of the broader term "guidance," connoting not only the elimination of certain persons from teaching but also their direction into other vocations. The observation has been made that personality measurements fit into this period of selection better than they do into the selection for admission into the freshman class. Selection for admission into professional courses is usually made at the end of the sophomore year. In Milwaukee, for example, the procedure includes a conference for each student with his division or departmental director, who adds to the cumulative record and sends the whole to the committee, composed of staff members in key positions, before whom each student must appear. After the committee and the division director have studied the data and after an informal discussion has been held with the student, recommendations are made. If the candidate is not considered suited to teaching, an attempt is made to guide him into another field. Some advocate a year of probation even after professional training is started.

It seems to be generally conceded that the most effective means of selecting is the cumulative record, the product of the junior and the senior high school and of the teachers college.

The extension of the training period is also advocated as a means of preparing better teachers, but Wood denies that time spent in classrooms is an index of professionally desirable qualities.

The raising of salaries has been advocated. The public might counter by saying, "Better teachers will command better salaries."

Experiments and studies reveal one fact distinctly, namely, that valid instruments of prediction cannot be established until a valid and reliable criterion of teaching success is determined. There is often lack of correlation of a high rating of the teacher by a supervisor and the educational achievement of the pupil. Many therefore advocate pupil growth as a criterion. What traits in the teacher produce the greatest pupil growth? If

the traits of a successful teacher can be determined, and if prediction for success can be made, have we at this time valid instruments of prediction? Results of experimental studies are highly contradictory as to the validity of present methods of prediction. Most of them give at least a slight differential in favor of students with intelligence above the median percentile. They also concede that estimates of principals and teachers supplement scholastic records and scores on tests.

As has been previously stated, much work has been done toward selective admission in teachers colleges, and much work has been done toward refining the instruments for selection, but as yet nothing seems to have been done to bar from entrance to the teaching profession those who have not passed selective admission requirements.

Replies from the presidents of teachers colleges where selective requirements are used show that graduates of institutions in their states that do not have selective admission may be certificated to teach in the state. Students who have been refused admission to institutions that have selective requirements may enter other institutions in the same state and complete their college work, be certificated, and enter the teaching profession. Training of teachers is not confined to state teachers colleges; consequently it is not confined to institutions that have a required selective admission. There are apparently no statutes that require those who would enter the teaching profession to take a selective examination before being certificated. All the states certify teachers who have received their college education in institutions outside the state, and this without taking the selective examinations required by institutions in the state.

There seems to be no legal limit in any state other than Rhode Island as to the number of students who may enter teacher-training courses in the state teachers colleges, and there is no limit in any state other than Rhode Island as to the number of new teachers who may be certificated each year.

With the situation that has just been described existing in all but one of the states, it is clear that this whole program of selective admission to teacher-training institutions can easily be thwarted and is being, no doubt, curtailed in its satisfactory functioning.

Many of the perplexing questions involved in selection may eventually be answered by experiments and by such long-time studies as are being conducted at Wayne University and at the University of Wisconsin. I do not know that this Association would even desire a change en masse in respect to selective admission. It may continue to allow some one of its members to venture out into No Man's Land, while the rest observe in sheltered confines, ready to stand aghast if the venturesome one is blown to bits or to acclaim him a hero if he returns whole. It would seem to the speaker, however, that an exhaustive study covering a period of years might be made by this Association, probably with funds placed at our disposal by one of the foundations. Such a study, when concluded, could save some of the losses incurred by experimenting with outworn procedures even now on the discard heap of other institutions.

APPLICATION OF THE PRINCIPLE OF SELECTIVE ADMISSION IN TEACHERS COLLEGES AND ITS SIGNIFICANCE FOR THE PROFESSION

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I assume that the presiding officer selected a New Yorker to discuss a Texan's paper because of the fact that a certain Texan has at times tended to disagree with the views of a New Yorker who has held the high office of President. Since these two gentlemen in Washington have usually agreed to disagree on many important matters, it would be fitting on an occasion like this for such disagreement to be continued. A hearty endorsement, however, is given to the able way in which my colleague has presented the background of this important problem and discussed the outstanding studies in which an attempt has been made to evaluate selective admission procedures. There are few here who would take issue with the viewpoint that students are generally admitted to teachers colleges on the evaluation of the high-school scholarship record, the personality rating by the high-school principal, objective tests, and the personal interview test. Many of you include in the testing procedure physical fitness tests, language usage tests including speech, and tests of social attributes. It is admitted that selective admission procedures have been and still are experimental, that teaching in certain sections of this country remains a vocation while in other sections it approaches the status of a profession, that selection in certain institutions stops with the freshman year, and that in many states graduates of accredited high schools must be admitted to state supported institutions. Your presiding officer in making this assignment requested that due attention be given to the situation in the state I represent. A careful scrutiny of the paper which was furnished me by the previous speaker shows that the present practice in the East is at variance with some of the positions commonly held by critics of teacher education.

For nearly a decade the Regents of the state of New York have established quotas for the state teacher-educating institutions which have aided greatly the state's program of selective admission. These quotas have been determined in terms of plant facilities, legislative appropriations for the support of the instructional program, and the anticipated teacher demand in the public schools. A change in any one of these factors has resulted in a change of policy in relation to the quota. At the present time each of the nine normal schools may admit 145 freshman students, and each of the two colleges, 250 freshman students. Under the present program the public schools of this state will have the services of nine professional schools, each with an enrolment of approximately 500 students, and two professional colleges, one with an enrolment of about 1000 students and the other with an enrolment of 1200 students. Each of these institutions has been assigned specific functions. The State College for Teachers at Albany prepares teachers of general secondary-school subjects, teachers of com-

merce, and teachers of library science; the State Teachers College at Buffalo prepares general elementary-school teachers, junior high-school teachers, and teachers in certain special subject fields; each of the nine normal schools prepares general elementary-school teachers and six of them prepare teachers in one of the special subject fields such as music, physical education, library science, industrial arts, and home economics. Quotas have resulted in keeping the number of graduates in line with the probable public school demand. During the past decade approximately 80 percent of the graduates of these institutions have each year found appropriate public school employment before the close of the year of graduation.

One hundred percent of the state-supported professional schools and colleges for the preparation of teachers in New York State have a selective admission program, and according to Mr. Welte's study, 46 of the 47 teacher-educating institutions located along the Atlantic Seaboard had in operation in 1934 some type of program for selective admissions. In a situation where far more applicants are seeking entrance than can be accommodated, democracy insists that merit, irrespective of race, color, or creed, be the basis for the selection of students for admission. In the determination of fitness of applicants the state teacher-educating institutions in New York have been authorized by the Regents to employ examinations, conduct personal interviews, and make investigations covering any or all of the following qualifications, abilities, or traits: moral character, physical fitness for teaching, language usage, speech, general intelligence, general culture, scholarship, and personal and social attributes.

For more than fifteen years the State College for Teachers at Albany has prescribed the kind of high-school program the applicant shall have completed and the minimum scholarship standard which must be attained. In recent years other procedures have been included in the selective admissions program, such as physical fitness determined by a physical examination made by the college physician, language usage and speech determined by faculty specialists, and personal fitness determined by the interview test. The personnel committee of the staff has a comprehensive cumulative record of every student enrolled in that college. Anyone interested in the uses made by these records will find a detailed discussion in Mr. Morris's study entitled "Personal Traits and Success in Teaching," published by Teachers College, Columbia University. A high-school graduate is not admitted to the state college unless his four-year Regents' average is well above 85 percent. For the past five-year period only a few students have been admitted to this institution whose four-year Regents' averages have fallen below 87 percent. Last fall only one of every four eligible applicants gained admission to the institution.

For more than ten years the number of students seeking admission to the State Teachers College at Buffalo has compelled that institution to select students on the basis of recognized admission procedures, and for the past six years this college and the nine state normal schools have cooperated with the state education department in the organization and administra-

tion of a state selective admission program. These are the ten institutions which offer preparation for general elementary-school teaching.

Each May a state examination for admission to these institutions is held in thirty different centers. A student who wishes to be admitted to this examination must present evidence that he has attained a scholarship average of at least 72 percent during his first three and one-half years in high school. The examination includes a general intelligence test, a reading test, and an English test. In addition, each student is required to pass satisfactorily a personal interview test conducted by a committee of the faculty, an oral English test given by a speech specialist, and a physical fitness test given by a physician designated by the institution. Applicants for special subject curriculums are required to appear at the institution, or in centers designated by the institution, to demonstrate technical ability in the field which they elect. In the spring of 1939 approximately 3200 high-school seniors entered the state examination. Of this number only 1600 were admitted the following fall. In other words, of the eligible high-school students who took the state selective admission examination only one of every two was accepted.

It has been the experience of the faculties in these institutions that the four-year Regents' scholarship average is the most reliable measure for predicting academic success. It is interesting to note that investigators in the late 'twenties found that the four-year Regents' average had the same predictive value as the better intelligence tests in use at that time. The general intelligence test is used to supplement the scholarship average of the student from the small high school and to sort out cases which should be given special consideration. The reading and English usage tests are used primarily for diagnostic purposes and students admitted whose scores fall in the lower quartile of the test are given special instruction without credit. The physical fitness examination, speech tests, and personal interview tests may be classified as elimination tests. Those students are eliminated who possess defects which clearly unfit them for teaching. It is the view of our faculties that the selective admission program this year should include a test of social intelligence, such as the contemporary affairs test published by the Cooperative Test Service. It is to be admitted frankly that these procedures are not perfect but they do result in providing information for a student's cumulative record which enables personnel committees to make a fairer judgment of the student's possibilities.

In the state of New York, selection does not stop with the freshman student. The Board of Regents has authorized these institutions to eliminate students who demonstrate clearly that they do not possess the scholastic, personal, or social qualities essential to teaching success. Data collected annually show that approximately 10 percent of the freshman students are eliminated by the close of the first year and between 5 and 7 percent of sophomore students; the percent of elimination of junior and senior students is less than 5 percent. It is the policy of these institutions to grant passing marks in supervised student practice teaching to those students whom the institution is willing to recommend for appointment in our

state. Teacher education subsidized by the state is viewed as a privilege and not as a right, and these institutions are under no obligation to permit students to continue in attendance who are clearly unfit for admission to the profession.

At the present time teaching is attracting the more capable and intelligent student, and except for the young lady who enters teaching as a steppingstone to a homemaking career, the student admitted to the state teacher-educating institution intends to make teaching a life work.

A student with a four-year Regents' average of 87 percent ranks in the upper 10 percent of his class if enrolled in a large high school and in the upper 3 to 5 percent of his class if enrolled in a small high school. As stated previously, this is the minimum academic standard prescribed for admission to the State College for Teachers at Albany. Each year the state of New York awards 750 university scholarships. These scholarships are good for four years and grant the holder \$100 a year during this period. They are awarded by the state education department to the few students in each assembly district who attain the highest scholarship as measured by the Regents' average. There are 3000 holders of such scholarships in the higher institutions of the state at any one time. Ten percent of these scholarship holders are enrolled in the State College for Teachers at Albany. Dean Bildersee, in her study of state scholarship students at Hunter College of the City of New York, found that 84 percent of such scholarship students indicated their desire to make teaching a career.

A Regents' average of 75 percent eliminates students who rank in the lower quartile of their classes. Very few students are admitted to the remaining ten teacher-educating institutions with averages below this minimum. The typical freshman student admitted to these ten institutions had a four-year high-school scholarship average of 82 percent. This ranks him in the upper quarter of his class as revealed by Coxe's analysis of Regents' examination marks of 10,000 pupils. The intelligence and general English ability of the typical student, as measured by standard tests, is superior to that of the typical freshman student enrolled in the college of liberal arts. Each year, as a part of the confidential report, the high-school principal is required to underline in which quarter of the graduating class the student ranked in scholarship. The data received from these forms indicate that two of every three freshman students admitted to the State College for Teachers at Buffalo attained a scholarship rating which ranked them in the upper quarter of the graduating class. More than two of every five freshmen in the nine normal schools were ranked in the upper quarter of their graduating classes. Less than 5 percent of freshman students admitted to the nine normal schools were ranked by high-school principals in the lower quarter of their graduating classes. These data refute the oft-quoted statement that the normal schools tend to draw most of their students from the lower quarter of their graduating classes and that only students of low ability seek teaching as a career.

Present selective admission procedures have been of great aid and the state of New York looks forward for future assistance to the study spon-

sored by the Teacher Education Commission of the American Council on Education in the field of teacher examinations. The acceptance, by state and nonstate institutions offering programs of teacher preparation, of selective admission and selective graduation procedures will go far toward raising teaching to the status of a respected profession.

MAKING USE OF THE OBJECTIVE EXAMINATION AS A PHASE OF TEACHER SELECTION

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The thesis of this paper is that objective examinations can and should be used as a phase of teacher selection, but not as the sole basis for selecting teachers or for placing candidates in order on eligibility lists. Common sense has long told us, and recent research has confirmed the fact, that objective examinations do not and cannot measure the total subtle complex which we call teaching ability. When we are concerned with a complex that includes such fundamentally different factors as intelligence, general culture, professional information, special subjectmatter mastery, moral character, interest in children, emotional stability, personality, and physical health and energy, it is or ought to be obvious that no one type of measurement, such as the examination, can be an adequate basis for selection or eligibility ranking.

When the superintendent, or his personnel officer, is confronted with the task of selecting new teachers, he is interested in measures of teaching ability. If the examination cannot measure teaching ability, why add the examination to the present bases of selection? It is because examinations can and do measure essential elements of teaching ability more accurately and economically than they can be measured by any other presently known devices or methods. The physician is interested in maintaining and improving the health and prolonging the life of the patient. He knows that the thermometer and stethoscope do not measure health or longevity, but every good physician uses the thermometer and stethoscope because they give him some useful information about the patient which cannot be so easily and accurately secured by any other known means.

What important aspects of teaching ability can be measured by examinations? There was a time when any personable citizen who could read and write and who had a fair mastery of one subject was considered an acceptable teacher. That time is definitely past. The present healthy trend toward curriculum integration and breakdown of narrow subjectmatter divisions, and the expanding educational needs of youth, are making enormously greater and broader demands on the intelligence, general culture, professional literacy, and social enlightenment of teachers. Examinations can measure significant and essential aspects of these needed qualities more accurately and economically than by any other known means, and at the same time provide a degree of comparability which will strengthen the

present bases of selection by helping to adjust for the wide variations in the standards of the various types of institutions whose credits, transcripts, training records, and degrees are included in the credentials presented by teacher candidates. Far from decreasing the use of present bases of selection, the use of comparable examinations will enhance and improve the interpretation and use of training and experience records. There is also good reason for expecting that the use of comparable examinations will tend to stimulate and facilitate more adequate efforts to appraise the personality traits of the candidates by means of interviews and oral examinations.

To abandon examinations of intelligence, general culture, and professional information because they do not also measure personality, moral character, interest in children, and other important factors that determine teaching ability would be as illogical as to abandon the use of the clinical thermometer and stethoscope because they do not also measure a thousand other important diagnostic factors. We should avoid the naive error of judging the validity of such tests in terms of their correlation with available criteria of teaching success, just as the physician refuses to judge the validity of his thermometer in terms of the correlation of its readings with total health or life-expectancy estimates. The validity of the examinations should be judged by the accuracy with which they measure not the total complex of teaching ability, but those parts which they are designed to measure, namely, intelligence (linguistic and quantitative), general and special cultures of the types judged desirable by the teacher-selecting authorities, and professional information. The relevance of these factors to teaching fitness must be left to the judgment of the selecting authorities, acting at least partly on a priori and common sense considerations. The complex nature of teaching ability suggests that our major problem will be solved, if ever, by devising instruments or feasible procedures whereby selecting authorities can measure the "imponderables" as accurately as we can now measure intelligence, general culture, professional information, and subject mastery.

The construction and administration of competitive examinations for teachers is a difficult and expensive task. Altho the use of examinations for teachers began many decades ago, as illustrated by the notorious county examinations, such use has been quite generally abandoned and now survives mainly in a few of the larger school systems where administrative, technical, and financial resources have made possible reasonably defensible examinations. Even in these few cities, however, the examinations, in spite of extensive borrowings and winking at copyright laws, have been faulty and unsatisfactory in various ways, and have been both costly and wasteful because of unnecessary duplication of efforts and because of lack of comparability in the results from year to year and from city to city.

It was with the hope of providing a better and more economical examination service for superintendents all over the country that the American Council, at the request of a group of superintendents who had been using the Cooperative Tests, set up last year the National Committee on Teacher

Examinations. The National Committee, under the chairmanship of A. J. Stoddard of Philadelphia, secured a subvention from the Carnegie Corporation thru the Carnegie Foundation, and assigned to the Cooperative Test Service the task of constructing a battery of tests in accordance with an outline formulated after careful study and long consideration by the National Committee.

The staff of the Cooperative Test Service began its formidable task last September under the immediate direction of our associate director, John C. Flanagan, and the first edition of the teacher examination battery will be administered on March 29-30 in about twenty centers, including such cities as Philadelphia, Pittsburgh, Providence, Atlanta, Elizabeth, Yonkers, Boston, Youngstown, Cincinnati, Milwaukee, Minneapolis, Des Moines, Lincoln, and Kansas City.

Altho we have had extensive cooperation and wholehearted help from many superintendents, supervisors, department heads, and experienced teachers in leading school systems, and from eminent scholars in teachers colleges all over the country—and in spite of the opinion of many able and impartial critics that these tests represent an advance over previously available tests—we are still not satisfied with them. Indeed, we do not expect or hope to be ever satisfied with the tests, but we do hope and trust that with the continued cooperation of the teachers and others who have helped us thus far we shall gradually improve the tests and possibly extend their scope to new areas.

It is a cardinal principle of the National Committee that we shall constantly carry on research for the improvement and extension of the examinations as far as our resources permit, and that we shall cooperate in every possible way with those who are conducting research in the other phases of teacher selection. In this relation we are hopeful that by making available examination data that are comparable year after year for large numbers of teachers in many classifications and in many widely separated cities, we shall make possible a type of large-scale and long-term research which has not hitherto been feasible.

Another cardinal principle of the National Committee is that local autonomy must be protected at all costs. The teacher examination service is provided only for those superintendents who believe that the service will aid them in discharging what many think is the most important single function of the superintendent—the selection of teachers. Each superintendent decides whether or not to use the service, and if so, which of the available examinations he will use, and what weight each shall have in his total selection procedure.

It may be in order to mention one or two considerations which lead us to believe that the use of examinations as one part of the total selection system is more necessary and desirable now than ever before. With the exceptions which our laudable tradition of self-critical zeal has perhaps over-emphasized in public, our present teaching corps compares favorably with similar professional groups in competence, zeal, and social responsibility. If we take into account the grotesquely low salary schedules that obtain in

most school districts, the comparison becomes favorable to the teaching corps.

Danger signals have multiplied recently while the requirements of the profession have augmented in many ways that are so far-reaching as to test the heart of the most courageous. While teacher-preparing institutions have increased in number and in variability of standards and have placed a steadily increasing number of legally qualified candidates on the market, the functions of teachers have expanded enormously; subjectmatter division lines have tended to fade; the whole curriculum pattern has expanded, altered in both content and texture, and has gone thru a kaleidoscopic reorientation in partial answer to the expansion and greater complexity of the needs of the school youth of this difficult era. We must, therefore, take advantage of every available means not only to maintain or improve standards of the past, but to keep our standards in pace with the growing requirements of the profession of teaching.

We must find a way of restricting our choice of new teachers to educated persons. We must not yield to the temptation of placing uneducated persons on tenure merely because they are personable, likeable, kind, and patient with children. These qualities are not denied to the intellectually and culturally superior; nor is there any evidence that superior intellect and culture are a handicap to good teaching.

Many experienced administrators have observed that individuals selected because of personal attractiveness and in spite of low scholarship and inadequate professional literacy often get along passably well for a few years, but thereafter tend to become routine workers. They are unimaginative in dealing with the school's changing and augmenting functions, oblivious even to the most crucial social problems, unresponsive to local community relations, unable to help in the school's efforts to secure public respect and support, and tend to become inert loads on the school budget and a reproach to the tenure system.

To avoid possible misunderstanding, let me repeat what the National Committee on Teacher Examinations has said and emphasized in its announcement: We must not use examinations mechanically as the sole, or even as the most important, basis of selection or eligibility ranking. On the one hand, we must avoid selecting mere pedants who cannot teach; and on the other, we should make every reasonable effort to exclude from the teaching profession individuals who are pleasing personalities and plausible salesmen but who have nothing to sell. In a world in which people squander billions on the gleam in some politician's eye, in which great nations revert to barbarism in worship of a maniacal supersalesman, in which American planes and bombs rain death on the innocent men, women, and children of friendly nations, and in which we are confused by dozens of similar paradoxes, the only possible hope for our children lies in having them educated, as far as possible, by persons who are themselves educated. I believe that the wise and judicious use of examinations, such as those provided by the National Committee on Teacher Examinations, will help assure this boon for our school children.

THE PROPOSED TEACHER EXAMINATION SERVICE

ALBERT LINDSAY ROWLAND, PRESIDENT, STATE TEACHERS COLLEGE,
SHIPPENSBURG, PA.

We have just listened to the exposition of a plan for a uniform, standardized, nationwide examination service for candidates for the teaching profession. This exposition has been made by a man whose competence in the field of educational tests and measurements is unquestioned. In the enterprise which he has described, he is supported by the American Council on Education, an organization whose services to education have been outstanding. A committee of distinguished educators, representing the American Council on Education, sustain this program and confirm Mr. Wood's proposals and procedures.

The prestige thus engendered for this nationwide teacher examination service may appropriately be described as powerful if not overwhelming, and may easily become compelling if not destructive.

I am alarmed! President Sherrod has asked me to take this place on your program today that I may sound a note of warning against a procedure which may, under the guise of providing an improved teaching service to our schools, actually destroy the gains of several decades of intelligent, visioned, and courageous planning for a better teaching personnel.

Twenty years ago in the commonwealth of Pennsylvania and under the powerful protection of Thomas E. Finegan, then state superintendent of public instruction, it was my privilege to lead a movement in the education and certification of teachers. Our slogan was "Credentials Preferred to Examination." This slogan meant that the satisfactory completion of an approved curriculum in an accredited institution for the education of teachers was evidence of the likelihood of teaching success superior to the results of any examination by whomever given. This contention was based on several important premises:

First, that institutions to be accredited for the education of teachers must be worthy of such a responsibility. They must have facilities, physical and instructional, adequate to discharge such a function. They must be equipped with student teaching laboratories presenting good typical situations for all types of teaching service for which preparation is made. They must have in their leadership such courage, character, and vision that not only are the students informed and inspired, but those who fail to be informed and inspired are prevented from entering the teaching profession.

Second, that a period of resident study at such an institution, now a minimum of four years, provides an opportunity for an intimate and continuous association with the prospective teacher that is more revealing of his quality than any examination, however skilfully devised, could possibly be.

Third, that examinations are static, not dynamic. They are like the micrometer cross section of an organism prepared for purposes of micro-

scopic study. They are anatomical rather than physiological—structural rather than functional. It is much more important to learn how a teacher is growing than what the teacher knows at some particular moment.

Fourth, that there are certain personality factors such as emotional stability, integrity, adaptability, and sympathy, highly significant in teaching success which are difficult if not impossible for an examination to reveal, but which are inevitably discovered in the multifarious contacts between staff and student in four years of college life.

Fifth, that examinations at best are artificial, requiring an unnatural concentration of the candidate's knowledges, skills, and abilities at one time and place and are always conditioned by such variable factors as general health, temporary emotional tension, verbal fluency, and power of concentration.

Having established the contention to our satisfaction we were successful in securing the necessary legislation providing for the substitution of approved credentials for examinations in all cases and for the substantial elimination of the examination system as a basis for teacher certification.

In the years that have intervened, under the consistent and able leadership of Harry Klonower, director of the Division of Teacher Education and Certification of the Pennsylvania Department of Public Instruction, the improvement in the teaching service of the Pennsylvania public schools has been phenomenal. The number of teachers with four years of preparation has advanced from 7.7 percent in 1920 to 44.5 percent in 1939. The stability of the professional service has correspondingly strengthened, the turnover reducing from 11.8 percent in 1920 to 3.8 percent in 1939. Observation of classroom procedures and of school programs gives abundant evidence of this improvement. The personality and intellectual competence of the new entrants to the profession are steadily rising. Technics of teaching procedure are conforming to the accepted theories of good teaching; learning situations are developed and guided with a recognition of individual differences in pupil capacity. Teachers more and more realize the over-allness of the educational process, and there is integration of subjectmatter with each other and with the social activities and the recreational interests of the pupils. The education of the whole child is everywhere recognized as the purpose of the school.

All this has occurred, not because the teacher candidates have studied textbooks in preparation for fixed examinations, but because they have lived in the atmosphere of institutions designed to produce over a period of years, with the association, the contacts, the experiences there provided, just such a result.

Nor has this been done solely for the new recruits to the teaching profession. Every year thousands of teachers in service attend, full time or part time, the sessions of the teacher-education institutions, acquiring the newest and best from master teachers and steeping themselves in the professional atmosphere of these colleges.

It is my contention not only that these desirable results can be obtained solely thru a prolonged period of residence instruction in an approved and

regularly inspected professional institution for the education of teachers, but that the proposed imposition of a nationwide examination service, powerfully supported by leading school administrators, will alter the character, reduce the prestige, and ultimately destroy these institutions.

Before developing this point it is only fair to the National Committee on Teacher Examinations and Mr. Wood and his associates to point out that they have approached their task with commendable caution, making no extravagant claims and specifically citing the plan's limitations. They state that the plan proposed assists in but certain phases of the process of selecting teachers and will not measure such factors as health, interest in children, social sensitivity, character, and personality traits. The tests are not to be used as a sole basis or even the most important basis for teacher selection, but will supplement other procedures which a school administrator may choose to employ. All this is indeed commendable caution.

On the other hand, the examination is elaborate, requiring two days for completion by the candidate. There are four major divisions in the so-called common examination, with a total of fourteen separate examinations, in addition to which there are ten optional examinations. A \$5 fee is charged, which will rise as and if the Carnegie grant is reduced or fails. The examinations are devised and the papers are marked by the Cooperative Test Service in New York City of which Mr. Wood is the director. The essence of the plan is uniformity, standardization, and centralization.

The Committee, in its first printed announcement, boldly assumes as a justification for its proposals that teacher-education institutions vary widely in their standards and further assumes that such a situation is undesirable. I would object to both assumptions. Of the 186 members of the American Association of Teachers Colleges, an overwhelming majority of which are institutions specifically designed and supported for the purpose of providing teachers for the public schools, 156 have met the carefully formulated standards of that Association and are on its accredited list. These standards have been carefully developed, and a standing committee of the Association is charged with the responsibility of constantly reviewing these standards and recommending changes to the Association in conformity to and in the spirit of recognized and accepted truths in teacher education.

There is thus assured a uniform minimum standard of competence so that the graduates of any of these institutions, contrary to the Committee's naïve assumption, are to be compared with the graduates of any of the other approved institutions. This, of course, does not mean that all these institutions are exactly alike and that their graduates have the similarity of peas in a pod, but it does emphatically mean that each has met a sound minimum requirement in content and professional courses of study, in student teaching experience, and in social living on a college campus.

In the second place, I would contend that great uniformity above this minimum would not only be impossible and unnecessary but also distinctly undesirable and actually destructive of one of the peculiar and fortunate features of the American school system. There is a broad tendency at work in America today as elsewhere in the world to regiment human action by

the establishment of general standards and the development of remote controls. Our school system in the past has grown in conformity with the essential genius of our democracy, taking its authority from the local community. As in the case of our federal government with its sovereign states, our schools, altho agencies of the state, have always been and still are responsible with reasonable directness to the people whom they serve. The Committee's proposal is, of course, another step in the direction of centralization and away from local responsibility.

In one of Helen Reimensnyder Martin's stories of the Pennsylvania Dutch she makes a country schoolboard in Lancaster County prefer a graduate of the Millersville Normal School to a graduate of Harvard University. This incident has amused many of the late Mrs. Martin's readers, as she intended it to do, but I am inclined to think that the schoolboard was right and that the Millersville graduate was actually better prepared to serve in the schools of that community than would have been his more erudite competitor from Cambridge, Massachusetts.

If this plan becomes at all widely adopted, and, I take it, that is certainly the hope of the Committee, its prestige will be enormous. Self-respecting school systems will demand that their teachers take and pass this battery of examinations, and so significant will become the meeting of this requirement that all other considerations will shrink to insignificance in comparison. The wholly proper and modest warnings sounded by the Committee will be ignored and short of grave physical deficiency or moral turpitude the standing of a candidate in the national examinations will become the sole criterion of teacher selection.

Teacher-education institutions will then tend to become tutoring schools for the passing of these tests. Because of the magnitude of the task of preparing, printing, and distributing the questions it will not be easy to change them frequently, and mechanical preparation for passing such examinations will become both practical and common. Such a teacher-examination service as is proposed will check the healthy growth of teacher education by mechanizing the selective process and by removing it from local influence and will weaken the teacher-education institutions that have developed, in the one hundred years just concluded, a unique and salutary plan in the system of American public education.

In my opinion there is no need for such a service as is here proposed. Except in the oversized school systems of our largest cities, where mechanical selection has taken the place of human selection of teacher personnel, there has always been a warm personal and community interest in the choice of teachers. This is comforting and desirable and I trust will never cease to be a phenomenon of the American public school.

Coincident with this situation, however, there has been, contrary to the implications of the Teacher Examination Service announcement, a most commendable advance in the quantity and quality of teacher education. This situation is due in part to state and local school legislation, but fundamentally it is a response to an informed and more widely experienced public opinion. This is a sound source of improvement in a democratic

society such as ours and is vastly to be preferred to the imposition from above of standards and requirements neither understood nor accepted by those who must endure them.

The pride and peculiar genius of American democracy is its belief in the essential dignity of the individual. That is liberty, the liberty for which the country was founded and which the schools should sustain and not destroy.

THE TREND OF TEACHERS COLLEGES TOWARD GENERAL COLLEGES IS GOOD FOR THE PROFESSION

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It seems to me that our whole concept of higher education is involved in this question. Many of the teachers colleges are rapidly approaching a time of decision as to what course they shall choose. I believe we should face the question realistically and not simply indulge in wishful thinking. The choice should be a deliberate and positive one and not one of aimlessly drifting toward the general college nor one of looking backward and blindly serving tradition. If, perchance, no definite choice or an unwise choice is made, circumstances coupled with the democratic concept of education will relentlessly drive many of us in the direction of the general college. Social and economic forces are converging upon education with such momentum that preconceived ideas and traditional concepts are being changed. Many institutions that fail to make proper adjustments may be forced to do so or forced out of existence or suffer incurable intellectual and economic anemia.

The American Youth Commission figures indicate 65 percent of those of high-school age are in high school and 23 percent of all high-school graduates go on into some form of higher education. This will likely increase for several years in spite of a declining birth-rate. These figures further show that 4,000,000 youths between sixteen and twenty-four are unemployed and out of school. All those being graduated cannot find employment in the professions and likewise all youth are not fitted to the traditional college curriculums. This is producing changes in both professional curriculums and more especially in the field of general education.

We often hear that too many people are going to college. Back of this statement is the traditional concept of a college as a place for the few who are gifted in dealing with intellectual abstractions.

However, the American Youth Commission studies show that on the basis of ability to do college work nearly two-fifths of all high-school graduates would be justified in going to college. At present only one-fifth of them or one-half of those qualified actually go.

The enrolment in professional curriculums is being limited by professional schools. They are emphasizing general education and not professional training in the first two years of college.

If students were eliminated from college on the basis of employment opportunities, one-half or more of present enrolments would be cut off. This would mean acceptance of the narrow vocational view of higher education and the consequent placing of economic or intellectual barriers in the way so that only a few could enter such privileged precincts. In such a scheme there is no place for general education. This concept of higher education is not accepted by most people who hold to the democratic philosophy.

Such a program would shift a veritable army of young people from educational institutions over to join the 4,000,000 youth who are already unemployed, unhappy, and living in fear and insecurity.

Elimination of youth from college will solve nothing but will further complicate the seemingly insoluble problem of unemployment. Then, if all youth are going thru high school, and if for a number of years at least an increasing number are going on to college and be graduated only to find the so-called "preferred" vocations overcrowded and closed, does this not force us to change a lot of our traditional thinking as to what colleges are for? After all, the democratic view is that they shall serve the people.

The question then comes with renewed force to the teachers colleges, Are they going to function in a broader way and be vitalized by the social and economic currents of our time or shall they continue the cloistered, narrow, and somewhat colorless life that too often characterized the normal schools?

In a *Review for the Two-Year Period 1936-38 of the Julius Rosenwald Fund*, attention is called to "two strangely contradictory facts": (a) the preparation of teachers is the most important task of professional education, and (b) the teachers college is the poorest of all departments of higher education.

This report goes on to say:

The teachers colleges are poor in money. The sums that go into them are pitiful compared with the millions so generously supplied to many other professional departments. . . .

Teachers colleges are poor also in the thought and planning that have gone into their development. They have been the stepchildren of higher education. . . .

Teachers colleges, it must sadly be admitted, are poor in the brains and distinction of their faculties and in the abilities of their students.

The report further emphasizes the widely accepted view that

As a general rule it would seem inadvisable for professional specialization to start before the end of what is now being called the general college or the junior college.

We are all familiar with recent criticisms of teacher education. Some have expressed the fear that the development of the two-year normal schools into four-year teachers colleges has simply been an extension of mediocrity. The President's Advisory Committee reports there is need for marked improvement in teacher preparation in all states and "too often the programs of the teachers colleges have merely lengthened and not improved."

Among the remedies proposed in the Rosenwald Fund report, and concurred in by almost everyone who has studied the problems, are: (a) rigorous selection of students, and (b) sound general education as the base on which to build the professional studies.

There are a number of colleges specifically known as "general colleges." The Universities of Minnesota and Florida are notable examples.

The two-year general college has been set up in a number of teachers colleges. Its purpose at the Colorado State College of Education is defined as follows: (a) to provide what we believe to be the best possible preparation for the more advanced work in the professional college by broad, balanced study of the major fields of knowledge, and (b) to provide general education on the college level for those who for various reasons will not attend college longer than two years.

Admission to the professional college in Colorado is on recommendation of the personnel department and the heads of divisions in which the student elects majors and minors. Is this not an intelligent and scientific procedure that will result in producing better teachers? It is much better than accepting trainees before they are personally known and then putting them all thru a set pattern, turning them out as teachers or failing them along the way.

In some instances the old normal schools have gone beyond the teachers college designation and are known as "state colleges," with four years of general education. This does not mean that they have given up teacher education nor that they are any less interested in it than formerly. If we are to accept the statements of those on the ground who are fundamentally interested in teacher education, the effect of this change has been most beneficial both to the state generally and to teacher education in particular.

President Thomas of Fresno, California, has so well expressed the effect of this change on the two points mentioned in the Rosenwald report that I shall quote him at some length.

The values are of two distinct types. The first is in the opportunity for attracting to teacher education many distinctly superior students who probably would not have enrolled in a strictly teachers college. There still exists in certain parts of the country an impression among high-school seniors that elementary teaching is a bit sub-class in social prestige. As soon, however, as they leave the influences of high school and mingle intimately with other students in college who are planning to become teachers, the influence either of such stimulation or of greater maturity inclines many highly desirable students from this group toward the teaching profession, the choice being made usually during the sophomore year. Incidentally, we find also in this association of students with varied vocational interests a wholesome corrective to the monastic atmosphere which sometimes hangs about a teachers college in which all applicants take the vow before registration.

The second value lies in the greater ease with which candidates of questionable desirability may be diverted after the first year or two of college reveals their shortcomings. The fact that such students, altho denied the privilege of a teaching credential, may graduate from other courses preparing them for nonteaching vocations makes possible a more rigorous standard of selection for professional education. Our Committee on Selection of Candidates would be under almost irresistible pressure with regard to candidates were it not possible for the rejected applicants to continue without public humiliation along parallel courses leading to the degree but without

teaching credentials. Acceptance of candidates at the end of the second college year gives them a heightened prestige in their professional standing, while at the same time the rejected candidates do not suffer the disgrace of dismissal and have opportunity to achieve successful graduation in the general field.

The 10 percent of students not well adapted to work as teachers but who formerly were responsible for more than 90 percent of all complaints made against our graduates now are diverted into fields other than teaching.

The most noticeable effect of this change during the past two years has been the very marked improvement in the quality of teachers trained.

Teachers colleges should have well-developed programs of general education even if they confine their activity to preparation of teachers for the elementary schools. If they prepare high-school teachers, they are automatically forced to offer extensive programs of general education. In discussing this point the recent report of the Regents' Inquiry states:

It is folly for any state to set apart the education of secondary-school teachers as tho it were entirely different from general academic education. Schools of medicine, law, and engineering are properly organized as separate schools; the subject-matter which they teach at the upper levels of their work is different from that taught in liberal arts courses. The teacher of history, English, or science must, even in the most advanced stages of his preparation, study the subjectmatter which is taught in liberal arts colleges and universities.

A history course taken by a prospective teacher may be classified as professional education, but for one who does not expect to teach the same course may be general education.

The history, science, and English taught in the average four-year teachers college are the same as like courses in the state universities. I am not ready to admit they are inferior or radically different. In other words, the four-year teachers colleges preparing high-school teachers are, by the very force of circumstances, general colleges as far as offerings are concerned. If the test of the general college is not in the course offered but in the fact that various occupational interests are represented among the students, what harm could come from having prospective teachers in the classes with others who do not expect to teach? The social and intellectual isolation of teachers-in-training accentuates and perpetuates that narrowness and lack of breadth and experience of which they have so often been accused.

Let us briefly examine a specific institution which is believed to be somewhat typical of western, midwestern, and southern teachers colleges. These conditions of course do not apply everywhere.

In Arizona there are three state institutions of higher learning and two local junior colleges. The teachers college under consideration is located in the populous center of the state. An analysis of the high-school enrolment in the state reveals the following facts:

40 percent of the high-school enrolment is within a twenty mile radius of the college

51 percent of the high-school enrolment is within a seventy mile radius of the college

12 percent of the high-school enrolment is within a seventy mile radius of the other teachers college

13.6 percent of the high-school enrolment is within a seventy mile radius of the state university.

The enrolment in this teachers college has increased from 523 in 1929 to approximately 1500 regular students in 1939-40. The increase of men has been much greater than that of women. The strictly professional view will say exclude all except those who take the "vow" before entering, or put up some other artificial barrier. Under an established precedent this might work but it will not work in the democratic community where this college is located. Selection may be put into effect but not solely on the basis of occupational interests.

A fair sampling of the student body brings to light the fact that only 14.6 percent of the men and 54.8 percent of the women gave teaching as their first occupational choice at the time of high-school graduation, while 27.7 percent of the men and 45 percent of the women gave teaching as their *second* choice at the time of high-school graduation. At the time the study was made, 28 percent of the male students and 64 percent of the female students gave teaching as their first choice.

It was found that the teacher-training curriculums partially meet the needs of 72.7 percent of the student body. It was also found that 75 percent of all whose first interest was outside of teaching expressed preference for liberal arts, preprofessional, science, nursing, social service, or business. Most of these needs could have been met by a general college program.

At present all these people who graduate are being forced thru the teacher-training curriculums. They may then automatically qualify for certification. Of course, the mortality is great. The whole setup is unsound. It is unfair to the student to force him into education classes when he is not interested in them; certainly it is unfair to the professor of education to have his classes cluttered up with such students. This is wasteful of the educational budget. It is unfair to the children in the public schools and pre-eminently unfair to the teaching profession. We cannot justify such wasteful expenditure of the taxpayers' money; we cannot justify training a large surplus of teachers; we cannot justify accepting all who come and fail them or force them to conform to a set pattern; we cannot justify closing the door of general education to those who want to take advantage of facilities already provided and who have no other educational opportunity.

As a matter of fact, a catalog examination will show that this teachers college is now offering courses parallel with those of the state university which are required for the bachelor of arts and in some of the fields for the bachelor of science degree. The college gives only the bachelor of arts in education. Many teachers colleges are already giving the bachelor's degree in fields other than education, which means they are general colleges.

In small professional schools of medicine and law, usually associated with universities, it is desirable and possible to have rigid and uniform requirements as to curriculums and admissions. The situation of the teachers college is much more complex. Extensive subjectmatter courses are required so that prospective teachers will appreciate the cultural heritage of the race. There must also be selection of some kind if the children in the public schools are to be protected.

The evidence indicates the liberal arts college has been attracting a more capable student. In the end the institution that attracts the best material will produce the best product.

On the point of selection, the Regents' Inquiry states:

The quota system, which is supposed to restrict registration in the teacher-preparing institutions of New York State, is a gesture in the direction of professional selection. In most of these institutions the real problem is filling the quota. Furthermore, if the quota were filled in some of the institutions which have small faculties and meager equipment, it would be difficult, as it is now, to offer a suitable program of subject-matter courses. . . .

It is easy to see why they do not attract the young people of the highest intellectual and social character.

Again, may I quote from the same report:

It has been pointed out that the present plan of rigid prescription of professional courses arouses antagonism in many quarters. This antagonism undoubtedly handicaps the institutions and tends to alienate the better students from the teaching profession.

Why has the teachers college failed to attract the best material? Is it because of the general status of the teaching profession? If so, that is one reason why the trend toward the general college will be beneficial. Is it true, as intimated by some, that the words "teachers college" and "normal school" to many people carry a connotation of doubt as to quality? If not true, how can the Rosenwald Foundation make such a statement after one hundred years of history? If not, why does every study show salaries below those of universities, and why do teachers colleges generally compare so unfavorably in per-student expenditure, library and laboratory facilities, plant, abilities of students, and other accepted marks of a superior institution? There may be some truth in the statement, individual institutions, of course, excepted.

Someone may inquire, "Are you trying to hide or sidetrack teacher education?" No, indeed! But taking a pragmatic view of the situation it is plain that teacher education should be better supported. Support and power to attract capable students come from prestige. The standing of the teachers colleges in the public mind is not helped by the narrow restricted definition.

There may be advantages and disadvantages in having a restricted type of institution made up of persons whose interests, goals, and vocational destinations are the same. In the purely professional type of organization it may be possible to set the students on fire with a missionary zeal for teaching. But, on the other hand, it is just as apt to lead to narrowness and the development of characteristics traditionally and unfavorably associated with "school teachers."

It may be argued that in a general college teacher education will be neglected and overshadowed by other departments and that education students in such adverse atmosphere may develop feelings of inferiority for themselves and for the profession. This charge might have some foundation if directed at liberal arts colleges which have accepted teacher education on sufferance. A teachers college giving general education and tending toward

the general college is a far different institution in its feelings, attitudes, and atmosphere than a liberal arts college which is putting incidental education courses into its curriculums.

The trend toward the general college does not mean taking on the weaknesses of the liberal arts college. It does mean increased opportunities for educational guidance and teacher selection. It does not mean less interest in teacher education, but it does mean wider emphasis, wider contacts, wider experiences, wider service to the public, and wider drawing power for the profession.

This combination of purposes in the general college, whether on a two- or a four-year basis, can be a tremendous asset in teacher education. Most teachers college students come from small towns or rural communities. They need many contacts and the broadening experiences found in the general college.

I am not saying that most of these advantages could not be developed in a narrowly defined teachers college, but *are* they so developed in many of such colleges? The small, restricted teachers college has a difficult if not an impossible and unreasonably expensive task in providing the rich curriculum and the wide experiences so necessary in producing a well-developed and well-educated individual. The advantages of the small teachers college went out when the elective system came in.

The arts colleges are going thru a period of soul-searching just the same as teachers colleges. We must be open-minded on this issue and for many of our colleges we must not think of the professional objective in a narrow sense but see if in the long run a broader purpose may not be served, resulting in better financial support, better student clientele, better candidates for the teaching profession, and better educated and developed men and women.

I can see little that is or may be bad for the profession but much that is good for it and much that is for the common good in the trend of the teachers colleges toward the general college.

THE TREND OF TEACHERS COLLEGES TOWARD GENERAL COLLEGES IS BAD FOR THE PROFESSION

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He who finds himself cast in the role of offering opposition to a trend promptly recognizes the futility of his undertaking. He soon comes to realize that he is opposing not the stirrings and disturbances predictive of action, but the force and momentum of a movement well under way. The chances are that should he choose to oppose he will soon become as lonesome as the conscientious objector of wartimes.

The word "trend" is a descriptive term used to describe a situation, the situation being one in the process of change. Movement from a point of departure is implied and the direction of movement is defined. But the point of intended arrival—the destination—is most often not defined except in the

most general terms. A trend originates in an area of associated events or happenings, each of which, tho independent and isolated at the time it occurs, becomes associated with the others as it is discovered that they possess common characteristics which influence change or direction in a certain manner. The independent events or happenings pass unnoticed until their cumulative effect becomes known. This is why a trend is already a trend when it is discovered. There is no opportunity to "nip the bud." The only choice is to oppose or to embrace. And, as is the case with the measles, we awake to find that we have them and conclude that it is useless to resist, so we accept them.

So it is with the trend of teachers colleges to become general colleges. The movement is under way generally. The early symptoms are present in a great many localities; from other localities we have the announcement of arrival. This trend originated in the manner described. First a normal school was created, which later became a teachers college. Then things began to happen: concessions of the college to community demands; efforts to keep a teachers college in operation which might with good reasoning be closed; institutional rivalries; the ready acceptance of obligations to general education; surrender to expediency in getting financial support; ambitions to become big and certain rationalizations with reference to the curriculum and personnel recruiting. All of these and probably many others—nibblings at the structure of the institution which started out to be professional—have occurred with sufficient frequency to weaken the major structure by diluting its purpose and by starting it on its way to accomplish less specific and less difficult tasks. The emerging general college is not to become an institution by deliberate planning, made possible by careful research. The general college is to emerge, not as a planned means of strengthening the professional school, but as the result of endeavor to undertake education in other areas than teaching.

This trend marks the first serious interruption in the century-long program of progress toward a professional school for teachers. Horace Mann had one idea in mind, and *only* one when he opened the first normal school. He knew the need of such a school and he undertook to supply that need with determination and a magnificent singleness of purpose. But for the same singleness of purpose and the same determination of Cyrus Peirce the normal school would not have survived. And the successors of Mann and Peirce have consistently refused to abandon pursuit of the goal. Further references as to the reason for teachers colleges will be found in the legislative acts which created them, the catalog statements of purpose, and the first paragraph of the standards of this Association, which paragraph defines eligibility to membership. This "drift," and the word is used advisedly, toward the general college is in conflict with the founders of the teachers colleges, with the original legislative enactments, and with the standards of accreditation. It is with deep regret that those of us who are somewhat less universally-minded observe the abandonment of the goal of the teachers college at almost the moment it was attained.

Those who argue for the general college will deny the abandonment

of the goal. There are others who will object to the assumption that this trend is as pronounced as the emphasis here indicates that it is. The objections are considered, and it is to be hoped there will be many of them. Remember, the discussion relates to a trend and not an accomplishment. What then shall be said of the general college? Shall it be said that it has arrived or that it is evolving? Probably the latter statement describes the situation most accurately. Then shall it be said that we now have the general college in degree? The answer to this question, as well as support for the earlier contention that the general college results from circumstance and expediency, may be found in the teachers college catalogs.

Fifteen teachers college catalogs of recent date were selected at random from the 120 available for study. These fifteen catalogs were searched for statements of purpose, classification of students, and curriculum provisions. Time forbids the inclusion here of all the data gathered. However, statements taken from these fifteen catalogs are included here as evidence of the departure from the single objective to the open-door policy. Mark the gradation from the "Exclusively for teachers" to the "Come and get it." Each numbered statement is taken from one of the college catalogs of the group of fifteen.

1. An applicant (for entrance) must sign a declaration that he will teach in the public schools for at least three years following graduation. . . .
2. This school is not in any sense a competitor with the high schools of the state or with the liberal arts colleges or with other professional institutions.
3. The *primary* function of this institution is to provide appropriate education for elementary teachers.
4. State Teachers College is conducted for the *primary* purpose of preparing men and women for *good citizenship* and for the profession of teaching . . . *most of those* who enter this college plan to teach.
5. Young people who have not fully decided on a life vocation may complete the academic work generally accepted for the freshman and sophomore years of *any* liberal arts college.
6. The chief purpose of the college is to educate teachers for the schools of the state. . . . Special curriculum—This curriculum leads to the degree of bachelor of education *but not to any type of certification*. . . . Special curriculums are recommended to those not interested in teaching.
7. By legislative enactment this college has the power and authority to prescribe and to offer liberal arts and preprofessional courses in addition to its main objective—that of teacher training.

This is not a report of research. No claim is made that all teachers colleges approach the general college status in this manner. However, the sequence shown here appears to be typical. First, as applied to the declaration of purpose, the qualifying *sole* or *only* gives way to the *chief* or *primary*. In the next chapter we read *one of the purposes*. It may be that before long the declaration will read *also to train teachers*.

For two purposes all of this time has been used to describe the character of this trend now subject to discussion: (a) to show that the trend is here, that it is real, and that it is relatively well advanced; and (b) to show that the approach is indirect, thru the back door and under the cover of darkness.

The general college has not come, in the degree that it is here, for the

purpose of strengthening the professional school, the teachers college. The champions of this development do not even state claims in their catalogs that this was the purpose. Rather, they point to the number of degrees available, the varied student vocational interests which are served, the new buildings provided because of increased enrolments, the advantages of getting a general education close to home, and the athletic scholarships available. The child's urge to *grow big*, the midwestern village slogan, "Watch us grow," seem to describe best this search for new areas to be conquered.

The incorporation of the general college into the teachers college program leads inevitably to a dual interest, a divided purpose, a diversion of finances from the professional to the general, a diluted or compromised curriculum, and a modified faculty interest in the professional goal. It does not, as some have argued, assure a better selection of personalities for teaching.

More need not be said about the resulting dual purpose and divided interests. Anyone can see that this outcome is unavoidable. If any would deny it they should realize that they have already confessed it. Their catalogs contain their admissions. They admit their interest in preparing for law, medicine, business, and in offering "just a general education."

Will anyone question the thesis that the professional dollar has been stretched to cover the general in those instances where the general college has been embraced? The money, available for the preparation of better teachers, must be thinned out to provide ways and means of providing a preprofessional background for the other professions. The dollar originally intended for meat must now also provide oats and spinach.

Whether the general college is in the early stages of evolving, or if it is well advanced toward maturity, or if it has arrived, in any case the result is the same—a diluted or compromised curriculum or both. The dilution results when necessary courses or units of professional character are eliminated to favor the nonteachers and when certain academic sacrifices are made to favor the teachers. The compromised curriculum results when the invitation is extended to all to come and get a general education in a teachers curriculum. Witness this:

Some students, at the end of the first two years' work, transfer to other colleges or universities, others preferring to remain nearer home, or for financial and other reasons, continue their full four-year course in this institution. While the courses leading to the degree are designed for the preparation of teachers, yet they are based on a foundation of thoro scholarship, and afford a general liberal education.

This is a catalog statement. Can any other than a compromised curriculum under these conditions exist permanently?

The dangers to the profession resulting from the faculty attitudes will become better recognized as the general college grows in numbers to exceed the number enrolled in education. When this condition comes into being the professional faculty loses prestige and power in the determination of curriculums and instructional goals. It is then that we have a situation little different from that which has maintained and does now maintain in the liberal arts colleges whose secondary aim is to prepare teachers. We will be back to that condition which Horace Mann sought to escape and we shall

have lost that which he hoped to attain. The voice of the academics will rise again. The old jargon of the value of a sound liberal education to the teacher will again assume volume. The importance of professional courses will be minimized. And if history has any predictive value this academic group will argue, and win the argument, that a teacher must know before he can teach. They will neglect to note, as they always have, that the thing to be taught is the child.

It is often stated that teachers colleges which offer a junior college curriculum succeed better in recruiting desirable personalities for teaching. All too often this statement is accepted as accurately portraying the conditions. Challenges to its inaccuracy are too infrequent. There may be an element of truth in those instances where the junior college is strictly general. But, in those instances where the preprofessional emphasis is given, the opposite of the picture presented is more likely to be true in general. Consider the present status of the professions of law, medicine, engineering, and teaching. Is there anyone so naïve as to believe that the attraction to teaching, in this situation, is stronger than the attraction to the other professions? It is more likely that the reverse is true, particularly with reference to the better young people. But they tell us that their program of guidance is in favor of the teaching profession. This, in a general college? We venture to remark that such has not been the experience of education departments of universities.

The most optimistic of educators will hardly venture the assertion that teachers generally have attained a professional status. On the contrary, the most pessimistic will not deny that real progress has been made toward establishing teaching as a profession. Impatience to attain the goal should not be permitted to wreck the progress already made. We will not attain our desire to be respectable by searching for that respectability in the fields of general education. To be sure, we are interested in general education—but general education for teachers. The teachers college will have matured when, holding fast to its course, it attracts the best young people to the field of teaching and attains prestige, respectability, and honor in its own right. May the teachers college hold fast to its course toward the goal of excellence in one thing and avoid compromises likely to produce mediocrity in many things.

COMMITTEE ON STANDARDS AND SURVEYS

General Report

Five years ago the Committee on Standards and Surveys of the American Association of Teachers Colleges gave definite consideration to the rewriting of existing Standards for the purposes of clarification of wording and encouragement to member institutions in the development of improved practices. It soon became evident that mere revision of existing Standards in terms of rewording or additions would not meet a noticeable trend toward substitution of a qualitative for a quantitative type of standard. At that time the North Central Association had completed its significant investigation of the possibilities of qualitative standards and had presented a large program minimizing the former type of quantitative evaluation of member institutions. This study had been accomplished after the expenditure of considerable time and a large amount of money.

Without adequate funds at the disposal of the Committee on Standards and Surveys, it was hoped that some steps could be taken thru special studies provided from some source or sources that would produce sound bases for the rewriting of Standards. Within a year from that time, or approximately four years ago, the American Association of Teachers Colleges suggested an additional committee to be known as a Research Committee. The Executive Committee of the Association, believing that it was not feasible for various reasons to operate with an additional standing committee, combined the proposed work of such a Research Committee with that of the already existing Committee on Standards and Surveys. A special Committee on Projects and Resources was appointed about three years ago to suggest possible projects and to try to obtain revenue from foundations or boards to finance such special studies. The appeal for support of these special studies coming at a time when other major efforts were claiming the attention and resources of these organizations prevented the securing of financial assistance necessary to make a program of studies of sufficient scope and content for a complete rewriting of the Standards.

The Committee on Standards and Surveys, finding it necessary to operate its program entirely on the limited funds available from the treasury of the American Association of Teachers Colleges, and confronted with official action on the part of the member institutions at an annual meeting to have qualitative standards prepared as rapidly as possible, was forced to establish procedures calling for voluntary help on the part of members of the Association.

The policy of the Committee on Standards and Surveys has been one of delegating to subcommittees certain special studies, the results from which it was hoped would make available information for the preparation of entirely new standards of a qualitative nature. These subcommittees were composed of representatives from member institutions with at least one member of the Committee on Standards and Surveys serving as chairman or as a coordinating agent to keep the general committee in touch with the special study activities. The subcommittees, limited as they were to funds for printing and for traveling expenses for one or two committee meetings, found it necessary to make extensive use of questionnaires and data sheets. The extent to which such instruments of investigation were used is too well known and probably painfully realized by the member institutions of the Association. There have been several reactions to the general idea of questionnaires as well as to specific forms submitted to the various institutions. Some of these reactions have been favorable and others, including some thoughts never expressed verbally or in writing, represent reactions that it is well the Committee on Standards and Surveys, for personal comfort, never heard or read.

Because many of the teachers colleges have expressed the value that has come to them from the questionnaires, it may be well to point out that these have been used by administrators of many of the teachers colleges as bases for discussions at faculty meetings. Some of the member institutions have requested several copies of the ques-

tionnaires for use by special committees in furthering studies within the school for improvement along certain lines. In addition to being of value in the various schools, there can be little doubt as to the great amount of information of a valuable nature that has resulted from the questionnaires as represented in the reports on the special studies to be made at this time. The sincere appreciation of the Committee on Standards and Surveys is expressed to all persons who have so generously cooperated in making possible a large response on all the studies.

Among the studies undertaken and completed in the past few years are:

1. Two studies of graduate work in teachers colleges, making possible the preparation and presentation of standards submitted in final form at the annual meeting in Cleveland last year. These studies were made under the direction of E. S. Evenden of Teachers College, Columbia University.

2. Administrative stability, a study developed and presented by R. L. West of Trenton. This study was later enlarged to include faculty stability and was used as a basis for the preparation of Standard XII as added to the other eleven Standards three years ago.

Studies either just completed or in process of development are:

1. Curriculum Practices in Normal Schools and Teachers Colleges
2. Publicity Practices in Teachers Colleges
3. Biographical Dictionary of Presidents of Teachers Colleges
4. Selection of Students and Personnel Practices in Teachers Colleges
5. Extension Services of Teachers Colleges
6. Organization and Administration of Teachers College Libraries
7. Student Health Practices in Teachers Colleges.

There are a few other special studies that must be undertaken and completed before materials will be available upon which the proposed new and qualitative Standards may be based. One of these just authorized by the Committee is concerned with student teaching.

Thus it is seen that the recent work of the Committee on Standards and Surveys has been concerned with the general direction of special studies that should serve:

1. To provide adequate information upon which new standards could be based
2. To provide a check for member institutions as to the nature and extent of their own programs
3. To provide stimulation to member institutions in the further development of improved procedures.

The Committee does not recommend at this time any additions to or changes in the wording of the present Standards. However, it should be known that the Committee does expect to begin the rewriting and presentation of those Standards for which basic information is available as the result of special studies already or almost completed. It is expected that, aside from the rather recent Standard XII dealing with administrative and faculty stability, new presentations concerned with admission, student personnel, curriculum, extension services, and health will be ready for consideration by the Association at the annual meeting in February 1941. Studies now being started dealing with library organization and service and with student teaching procedures will be pushed to early completion.

R. W. FAIRCHILD, *Chairman*
A. L. ROWLAND
E. S. EVENDEN
R. L. WEST
A. L. CRABB

SOME INTERPRETATIVE COMMENTS ON THE REPORT ON CURRICULUM PRACTICES IN NORMAL SCHOOLS AND TEACHERS COLLEGES IN THE UNITED STATES, 1939-40

MADE FOR THE COMMITTEE ON STANDARDS AND SURVEYS BY ITS SUBCOMMITTEE ON CURRICULUM PRACTICES

Confronted with the impossible task of reporting in "fifteen minutes or less" upon the results of a 23-page questionnaire study of the curriculum practices in the normal schools and teachers colleges of the United States that took you hours to fill out and has taken two months to tabulate, about all that can be done is to thank you again for your splendid cooperation and "beg leave to print." But the remaining fourteen and one-half minutes will be used to give some comments and interpretations which, it is hoped, will arouse your interest in the report and challenge you to study it and make your own interpretations.

Before giving specific interpretations, some general comments will be made about the study and its purposes. The questionnaire from which the data were obtained was long and required time and thought to answer. The fact that 150 of a possible 186 did answer it is most heartening evidence of your professional zeal and an encouragement to the officers and committee members whose responsibility it is to serve you. The questionnaire was long primarily because the curriculum is a large and complicated area and because more detailed data were needed than could be obtained from a few general questions. It was nearly two years in the making—having been refined and tried out in preliminary forms before it was submitted to you.

It is the policy of the officers and committees of the Association to make the work of its several committees as educative and professionally stimulating as possible. That we were able to inject this phase into the curriculum study is evidenced by the fact that one-fifth of the presidents wrote to the secretary for additional copies of the questionnaire in order to use them with deans and staff members as the basis for further study of their own curriculum practices.

This study was planned to reveal phases of curriculums for teachers about which questions could be included in the annual reports that would give a more satisfactory basis for evaluating the curriculums of the normal schools and teachers colleges. It is the belief of the subcommittee in charge of this study that it will be of greatest value to the member institutions if it is considered as an accurate picture of curriculum practices in the teachers colleges of the United States as of the year 1939-40 and used as a background against which the practices of an institution can be projected in order to throw into bolder relief similarities and differences in practice. This suggestion naturally does not imply that practices similar to the general pattern are *good* and those not in agreement are *bad*. Those not in agreement may be pioneering and in the right direction. A desirable result of such a comparison is that the institution that finds its practices at variance with those of the other institutions can reexamine its curriculums and retain or change them in conformity with its approved objectives. Desirable results are more likely to follow if pioneering is done deliberately than if done blindly or accidentally.

The data of this report are returned to you within the same academic year for which they were supplied and are for that reason of more value for comparison purposes. This has been made possible by your promptness in supplying the data, the assistance of the secretary's office with the tabulations, and more of the chairman's time than he expected or perhaps should have given except that the Committee's reputation for prompt returns was at stake. Part III of the report will be sent you from the secretary's office in the near future.

In the time remaining some unofficial personal interpretations will be presented—selected from hundreds that might be chosen—of what, to me, appear to be interesting and significant facts revealed by the study.

1. The non-degree-granting normal school is almost a historic institution. Of the eleven replying, six already offer four-year curriculums.

2. There are now more teachers colleges offering graduate work than there are normal schools that do not grant degrees.

3. A few years ago nearly all the teachers colleges also gave two-year curriculums and in many instances graduated more students from the two-year than from the four-year curriculums. Now only 49 percent of the institutions report two-year curriculums of any kind and the number of students completing them is only 28 percent of the number completing four- and five-year curriculums.

4. Approximately two-fifths of the institutions reporting offer either a two-year or four-year curriculum or both in "general education" and about one-fifth offer curriculums for vocations other than teaching. These conditions combined with the fact that 75 percent of the institutions give all professional work in the third and fourth years or concentrate most of it there indicates a very definite shift in the general pattern of curriculums for teachers.

5. Of all kindergarten and elementary teachers finishing curriculums of various lengths in 1938-39, 56 percent completed four- and five-year curriculums.

6. There is a decided predominance of curriculums for "elementary teachers" and "secondary teachers" without specification as to the grade level or the subject.

7. The larger the teachers college, the greater appears to be the tendency to offer graduate work, and the larger the proportion of its students that prepare for some phase of work in the secondary schools.

8. Nearly two-fifths of all students completing curriculums in the institutions reporting prepared for work in the secondary schools.

9. There is wide variation in the amount of work that junior college students may take for credit in the senior college classes; that senior college students may take in the junior college and in the graduate courses; and especially that graduate students may take in the senior college courses. Practice in a number of instances exceeds the amount of overlapping allowed by the present Standards.

10. Forty-six percent of the institutions have prescribed "cores" of courses for junior college curriculums—usually including English, social science, physical education, science, fine arts, and music. Eighty-three percent have such "cores" for four-year curriculums including the same subjects with mathematics added. These "cores" vary but slightly among curriculums for elementary, secondary, and special teachers. Curriculums for elementary teachers usually have more music and art and less mathematics prescribed than curriculums for secondary teachers.

11. The majority of curriculums allow about 20 percent for "free electives."

12. Since 99 percent of the institutions maintain systems of cumulative student records, to some or all of which the students have access in 93 percent of the institutions, there is evidence that new types of guidance programs are possible if not already in operation.

Curriculum Objectives

13. Two-thirds of the faculties have formulated or accepted a set of curriculum "objectives"—in most cases since 1935, and with students participating in 8 percent of the institutions.

14. In order to give "an understanding of the individuals to be taught" opportunities to *observe* children (95 percent) and *work with* children (65 percent) are provided under conditions considered sufficient or nearly so by 90 percent of the institutions.

Half of the institutions do 70 percent or more of their laboratory schoolwork in on-campus schools and 51 percent report that less than 20 percent of the faculty make any use of the laboratory schools.

There were 482 courses listed as providing for the study of children for a median of from 16-20 semester hours per institution. A majority of these courses provide ten or more observations of children.

15. A "broad cultural background in the principal fields of organized knowledge" is the objective for 70 percent or more of the junior college work in four-fifths of the institutions, and for more than 50 percent of the senior college work in three-fifths of the institutions.

Of the institutions replying, 95 percent report 305 courses that provide a "systematic overview of the social conditions under which children are living"; 84 percent report 218 courses that provide an "understanding of the fundamental differences between urban and rural life"; 56 percent have some form of orientation or survey course (usually in social science, science, or education); and 97 percent report 246 courses that provide "an understanding of the fundamental principles of the American and other forms of government."

It is difficult to estimate the proportion of time devoted to the six major fields (English and speech, foreign language, history and social science, mathematics and science, fine arts and music, and education and psychology) in curriculums for teachers. Inspection of Part II, Tables 5a-e, indicates that the patterns are very similar for all curriculums studied except as major concentrations change the proportions for major students. The similarity is especially marked for the freshman and sophomore years.

16. "A broad scholarly mastery of the field or fields to be taught and a supporting knowledge of the most closely related fields" is provided for by requiring a median "major" of 24 or 28 semester hours supported by one or more minor fields. An analysis of the combinations of majors and minors considered most desirable in the areas served shows almost every possible combination. The seven areas that occur most frequently in such combinations in descending order are English, science, social science, mathematics, languages, physical education, and music.

17. "An understanding of the relationships between education and society" is provided for in 332 courses for a median of seven and one-third semester hours, typically given in the junior and senior years and required of all prospective teachers.

Very few teachers colleges give credit for travel in this or other countries or for supervised experience in a trade or occupation.

18. "An understanding and mastery of the professional knowledge and skills needed for successful initial teaching experience" is provided by all institutions but not by the same patterns. One hundred percent give practice teaching, 99 percent psychology, 93 percent observation, and 88 percent general or special methods. These courses are required of from 70 to 84 percent of all prospective teachers.

a. Ninety-seven percent give work in educational measurements and statistics with three-fifths of the time devoted to tests and measurements.

b. Ninety-nine percent give opportunities to study technics of group instruction and management usually before practice teaching, required of nearly all prospective teachers and providing a median of eleven demonstrations of group teaching.

c. Eighty-six percent provide a period of "graded participation" in connection with practice teaching—medians of 56 clock hours and three students participating at the same time.

d. The amount of practice teaching ranges from 20 to 600 clock hours with medians for: rural teachers, 112; elementary, 135; high school, 112; and special teachers, 108.

About half the practice teaching may be considered "responsible room teaching" and 74 percent of the institutions permit other students to be present when students are teaching.

In 71 percent of the institutions faculty members assist in the supervision of student teachers—most frequently the teachers of special subjects and of education and psychology.

Students are usually given opportunities to practice in two or more grades or subjects and in extra-class activities. A negligible number provide any form of post-practice-teaching internship.

e. In 82 percent of the institutions opportunities are given to get an understanding of and some skill in the use of the principles and technics of guidance. However, the median percent of the students who take work in guidance is only 10 percent.

f. Sixty-eight percent provide for the development of skill in the use of mechanical aids in teaching such as radio, movies, and typewriters. A median of 20 percent of prospective teachers take it.

19. All institutions attempt to assist in the development of "well-rounded and well-integrated personalities" by means of programs of extra-class activities supported, in the majority of cases, in part or entirely by student fees that are usually collected and administered by the college.

Eighty percent provide dormitories—more for women than for men—that accommodate a median of one-third of the students and that give preference to freshmen when any preference is given.

Seventy-eight percent of the institutions provide for religious activities.

Ninety-four percent provide opportunities for students to discover their creative talents and 77 percent to participate in community activities.

Ninety-nine percent have assembly programs expected to contribute to cultural background, entertainment, school spirit, administration of the institution, professional ethics, and leadership. Students conduct about one-fourth of the assemblies. Attendance is compulsory in 39 percent.

20. Ninety-eight percent of the institutions provide opportunities to develop a working philosophy of education that gives most attention to the importance of education to society—especially a democratic society; a respect for and an understanding affection for children; the relationship of the individual to education and to society; the fundamental principles of character building and of mental health; and the relationship of subjectmatter to methods of instruction on different age and grade levels. Seventy-nine percent provide a course in the senior year intended to assist in obtaining a working philosophy of education. Seventy percent check on this before graduation.

The elements most frequently reported as needing *more* attention are character building and an understanding of social, political, and economic developments that are tending to control and modify the work of educational agencies.

21. An effort is made in 88 percent of the institutions to have prospective teachers obtain a foundation for "a working philosophy of living" that gives most attention to the importance of standards and ideals of service to others; the relation of vibrant health, physical recreation, and healthful personal habits to happiness; a wholesome attitude toward appearance, voice, manners, and the various amenities of life; an understanding of the importance of varied intellectual and cultural interests; and the importance of emotional stability and an understanding of ways of obtaining and maintaining it. Sixty-one percent attempt to check for such a philosophy before graduation.

In addition to three items already receiving "most attention," the two others that were most frequently reported as needing *more* attention are a sense of relative values—perspective, and a realization of personal strength and limitations.

These statements are but samples of many more that can be drawn from the data submitted as the Committee's report. Each individual who studies the data will find in them problems and challenges in terms of the conditions existing in the institution with which he is connected. Subsequent follow-up studies on phases of curriculum practices will serve as better indications of trends since changes from time to time can be noted. The possibility of such periodic check-ups on separate phases of the curriculum is one of the expected values of this study.

There is such widespread interest thruout the country in the revision of public school curriculums that it is desirable to have the findings of this study as a basic point of reference in the revisions of curriculums for teachers that are almost certain to take place within the next five years.

E. S. EVENDEN, *Chairman*

THE STUDENT PERSONNEL POLICIES AND PRACTICES OF 151 INSTITUTIONS ENGAGED IN TEACHER EDUCATION

A PROGRESS REPORT SUBMITTED BY THE SUBCOMMITTEE ON STUDENT PERSONNEL OF THE COMMITTEE ON STANDARDS AND SURVEYS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES IN COOPERATION WITH THE RESEARCH DIVISION OF THE NATIONAL EDUCATION ASSOCIATION

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IN REMEMBRANCE

We regretfully call attention to the untimely death on December 21, 1939, of M. Ernest Townsend, then president of the State Teachers College, Newark, New Jersey, and original chairman of this Committee. Mr. Townsend gave generously of his time and talents in laying the foundations for the Committee's work. We cherish the privilege which was ours to work with him in this endeavor and recall with gratitude his inspiration and capable leadership. We trust that we shall be able to carry on the work in the spirit and manner which characterized his own fine directive efforts.

MEMBERS OF THE SUBCOMMITTEE ON STUDENT PERSONNEL

Purposes of the study—This study seeks to discover prevailing policies and practices in schools engaged primarily with the education of teachers with respect to (1) the recruitment, selection, and admission of students; (2) the orientation of entering students; (3) the general supervision, guidance, and assistance given to all students while in college; (4) the placement and follow-up of students as they leave the institution; and (5) the organization of staff personnel, the research program, the record system, and the essential administrative policies thru which the student personnel program functions. Such a study has two major implications. In the first place, schools not abreast of prevailing practice should be stimulated, in many cases, to reexamine and perhaps to modify their procedures. In the second place, present practice itself should receive a stimulus from the discovery of as yet rare but forward-looking policies and procedures.

Source of data—In October 1939 a rather comprehensive questionnaire on student personnel practices was submitted to all institutions belonging to the American Association of Teachers Colleges. Replies have been received from 151 member institutions, distributed as follows:

<i>Type of student body</i>	<i>Number of schools</i>	<i>Percent</i>
Coeducational	144	95.4
Women students only	7	4.6
<i>Size of school</i>		
Large (1000 students or more)	53	35.1
Medium (500-999 students)	57	37.7
Small (less than 500 students)	41	27.2
<i>Geographic region</i> ¹		
Northeast	43	28.5
Southeast	25	16.5
Middle states	42	27.8
Northwest	18	11.9
Southwest	14	9.3
Far West	9	6.0

Progress of the study—The questionnaire returns have been tabulated in the Research Division of the National Education Association.² This work has been substantially completed and a number of summary tables prepared. Much remains to be done, however, by way of analytical study of the tabulations and in the evaluation and interpretation of the data assembled.

Selected items gleaned from the preliminary tabulations—The attempt to select, for presentation without comment or interpretation, a few of the items from this study has been a difficult task. Those which follow may not be at all the most representative of the data collected, nor those of the most immediate interest to members of the Association. We present them, however, for such interest as they may create in the final report of the Committee:

1. The average enrolment based on returns from 138 of the 151 institutions reporting is 1027 students, of whom 619 are women and 408 are men. Percent of men increases from 34.3 percent in schools below 500 to 40.9 percent in those enrolling more than 1000. By geographic regions the male enrolment is lowest in the Northeast and highest in the Southwest.

2. Enrolment figures distributed by classes for schools of the geographic regions bear out differences in policy known to exist in these regions. For example, in the Northeast, where selection for the profession is made initially, or at least early, 22 percent of the students are in the freshman class and 17.6 percent are in the senior class; whereas in the Far West, where deferred selection is the natural concomitant of the junior college or the lower school, the freshman class accounts for 44 percent of the enrolment and the senior class, 10.7 percent.

3. The most commonly used technics of admission in the order of frequency (highest to lowest) are: (1) high-school transcript of marks, (2) report of health examination by the college physician, (3) character statement from high-school principal, (4) rank in high-school graduating class, (5) results of objective achievement tests administered by the college, (6) report of personal interview by college staff member, (7) result of psychological examination given at the college, (8) diploma from accredited secondary school, (9) record of extracurriculum activities.

4. Five recruitment practices used in fifty or more of the colleges participating in the study are: (1) distribution of printed material, (2) letters to prospective candi-

¹ The geographic regions used are as follows: (a) Northeast—the New England states, New York, Pennsylvania, New Jersey, West Virginia, Maryland, and the District of Columbia; (b) Southeast—Virginia, Kentucky, Tennessee, the Carolinas, Georgia, Florida, Alabama, Mississippi, Louisiana, and Arkansas; (c) Middle States—the states of the Great Lakes region, from Ohio westward, plus Wisconsin, Iowa, and Missouri; (d) Northwest—the Great Plains states including Kansas, Colorado, and Utah on the south and Utah and Idaho on the west; (e) Southwest—Oklahoma, Texas, New Mexico, and Arizona; and (f) Far West—Nevada and the Pacific Coast states.

² The Committee wishes to express its appreciation of the services of the Research Division of the National Education Association in the tabulation of the data and, in particular, of the personal assistance rendered by Frank W. Hubbard and Ivan A. Booker.

dates, (3) interviews between college staff members and high-school seniors, (4) visiting days at the college, (5) conferences with parents of prospective students.

5. An "orientation week" program is reported in 138 of the 151 colleges. Parties, registration, lectures, distribution of leaflets, and attention to need for part-time employment are the most commonly indicated features. Faculty receptions, handbooks, orientation tests, campus tours, and assignment of faculty advisers and of dormitory accommodations, however, are listed ninety-eight times or more.

6. Only sixteen colleges report that an annual prognosis of available teaching positions to be filled is used in determining the number to be admitted to professional education. Continuance in professional education depends upon personality factors in 102 of the reporting institutions. Other important criteria are academic ability and comprehensive examinations.

7. Some systematic plan of counseling is reported by 149 of the 151 schools. Two-thirds of them assign a faculty counselor to each student. About the same number use the "Big Sister" or "Big Brother" plan. The student chooses his own counselor in about 10 percent of the colleges. In about half the cases where a faculty counselor is assigned, the assignment is for the freshman year only. In over 90 percent of the cases, faculty counseling covers other phases of student life besides academic progress.

8. Complete health examinations are given annually by 116 of the cooperating teachers colleges. Specific tests which appear to be used annually with their corresponding frequencies are: vision test by 85 colleges; tuberculin test by 52; X-ray for positive reactors to tuberculin test by 48; hearing test by 43; speech examination by 10. Psychiatric service for students with personality maladjustments is provided by 46 colleges.

9. Of 125 colleges reporting on manner of approval of extracurriculum activities, 12 stated that the activity must be approved by the student organization only; 70 that the college administration alone approved such activities; and 43 indicated that such approval depended upon action of both the administration and the student organization. Thirty colleges out of 149 reporting have no regulations regarding extracurriculum participation of the students. In 80 of the colleges, faculty counselors advise the students as to kind and amount of participation; in 79, participation is restricted if academic work is unsatisfactory; and in 55 colleges a point system is used to limit participation.

10. Five services of placement bureaus occurring with high frequency are: (1) arrangements for interviews, (2) provision of application forms, (3) checking on vacancies before recommending students, (4) provision of conference rooms for employment interviews, and (5) instruction of candidates on interview technics.

11. Only 27 institutions state that all employed graduates are visited during their first year of teaching by some member of the college staff. It is indicated, however, that as many as 83 colleges visit their employed graduates during the first year of teaching if a request comes from graduate, employer, or supervisor.

12. A responsible coordinator of personnel services and a personnel committee are found in 124 out of 150 colleges replying to this item. In 57 of these institutions the coordinating officer is the president; in 37 it is a dean of students; and in 31 it is a personnel director. Only 14 schools have nonteaching advisers; 46 reduce the teaching load of advisers; 34 require that advisers have special training for counseling; and 31 have conferences as a means of in-service education in personnel practices.

Next steps—At this time it is anticipated that the next steps in the completion of the study should be: (1) distribution to the membership of the Association of the statistical material of sixty or more tables, assembled from the questionnaires and considered valuable in establishing or modifying personnel practices; (2) analysis and refinement of these data for the crystallization of the practices into clear-cut personnel standards for those engaged in the preparation of teachers.

Plans for completion of the study—As rapidly as possible the Committee will com-

plete the analysis of the data obtained and will prepare a report of its findings. In that report the Committee hopes to show current trends in student personnel management in teachers colleges and to point out unique and promising procedures. Differences will be pointed out wherever possible in the policies and practices of institutions of different sizes and among institutions located in different geographic regions. Certain comparisons will be made, too, of the personnel practices of the teachers colleges which cooperated in this study and the corresponding practices of some 200 liberal arts colleges as reported in January 1937.

The investigation will accomplish its most important purpose if it stimulates widespread self-evaluation of personnel service in the colleges that prepare teachers for the youth of our land.

REPORT OF THE COMMITTEE ON ACCREDITING

The Committee on Accrediting and Classification is pleased to acknowledge the splendid aid it has received from many different sources during the past year. The presidents and the faculties of the member institutions of the Association have cooperated most willingly in providing the information requested for the annual and special reports. All who participated in the considerations before the Committee indicated a desire to be helpful and to aid in arriving at conclusions that were fair. An excellent exchange and interchange of ideas and of counsel resulted from the several meetings with the Committee on Standards and Surveys. Those who accepted the responsibilities of inspection carried out their assignments with thoroughness and dispatch. Apparently a wholesome attitude exists toward at least one of the nation's great accrediting agencies despite the note of warning sounded in the pamphlet entitled, "Coordination of Accrediting Activities," a summary of the proceedings of a conference on accrediting published by the American Council on Education.

The American Association of Teachers Colleges has been successful in its effort to "interpret, apply, and enforce" its standards. There have been no excessive demands for time or money from the membership. There has been no tendency to restrict local control of the educational program. The Association has not been impatient with institutions that have had unusually difficult and trying situations. It has not been unreasonable and dictatorial. Its actions are not viewed with alarm nor regarded as encroachments that create fear and resentment. Entirely to the contrary, the Association is increasingly recognized both within and without its membership as an agency of helpfulness and influence. Much of its strength arises from the practice of drawing upon the resources within its membership for the formulation of policies and procedures.

It is apparent to every member of the Committee that the favorable status of our Association is not accidental. For many years it has been exceedingly fortunate in the sound, forward-looking leadership furnished by its secretary. Only those who have had an intimate acquaintance with the many and varied activities of our Association can realize the prodigious tasks imposed upon Secretary Hunt and his capable assistant, Miss Mattison. Their efficiency can be appreciated only thru an acquaintance with the extent and quality of their work. The Committee and the Association are tremendously indebted to them for their excellent services.

The Committee had three meetings during the past year, the first in New York last July to consider the interpretation and application of Standard XII in its recently amended form; the second early in January in Washington to review the annual reports; and the third during the St. Louis convention to consider the reports of inspectors, to conduct special hearings, and to project the interpretations of the Standards to future problems and situations.

Standard XII received particular consideration. It is apparent that this Standard should be considered very carefully by the presidents, both in connection with their relationship to the governing bodies of their institutions and even more particularly in the development of proper procedure dealing with the selection and dismissal of

staff members. The policy of democracy in the administration of education is here to stay, and the Committee believes that it should stay. The Committee has made arrangements to prepare and distribute during the coming year statements of procedures which will be in harmony with the best practices involving selection and dismissal. It is believed that most of the issues that arise between governing boards and presidents on the one hand and faculties on the other in connection with this Standard come from the failure to follow generally accepted practices rather than from any intent to ignore the rights of groups and individuals. Faculties that are assured of fair treatment become better faculties.

One of the major problems confronting the Committee and the Association in the immediate future arises from the proposal to accredit graduate departments. Provisions are being made to inspect the schools requesting accrediting. The facility with which this work can progress will determine whether or not a list of accredited graduate departments will be ready for presentation a year hence.

The statistical report is herewith submitted:

Total membership of the Association.....	186
Accredited	158
Nonaccredited	28

One institution was dropped from the accredited list.

Three institutions, the state teachers colleges at Danbury, Conn.; Willimantic, Conn.; and Paterson, N. J., were added to the accredited list.

One resignation was received, Chico State College, Chico, California.

GEORGE A. SELKE, *Chairman*
GRADY GAMMAGE
G. W. DIEMER
SAM H. WHITLEY
ALONZO F. MYERS

REPORT OF THE SECRETARY

CHARLES W. HUNT, PRINCIPAL, STATE NORMAL SCHOOL, ONEONTA, N. Y.

The secretary reported in 1939 concerning the varied activities of the office. The past year has brought new problems. Some of these are covered in the reports of the standing committees. The work of the Association has been carried on vigorously by all those to whom responsibility has been given. The Committee on Standards has had an unusually active year. The Accrediting Committee has had some difficult problems to solve. The combined judgment of experienced executives has again during the past year found reasonable solutions to these problems. The prestige of the Association increases. The study given to the problems by the executives increases their understandings.

The usual routine has been carried forward. Herman Kroeze has spent six months in the office of the secretary organizing the data from the institutional reports, preparing the institutional pattern maps and charts which show trends in various significant items. Each institution receives a chart which gives its relative status among the other accredited members of the Association in respect to a number of items. This was described in the 1939 yearbook; those who are interested may refer to it for an explanation.

The chart on faculty preparation indicates that the preparation of the faculty continues to increase in length. The 75 percentile is slightly above 5.70 years beyond the high school. The 50 percentile is slightly above 5.50. The 25 percentile is 5.34. All these figures represented increases over the previous year.

The chart showing the percent of the faculty at the various levels of preparation is omitted this year, but the facts are shown in the following table:

TABLE 1.—PREPARATION OF FACULTY, 1939-40

150 institutions	8.28 instructors
No degree	.83%
Bachelor's degree	6.10%
Master's degree	53.94%
Sixty hours	12.95%
Doctor's degree	26.18%

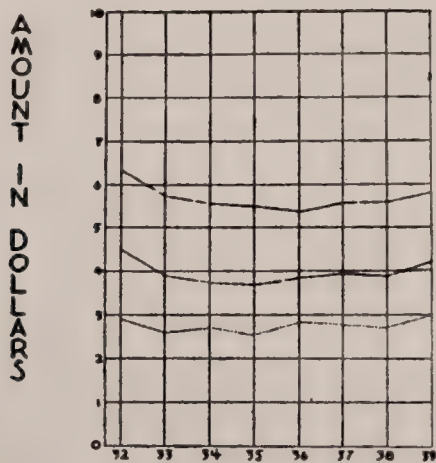
The chart showing expenditure for library books indicates increases, but this remains one of the weaker spots in our practices.

Teaching load in periods per week is decreasing. This trend has now been in evidence for three years and it may be worthwhile to investigate the reasons for this trend. On the other hand, the ratio of students to teachers has reversed the downward trend and made a considerable increase during the past year.

TABLE 2.—STUDENT-TEACHER RATIO

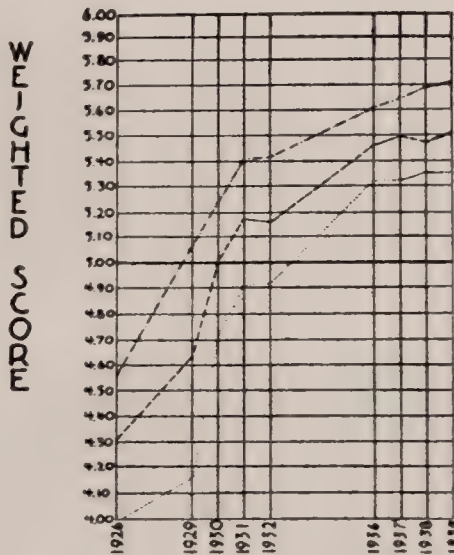
Year	Total enrolment	Number of instructors	Mean student-teacher ratio
1933	127,343	5,757	22.12
1934	118,728	5,853	20.28
1935	123,320	6,025	20.47
1936	128,059	5,919	21.64
1937	126,250	6,237	20.24
1938	122,624	6,748	18.17
1939	137,280	7,040	19.50

The trend toward a four-year level of preparation for all graduates of teachers colleges continues and it is evident that unless something happens to interfere with this process, in a few years there will be almost no graduates below this level from the teachers colleges.



Expenditure in Library Books and Periodicals, per Student

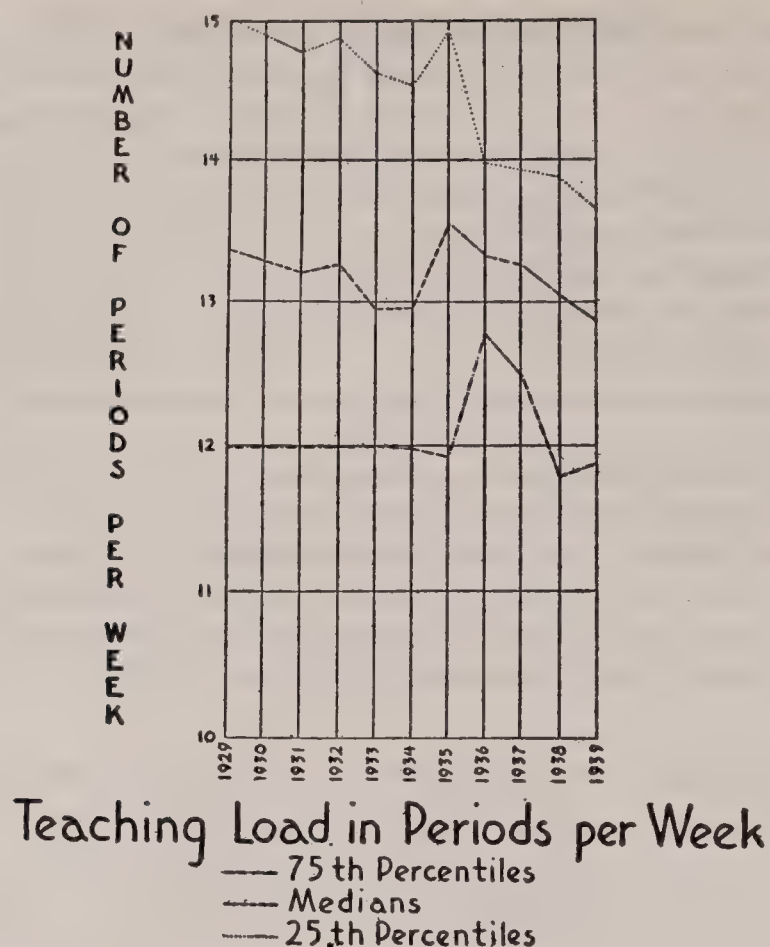
—75th Percentiles
—Medians
—25th Percentiles



Faculty Preparation

—Minimum Requirement
—75th Percentiles
—Medians
—25th Percentiles

Values Given to Degrees
Doctors 7
60 Hours
Grad.Study 6
Masters 5
Bachelors 4
No Degree 2



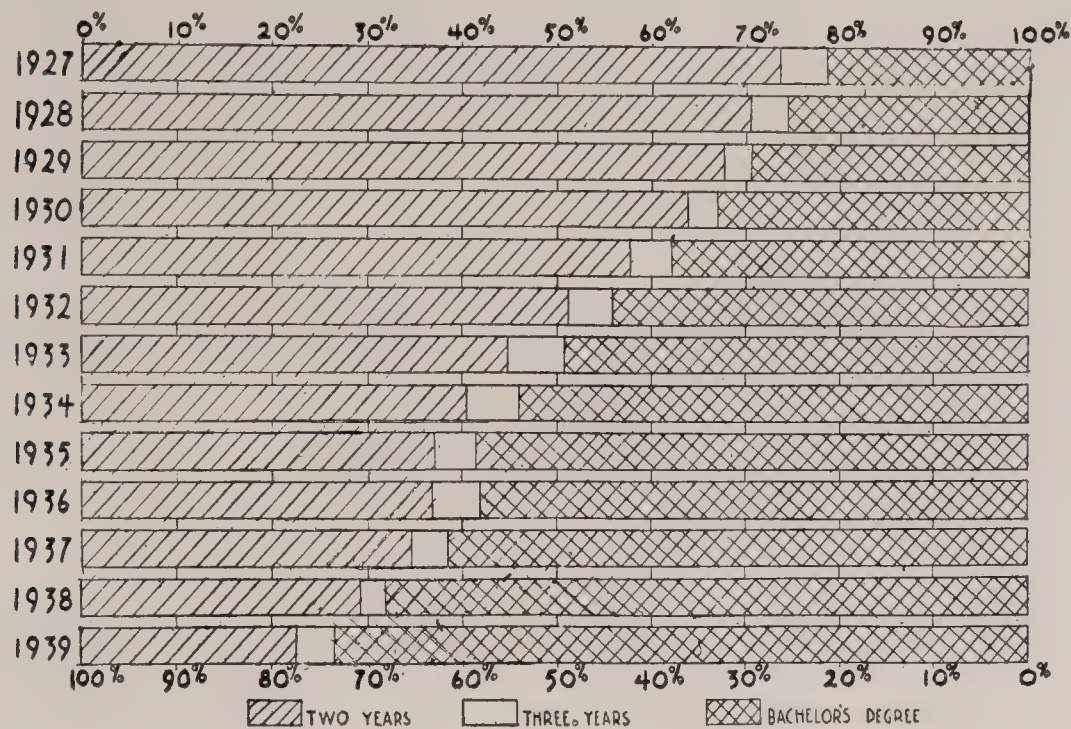
An effort was made to analyze the trend in regard to number of graduates from 1927-39 and the table is given on page 367. It is to be noted that while the number has increased for two years it is still lower than for any of the years between 1927-33.

The secretary has attended during the past year two conferences on accrediting, one at Washington called by the American Council on Education, and one at Chicago called by the Association of American Universities. The former discussed general problems which have arisen with accrediting agencies and the membership has been informed thru publications by the American Council of the issues now present in that field.

TABLE 3.—GRADUATES FROM 108 TEACHERS COLLEGES

1927.....	28,082	1934.....	25,248
1928.....	29,236	1935.....	24,317
1929.....	30,226	1936.....	25,197
1930.....	29,650	1937.....	24,736
1931.....	29,637	1938.....	25,619
1932.....	29,322	1939.....	26,354
1933.....	27,638		

It is not clear what place accrediting may have in the work of this Association in the years ahead. The problems now current in the general field are not present in the accrediting processes of the American Association of Teachers Colleges to any considerable degree. The work of the Association has been carried on close to the needs of the institutions, with educational objectives primarily focused. An elaborate program has been prevented because the process has not been subsidized. The program itself has been dominated by the hard common sense of experienced executives who have little time or money to spend on nonessentials. It may well be that in the future accrediting will be delegated to some other agency. The educational process which has been represented in the work of the Association for the past fifteen years will be just as much needed as it ever has been.



Graduates from 108 Teachers Colleges

The work of the Standards Committee will result in important discussions of issues which will concern the executives and staffs of all teachers colleges in the next few years. In all this work a program which is closely fitted to the unique duties of the teachers colleges will be developed. The significance of the responsibility for the transfer of the culture from one generation to another by formal educational processes for our young people will grow in the eyes of the teachers colleges and in the eyes of the public as well. The quality of this process is of the greatest importance. It seems likely that the discussion of the curriculum in the coming years will be the dominant issue.

The secretary reminds the membership that the next meeting will be the twenty-fifth annual meeting of the American Association of Teachers Colleges, an event of some significance.

We have experimented with an office bulletin containing brief news items which seemed worth bringing to the attention of the executives. Criticism and suggestion in regard to its usefulness are solicited from members of the Association.

Your attention is called to the importance of the committee reports. These should be read by all the executives with care and suggestions made to the appropriate committees in regard to the issues which have been developed. In this Association the democratic processes call for active participation of each member.

We wish to record our appreciation of the many courtesies which are extended to this office by the members.

The Association is important because of the contribution it makes to individual institutions. The cooperation of the individual institutions may make a significant contribution to the welfare of the nation as a whole.

*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 1940-41 are: PRESIDENT, Carter V. Good, Professor of Education, Teachers College, University of Cincinnati, Cincinnati, Ohio; VICEPRESIDENT, T. R. McConnell, Professor of Education, University of Minnesota, Minneapolis, Minn.; SECRETARY-TREASURER, Helen M. Walker, Associate Professor of Education, Teachers College, Columbia University, New York, N. Y.; EXECUTIVE COMMITTEE: Bess Goodykoontz, Assistant Commissioner of Education, United States Office of Education, Federal Security Agency, Washington, D. C.; Douglas E. Scates, Associate Professor of Education, Duke University, Durham, N. C.; officers of the Department, *ex officio*.

The annual dues, \$5, are payable to the American Educational Research Association, 525 West 120th Street, New York, N. Y. 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	1934:361-386	1937:257-278
1931:415-432	1935:327-348	1938:341-362
1932:357-376	1936:231-237	1939:375-396
1933:377-394		

MILWAUKEE MEETING

HOW TO MAKE MISTAKES IN ESTIMATING CAPACITY TO LEARN

H. M. WILLIAMS, SUPERVISOR, SCHOOLS FOR THE MENTALLY HANDICAPPED,
STATE DEPARTMENT OF PUBLIC INSTRUCTION, MADISON, WIS.

PERHAPS THE MOST SERIOUS ERROR education is likely to make in interpreting data of this kind is that of oversimplification and overgeneralization. In the yearbook Goodenough has effectively pointed out many sources of error in the technic of conducting such studies: sampling, control groups, errors in scoring, specialized experience, test comparability, test content at various levels, and the measurement of gain or loss. Anderson has shown the loss in predictive power over increasing time intervals. Kuhlmann elsewhere has suggested an explanation of certain systematic trends when the IQ is used as the basis of analysis.

It has been established that there is a tendency for many types of superiority or deficiency—physical, mental, social, and economic—to be associated together. It seems not to be so easy to demonstrate which factors are causes and which are effects. The upshot of the controversial aspect of the problem seems to be that each point of view has made out a good case for the inconclusiveness of the evidence for the opposing point of view. The most conclusive evidence must come from genetics thru the discovery of the mechanism of inheritance in this function.

Intelligence is only one of many aspects of child development in which education is interested. Intelligence tests have been only moderately successful in the prediction of even the most academic types of achievement, much less successful in other areas of growth. As Gesell has suggested, the intelligence test can only supplement, not replace, careful clinical and educational study of the child as a whole.

The only way the nature-nurture issue can achieve significance for education is thru evidence which shows specifically how the environment can be modified to achieve gains in apparent or real intelligence.

At the extreme, one might say that the nature-nurture issue is fundamentally irrelevant to the teaching problem, since it is the teacher's job to take the child as he is, regardless of what that may be, and endeavor to bring him closer to our educational objectives in a democracy.

SOME IMPLICATIONS OF VERBATIM RECORDS OF HIGH- SCHOOL CLASSROOM TALK

STEPHEN M. COREY, PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN,
MADISON, WIS.

One of the best ways to determine what learning goes on in the classroom as well as what types of learning the teachers think most important is to study verbatim records of classroom talk. For this report such records were

available for a total of thirty-six class hours. Six different high-school classes in English, social studies, and science were involved.

Despite the fact that there were six teachers and 169 pupils, the teachers talked two-thirds of the time. During the thirty-six class hours the pupils asked a total of 114 questions while the teachers were asking 1260. For approximately five hundred of these teacher questions no answer was forthcoming from the pupils. In the opinion of judges, who were experienced teachers, only one teacher question out of every four appeared to require "thoughtful" answers. The others involved for an answer the recitation of a memorized name, date, or principle. The number of words in the typical answer to a teacher question was eleven.

With respect to the number of times information was "volunteered," that is not in answer to any specific question, the teachers were more active than the pupils. There were 136 such instances for teachers and only 41 for their pupils.

There were differences among the various teachers and classes but these were not striking. The chief inference from the data is the degree to which the teacher, both in terms of amount of talk as well as frequency of questioning, dominated the classroom procedure. The consequence of this dominance was to stress the importance of facts and other materials which might be used in the solution of problems rather than the solution of the problems themselves.

RECENT TRENDS IN LEARNING: THEIR RELATION TO THE PSYCHOLOGY OF ARITHMETIC

G. LESTER ANDERSON, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINN.

The main psychological basis for the study of arithmetic has been a "behavioristic one, viewing skills and habits as fabrics of connections." There is, however, a recent body of literature in the psychology of learning and research on learning in arithmetic which either is calling into question some of the concepts which have been rather commonly accepted or is supplementing them, so that a revision of the psychology of arithmetic is perhaps in order.

While there have always been teachers who were disobeying the tenets handed down by the connectionist psychologists with regard to arithmetic, it is only recently that educational psychologists themselves have begun to question the authenticity of a psychology of arithmetic which emphasized the discreteness and unrelatedness of the elements of the subject, and drill as the method of learning.

The psychology of arithmetic as implied by recent trends in learning looks upon arithmetic as a closely-knit system of ideas, principles, and processes rather than a number of discrete and unrelated elements. A knowledge of the number system, its elements, structure, and operations which may be performed upon it, will reveal this system. Instruction in arithmetic consists of gaining an understanding of this number system.

Recent trends in the psychology of learning say that learning is insight.

Behavior is always directed toward a goal. When the organism sees the relationships that its responses bear to this goal, it gains insight. When insight is established, learning is complete, and behavior is swift and sure toward the goal. It is not enough to determine all the elements which make up behavior toward a goal, but the relationships the elements bear to each other must be established. When all behavior is seen in its relationships, a generalization may be made that serves not only to unify all previous behavior but also to establish deductions with regard to future behavior. Understanding the number system and its application to life situations is the goal of arithmetic. The elements of arithmetic are manipulated so that the relationships they bear to each other and to the goal are discovered.

Principles that are to be observed in learning arithmetic are discovery, generalization, and testing. The pupil should make for himself the discoveries that lead to generalizations. These generalizations must be formed, not as formal rules, but as abstractions that explain certain facts already noted and that may explain still further facts that are to be noted. Generalizations must be subjected to testing on the part of the pupils to reveal all their implications and their shortcomings.

The ultimate goal of instruction in arithmetic is the development of the ability to think in quantitative situations. This ability reaches its highest development when one understands the number system thru which all quantitative situations must be expressed and the social situations where quantities may be involved.

RELATION OF RESEARCH TO CLASSROOM TEACHING

W. W. THEISEN, ASSISTANT SUPERINTENDENT OF SCHOOLS,
MILWAUKEE, WIS.

A distinction should be made between research which affects educational practice in general and classroom teaching only indirectly and that which affects directly the specific practice of the teacher himself. The teacher is more likely to be stimulated into altering his practices by research in which he participates. While research projects carried out locally may lack in scientific refinement, the stimulation which results from personal participation is likely to far outweigh any deficiencies in technic. It matters little how scientifically conducted a research project may be or how valuable its discoveries until some teacher makes use of the findings or some curriculum-maker or publisher incorporates the ideas in a course of study or a textbook. It is not research per se that counts but research which finds its application in teaching. Until the facts are known about the teacher's own pupils, there can be no proper adaptation of instruction to individual capacities.

Research by teachers is needed in many areas of the educational field. Among them are research in connection with the selection of textbooks and children's reading; community studies for the purpose of determining local curriculum needs; studies of what is happening to the personalities of children as the result of measures employed by the schools or by parents; and studies of what business demands of graduates as a condition for success.

PROGRAM OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

St. Louis, Missouri

February 24-27, 1940

Joint Meeting with the National Society for the Study of Education

Report of the Yearbook, Part I, entitled *Intelligence: Its Nature and Nurture*

THE NATURE AND INVESTIGATION OF INTELLIGENCE

Presiding, BESS GOODYKOONTZ, Chairman of the National Society for the Study of Education, and President of the American Educational Research Association

INTRODUCING THE YEARBOOK

George D. Stoddard, Director, Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa, and Chairman of the Yearbook Committee

EVIDENCE ON THE NATURE OF INTELLIGENCE FURNISHED BY ANTHROPOLOGY AND ETHNOLOGY

Franz Boas, Emeritus Professor of Anthropology, Columbia University, New York, New York

EVIDENCE REGARDING THE NATURE OF INTELLIGENCE FROM THE STUDY OF INFERIOR DEVIATES

Edgar A. Doll, Director of Research, The Training School, Vineland, New Jersey

EVIDENCE REGARDING THE NATURE OF INTELLIGENCE FROM THE STUDY OF SUPERIOR DEVIATES

Paul A. Witty, Professor of Education, and Director, Psycho-Educational Clinic, Northwestern University, Evanston, Illinois

THE ACCURACY OF MENTAL MEASUREMENTS AND THE ENVIRONMENTAL CEILING

John E. Anderson, Director, Institute of Child Welfare, University of Minnesota, Minneapolis, Minnesota

INFORMAL DISCUSSION

Led by Frank N. Freeman, Dean, School of Education, University of California, Berkeley, California

SECTION 1

EDUCATIONAL IMPLICATIONS OF SEMANTICS

Presiding, WILLIAM S. GRAY, Professor of Education, University of Chicago, Chicago, Illinois

CERTAIN NOTIONS ON A THEORY OF INTERPRETATION AND READING

I. A. Richards, Fellow of Magdalene College, Cambridge, England

CAUSES AND SIGNIFICANCE OF MISCONCEPTIONS IN READING AND VARIOUS CURRICULUM FIELDS

Ernest Horn, Professor of Education, State University of Iowa, Iowa City, Iowa

IMPLICATIONS OF SEMANTICS WITH RESPECT TO EMOTIONAL STATUS AND PERSONALITY DEVELOPMENT

H. Meltzer, Director, Psychological Service Center, St. Louis, Missouri

CONTROVERSIAL ISSUES AND RESEARCH PROBLEMS

Paul B. Diederich, Assistant Professor of Education, University of Chicago, Chicago, Illinois

DISCUSSION

SECTION 2

CRITICAL POINTS IN EDUCATIONAL RESEARCH

Presiding, DAVID SEGEL, Specialist in Tests and Measurements, U. S. Office of Education, Washington, D. C.

OBSERVATIONAL PREREQUISITES TO EDUCATIONAL RESEARCH

Phillip J. Rulon, Assistant Professor, Graduate School of Education, Harvard University, Cambridge, Massachusetts

BASIC ASSUMPTIONS REGARDING RESEARCH DATA

Douglas E. Scates, Associate Professor of Education, Duke University, Durham, North Carolina

SAMPLING

E. F. Lindquist, Professor of Education, State University of Iowa, Iowa City, Iowa

DISCUSSION

SECTION 3

APPRAISAL OF TECHNIQS USED IN GUIDANCE

Joint Session with the National Vocational Guidance Association

Presiding, ETHEL KAWIN, Director of Guidance, Glencoe Public Schools, Glencoe, Illinois

THE USE OF FOLLOW-UP STUDIES IN GUIDANCE

C. Gilbert Wrenn, Professor of Educational Psychology, University of Minnesota, Minneapolis, Minnesota

THE TECHNIQS OF PROGNOSIS THRU THE USE OF TESTS

Gertrude Hildreth, Psychologist, Lincoln School of Teachers College, Columbia University, New York, New York

THE EFFECTIVENESS OF OBSERVATIONAL RECORDS IN GUIDANCE

L. L. Jarvie, Director of Educational Research, Rochester Athenaeum and Mechanics Institute, Rochester, New York

IMPORTANCE OF A COMPREHENSIVE GUIDANCE PROGRAM

Philip A. Boyer, Director, Division of Educational Research, Philadelphia Public Schools, Philadelphia, Pennsylvania

DISCUSSION

Led by Rex B. Cunliffe, Associate Professor of Education, Rutgers University, New Brunswick, New Jersey, and President of the National Vocational Guidance Association

SECTION 4

HOW RESEARCH LEADS TO ECONOMICAL AND EFFICIENT
ADMINISTRATION

Presiding, PAUL R. MORT, Director, Advanced School of Education, Teachers College, Columbia University, New York, New York

Efficient Administration of and Economies in:

A STATE'S TEXTBOOK PROGRAM

Edgar L. Morphet, Director, Administration and Finance, Florida State Department of Education, Tallahassee, Florida

SCHOOL INSURANCE

Frank R. Pauly, Director of Research, Tulsa Public Schools, Tulsa, Oklahoma

SCHOOL TRANSPORTATION

David Sutton, Director, Division of School Finance, Ohio State Department of Education, Columbus, Ohio

BUILDING MAINTENANCE AND OPERATION

T. C. Holy, Professor of Education and Research Associate, Bureau of Educational Research, Ohio State University, Columbus, Ohio

SALARY SCHEDULES

Willard S. Elsbree, Professor of Education, Teachers College, Columbia University, New York, New York

DISCUSSION

SECTION 5

RESEARCH IN THE EDUCATION OF RETARDED AND DULL
NORMAL STUDENTS

Presiding, CLIFFORD WOODY, Director, Bureau of Educational Reference and Research, University of Michigan, Ann Arbor, Michigan

DO DULL CHILDREN REALLY HAVE HIGH ACCOMPLISHMENT QUOTIENTS?

Donald D. Durrell, Professor of Education, Boston University, Boston, Massachusetts

UNDER-AGE AND OVER-AGE PUPILS IN NEW YORK'S RURAL SECONDARY SCHOOLS

J. Cayce Morrison, Assistant Commissioner for Research, New York State Department of Education, Albany, New York

AN INVESTIGATION IN MATHEMATICS WITH DULL NORMAL PUPILS

Raleigh Schorling, Professor of Education, University of Michigan, Ann Arbor, Michigan

REVIEW OF RESEARCH ON THE IMPROVEMENT OF READING OF RETARDED STUDENTS

Ruth Strang, Associate Professor of Education, Teachers College, Columbia University, New York, New York

RESEARCH IN CURRICULUM MAKING FOR SLOW LEARNERS

W. B. Featherstone, Professor of Education, Teachers College, Columbia University, New York, New York

DISCUSSION

SYMPOSIUM

AN APPRAISAL OF TECHNICS OF EVALUATION

Presiding, BESS GOODYKOONTZ, Assistant Commissioner of Education, U. S. Office of Education, Washington, D. C.

A Critique by RALPH W. TYLER, Chairman of the Department of Education, University of Chicago, Chicago, Illinois

Papers included in the Critique:

A STUDY OF THE EXTENT OF MEASUREMENT OF DIFFERENTIAL OBJECTIVES OF INSTRUCTION

T. R. McConnell, Professor of Education, University of Minnesota, Minneapolis, Minnesota

USE OF INTEREST INVENTORIES FOR PERSONALITY STUDY

George Sheviakov, Research Associate, Progressive Education Association, New York, New York

TECHNICS OF PREPARING AND EVALUATING MATERIALS DEALING WITH DISCRIMINATING READING OF THE PRESS

Edgar Dale, Professor of Education, Ohio State University, Columbus, Ohio

AN EFFORT TO EXTEND THE MEASUREMENT OF THE RESULTS OF SCHOOLING INTO THE SOCIAL AND ECONOMIC FIELDS

Harold F. Clark, Professor of Education, Teachers College, Columbia University, New York, New York

RESEARCH AS THE BASIS FOR EVALUATING NEW YORK'S CITIZENSHIP EDUCATION

Howard E. Wilson, Associate Professor, Graduate School of Education, Harvard University, Cambridge, Massachusetts

THE WISCONSIN STUDY OF TEACHING ABILITY

A. S. Barr, Professor of Education, University of Wisconsin, Madison, Wisconsin

ADDITIONAL COMMENTS BY THE AUTHORS OF PAPERS REVIEWED

OPEN DISCUSSION

ANNUAL BANQUET*

Monday, February 26, Hotel Jefferson

Presiding, BESS GOODYKOONTZ, President

INTRODUCTION OF GUESTS

ADDRESS—THE CONSTITUTION, AN INSTRUMENT FOR FREEDOM

Judge Florence E. Allen, Sixth United States Circuit Court of Appeals

DISCUSSION GROUPS (IMMEDIATELY FOLLOWING BANQUET)

PUBLICATION OF RESEARCH. *Presiding*, A. S. Barr, Professor of Education, University of Wisconsin, Madison, WisconsinTHE CLINIC AS A RESEARCH AGENCY. *Presiding*, Emmett A. Betts, Research Professor and Director of Reading Clinic, Pennsylvania State College, State College, PennsylvaniaRESEARCH ON TEXTBOOK PROBLEMS. *Presiding*, Angela M. Broening, Assistant Director of Research, Public Schools, Baltimore, MarylandFUNCTIONS OF RESEARCH IN STATE DEPARTMENTS OF EDUCATION. *Presiding*, Eugene B. Elliott, State Superintendent of Public Instruction, Lansing, MichiganFUNCTIONS OF A UNIVERSITY BUREAU OF RESEARCH. *Presiding*, Alvin C. Eurich, Professor of Education, Stanford University, CaliforniaTHE IMPROVEMENT AND COORDINATION OF RESEARCH. *Presiding*, Ernest Horn, Professor of Education, State University of Iowa, Iowa City, IowaCURRENT RESEARCH. *Presiding*, A. R. Mead, Director, Bureau of Educational Research, University of Florida, Gainesville, FloridaSELECTION METHODS FOR THE PUBLIC SERVICE. *Presiding*, L. J. O'Rourke, Director of Research, United States Civil Service Commission, Washington, D. C.RESEARCH ON A COMMUNITY'S EDUCATIONAL PROBLEMS AND PROGRESS. *Presiding*, Henry J. Otto, Consultant in Education, W. K. Kellogg Foundation, Battle Creek, Michigan

* Limited to members of the Association and their guests.

SECTION 6

THE PROBLEM OF MEANING IN THE USE OF LANGUAGE

*Joint Session with the National Conference on Research in English**Presiding*, DORA V. SMITH, Professor of Education, University of Minnesota, Minneapolis, Minnesota

MECHANICS AND MEANING

Ethel Mabie Falk, formerly Supervisor of Curriculum, Madison, Wisconsin (3721 Council Crest, Madison, Wisconsin)

TECHNICS VERSUS EXPRESSION

Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois

THE PROBLEM OF MEANING IN FRESHMAN COMPOSITION

Wilma Garnett, Assistant Professor of English, Kent State University, Kent, Ohio

PROVISION FOR INDIVIDUAL DIFFERENCES IN READING COMPREHENSION

Donald D. Durrell, Professor of Education, Boston University, Boston, Massachusetts

DISCUSSION

SECTION 7

NEWER TECHNICS IN STATISTICS

Presiding, KARL J. HOLZINGER, Professor of Education, University of Chicago, Chicago, Illinois

EPSILON TECHNIC

Charles C. Peters, Director of Educational Research, Pennsylvania State College, State College, Pennsylvania

INTERPRETATION OF REPEATED EXPERIMENTS

Helen Walker, Associate Professor of Education, Teachers College, Columbia University, New York, New York

THE ANALYSIS OF COVARIANCE

Paul Rider, Professor of Mathematics, Washington University, St. Louis, Missouri

TWO-GROUP COMPARISON BY MULTIVARIATE ANALYSIS

Irving Lorge, Executive Officer, Institute of Educational Research, Teachers College, Columbia University, New York, New York

DISCUSSION

SECTION 8

TECHNICS FOR MEASURING PERSONALITY DEVELOPMENT

Presiding, T. ERNEST NEWLAND, Chief, Special Education, State Department of Public Instruction, Harrisburg, Pennsylvania

EXPERIMENTATION IN THE MEASUREMENT OF HAPPINESS

Theodore F. Lentz, Director, Character Research Institute, Washington University, St. Louis, Missouri

THE SIGNIFICANCE OF GROWTH IN SELF-RELIANCE

Ralph H. Ojemann, Associate Professor, Child Welfare Research Station, State University of Iowa, Iowa City, Iowa

INVESTIGATIONS OF PERSONALITY MALADJUSTMENT IN RELATION TO ACHIEVEMENT IN READING

Arthur I. Gates, Professor of Education, Teachers College, Columbia University, New York, New York

CHILDREN'S PERSONALITIES AS REVEALED THRU THEIR PAINTING AND OTHER ACTIVITIES

Rose H. Alschuler, Director, Winnetka Public School Nursery, Winnetka, Illinois, and LaBerta W. Hattwick, Psychologist, Winnetka Public School Nursery, Winnetka, Illinois

THE POSSIBILITY OF AN EXPERIMENTAL ATTACK ON THE PROBLEM OF PERSONALITY MODIFICATION

G. T. Buswell, Professor of Educational Psychology, University of Chicago, Chicago, Illinois

DISCUSSION

SECTION 9

TECHNICS FOR DETERMINING THE PLACEMENT OF CURRICULUM UNITS

Presiding, J. PAUL LEONARD, Associate Professor of Education, Stanford University, California

HAVE WE AN OBJECTIVE BASIS FOR GRADE PLACEMENT OF ACTIVITY UNITS?

Henry Harap, Associate Director, Division of Surveys and Field Studies, George Peabody College for Teachers, Nashville, Tennessee

TECHNIC FOR DETERMINING THE GRADE PLACEMENT OF HISTORY CONCEPTS

Florence E. Bamberger, Head, Department of Education, Johns Hopkins University, Baltimore, Maryland

THE DEVELOPMENT OF READINESS TESTS IN ARITHMETIC

Leo J. Brueckner, Professor of Education, University of Minnesota, Minneapolis, Minnesota

WHAT RESEARCH INDICATES AS THE PROFITABLE PROGRAM OF WORK IN DENOMINATE NUMBERS AND MEASURES

Guy M. Wilson, Professor of Education, Boston University, Boston, Massachusetts

AN EXPERIMENT IN GRADE PLACEMENT OF CURRICULUM UNITS IN MATHEMATICS

J. T. Johnson, Head, Department of Mathematics, Chicago Teachers College, Chicago, Illinois

DISCUSSION

SECTION 10

RESEARCH TECHNIQS USED IN SOME OF THE MAJOR STUDIES OF THE YEAR

Presiding, W. A. BROWNELL, Professor of Educational Psychology, Duke University, Durham, North Carolina

THE STATE PLANNING BOARD'S STUDY OF SCHOOLS IN NEBRASKA

Fred J. Kelly, Chief, Division of Higher Education, U. S. Office of Education, Washington, D. C.

THE STUDY OF READING IN GENERAL EDUCATION BY A COMMITTEE OF THE AMERICAN COUNCIL ON EDUCATION

William S. Gray, Professor of Education, University of Chicago, Chicago, Illinois

TECHNIQS OF RECENT SURVEYS: THE REGENTS' INQUIRY, THE WASHINGTON STATE STUDY, AND THE NEW ORLEANS CITIZENS COMMITTEE STUDY

Alonzo G. Grace, Commissioner of Education, State Department of Education, Hartford, Connecticut

INFLUENCE OF PHILANTHROPIC FOUNDATIONS IN EDUCATIONAL RESEARCH

E. V. Hollis, Professor of Education, College of the City of New York, New York, New York

THE ST. LOUIS SCHOOL SURVEY

Hollis L. Caswell, Director, Division of Instruction, Teachers College, Columbia University, New York, New York

DISCUSSION

SYMPOSIUM

THE EFFECT OF ADMINISTRATIVE PRACTICES ON THE CHARACTER OF THE EDUCATION PROGRAM

Presiding, CARTER V. GOOD, Professor of Education, Teachers College, University of Cincinnati, Cincinnati, Ohio

A Critique by JOHN GUY FOWLKES, Professor of Education, University of Wisconsin, Madison, Wisconsin

Papers included in the Critique:

SOME EFFECTS OF THE PRACTICE OF NONPROMOTION OF PUPILS OF LOW ACHIEVEMENT

Walter W. Cook, Associate Professor of Education, University of Minnesota, Minneapolis, Minnesota

POSTPONING FORMAL INSTRUCTION: A SEVEN-YEAR CASE STUDY

Mabel Vogel Morphett, Director of Research, Winnetka Public Schools, Winnetka, Illinois

THE EFFECT OF CONSOLIDATION OF UTAH SCHOOL DISTRICTS UPON THE CHARACTER AND QUALITY OF THE EDUCATIONAL PROGRAM

Philo T. Farnsworth, Superintendent of Granite School District, Salt Lake City, Utah

A LIMITED ANALYSIS OF THE EDUCATIONAL EFFECTS OF NORTH CAROLINA'S STATE PLAN FOR SCHOOL MANAGEMENT

Roben J. Maaske, President, Eastern Oregon College of Education, La Grande, Oregon

THE EFFECT OF SUPERVISION ON THE QUALITY OF ENGLISH INSTRUCTION

Florence E. Bamberger, Head, Department of Education, Johns Hopkins University, Baltimore, Maryland

ADDITIONAL COMMENTS BY THE AUTHORS OF PAPERS REVIEWED

OPEN DISCUSSION

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION COMMITTEES

Executive Committee

The president, vicepresident, secretary-treasurer, and chairman of the editorial board, ex officio, and the immediate past president, Bess Goodykoontz

Editorial Board

Douglas E. Scates, *chairman*

H. H. Bixler

Frank N. Freeman

The president and secretary-treasurer, ex officio

Committee on Awards

Walter S. Monroe, *chairman*

Newton Edwards

E. L. Lindquist

Committee on Educational Nomenclature

Carter V. Good, *chairman*

H. H. Bixler

B. R. Buckingham

Board of Editors for Encyclopedia of Educational Research

J. Cayce Morrison, *chairman*

Carter Alexander

Frank N. Freeman

W. W. Charters

Charles W. Knudsen

Douglas E. Scates

Representative to the National Committee on Coordination in Secondary Education

E. J. Ashbaugh

Representative to the National Council of Education

John K. Norton

Committee on Publicity

William G. Carr, *chairman*

R. L. C. Butsch

Mary A. Potter

J. Murray Lee

W. W. Theisen

SECRETARY'S MINUTES

Annual Business Meeting, February 26, 1940

The vicepresident, Carter V. Good, presided in the absence of the president. Approximately one hundred members of the Association were present. The minutes of the 1939 annual meeting were approved.

The report of the secretary-treasurer, as distributed in mimeographed form to those present, was accepted. In submitting his report, the secretary-treasurer called special attention to the suggestions and recommendations of his report, which precede the customary annual statistical report, as problems to be considered and studied by the Executive Committee and the membership at large. Among the several points to which he called attention were the following:

1. That any future commitments of the Association involving financial outlay should be very carefully weighed against the improvement of present services being rendered the membership. While it has been possible to enlarge and make more complete the *Review of Educational Research* during the past few years, there is an additional channel for the improvement of the *Review* which might take the form of providing for the authors a systematic bibliographical survey in the field of educational research, a service which would provide a listing of all published research material in education, classified, perhaps, by the fifteen original topics used in the *Review*. It was estimated that this service could be rendered by a possible combining of forces with the National Education Association at a cost to the American Educational Research Association of about \$1000 or \$1200 a year. This would result in an improved quality of the *Review* and a decrease in the amount of work which needs to be put on the *Review* when it is received in the National Education Association office.

2. That the development of regional affiliations with state and local educational research associations be considered. The Constitution of the American Educational Research Association provides machinery whereby this may be worked out. Members were urged to take such steps within their own local associations as would lead to such affiliation with the national group.

3. The desirability of the Association continuing to include in its membership not only those persons who are working in research positions in colleges and universities, but others whose work, tho it may not be purely research, is nevertheless in the research field. Those who share in different fields of research have much to learn from each other. The Association could not do any better than to bring those two phases of research together in a common cause.

Reports were received and accepted from the following committees:

Committee on Awards—Walter S. Monroe, chairman. Because of the importance of this activity of the Association, Mr. Monroe read the titles of the publications which had received the awards as listed in the printed report of the Committee which had been distributed to members present. There has been a total of thirteen selections during the three-year period. In two cases the selection was a dual one; that is, two publications by a single author were announced as a single award. The fields in which no awards were announced are as follows: pupil personnel, guidance, and counseling; educational sociology; teacher personnel; buildings, grounds, equipment, and supplies; and educational tests. Eighteen authors are represented in the thirteen selections. At the annual meeting a year ago, a committee was appointed to review the procedure of the Committee on Awards. The resolution creating this committee provided that the recommendations, if approved by the Executive Committee, should be followed in making the awards for 1940. Accordingly, nominations from which the 1941 selections will be made have been submitted to the entire membership. This procedure has resulted in some eighty-odd nominations. In this connection, members were invited to submit additional nominations to the chairman following this meeting.

Auditing Committee—In the absence of the chairman, the report was presented by Mr. Segel and accepted.

Necrology Committee—A tribute paid the late Leta S. Hollingworth, as prepared by Mr. Gates, was read in his absence. This statement was accepted and placed in the records with the amendment that a copy should be transmitted to Harry Hollingworth.

A tribute paid the late T. J. Kirby, as prepared by Mr. Knight, was read in his absence. This statement was accepted and placed in the records with the amendment that a copy be sent to Mrs. Kirby.

Committee on Nomenclature—The report presented by Mr. Good, chairman, recommending that the Committee be continued, was accepted.

Board of Editors for the Encyclopedia of Educational Research—The chairman, J. Cayce Morrison, reported on the activities of the Board in reviewing manuscripts and presented a general report of progress on the project as follows: Mr.

Monroe now has in hand all except nine of the contributions. There are 54 unsigned articles, 226 signed articles, a total of 195 contributors of whom 71 are members of this Association and 124 are nonmembers. Out of 195 total contributors, Mr. Monroe has returns from 186. Those materials are practically all edited and many of them are now in the hands of the publishers. Mr. Monroe reports that he can publish the work within less than a week with the manuscripts now on hand. There are nine remaining contributors to be heard from, however.

One point which has disturbed the editors somewhat is that of making some little recognition of gratitude to the people who have made contributions to this project—especially to those people who have submitted signed contributions. The publishers have agreed that, if the Association so desires, they will provide, at a special price covering the cost of publication, a certain number of copies which the Association may in turn give to contributors at the cost of publication or on some graduated scale. It is estimated that the total expenditures against the \$2000 appropriated for the Encyclopedia will amount to about \$750, leaving an unexpended balance of \$1250.

Agreed: That the following recommendation of the Committee be approved: That from the unexpended balance of \$1250 the Executive Committee be authorized to give complimentary copies to major contributors and minor contributors according to a graduated scale to be recommended by the board of editors and approved by the Executive Committee, the cost not to exceed \$750.

Committee To Review the Procedure on Awards—Newton Edwards, chairman. The chairman called attention to the recommendations of the Committee as set forth in the mimeographed report which had been distributed to members present. The report of the Committee was accepted with the following two amendments: (1) that the date of mailing the letter to members be left to the discretion of the chairman of the Committee on Awards and the secretary of the Association; and (2) that the Committee automatically consider that researches nominated in one year which, because of recency of publication or for other reasons could not be included in that year, should be included in the nominations for the following year.

Representative on the National Committee on Coordination in Secondary Education—A report of progress was presented by Mr. Ashbaugh who urged continued cooperation with this group.

Representative on the National Council of Education—Mr. Norton reported that the National Council of Education is an integral part of the National Education Association and exists to bring together a group of leaders in the field of thought of education to deal with outstanding issues. The American Educational Research Association, as a department of the National Education Association, has representation on that Council and takes part in its deliberations. The Council has carried on a number of important activities and has made considerable progress in reorganizing its membership. The Council has accepted assignments in a number of major fields and has issued some interesting statements of teaching and of supposed outstanding importance in several different fields.

Nominating Committee—The Nominating Committee—Manley E. Irwin, chairman, William H. Bristow, and Dora V. Smith—submitted the following recommendations for officers for the ensuing year:

President: Carter V. Good, Professor of Education, Teachers College, University of Cincinnati, Cincinnati, Ohio

Vicepresident: T. R. McConnell, Professor of Education, University of Minnesota, Minneapolis, Minnesota

Secretary-Treasurer (for a three-year term): Helen M. Walker, Associate Professor of Education, Teachers College, Columbia University, New York, New York.

The report was accepted.

The retiring secretary-treasurer explained that the services which had been rendered on the *Review* by the Research Division of the National Education Associa-

tion would continue to be handled in the same manner, provided the Association so wished. The change which will be effected, however, is that of the transfer of a large amount of clerical work to the new secretary-treasurer. The retiring secretary stated further that it was his personal conviction that no one individual or institution of which that individual may be a member of the staff should hold office for an indefinite period.

Editorial Board—Douglas E. Scates, chairman. A report of progress made by the chairman was accepted.

Life Membership—In appreciation of the leadership and service rendered over a long period of years, upon recommendation of the Executive Committee, the retiring secretary-treasurer was awarded a life membership in the Association.

Constitution—A proposed amendment to Article V of the Constitution with reference to the method of electing officers was approved. In this connection a letter of January 22, 1940, from Truman L. Kelley was read and placed in the minutes in accordance with his request.

WILLIAM G. CARR
Secretary-Treasurer

REPORT OF THE SECRETARY-TREASURER FOR 1939

The usual statistical report of the secretary-treasurer follows. It has occurred to me that it might be helpful to preface this statistical report with a few informal comments growing out of the experience of serving as secretary-treasurer during the past eight years.

1. The American Educational Research Association is now a matured organization with a slow but steady growth in membership and activities. Our financial reserves would permit us to operate for a year without current income. The Association has developed effective cooperative relationships with several other agencies. The *Review of Educational Research* is meeting a definite need of both members and nonmembers.

Continual adjustment and experimentation is forced upon a rapidly growing organization by the very nature of its existence. A matured organization, on the other hand, may become stereotyped unless changes are systematically encouraged from within. An organization such as ours, dedicated to experimentation and research, should obviously be the last to drift into complacency and routine. These evils will be avoided as long as the individual member of the Association continues to accept responsibilities, participate in its activities, promote its purposes, and make constructive suggestions concerning its work. It appears to me that the new election procedure which is to be voted on at the 1940 meeting should help to secure a more vital interest in the Association on the part of those members who can seldom attend the conventions.

2. During the past few years the Association has financed and completed a number of special projects, including the report of the Committee on the Place of Research in Educational Reconstruction and the joint project with the Department of Classroom Teachers on the application of research to instruction. Within a short time the latest and most ambitious of these special projects, the sponsorship and partial financing of the *Encyclopedia of Educational Research*, will also be completed.

In weighing other projects I hope we may consider the possibility of directing our resources to the improvement of our regular activities. Specifically, it might be helpful to employ a part-time assistant to supply bibliographies to contributors to the *Review* and check the accuracy of bibliographies before publication. If the American Educational Research Association can now provide financial help in handling this task, the Research Division will be glad to cooperate.

3. Our Constitution provides machinery for affiliations with state and local educational research associations. A few years ago the Pennsylvania Educational Re-

search Association took advantage of this opportunity with benefit, I believe, to both organizations. This plan of affiliation might well be extended to include other regional, state, and local groups with purposes like our own.

4. Convention programs are the responsibility of the president of the Association. Working with Presidents Gray, Rankin, Holy, Boyer, Greene, Sutton, Brownell, and Goodykoontz has given me a wholesome respect for the difficulty of arranging the complex program for our annual meeting. These presidents have tried to adjust the convention pattern to changing needs and conditions. The program for 1940, which in some respects breaks sharply with the past, will be observed with great interest by all of us. Only by such deliberate and thoughtful experimentation by our presidents can the pattern of our programs remain varied, timely, and useful.

5. The membership of our Association consists, in the main, of four groups: (1) professors of education in higher institutions whose work is divided among instruction, research, and the supervision of research by their students; (2) research workers in city and state school systems whose duties in most cases include both research and general administration; (3) full-time research workers, most of whom are connected with national agencies; and (4) men and women actively engaged in research when elected to membership, who have subsequently transferred to other fields, but who desire nevertheless to keep in touch with the Association and its program. Our membership is divided among these groups roughly in the ratio of 4-2-1-3. The enumeration of these groups indicates the diverse interests of our membership.

It is not surprising, therefore, that parts of publications and conventions are of limited value to some members and that few projects interest all of us equally. Whether so diverse a membership can hold together in a single organization, time alone can tell. For my part, the past eight years of experience in the work of the Association have convinced me that its most useful function is to coordinate the different branches and fields of educational research. The research worker in the field certainly needs the methods, the viewpoint, and the conclusions of the man in the office and laboratory. And those who conduct their studies in the office certainly need, tho they may be mildly irritated by, the demand for practical findings on practical problems which engross the attention of their colleagues "on the firing line." I hope and believe, therefore, that our common concern for the application of science to educational issues will continue to transcend the more immediate and specialized interests of our daily jobs.

Membership

The December 1939 records indicate an increase of nineteen active members over the records of 1938. The table of membership is given below:

	<i>Active</i>	<i>Honorary</i>	<i>Life</i>	<i>Affiliated</i>
December 1938.....	438	10	1	47
December 1939.....	457	12	1	53
Resigned 1939.....	3	.....	.....	.....
Dues unpaid 1939.....	13	.....	.....	.....
Made honorary.....	1	.....	.....	.....
New members 1939.....	31	2	.....	.....
Members reinstated.....	7	.....	.....	.....
Deaths 1939.....	2	.....	.....	.....
Net increase for 1939.....	19	2	.....	6

Subscriptions and Sales

There was an increase of twenty-five subscriptions to the *Review of Educational Research* during 1939, there being 525 subscriptions in 1938 as compared with 550 subscriptions in 1939. 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 1939 amounted to \$1,552.75, slightly less than the amount anticipated in the budget for 1939. The income from the sale of these publications during 1938 amounted to \$1,472.50.

Applications for Membership and Action Taken

Of the forty-two applications for membership submitted to the Executive Committee for consideration, thirty-five were approved and seven were not approved. Of the thirty-five which were approved, nineteen accepted membership for 1939, fourteen accepted membership for 1940, and two are pending. In addition, twelve others accepted invitations to membership which were extended them in 1938, making a total of thirty-one new members during 1939.

Review of Educational Research and Official Report

The publications of 1939, together with related information, are listed below:

<i>Title</i>	<i>Chairman</i>	<i>Number printed</i>	<i>Cost of printing</i>	<i>Dis-tributed</i>	<i>On hand</i>
<i>Review of Educational Research:</i>					
Vol. VIII, No. 5, Educational Tests and Their Uses	Harry A. Greene	1,500	\$482.82	1,179	321
Vol. IX, No. 1, Mental and Physical Development	Harold E. Jones	1,500	655.91	1,123	377
Vol. IX, No. 2, Pupil Personnel, Guidance, and Counseling	Philip A. Boyer	1,500	521.45	1,317	183
Vol. IX, No. 3, Psychology of Learning, General Methods of Teaching, and Supervision	William A. Brownell	1,500	398.81	1,069	431
Vol. IX, No. 4, History of Education and Comparative Education	M. M. Chambers	1,500	569.87	1,159	341
<i>Official Report, 1939</i>		800	708.36	690	110

SUMMARY OF RECEIPTS AND EXPENDITURES FROM JANUARY 1, 1939, THRU DECEMBER 31, 1939

Receipts

	BUDGET	RECEIVED
Dues of active members (\$5.00).....	\$2,250.00	\$2,339.00
Subscriptions (\$4.00)	1,800.00	2,430.68
Sale of single copies of the <i>Review</i> , <i>Official Report</i> , and reports	1,700.00	1,552.75
Sale of tickets to the annual banquet.....	300.00	261.00
Miscellaneous (affiliated dues)	11.50	12.00
*Contingent—transferred from Reserve for:.....	2,814.50	2,814.50
a. Encyclopedia of Educational Research.....	\$2,000.00 ¹	
b. Operating expenses	814.50 ²	
Total	\$8,776.00	\$9,409.93

Expenditures

	BUDGET	DISBURSED
Clerical service at N. E. A. headquarters.....	\$ 800.00	\$ 905.14
Printing programs for annual meeting	100.00	136.50
Printing the <i>Review</i> (6 issues at \$500 per issue—Oct. and Dec. 1938, Feb., April, June, and Oct. 1939).....	3,000.00	3,177.77
Printing membership cards	30.00	31.40
Postage and mailing, supplies, publicity, addressographing.....	725.00	945.49
Editorial Board	300.00	301.86
Annual banquet	350.00	311.13
<i>Research Bulletin</i>	95.00	88.01
Printing <i>Official Report</i>	750.00	708.36
Contingent	260.00 ³	10.00 ⁵
Joint yearbook of the A. E. R. A. and Department of Classroom Teachers	66.00 ⁴	66.00
Committee on Awards	125.00	232.63
Contingent appropriation to Encyclopedia of Educational Research...	2,000.00	228.09 ⁵
Miscellaneous and bad accounts	175.00	213.94
Total	\$8,776.00	\$7,356.32
Balance, N. E. A. treasury, January 1, 1939.....	\$7,678.25	
*Less transfer from Reserve Balance as of January 1, 1939.....	2,814.50	
Net balance N. E. A. treasury, January 1, 1939.....		\$4,863.75
Receipts		9,409.93
Total		14,273.68
Disbursements		7,356.32
Cash balance N. E. A. treasury, January 1, 1940.....		\$6,917.36

Other Activities and Reports

Research on the Foundations of American Education—Each member of the Department received a copy of the 1939 *Official Report*.

Research Bulletin—Five issues were mailed to members during the year, entitled "The Rural Teacher's Economic Status," "Salaries of School Employees, 1938-39," "Tax Legislation Affecting State School Revenues, 1934-38," "Organizations Interested in International Relations," and "The Teacher Looks at Teacher Load."

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*, and the like. Activities in connection with the annual meeting and dinner of the Department have been handled, including the printing of the program and symposiums for the meeting, the program and tickets for the dinner, and a leaflet comprising the third report of the Committee on Awards.

¹ \$1,000 each for 1938 and 1939 authorized to be set aside to cover editorial expenses and possible meetings of the Board of Editors to review the Encyclopedia.

² Includes appropriation for publication of three-cycle cumulative index to the *Review*, \$250.00; associate membership dues in the American Council on Education, \$10.00; and miscellaneous operating expense, \$554.50.

³ Includes expenditures for: (a) three-cycle cumulative index, \$250.00; and (b) associate membership dues in the American Council on Education, \$10.00.

⁴ Actual cost to the American Educational Research Association of 480 copies of the joint yearbook.

⁵ Unexpended balance automatically carried forward to 1940 budget.

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 21, 1939, 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*.

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.

REPORT OF THE NECROLOGY COMMITTEE

LETA S. HOLLINGWORTH

1886-1939

On November 27, the profession and science of education suffered a tremendous loss in the death of Leta S. Hollingworth at the very zenith of her career.

This tragedy interrupted the most extensive program of research in which Mrs. Hollingworth had been engaged during her exceptionally busy life. Had one more year of activity been granted to her, she would have completed her five-year program of investigation of the education and psychology of gifted children which was being conducted under the joint auspices of Teachers College and the Board of Education of the City of New York in Public School 500, Speyer School.

Leta Hollingworth was born in Chadron, Nebraska. She received her bachelor's degree at the University of Nebraska in 1906 in the same class with her husband, H. L. Hollingworth of Columbia University. She and her husband were honored for distinguished contributions to science and education by their Alma Mater, which conferred on them the degree of Doctor of Laws in 1928.

Professor Hollingworth had been a member of the staff of Teachers College continuously since 1916. During this period she attained a status of the highest eminence in each of five fields: clinical psychology; the psychology of special abilities and disabilities; the psychology of adolescence; the psychology and education of subnormal children; and the psychology and education of gifted children. In each of these fields she published many articles and monographs. In each she is the author or co-author of a standard text, as follows: *The Problem of Mental Disorder*, *Special Talents and Defects*, *The Psychology of the Adolescent*, *Psychology of Subnormal Children*, and *Gifted Children*. She conducted courses in all of these fields during all or most of her twenty-three years of service in Teachers College.

Specialists are aware of the outstanding importance of her contributions to theory and practice in these specialized lines. In each she introduced a new approach and a new point of view. She broke sharply with traditional psychology which placed major emphasis upon psychological abstractions. Her plan was to use the methods and technics of psychology and other sciences primarily for the purpose of furthering understanding of human beings. No psychologist of her generation has more clearly or consistently made his work a study of the "whole child." During her entire professional career Professor Hollingworth's work was a brilliant example of what has been hailed, during the last ten years, as the "new" psychology, the psychological study of the individual. The subjects of her investigations, furthermore, became to her, not laboratory guinea pigs, but the individual objects of her deepest concern. Not only did she remain on intimate terms with all of the gifted children with whom she had worked, but also for many years she contributed all her earnings to the education and study of individuals considered by her to be both needy and deserving.

Professor Hollingworth's entire life was spent in pioneering. In a "homecoming" letter printed in the *Journal* of her Alma Mater a year before her death, she stated, "I was part of the frontier, the first white child born in Dawes county. . . . As a child I saw my grandfather's plow turn miles of prairie that had never been cut before. . . . All my early memories are of the 'sod house frontier,' where I acquired a splendid set of work habits and all the benefits to be derived from mastering farm animals, blizzards, sandstorms, and cacti." During her professional career, she was no less the pioneer and had no less need for ability to withstand new types of blizzards, storms, and cacti. In the concluding paragraph of what was perhaps her last public address, dealing with the selection and training of leaders, Mrs. Hollingworth stated her convictions concerning the past and future in her favorite field in a manner which the writer of this brief note could not equal. To the achievements to which she refers, none contributed more generously and courageously than Professor Hollingworth herself.

"All this knowledge has been gleaned since 1900, and it is a goodly amount. It is enough to modify education and social-economic procedure radically, if it becomes generally disseminated and accepted. These facts would be epoch-making, if applied to the limit of their power to apply. For a long time people will not believe them, will be afraid of them, will not know what to do about them, but in the end the truth will be admitted and utilized, as everything is finally utilized that has power to bring order to human life."

THOMAS J. KIRBY

Thomas J. Kirby was born in 1877 and died in 1937. It is not with utter ease that the writer reports a recognition of Mr. Kirby as a member of our profession. Years of close personal friendship should and do affect judgment.

Mr. Kirby, as a man, was a delightful companion, a dependable friend, and a happy participant in the affairs of everyday life. Being good, he had a good time. Of Kirby the phrase, "It's a great life if you don't weaken," was not as true as the phrase, "It's a great life—if you live it." He lived it. As a man, Mr. Kirby paid his bills. His credit rating was excellent. His neighbors liked him. He lived as a self-respecting American citizen should live.

Mr. Kirby as a son and husband was a source of pride and comfort. The years which Tom and Margaret (his wife) lived together were signally characterized by gentleness, friendliness, and affection.

Mr. Kirby as an educator was modestly characterized as a student with insight, high ability to appraise, a knack of winning confidence. His common sense and balance gave him a quiet influence in secondary education never really granted to more vociferous but thinner men. His publications were substantial and dealt with real rather than mystical issues. His classroom teaching was enormous in amount, high in quality, direct and systematic in style, and satisfying to a veritable army of students.

Of Mr. Kirby our profession takes pride in telling the truth in very simple terms: "Well done, good and faithful servant."

REPORT OF THE COMMITTEE TO REVIEW THE PROCEDURE ON AWARDS

To the Executive Committee of the
American Educational Research Association:

The following report is submitted by the Committee To Review the Procedure on Awards in conformity with the resolution adopted at the annual business meeting of the American Educational Research Association in Cleveland, February 27, 1939.

Description of Procedures Now Followed by the Committee on Awards

The procedure of the Committee is as follows: When the editor of the *Review of Educational Research* notifies the chairman of the Committee on Awards of the committees that have been formed to prepare the five issues of the *Review of Educational Research* for a given year, a letter is addressed to the several persons designated, informing them that they will be expected to nominate to the Committee on Awards the research in the respective areas which they judge to be outstanding. This letter is followed up later, usually in April or May, and again about the first of October. The persons addressed are asked to have their nominations in the hands of the Chairman of the Committee on Awards by the first of December. The nominations received are compiled in five lists, one for each number of the *Review of Educational Research* for a given year. Each of these lists is sent to a number of persons (usually about twenty) who have been selected by the Committee on Awards as being familiar with the respective fields, with a request for additional nominations. The final lists of nominations are made up in March and then sent again to these persons, and possibly to others, for rating according to instructions prepared by the Committee on Awards. Ratings are requested by the fifteenth of October, and a letter is sent to these judges about the first of October.

The ratings are tabulated by the chairman of the Committee on Awards. The chairman has also examined practically all of the researches nominated and has sought such information as could be obtained from book reviews. The other members of the Committee on Awards have examined the researches whose ratings were high. The Committee on Awards meets sometime during the month of November and makes a final selection.

Chief Weaknesses of Present Procedures

As far as your Committee was able to ascertain, the chief weaknesses of the existing procedures are as follows:

1. The method of securing recommendations for the awards has not proved wholly satisfactory. The Committee on Awards has depended very largely on recommendations from members of the committees who prepare the issues of the *Review of Educational Research*. In some instances it is felt that these committees have failed to recommend the most important studies in their respective fields. Seemingly, the procedure of getting recommendations has not been as satisfactory as might have been expected.

2. There is a feeling that too much time elapses between the publication of a study and the date of its selection by the Committee. This delay seems inevitable if the selections are made from the five numbers of the *Review of Educational Research* which appear during a given year. It is all the more inevitable if the selections are made from the issues of the *Review* of the second year preceding. This has been the practice to date.

Possible Improvements in Present Procedures

It seems feasible to bring about the following improvements in the present procedures:

1. The machinery for getting initial recommendations of studies to be considered should be such as to insure the consideration of all worthy studies.

2. The time between the publication of the study and its selection for an award should be reduced.

3. The judges to whom studies are submitted for appraisal should be supplied with more definite criteria for making their evaluations.

4. Before final awards are made, each of the highest ranking studies should be submitted to experts in the methodology employed in making the study.

Recommendations

The following plan for making the awards is recommended:

1. Awards in any one year should be made from the whole field of education. Nominations of studies to be considered should be made primarily from the studies published during a designated calendar year, but nominations from studies published in a prior year, or in any previous year, should be considered in case they have not already been given due consideration by a committee. By way of illustration, the awards announced in February 1943 would cover the whole field of education for the calendar year from January 1941 to January 1942. In addition, awards might also be made to studies published before 1941, if these studies had not been called to the attention of the Committee, or if they had not received adequate appraisal.

2. Nominations of studies to be considered by the Committee on Awards should be secured in the following manner:

(a) Thru a letter sent out after the February meeting of the Association to all its members asking them for nominations from studies published during the preceding calendar year. This letter should be sent by the secretary of the Association. Requests for nominations of studies should be accompanied by a list of general criteria to serve as a basis of selection.

(b) Thru institutional representatives in the leading centers of educational research. In each institution the dean or head of the department of education, or someone designated by him as being especially responsible for reporting research done at that institution, should be asked to make nominations to the Committee.

(c) Thru a designated group of specialists selected by the Committee on Awards. In selecting these specialists, the Committee should keep in mind the fifteen areas in education now represented by the fifteen topics covered in the *Review of Educational Research*. A number of specialists should be appointed to make nominations from each of these areas or topics.

3. The specialists selected to make the initial nominations from the fifteen fields covered by the *Review of Educational Research*, together with such other persons as may be appointed by the Committee on Awards, should serve as judges. The entire list of nominations should be submitted to these judges for rating. The judges should be provided by the Committee with a set of criteria, not too detailed, which should guide them in making their ratings. These criteria should serve the further purpose of obtaining from the judges analytical ratings of each of the studies being evaluated.

4. Before awards are finally made, studies ranking highest should be submitted to judges who are particularly well qualified to pass judgment on the method employed in making the study. The number of studies to be submitted, however, should be left to the discretion of the Committee on Awards.

5. Books, monographs, and important magazine articles should be eligible for awards. Only published studies should be considered eligible. Mimeographed studies, when available in sufficient quantities, will be considered as published material.

6. The number of awards to be made each year should be left to the discretion of the Committee. Ordinarily the number would be expected to range from five to ten each year. No attempt should be made to distribute awards among the various fields in education; meritorious work should be recognized in whatever field or fields it is done—in new areas of investigation as well as in old.

7. Awards made in February 1940 should be made on the basis of existing procedures. Awards made in 1941 should cover the whole field of education for the period January 1936 thru December 1939. After 1941, the period covered should be as indicated in the first recommendation.

8. The American Educational Research Association should consider the possibility of obtaining more publicity for the awards.

Respectfully submitted,

NEWTON EDWARDS, *Chairman*

OSCAR K. BUROS

WALTER S. MONROE

DOUGLAS E. SCATES

HELEN M. WALKER

October 16, 1939

REPORT OF THE COMMITTEE ON AWARDS

The Committee on Awards was created by the American Educational Research Association at its meeting on February 20, 1937. Following the procedure indicated in the resolution approved by the Association, nominations of outstanding researches were secured from the members of the committees which prepared the five numbers of the *Review of Educational Research* for 1938. Supplementary nominations were solicited from a number of other persons. Each of the final lists of nominations was submitted to about fifty persons for evaluation according to instructions prepared by the Committee on Awards. The judges who cooperated by returning ratings are listed on page 392. In addition, each piece of research nominated was examined by one or more members of the Committee.

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,

WALTER S. MONROE, *Chairman*

CARTER ALEXANDER

NEWTON EDWARDS

THE AWARDS

WITH COMMENTS BY THE COMMITTEE

In the field of psychology and methods in the high school and college

GRAY, WILLIAM S., and LEARY, BERNICE E. *What Makes a Book Readable?* Chicago: University of Chicago Press, 1935. 358 p.

This study is directed to the practical problems of selecting and preparing books of appropriate difficulty for adult readers. After an extensive exploration to ascertain elements of expression which might be indicators of the difficulty of adult reading materials, forty-four items were selected for study. Out of this inquiry a regression equation based on eight elements was developed. The validity of this equation as an instrument for estimating the difficulty of reading materials for adults was determined for a second population. The entire study reflects high scholarship and diligent effort. A feature of the report is the space given to the application of the findings.

JONES, VERNON. *Character and Citizenship Training in the Public School*. Chicago: University of Chicago Press, 1936. 404 p.

A resourceful and scholarly attack upon a difficult but important educational problem. A significant feature of the experimental procedure is a follow-up testing of the experimental group.

In the field of finance and business administration

MORT, PAUL R., director. *Federal Support for Public Education*. New York: Teachers College, Columbia University, 1936. 334 p.

The subtitle of this study describes it as "a report of an investigation of educational need and relative ability of states to support education as they bear on federal aid to education." Outstanding characteristics are the completeness of the inquiry from the point of view of variable factors in the situation and the continuance of the work to the point of developing a program of federal aid.

In the field of psychological tests

NEWMAN, HORATIO H.; FREEMAN, FRANK N.; and HOLZINGER, KARL J. *Twins: A Study of Heredity and Environment*. Chicago: University of Chicago Press, 1937. 369 p.

A very thoro, scholarly, and scientific study involving the cooperation of a biologist, a psychologist, and a statistician. Painstaking care was exercised in collecting the data, and the interpretation of the findings is characterized by intelligent recognition of their limitations.

THORNDIKE, EDWARD L. *Psychology of Wants, Interests and Attitudes*. New York: D. Appleton-Century Co., 1935. 301 p.

A coordinated group of experiments planned as an attack upon a complex and intricate problem. Much ingenuity and resourcefulness are reflected in the several experiments and the report is characterized by critical thinking in interpreting the data. The general conclusion that "the fundamental causes which can change desires and emotions, directing them to desirable channels, are the same as change ideas and actions" is an important contribution.

COOPERATING JUDGES

H. E. AKERLY
HAROLD H. ANDERSON

A. S. BARR
H. E. BENZ
PHILIP A. BOYER
F. S. BREED
ANGELA M. BROENING
W. A. BROWNELL

DOAK S. CAMPBELL
WILLIAM L. CONNOR
STEPHEN M. COREY
W. W. COXE

N. L. ENGELHARDT

HARRY S. GANDERS
CARTER V. GOOD
MARSHALL GREGORY

RAY L. HAMON
V. A. C. HENMON
R. W. HOLMSTEDT

PALMER O. JOHNSON
HAROLD E. JONES
ARNOLD E. JOYAL

NOEL KEYS
L. V. KOOS

EMIL L. LARSON
J. MURRAY LEE
RAYMOND V. LONG

JOHN R. McLURE
H. T. MANUEL
ARTHUR B. MOEHLMAN
WALTER E. MORGAN
EDGAR L. MORPHET
HARRIET BARTHELMESS MORRISON

C. W. ODELL
RALPH H. OJEMANN
WILLARD C. OLSON

RUDOLF PINTNER

WARD G. REEDER
G. W. ROSENLOF

FRANCIS R. SCHERER
H. E. SCHRAMMEL
DAVID SEGEL
HARRY P. SMITH
FLETCHER H. SWIFT

J. G. UMSTATTD

PAUL WITTY
BEN D. WOOD
CLIFFORD WOODY
J. WAYNE WRIGHTSTONE

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 aims of the Department are these: to strengthen the friendly and professional relations of art educators in the entire United States and its territorial possessions; to cooperate with the N.E.A. in its efforts toward the solution of educational problems and likewise to cooperate with any of its departments; to maintain high professional standards among art teachers and artists in educational work; to promote the growth of art education thruout the United States and its territories; to gather and disseminate factual data about art education; to sponsor and encourage research in art education and to publish such studies; and to foster a national outlook in this field.

The officers of the Department for the year 1940-41 are: PRESIDENT, Olive S. DeLuce, Chairman, Department of Fine and Industrial Arts, Northwest Missouri State Teachers College, Maryville, Mo.; VICEPRESIDENT, Ray Faulkner, Head, Department of Fine and Industrial Arts, Teachers College, Columbia University, New York, N. Y.; SECRETARY, Shirley Poore, Supervisor of Art, Public Schools, 715 Locust Ave., Long Beach, Calif.; TREASURER, Eugene E. Myers, Instructor in Fine Arts and Fine Arts Education, Teachers College, Columbia University, New York, N. Y., 1940-41, and Director of Art, State Teachers College, Mayville, N. Dak.; DIRECTORS: Marion E. Miller, Director of Art, Public Schools, Denver, Colo.; C. Dean Chipman, Director of Art, Elgin Academy and Sears Academy of Fine Arts, Elgin, Ill.; Dora B. Hatfield, Director of Art, Lindbergh Junior High School, Kenmore, N. Y.; John J. Hatch, Director of Fine and Industrial Arts, State Teachers College, Newark, N. J.; and Clara MacGowan, Associate Professor of Art, Northwestern University, Evanston, Ill.

The Department meets twice a year. The winter meeting is held in connection with the convention of the American Association of School Administrators, and the summer meeting with the National Education Association. The annual dues, \$1, are payable to the treasurer of the Department (Eugene E. Myers, during 1940-41 at Teachers College, Columbia University, New York, N. Y.). Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of PROCEEDINGS as follows:

1933:309-310
1934:297-300
1935:271-274

1936:177-184
1937:203-212
1938:379-387

1939:397-406

ST. LOUIS MEETING

SPECIAL ABILITY WITH PARTICULAR REFERENCE TO ARTISTIC APTITUDE

NORMAN C. MEIER, ASSOCIATE PROFESSOR OF PSYCHOLOGY AND DIRECTOR
OF STUDIES IN THE PSYCHOLOGY OF ART, UNIVERSITY OF IOWA,
IOWA CITY, IOWA

EDUCATORS SHOULD RECOGNIZE two things: that we should afford all the aid we can to every child to help him gain a better understanding of the principles underlying art values useful to him for the remainder of his life; and that *producers* of art do not grow on every family tree.

Our task as educators would seem to be twofold: (a) to effect an inculcation of the skills and knowledge making for a fuller and more effective art appreciation, and (b) to arrive at a better understanding of the nature of special ability, in order better to identify, train, and orient the producer of art when and where we find him. It is to the latter end that this discussion is pointed.

Artistic aptitude is viewed as resting upon the possession of six factors: manual skill or craftsman ability, energy output and perseveration in its discharge, general and esthetic intelligence, creative imagination, and esthetic judgment. The first three of these refer primarily to heredity. The latter three refer principally to acquired nature, but they are conditioned in their specific development by factors having a definite reference to heredity.

Stating these factors without elaboration, their import for art education may be briefly considered: first, that much of art talent is self-revealing; particularly is this true of the factors of manual skill, perseveration, and intelligence. Even left by himself, the child with artistic aptitude will draw, paint, model, or otherwise disclose his facility and skill at an early age, unstimulated by adults and in spite of neglect and even discouragement. Likewise, his perseverative tendencies will show early, which, together with the exhibition of manual skill, constitutes an almost infallible proof of the craftsman manner of work and the craftsman personality. Judicious inquiries into ancestry, if made, should verify this.

The degree of intelligence disclosed in his products will be roughly indicative of his probable eventual success. With regard to all these aspects of special ability, the art teacher or parent can do little, and it is probably best if little is done except to provide favorable working conditions, appropriate media, reasonable opportunities, with perhaps judicious encouragement.

It is in regard to the second group of three traits, namely, perceptual facility, creative imagination, and esthetic judgment, that art education should realize its significant function. Rendering more effective perceptual habits, building up a rich fund of significant experience as a basis for creative imagination, and increasing a larger comprehension of the functioning of the principles of art thru ever widening creative experience are basic problems for art educators.

ART AS AN INTEGRATIVE EXPERIENCE IN THE JUNIOR COLLEGE

C. DEAN CHIPMAN, CHAIRMAN, ART DEPARTMENT, MONTICELLO COLLEGE,
GODFREY, ILL.

Since the junior college is a two-year unit, it has certain limitations and advantages in the scope of its art education program. Within this period our programs must have that variety which is stimulating to the serious student who is trying to discover his best medium and technic of expression, and to the fairly casual student whose imagination must be stimulated and efforts encouraged. It must challenge the rare student who is concerned with a career in art as well as one who is interested in cultivating an avocational interest.

One of our limitations is that our students cannot have the stimulation of the more mature student, who as junior, senior, or graduate pursues his work in the larger environment of the university. However, the smallness of classes in art enables the junior college art instructor to meet more adequately the particular needs of his students and to see them in relation to their total college development.

Here are some of the ways in which we at Monticello College try to make the appreciation of art an experience integrated with others of the student and school.

Integration within subject areas other than the visual arts—An example of this is the publication of criticisms of an art exhibition held in the college. A student in an art appreciation class demonstrated her ability to write extremely well. Based on a sensitive appreciation of the exhibition and written first as art papers, she was then encouraged to change and abbreviate this material so that the results would be critical creative writing in the form of art criticism. In another instance, the science and art departments cooperated in executing murals representing the three divisions of physics. A most logical outlet for art is thru the dramatic division of the school. The art department designed the settings for public plays and worked with the students in the play production class in executing these ideas. Still another type of integration in art is symposiums of the arts in which the departments of art, music, and dance worked together. An outgrowth of this was a dance drama, which used the Mississippi River as the theme.

Integration within the field of visual arts—The possibilities in this area and the many projects we have carried out are too numerous to detail here. It is thru these experiences that students find what means of expression interests them, how art principles affect many commonplace things, and how art is related to life around them. Our paramount concern in the junior college is that our students are educated to an appreciation of art as it interprets the character of the times in which they live and as it reflects the thought and culture of their day.

ART EDUCATION BY RADIO: THE CLEVELAND EXPERIMENT

ALFRED HOWELL, DIRECTOR OF ART, PUBLIC SCHOOLS, CLEVELAND, OHIO

The Cleveland experiment now being developed in art appreciation by radio has been made possible thru its independently owned station, the advantages of which are the greater flexibility in scheduling and those of allowing for time intervals for questions, answers, and discussions between the teacher and pupils.

One of the major problems in this experiment has been that of selecting the person whose skill and method in the selection and organization of material is outstanding, a person of wide experience in the many and varied types of schools in a large metropolitan area, and one able to adapt vocabulary to the different levels of understanding. The ability of this person to visualize the reaction of pupils and to adjust the timing accordingly has also been important.

Radio lessons to be effective must approximate a typical classroom situation and the desired response. This requires a technic of voice production suggesting intimacy and informality.

Thus far, in the Cleveland experiment of radio instruction in art, the following results, both to teachers and students, have been achieved: (a) increased enthusiasm for works of art and nature, (b) pride in being able to recognize works of art, (c) increased interest in visiting the art museum, (d) enrichment of vocabulary, (e) recognition of art as a factor in life, (f) improvement in taste, and (g) stimulation of creative effort.

In addition to the voice from the loud speaker in presenting art lessons, a wide variety of visual aids is used. The cooperative arrangement between the board of education and the Cleveland Museum of Art, together with the Education Museum, has made possible the selection of this material, chiefly lantern slides, many of them in color. Some idea of the extent of our efforts in this direction at Cleveland may be seen in these figures of slide distribution for one semester:

Elementary schools	100 sets	3100 slides
Junior high schools	35 sets	1295 slides
Senior high schools	13 sets	481 slides

Among the advantages of this type of art instruction to the teacher is the fact that he sees in art greater possibilities, not only in the integration of personality but also with life and larger aspects of the curriculum. He is able to explore the individual differences of pupils, pointing the way to higher appreciation regardless of intellectual or social status.

BASIC PROBLEMS IN ELEMENTARY ART SUPERVISION

VERA IRENE FLINN, DIRECTOR OF ART, PUBLIC SCHOOLS, UNIVERSITY CITY, MO.

Two basic problems in art education at the elementary-school level must be met: (a) to establish a creative attitude of mind, and (b) to provide physical necessities which will permit the functioning of this type of teaching.

The creative attitude of mind needs to be found, first, in the administrator, then in the teacher, and last in the pupil. Sometimes this order is reversed.

The art supervisor works directly with classroom teachers. In widening the horizons of these cultural individuals who desire an understanding of the educational opportunities of art, the supervisor may use two possible approaches. One method is thru the teacher's subjectmatter interest integrated with art knowledge. Not that art need be merely a handmaiden to any other subject, but it may be a separate contributing factor.

The course of study at the elementary level should include experiences for the classroom teachers that involve creative thinking as well as experiences for children. For example, experiences will be found in space breaking, rhythm, building concepts outside the child's personal contacts, figure drawing, and color understanding. Besides building these experiences, the teacher and pupils should be in constant contact with new processes and materials and idea-developing in the professional and industrial worlds. I find that prematurely gray minds and stunted wills of many teachers have not been exposed to the alluring possibilities of children.

To be successful, the art supervisor needs to know his community and the background of his pupils. In most communities the potentialities of children's art expressions have not been touched.

A major problem is that of physical equipment and needs. The movie to be shown will indicate how old buildings, not adequately constructed for modern needs and processes in art education, can be adjusted. It is divided into three parts: (a) making adjustments within classrooms; (b) using odd corners in the building; and (c) showing results of cooperating administrators who find the necessity of forward planning in newer buildings.

MILWAUKEE MEETING

THE MILWAUKEE HANDICRAFT PROJECT: ITS SIGNIFICANCE TO EDUCATION AND THE COMMUNITY

ELSA E. ULBRICHT, SPONSOR, MILWAUKEE HANDICRAFT PROJECT FOR MILWAUKEE STATE TEACHERS COLLEGE; AND INSTRUCTOR IN ART EDUCATION, MILWAUKEE STATE TEACHERS COLLEGE, MILWAUKEE, WIS.

When the Milwaukee Handicraft Project was organized in 1935, under the Professional and Service Division of the Works Progress Administration, there was a definite need for direction in the crafts of the community.

It was organized by the writer, and is sponsored by Milwaukee County and Milwaukee State Teachers College.

The project was established to give useful work to a group of women in need of employment who were not fitted thru education or experience to work in established types of projects. The objective became to produce "only originally designed craft articles which would fill the needs of tax-supported institutions and at the same time serve to raise the standards of taste and foster appreciation in the handicrafts in the community." The products of the project fill a longfelt need as supplementary educational material and as decorative enhancement and useful equipment for tax-supported institutions.

The project employs talented, well-trained artists who create the designs and certified workers who produce the articles. Its importance to the community lies in these accomplishments and activities: in the period of its existence it has given approximately 3000 people an opportunity to associate with articles of taste and discrimination; it emphasizes originality of design and excellence of craftsmanship; it produces articles which function in presentday society and which brighten or eliminate drab surroundings and foster appreciation for well-designed articles; it has stimulated interest in and established standards of work in the creative arts program of the schools by an illustrative educational service in various crafts and by actual demonstrations of these crafts in the schools.

Its social significance lies in the fact that it has been conducted on a democratic basis. It has maintained a happy, workmanlike atmosphere, efficient methods of production, good working conditions, opportunities for cooperation and participation, and a positive expression of tolerance of race, creed, and color among a large group of workers. It has built character and morale and has demonstrated an intelligent method for the functioning of the principles of democracy.

ART IN A HIGH SCHOOL OF MUSIC AND ART

ROSABELL MAC DONALD MANN, CHAIRMAN, ART DEPARTMENT, HIGH SCHOOL OF MUSIC AND ART, NEW YORK, N. Y.

I want to tell you about art in New York's High School of Music and Art. The original school started in February 1936 with 120 art students and three art teachers, added one class of approximately the same number of students each semester, and was complete with four years in January 1940. There was a similar number of music students.

The art department staff worked together to establish a course of study. It was an immensely well-equipped staff of teachers with a progressive viewpoint. The philosophy in general was built on the idea of the integrated nature of growth; therefore, the course of study was planned to use the creative approach and project, that is, not to separate drawing, design, and idea, but to work with them as parts of an activity for growth.

In the first two years there were three periods of art work daily, two in the studio and one in the shop. Self-understanding and orientation were

the goals in these first two years. In the third year three electives were offered as advanced work in a particular field of art suited to the needs of different types of students. Some students had two years in one elective field of art. Much of this work reached a high professional level. The outstanding value of the work to students is obviously genuine self-understanding.

The new administrative policy demanded a thoroly academic school program. This brought about these considerations: its implications for the art program, and the quality of the entering students brought about an impasse. Since all the unsuccessful students but a rare few had to be retained in the school, an increasing number of untalented students also had to be carried. As no students could be obliged to repeat a grade in art, the standard of accomplishment for talented pupils could not be maintained in such a heterogeneous group.

These issues raise the following questions: (a) Can the standards of art instruction remain on the level of a vital and integral part of the educative process in any school where the standards of the administration of the school as a whole are purely and proudly academic? (b) Can an art department work with art as a vital part and expression of life in a school where the administration and guidance departments insist on treating it merely as a leisure-time activity and a social asset? (c) Can any effective school program be built without a common understanding in educational philosophy for all of its departments? Or can one department build on an utterly different set of values from every other department in the same school and have its instruction remain vital and integrated?

THE DEVELOPMENT OF MODERN DESIGN IN OUR TIME

MARIANNE WILLISCH, NOTED DESIGNER AND AUTHORITY ON DESIGN; AND
DIRECTOR, CHICAGO WORKSHOPS, CHICAGO, ILL.

Design is used here in its widest sense in that it is adaptable to all branches of creative work. At all times it must be remembered that design is not only the expression of an individual but also that of a time and age. It is in that sense that the meaning of modern design must be understood.

The immediate background of modern design in our time is the nineteenth century. This period was marked by decisive changes in political and social life, in the methods of creation and production, and in the mode of living. The main development was the Industrial Revolution, brought about by big inventions—above all by the machine. Machine work leads to mass production and industry; mass production needs mass consumption and is a large factor in city development. The result is city life as the general mode of living and the development of a new class, the factory worker in contrast to the individual worker or craftsman.

These profound changes did not have any reactions on the art and design of that time. Indeed, it may be observed that the art of that period is not a basic part of life; it paid no heed to new materials and tools, to the machine and its form-creating possibilities. The beaux-arts idea held sway—art was

regarded as the creation of the studio, a theory based on the imitation of old forms, the work of a small group for a small group.

Presently active and vital forces appeared in design. Transportation in the industrial development assumed great importance. Railroad stations and bridges were built to serve definite functions and purposes. The result was new forms and elements of design that set in motion the new type of architecture. Examples of this were the Crystal Palace by Paxton, 1851; Eiffel Tower by Eiffel, 1889; and the Halle des Machines, Paris, by Cottancin, 1899.

The first significant changes in handicrafts were given a great impetus by William Morris who advocated the understanding of materials and technique, lost in the specialization of machine work, thru a revival of handicrafts. Credit also must be given Morris for understanding the social significance of "art of the people and for the people."

In the wake of Morris' insistence on the revival of handicrafts, many designers and movements appeared in Europe and America. At the beginning of the twentieth century, two developments may be singled out: the creative workshops as the Wiener Werkstaette in Vienna (1903) and craftsmanship work, inspired by folk arts, as in Scandinavian countries.

The main idea of modern design was that work was to be appropriate to the material, technique, and purpose. This applied to individual work and to machine products, the latter being the source of industrial design. It can be said for the machine that from an artistic point of view it is another tool of man, and when handled rightly has creative possibilities of its own. We need not be afraid of machine work and standardization if the design quality is high enough. To be high enough we need basic training for our designers and consumers.

ART EDUCATION IN CANADA

ESTELLE M. GILLHAM, ART INSTRUCTOR, HONORABLE J. C. COLLEGIATE
INSTITUTE, WINDSOR, ONT., CANADA

Education in Canada is under provincial control. Some of our provinces vary greatly from others. Quebec, for instance, is chiefly French and other provinces, owing to their geographical positions on the Atlantic or the Pacific, are different from a central province like Ontario. Consequently, education must be conducted in these provinces to meet the requirements of the growing race of children in a rapidly changing world.

Art education has changed thruout Canada, especially since 1937. In Ontario, before 1937, we had for a number of years a lower school (Grades IX-X) art course. This did not include all lower school students. Only those interested in art or those who planned to teach took this course. Since then it has been deemed necessary to include all students who would take this course in art.

To indicate the extent of art education in Windsor, Ontario, I present these figures: In the elementary public schools (Grades I-VIII), 9639 out

of a total enrolment of 10,718, or 89.93 percent, took art during the school year 1939-40. In our secondary schools, out of 5390 students, 1326, or 24.6 percent, took art for the same period. Such detailed statistics are not available for other Canadian cities. However, some idea of the growth of art education in Canada may be seen in the following data. These figures show the number of students taking art in high schools and collegiate institutes.

<i>Year</i>	<i>Number of Students Taking Art in Six Provinces</i>	<i>Total Enrolment</i>
1925	30,407	115,305
1926	31,564	121,698
1928	33,775	135,450
1929	30,033	144,503
1930	33,628	147,356

From 1936-38, from the Dominion Bureau of Statistics for the five Provinces—Nova Scotia, Ontario, Manitoba, Saskatchewan, and Alberta—41,918 students were enrolled studying art for the first year of this new course. In 1937 Ontario alone had 23,784 pupils enrolled in art and Manitoba was next with 12,743.

The course of study for high-school art in Ontario and the western provinces offers a wide range with the idea of discovering creative ability and latent talent.

The Saturday Morning Children's Art Classes at the Art Gallery of Toronto were begun by the organizing genius and vision of Arthur Lismer. The only previous example was the school established by Franz Cizek in Vienna. The classes began with fifty children and two instructors. Today, Lismer is directing education activities at the National Gallery of Canada in Ottawa but his work in Toronto goes on with some twenty instructors and a Saturday class of nearly five hundred children.

SECRETARY'S MINUTES

Special Meeting, St. Louis, Missouri

February 27, 1940

The meeting was called to order by President Clara MacGowan. Paul C. Dalzell was appointed secretary pro tem.

It was moved by Jane Betsey Welling that, because the Department of Art Education is to meet at Milwaukee after all regional groups have met, this Department offer itself as a clearinghouse on the basis that each regional art association send delegates to Milwaukee to act as a committee for the purpose of writing the chapter on art education, sponsored by the National Commission on Cooperative Curriculum Planning, headed by John J. DeBoer; that the Department arrange a time and place for this meeting at Milwaukee and act as host; and that we recognize the organizations that cooperate with us.

Motion carried.

The president repeated her official announcement of the creation of the National Committee on Research in Art Education of the Department of Art Education, N.E.A., which had been made at the banquet the previous evening. Ray Faulkner, head, Department of Fine and Industrial Arts, Teachers College, Columbia University, accepted chairmanship of this Committee. This Committee, whose full per-

sonnel will be determined in the future, was given an initial life period of ten years and was charged with the function of examining the whole field of art education, formulating problems and studies which need solution, and defining areas in which research must be done before intelligent programs can be planned.

The proposed amendments to the Constitution of the Department were presented. Their statement was unanimously approved and it was unanimously voted to present them for final approval at Milwaukee.

PAUL C. DALZELL,
Secretary Pro Tem.

Annual Meeting, Milwaukee, Wisconsin

July 3, 1940

The 1940 annual business meeting of the Department of Art Education was called to order by President Clara MacGowan at Englemann Hall, Milwaukee Auditorium, Milwaukee, Wisconsin, at 12:30 P. M., July 3, 1940.

The president called upon Eugene E. Myers for the treasurer's report, as of June 28, 1940. Mr. Myers' statements included these facts: that the Department's balance was \$41.22 with assets (Bulletins V-1, V-3, V-4, and V-5 for sale) of \$225, and that the membership for the current year stood at three hundred.

The president appointed Elizabeth Wells Robertson, Jane Palczynski, and Louis Cheskin to examine the figures. The report was accepted.

In the absence of Secretary Shirley Poore, the president designated Eugene E. Myers to act as secretary and to record the minutes of the meeting.

Miss MacGowan made a brief summary of her activities as president during the year. She edited the 1940 bulletin and organized the St. Louis and Milwaukee conventions. Observing that the membership of the Department for the present year had taken a decided drop, she explained that the funds of the Department were insufficient to carry out a large membership drive thru circularization, as she had done last year. She made a strong plea for more professional-mindedness on the part of art educators and for their wider and more consistent support of the Department and its serious and necessary work in art education. She pointed out that the Department, as a department of the N.E.A., was in a most propitious position to work with educators and that the possibilities were unlimited and exceedingly desirable and important.

The president next explained that due to the fact that Aime H. Doucette, chairman for Eastern Arts Association, and Marion E. Miller, chairman for Western Arts Association, were unable to attend as delegates, it was necessary to cancel the committee meeting for the National Commission on Cooperative Curriculum Planning. It was decided to carry out this work by mail.

The president called upon Mr. Myers to read the proposed amendments to the Constitution of the Department of Art Education. These were originally presented at St. Louis, where they were unanimously approved and voted for final presentation and adoption at Milwaukee. They had been mimeographed and sent out to members on April 1, 1940.

These amendments were unanimously adopted. The full Constitution was ordered printed in the 1940 Bulletin.

The report of the Nominating Committee was next called for by the president. This Committee consisted of William E. Musick, chairman, Annabel J. Nathans, and Catherine M. Murphy. In the absence of the chairman, Mrs. Nathans read the following slate to the assembly: for president, Olive S. DeLuce; for vicepresident, Ray Faulkner; for secretary, Shirley Poore; for treasurer, Eugene E. Myers; and for directors, Clara MacGowan, Dora B. Hatfield, John J. Hatch, Marion E. Miller, and C. Dean Chipman.

The president called for nominations from the floor and none were made. The officers and directors were then unanimously elected.

The nomination and election of John J. Hatch as a member of the Board of Directors had this special significance: While Mr. Hatch is an active member of our Department and a distinguished educator in both fine and industrial arts and would be eligible to offices of the Department in his own right, his selection is an act of reciprocity between the American Industrial Arts Association and the Department. For the past two years William E. Warner, president of the association, has served on our board and has been responsible for the cordial relationship and cooperation between his association and the Department. In turn, Miss MacGowan served as one of the association's vicepresidents. The new president of the Department of Art Education, Miss DeLuce, will be accorded the same honor.

EUGENE E. MYERS,
Secretary Pro Tem.

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 1940-41 are: PRESIDENT, Vernal H. Carmichael, Ball State Teachers College, Muncie, Ind.; FIRST VICEPRESIDENT, Hollis P. Guy, University of Kentucky, Lexington, Ky.; SECOND VICEPRESIDENT, Mildred E. Taft, Colby Junior College, New London, N. H.; SECRETARY-TREASURER, Harold T. Hamlen, Morristown High School, Morristown, N. J.; EXECUTIVE COMMITTEE: Hamden L. Forkner, Columbia University, New York, N. Y.; Icie B. Johnson, Amarillo High School, Amarillo, Texas; Mildred J. O'Leary, High School, Swampscott, Mass.; Lenys Ann Loughton, Vocational School, Milwaukee, Wis.; E. W. Alexander, Hadley Vocational School, St. Louis, Mo.; Ruth J. Plimpton, Fullerton Junior College, Fullerton, Calif.; Stanley S. Smith, Fordson High School, Dearborn, Mich.; and the Past President Ex Officio.

Following is a list of former presidents:

Mrs. Frances Doub North, 1939-40; 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	1939:407-422
1900:542- 581	1910:833-872	1920: 263- 270	1930:275-292	
1901:721- 757	1911:827-868	1921: 369- 376	1931:343-358	

MILWAUKEE MEETING

PRESIDENT'S MESSAGE

FRANCES DOUB NORTH, PRESIDENT OF THE DEPARTMENT, WESTERN HIGH SCHOOL, BALTIMORE, MD.

THE DEPARTMENT OF BUSINESS EDUCATION is the largest group of teachers of business in the world. Thru its representative membership in every state and territory, thru its affiliation with the N. E. A., and thru its recognition by such groups as the American Association of School Administrators, the American Association of Junior Colleges, and other outstanding educational groups, unquestionably this Department functions as the protagonist of business education in the United States.

The membership campaign for the current year has been efficiently and profitably conducted. Our *National Business Education Quarterly* has been duly issued, finely edited, and filled with authoritative opinion; and our latest adventure in publications, the spritely *National Business Education News*, has reached everyone of you and has kept you informed of current conditions and changes in our field.

For efficiency we have expanded the activities of the secretary-treasurer's office in a number of ways, particularly by adapting the record-keeping to meet present demands; using a new form of membership card which increases speed and reduces cost; securing a second-class postal mailing permit for the *News*; sending to divisional and state directors a copy of the office record of each member; sending the national membership director frequent membership reports; and inviting and urging members of former years to resume their memberships.

Services, activities, and objectives—The services to our more than 4000 members have increased. I merely summarize them here:

1. Brochure of samples of literature, used effectively by former directors, has been sent to each 1939-40 director.
2. Campaign costs were reduced by careful management and expenditure.
3. Printing costs were minimized by the N.E.A.'s taking over the printing and distribution of our stationery.
4. The costs of mailing were appreciably reduced by the use, wherever possible, of lower-priced stamps and of post cards.
5. The national membership director kept in continual touch with the state directors.
6. As the result of proffering honorary memberships to state and city superintendents and to other outstanding educators, many encouraging and appreciative letters were received signifying interest in and dependence upon business education.
7. Frequent and close contacts have been made with the N.E.A., resulting in (a) invaluable and continual advice, (b) appropriations, (c) help in formulating our convention plans, and (d) suggestions and counsel in looking toward a permanent executive secretary at the N.E.A. headquarters.
8. Department greetings were transmitted thru letters to chairmen of local and sectional commercial conventions thruout the country.
9. Press notices were sent to newspapers and school papers wherever the directors

reside or teach, advising these publications of each director's office and of the position.

10. The local (Milwaukee) convention committees were appointed early and have functioned with perfect efficiency.

11. An informal meeting of the executive board was held in St. Louis in February.

12. An advisory meeting of the directors was held in Atlantic City in March.

13. The executive board also met officially in Atlantic City in March.

14. The following committees were appointed to look carefully into and to report at our business meeting on July 3 in Milwaukee upon these several subjects: (a) division of states, (b) Constitution, (c) name, (d) membership fee, (e) editorial, and (f) directory.

15. A plan was effected whereby there will, in the future, be a two-year continuity in the editorship both of the *Quarterly* and of the *News*.

16. Another measure assuring continuity of policy was the decision of the board to invest authority in the incumbent president to appoint directors for each ensuing year.

17. A questionnaire was devised and inserted in the last issue of the *Quarterly* requesting suggestions for the publications, and a membership blank was included with the questionnaire.

18. Of major importance to the Department was the invitation from the American Association of Junior Colleges to collaborate and cooperate with it in its extensive study of terminal courses in the six hundred junior colleges in the United States.

The convention theme this year is "Preparing for Obtaining and Retaining Positions in Business," and both the general and section meetings are based upon this topic. Each section meeting of one afternoon will have for its topic, "What We Do To Prepare Our Pupils To Obtain and Retain Positions in Business thru Training in: Typewriting; Transcription; Clerical Skills; Bookkeeping and Accounting; Consumer and Social Business; Salesmanship." Each of the section topics will be presented from the point of view of the senior high school, the junior college, and the college.

Another afternoon section program includes repeated demonstrations of visual aids for business education, correct procedures for developing skill in shorthand, and another in correct technics in training on the typewriter. Other meetings are devoted to such problems as placement, follow-up, and school and office standards.

Added to other innovations in this year's program, one meeting is given to "An Outstanding Problem in My Work in Business Education." Each of the seven speakers are given seven minutes and are stopped at the ringing of an interval timer. The "Information Please" of last year proved to be so successful that it is repeated this year.

The social activities include: a reception to Department members with the Milwaukee Commercial Teachers Club as hostess; a boat ride on Lake Michigan; the annual luncheon; and a dinner-dance at the Milwaukee Yacht Club.

Your president lists the activities of the Department for 1939-40 with keen appreciation of the kindly and helpful counsel and cooperation she has experienced thruout the year. She rejoices with you in the healthy growth of the Department and bespeaks for the incoming officers a continuation of the same fine interest and effort.

HOW BUSINESS AND BUSINESS EDUCATION CAN COLLABORATE FOR BETTER BUSINESS TRAINING

K. B. ELLIOTT, VICEPRESIDENT, STUDEBAKER CORPORATION,
SOUTH BEND, IND.

There are many opportunities for collaboration between business and business education in providing better business training. Altho business is always looking for capable men and women, it has not fully defined, for itself or for the educational system, the requirements which should govern education for its prospective members. Moreover, the technics of aptitude determination have not been applied as generally or as well as they should be and the processes of selection are highly imperfect, not only in business but also in the educational system.

Major opportunities for collaboration lie, therefore, in the following areas:

- (a) In defining the aims and objects of business education and establishing the requirements of business training
- (b) In determining aptitudes and applying the results of what we determine
- (c) In perfecting the processes of selection
- (d) In retracing our steps somewhat to study the problem of the individual of ordinary ability.

Both business and business education should make provision for the individual of ordinary talents. High schools and commercial colleges should strive for sound groundwork in technics such as typing, stenography, book-keeping, shopwork, drawing, and the like, but should also provide the student with some interpretation of the business world and its relationships. College courses in business education should provide familiarity with the wider horizons of business as revealed by the study of economics and similar subjects. Graduate schools should not only provide specialized training for business but should also establish close relations with business for the exchange of ideas and for the development of better methods thru study and research.

Business cannot, however, simply regard schools that teach business as mere reservoirs of personnel but must recognize that they should also undertake to expand the individual's cultural outlook and prepare him for citizenship.

Better use of the technics of aptitude determination should be made both by business and by business education, and both of these should collaborate in improving the process of selection of business personnel.

EDUCATION AND BUSINESS—THEIR RESPONSIBILITIES AND OBLIGATIONS TOWARD EDUCATION FOR WORK

HAMDEN L. FORKNER, PROFESSOR OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Effective education cannot take place in a school which is isolated from governmental, business, or social institutions in the community. Nor can education for the democratic way of life be successful if any one of the above institutions dominates the educational system. All must be brought together in a cooperative effort to plan, support, and direct the educational processes and practices. In eagerness to safeguard our land from physical invasion by those who would overthrow our system of government and our economic system, we are likely to overlook the fact that we must also make possible the achievement of the hopes and ambitions of our own citizenry thru sound educational practices.

Those who are taking the leadership in the field of general education seem to be wholly unable to think in terms of educating for work while at the same time thinking in terms of securing a general education for community living. It is recognized that the age of employment in general is above that of the average young person who graduates from high school. Nevertheless, since there is a sufficiently large number who do secure work of one kind or another upon graduation from high school, the school cannot ignore the problem of preparing these young people for the kinds of work opportunities that are available to them. Nor can the school ignore the problem that when the vocational element is removed from the school life of the youngster his most important reason for attending school is gone. And when his reason for attending school is gone, and yet by law he is required to attend, the teaching and disciplinary problems are multiplied tenfold.

For many years progressive business education teachers have been aware that specialization in high school which excludes courses that contribute to a broad education is undesirable. Business education teachers were among the first to recognize that general education was of prime importance to those who were to work in offices and stores and that preparation for work was only partially a matter of skills. However, as long as employers are asking that boys and girls have formal training in stenography, bookkeeping, or typing as a prerequisite for many of their general clerical jobs, just so long is it the responsibility of the school to provide that training so that boys and girls may not be hindered in securing initial employment.

Wherever intelligent and sincere efforts have been made to secure the cooperation of business and industry in helping to solve the problems of youth, the schools have found help forthcoming. The major problem in such a project has not been that business was not willing, but rather that the administrative and teaching staffs of our schools have not had the foresight to see that there is something more to education than that which goes on in the formal classes of the school.

Even as education cannot hope to succeed as an institution set apart from

the remainder of the community, neither can business and industry hope to develop or even survive unless they are willing to assume a much more important role in the educational scheme than in the past quarter-century. This cooperation must come in two ways; first, thru extensive and willing support financially on the basis that it is one of the best investments that society can make to properly educate its youth to fit into society, and second, thru provision for cooperative training of youth in stores, offices, and industrial plants.

Finally, the future of American institutions of education, business, industry, the home, the church, and the producer of raw materials depends wholly upon the willingness of each to cooperate with the other in solving the social and economic problems which confront those who must do the work of the world tomorrow—the youth of today.

WHAT WE DO TO PREPARE OUR PUPILS TO OBTAIN AND RETAIN POSITIONS IN BUSINESS THRU TRAINING IN TYPEWRITING

VIOLA DU FRAIN, ASSISTANT PROFESSOR IN COMMERCIAL EDUCATION,
SUSQUEHANNA UNIVERSITY, SELINGROVE, PA.

The caliber of the college student and his background in general education and in business subjects permit the college typewriting course to be intensive and inclusive. There is no noticeable superiority in individual speed attainments over high-school students. The college student, being more mature, is amenable to making typewriting an integral part of his activities. He appreciates typewriting as an effective and dignified means of communication and values it as a tool.

Specific steps taken to prepare good typists are:

1. Essential details taken up specifically. The "adult mind" is no royal substitute for drill; repetitive work is demanded.
2. Meaningful material used early; discussed with the aim of developing intelligent workers.
3. Habit of typing long passages of straight copy without hesitation; self-reliance encouraged.
4. Transcriptions from individual's shorthand notes; in rough draft form at first and later the final form on first writing.
5. Placement of letters on letterheads. Drills in addressing envelopes rapidly.
6. Legal forms on legal paper and in covers. Tabulation and financial reports. Cutting stencils and correcting properly. Transcribing from dictaphone.
7. Assembling of typewritten pages in orderly fashion, sometimes with neat cover. Good erasing taught. Unending tirade on misspelling and unending fight on slipshod results of all kinds.
8. Speed is emphasized rather than accuracy with extreme slowness.
9. Two weeks' experience in school office; good work demanded even if repetition is necessary.
10. All kinds of individual typing projects encouraged.

The summation of the teacher's objectives is to be an abiding inspiration to the future office worker, urging him to make that little extra effort to do good work.

WHAT WE DO TO PREPARE OUR PUPILS TO OBTAIN AND RETAIN POSITIONS IN BUSINESS THRU TRAINING IN TRANSCRIPTION

NELLIE A. OGLE, STATE UNIVERSITY, BOWLING GREEN, OHIO

While there may be a place in the senior high-school program for teaching students to take in shorthand the remarks of the speaker or dictator who speaks rapidly and fluently at his normal rate with no thought of the one who is trying to record his ideas, the majority of students who take a position after a course in high-school shorthand are employed by dictators who speak rather deliberately, thinking out the ideas as they go, and who frequently wait until the stenographer has stopped writing before going on to the next statement. Nor does such an employer object to repeating an occasional remark or giving a figure a second time if the stenographer will ask for such a repetition in such a way as not to interrupt his train of thought. On the other hand, such an employer frequently dictates very imperfectly, changing his mind about a statement, asking that it be struck out and a new one substituted; but once he finally decides what he wants to say, he expects the stenographer to be able to retain the twenty-five or thirty words used in expressing the idea and write this down while he is thinking up the next idea. He does not expect to have to dictate three or four words at a time, if the complete idea contains many more than that.

The chief concern of the average dictator is not so much with the saving of time in giving the dictation or the number of words per minute he speaks. His one important demand is that the stenographer, having taken the dictation, gets the work out in an excellent and satisfactory form and in as short a time as possible.

The main objective of transcription in the senior high school, then, should be to teach the student to take the type of dictation that is likely to be given and record it in such a way that it can be transcribed in the form demanded by the prospective employer and in the time that the employer could afford to allow for the transcription. As the average employer does not have a printed copy to check the transcript by, no more should the teacher use such a copy in grading the transcript, but read it thru for the thought content, holding the student responsible for having proofread the material and having all words correctly spelled, figures accurately quoted, and instructions carefully followed.

Since much of the material dictated in an office is placed in the mails, we call such transcripts "mailable transcripts." The trend today is to demand this type of transcript and not the 95 percent accurate transcript of bygone days on material that was dictated in a rhythmic timed style.

WHAT WE DO TO PREPARE OUR PUPILS TO OBTAIN AND RETAIN POSITIONS IN BUSINESS THRU TRAINING IN TRANSCRIPTION

ANN BREWINGTON, SCHOOL OF BUSINESS, UNIVERSITY OF CHICAGO,
CHICAGO, ILL.

The thesis of this paper is that the standards now required in the technics of shorthand, typewriting, and transcription can be acquired in a shorter time and with less effort and more pleasure on the part of the learner if the learning situation contains the following elements:

1. That both of the subjects be started during the same semester and that they be taught by the same teacher or by two teachers who are in complete agreement as to the procedures.
2. That the class hour be for two consecutive periods, the shorthand being studied during the first period and typewriting being studied from shorthand notes during the second period.
3. That the learning situation be set in terms of two factors: (a) the learner, and (b) time.

Under such an organization the task of learning shorthand, typewriting, and transcription can be accomplished in two or three semesters, saving the time of the learner—which is the most precious thing he possesses save his health—by two or three semesters. This is possible because during the first class period the learner is made to realize that:

1. The process in learning a technic is more important than the product during approximately one-half of the learning period. Accordingly, the learner experiences success every day as he is conscious of his gain in skill or gain in the process. He also expects failure if the pace is so fast that he cannot produce a perfect copy and therefore is spurred on to try again. A fast pace and a large learning unit are the important elements in the process.
2. The act of transcription per se never has to be taught. It never occurs to the student that he is doing an unusual or difficult thing. In fact, it is the thing he expects to do—the natural thing to do. Of course, form, placement, spelling, and English must be considered, and time given to them in proportion to their importance in the kind of work the learner will do.

WHAT WE DO TO PREPARE OUR PUPILS TO OBTAIN AND RETAIN POSITIONS IN BUSINESS THRU TRAINING IN CLERICAL SKILLS

RUTH J. PLIMPTON, FULLERTON JUNIOR COLLEGE, FULLERTON, CALIF.

In California, 77 percent of junior college students are in terminal courses, with business education usually the largest and strongest department.

The upgrading of employment age in business due to economic conditions and the laws of federal social security have greatly affected the hiring policies of business. Hiring now is done carefully and methodically to keep turnover at the lowest possible level; to provide for internal adjustments and transfers; to secure the widest possible variety and degree of skill; to seek potentialities as well as versatility, adjustability, and general adapt-

ability; to determine physical fitness; and to insure immediate production of an average day's work.

Business training at Fullerton Junior College attempts to meet these needs and to ascertain and then train directly for these needs and requirements of our employing market. In two practice laboratories, following their formal classroom training, students are groomed for at least one year. The school bank, chartered by the state and performing all functions of a bank (except checking accounts), handles every financial transaction of the student body. Two bonded teachers are in charge, equipment is modern, and business averages \$1200 daily. The directed secretarial training laboratory accepts and turns out every type of secretarial and clerical job desired by members of the faculty or administration.

Every attempt is made to operate these laboratories with modern and systematic business methods. Students are counseled and groomed to best business attitudes, habits, and performance in both quality and quantity of output. Production standards in all types of measurable duties are used as goals of attainment. The mass of clerical detail and record-keeping involved gives ample opportunity for assigning responsibilities as rapidly as students can assume them.

In summary, we obtain and retain positions by training our students directly for the needs of our employing market.

WHAT WE DO TO PREPARE OUR PUPILS TO OBTAIN AND RETAIN POSITIONS IN BUSINESS THRU TRAIN- ING IN CONSUMER AND SOCIAL BUSINESS

ELVIN S. EYSTER, HEAD, COMMERCE DEPARTMENT, NORTH SIDE HIGH
SCHOOL, FORT WAYNE, IND.

The consumer, social, and economic phases of the business training program should be considered as basic business education. It is assumed that every pupil who is trained vocationally for business occupations will have a thoro background in the basic business subjects. Thus the basic business subjects become the core of the business curriculum. The objectives of basic business education are: (a) to make a contribution to general education, (b) to make a contribution to training for citizenship and to raise the level of economic understanding and intelligence, (c) to provide training in consumer-business activities, and (d) to provide training for occupational intelligence and understanding—that is, training in those areas of knowledge and in those skills and capacities that are essential to success in a business vocation and yet are not strictly vocational in nature.

There must be a planned sequence of basic business subjects and of instructional units. This planning must be based upon the pupil's ability to comprehend and upon the interests of a child of the grade level upon which the instruction is to be given. Where possible, six and preferably eight semesters of basic business training should be provided. The purpose of such training should be to contribute to the attainment of the four objectives of basic business education.

Many of the concepts, much of the knowledge, and some of the skills implied as desirable training in the objectives of basic business education do not lend themselves well to a concentrated type of training in one or two semesters. Instead, the greater part of the basic business training requires a long period of growth. This means that much of the basic business training must necessarily be slow but continuous and that it be given plenty of time for development. The traditional social-business subjects are not suitable as media for the presentation of basic business education inasmuch as they are units of work within themselves rather than factors designed to contribute to a set of objectives for all social-business education.

The objectives of basic business education and the principles of guidance are closely related. Guidance procedures seek to make the pupil aware of all his opportunities for personal development and to assist him in making such adjustments as necessary to insure that development. Basic business education provides much of the information and data regarding opportunities for development and sets forth situations and provides experiences that enable the pupil to become aware of his opportunities and assist him in taking advantage of those opportunities.

CONSUMER AND SOCIAL BUSINESS

EDWIN A. SWANSON, HEAD, COMMERCE DEPARTMENT, ARIZONA STATE
TEACHERS COLLEGE, TEMPE, ARIZ.

We need to evaluate collegiate business education in terms of carefully defined educational objectives. But collegiate institutions are so different with respect to organization, sponsorship, financial ability, size, traditional influences, character of students, and in many other ways that it is almost impossible to generalize concerning them.

Some of our students come to us because they want to be high-school teachers of business subjects. These students need our full understanding of their problems and needs. They must have further general educational background thru general and survey-type courses; they must have still further training in certain areas like speech and psychology that are peculiarly and particularly related to teaching; and they must necessarily have certain professional training—all this, and rightly so, in addition to their specialization in business subjects. The business major for these students should include a background of general business education thru social business subjects and definite and specialized training in the subjects that they know and we know they are going to be expected to teach in high school.

The students who come to us for work in regular commerce or business administration may be classified in two groups: those who want general management-type training and those who want specific or skill training like advertising, accounting, or secretarial work. The students in the first group, in addition to their general business courses, should complete specialized and specific training for at least one type of job activity that a beginning business employee may be expected to do. For some it should be stenography;

for others it should be filing. The students in the second group should complete the specialized training for which they came, plus as much general and background work as possible.

WHAT WE DO TO PREPARE OUR PUPILS TO OBTAIN AND RETAIN POSITIONS IN BUSINESS THRU TRAINING IN SALESMANSHIP

W. HARMON WILSON, EDITOR, BALANCE SHEET, CINCINNATI, OHIO

Salesmanship instruction on the college level is different from that on the high-school level in at least three ways: college classes give a little more attention to psychological theories of selling, more stress is placed on "getting the order," and much less emphasis is given to the application of salesmanship to retailing. The general classroom procedure in colleges is very similar to that used in high schools.

Of the approximately 858 colleges that offer recognized courses in business, there are only 245 which, during the school year of 1939-40, offered one or more courses designated as salesmanship. A questionnaire recently sent to a small representative sampling of these institutions produced data which show that in relatively few institutions is a general course in salesmanship required of all students; that in most cases salesmanship is offered as a part of a more comprehensive program; that very little specific attention is given to sales training from the point of view of obtaining and retaining a position; that a weighted evaluation of three objectives—psychology of influencing people, technic of selling goods and services, and selling personal services and getting along with people—produced a ranking in the order named, while on a basis of first-choice rating the second objective ranked highest; that few colleges are planning for changes in emphasis on content; that the main criticism of salesmanship as it is taught in college today is that it is too theoretical; and that a general course in salesmanship is justified if it serves no other function than to help graduates get jobs and hold them.

SHORTHAND SPEED BUILDING

CLYDE I. BLANCHARD, MANAGING EDITOR, BUSINESS EDUCATION WORLD,
NEW YORK, N. Y.

A unique three-act play was presented by holders of 160-200 word medals; also by a group of high-speed writers from the Milwaukee public and private schools.

The program consisted of: ACT I. The pyramid speed builder. Scenes: 1. laying the foundation; 2. the halfway mark; 3. the peak; 4. the completed pyramid. ACT II. Dictators and dictators. Scenes: 1. the fussbutton; 2. the orator; 3. the teacher; 4. the tester; 5. the businessman. ACT III. The proof of the pudding. A high-speed finale.

The play had two major objectives: (a) to dramatize certain nonshorthand factors that play an important role in building shorthand skill; and

(b) to stimulate teachers to "practice what they preach" thru observing shorthand teachers who are holders of high-speed records demonstrate their writing skill.

The dramatization and visualization of skill-building factors exert a powerful influence on both teachers and students and should be used much more frequently than is the custom now—supplanting the prepared paper which at best is always inadequate for pedagogic purposes in skill-building fields.

A DEMONSTRATION OF TRAINING FOR TYPING SKILL

HAROLD H. SMITH, EDITOR OF TYPING PUBLICATIONS, GREGG PUBLISHING COMPANY, NEW YORK, N. Y.

Harold H. Smith presented some of his theories on the teaching of speed skills in typing. Mr. Smith said that rapid, accurate writing can be attained by application of correct technics other than those used under the traditional method. He stated that the beginner is capable of attaining greater speed and accuracy in a given time than was heretofore thought possible thru teaching him letter combinations in four- and five-letter words, in phrase groups, and in sentence drills. These groupings were to be done in unison in slow metronomic rhythm, the leader and the class spelling as they write. This is to be followed by rapid, smooth-flowing rhythm, first demonstrated by the teacher for sound pattern and then done by the group.

Mr. Smith then proceeded to demonstrate with a group of persons varying in training from those who had but two weeks of previous training, those who had two, three, and four semesters of training, up to and including such expert typists as Hortense S. Stollnitz and George L. Hossfield.

PLACEMENT PROBLEMS IN PUERTO RICO

ALFREDO MUNIZ, PROFESSOR, UNIVERSITY OF PUERTO RICO,
RIO PIEDRAS, P. R.

Business teachers in Puerto Rico are really interested in preparing their students to meet community requirements. Out of the twenty-three high schools in the island, nine offer a business curriculum.

The business teacher has to prepare stenographers able to produce correct transcripts in both English and Spanish and bookkeepers who are able to translate into Spanish the knowledge acquired in a class conducted in English.

The task of placing graduates does not fall among the duties of the school or of any other governmental bureau. We have no private placement offices where they can go for assistance in finding a position. In some places teachers make it their obligation to help the graduates find positions. However, these teachers and graduates have many problems to face. The average businessman is satisfied with the rather poorly prepared

product of the private business school. Therefore salaries are low and opportunities for employment are few.

BUSINESS EDUCATION'S PRODUCT IN BUSINESS

MARIE NEWMANN, PERSONNEL DIRECTOR OF THE NORTHWESTERN
MUTUAL LIFE INSURANCE COMPANY, MILWAUKEE, WIS.

Teachers and personnel managers have as a common objective the successful participation of young people in business. Business has the advantage of being able to select the most promising applicant, but schools must try to make successful workers out of all the material presented to them. Selection for business positions is based on preparation and personal qualifications combined. The poorer student is apt to make a less desirable worker than a good student; but the student with the highest grades is not always the best clerical worker. Tests are useful as a tool of selection.

The development of the beginner into an effective worker involves careful measurement by fair standards, strengthening weak points in his performance, and furnishing an incentive to increased effort. Business education's product is tested in the market by the personal impression that he makes, his cooperativeness and adaptability, the degree of supervision that he requires, and the speed and accuracy of his performance.

STANDARDS IN BUSINESS EDUCATION

H. G. SHIELDS, ASSOCIATE PROFESSOR OF BUSINESS EDUCATION,
UNIVERSITY OF CHICAGO, CHICAGO, ILL.

There can be little dispute as to the need for standards in business education which would be widely accepted by all workers in this phase of education. Classroom teachers need clear statements of standards, not to rigorously encircle their own activity, but rather to mark out definitely their own training programs and the directions in which they wish their students to go. This applies both to the technical and the general fields in business. Classroom teachers need it for comparative purposes in order to judge the effectiveness of their own instruction by comparison of their classroom unit with colleagues in their own school systems as well as in other places.

The school administrator is even more in need of some statement of standards in business education. It is often true that the high-school principal or school superintendent is untrained as far as business education is concerned and knows little as to what to expect in the way of achievement in business classes. It is entirely possible for the general school administrator to be able to judge with a reasonable degree of accuracy the adequacy of his program in general education. Ordinarily this is not true in the field of business education, altho this field may be a very large part of his own school system. The ideas of standards may in his mind be a matter of accident, chance meetings, and fleeting impressions. Even if the

major problem of the effective education of business students were not an issue, the mere cost of business education in some school systems makes necessary an effective body of standards for the school administrator.

Because of these considerations the University of Chicago conference on business education decided last year to change the nature of its conference plans to establish, as an accompanying conference development, a Work Committee whose task it would be not to establish standards in business education but rather to initiate thinking in the field so that those agencies, whose primary function it is to judge school standards, could be properly aided by this beginning effort. As a result of the exchange of the experiences of members of the Work Committee, a document which represented a beginning step in the establishment of a handbook of standards in business education was produced in 1939. Again in 1940 this statement has been refined and enlarged. In general, it offers a series of guiding principles in six major areas affecting business education.

THE OCCUPATIONAL ADJUSTMENT OF YOUTH

HOWARD Y. MCCLUSKY, ASSOCIATE DIRECTOR OF THE AMERICAN
YOUTH COMMISSION, WASHINGTON, D. C.

No one will deny that an emergency exists. It represents a distinct challenge to the nation's thirteen hundred vocational and technical schools and colleges with their staffs of experienced instructors and administrators. Their facilities for defense training should be used to the maximum capacity to supplement the work of federal youth agencies, and should work, when the local situation warrants, on a twenty-four hour basis, to aid in the enormous task of developing the trained workers who are essential if our defense program is to be expedited efficiently and economically.

We must not forget that we still have four million unemployed youth, and that during the past decade there has grown up a generation of young people, a very large proportion of whom lack work skills and work experience. This group, almost a forgotten generation, must be trained and equipped to play a useful part in this time of stress.

Schools should not only make every possible effort to uncover the occupational potentialities of individual students but should adjust school curriculums to the economic and occupational realities of our time. The various steps to coordinate education effectively with national needs include:

Community programs of occupational research, participated in by all agencies concerned with the occupational adjustment of youth, to determine the needs of the local labor market and the types of training required as a basis for local educational planning.

Realistic vocational guidance in the schools, commencing at the junior high-school level, when possible under the direction of existing personnel and when such trained personnel is not available, by the addition of trained guidance officers to the faculty.

Institution of courses in vocational training to meet community needs as disclosed by occupational research studies.

Development of special placement services for new workers, either in the school or in local public employment agencies, where vocationally significant information concerning the individual applicant will be on file when job opportunities in the local labor market are available.

In the case of far too many young people, job-getting is essentially a trial-and-error procedure. Too many youth enter our complex and often bewildering labor markets with an attitude toward their occupational potentialities that is compounded of wishful thinking and incomplete information. Studies of the American Youth Commission have revealed that more than five times as many young people want to work in the professional-technical fields as are now employed in these fields. The great majority, encouraged by both parents and teachers, express the wishful hope that they may some day enjoy the dubious boon of wearing white collars while they work. If we are to enjoy the benefits of an efficient economy, we must find ways and means of cultivating in youth an intelligent understanding of their job possibilities and limitations.

SECRETARY'S REPORT

Milwaukee, Wisconsin

June 30-July 4

Few would deny that the 1940 convention was the best in the history of the Department. Under the foresight and leadership of President Frances Doub North, a program of such variety and interest was arranged as to appeal to the most exacting. There were sectional meetings covering all business subjects, departments, and curriculums. Special notation should be made of the enthusiastic reception given the shorthand and typing demonstrations.

Several meetings of the executive board were held, at which current and future policies of the organization were discussed.

At the general meeting the Department was honored with the presence of John Callahan, state superintendent of public instruction of Wisconsin; W. W. Theisen, assistant superintendent of Milwaukee schools; and Milwaukee's youthful mayor, the Honorable Carl F. Zeidler.

There were many evidences of increased Department influence as was seen by an all-time record registration with members having come from most of the states and from Puerto Rico and Canada. All meetings were well attended and unprecedented enthusiasm and untiring interest were shown.

Vernal H. Carmichael, national membership director, reported a membership for the year of 4202.

Under the direction of our most capable editors, Edwin A. Swanson for the *National Business Education Quarterly* and Clyde E. Rowe for the *National Business Education News*, four copies of each publication were issued and were heartily received by the members.

The Department officers are proud of the phenomenal growth in the professional spirit of its members. This growth is attributable to the splendid leadership and guidance of our most capable president, Mrs. Frances Doub North, and the cooperation and loyalty of the officers and executive board members.

The officers take this opportunity of recording their appreciation of the unique efficiency of the local committee directed by Lenys A. Laughton of the Milwaukee Vocational School. All arrangements were made and duties performed with dispatch and finesse.

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 1940-41 are: PRESIDENT, Mrs. Mary D. Barnes, 223 Summit Road, Elizabeth, N. J.; VICEPRESIDENT, Marjery Alexander, Box 64, Charlotte, N. C.; SECRETARY, Mrs. Eleanor F. Edmiston, 2928 33d Street, San Diego, Calif.; DIRECTOR EX OFFICIO, Elphe K. Smith, Tigard, Ore.; REGIONAL DIRECTORS: Northeastern, Mabel Studebaker, 426 E. 10th, Erie, Pa.; Southeastern, Katy V. Anthony, Richmond, Va.; North Central, Harold H. Blanchard, 411 Citizens Bank Building, South Bend, Ind.; South Central, Florence B. Reynolds, 6820 North 24th Street, Omaha, Nebr.; Northwestern, Mary E. Bond, Purnell Apartments, Bellingham, Wash.; Southwestern, Wilbur W. Raisner, 419 Munich Street, 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	1920:343-356	1925:365-402	1930:293-308	1935:285-310
1915:1161-1178	1921:399-406	1926:393-424	1931:359-392	1936:195-218
1916: 637- 652	1922:683-692	1927:353-390	1932:303-336	1937:225-244
1917: 615- 622	1923:569-620	1928:325-352	1933:327-356	1938:403-422
1918: 381- 390	1924:460-499	1929:335-368	1934:313-344	1939:423-442
1919: 375- 392				

MILWAUKEE MEETING

REPORT AND RECOMMENDATIONS OF THE PRESIDENT

ELPHE K. SMITH, CAPITOL HILL SCHOOL, PORTLAND, ORE.

ONE YEAR AGO as I stood before the Department as the newly elected president I pledged an earnest effort to carry out projects already begun by the Department, and to work for the improvement of the teachers' status in the United States. A secondary goal of our association was cooperation, which is not only a professional virtue, but is a correlative of the teacher's economic advancement.

I realized at that time, and I have never forgotten it since then, that the work of such an association as ours does not change with each administration. Education is a continuous function of all society. It always has been and it always will be. The tasks associated with education have been continuous ones—changing their names perhaps from time to time as old fashions went out and new fashions came in, but never really changing their inner nature. The problem of making the child into a competent adult has become more complex as civilization itself has become more complex, requiring more highly trained teachers and a greater expenditure of money for equipment, laboratories, recreational facilities, shops, etc.; but at the bottom, the requirements were the same—sympathy for child life, understanding of its problems, and a more elaborate study of child psychology and the way he used his mind.

It was for the purpose of securing the kind of education and opportunities needed for each generation that our organization was really founded. Our organization may seem interested primarily in the welfare of the teachers, but unless we as teachers can demonstrate to the world that our major interest is the better and more scientific education of the children of America, then nothing our organization can do for the teachers will be very lasting.

And may I say right here that such a task as this is too great for your officers to undertake alone. Even discovering and pointing out the wisest way in which to achieve our highest ideals is too great a task for your officers. The job is one for our entire Department, every state and city officer and every member of every teaching corps.

The new Constitution of the Department of Classroom Teachers has permitted an extension of services. In order to serve his region best, each regional director was requested this year to use his own initiative and resourcefulness to provide the maximum professional service to the classroom teachers of his region, to cooperate with the state directors in presentation of the work of the Department and the National Education Association, to promote Institutes of Professional Relations, and to hold at least one conference in his region.

Two regional conferences were held this year—one at Kansas City, Missouri, for the south central region, and the other at Yale University for the northeastern region. Both contributed much to the professional and social life of the teachers of these sections and received splendid co-

operation from administrators and teachers of the states included in these regions. A third one for the southwestern region was to have been held in Flagstaff, Arizona, but was postponed after plans were well under way owing to the serious illness of the director.

As your president, I attended the Hull Conference on Cultural Relations in Washington, D. C., in November, was a member of the panel on "Administrative Problems in the Schools" at the national meeting of the Progressive Education Association, attended the meetings of the Educational Policies Commission, and this spring spent two days in Washington, D. C., at the meeting of the American Council on Education. These are just a few experiences which I have enjoyed.

It is my privilege this year to invite the teachers of our nation to attend the first educational conference sponsored by the Department of Classroom Teachers. We have every assurance that we shall have a fruitful, inspirational two weeks' educational feast at Northwestern University. Group leaders who are classroom teachers will serve as members of the staff of the university during certain periods of this conference. This is but a beginning. With almost a million teachers we should soon be having at least three such conferences. There should be one in the East, the Middle-west, and the West.

Before I surrender my office, I should like to say a few words on education itself. It may be my last chance to make those words nationwide. Let your minds range back four hundred years to the beginning of free education. Who started such education? It was the work of Calvinists. They believed in a Sovereign and Eternal God. Schools were literally Bible schools so that men might be able to read the word of God. What followed? The nations took over the task of providing people with the tools of learning—reading, writing, and arithmetic—the famous three R's.

The secular schools were interested in facts; the Church, in persons and in the interpretation of those facts for the formation of character. Now what happened? Education has come to be an instrument of the political policy of governments—beneficial where that policy was liberal and ethical; tragically harmful where that policy was autocratic and dastardly. Those nations which have decreed themselves sovereigns over all life want a certain kind of citizen. They decide to make that sort of citizen. They usurp the power of the Church. They set themselves to control the total life of youth. To them there is no Immortal Life in man. There is only a National Life—a race life. These states will fashion youth's whole life in the state's own image. The result may be seen in the battle now raging in Europe.

There is no such thing as academic freedom where the state is supreme. Education becomes a mere branch of power politics. These governments officially lay down as axiomatic that the function of teachers is not to teach truth, but to teach what lies in their purpose—to indoctrinate principles which will support their vast assumptions and to develop citizens who will serve those purposes. They want no type of education such as we have here. Democratic education makes people easy to lead to good purposes,

but difficult to drive—easy to govern, but impossible to enslave. That is our challenge.

We as teachers must awaken to the great importance of keeping our work free from the power politics that would make us teach hatred instead of love, inequality instead of equality. To do that we must do everything we can to instil loyalty to the principle of democracy. We should be cognizant of the opportunities before us to spread the principles of devotion to our form of government and to promote a greater appreciation of the opportunities found only in our democracy.

Therefore my first recommendation is that we make our organization so strong and of such high standard that all the people of this country will come to know and respect it and will give to our schools their fullest support.

Second, I recommend that each region make a definite effort to develop new leadership. No leader can function without the help of every one of his followers. Neither can the followers function without the leader. The present unhappy situation in Europe is a tragic illustration of this very fact. The disasters which the democratic nations are suffering at this minute have come about because of inadequate leadership. They are enduring their present torture because in the past their leadership has been interested in its own economic class, not willing to surrender any part of its control into the hands of younger, more vigorous people.

What is true in the larger international arena is equally true of every modern institution. All leadership tends to grow old and set in its ways. Almost without knowing it, an organization becomes dead on its feet because its head has gone to sleep. And so what every organization needs is a constant and continuing effort to develop new leaders, more capable leaders, younger leaders, leaders more responsive to the needs and demands of a new day. Therefore, I believe that our organization should make every effort to encourage enrolments, to encourage younger teachers to run for office and to help them, if necessary, to attend our national conventions and become better acquainted with our problems.

Third, I recommend that a study be made of ways by which the Department of Classroom Teachers may have a more definite means of identification. We are an organization made up of a special group in the educational profession, with distinct problems and playing an important part in the entire educational program. We have the largest membership of any educational division in the profession. We should become an identifiable unit using our strength and our interest in education for the special benefit of the classroom child and the classroom teacher.

Who is it that really stands on the firing line of education? Who is it that really tries out all the new ideas and technics which come under the name of modern education? Who is the one best able to testify concerning the success or failure of any process in education? Who should be in the best position to point out mistakes and offer suggestions for improvement? Who but the classroom teachers? They come into firsthand contact with the children. It is their contact with the mind and soul of the child that causes fundamental education to take place.

If all this is true, then the Department of Classroom Teachers, or rather the individual members within that Department, should be heard in the councils of education. We classroom teachers should write more and publish more. We should be heard and read in every educational convention and every educational publication. We have the talent and the ability. What we lack is the courage and the effort. We do need money to finance our own activities and our own organizations, but we need more what newspaper men call a byline—and that is a constant stream of educational articles by Jane Smith or Mary Brown, classroom teacher.

And fourth, I recommend that we continue to work for federal support for schools and for general welfare of teachers—not alone for teachers in active service, but especially so for teachers now on, or about to be on, the retired lists. I have been interested for many years in the organization of local and statewide retirement and pension systems.

Now as my year draws to a close, I wish to express my gratitude for the confidence that has been shown and the ready, willing, and able cooperation that I have received from our parent organization, the officers of the Department, the membership, and from the many others who have so kindly assisted me. I wish to acknowledge the loyalty, devotion, and interest of the membership, and I hope that our efforts shall ever be directed to preserve and to promote the cooperative spirit that has prevailed. I hope that thru this united effort greater things will be made possible in the future. Humanity has a long road to perfection but we can make our progress certain if we glorify service as part of our character.

NEWS AS IT AFFECTS EDUCATION

LYMAN BRYSON, DIRECTOR, PEOPLE'S PLATFORM, COLUMBIA BROADCASTING SYSTEM, NEW YORK, N. Y.

In much of our discussion of modern education we talk of the need to enlarge the student's world. We want him to live in a world that is as comprehensive as we can possibly make it and we want him, with our help, to understand that world as well as he can. One of the things we have to teach him is how to use the modern means of communication. We want him to know how to discriminate between useless and valuable information, between honest and dishonest public talk, and how to tell truth from lies.

Youth takes radio, motor car, newsreel, and picture magazine as the simple necessities of life. We might do well to be as nonchalant and treat the radio as one of the commonplace gadgets that become wonderful only when it is used with brains and goodwill. How shall we use it? For whose benefit? And who shall decide what is good or bad? A young student should be introduced to these matters of public policy as he is taught to think straight about other public questions. There is more than public policy involved, however. We need to guard the public interest in the great communications industries and we need to prepare the citizens of tomorrow to be fastidious consumers of these offerings. The value of any instru-

ment of mass communication to our cultural and social life is going to be affected most by the success of our schools and the success of our teachers in training the next generation to exercise wise judgment on what is printed, pictured, and broadcast.

We need a new generation trained to resist the demagog and the alarmist, to bring a more just sense of values and a more accurate gauge of probable truth to stand against the immense new powers of mass appeal. These forms of communication are mass phenomena; they have little to do with exceptional persons. Classroom education is also a mass phenomenon. So in the classrooms of America will be created the attitudes toward all those stimuli that will compel them to bring us not evil but good.

We have a great chance to help the young person of today to learn discrimination in the esthetic and cultural uses of mass communication. He is growing to maturity in a world where there is more accessible good music and drama than any world has ever had before. We will be missing one of our greatest opportunities if we do not prepare him for acquaintance with the arts and full enjoyment of that phase of his existence.

I do not believe that facts are important because of their age nor unimportant because they have to do with recent events or have only recently been discovered. Neither this nor the contrary belief that things are significant because they are new has any real foundation. Things are important only so far as they mean something in our lives. It is possible, of course, to make a narrow and provincial interpretation of that doctrine, just as it is possible to be fascinated by the concise patterns of the past and to imagine significance in what is only logically complete. I am not advocating the extreme of indifference to history on the one hand or a snobbish contempt for the merely recent on the other. If history is ever to be a social science, it must find some way of determining what facts, out of all that has happened in the past and all that is happening today, are of real importance as a basis of principle.

If all this is true, a great instrument of mass communication like the radio has among its most important uses the possibility of telling young people what is at any moment going on around them. There are other ways, of course, to acquaint students with current events. Nothing will ever supplant the newspaper, periodical, or book in providing accurate facts about current affairs and useful backgrounds of explanation.

It is a false contrast to oppose reading to other forms of experience as if people who can enjoy books never enjoy direct experience. There is, in fact, some evidence to support the idea that young people of eager minds who are alert to catch meaning and value in their direct experience are likely to use books to feed the same intellectual hungers. And when we urge the full and inventive use of other means of communication, such as the radio, we do so partly because these other media are excellent stimuli to more reading, not a substitute for it.

As compared with the cinema, the radio must appeal more to the imagination because it has only the sense of hearing for a channel to the mind. It has the advantage, however, of coming more immediately after the

event; in some cases the broadcaster can be present at the event itself and out of this the student gets a sense of participation. There are reasons to believe also that our imaginations can be aroused by sound alone in ways not open to the media that appeal to other senses.

The proper use of the radio, especially the news broadcast, will enlarge the student's world. It will teach him that history is a living thing. It is not necessary to point out that this is preparation for responsible citizenship. The proper study of current events, using the radio and all other media, can give a student a much sharper realization that all things have their beginnings, a stronger sense of the genetic relation among events. It is not only that we want our young people to avoid the mistakes of thinking that history is only what has happened to people long since dead, that economics is a science of remote and completed actions, and that politics today has no connection with politics of yesterday. We do want to avoid those mistakes. We want to make all the social sciences and arts an organic part of our cultural pattern with the present and the past an unbroken continuity. But still more we want the social sciences, and the study of the arts as well, to have life in the minds of our children as the possibilities out of which the future must come. There are many teachers who seem able to give vitality to the past and show that today was born of yesterday, but still cannot make a young person feel that these things he is now learning are the raw material out of which he and his generation must make what is coming next.

In this country we have no doubt allowed too much vulgarity and cheapness to clutter the air. In our news broadcasting we have succeeded more fully than in any other phase of broadcasting in maintaining a high level of educational responsibility. Still more, our news broadcasting is in itself the crucial test of our willingness to deal in truth. If our use of the radio has sometimes declined to triviality, it has not often descended to lies. The misuse of news broadcasts for the deception and bewilderment of the people is exhibited for us in Europe in tragic plenty. If the American system is never to be used for such purposes, it will be in large measure because the classroom teachers have taught the young people of the country to demand truthfulness and how to detect lies.

I think we realize that mere scattered and unorganized information is not education. To be of educational value, it must be made systematic and pertinent to large significant patterns of thought. A thoroly mature person can demonstrate his maturity by his capacity to organize his own observations into useful systems. On the secondary level the ability to organize news and current information into patterns of meaning is one of the chief skills that the students are trying to acquire.

A teacher cannot be satisfied merely to urge upon students the need to understand as well as to learn what is going on in the world. It is not enough to provide background and interpretation for the current events which are the raw material at hand. Any teacher in the areas of social science where current events are important should be able first to point out the sig-

nificance of a piece of news and also to show explicitly and clearly the kind of thinking by which the teacher himself arrived at understanding.

A good teacher will show the student how to put new facts in order, how to resist the effect of distortion that is necessary to the presentation of facts as news. We do not mean to criticize the news reporter when we point out that his professional concern is not primarily with facts as such. He is concerned with facts as news. And these are different because something that happened yesterday is better news than something that happened a week ago, altho the event which is a week older may, in the long perspective, be much more important. News reporters, whether using print or radio waves, are skilful in making what has just happened appear to be of first-rate significance in terms of novelty. It is for the teacher to demonstrate how perspective can be maintained. It is evident that the teacher's responsibilities and his methods in dealing with news as the documentary material of classroom work are much the same as in dealing with anything else that can be so used. However, there is some danger that teachers will not note the differences, few but important, that distinguish current news from other kinds of material. They may fail to see its virtues or its dangers. The dangers are almost entirely in matters of perspective. Teachers worry too much about being remote from the world. The world is pressing on us from all sides and schools should be places where things are given their real values.

On the other hand, there is danger that teachers will not take full advantage of the great awakening power that is at hand for their use. The radio, as we have seen in the news broadcast, is an immense extension of man's senses and his range of thought. A teacher can use it to bring the stuff of history in the making into the classroom and the great world in action into the lives of his students. And the sharp dramatic experience of what goes on in the world in action is a stimulus to the effort by which learning and understanding are achieved.

THE FUTURE OF AMERICA

ALLEN A. STOCKDALE, LECTURER, NATIONAL ASSOCIATION OF
MANUFACTURERS, NEW YORK, N. Y.

America has seemed safe so far away from forces that wage war that it seems strange to be wondering about the future of America and whether freedom and democracy, as we have known and loved them, will survive. While it may seem that a dictator is more immediately effective, we must remember that the desire for personal liberty is the thing that really will survive. It is time to ask not alone what America will do for her youth, but also what a trained, loyal, patriotic youth will do for America.

Youth can contribute greatly to those forces of education and legislation which will keep government from hindering industry and business from rendering their full mission to society in expanding and providing jobs for the thrifty and eager who want to work. The American way is one

of free and competitive enterprise. It is a great system that puts personality at the center, freedom as the atmosphere, work as the secret of progress, and true and just rewards as the stabilizing satisfactions and the enabling forces of continued and perfected efforts to better standards of more developed living.

No economic planning authority could have foreseen, planned, and organized such an amazing industrial progress as has been that of America in the last century. It could and did happen because of conditions of wide open invitation to all genius, inventive ability, organizing capacity, managerial skill, and the dependability of character produced by freedom of education, religion, and creative initiative. Dictatorship would have limited participation of thought and effort. Regulation and regimentation would have killed initiative. The state, supreme over the individual, would have resulted in politics instead of progress.

In the American free enterprise system you find working together, for the good of the people of the nation, the Henry Ford business, owned by three, and the General Motors Corporation, owned by 375,755 stockholders. In a democratic society the entire group of automotive industries has aimed for big volume, mass production, and low unit costs. The beauties of nature, the benefits of open air, the thrills of travel, with resultant good health, have come to the American people because Ford has been free to make his cars and set them rolling over the lovely land filled with happy humanity.

It would seem that free, competitive enterprise, connected with education, free religion, and creative initiative, has been a blessing to the masses of people, enlarging and enriching their lives. Recent scientific research reveals that under our democratic form of life workers over forty years of age are valued in business and industry because of their experience, loyalty, and dependable character. They are not imprisoned for political opposition, shot in the blood purge of so-called treason, or inhibited and regimented by jealous, egotistical, and selfish power-loving dictators.

Our government may justly make some rules for our free enterprise game, but government, in a democratic society, does not go into competition with those who, for the good of society, play the game fairly and interestingly. Our American system of free enterprise is far more than just a way of doing business. It comprehends good sportsmanship; gives free play to the laws of supply, demand, and competition; develops discipline, character, and initiative; raises the standard of living; and improves the morale of the people. Free enterprise, at its best, must be entirely free—free from monopoly, private and governmental; free from government control and intimidation; and free from price and production control. In American democracy the people tell the government what to do instead of the government telling the people what to do.

In the world today the battle is on between two ways of life. A choice is demanded between two roads to a better world—one road is coercion and the other is education.

The road to the better world is found in the conception of education. This is the road that American democracy has chosen. Along this highway thru the years of American life are found the joys, triumphs, and enduring satisfactions of American democracy. Democratic society believes in preachers and teachers of universal truth and the soul and mind liberation of the ideals of the fact-crowded universe.

Break down your conception of education and you will find joy and satisfaction in thinking along three rewarding lines. First, in education you find the discovery, preparation, and release of personality, surprises in obscurity, triumphs under the limitations of poverty and handicaps, the inspirations of the luxuries of struggle, and the stability of society in the character created by the lure of vision, the dynamics of hope, the disciplines of work, and rewards of honest struggle.

In our American democracy almost 25 percent of the population are somehow connected with education, either as pupils or teachers. In England it is 16 percent, in France and Germany 13 percent, and in Italy 12 percent. Freedom from the unlimited quest for truth is found on the road of education. Some time ago, when 27,000 Boy Scouts camped in the heart of the nation's capital, they found themselves between the George Washington Monument and the Lincoln Memorial. The two greatest American voices that spoke to them were the silent voices of George Washington and Abraham Lincoln. The one was from a man whose initiative was from the country estates of a wealthy gentleman and the other from a man whose initiative was from the handicaps of obscurity and the limitations of poverty. The path of truth was open to both and the call to liberty and service rang in the souls of both.

The second line of thought in education is in the use of psychological technic—a wide and varied adjustment to the talents and powers of individuals—not the misfits of arbitrary orders of the dictators, not the privileges of pets and the prosperity of patronage, but the freedom to demonstrate, the good fortune to be appreciated, and the harmony processes of discrimination that come from the good psychology of true education.

The third line of thinking in choosing education as the road to the better world is the sound foundation of free religion—not creed, denomination, and the differences of theological definitions, but the abiding attitude of allegiance to a mind greater than human and a Creator and Ruler of the universe. A dictator who travels the road of coercion dares not recognize an allegiance to a power higher than himself. He thereby limits procedure to the wisdom, and judgment to the arrogance and selfishness of the mere human. Democratic society, under the guiding truths of free education, can be unified by the allegiance of pure religion to the One who rules over all, resulting in a cooperation with Divine plans for the higher good of all.

Religion is recognition of the areas of reality that must be entered by faith. The greatest scientists and educators say that there are frontiers of scientific procedure where humans must stop in the handling of discovered scientific laws. But at those frontiers men discover their lives

are still incomplete and they desire to enter the areas of experience that are opened by the powers of national faith and divinely inspired courage.

History shows us the cycles of rising and falling dictators. Experience reveals the collapse and chaos of the failures of man-made schemes and the cruel rulings of selfish tho powerful persons. Democracy, with free enterprise and competition, gives us a record of 150 years of American constitutional government where business and industry, thru the freedom and cooperation of educated individuals, have produced a nation of better health, better living and working conditions, more of life's good things, with higher wages to buy them.

In a world torn by war and dictatorship, Americans live at peace and in freedom. In America the people have faith in constitutional, representative democracy, in free enterprise, and in civil and religious liberty. A system of free enterprise is essential to America's greatness. The American citizen wants an opportunity to earn the necessities of life and the comforts and luxuries that go to make life richer. The achievements of American industry command the admiration of the civilized world. Our American industrial system makes possible the kind of management that can secure a coordinated use of the combined character, intelligence, and intimate understanding of the men and women who know most about their own individual jobs.

In contrast to the American system of free enterprise stands planned economy—the system employed in every totalitarian state with resulting political dictatorship. Such dictatorship requires controls which can be attained only by complete surrender of individual freedom and the concentration of both the political and economic power in the hands of a single individual or political group. Government in the broad interests of society must be one of law and not of man. It must be guided by established principles—not arbitrary action. All government regulations must be designed to stimulate and not to stifle the efforts which are made by all elements of the national economy—which definitely includes industry. The entire burden of employment cannot be laid upon manufacturing because less than 25 percent of those gainfully employed in the nation are normally employed in manufacturing.

Industry is frequently misunderstood in its relationship to workers. It ought to be remembered that industry stands for the freedom of the worker to choose how his case shall be presented in connection with collective bargaining and its benefits to the worker. Industry believes that the employee should have the right to join any labor organization he wishes, or none at all. So definitely is industry related to democracy that the song of the payroll turnover is the sweetest song of the land.

Many people fear the word "capitalist," failing to realize that a capitalist is anybody who earns and saves more than he spends. In the United States there are 44,528,914 savings bank accounts. There are 65,000,000 people holding 141,000,000 life insurance policies. There are 18,000,000 who hold securities of business in America, many of them workers in industry.

Industry stands for peace, not war, and warns continually against

profiteering, which means the taking of an emergency to make prices out of proportion with cost of production. Confidence is needed in our day to bring idle money to investment for the creation of new industries and the provision of tools and jobs for the willing workers of our nation.

FIRST STUDY CONFERENCE

Northwestern University, July 8-19, 1940

This conference was organized to give teachers an opportunity to make a cooperative analysis of significant educational problems and to help teachers to prepare themselves more adequately for leadership in classroom and community. The general theme was "Problems of Public Education in a Democracy."

The conference offered an interesting and valuable program of varied activities. Lectures, panels, and forums were arranged for the general meetings. Six study groups were organized under the direction of leaders and each group formulated its program of activities in terms of interests and needs. The general plan for each day included: one general meeting and one group session and visits to demonstration schools; for the morning, excursions to interesting social projects, and consultation services and pictures in the afternoon. The evening program offered movies, lectures, and social activities.

There were 138 classroom teachers in attendance. The School of Education of Northwestern University offered every possible facility for carrying out the program, and the faculty cooperated to the fullest to make the conference a success. It was the consensus of all who were in attendance that a similar conference should be held each summer.

SECRETARY'S MINUTES

Milwaukee, Wisconsin

Tuesday, July 2, 1940

The meeting was called to order at 2:15 P.M. by the president, Elphe K. Smith. All officers were present.

The chairman of the Rules Committee, Julia E. Sullivan, gave her report and moved its acceptance. The motion was seconded and carried.

Miss Smith introduced Mrs. Meloric Bamburger, parliamentarian. Mrs. Mary D. Barnes moved to dispense with the reading of the minutes of the San Francisco meeting. Motion was seconded and carried.

Mrs. Harriet R. Lawyer, chairman of the Constitution Committee, read the proposed amendment to Article 4, Section 4, of the Constitution which called for the election of the regional directors by the teachers present from their respective regions rather than from the country at large. Mrs. Lawyer moved that the amendment be adopted. A rising vote was taken, and the motion for adoption was carried 146 against 60. As this was a two-thirds majority the amendment was declared adopted.

Mrs. Lawyer then presented another amendment relating to the transfer of West Virginia from the north central region to the southeastern region, and moved the adoption of this amendment. Motion was seconded and carried.

Mrs. Lawyer moved that the Bylaws be made to conform to the changes in the Constitution. Motion was seconded and carried.

A motion was made by Leonore Halliday of Cincinnati, Ohio, that a liberal committee be appointed by the new president to define the term "classroom teacher" and that the names of the committee be published in the next issue of the *News Bulletin*.

Pearl Donoho, chairman of the Elections Committee, read her report and moved its adoption. Motion was seconded and carried.

Nomination of officers was the next order of business. The following were nominated: president—Mrs. Mary D. Barnes, Elizabeth, New Jersey; vicepresident, Marjery Alexander, Charlotte, North Carolina, and Harold Templeman, Cedar Rapids, Iowa; secretary, Eleanor F. Edmiston, San Diego, California, and Gertrude Roberts, Huntington, West Virginia; northeastern regional director, Anna Master-son, Lowell, Massachusetts, and Mabel Studebaker, Erie, Pennsylvania; south-western regional director, Wilbur Raisner, San Francisco, California, Charles Gardner, Bountiful, Utah, and R. H. Ganoung, Tucson, Arizona.

The meeting was adjourned at 3:45 P.M.

ANNA J. MASTERSON,
Secretary.

Wednesday, July 3, 1940

The meeting was called to order at 2 P.M. by the president, Elphe K. Smith, who presented her report and recommendations.

A motion was made by Frances Jelinek, seconded and discussed, that the part of Miss Smith's report relating to social security be deleted. Motion carried.

Emily Tarbell moved that the paragraph relating to separate dues be deleted. Motion was seconded and carried.

The reports of the following committees were then given, received, accepted, or filed as follows:

Professional Relations, chairman, Clyde D. Cochran. Report read and accepted.

Teacher Education, chairman, Mrs. Mary D. Barnes. Report read and accepted.

Policies, chairman, Mrs. Mary Ralls Brisbin. Report read and filed.

Cooperation with American Teachers Association, core committee member, Mildred Babcock. Report received and filed.

Code of Ethics, core committee, member, Kathora Remy. Report received and filed.

Resolutions, chairman, Harold Templeman. Mr. Templeman moved the acceptance of this report. The motion was seconded and then thrown open to discussion.

Mrs. Johanna M. Lindlof of New York moved to substitute in this report the statement in the N.E.A. resolutions in regard to war for that made in this report. Motion was seconded and carried. The report as amended was then accepted.

A motion was made by Mr. Hoover of Pennsylvania that it shall be the duty of the regional director of the region in which a director is to be elected to call together members of his region on the first day of the convention to make recommendations for candidates for director to be nominated at the first business session of the Department at the annual meeting.

ANNA J. MASTERSON,
Secretary.

REPORT OF RULES COMMITTEE

Business Session, Tuesday, July 2

1. Call to order
The president shall take the chair
2. Order of business
 - Report of Rules Committee
 - Minutes of San Francisco meeting
 - Report of Constitution Committee
 - Report of Elections Procedure Committee
 - Nomination of officers.

Business Session, Wednesday, July 3

1. Call to order
2. Order of business
 - President's report and recommendations
 - Reports of other officers
 - Reports of committees:
 - Professional Relations
 - Teacher Education
 - Policies of the Department
 - Retirement
 - Members of Core Committee
 - Resolutions.
3. Election of Officers
 - Ballot boxes will be open from 12 NOON to 4 P.M.

GENERAL RULES

1. Recognition
 - No member shall be granted permission to speak more than once on the same subject until all other members who wish to have spoken; and no speaker shall occupy the floor for more than three minutes at a time unless permission is granted by majority vote.
2. Resolutions and motions
 - All resolutions, including those contained in reports of officers, boards, and committees, and the report of the Resolutions Committee, shall be submitted in writing before they are voted upon. All motions must be submitted in writing.
3. Nominations
 - There shall be not more than one nominating speech and one seconding speech for any one candidate. Nominating speeches shall be limited to three minutes and seconding speeches to two minutes each.
4. Election
 - a. Election shall be by ballot on July 3, 1940, at Plankinton Hall. Polls open from 12 NOON to 4 P.M.
 - b. The soliciting of votes for any candidate shall not be permitted within twenty feet of the area reserved for registration of those wishing to vote and no campaign literature shall be given out in the corridor leading to the meeting hall. This rule must be observed.
5. Rules of Order
 - The rules contained in *Robert's Rules of Order, Revised*, shall govern the assembly in all cases.

PROPOSED BUDGET FOR 1940-41

1. Contingent fund	\$1,100.00
2. Regional conference and field work of officers.....	4,400.00
3. Convention expenses	3,000.00
4. Local clerical expenses for officers—postage, clerical help..	500.00
5. Salary for executive secretary.....	2,500.00
6. Printing including <i>News Bulletin</i> , folders, stationery.....	1,200.00
7. N.E.A. office expenses, including mailing room service, supplies, postage, and telegrams.....	500.00
8. Committee expenses	200.00
Total.....	\$13,400.00

CHANGES IN CONSTITUTION

The following changes were proposed and adopted:

Article IV, Section 4 (old)—The officers shall be elected by secret ballot by the members present and voting at the annual meeting.

(As amended)—All officers shall be elected by secret ballot at the annual business meeting. The president, vicepresident, and secretary shall be elected by all members present and voting. The six regional directors shall be elected by the members from their respective regions only who are present and voting.

Article VI—The state of West Virginia was transferred from the north central region to the southeastern region.

CHANGES IN BYLAWS

The following amendment to the Bylaws is proposed:

Article II—Elections. Section 2. Insert the word “secret” after the word “by” in the first sentence. Delete the period at the end of the section and add, “according to the procedure outlined in Article IV, Section 4, of the Constitution.”

RESOLUTIONS

The Department of Classroom Teachers of the National Education Association recommends the following considerations for classroom teachers:

I. The present emergency:

a. The Department of Classroom Teachers points out that peace is the normal status among nations and that educational systems should continue to promote the ideal of peace among men. At the same time, the Department strongly advocates such preparedness as will make the United States fully able to defend itself.

b. Since education is essential to the maintenance of democracy, the Department insists that the defense needs of the country can and must be met without injuring youth by interrupting normal and necessary educational services. The ultimate line of national defense is to be found in the loyalty, intelligence, health, technical skill, self-discipline, and character of the citizens, and not in the regimentation of youth characteristic of totalitarian systems.

c. The Department of Classroom Teachers strongly condemns subversive propaganda which seeks to undermine our democratic ideals. Schools should continue to turn the searchlight of truth on alien ideologies so that Americans may know wherein democracy is superior. This same search for truth will enable us to locate weaknesses in and to strengthen our democracy.

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- d. The Department advocates the full protection of the liberties guaranteed to all citizens by the Bill of Rights, at the same time recognizing the principle that liberties are preserved only by the acceptance of accompanying responsibilities. Democracy cannot be successfully defended if these essential elements are abandoned.
- e. The Department of Classroom Teachers urges all teachers to redouble their efforts to develop in every youth an active, intelligent, and profound loyalty to American ideals.
- II. Inter-American friendship: The Department, rejoicing in the increasing understanding and cooperation between the peoples of the Americas, urges the combination and expansion of this spirit of American friendship.
- III. Citizenship Recognition Day: The Department commends the practice of conducting recognition ceremonies for new voters and naturalized citizens.
- IV. Public relations: The Department of Classroom Teachers recommends the promotion of public relation departments created by school systems and teacher associations to interpret to the public the needs and accomplishments of our schools.
- V. Institutes of Professional Relations: The Department of Classroom Teachers endorses the Institutes of Professional Relations for training teachers in the following professional relations—teacher-student, teacher-profession, and teacher-public.
- VI. The Department heartily endorses the 1940 platform of the National Education Association.

*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 1940-41 are: PRESIDENT, Isabel Tucker, Festus J. Wade School, St. Louis, Mo.; FIRST VICEPRESIDENT, Irvin A. Wilson, La Grange, Ill.; SECOND VICEPRESIDENT, Marjorie Walters, Harrison School, Cedar Rapids, Iowa; THIRD VICEPRESIDENT, Lester J. Nielson, Granite District, Salt Lake City, Utah; FOURTH VICEPRESIDENT, Laura E. Kellar, Atwater School, Shorewood, Milwaukee, Wis.; FIFTH VICEPRESIDENT, Florine H. Howes, Central School, Mamaroneck, N. Y.; EXECUTIVE SECRETARY, Eva G. Pinkston, 1201 Sixteenth Street, Washington, D. C.; EXECUTIVE COMMITTEE: Arnold Gregory, Raupp School, Lincoln Park, Mich. (term expires 1941); Sarah L. Young, Parker School, Oakland, Calif. (term expires 1942); Elizabeth R. Malcolm, Truman Street School, New Haven, Conn. (term expires 1943); Robert H. Edgar, Bedford School, Pittsburgh, Pa. (term expires 1944); CERTIFICATION DIVISION, Cassie F. Royes, 2609 Bristol Street, Omaha, Nebr.; LIFE MEMBERSHIP DIVISION, Herbert C. Hansen, 1045 N. Lockwood Avenue, Chicago, Ill.; 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	1939:443-476
1925:450-477	1930:333-366	1935:349-378	

MILWAUKEE MEETING

UNDERSTANDING THE CHILD

MARGARET L. WHITE, SUPERVISOR OF ELEMENTARY ENGLISH,
PUBLIC SCHOOLS, CLEVELAND, OHIO

WE WANT ORGANIZED SUBJECTMATTER and the integrated personality. The child is more important than any single fact or group of facts or skills. This point of view is ably stated by Travis, who says, "We are not interested in speech defects alone, but in speech defectives."

Many school children are not meeting situations successfully, nor are they growing toward emotional maturity. This points to our need for adapting subjectmatter and school routine to meet the needs and personalities of children. The only basis that an individual has for developing attitudes and formulating habits is experience. This implies that schools must supply experiences for children which are vital, rich, and varied. Furthermore, experiences must meet the personality needs of children and in this way avoid antisocial behavior. Too often education is thought of only in terms of learning facts and skills based on the logic of subjectmatter rather than on the logic of childhood experience. It is not implied that this is undesirable in itself, but doing this well will not insure the maturing of character and integration of personality.

Specifically, many children learn to read too early. Some children would be saved confusion and failure if the formal phases of reading were delayed until the gap between the home and school environment has been bridged and the child has more concepts, experiences, and a larger oral vocabulary to bring to his reading. Possibly we are concerned too early with the growth and development of the child in a particular subject. Checking and analyses are essential in education as in any activity, but do we begin this checking and testing too soon?

THE PRINCIPAL AS AN EDUCATIONAL LEADER

CARROLL R. REED, PRESIDENT, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS; AND SUPERINTENDENT OF SCHOOLS, MINNEAPOLIS, MINN.

If we are going to discuss the subject of the principal as an educational leader, we should first start with the fundamental thesis that the school exists for the children and that the communion between the teacher and the child is the reason for this complicated modern school system. The elementary-school principal who protects and improves this relationship between pupil and teacher is making the most effective and important contribution to the school system. In accepting this task the principal must have large responsibility and limit it to work out a program accepting these fundamental objectives.

I want to give you an outline of my idea of the qualities that make an elementary principal a real educational leader.

Organization of the school—Good school organization includes assigning of teachers, analyzing the load, and giving to each teacher the maximum opportunity for carrying on in the classroom according to his ability and interest. This would include classification of pupils on the basis of ability and interest, together with a close check on the progress of the pupil; special attention must be given those who have difficulty in adjusting themselves. In accepting these aims the principal should be acquainted with modern education and must be able to keep records. There is nothing that causes more irritation and discussion in an elementary school than records, but I am convinced a school cannot be run successfully without them. It is possible to ask a teacher to spend too much time on records, yet a certain amount of bookkeeping about a pupil helps us to form an opinion and to evaluate the abilities and interests of each particular child.

Administration—This is a big word, for a multitude of duties consume a great deal of time and also interfere with other duties which have to do with the improvement of instruction. A few years ago in Minneapolis we made a careful study of the time consumed by principals in various duties and discovered that 40 percent of the total time was used for administrative duties. This raises the question which has been much discussed as to whether the principal shall be an educational leader or just a “trouble shooter.” This has to do with maintaining of school buildings, discussing problems with the janitor, administration of attitudes, problems of discipline, safety measures, school patriotism, making a schedule for visiting teachers, disposing of health problems, cooperating with the charity societies in relief of needy families, and financing equipment. It is in this field that the principal needs clerical assistance. There is no use expecting the principal to have background and personal qualities and then ask that person to spend the majority of his time in clerical work. If help cannot be secured, the only solution is in carefully budgeting the principal’s time. Altho every superintendent of schools realizes the difficulty of following a set schedule, it is helpful for the superintendent or principal to have one.

Supervision—In every school system of the country we are facing the problem of decreasing income. In attempting to adjust school expenditure for this decreased income, the question of reducing supervision from the central office is always questioned. This expenditure, while it is of the utmost importance and is visioned very highly to the layman, has been called overhead cost and seems to be a legitimate place for making a saving. After a careful study of the situation, we have been able to reduce central supervision by eleven people. I am not advocating such arrangements. It has been a question of meeting an emergency which has been faced in probably every city. There are cities where principals have little to say about supervision of the building. I maintain the principal should be responsible. A certain amount of supervision is necessary to provide unity in the school system. Most schools believe in line and staff organization. The school principal is the line officer in the school system and as such should be held responsible. He is in command of the building, and he should keep his orders in accord with modern educational theories with the superin-

tendent and his central staff. He is directly responsible for the educational campaign in his district. Supervisors are special officers of the superintendent in making policies relating to the superintendent. They are experts to whom the superintendent must look for assistance in the matter of advice, but when the supervisor enters the school building he comes under the jurisdiction of the principal of that school and should not change any of the policies without the knowledge and consent of the principal. On the other hand, the principal has no right to thwart the policies in a school system.

Common sense and the understanding of teamwork must be present. The purpose of supervision is the improvement of instruction, and in bringing this about the principal should accept the responsibility for discussing the places where improvement is necessary and then call upon the supervisor for assistance. Such assistance cannot be formed by visitation. Beginning teachers need more than the usual amount of help. Recently we asked a group of teachers if they welcomed supervision and asked what their difficulties as beginning teachers were. The replies were: "I don't know how best to proportion time and make my classroom efficient." "I am expecting too much from my pupils and not getting the results I desire." "I find it hard to get children to take responsibility and do things themselves." "Supervision has helped me; it has pointed out the weak places in my system." "It has cured me of talking too much."

The principal who accepts his responsibility must visit the classes. We can rate teachers as good, poor, indifferent, and superior, but it is difficult to put it on a qualitative basis. I think we have arrived where supervision is an attempt to help the teacher and of course it must make use of all the agencies—teachers meetings, visiting classes, curriculum planning, standard tests, and every other known device that comes along to make supervision more efficient.

The principal may accept the problem or solve the problem of lightening the teaching load by (a) taking care of discipline cases promptly, and (b) by preventing or reducing interference of daily routine of teachers. That goes for the board of education and superintendent's office also. Teachers must be protected from the unwarranted attacks of unreasonable critics.

Friendliness and teamwork among teachers—This can be promoted by making arrangements for hall and lunchroom duties, by distributing student activities so that the work may be clearly divided, and by avoiding long, uninteresting teachers meetings at the close of a day's work. There are two other fields in which I think the principal can prove himself an educational leader: (a) The principal and teacher should be willing to contribute to the professional growth of the school system. It means a certain amount of school studying and reading. It means joining professional organizations. If there is ever a time when teachers should be organized, it is right now. (b) In the school system and community there is need for developing responsibility for the whole school system. All principals should loyally accept and support any measure that brings a gain for the system as a whole, even if it means a loss for his own school. Every principal is

faced with this vital problem of a decrease in the school's enrolment. Such problems must be faced and solved for the benefit of boys and girls. The true educational leader is willing to cooperate in solving these problems and in forgetting his own school's problem and working for the school as a whole.

The principal as a public relations expert—We talk a good deal about public relations. We hire reporters and write newspaper articles, but the greatest and most effective advertising is the efficient elementary-school principal, for he is right there in the district, and the system is made up of a collection of districts. If you can make the people happy about the school and look to the school as a center of their life in the community, and if you can become the judge, the policy maker, and in some cases the clergyman of the district, you are doing the most effective job that can be done for the school system.

ADJUSTING THE CURRICULUM TO THE CAPACITY OF THE CHILD

J. MURRAY LEE, ASSISTANT PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN, MADISON, WIS.

There are two ways to plan a curriculum. We can start it with subject-matter which we think can be considered by the child as a progression from Grades I to VI and take that subjectmatter and break it up into six pieces—one to be covered in each grade, and then if we look over field after field we can sew each field together so we will have sort of a crazy-quilt pattern and that will represent the curriculum. The second approach is to look at boys and girls, find out what we can about the way they grow, about the way they develop, and about their social and personal needs; then we can select activities and experiences which will aid this process of development. I know we shall need it one place or the other as far as our school practices are concerned today. They represent a mixed picture.

We have done a lot recently in looking at boys and girls and finding out what they need and we have modified our school practices. For instance, in our first and second grades we realize growth in quantitative thinking does not come about in memorization of hundreds of educational facts. We have moved them out of those grades and have substituted thinking for boys and girls. We have postponed reading for many. It is the need of the boy and girl which should determine what should be done in the school.

I am starting with the second method of constructing an elementary-school curriculum and looking at the needs of the boys and girls, and am asking you to think about the implications of the statements you naturally have practiced in your schools. What do we know about boys and girls? This process of growth is one of continuous development and that exists in all phases of growth. We want to keep that in our thinking as a primary principle which will guide us in planning learning experiences for children.

Implications for physical growth—The size of a boy or girl is apt to affect personality. A thin, small boy will react in certain ways because of his size. A youngster needs a balanced program of rest and exercise, yet in how very few schools we provide for that. In the kindergarten we do a fine job, but when the child goes into the first grade he is in a different world and we forget that he needs rest and exercise. How can you arrange a daily program to take care of that? There are several patterns of growth which we need to take into consideration. We know a child is farsighted until he is about seven years of age and has not reached his full development until that time, yet we start him out on the very closest job of reading. We know certain facts about muscle control—that up to the second grade the youngster should be using his large muscles and should not be endeavoring to use very fine muscles, which usually develop from Grades III-VI. Yet look at the activities we require of boys and girls in school and see how we are violating this rule of health.

We seldom think about the differences in the growth patterns of children. Authorities tell us that by the end of the second grade the girl is actually one year older than the boy, for she is a year closer to her final development, and by the end of the eighth grade is two years older. What are the implications of that? We are continually placing boys and girls in competition and expecting the same type of performance from them.

We know something about intellectual development. Let us discuss the problem of growth and reasoning ability. We know there is considerable reasoning ability in evidence when the youngster enters kindergarten. Recent research has shown that reasoning ability increases with age. Increased background, experience, and training is more important than maturation and intelligence. It is our problem to provide instruction and experience which will lay the foundation of reasoning and thinking.

Development in language—The amount of vocabulary depends on the child's environment. We realize our problem in the elementary school is one of increasing that vocabulary. Studies have shown that with very young children the factor which has the greatest relationship to the size of the vocabulary is the composite of the environment in which the child operates. The school must give a wealth of concrete experiences. It must furnish the child with sufficient opportunities and motivation so that he has a real experience in using language to the best of his ability. Language must be recognized as a unit. How foolish it is to discuss diagnosis in reading, language, and spelling as separate problems to be studied in their own areas. It is easy to show that there is a vast amount of relationship between these phases of language and that more frequently than not the student's difficulty will lie in the elements common to all phases of language rather than being due to the mechanics which are unique to one phase of language. The language development of the individual certainly should revolutionize our practice in educational diagnosis. We try to increase the youngster's reading ability thru mechanical means, when the thing the youngster needs is a rich environment in which to live.

Social development—We know that the instant the youngster enters school he has a total new situation to which he must become adjusted. He has to become adjusted to others. We recognize that in our kindergarten program. In many cases when the boy enters the first grade without kindergarten we pay no attention to that. Our gap between kindergarten and first grade is entirely too wide. See what type of social difficulties are developing in the first grade which did not exist in the kindergarten. As a parent I want my youngster to come from the elementary school as a well-adjusted individual. That is more important to me than if he learns facts or skills. I would much rather see my youngster in the first grade making good social adjustment to the group than I would being able to read ten words a minute more than he would have been if the program had stressed some other factor.

In the first grade boys and girls work in small groups which change from time to time. By the fifth grade it is possible to develop an allegiance to the class as a whole and the gang now forms an important part in the child's life. We can plan our activities so that we plan that ability of the youngster to participate as a member of the group. The school has the responsibility of filling in and completing environment lacks.

Moral judgment—Moral judgment develops more in the elementary-school age than any other age. The boys and girls are beginning to develop a sense of fairness and fair play. Boys and girls are reaching high-school age with no civic consciousness. This result cannot be laid at the door of the high school solely. We must realize that moral judgments develop gradually, as do all other phases of growth, and that in the elementary school we have a responsibility for providing for these.

It is necessary for every child to have success of some form. Too easy and constant success is a danger, as is constant failure. The curriculum must be constructed so that it can provide for the child that is not keeping up with the rest of the group. Many people who term themselves realists say that if a child cannot successfully compete in school with his classmates neither will he face failure afterwards, so he may as well learn to face it in school. The first fallacy in this point of view is that failure begets failure just as success begets success. Another fallacy is that while the business world does far from a perfect job of vocational guidance, by and large, people obtain jobs fairly well suited to their abilities and the day laborer might well be able to successfully compete with his fellow laborer on the job.

Another factor is related to the need of increasing self-direction and independence of action. These are necessary to give self-confidence and to help the child establish himself in his own eyes. We must plan our school program so that we can provide some measure of success in those activities that children term worthwhile, and so that we can provide for friendship and develop increasing self-direction and independence of action.

Our race to preserve democracy within our country needs to be as rapid as our race to protect democracy from foes without our country. We have seen people the world over trading freedom for security. In the last month

we have seen our own country suddenly become defense conscious. We cannot wait for a gradual evolving program to develop which will better meet our needs. The program must be speeded up. Work needs to progress along two lines. First, we must improve the problems or subjectmatter to be studied. Second, we must change the technic of learning and the method of teaching. It is necessary that children have an opportunity to practice democracy in the classroom, that there is a development of responsibility for the individual, that there is a willingness to share common interests and concerns, and that they have an opportunity to apply intelligence to the solution of their most pressing problems.

These beginnings of democratic understanding and democratic participation must begin in the elementary school. Growth in these factors is of the same type as other factors. It is gradual and expanding. To begin it is the job of the elementary school. The elementary school must be set up as a democratic institution. It is no longer the beautiful line and staff organization.

As we have looked at the child and studied his needs we see that there is no conflict between the type of program which we need to provide to meet his needs and the type of program which a democratic system requires us to provide to attain its goals. It should be very clear that better attempts to meet the needs of children will provide for much better training in democracy than has our traditional classroom concerned solely with the mastery of fact rather than development of understanding and participation.

THE MODERN SCHOOL—A WORKSHOP IN DEMOCRATIC CITIZENSHIP

E. T. MC SWAIN, ASSOCIATE PROFESSOR OF EDUCATION, NORTHWESTERN UNIVERSITY, EVANSTON, ILL.

The moral function of the school is to help boys and girls learn how to live more adequately with others. Building the desires and procedures to seek continuous improvement in social living is, as I see it, citizenship. We cannot teach citizenship by the direct method. Our errors in character education should reveal the shortage in teaching by imposed patterns and requirements. Our job is to strive in every way to provide a school environment of social experiences out of which each child interprets, learns, and applies the values in democratic citizenship. The quality and meanings of the child's citizenship represent the accepted learnings found in school and home life. The child learns his citizenship as he lives it and observes it lived by us. Ritualistic patriotism provides a faulty foundation for democratic citizenship. To force a child to salute the flag does not guarantee intelligent citizenship or patriotism. We must help the child learn to respect and be loyal to the flag and our American way of life by demonstrating the cherished values of each in our daily living. No individual or nation can rise higher than the quality of citizenship lived daily in association with others.

As we face physical or social danger or as we are required to experience complex problems and tensions in social living, we tend to increase our concern about the behavior or citizenship of other people. Today we are discouraged by the fall of democracy in many countries in Europe. Should we not give reflective attention to what may be emerging in America by our failure to seek solutions to many crucial social problems here? The failure of democracy in certain European countries can be traced to the low quality of democratic citizenship practiced by all persons. The chief enemy to American democracy is homegrown, not a foreign variety. We can be influenced to use the tragedy in Europe as an escape for facing social reality at home. Internal disintegration comes more from malpractice in democratic citizenship than from foreign invasion. Our best defense for American democracy is a united, intelligent attempt to solve our internal problems and conflicts.

Today we are witnessing the extensive development of a military program for defense. Enormous appropriations are being made for instruments of war. Citizenship must be built from different material—improved social ideals, values, and the desire to live democratically. As educators, should we not concern ourselves with the probable consequences of an extensive, expensive military program for children, citizens, and education? What are the inevitable outcomes of a military environment? War fear, war practices, and war instruments may produce significant changes in our concept of democratic citizenship. The role of the soldier may be accepted to be more important than that of the teacher or the citizen. In no way do I wish to reflect upon the value and importance of our army or navy. Honesty demands that we view the relations and effects of the interrelated institutions in our society. It is my conviction that the real dangers to American democracy are internal in origin, rather than invasion by foreign foes. The strongest Fifth Columnist in our country is the complacent, uninformed citizen who fails to practice the quality of democratic citizenship he professes. Problems are emerging more rapidly than we are able to find adequate solutions. We cannot use fear of invasion as an escape from facing the demand to seek a solution to such problems as unemployment, social and racial intolerance, unjust economic inequalities, and selfish individualism. Social intelligence and applied democratic citizenship are the most effective weapons to safeguard and extend democracy as a way of life in America.

Too many children conceive the school to be a great climbing process. They start in the kindergarten and if they are promoted there is something socially important about it. If they are retained, there is the stigma that goes with it. The higher they go the more education becomes a process of accumulated social practice. Have you ever examined the American culture? We must place education above the ritual approach. I am urging that we help children conceive the school to be a social family in which the welfare of all members is as important as the welfare of individuals.

I saw in the *Chicago Tribune* this spring a picture of a kindergarten class all dressed up, even a diploma. This is the exploiting of children to meet the desires of parents and some teachers. You and I in the classroom are not offering the school for the children. We are trying to relive our lives thru our children. If it were not true we would not be so concerned about imposing standard patterns upon them. If school is the laboratory for citizenship, the development of creative minds must come before subject-matter mastery. Is it the learning of factual information so you can give it back on paper when somebody asks you? Scholarship is social, not symbolic in terms of grading. Children are born into this world without a mind, with potentialities to discover a mind. Let us see what we are doing in developing a creative mind. What do children know? This is important, but more important is what children are working toward. Yet you will find a standardized course of study and it tells you what a child in the fifth grade will do unless a change is made in the course of study. How can we say we are interested in the development of democratic citizenship and yet buy a copy of the same book for a group of forty children in one room? I believe in textbooks, but not in the way they are used. If they cause a child to feel he gets his education out of a textbook, something is wrong.

Social responsibility and authority are essential elements in intelligent living. Democracy demands that each individual recognize and respect the function of authority and social responsibility. We cannot give children freedom. Children and individuals have to earn their freedom by demonstrating their ability to exercise responsibility. The more education we have the less freedom we possess to consider our acts apart from the welfare of others.

We must help children to learn that authority is a fundamental part of education. It takes an artist teacher for a group of children to learn that responsibility and social authority emerge from group endeavor. The test of a teacher's contribution in the area of authority is not what happens when he is in the classroom, but what happens when the teacher leaves the classroom.

The principal is a leader, not an administrator. Why have we put administration above teaching? Teaching is far more important. Unfortunately, in too many schools, administration is considered more important. I am not criticizing the principal. I am criticizing the concept. The principal is a teacher first and then an administrator. The principal tries to encourage thru leadership, tries to lead by helping each individual teacher and pupil feel a sense of belongingness. When a principal practices democratic citizenship with teachers we shall have a different situation in the classroom. When the community grants to teachers the right to live citizenship, we shall have boys and girls ready to apply this concept in their daily lives. The child is the only reason for our work. He lives in his world and we can help him build a better world thru our actions rather than thru our words. A child thinks what he accepts inside and he accepts what he finds to be valuable in terms of his goal. As the school serves as a laboratory in applied democracy, the child or pupil will be encouraged and properly motivated to learn thru living democratic citizenship.

PUBLIC RELATIONS IN THE ELEMENTARY SCHOOL

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

American education has not yet recovered from the heavy blows dealt to it during the period of depression. The professional equipment of teachers and the morale of the teaching profession generally were badly shaken and the few years of semiproprosperity in which we have been living have not been sufficiently encouraging to restore that morale and equipment to first-class condition. The schools have been caught in a giant pincers-attack, with increasing demands for service and decreasing funds and personnel pressing in on them from opposite sides.

The second feature which is not encouraging for the future is the fact that our national economy is not in good shape. During the years of 1928 and 1929 the national income of the people of the United States was estimated at approximately ninety billion dollars. During the depression this fell to approximately fifty billion dollars or less. More recently we have seen a gain to about seventy billion dollars. If we could restore our national income to ninety billion dollars a year instead of seventy, we could increase the American standard of living, expand our educational program, and retire the national debt within a few years.

Not only are the schools and the general economy still suffering from the depression period but there are additional forces which threaten education with grave difficulties within the next few years. We have, for example, the pressure which is being exerted on all public budgets due to the great increase in the functions and cost of government. During the past decade America has embarked on a series of social reforms of a costly nature. I am not for a moment questioning the value and importance of adequate relief, old-age security, and unemployment compensation. I am merely trying to point out in a realistic way that these additional public services have made it increasingly difficult to secure adequate funds for the more fully established, long-time educational and other services of government. During the depression, for example, when educational costs were declining, all the other costs of government were going up. The proportion of municipal expenditures set aside for education last year was less than it had been in any year since we began to keep our records on this subject.

Now a new force enters into these calculations; namely, the demand for vastly increased expenditures for national defense. Again, one need not decry or minimize the importance of making these expenditures, but if one is honest enough to face the facts he will have to admit that the making of these expenditures will place great burdens on the other functions of government and that there will be an effort to finance national defense out of money which is in part saved by drastic curtailments in education and the other social services.

The financing of education under these circumstances suffers from several special types of handicaps. The services of education, as far as many

people are concerned, appear to be remote and impersonal. Unless he happens to have children in the public schools, the ordinary citizen is scarcely aware of the service that is being rendered. Furthermore, public education by its very nature is a quiet, orderly process with little of the spectacular and attention-getting qualities of some of the other types of public activity. Again, public education is directed, almost wholly, to the service of a group of our citizens who have not yet achieved the full status of adult voters, and who, therefore, have little or nothing to say with reference to the public activities which they would like to see supported. All these facts suggest that only the greatest vigilance can prevent unfortunate raids on education, and it may be that they will occur in spite of anything that we or anyone else can do.

But my catalog of danger is still incomplete. For many years the declining birth-rate and the lowered rate of immigration to this country have been reducing the number of young children. This reduction has begun now to make itself felt in public school enrolment. The elementary-school enrolment has already passed its peak. There were more children graduated from our public schools last year than may ever be graduated again in a single year. The cry is already being raised that since total school enrolments are declining, or about to decline, the funds for education ought to be decreased.

There is one more point before I conclude this review of the forces which, in my view, are threatening the financial support of American education as it has never been threatened before. The whole tendency of public finance in recent years has been to shift burdens from local governments to state governments and from state governments to the federal government. This shift has been due in part to the greater ease and, in many ways, the greater equity of collecting funds by state and federal governments as opposed to the local governments. Local government, by and large, has only one important source of revenue—a tax on general property—and it is universally admitted by students of taxation that exclusive reliance on the general property tax is not sound financial policy. With all the other functions of government gravitating toward state and federal support, it is natural that those functions that are left for the local revenue system to carry may have a difficult time. This appears to be exactly the situation in which the schools are finding themselves. While it is true that state aid has increased, it has not increased nearly enough in most parts of the country. As far as federal aid is concerned there has been no success whatever, as yet, in securing constructive attention to this problem by the Congress or by the other officers of the national government in Washington.

Let us call the roll of the defenses that we can summon to meet this situation.

1. As far as logic and common sense are concerned, the public schools in the country have an air-tight case for escaping these dangerous conditions. Education, as we all know, is the very heart of the democratic process and he who endangers our system of universal education endangers democ-

racy itself. Furthermore, education is a service which cannot be postponed. Children grow up into enlightened or ignorant citizens. There is very little we can do to remedy the situation if we neglect their education while they are young. The schools also have a strong support from the rank and file of the American people, a support which grows in part out of their inarticulate faith in the value of education and in part out of the natural concern of any people for the welfare of its children and youth. All these assets of education in logical argument and in emotional attachment are valuable and should be conserved. Yet we have always had these assets and they have not saved us from very difficult problems in the financing of education. I do not think that these circumstances alone will suffice to protect the schools in the future.

2. In the current situation we have a new and very telling argument to add to our case for public support for education. We have every reason to go before the public and say, "If you fail to support these schools, you will have less money to spend for other things than if you do support them." We can make a case of great strength for the sheer dollars and cents value of an educational program. We can make such a case, provided we have the materials at our disposal with which to reinforce it. Until a few months ago those materials were not available. They were scattered in books on economics and school finance and the data were hidden away in dozens of obscure investigations. Today, thanks to the efforts of the Educational Policies Commission, we have available the first comprehensive analysis of the effect of education on economic well-being that has been published—*Education and Economic Well-Being in American Democracy*. It is my judgment that if we had a few hundred thousand teachers in this country who were ready to rehearse the argument for education in terms of its economic values, we might succeed in staving off most of the serious difficulties which are going to confront us.

This argument for education in terms of its dollars and cents value is not an easy one to trace. Close application is necessary to master it and it requires application of a kind which school people are rarely willing to make. We like to think of education in idealistic terms as something which has values of a different order from the financial values which we attach to many other things in our daily lives. There is no denying that the supreme values of education are not economic. They are spiritual and moral in nature. Nevertheless, we are tossing aside valuable defensive weapons if we fail to equip ourselves with a thoro knowledge of the effects of education on the national economy.

3. I would like to urge you to broaden educational opportunities beyond your school by cultivating effective relations with the public. You should make it your business to see that everyone who comes to your school leaves it with an enhanced appreciation of what it is doing. Do you not sometimes feel a little bewildered and confused and vaguely resentful when you visit some relatively unfamiliar institution—a hospital, a court room, or even a bank? Most people feel that way about a school. The class schedule, the arrangement of rooms, all the things that you, thru long

familiarity, take for granted, are strange and therefore vaguely irritating to others. You should help to bridge this gap. Could you not prepare a neat little folder for visitors, with a cordial greeting on the front cover and a simple, direct account of what you do in your school and how people can help you do it better? I know that too many parents go to school only to beam at commencement or to protest at report-card time. But whenever they do come, smile at them! Make them welcome within the walls of their own schools.

I know that my counsel is not entirely agreeable. I know that it means hard and sometimes unpleasant work. We must work hard at building up favorable public attitudes toward education and at breaking down bad ones already established. The American people must be shown again the splendid vision of how a democracy can lean and grow upon a dynamic system of education. Out of such understanding will come a new kind of public support—a public support which is not expressed merely in dollars in school budgets and legislative appropriations. Beyond and above financial support are moral support; public sympathy; appreciation for what the schools are doing; intelligent cooperation between schools, homes, churches, and other educative agencies; and public assistance in removing from the community environment of children those influences which destroy the best educational efforts that you can make.

4. A promising field of public relations activity in which elementary-school teachers could engage more generally outside their classrooms would be the development of mutual understandings and various kinds of cooperative relationships with the other social services which meet the needs of children in your classes. How many teachers, for example, are acquainted with the librarian in charge of the children's section in their public library? Do teachers know what the librarian's professional problems and needs are? How many teachers have become familiar with the work of settlement houses and other social agencies in their community? How many teachers know what forms of public health service are available to the children in their classes? How many teachers are aware of the recreational opportunities or lack of opportunities in the neighborhood in which their school is located? The time has come for closer coordination among the various services for children than has existed before. However, I do not think that such collaboration should mean the abdication of responsibility for education on the part of school people or the subordination of the educational function to any other governmental agency.

The other services to childhood are facing difficulties just as education is. A united front against a common enemy is called for. It would seem to be the part of wisdom, for reasons of self-preservation if for no other, that all related social services get together and give whatever understanding, assistance, and support they can to one another's program. More fundamental than this is the fact that as we come to understand what other agencies are doing to help children, we can make our own work and theirs more effective. This cooperative spirit is strongly emphasized, and ways of making it effective are suggested by the report of the 1940

White House Conference on Children in a Democracy and by the Educational Policies Commission's volume, *Social Services and the Schools*.

Most people want to help the schools. They believe in education but they are uncertain of what education is and how it is conducted. A little more consideration, explanation, and guidance by each teacher in the United States would soon change the public from wavering neutrality into cordial allies in the war against ignorance and evil which every good school is constantly fighting.

5. Finally, we can and should challenge the efforts of certain individuals to place the schools in an unfavorable light before the court of public opinion. We hear a good deal of jittery talk these days about subversive activities and subversive agencies. Some ill-informed people have even called the schools subversive.

A beautiful illustration of confused thinking about education is provided by an article in the current issue of *Nation's Business*, official organ of the United States Chamber of Commerce. I cannot give you all the article, but I shall read a few sentences which, I believe, give a fair picture of its general level and tone. The article is illustrated by a cartoon which depicts an American school child, communist textbook in hand, trembling under the tutelage of a Russian bear, thinly disguised as a school teacher.

Have you noticed how little presentday children know of American history and the basic reasons for the liberties we enjoy? . . . There are reasons for this. . . . The main reason is that our entire educational system has been "reconstructed" in several vital particulars. Textbooks and complete courses teaching that our economic and political institutions are decadent have been placed in public schools in more than 4200 communities in the United States. . . . That is what has happened in little more than a decade, while you and I and others have been too much engrossed in our own affairs to look between the covers of our youngsters' textbooks. It has come about thru the widespread teaching of social science.

What a climax! The American people are first asked to believe, without a single morsel of evidence, that our children do not know much about the basic reasons for the liberties we enjoy. And then they are gravely advised that this evil day has fallen upon us because of that wicked social science. And the editor of the magazine takes pains to explain in the foreword that these conclusions are based on two years' research by the author.

What is "subversive"? If we recall our Latin derivatives, we see that this adjective applies to the process of "overturning from the foundation." What is the foundation of the future of our democracy? Does it not rest, finally and completely, on educated citizens? I conclude, therefore, that the noisy minority who attack or weaken the public schools are attacking the foundations of democracy. And they who dare to do that are the real subversive agents, in whatever disguise they may appear. Yes, even tho they carry banners inscribed with the magic word "economy," even tho with the grand gesture of patriots they wrap themselves in the folds of the flag itself, even tho they burn incense before the most conspicuous altars of jingoism, still they remain under every disguise the enemies of that evolving democracy which we wish to insure for ourselves and our posterity.

If you seek the Trojan Horse of democracy, look no further. Those who oppose public education ignorantly are weakening democracy inadvertently. Those who hamper public education deliberately are flagrantly disloyal to the ideals of equal opportunity and an educated citizenship on which our way of life rests.

Some people are indifferent to public education; let us eagerly inspire them. Some are ignorant about the work of the schools; let us patiently enlighten them. Many people have sincere and helpful comments and criticisms to make regarding the public school system; let us encourage them and give their views careful consideration. And some few are opposed to public education for selfish reasons; let us fight them to the last ditch; let us expose them as the enemies of democracy that they are.

SECRETARY'S REPORT

Milwaukee, Wisconsin

June 30–July 4, 1940

The semiannual meetings of the Department of Elementary School Principals were held on Monday and Tuesday afternoons, July 1 and 2 respectively, in Juneau Hall, Main Auditorium, Milwaukee. Several hundred principals and others interested in elementary education arrived early so as to enjoy the splendid community singing led by Robert H. Edgar, principal, Bedford School, Pittsburgh, Pennsylvania, accompanied by Edith Knight, in charge of grade music, Lake Bluff School, Shorewood, Milwaukee. We are grateful to Miss Knight and Mr. Edgar for the splendid contribution which they made to each afternoon program.

Social Affairs

Breakfast—One hundred and thirty-one elementary-school principals and friends gathered together in the Crystal Ballroom, Schroeder Hotel, for the first meeting of the convention, Monday morning, July 1. This acquaintance breakfast proved to be one of the most unique affairs which the Department members have had the privilege to attend. Due to the splendid work of the local committee, of which Beulah D. Kobler, principal, Lake Bluff School, Shorewood, Milwaukee, was general chairman, and Lillian Thies, principal, McKinley School, Milwaukee, was chairman for the breakfast meeting, each person present found at his place a bag of souvenirs representing products of Milwaukee. All enjoyed this innovation and were happy to carry their favors home with them.

After enjoying a most delicious meal and having an opportunity of making new acquaintances, President Wilson welcomed all those who had come to this meeting of the Department.

Laura E. Kellar, president, Wisconsin Elementary Principals Association, introduced Beulah D. Kobler, who in turn told about the favors at each place and extended a welcome to all visiting principals.

At the request of President Wilson, Miss Kellar made the announcements of the events of the week, urged all principals to register in Parlor H, Schroeder Hotel, the headquarters room for all elementary principals—local, state, and national—and invited all to visit her school in Shorewood where a Workshop is being held by the University of Wisconsin, the American Council on Education, and the Milwaukee State Teachers Association.

Attention was called to the dioramas which surrounded the breakfast room, representing twenty-five industries for which Wisconsin is famous. These had been prepared by the WPA Handicraft Project.

Each person present had been given a ticket upon entering the room, and the persons holding the numbers drawn received either a pair of Nylon hosiery or a pound of Gargoyle coffee. Much fun was had from this innovation. Harold Peterson, principal, Keefe Avenue School, Milwaukee, and chairman of the banquet arrangements, announced that twelve more pairs of hosiery would be given away at the banquet.

At the popular request of the group, William Buboltz, president of the Milwaukee Elementary Principals Association, rendered two lovely vocal solos, after which the entire group was led in singing by Robert H. Edgar, principal, Bedford School, Pittsburgh, Pennsylvania, accompanied by Edith Knight, in charge of grade music, Lake Bluff School, Shorewood, Milwaukee.

President Wilson introduced those persons at the head table and asked J. Murray Lee, assistant professor of education, University of Wisconsin, Madison, to make the announcements about the Fourth Annual Conference on Elementary Education which is to be held immediately following the convention week. He announced the appointment of the following committees: Nominating Committee—Maude Rhodes, Atlanta, Georgia, *chairman*; Cassie F. Roys, Omaha, Nebraska; William Buboltz, Milwaukee, Wisconsin; Margaret Foristel, St. Louis, Missouri; and Elizabeth Malcolm, New Haven, Connecticut. Necrology Committee—Sarah L. Young, Oakland, California, *chairman*; J. D. Williams, Birmingham, Alabama; and Bess Clements, Clarksdale, Mississippi.

It was found that thirty states were represented as President Wilson asked each person to stand to represent his state when the roll was called. In closing this delightful get-together meeting all stood and sang "God Bless America."

Banquet—Before a most appetizing meal was served to the 389 persons gathered in the Crystal Ballroom, Schroeder Hotel, for the semiannual banquet of the Department, President Wilson asked all to stand and Agnes Samuelson, executive secretary, Iowa State Teachers Association, asked the blessing.

Again each person found many favors and souvenirs of products of the host city and state at his place, and more Nylon hosiery was given away to the persons holding the lucky numbers.

After partaking of the delicious food, President Wilson introduced those distinguished guests who were seated at the head table and asked Amy Hinrichs, president of the National Education Association, and principal, Audubon School, New Orleans, Louisiana; Willard E. Givens, executive secretary, National Education Association; S. D. Shankland, executive secretary, American Association of School Administrators; and Carroll R. Reed, president, American Association of School Administrators, and Superintendent of Schools, Minneapolis, Minnesota, to "speak their minds." J. Murray Lee, assistant professor of education, University of Wisconsin, Madison, invited those who had not already registered for the Fourth Annual Conference on Elementary Education to be held at the university immediately following this convention to do so.

The banquet committee, of which Harold Peterson, principal, Keefe Avenue School, Milwaukee, was chairman, had worked diligently to prepare the outstanding program of the evening. Norman Clayton, a baritone soloist from Milwaukee, rendered several beautiful selections. Only time prevented him from answering the many encores which he received. William G. Carr, associate secretary, National Education Association, and secretary, Educational Policies Commission, gave a stirring address on "Public Relations of the Elementary School." Another outstanding feature of the evening's entertainment was the excellent singing by the A Cappella Choir of the West Division High School of Milwaukee, under the very able direction of Gola Coffelt. These boys and girls showed what very splendid work is being done in the Milwaukee schools.

Last but not least was the presentation of "Dances of the Nations" representing America dancing, under the direction of Dorothy C. Enderis, Department of Municipal Recreation and Adult Education, Milwaukee public schools. The first section of this part of the program represented the modern dance, which was interpreted

by Nancy McKnight and her pupils. Next was the Russian Quadrille, presented by the Happy Hour Folk Club of the Siefert Social Center. The Hungarian Folk Dance was given by the Badger Folk Club of the Siefert Social Center; the Polish Folk Dances by the Marshall Pilsudski Folk Club of the Forest Home Avenue Social Center; and the Croatian Folk Dance by the Eagle Folk Dance Club of the Siefert Social Center. The boys and girls participating in these dances all have foreign-born parents, and they are being taught patriotism and citizenship thru the work in these different clubs. Orchestra selections were given by the Blue Danube orchestra. The climax of this lovely program came when a pageant of the American Flag, given by the Evening Girls' Clubs of the Siefert Social Center, representing "United All" was shown as the orchestra played the "Star-Spangled Banner."

We are deeply indebted to those persons who made it possible for us to have such an excellent presentation.

Executive Meeting, Sunday, June 30, 1940

The officers and Executive Committee of the Department of Elementary School Principals met in Private Dining Room E, Schroeder Hotel, Milwaukee, at 1:30 P. M., June 30, 1940. Those present were: Irvin A. Wilson, president; Maude A. Rhodes, first vicepresident; Robert H. Edgar, second vicepresident; Sarah L. Young, third vicepresident; Lester J. Nielson, fourth vicepresident; Marjorie Walters, fifth vicepresident; Arnold Gregory, Isabel Tucker, and Elizabeth Malcolm, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary.

President Wilson called the meeting to order and expressed his pleasure that so many found it possible to be present, and expressed regret at the absence of those members who had found it impossible to attend.

A motion was made by Mr. Hansen, seconded by Mr. Gregory, that the reading of the minutes of the St. Louis meeting be dispensed with, since they had been approved by each member of the official family and had been printed in the April issue of the *National Elementary Principal*. Motion carried.

The secretary had prepared detailed reports of the progress of the Department during this past year, as well as a résumé of the steady growth of the organization during its nineteen years of existence, and a copy had been given to each person present. At this time the president asked the secretary to present her report. All were enthusiastic about the splendid progress which was shown for the Department since its organization.

It was suggested by Miss Young that some plan be made whereby publicity of the Fourth Annual Conference on Elementary Education which is to be held at the University of Wisconsin, Madison, July 6-19, 1940, be given in the different professional magazines so that people thruout the country may know of the fine work done in this two-week course.

A motion was made by Miss Rhodes, seconded by Mr. Edgar, that the regular fall broadcast letter be sent only to principals of the 100 percent schools of the N.E.A., principals of city schools, and principals of schools having five or more teachers. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Malcolm, that Mr. Givens be asked to include in his broadcast letter, which is sent to all elementary-school principals in the early fall, a sentence inviting them to join their own Department—the Department of Elementary School Principals. Motion carried.

A motion was made by Miss Walters, seconded by Mr. Gregory, that the state representatives of the Department be asked next year to endeavor to find out how many elementary principals there are in the state which they represent. All believed this to be a splendid idea and the motion was carried.

A motion was made by Mr. Hansen, seconded by Miss Young, that the secretary be instructed to send a message from the executive family to W. T. Longshore, a past president of the Department, expressing very deep regret of his illness and the hope that before long he will be restored to perfect health. Motion carried.

A motion was made by Mr. Gregory, seconded by Miss Rhodes, that the secretary's report be accepted. Motion carried.

A motion was made by Mr. Nielson, seconded by Miss Tucker that the meeting recess until 9:00 A. M., Monday, July 1. Motion carried.

Executive Meeting, Monday, July 1, 1940

On Monday morning, July 1, the officers and Executive Committee met in Private Dining Room E, Schroeder Hotel, Milwaukee, at 10:00 A. M. Those present were: Irvin A. Wilson, president; Maude A. Rhodes, first vicepresident; Robert H. Edgar, second vicepresident; Sarah L. Young, third vicepresident; Lester J. Nielson, fourth vicepresident; Marjorie Walters, fifth vicepresident; Arnold Gregory, Isabel Tucker, and Elizabeth Malcolm, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary.

President Wilson called the meeting to order. A motion was made by Miss Young, seconded by Miss Tucker that the reading of the minutes of the June 30 meeting be dispensed with at this time, since a copy will be presented to each member of the official family later. Motion carried.

The problems presented in the secretary's report were discussed at length. Several plans were proposed for improving the publications of the Department and suggestions were made as to how to interest supervising principals, teaching principals, viceprincipals, and other persons who have charge of our elementary schools in becoming members of this Department and working together for the betterment of elementary education.

A motion was made by Miss Tucker, seconded by Mr. Gregory, that members be offered the fourth thru the tenth yearbooks of the Department at fifty cents per copy as long as the supply lasts, so that they may complete their libraries. Motion carried.

A motion was made by Miss Rhodes, seconded by Mr. Nielson, that the secretary present to the president of the National Education Association a suggestive list of principals to be used on its programs during the 1941 meeting. Motion carried.

Tentative plans for a Fifth Annual Conference on Elementary Education were set up. This two-week course is to be held at Harvard University which is near Boston, the convention city of the National Education Association in 1941.

Ways of creating more interest in the Department representatives meetings at the conventions were considered. It was recommended that this meeting be held from 3:00 to 5:00 P. M. on Wednesday afternoon and that some light refreshments be served.

The Atlantic City meeting which will be held in February 1941 was the next topic of discussion. Suggestions were given for ways of celebrating the twentieth anniversary of the Department at the banquet. It was the consensus that the Department take charge of both the Monday and Tuesday afternoon meetings. Suggested themes were presented for these two general programs.

At 12 o'clock the meeting recessed until Tuesday morning at 8:30.

Executive Meeting, Tuesday, July 2, 1940

Again the officers and Executive Committee of the Department of Elementary School Principals met in Private Dining Room E, Schroeder Hotel, Milwaukee, Tuesday, July 2, at 8:30 A. M. Those present were: Irvin A. Wilson, president; Maude A. Rhodes, first vicepresident; Robert H. Edgar, second vicepresident; Sarah L. Young, third vicepresident; Lester J. Nielson, fourth vicepresident; Marjorie Walters, fifth vicepresident; Isabel Tucker, and Elizabeth Malcolm, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary. The meeting was called to order by the president.

The discussion of plans for the Atlantic City meeting was continued. Additional suggestions for the banquet program and suggested speakers for the afternoon programs were presented. Following this, possibilities for the summer programs of

this Department at the convention of the National Education Association at Boston in 1941 were made.

The Department received the very great honor of being asked to prepare a Personal Growth Leaflet on the work of the elementary school. This challenge was unanimously accepted and it was recommended that President Wilson and Miss Pinkston prepare the contents of the leaflet.

Mr. Hansen, chairman of the Budget Committee, presented the following proposed budget for 1940-41:

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
Total	\$30,000

A motion was made by Mr. Hansen, seconded by Miss Tucker, that this proposed budget be accepted. Motion carried.

Frank W. Hubbard, director of Research Division, National Education Association, sent a memorandum to Miss Pinkston, executive secretary, asking that the Department of Elementary School Principals participate with his Division in undertaking a study to find out the number of supervisory officials of various types in the United States and to get some indication as to whether there has been an increase or a decrease in numbers. In this connection President Wilson has been asked to appoint three consultants from among the active members of this Department. A motion was made by Miss Tucker, seconded by Miss Rhodes, that the Department thank Mr. Hubbard for allowing it to cooperate in this study. Motion carried.

A motion was made by Mr. Edgar, seconded by Miss Walters, that the secretary be instructed to write to all who had a part in making the fine arrangements for this meeting and express to them the very great appreciation of the officers and Executive Committee. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Tucker, that the deep appreciation of the executive secretary for the splendid work she has carried on for the Department be expressed. Motion carried.

Miss Pinkston expressed her appreciation to all the members of the official family for their splendid cooperation during the past year.

Meeting adjourned.

Business Meeting, Tuesday Afternoon, July 2, 1940

President Wilson called the group to order and held a short business meeting before the presentation of the afternoon session which was sponsored by the Milwaukee and Wisconsin Principals Associations. He asked Sarah L. Young, Oakland, California, chairman of the Necrology Committee, to give her report. This report will be printed in the October issue of the *National Elementary Principal*. He then called on Maude A. Rhodes, Atlanta, Georgia, chairman of the Nominating Committee, to give the report of that Committee. Miss Rhodes presented the following report: President, Isabel Tucker, St. Louis, Missouri; first vicepresident, Irvin A. Wilson, La Grange, Illinois; second vicepresident, Marjorie Walters, Cedar Rapids, Iowa; third vicepresident, Lester J. Nielson, Salt Lake City, Utah; fourth vicepresident, Laura E. Kellar, Shorewood, Milwaukee, Wisconsin; fifth vicepresident, Florine Howes, Mamaroneck, New York; member of the Executive Committee to finish the unexpired term of Isabel Tucker, Sarah L. Young, Oakland, California; and member of the Executive Committee for a four-year term, Robert H. Edgar, Pittsburgh, Pennsylvania.

A motion was made by Miss Rhodes, seconded by William Buboltz, Milwaukee, Wisconsin, that the report be accepted. Motion carried.

A motion was made by Mrs. A. Virginia Adams, Vineland, New Jersey, seconded by Arnold Vieth, Milwaukee, that the nominations be closed and that the officers recommended by the Committee be elected. Motion carried. The above-mentioned officers were elected.

Department Representatives Meeting, Wednesday, July 3, 1940

The following people met in Parlor D, Schroeder Hotel, Milwaukee, on Wednesday afternoon, July 3: *Alabama*—R. Voyt Hill, Birmingham, and H. B. Norton, Birmingham; *Arkansas*—Mollie Williams, Fort Smith; *California*—Ida F. Coleman, Los Angeles, Mrs. Howardine G. Hoffman, Pasadena, L. G. Hummel, Chino, C. W. Preston, Los Angeles, and Sarah L. Young, Oakland; *Connecticut*—Elizabeth R. Malcolm, New Haven; *District of Columbia*—Eva G. Pinkston, Washington; *Georgia*—Louise Connally, Brunswick, William A. Eyler, Jr., Savannah, Maude A. Rhodes, Atlanta, W. B. Trammell, Columbus, and Lila Stallings, Brunswick; *Idaho*—Anna Johnson, Idaho Falls, and M. Lillian McSorley, Lewiston; *Illinois*—Joseph Murphy, Peoria, Roe M. Wright, Robinson, and Irvin A. Wilson, Chicago; *Missouri*—Isabel Tucker, St. Louis; *Mississippi*—Gabriel Houston, Clarksdale; *New Jersey*—A. Virginia Adams, Vineland; *New York*—Florine Helen Howes, Mamaroneck, Mary Lawlor, Syracuse, and Jane E. Monahan, New York; *North Carolina*—J. E. Miller, Washington; *Ohio*—L. Daisy Hammond, Dayton; *Oregon*—L. E. Rinearson, Milwaukee; *Pennsylvania*—R. H. Edgar, Pittsburgh; *Texas*—Mamie Boone, Dallas; *Utah*—Lois Anderson, Salt Lake City, James L. McDougal, Wallsburg, and L. J. Nielson, Granite District, Salt Lake City; *Virginia*—Hensel Eckman, Pulaski, and Mrs. Edith B. Joynes, Norfolk; *West Virginia*—Edna B. Preston, Huntington, Dora W. Scarff, Huntington, and Rachael E. Wilson, Huntington; *Wisconsin*—William F. Buboltz, Milwaukee, Elizabeth Flanagan, Milwaukee, and Laura E. Kellar, Milwaukee.

These leaders in the Department of Elementary School Principals came together for the purpose of discussing ways and means of increasing the membership, enthusiasm, and services of the Department to the people out in the field. They realize that the success of any organization in the long run depends upon the service rendered by that organization to the people out in the field who are interested in the organization. For more than two hours these people discussed plans and procedures which were found to be successful in their own communities, and they presented helpful suggestions for the officers to consider. It was the consensus that each one should strive to promote the work of the local, state, and national organizations of elementary principals. All were urged to feel free to use the national headquarters as a clearinghouse for problems which might arise out in the field.

Plans for the twentieth anniversary of the Department were most enthusiastically met because the officers of the Department feel that with the government preparing for national defense to protect the entire citizenship, the elementary principals of this country, holding the key position which they do, should strive harder than ever before to unite in defense of the educational facilities and to further the progress of the elementary school.

Miss Monahan, who is chairman of the Radio Committee of this Department, told those assembled about the splendid monograph which will be ready for distribution to members as an extra service this fall.

Each person asked questions and told about the particular problems in their individual city and state. By a very lively discussion many questions were cleared up and those present left the meeting with a better understanding of the national Department of Elementary School Principals and with the inspiration to go back home and tell others about the worthwhileness of holding a membership with this important group.

DEPARTMENT OF GARDEN EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF GARDEN EDUCATION *was first organized in 1911 as the School Garden Association of America, an independent organization for the promotion of interest in gardening as a means of education, and for the extension of information as to how it may be conducted as a part of the school curriculum. Meetings were always held with the summer meetings of the National Education Association. At the twenty-ninth annual meeting of the group, held in San Francisco in 1939, a petition calling for affiliation of the Association as a department of the National Education Association was favorably acted upon by the latter and the Department of Garden Education was brought into being. Thru arrangements effective early in 1939, the magazine, GARDEN DIGEST, published at Pleasantville, New York, carries a section devoted to the interests of school gardening and serves as official organ of the Department. Annual dues of \$1.50 include a year's subscription to GARDEN DIGEST and are payable to the secretary-treasurer. Meetings are held annually in connection with the summer meeting of the National Education Association.*

The officers for the year 1940-41 are: PRESIDENT, Frances M. Miner, Gardening Instructor, Brooklyn Botanic Garden, Brooklyn, N. Y.; VICE-PRESIDENT, Paul R. Young, School Garden Supervisor, Board of Education, Cleveland, Ohio; SECRETARY-TREASURER, Clayton F. Palmer, Supervisor of Nature Study and Gardening, 935 E. Forty-Second Place, Los Angeles, Calif.; EDITOR, Paul H. Jones, Curator, Fordson Horticultural Gardens, Fordson Public Schools, Dearborn, Mich.

MILWAUKEE MEETING

LIFE ENRICHMENT THRU NATURE ACTIVITIES

M. V. K. BROWN, PRESIDENT, AMERICAN INSTITUTE OF PARK EXECUTIVES;
AND CHIEF, RECREATION DIVISION, CHICAGO PARK DISTRICT,
CHICAGO, ILL.

THE RECREATION MOVEMENT remains a separate compartment, very much as early business or professional experience is still set off by itself. The effects of experience in leisure doings are no doubt an important part of the total preparatory process and as such are, like early business or professional careers, a segment of the total educational training which the individual undergoes. We do not call them education, at least not universally, even tho they constitute a life apprenticeship. Be that as it may, we face the same problems and difficulties in approach when we attempt to do a constructive job of communicating something into the life attitudes of our charges. Whether we be schoolmen, recreation leaders, or masters of apprentices or interns, we face the same difficulties, the same question of how to get principles and practices expressed in terms of skills and attitudes.

Because it may throw some light on some of your own professional operations, I am going to tell you briefly of some of the specific methods which we are using in the recreation field, especially this year, in connection with our emphasis on nature recreation: The recreation profession, at its annual convention last fall, gave some attention to the way in which the word "recreation" has interpreted itself to the layman. We considered the fact that unavoidably the recreation people of the nation are brought into contact with the forces whose work is that of maintaining the parks of our cities and countryside. Because they have been dealing with us in providing sites for many of the activities which we attempt to stimulate, the park men have come to believe, in many instances, that the only thing in which the recreation profession, as a profession, is interested in is sport. Recreation people ask the parks to provide swimming and bathing facilities. They constantly press requests for additional baseball diamonds, tennis courts, horseshoe courts, greens for lawn bowling and cricket, lanes for archery, areas for croquet, picnic grounds, casting pools, gun clubs, riding paths, tobogganing hills, and skating areas. Seldom does a recreation worker talk with a park executive on the subject closest to the heart of the park man—the preservation of sanctuaries of beauty in his program of landscaping, the cultivation of arboretums, the development of floral gardens, or the organizing of preserves for bird and wild-life housing. The emphasis is on sport, and most sport is destructive of beauty rather than conserving of the natural attractiveness of the area used.

Fundamentally, recreation is no more a matter of sport alone than it is a matter of music alone, or of art, or of any other use to which we devote our leisure. Recreation is what we do with our spare time, un-compelled by external circumstances or force. Recreation for some is activity

in the field of sport. In fact, a great many people devote their spare time to some favorite sport. That is entirely wholesome, particularly in people whose work is so much sedentary. But the person who devotes his time to cultivating a flower garden or to sitting down and watching the waves of the ocean or the lake, who paints pictures, or engages in playing a musical instrument, is pursuing a recreational activity as much as the person who goes for a swim or who plays a game of softball.

As we saw it, it devolved on us recreation people to demonstrate rather spectacularly our interest in promoting something other than athletics or sports. Accordingly, we resolved to make nature recreation a project of the year. We enlisted a committee to offer specific suggestions. The suggestions are rather numerous. They cover various types of nature activity. There are suggestions with respect to bird study, to flower gardening, and about trees and stars and geology. We have received a gratifying response from our list of suggestions. Two things are coming out of this year's effort. I think we shall succeed in interpreting recreation as being interested in the subject of nature, as well as in the subject of sport, but I think more importantly that we shall succeed in establishing in our own minds a consciousness that nature is a field to which we must give attention if we are to help people find themselves in a complete set of leisure-time activities that make them symmetrical persons in their outlook on life.

But we left the actual technic of promoting group or individual interest in nature subjects to the individual worker. Generally we do not like to teach recreation by methods which may be called academic methods. We insist upon what we call a recreational approach.

My own department is one of the subdivisions of the Chicago Park District. Even on our playfields our park maintenance departments try to preserve an appearance which balances use with sightliness. They try to keep a ball field so that it will not be a disgrace to the park system. They have their troubles. I do not think they would agree with me in saying that everyone has a latent sensitivity to beauty. They speak frequently of vandalism and destructiveness. We in the recreation division do not believe that damage done to lawns and shrubbery is willful vandalism—not very often, at least. We think rather that it is occasioned by the fact that, intent on other purposes, our park patrons are so preoccupied with what they are doing that they are totally unaware of any considerations of beauty and of a responsibility for maintaining it. The lad who is chasing a foul fly and is confronted by a mass of shrubbery does not consider the obstruction as shrubbery. To him it is merely some confounded bushes that are in his way. The fellow in the batter's box—he is going to put him out if possible. So he crashes thru. Thru shrubbery? No. Merely thru an obstacle. He only overcomes a difficulty. Such rising to the occasion and such triumph over obstacles make a successful catching of the ball all the more satisfying. He is completely absorbed in the achievement of that purpose, to the exclusion of all other considerations.

How can we reinforce other considerations? How obtrude them into his consciousness, even when he is most concentrating on his own intents? We have tried talking to him about keeping the park attractive; we have attempted to generate pride in the appearance of his own home institution, as compared with that park across the tracks. We have shown motion pictures of planning and planting of bordering hedges. We have had community lectures interpreting the planting. But none of these measures succeeded in getting the desired effects.

In our artcrafts, women and girls have come to look with a calculating eye on every product of nature, to see whether it may not lend itself to new and individual uses in connection with attire suited to their own personality. Girls love to wear distinctive things that have the personal hand-tooled touch. That is an established foundation on which we determined to build an interest in nature, so we started them to slicing butter-nuts and walnuts for novel and artistic buttons. They sorted colorful kernels of Indian corn to make themselves bracelets and strings of beads. Other nutshells, like chestnuts and acorns, were filled with a plastic material and used whole, in connection with sports attire. The result was that they began observing nature. Recently the suggestion has come that small pieces of bark can be worked down with beautiful coloring and shadings and strung for bracelets or strings of beads. They are making belts of pieces of cocoanut shells and other natural materials. The result is that they have a new point of view for keen and creative imagination. On their trips to the woods or on their picnics or excursions they are observant. Building on an existing interest, an added and new interest in nature has been insinuated into the old, where, once established, it will expand in new directions, just as the old interest takes new directions when nature, as a source of ideas and materials, is suggested.

This is sound recreational practice. It is sound educational practice as well. Six months ago I would have said that we were interested in life enrichment. We were then interested in broadening of outlook, in expanding cultural awareness, in developing latent interests to lend them wider scope and greater content. I am not emphasizing the subject assigned me. I am not saying anything about life enrichment, except as that comes as a byproduct, as a concomitant attending the other purposes. I think our outlook today is bleak. I think we are in the twilight of life as you and I have known and loved it. I think we face a world where we must be stern realists, that we must face the facts of today, heave a sigh if we will for the days that are gone, the days of freedom from anxiety, and the brutal problems of survival, the days when we were released to give some devotion to cultural refinement. But that time is past now and we must play the man in the face of new and stern conditions. We have no time to bewail the change. The urgency of these days is too great to permit us that sentimental luxury. Our strength we must husband to face the stern necessities ahead of us. Our resources we must devote to survival needs. Things which are luxuries we must resolutely put behind us. Culture can come out of arduous and bitter experiences. We

must find it there, for we can no longer pursue it for its own sake. That privilege is ours no more. The problem which confronts us is to salvage what we may, while we devote our time and energies to things essential to our safety and to our physical security. Even in this stern view nature affords its benedictions. Once, not so long since, we could consider sport in terms of the joy of action, the thrill of combat and accomplishment. Now we must view it as a means of conditioning ourselves for unknown demands upon our strength in future. Once we could talk about a trip to the woods for the sheer joy of establishing rapport with Mother Nature. Now we must think of our physical needs, not only strength and ruggedness and endurance but also of nervous reserves and equilibriums sufficient to tide us over the coming tensions, to see us thru the impending frustrations and the bitter days that lie ahead. We need nervous stability to have emotional stability, to be resolute and calm and strong thru the evil times impending. All the more, then, do we need to get back to the soil, out where the trees and the grasses whisper in the wind, and the waters roll up onto the shores. We need moments of repose to relieve us of fatigues and tensions and renew our strength. Out of a program of enlarged contact with the soil, and with things serene in their part in the ageless flow of life and of the universe, we shall get enrichment, but we must only whisper that now. We must urge that the emergent needs of the moment are served by our gardening and our explorings in the field of nature. We must interpret our program in terms of our necessities, not in terms of luxuries, for luxuries, I fear, we must increasingly forego. Stern days are ahead of us. We must face them resolutely, courageously, and with a resolve to get out of them as much of rugged character as can be gleaned in the sweat and the heartache that lie ahead.

SECRETARY'S MINUTES

Milwaukee, Wisconsin

July 1-3, 1940

Meeting called to order at 1:00 P. M., July 2, following luncheon, at Hotel Pfister, Milwaukee, Wisconsin. President Paul H. Jones, presided.

Reports of president and secretary received and filed.

By motion unanimously carried, new Bylaws for the Department of Garden Education were adopted, subject to approval of the N.E.A. Board of Directors and effective when so approved.

Officers were unanimously chosen as follows: president, Frances M. Miner, Brooklyn Botanic Garden, Brooklyn, N. Y.; vicepresident, Paul R. Young, board of education, Cleveland, Ohio; secretary-treasurer, Clayton F. Palmer, public schools, Los Angeles, Calif.; editor, Paul H. Jones, Fordson public schools, Dearborn, Mich.

Meeting declared adjourned at 2:00 P. M.

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 1940-41 are: PRESIDENT, Clara Lee Cone, Supervisor of Home Economics, Public Schools, Atlanta, Ga.; VICEPRESIDENT, Edna Waples, Supervisor of Home Economics, Portland, Ore.; SECRETARY, Dorothy Ellen Jones, Supervisor of Home Economics, Public Schools, Cleveland, Ohio; TREASURER, Nell M. Waddington, Supervisor of Home Economics, 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	1934:693-704	1937:591-604
1931:825-844	1935:645-658	1938:453-464
1932:695-712	1936:543-553	1939:477-488
1933:697-708		

ST. LOUIS MEETING

REPORT OF THE PRESIDENT

FREDA G. WINNING, SCHOOL OF EDUCATION, NEW YORK UNIVERSITY,
NEW YORK, N. Y.

THE PAST YEAR has seen many interesting developments in the world at large, education in general, and our Department specifically. We have all been impressed with the need for maintaining and developing democratic ideals in the home, school, and community in order to achieve the "American way of living." Practicing democratic ideals means not only stressing good home and group relationships but also living them.

Our programs have attempted to reflect these ideals and principles of democracy. Our midwinter meeting in St. Louis on February 24, 1940, had as its theme, "How Home Economics in the Schools Can Make Its Contribution to the American Way of Living." The meeting at Milwaukee June 30 to July 4, 1940, extended this theme.

It has been my policy to stress and extend the cooperation of this Department with that of other departments and groups.

Within our Department we have had a fine spirit of cooperation and loyalty. I wish to record here my deep appreciation and thanks to all who have worked so faithfully and loyally.

Certain goals still lie before this Department and I enumerate some of them briefly in terms of what should be achieved in years ahead:

1. An increasing belief in our profession to the point that every teacher becomes a member of the N. E. A. and every home economics teacher a member of this Department
2. An increasing acceptance of the responsibilities which are basic to the development of any organized group
3. An increasing willingness to accept the ideals of democracy in education and to practice them
4. An increasing cooperation with other groups and departments
5. An increasing appreciation of the work our Department can do, and continuing loyalty to those entrusted with the guidance of its problems.

To such ends I give you my continued pledge of support and wish for this Department continued success.

AMERICAN FAMILIES AND AMERICAN DEMOCRACY

ALICE KELIHER, CHAIRMAN, COMMISSION ON HUMAN RELATIONS,
PROGRESSIVE EDUCATION ASSOCIATION, NEW YORK, N. Y.

There is too much *Grapes of Wrath* psychology going about, and along with the millions of transient families we find the mirage of fields greener in some other man's country continuing to lure youth away from home. By and large, wherever they go, youth finds the same type of frustration and the same meagerness of community life. We should aim to improve that same community life and let youth have a vital voice and a hand in the improvement.

The community must wake up to the problem of cooperative building of a high quality of life that will make young people want to stay at home to work on their problems, or to come back to help after they have completed their education.

Home economics can help specifically by moving further into the areas of life outside the classroom. More work will have to be done in real homes. The home economics departments must continue to serve the community. They must continue to help with cooperative markets, with beautification, with the schools, and to increase the fine job which they have already so well launched, of working on the improvement of relationships within the family.

FAMILY EXPERIENCE AND THE DEVELOPMENT OF PERSONALITY

MARK ENTORF, EXTENSION ASSOCIATE PROFESSOR, CORNELL UNIVERSITY,
ITHACA, N. Y.

The trend toward increased interest in human personality has developed many implications for education. Most of these ideals can be summed up in the question, "What contribution do current educational practices make to the development of health and adequate personalities in our culture?" Home economics is one branch of education which has traditionally been concerned with the life and welfare of the family. We now believe that the family is the primary molder of human character, and with this in mind the home economics departments now confront new trends and new opportunities, for there is a growing realization that education for family life which omits or ignores the psychological and emotional factors in family life neglects the essential meaning of its avowed object of study. Herein lies the distinction between teaching functional homemaking and technical housekeeping.

Among the possible values of well-trained teachers presenting a course or units of work on family relations are: (a) the actual rounding out of our conception of true family life; (b) the opportunity for students to discuss in an atmosphere of tolerance and sympathy problems of home living; (c) there should be real benefit from the student's discovery of the fact that his is not the only family in which strains, tensions, and dissatisfactions occur; and (d) we come to realize the decisive influence of family life upon the growth of personality.

Home economics itself may develop a broader appreciation of its educational and cultural significance.

THE CONTRIBUTION OF HOME ECONOMICS TO GENERAL FAMILY LIVING

ALICE SOWERS, PROFESSOR OF FAMILY LIFE EDUCATION, UNIVERSITY OF
OKLAHOMA, NORMAN, OKLA.

Frequently, when the discussion of the relationship of home economics and family life education is being considered, someone says, "But home economics *is* education for family life." And so it is, but it does not have a monopoly on such education. Other fields are contributing to the knowledge, understanding, and appreciation of worth or value which each person needs to meet the situations arising out of living in the family group.

Home economics profits thru the efforts of these other fields of education.

Let us, therefore, recognize its value to us as well as its contribution to general family living. Let us maintain a growing, on-looking home economics program, designed to help each student to realize his potentialities, to assume his share of the responsibility for conserving and using the resources of his home to promote the best interests of the group, and to understand and function in a democratic society. We may permit ourselves to glance back now and then and view with satisfaction the progress we have made.

ECONOMIC PROBLEMS OF AMERICAN FAMILIES

JESSIE V. COLES, ASSOCIATE PROFESSOR OF HOME ECONOMICS, UNIVERSITY OF MISSOURI, COLUMBIA, MO.

There are approximately thirty million families in the United States. No two of them have the same economic problems. How to get an income, security, and who should contribute to the money income are questions to be faced. We are today far from the ideal set by some that the husband or head of the family should be the sole contributor.

The National Resources Committee estimates that in 1935-36 approximately two-thirds of the families in the United States had incomes of less than \$1500. One-half had less than \$1160, and one-third less than \$780. Less than 5 percent had \$3000 and over, and 1.5 percent had \$5000 and over. Food took the largest share of the family expenditure, requiring for all thirty million families one-third, varying from 47 percent for families with expenditures of less than \$500, to 15 percent for those spending \$20,000 or more. Almost 18 percent of the total was required for shelter. Shelter expenses ranged from \$150 to \$5359 per family. Clothing took an average of 10 percent, ranging from 7.5 to 14.7 percent or from \$35 to \$2117 per family. Automobile expenses took 8 percent. When expenses for food, shelter, clothing, and the automobile were taken care of, only about 15 percent remained for other items.

We need to develop a social consciousness regarding the economic situation of families today, not only in ourselves but also in our students. We can make our home economics teaching function more effectively by approaching this from two angles—that of the needs of our students as homemakers and that of their needs professionally.

The future homemakers need specific training in how to make ends meet and the kind of food and clothing they can get on a \$750, \$1000, or \$2000 income. We need to place considerable emphasis on how to get adequate diets on the lower incomes. We have largely neglected equipment and almost entirely ignored housing and house operation problems which take such a large proportion of the budget.

We need to study how to finance and purchase a car and how to budget expenditures for medical care. We have plenty to do in regard to standards for recreation, education, and reading.

We should assume the responsibility for training all members of families in this important aspect of family life.

HOME ECONOMICS PREPARES FOR THE AMERICAN WAY OF LIVING

H. E. HENDRIX, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
DIRECTOR OF STATE DEPARTMENT OF VOCATIONAL EDUCATION,
PHOENIX, ARIZ.

Is not the American way of living, regardless of race, income, comforts, and conveniences, the democratic way of living? Freedom of religion, of the press, and of speech, and all the other things mentioned in the United States Constitution, play a part in our American family pattern. The ability to have whatever the family wishes to get, with its limited or large income, is one thing Americans have an opportunity to choose. If every family member has a right to contribute to family problems, there is a better feeling on the part of the group.

As administrators, we find marked changes in the home economics instruction. We note that the curriculum is constantly being enlarged and enriched; that it is also reaching more groups—elementary, junior high, senior high, out-of-school youth and adults; and that boys are becoming more and more interested as potential fathers.

With all the fine things that have been accomplished there are still some needs seen by administrators. (a) There is a need of thinking of the real function and purpose of home economics in the public schools. (b) Not nearly enough of our boys and girls are being reached. (c) How does home economics in the public schools now fit into the health program, the science program, the surplus commodities lunch program, and the adult homemaking program done by all agencies? (d) What is the cost of the program compared to other offerings? (e) Why is there a scarcity of teachers in these days of unemployment? Healthy, public spirited, well-trained teachers are wanted. (f) Is there a need of calling parents together to ask them what they want youth to be taught? (g) More records need to be kept on what youth does when it drops out of school, also when it graduates from high school. Are we not still training all or most of our high-school boys and girls for college? (h) Have we not reached the time when more of the so-called better students need to choose home economics in our higher institutions? (i) Home economics and administrators as leaders in each community need to have the right attitude toward the philosophy of homemaking instruction.

We must equip youth with practical habits of good citizenship in a democratic world that is their own.

MILWAUKEE MEETING CONSERVING FAMILY IDEALS

KATHARINE W. TAYLOR, SCHOOL OF EDUCATION, SYRACUSE UNIVERSITY,
SYRACUSE, N. Y.

The home is our foremost educational institution. As life becomes more complex, mechanized, and impersonal, its importance as the stronghold of democratic ideals and spiritual values increases. Human warmth and affec-

tion, trust, mutual helpfulness, and consideration of others, traits learned first and best thru experience in the family, are also basic to successful living in a democracy. Conversely, recent investigations as to the effect of democratic, autocratic, and anarchistic setups give scientific evidence that the democratic way of life generates cooperation, the "we" feeling, and friendliness far more effectively than the other plans.

The democratic process as applied to family life consists of sitting down together and talking things thru and of cooperative planning with the children according to their level of development.

The basic principles in democratic family living are that every member of the group contributes according to his powers and receives according to his needs and that conflicts are worked out by a compromise best meeting the needs of all.

Family ideals are built in by satisfactory experiences rather than by precept. The most important satisfaction is a fine relationship between parents and children. A family may be considered "good" to the degree it fosters the happiness of all, parents included. Only when parents are living satisfactory lives as persons in their own right can they maintain a family atmosphere that is wholesome and good and avoid leaning too heavily upon their children.

Parents cannot teach their children ideals they do not embody in themselves. A really fine relationship between the parents is the cornerstone of wholesome family life, both because of the atmosphere it creates and the example it sets. Recent studies by Burgess and Cottrell have shown that the future marriages of children tend to repeat those of parents.

There is no more important task than extending to all parents and future parents the understandings which will not only safeguard but improve the quality of our family life. As Mr. Studebaker says in his introduction to Gruenberg's *Sex Education in the High Schools*, "Young adults who demand courses in preparation for family life are putting first things first more surely than the administrators who deny them." Understanding should be provided not only thru courses but also by opportunities for individual consultation when needed.

GUIDANCE AND BETTER FAMILY RELATIONSHIPS

HOWARD R. ANDERSON, PRESIDENT, NATIONAL COUNCIL FOR SOCIAL STUDIES,
CORNELL UNIVERSITY, ITHACA, N. Y.

In the publication of the Educational Policies Commission, *Purposes of Education in American Democracy*, the Commission has grouped the objectives of education under four major headings, namely: self-realization, human realization, economic efficiency, and civic responsibility. Under each of these classifications are described respectively, the educated person, the educated member of a family and community group, the educated producer, consumer, and citizen. Clearly, each area is related to the other, and each is related to our topic, "Guidance and Better Family Relationships."

There is little need to develop the thesis that democracy must be a co-operative undertaking. In the public preschools and kindergartens, teachers in their work with young children successfully develop democratic practices. In most communities, however, school life and instructional procedures become increasingly teacher-centered. Such educational climate does not permit sound pupil growth. These pupils need not only guidance but an opportunity to try democratic procedures.

The Educational Policies Commission emphatically makes the point that despite advances in the last twenty years there is little systematic education for home and family living. It estimates that 15 percent of American high-school youth and college students and less than 5 percent of American parents get any training. I hope to see the day when all pupils, boys and girls, receive instruction of the general sort now given by teachers of home economics to only a fraction of the girls enrolled in the schools.

Under the heading of "Economic Efficiency," the Educational Policies Commission lists objectives related to such activities which concern the creation and use of goods and services. Until recently schools placed the major emphasis on the vocational phase of economic education. Altho producer education is important, the corollary importance of consumer education is being increasingly recognized.

There is little time to consider the implications of an adequate program in economic education. Foolish spending which yields no enduring satisfaction, general gullibility, wasteful borrowing, and expensive saving are more or less characteristic of American life. The schools are attempting to educate young consumers to spend wisely. Consumer education must provide for worthwhile standards. As home economics teachers you are already making a contribution to this end, but unfortunately the teaching is limited to the pupils of one sex and is also limited in scope.

Guidance is synonymous with effective education for desirable living. All teachers are therefore full-time guidance workers. To achieve our goal we must clearly get in mind the standards to be achieved and this achievement of standards depends upon the effective cooperation of all teachers of all subjects.

A COOPERATIVE PROGRAM IN HOME AND FAMILY LIVING

A. K. LYON, PRINCIPAL OF HIGH SCHOOL, BARRON, WIS.

Barron, a rural city of 2055 inhabitants, chiefly of Norwegian and German descent, is located in northwestern Wisconsin. The people are ambitious, thrifty, and progressive, having learned the benefits to be derived from cooperation. Dairy farming is the basic life of the community, and associated with the activity are innumerable cooperative societies.

In November 1939, under the guidance of the state department, a program was inaugurated in Barron County in an attempt to meet some of the community needs. A committee of five was selected to draw a constitution and to select a council. This council of thirty-three members was

chosen from among men and women and youth, of religious, educational, civic, and fraternal organizations, business and professional life, society and home, and farm and city regions. The organization met and set up the following criteria for its purpose: To strive to achieve for ourselves and to help others attain

1. An appreciation of the worth of the individual and a contribution of each member to the family
2. An interest on the part of members of the family in the enrichment of home and family life for all
3. A comprehension of the place of the family and the home in society
4. An increasing competence in
 - (a) The goals for family life
 - (b) The selection and use of family resources
 - (c) The study of family and community situations and plans for the improvement thereof
 - (d) The enjoyment and increasing beauty in home and community environment.

The function of the council shall be to make plans, determine policies, facilitate administration, coordinate programs and activities, and interpret the program to member agencies and to the public. The principle of constructing social service programs in such a way as to dignify the status of home and family life is not only a sound policy but essentially an achievement of democracy.

THE PLACE OF THE HOME ECONOMICS TEACHER IN THE EDUCATIONAL PROGRAM FOR YOUTH

GLADYS BRANEGAN, PRESIDENT, AMERICAN HOME ECONOMICS ASSOCIATION;
AND DEAN, HOUSEHOLD AND INDUSTRIAL ARTS, MONTANA STATE
COLLEGE, BOZEMAN, MONT.

We are facing a difficult situation in this country, with 20 percent of those desiring employment unable to get it and one-third of this group between the ages of fifteen and twenty-four. What can the home economics teacher do to help these young people? Youth is faced with four questions of importance: education, a job, health, and recreation.

The vocational and professional aspects of home economics training in our institutions of higher learning have, in the minds of some, been over-emphasized, but such is not the case in the secondary schools. Our contribution here has been indirect thru such phases as personality development, better grooming, happier home and family relations, and consumer information. Probably this is a wise course, despite the fact that there is an ever increasing number of young women seeking employment. The large majority need outside employment for only a short time, as they soon marry and take over the management of their own homes. In fact, marriage is definitely one of the presentday youth problems which cuts across the four general headings. Therefore, need we not think of our teaching in the light of preparation for marriage and parenthood?

We know that today vocational opportunities for women involve functions which have left the home and have been turned over to industry or

the community. An indication of how home economics teachers in the lower levels can serve vocational aims was brought out by a survey of the class of 1935 of all Minnesota high schools. This survey showed that 26 percent of the girls became domestics or waitresses. No matter what the vocational guidance and placement setup is in your particular school there is much that you as a home economics teacher can do better than anyone else in stimulating and encouraging the girls of your classes to formulate long-time goals for their lives outside and following school.

Health, the third great problem of youth, can be divided into two main, interdependent aspects—physical and mental. Many years ago Ellen Richards clearly pointed out for home economics teachers their opportunity and obligation to contribute to the improvement of the physical health of the nation. While we realize the inadequacies in the content and method of our family relation units, we must be given credit for recognizing the need and for experimenting in ways and means of teaching certain fundamental principles.

One of the frequently mentioned weaknesses of home economics is that at best it reaches only one-half our young people. It is true that we have classes for boys and that girls are often leaders in health and community recreation activities. Here home economics and physical education training find a happy meeting ground in recreational projects.

It is highly important that the home economics teachers should awaken to the current trends of consumer education. Not in an entire generation has there been so great an opportunity for public service as now lies before the profession of home economics. It is hoped that for the interest of the public as well as those engaged in this profession, the opportunity will not be muffed.

THE IMPORTANCE OF HOMEMAKING EDUCATION FOR OUT-OF-SCHOOL YOUTH AND ADULTS

EDNA P. AMIDON, CHIEF, HOME ECONOMICS EDUCATION SERVICE, UNITED
STATES OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY,
WASHINGTON, D. C.

What offerings has home economics education for the young people who are facing responsibilities? First, and probably of the most immediate importance to the young person, is the need for understanding himself so that his "center of gravity may be within himself." Second, there is a need for understanding himself in relation to other people. Third, there is a need for recognizing that his personal life must be centered in a home life in which he works out, in cooperation with other members of the family, a balanced design for living. Fourth, there is need for help in learning to recognize and use all available resources, material and human, for carrying out purposes.

To make our contribution as educators in homemaking effective, it is essential to recognize some of the difficulties to be overcome. (a) Schools in general are slow to think of education as a continuing process. (b)

There is insufficient recognition that education is essential for home and family life. (c) Even when schools are aware of the importance of this field of education and willing to provide it, they do not have funds for the additional service needed. (d) Home economics education which has been provided has been weak in its offerings because it has not looked deeply enough into the fundamental needs of young people. (e) Adequate personnel is not available for providing this education. (f) Most communities do not have facilities for locating the young people who need this help. (g) Some of our most valuable resources are unused because communities are not aware of the facilities they have for helping young people to learn to meet their problems.

Those who believe that educational opportunity for young adults must be extended have then to develop a program of interpretation for school administrators, teachers of home economics, schoolboards, and the public; to develop a program of teacher education; and to develop a program in which the community discovers and utilizes all of its educational resources for the improvement of family life.

SECRETARY'S MINUTES

Eighteenth Semiannual Meeting, St. Louis, Missouri

February 24, 1940

The eighteenth semiannual meeting of the Department opened in St. Louis, Missouri, on February 24, with a morning session in the Municipal Auditorium.

Louise Keller, program chairman, state supervisor of home economics, Jefferson City, Missouri, presented the speakers at the morning session: Alice Keliher, chairman, Commission on Human Relations, Progressive Education Association, New York City; Mark Entorf, extension associate professor, Cornell University, Ithaca, New York; and Alice Sowers, professor of family life education, University of Oklahoma, Norman, Oklahoma.

The afternoon session, also held in the Municipal Auditorium, started with the business meeting, at which reports were heard from each of the officers and committee chairmen. It was a fine meeting and you would have agreed that the Department is progressing and is making as fine a showing as any other Department of the N. E. A. Every officer was present, as well as a number of regional directors.

Beulah Coon, chairman of the committee on our publication, reported splendid progress. She urged all present to let her committee know about any outstanding work their school is doing in the teaching of home and family living. As you know, the publication is to deal with this subject and the committee is planning to illustrate it with actual rather than theoretical examples of what can be done in this important phase of our work.

Miss Swain, our representative on the National Commission on Cooperative Curriculum Planning, reported the preparation of a chapter for the Commission's publication.

The preparation of Education Week material for 1939 was in the hands of Clara Lee Cone. The final report of her committee was made and the committee was discharged with the thanks of the Department.

Speakers at this session were Jessie V. Coles, associate professor of home economics, University of Missouri, Columbia, Missouri; Bertha Bisbey, professor of home economics, University of Missouri, Columbia, Missouri; and Lillian H. Locke, associate professor of household arts, Teachers College, Columbia University, New

York, New York. They were introduced by Edna R. Waples, vicepresident of the Department, Portland public schools, Portland, Oregon.

The speakers for all three sessions, specialists in their fields and outstanding personalities, each prepared an impressive and noteworthy paper.

The evening meeting was preceded by a pleasant dinner in the Crystal Room of the Hotel Jefferson.

The program for the evening continued with Freda G. Winning, president, presiding and introducing the two speakers, Frances Swain, director of household arts in Chicago, Illinois; and H. E. Hendrix, state superintendent of public instruction, Phoenix, Arizona.

Executive Committee Meeting, Milwaukee, Wisconsin

June 30, 1940

The meeting was called to order by the president, Freda G. Winning, at 8:15 P.M. A letter from Ruth Sanger, supervisor of home economics, Toledo, Ohio, was read by the secretary. She expressed regret that Miss Sanger would be unable to attend the meeting, due to personal illness. The secretary was commissioned to send a telegram on behalf of the Department to Miss Sanger, expressing our regret at her illness and thanking her for the work done on the American Education Week pamphlet. The secretary was commissioned to send a telegram to Carlotta C. Greer, past president of the Department, expressing our wishes for a speedy recovery.

Frances Zuill gave the report on the Committee on Publications, dealing with the curriculum problems in education for home and family living. This report was given in the absence of the chairman, Beulah I. Coon. Mrs. Christy, another member of the Committee, supplemented the report. The president and secretary were appointed to designate the Committee to read the reports after they are completed. The treasurer was commissioned to make a check of all paid membership over a period of the last five years, this in order to be ready to report upon percent of members who would be entitled to either a free copy of the publication or a copy at a discount.

Lyle W. Ashby, assistant director of the Division of Publications, gave a survey of the home economics bulletin for the American Education Week pamphlet. This material was prepared by a committee under the direction of Ruth Sanger, chairman. The pamphlet is to be prepared in a new form and is to be distributed to all paid members of the Department. Five thousand copies are to be included by Mr. Ashby in the junior and senior high-school packets for the American Education Week program. This material is to be given special publicity in the *Journal* but will not be listed on the publications list. Mr. Ashby informed the committee that the Department of Home Economics is to be the only one represented in the packet.

Florence Beatty, chairman of the Milwaukee convention local arrangements, gave a brief report of the program of activities and received the congratulations of the committee. The local chairman has arranged for the following publicity: state and national home economics associations have run notices of the meetings; articles have appeared in the Sunday and daily newspapers of Milwaukee; a radio program has been arranged over WTMJ; and reporters have been notified and invited to attend the sectional meeting and the dinner session.

Dora Rude, program chairman, gave a brief report of the business of her committee and was voted appreciation for her excellent piece of work. The local chairman reported that the Wisconsin Home Economics Association has underwritten the expenses of this meeting. A motion was made and passed that the expenses of the local headquarters room at the Hotel Schroeder be paid by the Department treasurer.

Old Business

The president reports that the Constitution cannot be printed at Hadley Vocational School, as suggested in unfinished business last February. This material still needs some revision and is to be reworked by the president, typed, and sent to the committee members.

The secretary was told to ask Frances Swain, representative of the Department on the National Committee for Curriculum Planning, for copies of the chapter on home economics. According to the minutes of the February meeting, the committee members were to receive these copies before the material went to press.

The president, Freda Winning, had been designated as a committee of one to approach the American Home Economics Association with suggestions for cooperation between the Department of Home Economics and the American Home Economics Association. Miss Winning had a conference with Gladys Wyckoff, field secretary for the American Home Economics Association, and reports that a program for its convention was set up and nothing in the form of cooperation could be done at this time.

The president, secretary, and program chairman were appointed as a committee to dispense with the papers of the Milwaukee meeting. The president announced the Dennis Hotel in Atlantic City as the meeting place for the February 1941 session. Ethel Powell, supervisor of home economics, Atlantic City, is to be general chairman.

With the approval of the Executive Committee, the president is to make contact with the American Association for Health, Physical Education, and Recreation, for a program of cooperation with the Department of Visual Education.

The meeting adjourned at 11:15.

First Session Meeting, Milwaukee, Wisconsin

July 1, 1940

The summer meeting of the Department of Home Economics was held in Milwaukee, June 30-July 3, 1940.

The first session was held in cooperation with the Department of Secondary Teachers in the Milwaukee Vocational School. The meeting was called to order by President Freda G. Winning, at 3:00 P. M., with approximately 275 persons present. The president gave the greetings for the national organization and introduced Florence Beatty, director of household arts, public schools, Milwaukee, who gave the local greetings and made a brief announcement concerning the coming meetings. The program chairman, Dora M. Rude, homemaking supervisor, Wisconsin State Board of Vocational and Adult Education, Madison, was then introduced by the president. She, in turn, presented the speakers for the afternoon session.

The business meeting was called to order at 4:15 P.M., with approximately one hundred persons present. The secretary read the minutes of the Executive Committee meeting, which was held on Sunday, June 30, at the Hotel Schroeder. A motion was made by Marietta Eichelberger and seconded by Frances Swain that the minutes be approved as read. The president's report was read and accepted. The secretary, Dorothy Ellen Jones, read the report of the vicepresident, Edna Waples, who was unable to attend the meeting. The report was accepted. President Winning called a roll of the regional directors. The treasurer, Nell Waddington, read her annual report which was accepted by the meeting. Miss Winning then appointed Alma Olfs and Emma Meyer of Milwaukee as auditors for the treasurer's report.

The Resolutions Committee—Agnes Cary, Cleveland, Ohio, *chairman*; Elizabeth Monroe, Long Beach, California; and Louise Braxton, Indianapolis, Indiana—was appointed by the president. The report of the Committee on Curriculum Planning was given by Frances Swain. A brief report concerning American Education Week

material was given by Clara Lee Cone, in the absence of Ruth Sanger, chairman. The program for 1940 is to be entitled "Education for the Common Defense."

The meeting was adjourned at 5:10 P.M.

Second and Dinner Session Meetings, Milwaukee, Wisconsin

July 2, 1940

The second session of the summer meeting was held in the Girls' Trade and Technical High School, with an approximate attendance of 250.

The meeting was called to order at 2:00 P.M., by the presiding officer, Frances Zuill, director of home economics, University of Wisconsin, Madison, who introduced the speakers.

The dinner session of the annual meeting was a banquet in the ballroom of the Wisconsin Club. Approximately 150 persons attended. The Club, an interesting old building, formerly the home of one of Milwaukee's prominent families, was resplendent with lovely flowers. The chairman, Miss Charles, and her committee, planned a most delightful menu, with favors for everyone, which included shoulder bouquets of gardenias, miniature packages of Wisconsin's famous cheese, and interesting linoleum-blocked programs made by the Girls' Trade and Technical High School.

Freda G. Winning, president, presided and introduced the speakers, who gave brief greetings.

Entertainment for the evening was a marionette performance of "Rumpelstiltskin" presented by the WPA marionette workshop of Milwaukee.

Third Session Meeting, Milwaukee, Wisconsin

July 3, 1940

The third session was held in cooperation with the Department of Vocational Education. The program was planned around the theme "Educating Out-of-School Youth for a Democratic Society."

George P. Hambrecht, state director of the Wisconsin State Board of Vocational and Adult Education, Madison, presided and introduced the speakers. At the conclusion of the program, the president, Freda Winning, continued the business meeting of July 1.

The treasurer reported thirty new members received during the convention. Florence Beatty reported that registration for the Home Economics Department at the convention numbered 160 persons, representing 23 states. The report of the Resolutions Committee was read by Agnes Cary, chairman, and was accepted by the convention.

The report of the Nominating Committee was read by the secretary, in the absence of the chairman, Ola Day Rush. The following slate for 1940-42 was presented: president, Clara Lee Cone, Atlanta, Georgia; and treasurer, Nell Waddington, Wichita, Kansas. The president asked for nominations from the floor. A motion was made by Miss Eicherberger and seconded by Leila Bunce Smith that the nominations be closed. The secretary was asked to cast the affirmative ballot for the slate.

Freda G. Winning, with a word of greeting, turned the meeting over to the new president, Clara Lee Cone, supervisor of home economics, Atlanta, Georgia. Miss Cone spoke briefly to the group, expressing her appreciation for the work so well done by Miss Winning, and pledged her loyalty to the Department.

The meeting adjourned at 5:05 P.M.

DOROTHY ELLEN JONES,
Secretary.

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 1940-41 are: PRESIDENT, Ruth O. Ferguson, 8 North Ninth Avenue, Mount Vernon, N. Y.; VICE-PRESIDENT, Mrs. Frederica B. Ross, 6707 Eighth Avenue, Los Angeles, Calif.; SECRETARY, Laura F. Owens, Plainfield, N. J.; EXECUTIVE COMMITTEE: Helen S. Baldwin, 325 Beverly Avenue, San Leandro, Calif.; Amy E. Emery, 45 Auburn Street, Brookline, Mass.; Grace L. Phelps, 120 Seward Avenue, Detroit, Mich.; Olga Korsbreck, Moorhead, Minn.

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	1896:471-514	1907:455-474	1918:151-156	1929:425-448
1885:349-368	1897:584-613	1908:501-542	1919:171-178	1930:367-390
1886:499-560	1898:589-619	1909:437-456	1920:191-202	1931:467-482
1887:329-361	1899:530-574	1910:377-416	1921:461-470	1932:407-414
1888:323-360	1900:365-402	1911:477-516	1922:969-986	1933:423-434
1889:441-482	1901:501-539	1912:607-632	1923:705-718	1934:409-422
1890:543-582	1902:409-429	1913:425-446	1924:583-596	1935:379-388
1891:527-568	1903:377-406	1914:405-420	1925:478-503	1936:267-273
1892:251-304	1904:415-437	1915:629-670	1926:497-528	1937:305-314
1893:321-382	1905:341-372	1916:289-310	1927:457-472	1938:465-474
1894:679-704	1906:626-629	1917:417-430	1928:411-434	1939:489-500
1895:510-560				

MILWAUKEE MEETING

ORGANIZING THE KINDERGARTEN-PRIMARY PROGRAM FOR INCREASED SOCIAL EFFICIENCY

PICKENS E. HARRIS, ASSOCIATE PROFESSOR OF EDUCATION AND
PHILOSOPHY, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA.

LET IT BE UNDERSTOOD at the outset that the ideas of efficiency and organization as used in the past, particularly in school administration, do not fit well into the treatment here set forth. Both concepts as heretofore operative have really been opposed to much that we stand for in child development today. When the child arrived at the traditional school, he was confronted bluntly by a number of patterns or elements of organization to which he had to conform in order to make a go of his school life. He was to enter the building at a certain time and not before that time. He must form the habit of hanging his coat and removing his rubbers before stopping to talk to others.

Organization as it thus affected the child was something that came from the outside. It was decided in advance for the children. It therefore contained a high degree of authoritarianism and, accordingly, was a coercive, nonliving phase of practice that was taken for granted by almost everybody in the system including the children. It resided in the unconsidered, relatively unconscious part of the work of the school. And, as our mental hygiene so clearly indicates, it is often these unconscious, unidentified relationships, whether in the school or out, that are so effective in molding disposition and shaping character. Children were dealt with on the basis of where we thought they should be and what we thought they should become, not on the basis of where they were in their present attitudes and relationships or what we could discover as the unique, developmental possibilities in their doings and attitudes. Efficiency likewise suggested in the past an assiduous pursuit of results that to the child were impersonal and arbitrary. Things had to be done just so, but often there was little sense in them to the child as was so plainly shown by the fact that he usually failed to carry such efficiencies over into his life.

But the alternative to such imposed arrangements and efficiencies is not to give up the idea of organization and efficiency altogether. What we seek is new ways of looking at these principles. Those of us who believe in freedom for the child do not give up the idea of authority, not, that is, if we are properly informed. We get a new meaning of the nature and source of control. Those of us who believe in capitalizing children's spontaneity in education do not give up the idea of having the children learn from the race experience. Instead, we build for ourselves a new meaning of learning. But how, you may ask? And what shall be our criterion of the correctness of the new meanings which we adopt? It is my belief that we here meet the most crucial thing about our work. If we cannot rely on the

children's bare impulses on the one hand or the crystallized conformities and arrangements of the traditional school on the other; if we object to sheer moment-to-moment improvisation and at the same time refuse to allow the requirements of adult life to set rigid standards by which we shall gauge our success; if our professional self-respect keeps us from adopting the fixed routines of those whose work goes on at the level of habit rather than thought, or from merely trying to ape the work of those whom we regard as the creative artists in our profession, then how shall our work get direction, organization, and proper social efficiency?

We talk today about the dynamics of education—the idea that a child's behavior contains both an inner propulsion and a measure of self-regulation. We have come to see the inner propulsion pretty well. We know that where there is life there is an active surging ahead that tends to express itself in some form of accomplishment rather than failure. When a child does something with objects or with tools and materials and sees a further possibility of shaping them to some useful end or enjoyable form, the initial life urge for activity is converted into the dynamic of accomplishment, and an inner compulsion is generated and sustained as long as success is experienced more often than frustration or failure.

But the self-regulation of human behavior or the self-correcting principle we find more difficult. In the first place, our immediate zeal to get things done and to get them done economically or in accordance with the standards which we personally approve, whether it be in the child's workmanship or in his relations with other members of the group, makes it very difficult to appreciate how human behavior could possibly correct itself. Perhaps it would be helpful here if we could think of all human life on this planet—all our institutions and social arrangements—as a great collective venture in which we try now this way of running a thing, now that, and then the other until we find a way that is for the time being acceptable to act upon. We do not appeal to something beyond our own human experience as the criterion of correctness. We trust that by a sufficiently experimental temper in political affairs, industry, business, and in all the rest, we shall hit upon better and better ways of running our group living. We seek ways of living that modify themselves as the occasion arises. It is done within experience and it is done socially. It might be thus in the school.

We can see, then, that in the second place there would be great confusion and variation of attitude among us regarding the connection between the notion of self-regulation as it applies to children and the manner in which we as the guides of childhood should enter the picture. If self-regulation is to be our keynote and if our program is not to reflect an external, imposed character, what is to provide organization? All of us are at least dimly aware that there must be some principle for relating the various doings of children to one another and for relating our own guidance more helpfully to them. There surely must be some better method than most of us now have for relating the child's experiences horizontally or in scope, as we say, and also for relating them to one another longitudinally or from day

to day. We wish better comprehensiveness and we also want better continuity. The thing we have deplored about the traditional school and even the work of many schools today, especially in the upper grades, has been the lack of any unifying principle. There has been a patchwork program held together only by a timetable or the force of habit. Some have called it a stagger program, for obvious reasons. It was an atomistic, mechanical succession of unrelated starts and stops. The curriculum was a mosaic of subjects, not a design for living or an organic, integrated whole derived from study of living itself. The child was jerked from what he was doing to the next thing, not because one thing led to the other or because one called for the other but because the time was up or because the custom was to do things in this way.

What, then, is the tie that binds? We need to make a careful distinction here between a principle of unification or organization and this business of units that we have heard so much about of late. We talk about the need for ethics in business; here is one place where it is sorely needed. The quick conversion of conventional textbooks into aggregates of so-called units by the mere device of changing chapter titles has in many instances not only revealed insincerity but evidence of malicious exploitation of school people who wanted to do better things but who were inadequately informed regarding fundamentals. When they heard that units were the thing, old textbooks were discarded and new ones arranged on the unit basis were adopted in great numbers. It must have been a flourishing business, and those who really knew that little actual change had taken place in the more fundamental principle of organization of materials, that is, the textbook writers and publishers, must have chuckled to themselves. The unit has frequently been little more than a convenient name for a number of prescribed doings and acquisitions which may have disregarded the more usual arrangements found in existing formulations. It was often a teacher-made outline of prescribed doings or learnings. It was logical, not psychological.

But some among us have been rebelling, holding that the unit in education was not only more personal and psychological but also more comprehensive and inclusive. Some have wished to subsume nearly everything the child did in school over a considerable period of time under a single unit title. Usually, however, certain desired learning outcomes have been sought independently and more directly. Recently a principal stated to me that arithmetic was the one concession of her teachers to the traditional school—that this was the one remaining subject that was taught as such.

But others among us have still had suspicions. There must be something wrong when a part of the program has to revert to type while the rest moves forward. It raises the question as to whether adherence to children's interests is enough. Do a child's interests have the powerful, unifying effect necessary if we are to abandon the logical, planned-in-advance type of formulation, whether prepared by the teacher or for him? Does the decision of a child or a group to make a house, a store, a city, a farm, or to paint a mural or give a play—does such an initial manifestation of

interest, even when it rises to the level of zestful purpose, have the holding power necessary for the proper consummation of an enterprise requiring sustained effort, growth in patience and thoughtfulness, and better ability to work with others?

When we viewed the child's education in terms of large units that tended to construct their patterns as they proceeded, we were baffled because we had great difficulty in understanding our own place in what was done. Just how could the teacher guide or direct if he was to respect what was precious to the child? How far could he go in setting the stage or in pointing out things to do before he ran the risk of trespassing on the child's individuality? And how did these matters differ for children at different stages of development? These have been some of the crucial questions faced by the serious-minded teacher. And I am not sure that we are very far beyond this practical dilemma today. We have not yet worked out the problem of equating child spontaneity and teacher direction. But we are on the way.

It seems fairly certain that we shall never have an adequately organized program of democratic education or one which builds the sort of attitudes and adjustments essential to life in a precarious world without first straightening out one issue that keeps coming up in all serious educational discussion today. I refer to the controversy that has gone on concerning the relation between a child's interest and his needs. The hub of the whole educational business is here. We shall get nowhere as long as some think children's desires are synonymous with their needs while others believe there is a conflict here and that in final analysis it is the needs that count.

Altho there are some desires of individuals that are also their needs, there are other desires that are clearly not needs, and there are many needs of individuals that are not their desires, at least not yet. There are human desires that are insistent needs and should be so regarded and dealt with by everybody. When you or I desire good working conditions, we doubtless need them at the same time we desire them. A child's desire for food or for companionship clearly coincides with the need for food or companionship. But there are desires that are not needs and should never be indulged or regarded as such. A boy's desire to outdo everybody in his group, or to be first in the social approval of his fellows or his teacher, or the desire of a gangster to bump off someone may not be a need at all. Then there are needs that are not yet desires but should become such as rapidly as it is within our power to bring it about. Moreover, one may need a thing and not only not desire it but not even be sensitive to the need. You or I may need wider contacts, new interests, or a more genuine feeling of accomplishment than we now enjoy, but we may not desire them or sense them keenly enough to do the thing necessary to attain them.

Furthermore, even when our desires and needs seem to coincide, we often get in trouble. Our desire for food, companionship, or recreation may indicate a need in each of these areas, but the desire may not tell us what the need is. Our desire for food does not tell us which food to eat, when, where, or in what combinations to eat. We may actually desire the kind of

food that is not best for us, or the food that we really need we may not know about.

Such clearly different facts as these should be carefully distinguished from one another. For most of them are quite far apart. Perhaps the greatest error of well-meaning teachers of little children during the past twenty-five years has been the tendency to confuse these things and frequently to treat desires as needs when they should not have been so regarded, or, on the other hand, to fail to deal with needs in such a way as to bring them to the level of desire. The teacher who quickly apologized for the bright cerise table which the child had just painted by saying that the child wanted to paint it a bright cerise was confusing desire with need. But as Kilpatrick used to say, "There is an important difference between doing as one pleases and pleasing what one does."

Thus the problem of equating children's interests and needs not only calls for the intervention of adult guidance but for guidance of a specific kind. We cannot afford to have one teacher tearing down what another is trying to build up. Educational values are not spun full grown from children's insides. Guidance is the principle that assures them. I am aware that upon good authority we are told that the child needs a generous amount of being let alone. It is also pointed out that the real value of any educational experience is in the *valuing* that the child does while his experience goes on, not in some product which may be measured or reported after it is over. Educational values are created on the spot. But they do not create themselves out of nothing and they do not emerge in a social vacuum. They grow up in the happy union of pupil participation and teacher suggestion.

We cannot, therefore, organize for efficient childhood education in terms of the child himself. Child psychology must become a social psychology, since both the motivations and the desirable qualities of growth that we seek are generated in a laboratory of social interaction where the help of adult experience should be freely and continually available in the child's living. One of our greatest errors has been the notion that a philosophy of child development could come from a study of the impulses, tendencies, stages of maturation, and present growth directions and relationships of children. Along with this error there has been just enough truth, however, to keep us from discerning the more distinctive need. From developmental studies of children we have seen how the new school organization is an emergence, that its curriculum must be flexible and continually rebuilding and extending itself. We know that the orbit of the young child's sensitivity and insight is something that must be continually expanded and that he learns not by mere accretion or by the heaping up of separate learnings in brick-and-mortar fashion—that his conceptions grow and that maturation is not a consummation but a process of becoming more and more able to deal with the problems of life and should never be thought of as complete.

But it is not enough to think our duty ends in seeing that this harmonious development in a setting of social interaction goes on. Altho our kinder-

garten-primary teachers have probably done a better job over a longer period of time in connection with the social and emotional growth of children than any other group in the service, nevertheless the orientation seems to have fallen short of the greater social obligation. The present world dilemma, and more especially our own situation in this country, indicates that there are certain qualities of mind and attitude that are at the bottom of our troubles and that these attitudes must be changed as expeditiously as possible. We need a singleness of purpose in American education that we have never experienced or felt the need of before. This purpose should prevail among teachers as a frame of reference, map of values, or fundamental social philosophy which is employed consistently thruout the school for the interpretation and guidance of child development. Such an orientation is needed to supply program. We have thought of program too narrowly. Too frequently we have confused the daily schedule of activities of the school with its program. But program has to do with direction. It has to do with the spirit in which work is carried on. This is something that we must decide upon and then employ with even more care, perhaps, than we select particular forms of activity from day to day.

I have referred to the necessity of guidance of a specific kind. It seems to me that certain qualities of living are imperiously demanded by the socio-economic-political situation in which we find ourselves. For instance, it seems to me that the present attitude toward work in this country should be changed and this should be done as rapidly as we can possibly bring it about. History shows that civilizations have always made mistakes—feudalism, divine right of kings, slavery, intense nationalism, and wars. And some say we in this country are making two great mistakes: the attitude that work is drudgery and that happiness can be bought with a price. What concerted efforts are our schools making to help the young grow up with a strong, abiding belief that work is not only the right of every individual but that in its proper meaning it is a creative experience, intrinsically enjoyable as well as productively useful? The criticism is often made that children, even in some of our better schools, fail to develop adequate personal philosophies of work. There are certain qualities of attitudes and participation that all of us are duty bound to build today from the kindergarten to the university, and that in season and out we should place such qualities of attitude first as we work with the individual or the group. The particular concrete things that children do pale into insignificance beside the problem of creating atmosphere and the opportunities for participation and working together that generate and build these deep personal attitudes. I am confident that if all of us think out the social situation in which we find ourselves, we shall arrive at much the same map of values. Our faith in intelligence leads us to this conclusion.

Suffice, then, to state only a few of the growth directions that seem to me personally to be dictated by the requirements of the larger social situation today. When we learn to place first things first in our teaching, we will emphasize such things as the following:

1. That work is both a creative experience and a form of social service; that its eternal dignity is that it is man's method of re-creating his environment; and that we must increasingly run things so that our work life shall achieve these qualities.
2. That the good of each individual is bound up in the good of all; and that individualistic, competitive methods have no place in an interdependent world such as ours.
3. That life is what we make it; it pays to try.
4. That the values of life are experimental, subject to reinterpretation and reconstruction.
5. That happiness is a quality of successful social living, not a goal to be sought directly.
6. That collective participation is the best method of solving our social problems.
7. That individual freedom and social responsibility are two sides of the same fact.
8. That the basis of human progress is in the power of thought, etc.

It is here that we find the real challenge of organization for increased social efficiency. It means that the organizing principle of the school is really in this emerging outlook or body of attitudes which the teacher employs from moment to moment as he interprets and guides children's living into ever better social meaningfulness. It means that organization and efficiency must be achieved by the teachers themselves. Only in this way can the program be kept human as well as creative and developing. Only in this way can we build desirable social skills and at the same time preserve the spirit of adventure in living and a zeal for new experiences.

THE VALUE OF THE LIBRARY IN THE FIELD OF KINDERGARTEN-PRIMARY EDUCATION

GARRY CLEVELAND MYERS, EDITOR, CHILDREN'S ACTIVITIES, CHICAGO, ILL.

The functions of the library in relation to the kindergarten-primary field are: (a) to provide books for teachers and parents on the development and guidance of the young child; (b) to provide books from which teachers, parents, or older children may read or tell stories to the baby and young child; and (c) to provide well-illustrated books for young children to look at and to read.

More and more kindergarten and primary teachers are growing aware of their opportunity to influence home guidance of the school child and, thru him, the upbringing of the younger brother or sister at home.

A rich field is opening up in home education of the baby and young child thru reading to him from his second year onward. These are three or four years of the baby's life which the kindergarten teacher can influence tremendously.

The baby brother and sister at home can be made to serve as motivating means to further the reading program of the older child in the primary grades. What stronger urge can there be to read than the longing to be able to read to baby brother or sister? See what an enthusiastic listener this younger child becomes. Reading by the child in the primary or even higher grades to a child much younger not only stimulates the good reader to read well but also stimulates the poor reader to read better. The library

provides a variety of well-illustrated, simple, interesting books for this purpose.

Then there is the wide field in which parents read liberally to the baby and young child, especially to the first or only child. The famous Mothers' Room of the Youngstown Public Library has made a notable step in this direction, stimulating and guiding parents to read to their babies and young children at home. Obviously the value of the library grows in this field as stories are read rather than told, especially at home. When stories are read by teacher, parent, or older child, many more books are needed and they must be profusely illustrated. The library has a limited service when stories are merely told.

Story-reading, especially at home, has more value than story-telling, as a rule. Few school children will ever tell stories to a younger child but many can be induced to read to him. Few adults, indeed, will tell stories. With story-telling only a few children at home would hear stories at all. But it is possible for practically every child from eighteen months to six or eight years of age to have stories read to him. Listening to well-illustrated stories read may begin earlier than listening to stories told. Then the language heard in stories read is usually better than in stories told, and the same patterns of speech are repeated over and over.

Listening to stories read arouses interest in content and gives good reading readiness. The book rather than the person speaks and the book read from takes on a kind of personality, cultivating tenderness toward books.

In the writer's judgment, library values at the kindergarten-primary level would increase tremendously if folklore and fairy tales were brought back to serve a balance with our activities program and our emphasis on the factual. It is amazing how these treasures have been snatched away from little children during recent years. In their place have come the factual and the here and now. Mere babies are today supposed to be sophisticated little scientists and to think and talk about realities only the university student was exposed to a few years ago. This little child must, in stories, face realities as early as possible and thenceforth forever. Dwarfs, brownies, and fairies must be kept away from him. If the modern child uses his imagination at all, it is supposed to fit into the conventional pattern of what can be seen, heard, felt, weighed, and measured. The average reading text for the young child is a penitentiary of facts. So is the average new book one finds for the young child in the library. The young child does need some facts; he also needs some fancies.

How long will the chains of realism bind the feet of little children, enslaving their imagination? Fortunately a great many babies and young children escape these chains until they get to school. Some children, indeed, find a fairyland at school. These children have parents and teachers who believe in fairies and go with the young creator into his enchanted land among the fairies, talking with them face to face.

Normally the child from two to six years of age lives among the fairies. He creates with them and enjoys his creations. Instead of hampering his

flights of fancy we should encourage them. Fill the baby and young child with fairy tales that lack the fearful. Balance this menu of the fanciful with adequate facts, activities with things, and play with many other children—for the little child's likableness, happiness, and efficiency.

If the little child could be heard he would sing: "Bring back, bring back, Oh, bring back the fairies to me!"

SECRETARY'S MINUTES

Milwaukee, Wisconsin

Business Meeting, July 2, 1940

The annual business meeting of the Department of Kindergarten-Primary Education was held in Kilbourn Hall, Milwaukee Auditorium, on July 2, 1940, at 4:15 P.M. Ethelyn Mitchell of Chicago, president of the Department, presided.

The minutes of the 1939 annual meeting in San Francisco were read and approved.

The president appointed the following committee to approve the minutes of this business meeting before they are printed in the *Proceedings*: Ethel Briant of Los Angeles, Calif.; Grace P. Townsend of Chicago, Ill.; and A. Maud Sproat of Salt Lake City, Utah.

A letter from the California State Association for Childhood Education was read by Mary C. Darr, inviting the Department of Kindergarten-Primary Education to attend its national convention in July 1941 in Oakland.

The following resolutions read by the secretary were adopted:

1. *Entrance to training schools*—The Department of Kindergarten-Primary Education commends an effort being made in many normal training schools to insure a more careful selection of those who are entering the teaching profession. The longer training period adopted in these institutions is also desirable.

2. *Exploitation*—The Department of Kindergarten-Primary Education deplores this method of advertising our public schools. One glaring example may be found in the so-called commencement exercises in many kindergartens celebrating entrance into the first grade—a practice that will inevitably emphasize the line of demarcation between grades while the outstanding educational thought of the day is endeavoring to eliminate this distinction.

3. *Funds*—The Department of Kindergarten-Primary Education affirms that the best interests of our children will be served if the money made available by the lowering birth-rate in the public schools be expended for the betterment of the lower grades. An increase in the number of kindergartens and improved teaching conditions in all the elementary grades would do much toward eliminating discouragement and retardation at the fountain head.

We are sincerely thankful to the Milwaukee teachers for their courteous assistance. The exhibit from local schools and a resident hostess always ready to answer questions have helped to make our headquarters an informative, colorful, and friendly meeting place.

HELEN HUNTER, *chairman*,
Chicago, Ill.

Mary Darr, representing the Association for Childhood Education of California, asked for the cooperation of the Kindergarten-Primary Department in research work in the field of radio.

Mrs. Eugenia West Jones made a motion that the Kindergarten-Primary Department ask the National Education Association for an increase in funds from \$500 per year to \$1000 per year for the purpose of research work—the radio, the

decrease in funds for the lower schools, and any other subject including bulletins to be sent to teachers. This motion was seconded by Miss Ferguson and was carried.

Mrs. Jones gave a vote of thanks for the Department to our retiring president, Miss Mitchell, for all the many good things she has done while in office. Miss Sproat, who is retiring from the board, was gratefully thanked for her work.

The Nominating Committee's report was read and accepted. Callie Gregg Blank was chairman of this Committee. (The list of officers will be found on page 482.) The officers were elected by acclamation. The new president, Miss Ferguson, and the vicepresident, Mrs. Ross, were introduced by Miss Mitchell and were welcomed. Miss Ferguson then adjourned the meeting.

AMY E. EMERY,
Secretary Pro Tem.

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 1940-41 are: PRESIDENT, Mrs. Eleanor C. Ronnei, Valhalla, N. Y.; VICEPRESIDENT, Margaret Allen, 5 Crescent Street, Portland, Maine; SECRETARY-TREASURER, Louise Padon, 150 N. Meridian Street, Indianapolis, Ind.

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 records of meetings are to be found in earlier volumes of PROCEEDINGS as follows:

1926:1067, 1100	1930:391-400	1934:423-434	1937:315-324
1927:473-486	1931:483-494	1935:389-396	1938:475-483
1928:435-450	1932:415-422	1936:275-282	1939:501-510
1929:449-462	1933:435-444		

MILWAUKEE MEETING

REPORT OF THE PRESIDENT

MARY E. VAN HORN, NEW YORK LEAGUE FOR THE HARD OF HEARING,
NEW YORK, N. Y.

IT IS MY PRIVILEGE to report not only that the Department of Lip Reading has sustained its work under trying circumstances but has made definite progress in acquainting the public with the conservation of hearing program.

Our Membership Committee has faced grave difficulties this year. With school budgets cut and salaries reduced it has been hard to make teachers see that they should join our Department and help convince school administrators of our program. It has succeeded in holding the membership nearly where it was last year and has added school administrators to our membership. Miss Cronholm, one of the Committee, has worked out a plan of having one Committee member responsible for each state in her membership zone. The plan has brought results. We regret very much that Miss Kabat, our vicepresident and able membership chairman, finds it impossible to hold office again next year.

Following the plan worked out last year, that of trying to reach magazines read by school administrators, two articles have been published and reprints sent to our membership: "A Hearing Conservation Program" by Warren H. Gardner, published in the April 1940 issue of the *American School Board Journal*. Mr. Gardner also published an earlier article for us but we were not able to get reprints. "The Schools' Responsibility for the Conservation of Hearing Program" by Mrs. Eleanor C. Ronnei was published in the *Journal of Health and Physical Education* in September 1939. The American Association for Health, Physical Education, and Recreation of the National Education Association has promised to cooperate with us to the fullest extent next year. We hope that it will endorse our program of conservation of hearing.

The *Lip Reader* has been especially fortunate in having Mrs. Eleanor Ronnei as its able editor. Requests are still coming in for the February 1939 issue on "A Summary of the Questionnaire on the Cost of Conservation of Hearing in the United States." This issue received favorable mention in *Hearing News*. This year we have sent 183 extra copies of various issues to members and requests for hundreds more copies have come too late for us to get reprints. We have published one more issue of the *Lip Reader* than our members have received in previous years.

As the conservation of hearing program becomes an official part of the school curriculum, it will be a simple matter to get members for the Lip Reading Department, but let us not forget the vision and hard work of the pioneers in this field who have given so generously of their time and strength to keep the program before school administrators. We will have to depend on these men and women of foresight for some years to come for our leaders and membership. We offer anyone interested in the work a cordial invitation to join the Department.

Much has been accomplished in establishing and publicizing the conservation of hearing program both for adults and children. Much remains to be done. Many children both in cities and isolated communities are not receiving any help. There is a crying need for adult lip reading classes in the public evening schools. I urge your support for the officers to be elected at this meeting.

HEARING DEFECTS AND CRITERIA FOR LIP READING

WARREN GARDNER, CHAIRMAN, COMMITTEE ON HARD OF HEARING
CHILDREN, AMERICAN SOCIETY FOR THE HARD OF HEARING;
SPEECH AND HEARING CLINIC, INDIANA UNIVERSITY,
BLOOMINGTON, IND.

The present status of hearing in the United States is far different from that of ten or even five years ago. The audiometer was introduced to the public schools fifteen years ago. Its acceptance was slow and gradual but a sharp increase in the use of the audiometer has occurred in recent years. As chairman of the Committee on Hard-of-Hearing Children of the American Society for the Hard of Hearing, I have sent a report to be read at the national convention of the Society meeting at Los Angeles this week. This report will say that almost 2,000,000 school children were given audiometer tests in 1938-39. The largest number reported formerly was in 1936-37 when slightly over 1,000,000 children were tested. The tests were given in 958 towns and 126 counties of the country. Compare this with a former high report of 233 towns and about 20 counties. The total school population of the towns and counties tested last year is over 8,000,000 children, which indicates the number of children having advantage of periodical audiometer tests.

Former reports had listed 10,700 children as having lip reading. The present report will show that 18,000 children had lip reading in the school year 1938-39. These figures include 10,000 from New York State, of whom 4000 were definitely reported and 6000 estimated by the state department. Lip reading is known to be taught by 257 teachers in 107 towns, including New York City, Buffalo, and six other towns in New York State.

We are faced with this problem: Hearing surveys are now proceeding in one thousand towns and counties representing 8,000,000 children. Last year, the Lip Reading Department reported that from $\frac{1}{2}$ to $1\frac{1}{2}$ percent of the school population is receiving lip reading in towns that practice hearing conservation. On the basis of 1 percent of the population, 80,000 children in these towns are needing lip reading. Compare this with the reported total of 18,000 receiving this training in the United States. These comparisons reveal the huge task that is confronting those who are interested in the hard-of-hearing children.

The task is great because of certain difficult problems. The outstanding one is the rapid extension of the use of the group audiometer without an accompanying improvement in the technic of administration of tests.

It is true that certain states like New York and Pennsylvania have issued manuals of instruction and that California technicians have had conferences on procedures. It is also true that many audiometers have been used by persons who have an inadequate training or comprehension of the technic and interpretation of hearing tests. Consequently, misapprehension and misunderstanding have developed among the medical and educational officials.

Another problem is that of follow-up. Too many people have had the impression that the hearing tests are complete in themselves. This is far from the truth, for as I have said many times, "The real work begins after the tests are over." Another phase of the follow-up is the school readjustment of children of which lip reading training is an important part. A sudden demand has arisen for information concerning acceptable practices in follow-up and criteria for lip reading, as a result of hearing surveys conducted for the first time in approximately seven hundred of the towns reported.

Prevailing practices point to varied and conflicting methods in the selection of children for lip reading. Physicians differ in the manner of selecting them. One may recommend for lip reading only children who have serious impairment for conversation. One recommends forty decibel loss in the speech range in the better ear. Another says that if a child hears twenty feet away (usually measured with a man's voice), he does not need lip reading. Still other doctors refuse to recommend lip reading. Some systems state that only those with thirty decibel loss on the group audiometer in the better ear (this is the limit of the audiometer) are given lip reading. A representative of a state school for the deaf insists that any child who needs lip reading belongs in the state school for the deaf. Some teachers believe that all pupils having a loss in both ears, regardless of the amount, need lip reading. Some recommend it for those having a defect in one ear, the other being perfect, while others say "No." Still others insist that a child with a slight loss will benefit from lip reading because his attention will improve. Some systems use a physician's prognosis as the sole criterion. In fact, many physicians insist that their judgment of prognosis should be the sole factor. Other systems depend only on an otologist's prognosis. However, numerous systems report that they cannot wait for a prognosis because many children do not obtain prompt medical attention. They need immediate help in the schoolroom. Clarification of these points will make it easier for those persons who may enter the field in the future, or who are now seeking help in readjustments of hard-of-hearing children in the towns recently surveyed.

The speaker by no means plans to set up definite criteria to the lip reading teachers of the N.E.A. He wishes merely to set forth the variable practices in selection which prevail. It is my belief that the group audiometer score does not always reveal the true picture of the child's hearing. When this audiometer was introduced, the makers stated that all children who did not pass the test should be retested on the pitch audiometer, which was the famous 2-A audiometer. However, this latter was so ex-

pensive that the sales representatives decided to push the group audiometer first, hoping that sooner or later the pitch audiometer would be purchased. There are less than one hundred pitch audiometers in the country available to school systems. Hence, most judgments have been based on the group audiometer score.

Finally, an outline or battery of items is submitted to your Department. These items have come from different sources but especially from correspondence with audiometer technicians who replied to the speaker's questionnaires on the annual hearing surveys in the United States. One lip reading teacher emphasized this item; another emphasized that one. Still another thought a third item was important. Only a few mentioned a large number of items. Thus, the battery has grown to a formidable list of items that teachers and technicians actually use in studying hearing-handicapped children.

1. The hearing loss:

- (a) Degree alone is not sufficient, except in those cases with obvious handicapping deficiencies
- (b) Age at which hearing loss was acquired. At a young age, reading, language, and speech may have been affected
- (c) Diagnosis: cause, family history, etc.
- (d) Prognosis, especially concerning monaural deafness or minor binaural types involving permanence, eventual restoration, or arrest of the infection. This should include chronic cases of allergies, catarrh, asthma, cleft-palate, etc.

2. Physical defects other than deafness. It is important to know what other handicaps such a child may have. He might not be able to use lip reading with poor vision or extreme spasticity of movement. Also, lip reading might strengthen a child who would otherwise be doubly handicapped.

3. Speech defects, as observed in propositional speech, test sentences, or tests such as Detroit Articulation Test.

4. Ability in language, oral and written, as compared with own grade and age. Hard-of-hearing children often omit the plurals of verbs, use present tense only, and omit articles.

5. Hearing comprehension of language, with and without a hearing aid, as measured by standardized word or sentence tests. This of course would apply to a child already using a hearing aid.

6. Voice qualities, such as extremely high and low pitches, weak volume, etc.

7. Schoolroom facts:

A. Behavior clues:

- (1) Failure to carry out instructions by
 - (a) Making repeated mistakes
 - (b) Responding slowly
 - (c) Observing others for clues
 - (d) Frequent requests for repetitions
- (2) Failure to participate in class discussions
- (3) Inattention
- (4) Turning one ear to speaker or leaning forward
- (5) Showing tension or strain when listening, or confusion
- (6) Easily exhausted or irritated before day is half over
- (7) Peculiar personality traits, such as extremely sensitive or timid; excessively withdrawal type, emotional instability, irritable, mischievous, or vicious
- (3) Adaptability, meeting new situations, etc.

B. Scholastic clues:

- (1) Repeating grades. This should be carefully studied because of "courtesy" or "age" promotions
- (2) Not achieving up to native intelligence. A group intelligence test, containing verbal items, handicaps a hard-of-hearing child. Individual verbal intelligence tests likewise reflect the language handicap. Hence, a battery of tests including especially performance or nonverbal tests must be administered to obtain an estimate of the child's intelligence. Likewise, the usual achievement test does not indicate achievement possibility, but the result of the handicap
- (3) Achievement in verbal (language or discussion types) subjects compared with manual, for example, drawing, music, manual training, physical education, etc. Reading failure may not be so much due to a defect as it is to lack of opportunity to hear basic sounds and formal language.

If the audiometer counselors, special education teachers, and lip reading teachers have used these items in the past, the items in turn should be a guide for future teachers, those who seek the ways and means of effecting readjustment of the hard-of-hearing child. These items should serve as a general warning that the child should be studied as a whole. In other words, avoid overlooking a child by looking over everything.

A CRITIQUE OF THE RATIONALE OF TESTS OF HEARING

ROBERT WEST, DIRECTOR OF SPEECH CLINIC, UNIVERSITY OF
WISCONSIN, MADISON, WIS.

I wish to discuss the standard practices of group audiometry. The usual procedure is to apply to the group of persons to be "audiometered" a so-called screen test that is intended to weed out from the group all those persons who should be retested with an individual test that furnishes a more analytical picture of the auditory acuity.

In a statewide study of the deaf and hard of hearing in Wisconsin, financed by the Work Projects Administration and sponsored by the University of Wisconsin and the state department of public instruction, some ten thousand of these tests have been given to date. Therefore, we have figures on which to evaluate the technic statistically.

The first requirement of any good test is that it be reliable, that is, on repeated administration to the same persons that it yield the same, or nearly the same, scores, or that similar chance halves of the same test yield similar scores. Our first study showed a coefficient of reliability on two administrations of the test of $+.31$ with a probable error of $.06$, and on measures of chance halves of $+.86$ with a probable error of $.026$. These coefficients were based on the Western Electric method of scoring the test papers. Since both of these correlations were low, considering the conditions under which the two measures were taken, an inspection of the papers was made to see if some method of scoring other than that recommended by Western Electric might be employed to raise the reliability. It was discovered that the graduated lists of numbers were not being

missed in the expected order of difficulty. List number one, for example, shows the following discrepancies in order: The first pair of numbers is easiest to hear, that is, stands first in order of correct responses. The second pair is either second or third in order. The third is fourth. The fourth is second or third. The fifth is fifth. The sixth is seventh. The seventh is eighth. The eighth is sixth. The ninth is tenth. The tenth is eleventh. The eleventh is twelfth, and the twelfth is ninth. Thus, only two of the pairs of numbers are in their intended place on the list. In all the four lists for the right ear, which was the only ear we studied in this statistical survey, significant changes of the order of difficulty were found. Various methods of rescoring the papers were tried, in which the actual degrees of difficulty of the various numbers, rather than their Western Electric decibel ratings, were taken as the basis for the scores. These methods of refinement of the scores did not increase the reliability of the test. We assumed, therefore, that the lack of reliability of the test was not resident in the scoring system but was intrinsic in the test itself.

In the search for variables that might possibly be the source of this lack of reliability the following conditions were taken into consideration:

1. The varying efficiency of different phones in the network attached to the audiometer
2. The differing conditions of room noises
3. The uncertainty on the part of the person tested as to what he is to do in the test, when he is to listen, and where he is to write the numbers he hears
4. The lack of even graduation of difficulty of the numbers used in the test. This failure of even graduation apparently causes many of those tested to believe they have reached their limits at the first number they cannot hear. After that, not knowing when the numbers are to be spoken, they become confused and erratic in their responses.

We would say (a) that in group audiometry the practice of giving phonograph number tests as a screen for the pure tone frequency test should be discontinued; (b) that a good group number test should be used as a screen for some practical test of the hearing of speech; and (c) that as a screen for the individual pure tone frequency test a group pure tone frequency test should be used.

REPORT OF SECRETARY-TREASURER

This is the fourteenth annual report of the secretary-treasurer of the Department of Lip Reading of the National Education Association. We emphasize the report of the membership chairman, Leone M. Kabat, and her committee, for had it not been for the zealous work of this committee, the Department might seem to be losing ground; there are twenty-three new members, coming from fifteen states—Missouri is banner state, with four new members; California, Iowa, Minnesota, New York, and Wisconsin each gave us two; Illinois, Indiana, Michigan, Nebraska, Ohio, Pennsylvania, Tennessee, Texas, and Vermont each gave a new member. As we visualize these twenty-three persons, each inspired to work for lip reading in the schools of the United States, and for a program benefiting children with defective hearing, we rejoice in the new strength and believe the goal will be reached. It has been the pleasure of the secretary-treasurer to visit our national headquarters of the National Education Association and to talk with Miss Winfree, director of the Division of Records and Accounts. She said that in her division

there is a staff worker whose hearing is defective, and who has benefited greatly thru lip reading. It is just such things that will eventually put lip reading into the schools of our country as part of the regular curriculum. Many of the pioneers who founded this Department are still with us; some have neglected to pay their dues this year, but we know they are with us yet. Three times dues notices have been sent out. The Department reports ninety-seven members, which is less than last year. We hope to increase the number in 1940-41.

The *Lip Reader*, edited by Mrs. Eleanor C. Ronnei, has been an essential part of the educational activity of the Department. It is ably edited and has had splendid contributions on work for the hard of hearing child this last year. Many calls for extra copies have come to the secretary. We think a campaign in all schools, using the *Lip Reader* as publicity, would bring results. In several cases, where letters concerning testing of school children and lip reading for hard-of-hearing children have been answered by the secretary, the *Lip Reader* has been enclosed with the reply, and the dollar membership came back by mail. We feel that all the officers of the Department, inspired by President Mary E. Van Horn, are very loyal in their work and that the Department is vigorous and growing.

ELIZABETH BRAND
Secretary-Treasurer

The report of the Nominating Committee is as follows: president—Mrs. Eleanor C. Ronnei, Valhalla, N. Y.; vicepresident—Margaret E. Allen, Portland, Maine; and secretary-treasurer, Louise Padou, Indianapolis, Ind.

MARION C. CLARK, *chairman*
CAROLINE F. KIMBALL
ELIZABETH C. HANNEGAN

The report of the treasurer is as follows:

Statement, May 31, 1939.....	\$127.33
Receipts	94.00
	\$221.33
Expenses for postage, clerical work, stationery, and supplies; publication of the <i>Lip Reader</i>	\$139.58
Balance—May 31, 1940.....	\$81.75

*MUSIC EDUCATORS NATIONAL
CONFERENCE*

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. In 1940 the Music Educators National Conference became a department of the National Education Association, absorbing the former Department of Music Education.*

Reorganization plans were pending for several years. No program of the Department was held during 1938-39.

The officers of the Department for the years 1940-42 are: PRESIDENT, Fowler Smith, 467 West Hancock, Detroit, Mich.; FIRST VICEPRESIDENT, Louis Woodson Curtis, 1205 West Pico Street, Los Angeles, Calif.; SECOND VICEPRESIDENT, Richard W. Grant, Pennsylvania State College, State College, Pa.; EXECUTIVE SECRETARY, C. V. Buttelman, 64 East Jackson Blvd., Chicago, Ill.; ASSISTANT EXECUTIVE SECRETARY, Vanett Lawler, 64 Jackson Blvd., Chicago, Ill.; MEMBERS-AT-LARGE: Frank C. Biddle, 216 East 9th Street, Cincinnati, Ohio; Haydn M. Morgan, Newton Public Schools, Newtonville, Mass.; Lilla Belle Pitts, Teachers College, Columbia University, New York, N. Y.; Lorrain E. Watters, Des Moines Public Schools, 629 Third Street, Des Moines, Iowa.

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	1939:511-512

MILWAUKEE MEETING

MUSIC IN AMERICAN LIFE TODAY

HOWARD HANSON, DIRECTOR, EASTMAN SCHOOL OF MUSIC,
ROCHESTER, N. Y.

IN THE FIELDS of music and art in general the place of a developing culture seems unimportant if we consider such a culture merely as something quite extraneous, a garment to be put on or taken off. However, if we consider the development of an art as something indigenous to the country in which that development is taking place, as something which rather than being extraneous is an expression of a motivating force woven deeply into the spiritual fabric of the nation, such a culture becomes very important indeed.

It has often been said that the job of education is twofold, to teach young men and women how to earn a living and to teach them how to live. This is undoubtedly a much too superficial analysis and yet, reduced to elements of the greatest simplicity, the statement contains a great deal of basic truth. One of the greatest necessities in the field of music in education is an understanding of the relationship of these two points of view.

There is one method of dividing music into compartments for the sake of discussion. Music is in a sense a three-way art, for it concerns three fairly distinctive types of individuals. These may be classified simply as creator, performer, and listener.

If the musicality of a nation can be judged by excellence in performance we are undoubtedly the most musical nation on earth. Let us take the field of symphonic performance. The three or four greatest orchestras in the United States are, in every phase of musical performance—accuracy, technical proficiency, and brilliancy—the superior of any orchestras in Europe. The tradition of European supremacy in the arts dies hard, and what I have said finds less ready acceptance in the minds of laymen than in the minds of professional musicians. Even where the leadership of performance in America is accepted, many laymen attribute this superiority to the presence of foreign artists in American orchestras.

It is true that the United States owes a great debt of gratitude to its foreign teachers, particularly to those who came to this country in the latter part of the nineteenth century and laid the foundations for present-day musical developments. The orchestras today, however, consist in constantly increasing percents of native-born Americans who have come up through the American public schools and the American professional schools of music. One finds further proofs of this fact when one leaves the consideration of professional symphony orchestras and studies the student orchestras of our American music schools. Here again I am speaking from experience when I say that the student orchestras of our professional schools of music set new high standards for technical brilliance and proficiency.

But if we are proud of technical superiority in the upper bracket of

symphonic playing, the most outstanding contribution to this field is yet to be mentioned—the development of symphony orchestras in the American high school. Whereas the professional symphony orchestras and the professional music school orchestras have counterparts in Europe, the symphonic development in the American public schools has no equivalent in the old world.

The development in choral music is a chapter hardly less thrilling. We have become known in recent years as essentially an instrumentally-minded people, and yet the development of *a cappella* choirs in the high schools of this country has set a new record in choral achievement, a record which, as in the instrumental field, far surpasses the achievements of our elders. In this whole development we should present our respects to the supervisors of music in the American public schools. In these organizations our students are not only learning fundamental technics of accuracy, precision, teamwork, and loyalty to an ideal, but that they are experiencing the spiritual influences of a great art and are experiencing them creatively—not as passive listeners but as active participants. They are re-creators—companions in the realization of beauty.

America is at last taking her place not only in the field of performance but in the field of creation. In the building of a national culture a nation must stand or fall in the last analysis by what she herself produces. Importations are important as examples, guides, and teachers, but the true culture of a nation must be based upon that which grows from her own soil. Here again we see America in this new age beginning to interpret herself thru her own creative artists. We have all been thrilled and excited recently over the pronouncements of eminent foreign conductors that in these present days the greatest compositions are coming from the pens of American composers. We are not, however, proud of this in any competitive sense. We are not proud because we hope that America may be “better” than other nations. We should be happy rather because it means that America is at last finding her own creative soul and is expressing her own spiritual convictions thru her own sons both for today and for posterity.

If self-expression can be had thru performance it is vitally contributory to the student’s development. If that experience is also actually creative it is doubly important. Thru the development of the radio the American nation has probably become the world’s greatest musical audience and yet, tho I do not minimize for one moment the values which can be derived from listening to great music, I am happy that music education in the public schools has been directed at least equally to creative participation.

And it seems to me that in the last analysis this sensitizing of the human mind and soul is the most important task of education. We may forget facts, dates may slip from our minds, but the experiences which we have had in being subjected to the thoughts of great men, in whatever their art may be, remain with us forever. And perhaps this spiritual purpose; this rendering of the soul sensitive to beauty; this tenderness, compassion, and understanding which comes from intimate association with beauty is the ideal goal of American democracy.

MUSIC IN THE ELEMENTARY-SCHOOL CURRICULUM

DOROTHY KELLEY, STATE TEACHERS COLLEGE, MILWAUKEE, WIS.

One of the first activities in which we engage our children is singing. Every child, unless he is physically handicapped, has a singing voice. It is up to the kindergarten and primary teachers to help each child find his own singing voice and to help develop it correctly that it may be thruout life a source of enjoyment and an escape valve, whether he be in church, at the Kiwanis Club meeting, or in his own room at home.

Another fundamental activity in our music program is the development of a rhythmic feeling within each child. Effort becomes easier and less tiring when done rhythmically, and rhythms set taut muscles free. The rhythmic training in the kindergarten and primary grades enables each child to acquire a certain skill in walking, running, jumping, skipping, swinging, hopping, turning hand springs, high stepping, leaping, gaining poise, self-confidence, social graciousness, and consideration of others, as well as gaining better posture and a healthier body. Each of these activities calls for different music expressing different moods, giving the child many opportunities to learn to discriminate.

A rhythm band is another medium for expressing rhythm in the primary grades. The playing on percussion instruments, triangles, tambourines, and drums has its place but can never take the place of free bodily movement to music. A child playing a percussion instrument uses the smaller muscles in his body and therefore must have a keener sense of rhythm in order to respond well. The development of the larger and smaller muscles of the body to respond rhythmically comes thru the various activities just mentioned plus thru organized folk dances in the upper grades, and results in the ability of the older child to feel and to read quickly the rhythm of a composition he may want to play on his instrument. A good strong background of rhythmic training goes hand in hand with singing in the early school years.

There are two more important phases of music carried on in kindergarten and primary grades, namely, hearing music and creative expression. Much good music will be heard and used in the rhythm classes. The children will hear folk tunes and art songs played and sung by fine artists. They will hear each other play and sing their favorite tunes and will develop fine listening habits and will learn about concert and radio etiquette. A keener sense of music appreciation comes thru these channels.

Many opportunities for creative expression are given the young children. The abilities and the interests of the children differ so widely that most creative expression must be individual.

As we reach the higher levels of the elementary school—Grades III-VI—we find that singing continues to be an important activity, for it is during these years that we hear some of the most beautiful singing we shall ever hear. The voices have gained in resonance and have become stabilized, giving the children much satisfaction and enjoyment. The children are ready and have found a need for learning to read music notation. Enough

skill is acquired in reading music to aid the child in helping himself. With guidance and supervision he now writes with the correct notation his own tunes that he has created. He has had ear training which enables him to write the notation for favorite tunes which he has heard over the radio or which he has heard other children playing and singing. He picks these tunes out on the instrument which he is studying. As the ability and the interest of the child grow, piano and other instrumental study are suggested. Many school systems offer this instrumental work and therefore can more closely guide and supervise good progressive teaching and link that study up with other music work that each child is doing.

The child especially talented and interested in music has other opportunities to keep him busy and happy. Organizations such as choruses, bands, orchestras, girls' and boys' glee clubs, small ensemble groups both instrumental and vocal, help to solve the problem for the talented and above average students.

Much could be said about integration, but when one realizes that music plays so large and rich a part in every phase of life, one knows that no subject is complete without integrating music.

MUSIC IN THE HIGH SCHOOL

HOBART SOMMERS, PRINCIPAL, AUSTIN HIGH SCHOOL AND EVENING HIGH SCHOOL; AND DEAN, AUSTIN JUNIOR COLLEGE, CHICAGO, ILL.

The high-school band has become a very definite fixture in American secondary education. Instead of the group of wind instruments that met after school on Fridays in the assembly hall under Miss Smith, who was appointed to lead them because thirty years previous she was able to play the violin, we now have a well-balanced program with junior band, a reserve band, a concert band, and various instrumental classes, all under a professional instructor, in rooms designed to meet the needs of those students who are beginning on instruments for the first time. This program has been so well integrated with the life of the community that all educators agree that it is a necessity. The success of this part of the music program is dependent upon just two things: (a) a bandmaster or music teacher sufficiently capable to know his business and develop an organization, and (b) a principal who will cooperate with the bandmaster or music teacher in program making and general music promotion.

The development of orchestras normally takes more time because of the length of the period necessary to learn to play the string instruments. No school should be without an orchestra altho a band may be built faster and perhaps be more flashy and spectacular. A good school orchestra fits well into the integrated program of the senior high school and should be encouraged. Places can here be found for players of almost every instrument, with girls and boys alike showing interest for the unusual instruments such as viola, oboes, bassoons, and French horns.

In the last ten years there has been a movement toward the *a cappella* choir, which is the process of selecting the best singers and coupling them

with the best director obtainable to make a fine performing unit. Altho we love the excellent and dignified work of the *a cappella* choirs, I hope that this type of organization will not become so important that the music departments and school administrators will lose sight of the fact that in the vocal music department is our opportunity to work with the great mass of young people who do not and never will have much musical ability. There is no reason why at least 50 percent of our high-school body cannot be developed into choruses of some type or other. Boys' choruses, girls' choruses, and mixed choruses of large numbers can find with ease material suitable for performance. This type of work reaches the highest plane of our school endeavor and altho this mass music may not reach the heights of the robed *a cappella* choir we know we are carrying out our proud conception of education for all.

Small ensembles, vocal and instrumental, should be considered as important as the creation of large performing groups. It is always necessary to provide greater opportunities for the student with more ability. Good students in the string or woodwind sections should be organized into quartets and small ensemble groups. Sometimes the converse is true. The poor students can be encouraged to do more and better work by placing them in small groups where they will not feel lost in the power of tone produced by the whole orchestra or band.

Assembly singing should be an enjoyable feature of many programs. The assembly hall of our school has become the living room of education where we put forth our best and have our best times. Here our program of education should be made so pleasing that a series of high-school programs presenting both our own organizations and many from outside the school will give the students who are not taking music a love and understanding based purely on its enjoyment.

Community activities in music are a necessary part of our program. The school operetta is still a feature in many places but elsewhere it has been replaced by the semiannual or annual music festival in which the majority of the choruses, orchestras, and bands find a place on the same program. This type of enterprise offers as its main advantage a place for the largest number of participants possible.

Music has a most important role in the presentation of any motion picture. The understanding of the background and development of this art is a closed book to most students and many teachers. Our film manufacturers have lately become aware of the need of presenting this to the public in such a way that it will form an important part in the understanding of their entertainment. Sound films are on the way from Hollywood which will show us the "how" and the "why" and the "wherefore" of movie music.

School dance bands should be the concern of the music department. Mozart and Hayden should not form the entire basis for our musical studies. We should also become acquainted for practical social purposes with the music of modern dance bands. Faculty directed dance bands will do more to bring the youth closer to the school and the school closer to the community than any other type of musical organization.

CONFERENCE ON ORGANIZATION ACTIVITIES AND RELATIONSHIPS IN THE FIELD OF MUSIC EDUCATION

Held in Connection with the Music Educators National Conference, a Department of Music of the N. E. A.

Milwaukee, Wisconsin, July 1-2, 1940

This meeting was called for an informal conference of heads or authorized representatives of state and auxiliary organizations, the Executive Committee of the North Central Music Educators Conference, the president, and representatives of the Music Educators National Conference (a) to discuss plans for the North Central meeting to be held in Des Moines, Iowa, March 16-22, 1941, with President Edith Keller and members of the North Central Executive Committee; (b) to hear reports from the presidents or representatives of state organizations regarding the activities and achievements of the state organizations in the North Central area; (c) to discuss the present status of interstate activities in the North Central area as carried on by the Conference and the regional organizations of the National School Band, Orchestra, and Vocal Associations; (d) to study the revised organization plan of the Music Educators National Conference and its relationship to the North Central area and to the state organizations therein; and (e) to discuss any matters of common interest to the members of the group and to the organization units which they represent, and to take such action as may be deemed desirable in regard to the development of a program for the advancement of the general interests of music education and the groups represented, both in relation to the North Central area and the entire national field.

Resolutions

1. *Affiliation as a department of the National Education Association*—All thoughtful persons who are concerned with the music phase of education greet with satisfaction the affiliation of the Music Educators National Conference with the National Education Association as a department of the N.E.A. This direct relationship to the parent educational body is also welcomed by officers and members of state school music associations and other organization units affiliated or cooperating with the Music Educators National Conference. Thru this medium, distinct advantages in usefulness and effectiveness and consequent greater service to the cause of education should accrue to the music educators group; general educational objectives should be more clearly defined; there should be more opportunities for developing broader understanding and appreciation of common and related problems; the place of music study and of the various activities which provide musical experience and the function of the music teachers in the general program of education should be identified and demonstrated by the interrelationships established by the affiliation. We bespeak for all our colleagues wholehearted acceptance of the broader opportunities, benefits, and responsibilities which are afforded all individuals and units of the Music Educators National Conference by this union.

2. *New organization plan of the Music Educators National Conference*—By the adoption of the revised Constitution and Bylaws at the 1940 biennial convention in Los Angeles, the Music Educators National Conference took a forward step clearly in line with present and anticipated future trends and needs, particularly in respect to the greater emphasis placed on state organization units.

Other important items discussed in this connection include: (a) the development of stronger school music programs in rural sections; (b) the logical tendency to reduce the areas of interschool music activities and at the same time increase the number of schools and pupils benefited, at lower per capita cost and with a minimum of mileage and time involved; (c) the undeniable importance of strong state asso-

ciations representing the music educators' groups of the respective states in all matters pertaining to their professional and educational interests and activities; (d) the opportunities for effective service of such state groups as units or cooperating affiliates of the general education associations of their respective states; (e) the opportunity made available by the Music Educators National Conference for such state school music associations to function in the organization structure of the Conference, with already proved mutual benefits to the Conference and the state units; (f) the power for service in behalf of music education and the members of the music education profession which can be developed thru a wise and effective unification of our forces. These and other items discussed are supporting factors in the farseeing and constructive plan embodied in the provisions of the revised Constitution of the national Conference.

Therefore, it is the sense of this group that this new plan will serve to increase the effectiveness of the various state and auxiliary organizations in that greater unification of purpose will be realized, interrelationships will be enhanced, and greater power for each unit and the whole achieved. Simplification of organizational structure in the states in certain instances would contribute to more efficient administration and greater strength. This is considered desirable to the point at which there is the greatest possible participation of music educators and administrators in working out the programs of their respective states and in expanding the services of the organized bodies representing music in these states. Proper and satisfactory emphasis on local educational interpretation and planning is of course essential.

3. *To focus our thinking*—In the present and increasingly critical situation in world affairs, we should be ready, thru our own efforts as individuals and thru the organizations of which we are a part, to make such special contributions as opportunities may afford us. In our own field we should seek means for developing the full power of those wholesome influences for which music is recognized to be particularly effective in times of stress and social disturbance.

Further, we should re-examine our philosophy and activities to make sure that in our work as individuals and in our organization affairs, we are keeping to the line of our purpose. To this end we recommend that our attention be focused on: (a) the integration of all educational agencies with music as a part of the whole educational program; (b) the contribution of music to the normal life of every individual, to emotional stability, and to satisfactory social adjustments; (c) the necessity for a broad general education as well as sufficient musical training for those engaged in directing the growth of the child thru music.

4. *Cooperative relationship with teachers in training*—It is the opinion of this group that it is desirable to bring the large number of student teachers into a practical and cooperative relationship with the Music Educators National Conference. To this end, recommendation is made to the Executive Committee of the Music Educators National Conference that some procedure be developed whereby student teachers may become identified with the Conference. This may be accomplished thru a suitable membership classification or by representative participation in Conference affairs, such as student committees. The *Music Educators Journal Club* plan now provided is excellent and should be continued. It is believed that the success of the *Journal Club* plan alone warrants consideration of the suggestion that a definite participating relationship be set up for teachers in training.

5. *National school music competition festivals*—The state and national school music composition festivals comprise one of the challenging movements in education. Indeed, the development has been so widespread and rapid that adjustments, major and minor, have been almost constant, in order to keep pace with the educational advances, higher musical standards, and the increased demands on organization and administration.

It is now apparent that the time is at hand to consider further adjustments, including possible reallocation of the territorial setup of the national competition festivals, at least in certain areas. Many directors of school music organizations concur in this opinion. In a number of states there is a feeling that the development

of the competition festivals has reached a point where the state finals may well serve as the regional finals. Attention is called to the fact that the subdivisions of several states are each equal to or larger than many of the more sparsely settled states, both as to number of schools represented and total student entries. Leaders in these states believe, in view of the present degree of advancement, that by adhering to national rules and with national adjudication, a state final can be the equivalent of an interstate national final, without sacrificing standards, and with obvious advantages in economy and simplification of procedures.

It is also felt in some states that greater emphasis should be placed on county festivals, or on other small-area events which will make expert adjudication as well as festival participation available to larger numbers of schools. Various and differing plans are discussed in accordance with the differing needs and facilities in the various sections of the country.

In view of the foregoing facts, and in line with the current trends and educational policies emphasized in its two-day discussion, this group, comprised of presidents and authorized representatives of state associations in the North Central area, the Executive Committee of the North Central Music Educators Conference, and the president and representatives of the Music Educators National Conference, a Department of the National Education Association, offers the following recommendations for consideration by the authorities concerned with the various state and national (regional) school music competition festivals:

1. It is recommended that regional boards of control in cooperation with administrators may if advisable recognize state competition festival events for final ratings equivalent to the present regional-national ratings. This recommendation applies particularly to states in which the competition festivals have been intensively developed, with widespread and representative participation and uniform maintenance of high standards; and in which there are now in operation several divisions as qualifying events.

2. It is further recommended that states make subdivisions—district, sub-district, or county—which will best serve the interests of the music education movement in the respective states, these subdivisions to be recognized as qualifying units for the state final event.

3. It is earnestly recommended that, in the event the suggestion in item 1 is approved, no area less in extent than a state be recognized as equivalent to a region in status; therefore, one final event must be provided for the districts or divisions within the boundaries of a state to qualify such state for recognition as a national final competition.

4. Certain state competition festivals which are qualified to apply for recognition as national finals may desire to invite adjoining states or portions thereof to join with them for festival and competition purposes upon application made by authorized representatives of the sections desiring such privilege and upon approval of the Executive Council. Particularly in cases where the neighboring states have small school population or where for any reason the competition festivals are not highly developed, such procedure may be mutually advantageous, provided, of course, there is no conflict with administrative regulations of the states involved.

(The foregoing are presented as recommendations only. Authority for changes in the various regions, in accordance with these recommendations, is vested in the National Board of Control, which works in cooperation with the regional boards, the state associations, and school administrators. The recommendations do not in any respect alter the national organization structure, as the Regional Boards of Control will continue as advisory and coordinating agencies, and, with the National Board of Control, will remain unchanged as far as the administrative setup of the competition festivals is concerned until such time as changes shall be legally made in this regard in the Bylaws of the National School Band, Orchestra, and Vocal Associations.)

*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 1940-41 are: PRESIDENT, Sarah G. Blanding, Dean of Women, University of Kentucky, Lexington, Ky.; VICEPRESIDENT, Edna C. Shumaker, Dean of Girls, McKinley High School, Canton, Ohio; TREASURER, Elizabeth B. Oakes, Dean of Women, State Teachers College, Milwaukee, Wis.; SECRETARY, Catherine E. Reed, Dean of Women, State College for Teachers, Buffalo, N. Y.; 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	1939:513-524
1922:693-794	1928:353-374	1934:345-360	
1923:621-636	1929:369-390	1935:311-326	

ST. LOUIS MEETING

GUIDANCE—A CHALLENGE TO OUR SCHOOLS

IRMA E. VOIGHT, DEAN OF WOMEN, OHIO UNIVERSITY, ATHENS, OHIO

ALL GUIDANCE WORK is built on certain fundamental and inherent rights of the individual and on a number of fundamental propositions basic to any technic or approach. Let us consider first the fundamental and inherent rights of each individual.

The right to be well born—We may at first thought consider this beyond our sphere of influence to change. But we do come into the picture from two angles—to modify the conditions existing and to aid in developing within the individual an appreciation of this inherent right for future children.

The right to discover oneself—It is our privilege to be what we are. This right is one of the reasons that young people go to college; it is one of the reasons that the United States has established free public education and has insisted that all children go to school up to a certain age. Altho an individual must find himself, another person can help tremendously thru guidance and counseling. What is the excuse and the reason for any of us to counsel and advise youth unless underneath all counsel and guidance procedure is an honest attempt to help youth discover itself? From birth on this business of self-discovery has been going forward. Due in large measure to the organization and growth of guidance procedures, self-discovery is now worked at more consciously than in former years.

The right of self-development—This logically follows self-discovery. We have the example of the person who discovers himself and then suddenly stops short of developing that which he has found. The almost certain result of this is a life which fails to be completely happy in an adult life or work situation.

The right of self-expression—Before this right can be fully exercised, there must be a foundation of real experience, study, or thinking. Self-expression marks a person as an individual. But sometimes a person does not want to be an individual. With individuality there goes social responsibility and there are those who prefer not to assume this responsibility. However, the teacher or counselor has a real responsibility to society to bring each young person with whom he works to a realization of the necessity and privilege of social responsibility.

With these inherent rights go two obligations: (a) to make the best possible use of all the opportunities that are available, and (b) to refrain from keeping anyone else from making the most of his opportunities.

The second foundation on which all effective guidance work is built is a set of principles basic to any technic or approach.

1. Guidance is a process. It does not begin and end at a specified time but rather takes into account the changes of age, environment, and social change of society at large and development and experience of the individual.

2. Guidance must break with an old notion that it is only or largely for maladjusted individuals. Each individual needs adjustment, for life is a series of adjustments. Guidance definitely must strive to prevent maladjustment just as the physician strives to prevent the spread of a disease. Maladjustment is a disease. Therefore, guidance or counseling for adjustment must be for all. True, the large majority learn quickly and adopt promptly the methods of self-adjustment which are the supreme goal of all guidance.

3. Since all guidance procedures are integrated and interrelated and depend for their special emphasis—physical, mental, educational, vocational, emotional, social—on the individual's needs, no set pattern of guidance is possible. All factors must be regarded, however.

4. There is a growing appreciation by all of us that social factors weigh heavily in any guidance program—both immediate and remote social factors. There are times when the social situation in a community calls for consideration before a decent piece of individual guidance can even be begun.

5. Guidance procedures must respect the individual's personality. The relationships involved in counseling must be handled confidentially. The ethical implications of guidance demand respect among teachers and guidance workers themselves and support of those public policies which contribute to human welfare. Intelligent use of other individuals and public agencies requires training, for there is a growing insistence that guidance work be well done.

With full recognition that guidance technics change, that social situations change, and that individuals change, the task of the teacher and counselor is truly one which can never be routinized. These recognized changes in themselves constitute a factor in integrating a guidance program. We seem to have integration as the supreme goal both as regards the individual being counseled and the person doing the counseling. I claim, therefore, that coordination and integration are two cardinal and dominant objectives of all guidance work.

Let us turn to a consideration of the results of two studies that have been made, one in the realm of education and one in the realm of industry.

The results of a study made of why students fail in college showed that: (a) Students do not apply themselves systematically to their work; they waste time. In this study over 85 percent of the failures pointed to this cause. (b) They fail because of poor physical condition. (c) They get into studies and courses for which they are not fitted. This was not the cause of as large a percent of failures as is sometimes believed. As college students are still growing and maturing, they more frequently than not discover that they have abilities and aptitudes for lines of work they do not know or think they are fitted for upon entrance to college. (d) Students also fail because of mental disturbances due to trouble at home. This cause is too frequently overlooked or passed by too lightly by a counselor. (e) Some fail because of lack of preparation, others from lack of endowment and ability.

This study alone reveals the fact that guidance in work habits, guidance in matters pertaining to health and physical adequacy, guidance in making programs of study, guidance in mental hygiene, guidance in budgeting time and energy, and guidance in discovering endowment and ability would be a partial solution to the problems of the great majority of young people. This guidance must be a continuous process and calls for the use of all the available resources in a school system, both elementary and secondary.

In a recent study of employment of college students, the following conditions were listed as chief reasons that have hindered progress and success: vocational indecision, wrong major study in college, inadequate training, lack of specialized training, inadequate funds, lack of employment contacts, uncertain employment, inadequate personality adjustment, and lack of health.

With these two studies before us, we must ask ourselves the question, "Can these handicaps be anticipated and met thru guidance and training?" The trend today is toward a facing of problems such as these and guidance is being regarded more and more as a necessary foundation for a process of education.

Personnel work, at first, occupied the position "of an occasional incident in education." But since it is one of the most expensive services in a school program and has such widespread importance to the individual's future, both direct and indirect, it must not be left to incident or accident. However, a sane and sound guidance program is not nearly as expensive as are the mal-adjusted adults who will be in society later on. President J. Hillis Miller of Keuka College expressed this same idea forcefully when he said in the opening address of the Guidance Conference held at Syracuse University, July 1938: "The public and the schools will pay heavily for failure to realize the implications of guidance. Its implications are found in a program of education effective enough to discover and develop the personality of each individual for economic, social, and spiritual adjustment in a contemporary society."

Let us consider a guidance program on the secondary level. It contains the following items: school attendance, health facilities to prevent and correct physical disabilities, proper scheduling of courses according to needs and aptitudes, guidance in recognizing and relieving emotional strains and stresses, discovering vocational aptitudes and interests, relating school activities, curriculum and incidental, to these vocational interests, assisting in placement both in proper work or in proper college environment, orientation, and counseling with a view to self-discovery and self-discipline.

A similar program on the college level contains the following items: selection and admission of students; adequate housing; orientation to a new environment, educational, social, and personal; physical and mental health; personnel and academic records; helping the individual to discover his own vocational interests and aptitudes; assisting the individual to find employment; and counseling wisely on all kinds of problems being mindful that the

college student is closer to mature adulthood than the high-school student, and mature adulthood means individual choice and responsibility.

One of the pronounced trends today is an honest effort to make so-called nonintellectual adjustments an integral part of education. This means that the classroom teacher must be not only a superior teacher in subjectmatter, but must be trained also in guidance methods, mental hygiene, philosophy of education, and economic and sociological trends and principles. Intellectual growth and emotional maturity should, if possible, keep pace with each other. To achieve this goal the individual becomes supreme in importance, for each individual is a bundle of emotions different from those of every other individual.

In the midst of this difference, however, there are some fundamental principles of procedure in guidance because in every case we are striving for maturity—the putting away of childish things. To all guidance, therefore, fundamentally the rights of the individual are supreme up to the point where the expression of his rights interferes with the equally significant rights of others. As individuals we must subordinate and harmonize the expression of our own rights for the best interests of the society in which we live. This fundamental principle ties in with the principle that the individual's interests are served best when the interests of the whole group are served. A third fundamental principle is that proper attitudes are more than half the remedy in meeting and solving any problem. A fourth is that there are certain authorities which cannot be denied or defied—the authority of experience, the authority of natural law, the authority of truth. A fifth, one perhaps less frequently recognized, is that while happiness may be the supreme and ultimate goal for each individual, it is a byproduct resulting from living fully and adequately according to one's abilities and opportunities in friendly relationship to one's total environment.

We talk much of proper work habits. Perhaps we ought to stress equally the value of proper adjustment habits. We talk much of special adjustment guidance growing out of present day economic and social emergencies. Should we not guard against neglecting guidance technics and guidance procedures for normal living? It is true that what is abnormal today often becomes the normal of tomorrow. When this takes place too rapidly, however, fundamental values frequently are sacrificed for temporary and superficial ones. The habit of making one's own adjustments is as essential to living as having a job or a profession. Good work habits are no more essential to success than are good adjustment habits. Guidance technics including tests of all kinds—intelligence, vocational, reading, personality, counseling service, and social direction—are only some of the more obvious ways to be used in helping to develop good adjustment habits or in many cases to dissipate and break down bad habits.

In the final analysis, the individual must rise or fall according to his ability to meet the situations of mature life. This is the challenge to our schools and colleges—we owe our youth an education of the whole self. It is costly, but not so costly as the results of our failure to discharge our debt.

THE PROFESSIONAL TRAINING OF RESIDENCE HALL DIRECTORS

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One major difficulty in planning the training of residence hall directors is the lack of any consistent type of organization from college to college and of any standardization in the requirements of the position. One can find almost as many types of staff organization as there are colleges in the country. Three plans of organization, however, are, with variations, found rather generally.

Plan 1—A social director, usually a member of the staff of the dean of women and responsible to her for counseling, group work, and the social program. A foods and house manager, coordinate in responsibility with the social director, and usually responsible to a director of housing for the entire college or to the comptroller for the house and business management.

Plan 2—A director of housing, usually on the staff of the dean of women, if she directs housing for women only. To her the social directors and the house and foods manager in each housing unit are responsible. Within the unit there still remain the coordinate heads, the social director or head resident and the house and foods manager. This plan has the advantage of permitting the director of housing to live outside the residence units and to have some home life aside from her institutional responsibilities.

Plan 3—A director of residence halls for women who lives in the halls and is responsible to the dean of women for social direction, group work, and individual guidance, and to the comptroller for business management and preparation of the budget. All employees of the buildings, including the supervisor of foods and house-keeping and her staff, the head residents and their assistants, the office employees, student staff, and janitors are responsible to her. This plan of organization has one distinct advantage. There is one final authority within the residence units who settles problems as they arise. Both Plan 2 and Plan 3 also permit of at least an adequate salary.

In considering the professional training of residence hall directors, one may assume a bachelor's degree as a minimum essential. We are concerned here then only with the professional training which should be added to this foundation.

There is one point which all three plans of organization just mentioned have in common. It is that the director must have some understanding and knowledge of institution management, as well as of personnel work, if she is to function effectively. Under Plan 1, in which the social director and the foods and house manager are coordinate, each must surely have an understanding of the other's problems or constant friction may result. Under Plans 2 and 3, the director will not be able to win the respect of those who are responsible to her unless she can understand their problems. Obvious as this point appears, it seems to be a "blind spot" in most training programs. Where the training programs are planned by deans of women and personnel directors, the emphasis is, quite naturally, placed upon personnel work, a very important phase of the residence hall program. In these training programs considerable attention is given to the counseling

of individuals, to the development of a "personnel point of view," to various types of student government organizations, and to the technic of work with student groups. Where the training is largely in the hands of institution management people, the training program emphasizes the managerial aspects of residence hall work, such as budget planning, meal planning and preparation, the purchase and care of equipment, and the direction of labor. Either thru course work or by observation, or by a combination of these methods, a continuous process of "cross education" should be carried on. Even when an institution is using the type of organization in which the social director and the house manager are coordinate, or perhaps particularly in this type of organization, it is important that the personnel staff have an appreciation of and interest in the problems of house management, and that the foods and house staff understand the problems involved in social direction, group work, and individual counseling.

Any experienced director of housing will admit freely that one of the principal administrative problems in any large residence unit is to have one group understand and appreciate the work of the other group. Even when both groups are friendly, as unfortunately is not always the case, there is still need of understanding of the other person's job. The institution management majors cannot understand what the social directors do. The social directors seem to have time on their hands when they sit around in the lounges and living room and talk to the students. This looks easy to the institution management people when they are harassed with the details of serving lunches to five hundred people at 12:15. The head residents and social directors complain that their work is never done, that, after all, when dinner is served in the evening and the house and kitchens are in order, the institution management majors have finished their work, but that the head residents are just beginning theirs. They think it would be an easy job to supervise the foods and maid service and be free in the evenings.

It is the task of the residence hall director to educate both of these groups while they are on the job, but how can she do this unless she herself has an appreciation of the problems involved in both areas? That this point of view is being recognized by persons now on the job is indicated in an unpublished paper by Mrs. Elizabeth Gibbs, manager of the residence halls of Teachers College, Columbia University, entitled "Developing a Student Personnel Point of View in College Residence Halls." She says: "As manager of the residence halls at Teachers College, I find that many of the problems that come to me have a decidedly 'personnel' aspect. Frequently it is hard to determine where my job ends and that of the social director begins. In fact, they are so intimately and intricately related that an arbitrary division of responsibilities is impossible. Without a mutual understanding of purposes and intelligent and willing cooperation in the interests of the institution and its residents there would inevitably be petty jealousies, friction, and a lack of harmony which would penetrate to staff and residents and thereby violate the very principles of community living which the residence halls are designed to promote."

The book, *A Student Personnel Program for Higher Education*, states that it would be a rare individual who could efficiently and capably carry out a personnel program in a dormitory and manage the hiring and supervision of the house staff, the maids, cooks, the planning of the meals, and purchasing of equipment. It is perhaps not necessary that the director of the residence halls be a specialist in any area any more than the dean of women is a specialist. It is necessary that she have enough of an understanding of the problems involved to work intelligently with those responsible for the various phases of the residence hall program.

It is the thesis of this paper that the position of director of residence halls is one deserving of much greater recognition than that already given it; that in order to do her work effectively she needs some training both in the fields of personnel work and of institution management; and that in whichever field she does her major work, she should either take at least one or two courses in the other area or gain an understanding of it in some other way.

One difficulty with this proposal is that courses in personnel work and in institution management are usually set up for majors; that is, a certain sequence is worked out and the individual student is expected to build course upon course, so that it is extremely difficult to choose a course either in institution management or in personnel work which gives an overview of the field. If a training program of the type here suggested were put into effect, it would probably be necessary to create at least one new course in both the personnel field and the institution management field designed especially for the person who did not expect to continue with work in that department.

The emphasis upon laboratory work during the training period is increasing and is a most encouraging sign. The person who takes a residence hall assignment without actual experience behind her learns "on the job," a hard way both for her and for the job.

Because of our great interest in the field of student personnel work and the development of each individual student in our institutions, we have, as a group, been somewhat blind to the importance of the institution management aspect of the residence halls program. Largely because we ourselves have had no training in this field and perhaps do not have a great appreciation of its problems, we have not insisted that our residence hall directors understand these problems. We have tended to choose someone "in our own image" who understood those fields in which we were directly interested. It behooves us both to inform ourselves concerning this aspect of residence hall management and to insist either that our new appointments have some training in institution management or recognize that, if it is impossible to find this combination, the training must be done on the job and that it cannot be left to chance. The institution management staff must have opportunity to present its problems to the social directors and the social directors to the institution management staff. The central problem in good residence hall management, as in the management of any other human institution, lies in an easy, pleasant working relationship

among members of the staff. When this end is accomplished, each staff member will have the opportunity to use her specialized training to the greatest advantage of the students, for whom all educational institutions exist.

Another area in which the training offered to directors of residence halls, and to deans of women, could be strengthened is that of public relations. There is also the press. So far residence halls have escaped the kind of unfavorable publicity given to fraternities and sororities by the "picture" magazines. Directors of residence halls, however, must be constantly alert to the publicity material released to news photographers or the press. In schools having publicity directors the problem of the residence hall director is easier. A course in public relations should not only stress the importance of this aspect of residence hall management but should teach specific ways and means of reaching these groups of people.

This paper does not attempt to deal with specific courses. It presents a point of view, namely, that the position of director of residence halls deserves a better status than it now receives in many institutions, that the professional training should cut across the field of institution management more freely than it does at present, and that the area of public relations should receive more emphasis than it has in the past.

MILWAUKEE MEETING

THE SOCIAL ADJUSTMENT OF THE HIGH-SCHOOL PUPIL

EDNA C. SHUMAKER, DEAN OF GIRLS, MC KINLEY HIGH SCHOOL,
CANTON, OHIO

The University of Chicago spent quite a sum of money some time ago in making a survey to find out what people felt they needed most to know. The results showed matters of health first and next the social amenities. A survey made by a committee of high-school and college deans in Ohio, analyzing the problems girls met in going to college, revealed in general that these young people faced a new freedom—a challenged self-reliance quite different from the sheltered planned life of many high schools. The problems seemed to be in two large areas—scholastic and social. The girls found themselves ill at ease at social functions because of: (a) insufficient experience with social affairs at home or in high school, (b) lack of knowledge of etiquette, (c) difficulty in adjusting themselves to living with so many different personalities, and (d) difficulty in enjoying the social life in moderation.

One comment which seemed well expressed and full of wisdom was: "I wish freshmen would not come to college expecting 'heaven on earth.' I wish they could realize that they are going to lead a life at school as they have led at home; that they are going to live with people, pleasant and unpleasant; and that even tho they are paying their way, there still is authority in the form of rules and responsibility. I wish that they could know that a college will give them nothing more than they put into it

themselves. I furthermore wish they could know what a challenge it is to them to be out on their own." This is equally true for the girl coming into high school.

The recent study, *From School to College*, edited by Hugh Hartshorne, revealed certain habit patterns to be fundamental: the purpose pattern, the decision pattern, the sensitivity pattern, and the social pattern. These habit patterns predisposed the individual to certain behavior because of past experiences.

Social adjustment is the process whereby satisfactory relationships with others are established and maintained. It is a process, not a sudden thing; it does not just happen. To be able to help in the social adjustment of the high-school pupil we, ourselves, need to be well-adjusted socially. We need to be genuinely interested in pupils with whom we come in contact, sincere in our efforts, and friendly to all.

It is a curious fact that no two human beings are exactly alike, yet we all want to be alike. Or, we expect every pupil to be just like every other one. We need to allow for individual differences.

You perhaps are familiar with the book, *Learning To Live*, by Charles M. Crowe. In the chapter on common sense, there is a delightful little verse entitled "Sunflowers and Daisies" which brings out the point that one of the most essential qualities in life is genuineness, and that a necessary ingredient is the grand art of just being yourself.

Social adjustment for the purposes of this discussion is defined then as that part of the guidance program which is concerned primarily with helping individuals to become socially pleasing in order to achieve and maintain satisfying relationships with others.

Our generation, as John Nevin Sayre has expressed it, is a thermometer. A thermometer registers but does nothing; a thermostat registers also, but it gets busy and opens or shuts the draft in order to maintain an even temperature. So perhaps we can do more if, instead of being thermometers, we become thermostats.

We need to scrutinize our social programs to see if they stress the worth of character, establish a sound sense of social values, and teach the art of living adequately with others; we need to see if we have attempted to create a dynamic environment which provides opportunity for socially desirable group participation. Perhaps there are some things in our set up which actually tend to retard the process of establishing and maintaining satisfying relationships with others.

In every game there are rules. Everyday living is much the same. There are certain fundamentals of social usage which, when mastered, do a great deal to make living with others pleasant. These are the ABC's of courtesy, some of which are gentleness, tolerance, sincerity, understanding, consideration, kindness, good humor, and unselfishness. Parents should be admonished to begin early to help children learn just what is expected of them in social situations. It is easy for a child to get the idea that he can have more fun and feel more at ease if he learns why and how things should be done. The very essence of true courtesy is to be completely unconscious of

ourselves because our thoughts are filled with gracious impulses toward other people. So in this matter of social adjustment we must begin early. We must start where the pupil is. Today it is necessary to teach the ABC's of courtesy in the schools, since many pupils do not have a chance to learn them at home. It is not just the children from the poor homes who have not learned the fundamentals of getting along with people.

Let us stop to consider the fundamental needs of an individual. There are two kinds: the organic, namely, the need for water, air, and food; and the social, namely, the desire for approval and success and the desire to be like others. The real problem in social adjustment then is to consider ways and means of meeting these social needs. A person does not learn to play the piano by looking at one, nor to type by having a typewriter, nor to become mechanically-minded by having tools. It is by putting real effort and time into learning to use them that one becomes proficient. So it is with social adjustment. Perhaps it is thru dramatics, working on committees, belonging to clubs, taking part in projects, participating in a gymnasium exhibition, and thru a number of other activities that these social needs can be met.

It is believed that the efficiency of instruction will improve to the degree that the system moves toward more complete adjustment of the individual to his social needs. Always the age of the participants and the standards of the community are determining factors in forming a social program.

Among the factors which help in social adjustment in the high school is happy family life. We know from experience that many of our problems in social adjustment come from the broken homes—broken by divorce or death. Not only do the children from these homes lack security but they often lack self-respect. The child who is poorly adjusted socially often is from a home where there is a lack of social adjustment.

A second factor in social adjustment is orientation—a process of acquainting students as quickly as possible with the school and with its activities, curriculum, and faculty. An adequate orientation program requires long-time planning and careful preparation. However, it benefits not only the people who are to be oriented but adds much in the social adjustment of those helping with the program, especially if they have had an opportunity to help plan it. The high schools feel the need of an orientation program and are beginning to realize that orientation is an important factor in social adjustment.

A third factor in social adjustment is the homeroom. It can do much to give the pupil a feeling of security, a sense of belonging, and it should contribute to the pupil's growth as a whole personality and as a participant in society by providing opportunities for the development of desirable ideals, habits, and character. The teacher is an important factor in the success of this part of the program.

A fourth factor in social adjustment is co-curriculum activities—all activities of school life outside of classes. Participation in co-curriculum activity develops a democratic attitude and confidence among students.

*NATIONAL ASSOCIATION OF
JOURNALISM DIRECTORS OF
SECONDARY SCHOOLS*

HISTORICAL NOTE

THE NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS, *organized more than fifteen years ago, voted to ask department status of the National Education Association at the Detroit meeting in the summer of 1937. Accordingly, the petition to the Executive Committee and Representative Assembly was presented at the New York meeting in 1938, where it was placed on file to await final action in 1939. At San Francisco, the National Association of Journalism Directors was made a department of N.E.A. The steady growth of the Association has continued during the past year and its 1940-41 program embraces projects that are planned to strengthen the cause of education, improve English instruction, and equip the child better for life experience.*

The Department officers for the year 1940-41 are: PRESIDENT, William E. Blake, Hartford, Conn.; VICEPRESIDENT, Olive Allen, Minneapolis, Minn.; SECRETARY, Orval C. Husted, Sand Springs, Okla.; TREASURER, Thelma McAndless, Ypsilanti, Mich.

The National Association of Journalism Directors meets three times annually, twice in November and once in June.

The Department publishes bulletins and maintains news columns in QUILL AND SCROLL and SCHOLASTIC EDITOR. Annual dues of \$1.50 are payable to the treasurer in the fall. Further details relating to the history of the Department may be obtained from the president.

MILWAUKEE MEETING

OPPORTUNITIES IN SCHOOL JOURNALISM

LYLE W. ASHBY, ASSISTANT DIRECTOR, DIVISION OF PUBLICATIONS,
NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

WHAT UNIQUE OPPORTUNITIES does the school journalism adviser have? First, you teach a subject that is highly creative. Off the shelves of the printer's stockroom come clean sheets of paper. Your job is to help youngsters place on those sheets an expression of their activities and their lives. The possibilities are limitless. The results can be terrible and sometimes are; the results can be amazingly good and often are.

Second, you teach a subject that is exacting. Words look different in type than in manuscript and a bit more important despite the commendable efforts of the propaganda analyzers to persuade us not to be misled by what we read. It provides excellent training for students. Journalism lends itself to pragmatic tests. Cold type has a most irritating way of revealing defects. It is truly amazing how many errors will show up like a sore thumb in type that seems to have been thoroly camouflaged in the manuscript. Students of journalism usually are called upon to put their study into practice. This is motivation par excellence. It likewise tests ability.

Third, you teach a subject that brings you in close touch with the entire range of school activities. You serve all departments and activities of the school. Your contacts are broad. You know what is going on, not only the news that is printed but much that is not.

Fourth, you supervise an educational project which strengthens the arm of the entire school system. The school paper is unquestionably one of the best ways of interpreting the school and its work to the community. Many school papers could be more effective in this way. With funds for education increasingly hard to secure it is especially important that school journalists bear this in mind.

Fifth, journalism in general, and school journalism in particular, offers unprecedented opportunities for service in the next few years. Who would have dreamed two years ago that the present calamity would befall Europe? We face the development of new ways of thought and social action in this country and hemisphere as a result. This nation is probably going to be more solidly knit than for a long while. The need for clear headed public opinion will be great if civil liberties are to be safeguarded. School papers can help by setting the pace with a high type journalism and with an appreciation and understanding of good journalism elsewhere. There is the need for development of social conscience. School papers, affecting youth as they do, can have a great influence upon their attitude toward basic social problems.

Sixth, school journalism is a subject paralleled in life by a vast vocational field. This is significant even tho most of the students will not become journalists.

Seventh, school journalism offers an opportunity for community service. There is need for increasing emphasis upon community service. There are many projects in the community which the school paper can foster to the advantage of both school and community.

JOURNALISM FOR THE EAR

JULIAN T. BENTLEY, NEWS EDITOR, PRAIRIE FARMER, WLS, CHICAGO, ILL.

This might be a good time for us to give decent burial, as far as radio is concerned, to that ancient institution known as the five W's. I understand that the old five-W rule was at least partly worked out by make-up editors and composing room foremen, who wanted to be able, if necessary, to cut a story at the end of the first paragraph and still leave a brief statement of the news event that would support the headline.

There are several reasons why this is not necessary nor even desirable in radio news writing. In radio we must admit that a news story published thru the microphone gives the listener, generally speaking, only one chance to grasp the lead. He cannot go back and rehear it as the newspaper reader can go back and reread a story which is complicated or puzzling. That is one good reason why it is wise to forget the rule of five W's.

Most of us of this generation are still visual-minded. Perhaps children now growing up who will not remember the days of crystal sets will be better trained listeners. But we know that the great majority of listeners today got their first news experience from newspapers, and they are conditioned by that fact. Therefore, we know that we should not try to crowd too many facts into the lead sentence. If we do we run the risk of giving the listener a vague and hazy impression. If he tries to recall and recapture the sense of the lead he only half listens to the next few sentences. Another simple but important reason is that if we try to crowd all the facts into the lead sentence we are apt to run out of breath before reaching the first comma.

In radio we speak to large groups. However, these groups are broken up into small numbers of listeners. Therefore we feel that broadcast news copy should be less stilted and formal than typical newspaper copy.

The news gathering organizations which serve radio have been learning the technic slowly but have made much progress. However, they have much yet to learn. We have two radio news services at WLS—the United Press radio news wire and Transradio Press. Watching them both and editing their copy, I am quite sure their writers seldom read a lead over aloud to themselves after they have it on paper. If they did they would avoid the frequent awkward expressions, difficult combinations of words, and even series of sibilants.

Another thing that may sound unimportant is the matter of bulletins. In general, a radio bulletin should have more than one sentence. Otherwise it sounds like a flash. A bulletin-precéde of one sentence set in bold face type is all right for the newspapers, but put it on the air and it is apt to take

on a kind of breathless, excited quality which radio should by all means avoid.

The word "flash" has been abused on the radio. As we all know, the term originally was merely an editor's advisory so that he could hold an edition just at press time and include the bulletin which followed the flash in short order on the wire. One of the worst offenders in the abuse of it has been the gossip columnist. One reason we do not like to use the term "flash" is that we want to have some special word in reserve to lend emphasis to really world-shaking news. We also feel a certain responsibility to avoid alarmism. We try not to break in on our regular programs with special bulletins unless in our judgment the news really warrants the interruption. In following that policy we hope to build up the idea that on our station the listener will hear special bulletins only when they are important.

In editing news reports for radio we must keep in mind that all listeners do not hear every broadcast thru a day. Therefore, we must approach each one as a separate edition of a day's news and try in the time available to give a balanced picture of world events.

Speaking of a balanced news report brings to mind the fact that this is an election year. We have found that it is safest not to mention any one candidate in a broadcast without carrying a story concerning his opponent in the same broadcast, if that is at all possible. For even tho we may have mentioned the opponent in an earlier broadcast we cannot be sure that our listeners all heard that report. A good deal of the alleged bias in newspapers and radio springs from the mind of the listener or reader himself. If he feels strongly on some subject he is quite often incapable of appreciating that the news report is marching circumspectly down the exact center of the highway. The voice of the news broadcaster should be absolutely impartial without being colorless. Even a subtle change, perhaps a subconscious change which creeps into the news broadcaster's voice, may change the entire sense of the story. Therein lies a fundamental difference between the media of the voice and of black and white.

When facsimile and television arrive, as they surely will, they will bring many new problems and probably will result in a number of changes in news dissemination by radio. Perhaps this will bring a certain fusing of methods of the fourth and fifth estates in such things as the presentation of newsmaps and charts to illustrate stories. At present we must recognize that most of us are a little vague on our geography. In radio we must expend many words trying to locate for listeners the locale of a foreign story and even then we cannot be sure that we have succeeded. But until radio develops for general use the visual medium we must recognize its limitations and adapt our news presentations to them.

Radio news editing and news presentation will develop along certain lines which already may be said to indicate a trend. There will be, we think, more time found in the schedules for background and interpretation. To do this requires not only a research staff but also the time to broadcast the material after it is prepared.

It would be highly presumptuous of me to advise you on what you should give students as basic training for radio news work. In general, it is the same broad liberal arts foundation which newspaper work requires. It varies merely in certain technics. The student need not worry too much about his spelling, until facsimile arrives, but he does need to know his pronunciation, since in most radio stations the newsman or woman will be expected not only to edit the news report but to put it on the air as well.

We recommend that the student who aspires to radio news work provide himself with a newspaper, a good dictionary, and a pronouncing gazeteer and practice reading news copy. He also should read aloud the news he himself has written. That will show him quickly many pitfalls to avoid. He should read simply and clearly but with expression. He should remember that microphone speaking is not platform orating. He should try to pronounce every syllable distinctly.

I want to lay particular stress on the importance of languages to the radio news editor and broadcaster. With a foundation of Latin he would do well to study at least two modern languages and, if possible, four. He does not need to try to become a fluent conversationalist in any of them; his aim should be reading ability and the fundamentals of their pronunciation. One of the reasons study of foreign pronunciations is important to radio lies in the large number of racial strains in our population. Their goodwill is important and it does no harm to do them the courtesy of at least an attempt at correct pronunciation.

Radio stations will give a warmer welcome to the aspiring young journalist if he has some background training definitely aimed at radio. We can train him in experience but with the background which teachers can give him, he will progress much more rapidly.

OBJECTIVES OF EDUCATIONAL PUBLICATIONS

HOBART H. BELL, PRESIDENT, EDUCATIONAL PRESS ASSOCIATION OF AMERICA; AND EDITOR, OHIO SCHOOLS, COLUMBUS, OHIO

Successful journalistic technics are equally applicable to the public press, the student press, or the teacher press, and joint consideration of these basic technics benefits all of us, even tho some variations may be required in meeting the more specialized needs or interests of our particular clienteles.

For student publications some of the objectives seem to be as follows: to provide an effective medium of educational training functional in character; to arouse pupil interest and discover pupil talent; to develop powers of expression and good habits of reading; to stimulate interest in the local school program and to serve the various phases of that program; in some cases, to offer vocational training; to teach citizenship; and to train pupils in intelligent understanding and interpretation of the daily news.

For teacher publications, any one or all of the following objectives might serve: to provide information relative to trends and achievements in education; to acquaint members with and stimulate their interest in the organization programs—state, national, local, or departmental as the case may be;

to provide a medium of suggestion and interchange of ideas or technics which have proved their worth in the classroom; to provide information and discussion on matters directly related to teacher welfare; in general, to contribute to professional and educational progress.

But what are the objectives which all educational publications have in common and toward the fulfilment of which they must all direct their resources? One would be to encourage excellence and to create an abhorrence of mediocrity. In both public and private life today, we are cursed with complacency if we are "getting by." Even the leadership of our day has been weakened by the prevailing attitude, with a consequent loss in public confidence and a confusion which prevents a direct and coordinated attack upon our problems.

Educational publications should be one medium for stirring up dissatisfaction with anything less than the best. For the pupil, there is the incentive of his work being seen and appraised by his fellow students. For the teacher, there is the encouragement of professional recognition. Such inducements are by no means suggested as sufficient or even primary motivation, but they do indicate possible and realistic stimuli to higher standards of endeavor. Educational publications may well recognize and utilize them. As a corollary, we may well be reminded of our common responsibility for constant improvement both in content and appearance of the publications which we direct. The urge for improvement, if virulent enough, becomes contagious and may be transmitted to those served by our publications.

A second common objective would be to promote interest in public education and the educative process. If we really believe our traditional concept of education as the basis for perpetuation of a democratic society, if we then recognize the charges of many uninformed critics against the public schools, and if we further realize the threats to school financing thru growing demands on public funds from various groups and agencies, we can appreciate the importance of the role of educational publications as a medium of public relations. During a school year, a school newspaper can reflect the entire philosophy and procedure of a school. If a school is meeting the needs of its pupils as "citizens" of a "school community," the chances are pretty good that it is serving well the community at large, both present and future.

The third objective would be to serve the ideal of American public education in all its varied phases. First to come to mind would be the contributions to development of specific skills or general appreciations and to the consideration of classroom procedures. However, without detracting from the importance of these functions with which educational publications are properly concerned, it is inevitable that the national and international events of today will compel our consideration of the larger goals which education seeks and the immediate national service which it must render.

I will read a paragraph which you will recognize from the *Unique Function of Education in American Democracy*, one of the publications

of the Educational Policies Commission. "The primary business of education, in effecting the promises of American democracy, is to guard, cherish, advance, and make available the funded and growing wisdom, knowledge, and aspirations of the race. This involves the dissemination of knowledge, the liberation of minds, the development of skills, the promotion of free inquiries, the encouragement of the creative or inventive spirit, and the establishment of wholesome attitudes toward order and change—all useful in the good life for each person, in the practical arts, and in the maintenance and improvement of American society, as our society, in the world of nations."

That second sentence almost sounds as if it has been written especially for school publications. Certainly it sets a goal for education which publications can effectively implement. It is an objective of education which our publications, among other agencies, can accept as their own with mutual benefit to themselves and to the general educational program.

In her column of June 18, Dorothy Thompson gives four reasons "why Nazis win." The fourth is "because they have a vision which is . . . the basis of their communal morale." After characterizing the vision of a superior and all-conquering race as false and one which ultimately will be the basis of Nazi defeat, she adds this: "But one cannot oppose an ignoble and untrue vision with no vision at all. . . . We shall not survive this epoch unless we can conceive a vision as large as theirs, but truer, and more real.

"The concept of the union of all peoples in a worldwide scheme of things, in a planetary cooperative commonwealth, in which those things are denationalized which are not national and those things that are the special cultural values of individual races are given the freest expression, was a concept born in the democratic mind; it has failed only because of the failure of our will, because we have become complacent, provincial, and comfort loving."

Democracy then must compel loyalties to an even greater degree than totalitarianism, and for constructive rather than destructive purposes. Education must measure up to its great potentialities for restoring the vision of democracy as a fascinating and dominating ideology, and as an active rather than a passive force. Every educational publication may well keep this objective of education in mind and, with every resource at its command, make that objective its own.

*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. In 1917, at Kansas City, Missouri, the organization became known as the National Association of Secondary-School Principals. In February 1927, at St. Louis, Missouri, consideration was given to the affiliation of the Association with the National Education Association as a Department of Secondary-School Principals to include the whole field of secondary education, comprising junior high schools, senior high schools, and junior colleges, and at Boston, Massachusetts, it became the Department of Secondary-School Principals of the National Education Association. In February, 1939, at the Cleveland meeting, the name of the Department became the National Association of Secondary-School Principals of the National Education Association, and in July 1940, the central offices were moved from Chicago to the headquarters building of the National Education Association in Washington, with Paul E. Elicker, EXECUTIVE SECRETARY, and Harry V. Church, ASSOCIATE SECRETARY.

The officers of the Association for the year 1940-41 are: PRESIDENT, Oscar Granger, Principal, Haverford Township High School, Upper Darby, Pa.; FIRST VICEPRESIDENT, John E. Wellwood, Principal, Central High School, Flint, Mich.; SECOND VICEPRESIDENT, Virgil M. Hardin, Principal, Pipkin and Reed Junior High Schools, Springfield, Mo.; EXECUTIVE SECRETARY, Paul E. Elicker, 1201 Sixteenth Street, N. W., Washington, D. C.; ASSOCIATE SECRETARY, H. V. Church, 5835 Kimbark Avenue, Chicago, Ill.; EXECUTIVE COMMITTEE, K. J. Clark, Principal, Murphy High School, Mobile, Ala.; E. R. Jobe, State High-School Supervisor, Jackson, Miss.; Truman G. Reed, Principal, Lewis and Clark High School, Spokane, Wash.; Hugh H. Stewart, Principal, Davis High School, Mt. Vernon, N. Y.

The publications of the Association consist of the BULLETIN, issued eight times a year, including a yearbook; and STUDENT LIFE, an illustrated magazine of student activities, issued eight times a year.

The annual dues for the Association are \$2, payable to the executive secretary. Facts relating to the establishment of this Association 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	1939:525-540
1896:557-619	1907:521-710	1918:177-190	1929: 579- 632	
1897:644-699	1908:577-668	1919:195-204	1930: 543- 596	

MILWAUKEE MEETING

PRESENTDAY CHALLENGES TO GUIDANCE IN SECONDARY EDUCATION

FRANCIS C. ROSECRANCE, PROFESSOR OF EDUCATION, NORTHWESTERN
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A LACK OF REALITY in the educational world is one of the challenges to guidance in education today. Following are some of the conclusions which can be drawn from the Regents' Inquiry into the status of the schools of New York State:

New York schools are good, but they are turning out a vast number of boys and girls each year who are not at all ready for adult life. They have no idea what work means, what opportunities there are, how to look for work, or how to work if or when they get a job. They do not know how to take care of their own bodies and minds. Few have implanted in them any seeds of individual inner life and growth, any skill in working with others, or any protection against mob hysteria, propaganda, shallow prejudice, or economic gold-bricks.

What has caused this unreality? (a) The majority of teachers have had little or no experience outside educational institutions. (b) When teachers and other educational workers have resolved to become better acquainted with the real world, they have often been discouraged by parents, boards of education, representatives of big and little business, and sometimes by labor itself. (c) This burden of unreality is pushed down upon the teacher by a hierarchy of dominations.

Already signs are evident that the American public, with all its faith in the benefits of public education, is beginning to question what it is getting for the money it is spending. An article in the May 1940 issue of *Fortune* concludes that "the basic weakness is obviously an educational system that does not prepare youth to meet the problems of living in the modern industrial economy of the United States."

One of the vital contributions that guidance has to make is to bring an element of reality into the schools. Because the guidance worker has contact with employers, he is able to interpret the real demands of the employing public to the school. Because he understands the situation outside the school as well as inside, he will not necessarily advocate narrow preparation or excessive vocational specialization. In fact, both vocational and academic education need to become open-eyed and realistic about their task.

Further, since the education of young persons cannot take place wholly within the four walls of a building, guidance workers encourage teachers to take their classes on trips and excursions into the world of real life. Advisement officers help teachers understand the desires and ambitions of fathers and mothers. As the coordinator of guidance work in the school, the counselor assists teachers to follow up their students and thus gain an insight into the problems of after-school life.

One of the greatest challenges to guidance in secondary education today is not only to help boys and girls succeed in the curriculum that is now offered, but to get that curriculum made into a flexible organ which will stimulate their growth and development. Major problems of adult life come not because the schools have failed to teach Latin, geometry, or history. Major breakdowns arise because we spend more time on teaching subjects than on teaching children who live in an on-going world.

A third force in secondary education which has interfered with the meeting of the real needs of growing boys and girls has been the departmentalization, compartmentalization, and the logical organization of subjectmatter. The adolescent study and the Commission on the Secondary School Curriculum report that the problems of boys and girls of high-school age can be grouped under four headings: immediate social relationships, wider social relationships, economic relationships, and personal living. The logical or chronological organization of a narrow subjectmatter field interferes with a young person's obtaining an adequate understanding of these relationships. Furthermore, departmental and subjectmatter lines will need to be broken down in order that the boy or girl may gain an integrated understanding of problems vital to him.

A fourth point concerns our methods of dealing with children. Though they preach democracy most teachers and administrators do not live democratically with children. It is the exceptional classroom in which a teacher-dominated dictatorship is not to be found. It is the unusual classroom in which the children determine rules of conduct to govern their behavior with the guidance and help of their teachers. And yet the only way to teach democracy is to live it. Ironically, some of the most democratic, educational activities carried on in most schools are called extracurriculum, co-curriculum, or campus activities. It is the exceptional school in which the plans for the running of the school are determined by the teachers jointly with the principal. The teacher should seek to make the child progressively more able to guide himself; the principal should do likewise with his teachers, and the superintendent with his principals; and all should join hands in the same spirit with the members of the community.

What are the implications for guidance in education? Certain assumptions have been implicit in the foregoing statements. The first of these is that guidance is a process, not an event; second, that guidance is needed by human beings of all ages whether in educational institutions or out; third, that self-guidance, not prescription, is the goal to be sought.

Education should be thought of as a research by the learner; the teacher as a guide-center of help for children and a master student of their needs; the school as a place of stimulation, great enrichment, and resources.

The task of the school should be to help each person develop himself; since each organism acts as a whole, the teacher should be concerned with other than mental aspects of human development; he should give thought also to physical, emotional, and social phases.

Education should be a life-long process. Less emphasis should be placed on preparation for something far away.

Tho we should have subjectmatter, students should make a different approach to it. Our processes should suit our purposes. The real problems of individuals in their private and social living should bring reality into education.

Many types of expressive activity should be considered respectable learning—reading, dramatics, handicraft, writing, painting, sculpture, balladry, folk dancing—whatever creative arts provide a medium in which people may grow. It is possible that this should involve an extension of the co-operative training plan.

Community problems should become school problems and school problems community problems.

While creative individual growth should be sought, social responsibility should be stressed. Presentday extracurriculum methods should be more suitable than most of our present curriculum methods. Democracy should not be taught as much as lived.

Under such a plan of education, guidance would be the heart of the program. Principals would help teachers to become more able to guide themselves; teachers and parents would help children to become more socially conscious, resourceful, independent, and self-guiding, so that a growing dynamic organization would result in which every participant, continually moving toward his maximum growth and development, would achieve intelligent, satisfying, and creative living.

And what of the relation of guidance in education to other forces outside the school? The answer will depend upon the kind of society and the kind of educational institution we hope to see in the future and our concept of the function of guidance in it. Dictatorships provide guidance, but it is regimentation in the interest of the totalitarian state. In a democracy, guidance is in the interest of the individual and the larger social group.

SPEECH IN THE HIGH SCHOOL

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The premise I shall discuss holds that the curriculum of any high school should be determined by the needs and abilities of its students in terms of the solution of problematic situations in the immediate as well as the remote environment. This principle establishes the place of speech education in the curriculum. Speech is a part of vocational, leisure, citizenship, social, and many other activities.

But the premise not only establishes the place of speech education in the curriculum; once accepted, it becomes the guiding principle in the development of a speech program. Each locality and each school must arrange its own curriculum to meet its own needs. One of the determining factors is the amount of speech education provided below the secondary level. The only sound program is one which begins in the preschool and progressively affords instruction thru the grades. It cannot be assumed that maturation

alone can eliminate a speech deficiency. Rather, thru maturation the habit may become more firmly ingrained.

While the detailed character of the program will vary from school to school, students on a basis of their speech needs will fall into three general groups: (a) those with defective or deficient speech habits; (b) those adequate in fundamentals but poor in speaking performance; and (c) those not only adequate in fundamentals but who also evidence skill and talent in performance.

For the first group corrective work aimed at specific inadequacies is indicated. Experience shows that this can best be accomplished in group activity where numbers and other conditions permit grouping those with similar defects. Where this is not possible the best alternative is individual instruction.

A careful study of the needs of the second group will give a prominent place to conversation, the most common speech activity of everyday life. There will be emphasis on the various types of group discussion, for cooperative thinking and tolerance in the presence of conflicting ideas are essential to democratic living. For students who go directly from high school to vocations, speech will be made a means to better vocational adjustment. Students will be made aware of the speech situations inherent in job-getting and job-holding and will be helped to develop proficiency and resourcefulness in meeting them. Frequently the speech problem is one of emotional adjustment rather than development of speech habits. At last, students will be made fully aware of the possibilities, extensiveness, and joys of dramatics and oral interpretation as means of enriching an ever increasing leisure time.

For those in the third group instruction in the more complicated forms of speech activity is indicated. To a large degree this can be provided best thru extracurriculum activities.

We must always remember that learning activity is most productive when it is purposeful. The pupil learns best to meet the speech situations of the future by meeting the actual speech situations of the present. The teacher's function is to provide interesting, challenging, and worthwhile speech situations. Preparation for reports, discussions, and other speech activities to be carried out in classes other than speech may well become a part of the activity of a speech workshop. Such a program will succeed only when the social science, mathematics, and other teachers have a basic understanding of fundamentals, encourage high standards of performance, and feel free to call on speech teachers to assist in planning, carrying out, and evaluating the program. Student assemblies can be made a fruitful source of purposeful speech situations. Preparation for talks, readings, plays, reports, and other speech activities before school organizations as well as community groups, such as young people's church organizations, can be made a part of the speech class work.

In building the speech program we must seek to keep the units related to life, provide release of creative energies, and substitute active participation for passive assimilation.

If we keep the pupil needs constantly in mind and if we utilize purposeful speech situations, we shall avoid the common pitfall of speech education—that of allowing skills and technics to become ends in themselves rather than the means to better communication, and hence better adjustment. Responsive voice, clear enunciation, and proper posture promote better communication, but we must always remember that communication and not form is the goal to be achieved. If we do not, we have exhibitionism, not communication.

Let us build a program which grows out of the needs of the student, which utilizes immediate, purposeful speech situations to promote development, and let us never lose sight of our ultimate goal—an individual integrated within himself and with his environment who approaches new speech situations with confidence and meets them with success.

CONTINUING EDUCATION

EDWARD LANDY, DIRECTOR, OCCUPATIONAL ADJUSTMENT STUDY, NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

A few statements concerning the origin and objectives of the Occupational Adjustment Study of the National Association of Secondary-School Principals are in point here. The ultimate origin of the Study may be found in several factors: (a) the size of the growth of the secondary-school population in the past several decades, (b) the nature of this growth, and (c) the changing economic and social conditions thru which the country has been passing. The problems raised by these factors have been recognized and studied before. The Committee on Orientation of the National Association of Secondary-School Principals focused attention upon these problems thru its publication of the two volumes on the Issues and Functions of Secondary Education. The inadequacy of the traditional high-school program to meet the changing conditions was recognized. The point of view adopted by the Committee on Orientation, which is basic to assuming the need for such a study as ours, was that students should not leave school until the school has done what it can to see that they are ready to take their places in life outside the school. Later that view was expanded by the Association to include the idea that the school also aid youth after they have left the school to take their places in life.

The Implementation Commission was organized to provide the implements whereby the secondary school might carry out its functions as stated by the Committee on Orientation. Analysis of a questionnaire sent to high-school principals the country over showed clearly that the task of meeting the needs of this new growth of pupils was one which principals everywhere recognized as their outstanding problem. The nature of the task and its recognition by school people have led the Implementation Commission to embark upon a comprehensive study of the general problem, that of aiding youth to take their place in life outside the school. The area of occupational adjustment was chosen as a starting point. A subvention was secured

from the General Education Board to pursue the Study for one year from July 1, 1939, to July 1, 1940.

The following objectives were set up: (a) the discovery of leads as to technics and practices which could be introduced to make more effective the occupational adjustment of pupils whose formal education will cease at graduation, if not before; and (b) the development of a relatively simple but valid survey plan which will be of aid to schools in deciding to what extent their pupils, who have not gone on further with formal, full-time schooling, make satisfactory occupational adjustments.

It was recognized at the outset that the achievement of the first objective could be of but a tentative nature due to the limitations of time and money available. We were able to study only six school-community situations and our sample consisted of only 1000 youth. But it was a carefully selected sample and was representative of approximately 5000 school-leavers in those six school-community situations. The chief value in attempting to achieve the first objective lies in the demonstration that technics, instruments, and procedures for analyses in handling such a problem could be evolved, actually tried out, and demonstrated to have distinct worth.

It should be pointed out that the two objectives are related to each other in that the accomplishment of the second depended upon carrying out the first to a successful conclusion. The evolving of technics, instruments, and procedures for analyses for the first objective was a highly complicated and difficult task involving considerable work. The actual technics, instruments, and analytic procedures finally evolved can be used in a modified fashion for Objective 2, as I shall attempt to show, without the necessity for understanding their technical development. In this sense, the two objectives can be considered as separate.

An examination of the distribution of youth by the curriculum pursued during their last two years in school and their present or last regular jobs showed some discrepancies. Of the youth who took the commercial curriculum only 46.2 percent were in clerical, sales, and kindred occupations. About 30 percent of those who had taken the industrial and general arts curriculums were now engaged in clerical, sales, and kindred occupations. Similar discrepancies occurred thruout. A distribution of this kind points the way to two possible conclusions.

First, the school needs to pay considerably more attention to the kind of occupational training which it provides. Should all youth be permitted to take any kind of training they want? Should the school train more pupils for particular occupations than can find jobs in those occupations? And it was not a question of the commercial students in non-clerical work not wanting clerical work. They did. They attached considerable value to the white-collar occupations far beyond what they should have. We interviewed a twenty-two-year-old youth who was employed as a successful skilled machinist. He had been employed 92 percent of the time since leaving school at wages ranging from \$8 to \$40 per week. His last earnings were \$40 per week. His father, a successful machinist, had secured the initial apprenticeship for him. He was a graduate of the commercial cur-

riculum with low marks and was dissatisfied with his occupational adjustment because he did not have a white-collar job. His dissatisfaction with his occupational adjustment was so intense and disturbed him so much emotionally that he required psychiatric treatment and actually was having such treatment at the time of the interview. This is, of course, an extreme case but there were many others of a lesser degree. For not only is there considerable economic waste in haphazard occupational training but there is considerable danger of subsequent emotional upset. In order for the school to be intelligently aware of the occupational opportunities open to and jobs held by its school-leavers, a continuous follow-up study is essential.

A second conclusion is that in addition to more realistic occupational training within the school, it is desirable to provide a post-school counseling service. No matter how carefully and realistically the school may attempt to provide guidance and job training, it can never expect to do a final and perfect piece of work in these areas. The imperfections of present or near future tools and technics not only make it difficult but the very nature of our economic life with its constant change makes it almost impossible to do a final and perfect job. One must always expect a certain amount of discrepancy between school training and jobs held. Such a discrepancy may be considerably reduced but probably never eliminated completely.

Approximately 89 percent of the youth had never gone back to the schools once they had left. Of the small group who had returned for visits, over 64 percent had gone back for reasons directly connected with occupational adjustment, altho there was no concerted effort at securing their return for purposes of guidance.

Of those who had not returned, over 45 percent "felt that they did not need any help," 18 percent had "never thought of it," and about 16 percent "felt that no one there (at the school) could give them the necessary help." Assuming that the 45 percent who felt they did not need any help would constitute an irreducible minimum (which is unlikely), there still would remain over one-half of the school-leavers who could probably be induced to return to the school for advice and counsel if the school gave the necessary attention to the task. The great majority of the youth we interviewed were pleased at receiving some attention thru the school and many expressed the belief that such ought to have been done before. Our interviewers reported that the youth were keenly interested in the questions asked and often sought advice and counsel from the interviewer. Interest in a post-school counseling service exists among youth. Such interest needs only to be capitalized on.

We made distributions of the amount of employment enjoyed by the youth for each succeeding year out of school and found that 69 percent of the youth had at least six months of work during their first year out. For those youth who had been out of school five years, 92.7 percent had at least six months of employment during their fifth year out. During the first year out of school, there were 18 percent of the youth who had worked three months or less, but for those who had been out for their fifth year, there were only about 1 percent who had worked three months or less. The

mean number of months of employment during the first year out was 7.7; during the fifth year out was 10.5. To some extent this indicates that amount of employment increases with time out of school. The general trend is so strong, however, that it is safe to conclude that amount of employment definitely increases with time out of school. This does not assume that time out of school is the direct cause for increased employment and that all a youth has to do is to wait long enough and he will secure employment. It does indicate, however, that schools cannot be content with one-year follow-up studies upon which to base conclusions as to the amount and kind of employment of their youth and that follow-up periods for approximately five years are necessary if any sound inferences are to be drawn with respect to modifications of the school program.

Only about 4 percent of the youth secured their first jobs thru the school authorities. Approximately 34 percent secured their first jobs thru the help of a friend or relative and 17 percent were actually employed by a friend or relative. Securing a job in this way is not necessarily to be condemned. Some of the employers would hire only friends or relatives, or found it easier to secure workers by hiring the friends or relatives of their employees. There were 33.4 percent who secured work thru personal applications. Adding placements thru commercial employment agencies and newspaper advertisement to the personal applications gives us a total of approximately 36 percent. At least within this area the schools could have been more effective than they were. That there is a need for doing more is shown by the response of the youth to the question of why they left their first regular job.

About 22 percent had left their first jobs because of undesirable pay, working conditions, or dislike for the work; about 25 percent had to leave their jobs because of slack business conditions or the ending of a temporary job. As compared with this total of 47 percent, we found that only 10 percent had considered such matters as pay, permanency of employment, advancement, and interest when taking their first job. More careful attention to this problem of the first job while the youth is still in school and greater attention to proper placement at the time of school-leaving would have improved conditions to a significant degree undoubtedly. But an active policy of providing continuous service to the youth once they have left is necessary to supplement any work done while the youth are still in school. A follow-up fact-finding survey of their youth should, also, be carried on to find out some of these things. It would seem that if the school is to do anything at all about occupational adjustment, it should make a serious effort to bridge the gap between school-leaving and eventual occupational adjustment thru doing all that it can to see to it that the first jobs which youth enter upon are reasonably in harmony with their abilities and interests.

About 12 percent of all the youth liked "nothing" about their jobs. It would seem that such a group needs some help or attention. About one-half liked either their entire job or certain duties or aspects of it. The next largest group liked their working conditions. Few mentioned future oppor-

tunities or the independence and responsibility provided by the job. Most were concerned with the immediate and tangible things they had to do and with their working conditions. When we asked the youth what they disliked about their present or last regular jobs, about 30 percent of both the employed and unemployed youth answered "nothing." A large proportion, then, of the youth either were or had been perfectly content with their jobs. Some obviously should be. But it is questionable, in view of the present wages and future opportunities provided by their jobs, whether as many should be. The most prominent dislikes were similar to the most prominent likes, matters of immediate tasks and working conditions. It would seem desirable for the schools to have their youth be aware of other things to consider than merely the immediate and tangible aspects of a given job. Apparently, most of the youth are indifferent to personal relationships, future opportunities, and wages earned. Some of this may be corrected by more attention to the problem while the youth are in school, but much will remain to be done after the youth have left the school.

Both the actual jobs held by the youth and the occupations into which they might reasonably expect to go differ in several significant respects from their expected eventual occupations. This difference was evident even though we tried to get the youth to express their occupational choices as realistically as possible. There were, of course, individual exceptions. We found that almost half the youth were expecting to enter chosen occupations without any realistic consideration as to why they believed so. We found that slightly over one-half of the youth either had decided upon their selected occupations since leaving the high school or were still undecided. It may be desirable to have a postponement of the decision for many youth until after they have had some work experience. But the fact that such a large percent exists argues strongly for the provision of some kind of follow-up counseling service to aid youth once they have left the school.

When we asked the youth whether there were any restrictions, legal or otherwise, upon entrance into their expected occupations, about one-half of those who had chosen professional and semiprofessional vocations either answered "no" or did not know of any. About 50 percent of those who had chosen skilled occupations answered similarly. Only about 9 percent mentioned union membership for this group of occupations.

One problem which may arise and which needs attention is that of the mobility of youth. Undoubtedly mobility varies at different times and in different sections of the country, but we found that less than 5 percent had moved away from the community and beyond our interviewing areas. This area corresponded roughly to all places within commuting distance from the school. Less than 2 percent of the eligible sample who were interviewed had moved away from the community. All told, the total mobility amounted to about 7 percent.

Unquestionably, the plan which I am about to describe to you will take time and energy. There is no easy, short-cut way out. But we believe that the plan is practicable and that its results will justify its use. Briefly, the plan is as follows:

1. The principal should make it his business to be aware of the school-leaving intentions of his pupils. For the graduates, the task is easy. For the withdrawals, there are two methods among others which may be used to determine this: (a) the principal should ask all students in his school at the beginning of each year just when they intend to leave. (This idea has been criticized on the ground that it may suggest the notion of school-leaving to the youth. There is this possibility but it is doubtful that it is a very serious one.) (b) he should ask his homeroom teachers or counselors to estimate the possibility early in the fall for each of their pupils leaving school during that school year and to be on the alert for any school-leaving. Those pupils who are meeting with most difficulty are the ones most likely to leave before graduation.

2. At the time of school-leaving essential factual data should be placed on follow-up cards which have been developed. The card is essentially a device for sorting out different groups of cards by means of a minimum of clerical work for any tabulations or group comparisons which are desired. We are suggesting a definite card, but the cards can be modified to suit the individual school if the principal so desires. These follow-up cards are to serve in the capacity of speed-sort cards.

3. We are recommending that a follow-up inventory should be sent out at one-, three-, and five-year intervals asking for such information as can be secured thru a written questionnaire and which is important for the principal to know. Returns can be made as high as 90 percent thru follow-up letters, use of the telephone, and other devices. The inventory which we are suggesting be used consists of questions which we believe are sufficiently factual in nature and specific enough to be able to be secured in the first instance and to be secured reliably in the second instance. The categories, or code for each question, are those which we have developed as a result of this year's experience. Our experimental evidence indicates that answers to the questions can be secured reliably thru the interview technic (both for individuals and for groups) and our judgment is that the questions can be adapted to questionnaire treatment.

4. The next step is to secure thru the interview technic additional information which may offer clues to the principal as to the values of given practices now in operation in his school and suggest new ones. The high-school principal should carefully select from each of the follow-up groups a sample which is representative of the group. Such a sample could be based upon the curriculums pursued, scholastic standing, intelligence, behavior, and home background of the pupil. It might contain only fifty pupils, but if it were truly representative it would be sufficient to get a further picture of what was happening to the school-leavers. These fifty might constitute only a small percent of the total group of school-leavers for a large school or the entire group for a small school. If such a representative sample were taken, it would be necessary to secure a high percent of the interviews upon which to base any inferences. Replacements to this group, carefully selected in the same way, could be made if necessary.

The principal should enclose with each questionnaire (follow-up inventory) for the selected sample to be interviewed a request for the youth to

return to the school for an interview or to be interviewed at his home. Additional devices will have to be used, such as personal house-to-house canvassing, telephone calls, etc., in order to get a high percent of interviews.

The interview schedule which we are recommending for use consists of questions, the answers to which, our experimental evidence indicates, can be secured reliably thru the interview technic. The information thus secured will not be able to be added to the follow-up cards because of two reasons. First, there will not be sufficient room on the follow-up cards, and second, because some of the information secured thru an interview cannot be neatly coded for tabulating purposes. The suggested interview blank will, therefore, have to have some of its information tabulated manually and some combined into descriptive generalizations. The interview schedule is being provided with a ticking device which will facilitate selected sorting and make the manual tabulations easier.

5. Contained in the original questionnaire to the youth will be a request for the name and address of the employer. It is recommended that a selected list of representative employers be made up and that the employer interview schedule provided be used with each of these employers. On the basis of our experience, it seems best that the employers be interviewed. A questionnaire would not be very fruitful of meaningful results. It is also highly desirable that the school establish a direct and personal contact with the employers for possible future placement purposes, to establish and maintain friendly relationships, and to get a real insight into the employer mind.

6. A counseling service for all out-of-school youth should grow out of these follow-up interviews. The above plan deals with survey procedures for discovering what to do about the general program of a particular school. It is just as essential that attention be paid to doing something for all youth, treated as individuals, who have left the school.

The public needs to be made aware of the necessity for attention to the problem of transition. Data collected thru the follow-up questionnaire may be very useful in convincing the public of the need for doing something constructive about the situation.

In the last analysis, the task rests squarely upon the school people—the leadership they can provide in awakening public opinion to the necessity for constructive action and the sacrifices that they are willing to make in time and in effort until additional aid is provided. And unless the individual school is willing to make those sacrifices, the job will not be done.

*NATIONAL ASSOCIATION OF
TEACHERS OF SPEECH*

HISTORICAL NOTE

THE NATIONAL ASSOCIATION OF TEACHERS OF SPEECH *was organized in 1914 by a small group of teachers of speech. In 1939 the Association became a department of the National Education Association. The Association publishes the QUARTERLY JOURNAL OF SPEECH founded in 1915; the SPEECH MONOGRAPH issued annually since 1934; and the NATIONAL DIRECTORY OF TEACHERS OF SPEECH issued annually since 1935.*

The officers of the Department for the year 1940-41 are: PRESIDENT, Alan H. Monroe, Chairman of Speech Staff, Purdue University, Lafayette, Ind.; FIRST VICEPRESIDENT, Joseph F. Smith, Professor of Speech, University of Utah, Salt Lake City, Utah; SECOND VICEPRESIDENT, Ruth H. Thomas, Teacher of Speech, Passaic High School, Passaic, N. J.; EXECUTIVE SECRETARY, R. L. Cortright, Professor of Speech, Wayne University, Detroit, Mich.; EDITOR, QUARTERLY, Giles W. Gray, Professor of Speech, Louisiana State University, University, La.; EDITOR, RESEARCH STUDIES, Clarence T. Simon, Professor of Speech, Northwestern University, Evanston, Ill.

MILWAUKEE MEETING

SPEECH TRAINING IN EUROPE

GLADYS L. BORCHERS, UNIVERSITY OF WISCONSIN, MADISON, WIS.

WHILE IT WILL NOT BE DENIED that European speech training was meager and limited compared to that found in the United States, there were opportunities for inspiration and suggestion in certain centers of the countries that I visited.

In the first place I would again like to visit the Institute de Phonetique in Paris to observe the technics of the eminent phonetician, Professor Touche, and classes for deficient children under the direction of Madame Lamarck. I was interested, too, in the reeducation centers, where speech disorders were treated as part of an extensive program.

There in the courtyard at the Sorbonne I would like to hear classical plays presented in chorus, as French students believed they were interpreted by the Greeks.

Reports of Miss McAllister of Jordanhill College, Glasgow, convinced me that she was too modest in the descriptions of her work there. I discovered that all prospective teachers in that institution were required to take one course in speech training. This change was partially due to Miss McAllister's radio program which began with 5000 listeners in 1935 and closed with 43,000 in 1938. Miss McAllister is the author of a book, *A Year's Course in Speech Training*. This is mainly a collection of exercises for voice and diction rather than a text in general speech training, such as might be used in a fundamental course in the United States.

In a picture of speech training in England, the Department of Phonetics at the University College, University of London, should be given first consideration. An eminent staff, headed by Daniel Jones, directed not only the phonetics of English but also the phonetics of foreign tongues as well as courses in spoken English and linguistics.

Marjorie Gullan and her staff at the Speech Fellowship and Institute trained teachers, many of whom were placed in London schools. Miss Gullan and her co-workers sponsored frequent speech festivals, edited a quarterly journal, and published books on various phases of speech education.

The Central School of Speech Training and Dramatic Art, under the principalship of Elsie Fogerty, established in 1906, was located in Royal Albert Hall in London. A diploma (normally a year's training) from this school was recognized by the University of London, not as an academic degree, but students with this diploma were allowed to take posts as speech teachers and therapists.

It was agreed that the British Society of Speech Therapists had done much to raise standards for practitioners in speech correction. The society granted a diploma which was coming to be recognized over England as a badge of merit. A quarterly journal, *Speech*, was published by this society.

In German universities I found professors conducting courses in speech in Munich, Leipzig, Gottingen, Vienna, Halle, Cologne, Frankfurt am Main, and Berlin. Where I had the opportunity to visit, the emphasis was on voice, diction, interpretation, and persuasion. All courses were quite elementary, but as one would expect, carefully organized and thoroly presented.

In Vienna and Berlin the program was more extensive. Worthy of note was the library of phonograph records in Vienna under Walter Rutt. This was founded in 1899 and was copied after the first German collection in Hamburg. Similar libraries were located in Berlin, Paris, Milan, and Geneva. These records were assembled in order to have available the speech of inhabitants the world over, as well as the speech of famous persons of various countries.

Mr. Leyhausen of Berlin, as far as I was able to discover, was the originator of modern choric verse speaking. His interest seemed to be almost entirely in the presentation of classical poetry and Greek drama. Miss Gullan in London had adapted for use with children what she saw used in Berlin with adults. Some attention was given to training for effective speech in schools organized for future leaders in the Nazi party.

The careful training in speech for children who were hard of hearing, carried on by Ernst Emmerig at his school in Munich, should attract specialists in speech correction. Similar schools in other cities, and the departments of speech pathology organized in connection with medical schools in universities, should be a source of interest to persons who work with individuals handicapped in speech.

In Denmark the state gave aid to all speech defectives. Bering Liisberg was director of the Danish State Institute for those handicapped in speech. Such individuals were divided into three groups: those having marked defects were institutionalized in one of two schools; those having less difficulty were treated in homes by teachers trained by Mr. Liisberg; and those with minor defects were treated in classes in the larger towns.

Of all the countries that I visited none gave promise of greater fruitfulness for future study than the small republic of Switzerland. The following individuals in speech and related fields were guiding stimulating and suggestive work. Mr. Hanzelman and his colleague Mrs. Bebie were giving training in speech therapy in connection with remedial education at Zurich University. Of great interest to me was the method of changing speech habits thru bodily movement. At Zollikon-Zurich was a home for speech deficient children, where progressive methods of therapy were used. Secondary-school students under Emil Frank were led in creative courses in speech education in one of the public schools of Zurich.

In Basel and Bern, teachers of speech for the deaf could have found much of interest. H. Wildi of Basel was secretary of an association working thru-out the canton to insure aid, without cost if need be, to every hard-of-hearing child.

In Basel there is a normal school where speech training was required of

all prospective teachers. This program was organized by Christian Winkler, who left Basel for the University of Gottingen.

In Geneva, Switzerland, E. J. Junod had organized a laboratory for experimental phonetics, the first in Switzerland. To this he planned to add a library of victrola records similar to the collections at Vienna, Berlin, Paris, Milan, and Hamburg. Because of the new interest in phonetics and voice training at the University of Geneva, the city schools had established a clinic for speech defectives.

George Thudichum had for many years held courses in interpretation at the University of Geneva.

SPEECH EDUCATION THRU THE CHILDREN'S THEATER

WINIFRED L. WARD, NORTHWESTERN UNIVERSITY, EVANSTON, ILL.

You might be most interested to hear a comparison between the kind of speech education which goes on in a children's theater with that in creative dramatics, for they differ rather widely in the opportunities they afford for speech work.

The children's theater, or indeed any play with set speeches, gives strong motivation for improvement in voice and diction. From the days when that gifted Frenchwoman, Mme. de Genlis, established her Children's Educational Theater in eighteenth-century France, for the purpose not only of inculcating moral lessons but also of teaching the young actors elegant diction, children have been so eager to take part in plays that they have the strongest kind of incentive to improve their speech, at least temporarily. And because they so enjoy the experience of the first play, they often become interested in speech improvement, if for nothing else than to be chosen for future productions.

Because they can see the reason for trying hard to improve, they will take an interest in doing so. Few children get excited about correcting bad speech habits because when they grow up it will be nice to speak correctly! Of course, the general attitude toward good speech in this country is not conducive toward building right attitudes in the children. But they know that it is necessary if for no other reason than that the audience will need to understand what they are saying. From the first reading rehearsal of the play when they are set right on pronunciations, in their work on the stage when they see the need of sufficient projection, and in the growth which comes from daily rehearsals, children learn a good deal about correct speech.

Creative dramatics, being characterized by original dialog given spontaneously by the players, gives another kind of speech education. Here it is rapid thinking, speaking extemporaneously, and creating dialog which will express character and at the same time further the story.

Whatever work in voice and diction is done in creative dramatic classes must be carried on apart from the dramatizations. We combine the two in tiny dramatizations. For instance, one class made up a play about King Knowledge, who called in the vowel sounds one by one to justify their

being retained in speech. Each one was strongly characterized according to what the children thought the sound suggested. "Ah" was a languid, elegant individual, "oo" was scared, and so on. When King Knowledge challenged their existence, each told why he should not be put out of the language.

We have to be careful in combining a creative activity like dramatics with the teaching of diction, and I think as a rule it should not be attempted. It requires all the concentration a child is capable of giving to create dialog on the spur of the moment—dialog which is not in his own character, as in public speaking, but in the character of some person in a story. Furthermore, he never knows what question another character will ask him, and he has to be alert every minute. Spontaneous dialog, difficult as it is to do, has a very strong appeal to children. As far as enjoyment goes, almost all children prefer it to lines which they do not have to make up. I suppose this is explained at least partly by the fact that it does away with the necessity of memorizing. But I find that when children are trying out for a play they prefer to try out playing a scene creatively than by using the lines even if they can read them from the book.

At best, however, the lines that come forth in the playing of a story are faulty, if not actually bad. The teacher must pass over many mistakes if he is not to destroy the child's confidence in his creative ability. But he helps him to form correct speech habits by drills and games which are entirely separate from the dramatizations. By listing the mistakes made again and again in the class, and by using them in imaginary telephone conversations, radio announcements, and other games, he can do much more for his speech than by correcting them as he works out original plays.

That children grow in poise, vocabulary, and interpretation of character is evident to anyone who observes a creative dramatic class.

SPEECH EDUCATION IN THE ADULT THEATER

RONALD MITCHELL, UNIVERSITY OF WISCONSIN, MADISON, WIS.

There are two sides to ordinary speaking, and most of us are convinced that we do more listening than talking. To some people the receiving end is the greater strain. However that may be, it is certain that in drama the audiences outnumber the performers, that is to say, in successful drama.

I was recently shown a letter which advocated that only professional actors should be the teachers of young people interested in the theater and that academic folk should be discouraged from tampering with the subject. I think the writer of the letter had misunderstood our function. How many of those we teach expect to become professional actors? And of those, how many actually become actors? Probably one in five hundred.

If we, as dramatic educators, were aiming to turn out actors, we should simply be adding to the confusion and despair in the crowds outside the producing agents' offices. What America needs is not more actors but more audiences. And it is audiences that we who teach drama are trying to

turn out, and more than that, not just audiences that will fill an auditorium, having paid their money at the box office, but intelligent, appreciative audiences who know what plays are about, how they are put on, what the actors' problems are, and with what a director has to cope. An audience of this kind will not only raise the standard of American drama but will also provide more jobs for the professional actors, altho, because of the raised standards, the good ones will be in greater demand than the bad ones.

A public that has been trained in the writing of plays, the criticizing of plays, acting, directing, designing, lighting, and business management will have a better understanding of the complexities that go to the production of a play. The ignorant audience and the rash critic are either too easily pleased or too ready to condemn. The ignorant have either very low standards or very inflexible standards. The trained audience will make demands, but those demands will not be unreasonable, and they will also make allowances. They will not be easily deceived by theatrical hokum, but they will also appreciate the difficulty of sustaining an illusion and be more appreciative because they understand.

That is our job, as dramatic teachers, to train the audience. If a talented actor should suddenly appear among our students, we would be the first to hand him over for more specialized training. But for every actor we are likely to teach we have five hundred people who are never going to be professional actors. The actors should be grateful if we can convert four hundred of these into an intelligent audience.

SPEECH EDUCATION AND PSYCHOLOGY

JON EISENSON, BROOKLYN COLLEGE, BROOKLYN, N. Y.

The psychology of speech is not a new field of study. Centuries ago Aristotle, Cicero, and Quintillian developed their philosophy and pedagogy of speech on the basis of the psychologies of their times. Today the problem of applying psychological principles to speech is somewhat complicated because there are so many schools of psychology, each competing with the others for adherents, and each making claims and counterclaims. Behaviorists and Gestaltists are hardly on speaking terms with one another, and both consider mentalists and structuralists to be only of historic interest. But the psychologist working in speech need not and should not be a strict adherent to any one school. He can accept the significant contribution of any school of thought without considering a contribution valueless merely because it has matured. The psychologist in speech today has the advantages of being able to use the equipment of experimental laboratories and of being able to apply statistical measures and procedures to test the validity of his ideas and findings.

Every teacher of speech, and in a broad sense every classroom teacher regardless of his specific subjectmatter, must be a speech psychologist before he can be anything else. All teachers are forever concerned with the problems of learning, meaning, emotion, imagination, reasoning, belief, under-

standing, attention, and motivation. All these are topics which are chapter headings in texts on general psychology, and all these topics are indexed in texts on speech regardless of whether the book is one on reading, dramatics, public speaking, or speech disorders. It would seem then that we who are actively engaged in the field of speech are somewhat in the position of the character in the French play who learned that he had been speaking prose all his life without knowing it. We have for many years been studying the psychology of speech and speaking the psychology of speech. Now that we know what we have been doing, I hope we can be as pleased as the character in the French play was when he realized what he had been doing.

SPEECH EDUCATION AND RESEARCH

RAY E. HOLCOMBE, KENT STATE UNIVERSITY, KENT, OHIO

Mr. Negus devoted ten years to intensive research before he published his work, *The Mechanism of the Larynx*. The University of Iowa has carried on research in voice pitch for twenty-six years. For twenty years there have been experimental studies undertaken on voice quality at Wisconsin, Iowa, and Northwestern. Studies of audience reaction to speech have been made for the past eight years at Columbia, Purdue, Minnesota, and Chicago. Studies in judgment of emotions from facial expression have been made since 1890. Breathing for speech has been the subject of experimental studies for fourteen years at Iowa, Wisconsin, Denver, Michigan, and Louisiana. The relationship of speech and personality has been investigated for ten years in studies at Wisconsin, Iowa, Columbia, Chicago, Northwestern, and Denver. Northwestern University has devoted five years to experimental studies of stage fright. These are but a few examples and no attempt is made to include all the institutions at which experimental investigations have been carried on.

What are some of the implications derived from the studies? The body of research in speech has given us significant answers to some of the controversial questions in speech pedagogy. Basic to all other questions is the one, "Is there objective evidence that speech can be taught?" The experimental studies point conclusively that ability to recognize facial expression of emotions improves with training; ability in the control of bodily action improves with training; ability in the control of pitch improves with training; ability in the control of quality, force, time, and variety of voice improves with training; ability in the control of breathing improves with training; and ability in oral composition improves with training. Thus we may conclude that there is a considerable body of evidence supporting the contention that speech can be taught.

The second question is, "Does our research provide us with implications for methods in teaching?" From our experimental studies of both voice and action we have derived the following implications: (a) instruction in action should precede that in voice; (b) instruction should not stress the importance of the elements of voice and action but rather the interaction and interdependence of these elements; (c) the speaker, reader, actor, or

conversationalist should be trained with the specific reactions of his audience in mind, and should be trained to adapt himself to his reactors as he is speaking; (d) since audiences judge the effectiveness of a speaker with reference to the total impression or cumulative effect, training of the speaker should aim at developing those traits or elements in which the speaker is already passably proficient rather than at making him conform to a set pattern; (e) by means of exercises in breathing, oral interpretation, tension and relaxation, and tonal memory, we may make vital use of knowledge that the larynx can be trained; (f) improvement in voice quality is limited by the individual's physiological endowment with reference to the density, size, and shape of his resonators; (g) exercises may be instituted to improve chest resonance, reinforce vigor of phonation, strengthen the stimulus to emotional "coloring" of the voice, and produce greater variability in force, pitch, and duration.

SECRETARY'S MINUTES

First Session

Joint Meeting with the Department of Secondary Teachers

Following the general meeting of the Department of Secondary Teachers held in Auditorium A of the Milwaukee Vocational School on Monday afternoon, July 1, a group of interested speech teachers met to hear and to participate in a discussion of the problems presented by the speakers at the general meeting. On the panel were: Kenneth Dewey, Washington High School, Milwaukee; Francis Drake, Stout Institute, Menomonie; Ruth Kentzler, Central High School, Madison; and Lorna Seabury, Central High School, Sheboygan. Matilda E. Geil, South Division High School, Milwaukee, presided.

It was the consensus that speech teachers have an excellent opportunity to do something to make students conscious of the need for forest conservation thru the use of informal and formal discussion; that speech teachers do and can aid in guidance; and that they help the child to feel the pulse and tempo of life as it is.

It was agreed that work must be given which requires research and organization and that students must be taught to analyze problems and situations and to support and demand support for statements and opinions. The discussion also emphasized that: (a) speech work trains in democratic living and serving thru group participation in dramatics, debate, informal discussions and radio work, and thru practice of life situations requiring speech; (b) speech work develops power and leadership thru radio production, productions for audiences, delivery of speeches, and practice in conversation; and (c) that speech work thru its study of radio, drama, and discussion of all types does train the student not only to perform but also to listen and judge and thereby to become better able to enjoy what is good and to use his leisure more wisely.

The group felt that it is wise to require students to do some work that is not the type they would "like" to do and testified that as a rule the student appreciates having done the harder task once he has exerted the effort and experienced the results.

Second Session

Joint Meeting with the National Association of Secondary-School Principals

Rexford Mitchell, La Crosse State Teachers College, La Crosse, Wisconsin, spoke on the subject, "What the Secondary-School Administrator May Expect of the Speech Teacher." Following Mr. Mitchell, Jeanette Ross, Shorewood High-School Speech

Department, introduced a group of twenty-five students who demonstrated and explained their work in the Shorewood schools. They explained how the philosophy of their speech program—that speech should be a continuous, individualized, every-pupil program—has been worked out thru required units, elective work, and extra-curriculum activities. A seventh-grade group reviewed a scene from its unit in the oral report. An eighth-grade group illustrated simple discussion. The ninth-graders were engaged in a reading rehearsal for a unit in informal dramatics. The tenth-grade pupils were making recordings for analysis of their voices.

Students from elective courses told of a background program which they had had for Moliere's "Make-Believe Gentleman"; of an assembly which had explained the construction and equipment of their auditorium; of work in the evaluation and presentation of radio programs. An interview between two students explained how students execute and present the assembly programs of the year. Finally, work in extracurriculum activities was illustrated by showing a movie which Dramatic Club students had made, called "The Making of a Play."

Third Session

Joint Meeting with the American Educational Theater Association

H. L. Ewbank of the University of Wisconsin presided over the third session. This meeting might have been called a definition of speech in the broad field of education. Twelve speakers talked briefly on different aspects of the speech field.

Paul Moore of Northwestern University, who spoke on the subject of "Speech Education in Schools at Home," stated that he felt three trends to be apparent in speech education today: (a) a definite emphasis is being placed on the usefulness of what is taught; (b) the general teacher now recognizes and hence emphasizes the oral aspects of his work as a significant part of it; and (c) teachers are now being concerned over their own speech as a model which students follow.

James H. McBurney defined discussion as "reflective deliberation of a face-to-face group on a problem in the interest of solving it." He stated that discussion, as a tool in the teaching of speech, can contribute in its own right. Some of the results which give proof of this statement are: (a) that discussion does change attitudes toward social problems; (b) thru discussion the range of attitudes tend to come closer together; and (c) there is evidence that shifts in attitude are in the direction of better judgment.

Eugene Eisen of the New York Life Insurance Company spoke on the "Speech Class in Adult Education." Mr. Eisen stated that altho the majority of adults had come into their speech classes for help in a particular personal problem many remained or went back for a second course for other reasons. Mr. Eisen stressed the fact that he thought adult speech classes could do a real service in teaching people to analyze carefully the motives and authenticity back of speeches heard over the radio or from the lecture platform.

Ronald Mitchell of the University of Wisconsin in speaking on the place of the university theater in the field of education told us that on one side is the criticism that those who haunt the halls of a college theater are merely dabblers, while on the opposite side we hear rosy enthusiastic claims for the development of one's poise and personality. Mr. Mitchell said the truth lies somewhere between the two extremes. The real need in America, however, is the training of an understanding and appreciative audience; this is the real work of the college and university theater.

*NATIONAL COUNCIL FOR THE
SOCIAL STUDIES*

HISTORICAL NOTE

THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES was organized in 1921. It was made a Department of the National Education Association by the Board of Directors at the Indianapolis meeting of the Association in 1925. In 1939 it was incorporated under the laws of the state of Illinois. The headquarters office was established in the headquarters building of the National Education Association in Washington in June 1940, at which time its first executive secretary assumed his duties.

Presidents of the National Council for the Social Studies have been: A. E. McKinley, 1921; L. C. Marshall, 1922; W. H. Hathaway, 1923; T. J. McCormack, 1924; H. C. Hill, 1925; Bessie Pierce, 1926; J. M. Gambrill, 1927; A. C. Krey, 1928; A. C. Krey, 1929; Edgar Dawson, 1930; R. M. Tryon, 1931; D. S. Morgan, 1932; W. G. Kimmel, 1933; H. E. Wilson, 1934; E. B. Wesley, 1935; R. O. Hughes, 1936; Elmer Ellis, 1937; C. C. Barnes, 1938; Ruth West, 1939.

The officers for the year 1940 are: PRESIDENT, Howard R. Anderson, Cornell University, Ithaca, N. Y.; FIRST VICEPRESIDENT, Fremont P. Wirth, George Peabody College for Teachers, Nashville, Tenn.; SECOND VICEPRESIDENT, Ernest Horn, State University of Iowa, Iowa City, Iowa; EXECUTIVE SECRETARY, Wilbur F. Murra, 1201 Sixteenth Street, N. W., Washington, D. C.; EDITOR OF SOCIAL EDUCATION, Erling M. Hunt, Columbia University, New York, N. Y.; ELECTED DIRECTORS, Ethel M. Ray, McLean Junior High School, Terre Haute, Ind., and I. James Quillen, Stanford University, Calif.

The official journal of the Council was the HISTORICAL OUTLOOK from 1921 thru 1933; the SOCIAL STUDIES from 1934 thru 1936; and has been SOCIAL EDUCATION since January 1937. Fifteen bulletins, eleven year-books, and one book in a new Curriculum Series have been published to date. Annual dues of \$3, payable to the executive secretary, entitle each member to receive the official journal (issued monthly during the school year), the yearbook, and two or more bulletins.

Facts relating to the establishment of this Department and the record of meetings are found in earlier volumes of these 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	1939:541-550
1928: 651-654	1932:525-532	1936:373-382	

THE NATIONAL COUNCIL AND THE SOCIAL STUDIES TEACHER

RUTH WEST, HEAD OF SOCIAL STUDIES, LEWIS AND CLARK HIGH SCHOOL,
SPOKANE, WASH.

WE SOCIAL STUDIES TEACHERS are asking many questions of each other and of ourselves. We are troubled because we cannot always see a clear road ahead; we have combined with the community to set certain goals for ourselves so high as to be almost impossible of attainment. We are worried for fear the social studies teachers of America must "save democracy," and feel ourselves unready for the task. We deal largely with intangibles, and our methods of evaluation are avowedly imperfect. We crave assurance that we are moving forward, and it is often hard to find evidence of progress. Can we find any satisfactory answers to these questions? Is there any way in which the National Council can help us? And how can we, who constitute that Council, make it even more effective?

First of all, what must we know to be good social studies teachers? And how can we find time to know it? Like all other teachers, we must of course know children, their interests and needs; and as generations pass we do make a little progress in our knowledge of children. We must also know the world of man about us, its roots in the past, its manifestations in the present, and we must have some vision of its possible future. Toward this end, it is not too much to ask that teachers of the social studies must also be scholars in the social sciences. I once heard the historian Lavissee tell his students at the University of Paris that to be historians they must know far more than their own narrow field. They must, he said, have acquaintance with all the things men live by—their loves, their labors, and their play; and, he added, they must also share in those things themselves if they are going to speak with authority of men in society.

Some of us have been so shocked at finding ourselves strangers in our own house that we would cast everything else out the window and scan only the picture of the contemporary world. But one error is not corrected by another. We need to preserve our balance, to keep our feet on the ground, to orient ourselves in time as well as in space and in relation to our fellows. If, in all our searching, we can find no other constant than change and the continuing struggle between the forces of progress and reaction, we shall have gained a vantage point from which to view more intelligently the presentday instances of the struggle and to choose more wisely and courageously the part we will play in it ourselves. Participation in the affairs of the world about us is even more essential for the teacher than for the scholar. Shall a teacher be any less a citizen than those he teaches?

Can the Council be of help to us in this lifelong task of preparing ourselves for social studies teaching? Our tenth yearbook is one answer to this question, but only one of many. The Council can help us, and does so, with timely publications; but it can do even more by giving us opportunities to meet and know each other, to talk over common problems together, to bring

us the best minds in or out of the profession to counsel us, and to help us learn something of the values and technics of cooperation.

We worry about *what* we ought to teach, and *when*, and *how*, and *why*. There is no point in my doing more than present this problem, for there are fifteen exciting answers to the questions *what* and *when* in *The Future of the Social Studies*—that special bonus book sent to members of the Council this year. And these answers are only a first step. The Council's Committee on Curriculum Study will go on from here, studying suggestions, examining experiments that are in the making, perhaps setting up experiments of their own. All of us will be looking forward eagerly to their reports. Meantime, at every meeting of the past year we have had discussions of the curriculum—at Pittsburgh, Chicago, Cleveland, and San Francisco. Here in Kansas City we are giving two sessions to that discussion. We can make all this study and discussion far more effective, and be ready to reap all possible benefit from our cooperative venture, if each of us studies his own curriculum more critically and with an eye to its improvement.

In special fields, the Council publications offer us a wide variety of aids. We have had yearbooks on the use of community resources and on education against propaganda. A committee on civic education is planning material for our use, and a yearbook on economic education is nearly ready for next year. Another committee is to work with the newly created Commission on Resources and Education. We shall soon have formulated, I hope, a reasoned and acceptable statement of policy for teaching the social studies in war time, and for developing religious, racial, and cultural tolerance at all times.

As for special tools and how to use them, the Council has supplied us with bibliographies; it has a committee working on the use of the radio, and will soon have one on the use of visual aids. These are only a few of the Council's projects. Do we want more? They are ours, if we make our wants known. Meantime the columns of *Social Education* are constantly furnishing us with valuable suggestions and pointing us on the way to still others.

This is not planned as a promotion talk, but to supply much needed information of the Council's activities to its members, who are not always aware of what is going on in their own organization. Unfortunately, all of us who are social studies teachers have been so busy in our classrooms and in our communities, so absorbed in our individual tasks, that we, who of all people should have been the first to see the values in working together, have been slow in applying the lessons of cooperation to our common problems. If we in the past have failed to command the respect we felt to be our due, may it not have been partly because we had too little pride in the achievements and ideals of our own profession? That freedom of teaching and learning which we prize so dearly will be far less likely to suffer if our professional organization commands respect of laymen and teachers alike.

Finally, can we save democracy? We cannot do it alone, altho I do believe we social studies teachers have a crucial part to play in that chal-

lenging task. We cannot use authoritarian methods to inculcate lip service to democracy and gain our ends, tho that would be fairly easy. It is a matter requiring all our skill to set out to develop a real appreciation of the values inherent in democracy as a way of life. One thing we know; we cannot accomplish our aim by talking about democracy. Wholesome relations between teachers and pupils will help; freedom of investigation and discussion will help; and developing attitudes of tolerance will help. Practice in democratic living both in and out of school will be the only way. We have a pioneering task ahead, we teaching citizens, with obligations to the unknown world of tomorrow.

MEETINGS

Six meetings were held during the past year by the National Council for the Social Studies, as follows:

- November 24-25, 1939, at Kansas City, the Nineteenth Annual Meeting. Sessions, 14; attendance, 750.*
- December 28 and 30, 1939, at Washington, with the American Historical Association. Sessions, 2; attendance, 200.*
- December 29, 1939, at Washington, with the American Political Science Association. Sessions, 1; attendance, 125.*
- February 24, 1940, at St. Louis, with the American Association of School Administrators. Sessions, 3; attendance, 550.*
- May 4, 1940, at Omaha, with the Mississippi Valley Historical Association. Sessions, 3; attendance, 175.*
- July 1 and 3, 1940, at Milwaukee, with the National Education Association. Sessions, 3; attendance, 225.*

Reports of each of these meetings and some of the papers presented at them are published in *Social Education*. Here there is space for only a summary of the complete programs and an abstract of the presidential address. After each address which has appeared in print is given a bibliographical reference. Several not so marked will undoubtedly be published in the future.

SUMMARY OF PROGRAMS

Kansas City Meeting, November 24-25, 1939.

- General Session: Howard R. Anderson, chairman; George Melcher, "Are We Training for Civic Responsibility?" Ruth West, presidential address, "The National Council and the Social Studies Teacher" (*Social Education* 4:81-84, February 1940); Charles H. Cross and R. O. Hughes, "Appraisal of the Tenth Yearbook of the National Council for the Social Studies" (*In-Service Growth of Social-Studies Teachers*).
- Luncheon Discussion, Session A: J. Dan Hull, chairman; John M. Cassels, "The Consumer Approach to the Study of Economics"; James E. Mendenhall, discussion leader.
- Luncheon Discussion, Session B: Hubert Garrett, chairman; Andrew W. Cordier, "Power Politics and the Peace of Europe"; Ruth E. Litchen, discussion leader.
- Luncheon Discussion, Session C: Howard C. Hill, chairman; William G. Carr, "Civic Education in a Critical Era"; Howard E. Wilson, discussion leader.

* The attendance figure given here is the estimated number of different persons attending each meeting, not the sum of the attendance at the several sessions.

Luncheon Discussion, Session *D*: John Haefner, chairman; Wayland W. Osborn, "Education against Propaganda"; W. Francis English, discussion leader.

Luncheon Discussion, Session *E*: Robert Keohane, chairman; Raymond Lussenhop, "The American Farmer—His Problems and Prospects"; Donald R. Alter, discussion leader.

General Session: James A. Michener, chairman; O. M. Dickerson, Erling M. Hunt, Mary G. Kelty, Walter E. Myer, Harold O. Rugg, Francis T. Spaulding, Ernest Horn, "The Social Studies Curriculum."

Exhibit Hour

Banquet: Fremont P. Wirth, toastmaster; Music; Edgar B. Wesley, "At Sea from Coast to Coast"; Nelle Bowman, "In the Same Boat with Wesley"; Howard R. Anderson, "How I Missed the Boat."

General Session: Ruth West, chairman; Judge Florence E. Allen, "The Constitution, an Instrument of Freedom" (*Social Education* 4:6-9, January 1940).

Reception and Social Hour

General Session: Henry Kronenberg, chairman; subject, "In the Light of the Discussion of Friday Afternoon and of the Present Needs of American Schools, What Shall the National Council Do with Respect to the Development of an Experimental Course of Study in the Social Studies?" Edgar B. Wesley, discussion leader.

Sectional Meeting, *A*: Marion Anderson, chairman; F. L. Hambrick, "Opportunities for Enriching the Social Studies thru the Utilization of Community Resources"; Mabel Snedaker, "How Community Resources Have Been Used To Develop Understandings in an Elementary School" (*Social Education* 4:188-93, March 1940); Katherine Clarke, "Making Community Study Effective" (*Social Education* 4:111-14, February 1940).

Sectional Meeting, *B*: Nelle E. Bowman, chairman; D. C. Rucker, "Utilizing the Community as a Laboratory of Understanding Group Life"; Ona Raines, "How Junior High-School Pupils May Become Acquainted with the Vocational Opportunities of a Community"; Douglas Ward, "Types of Practical Community Surveys for Junior High-School Pupils."

Sectional Meeting, *C*: Howard Cummings, chairman; S. P. McCutcheon, "A Demonstration Lesson on the Teaching of a Controversial Topic in the Field of Community Study."

Luncheon and Business Meeting: Ruth West, chairman; Francis T. Spaulding, "High-School Teachers and the Youth Problem."

Washington Meeting, December 28 and 30, 1939.

Luncheon Meeting: Ruth West, chairman; Dorothy Canfield Fisher, "The Children's Crusade for Children"; Guy Stanton Ford, "The History Teacher in War Time."

Joint meeting with the American Historical Association: A. C. Krey, chairman; subject, "The Place of European History in the School Curriculum"; Erling M. Hunt, "The Changing Status of European History"; Donnal V. Smith, "Problems of Selection and Organization of Material"; Edwin W. Pahlow, "Problems of Adaptation and Presentation"; Irene Rice, "Classroom Problems."

Washington Meeting, December 29, 1939.

Round-Table Discussion: Phillips Bradley, chairman; Charles A. Beard, William G. Carr, Erling M. Hunt, John Haefner, Warner Moss, Max Lerner, Harrison C. Thomas, Howard White, Charles Merrifield, Charles Schleicher, Leonard Kenworthy, Myer Cohen, Robert H. Connery, and Ruth West. "What Forms of Cooperation between the American Political Science Association and the National Council for the Social Studies Might Be Developed with Mutual Advantage?" and "To What Extent Has Our Attempt at Civic Education Been a Success?"

St. Louis Meeting, February 24, 1940.

General Session: Howard E. Wilson, chairman; William G. Carr, "The Educational Policies Commission's Study"; Walter E. Myer, "Making Pupils Realize the Meaning and Value of Democracy"; Ethel M. De Marsh, "How Extracurriculum Activities May Train for Democracy"; A. W. Troelstrup, "Democracy in the Classroom" (*Curriculum Journal* 11:219-22, May 1940); Edwin H. Reeder, "Geography, Democracy, and Current Problems."

Luncheon Meeting: Howard R. Anderson, chairman; Paul R. Hanna, "Wise Use of Our Resources from the Standpoint of the Producer"; John M. Cassels, "Wise Use of Our Resources from the Standpoint of the Consumer" (*Social Education* 4:306-310, May 1940).

General Session: Edgar B. Wesley, chairman; Laura M. Braun, "What Shall We Teach about the War in Europe?" Mrs. George Gellhorn, "What Shall We Teach about Political Parties?" John H. Haefner, "What Shall We Teach about the C. I. O.?" Kenneth M. Gould, "How May We Get Things Straight?"

Omaha Meeting, May 4, 1940.

Breakfast Meeting: Mary Parker, chairman; Dwight L. Dumond, "Isolationism and Intellectual Dishonesty."

General Session: Burr W. Phillips, chairman; Millard C. Lefler, "Social Studies from the Functional Point of View"; Winfred T. Root, "Living in History."

Luncheon Meeting: Eliza Gamble, chairman; Edgar B. Wesley, "My Shifting Pedagogical Faith."

Milwaukee Meeting, July 1 and 3, 1940.

Joint Meeting with the Department of Secondary Teachers: Wilbur F. Murra, chairman; James Fitzpatrick, "The Role of the Social Studies in the Education of the Nonacademic"; Edwin H. Reeder, "Geography, Conservation, and Democracy."

Luncheon Meeting: Howard R. Anderson, chairman; William E. Young, "The Social Studies in the Elementary School."

Forum: Neal Billings, chairman; Mineta Merton, "Effective Use of Visual Education in Elementary-School Social Studies"; Bernice E. Leary, "Reading Problems in Elementary-School Social Studies"; Dwight L. Arnold, "Evaluation in the Elementary-School Social Studies Program."

SECRETARY'S REPORT

The principal activities of the National Council for the Social Studies in 1939-40, as in other years, have been meetings and publications. The six meetings held between November 1939 and July 1940 have been described and summarized in the pages immediately preceding. The publications during the past year have been:

Tenth Yearbook (November 1939) *In-Service Growth of Social Studies Teachers*, Burr W. Phillips, editor

Curriculum Series Number One (November 1939) *The Future of the Social Studies*, James A. Michener, editor

Curriculum Series Number One, second printing (March 1940) *The Future of the Social Studies*, James A. Michener, editor

Bulletin No. 6, revised edition (April 1940) *Selected Test Items in American History*, by H. R. Anderson, E. F. Lindquist, and H. D. Berg

Bulletin No. 14 (May 1940) *Housing America: A Source Unit for the Social Studies*, by John Haefner and others

Bulletin No. 15 (September 1940) *Selected Items for the Testing of Study Skills*, by Horace T. Morse and G. H. McCune.

The official journal, *Social Education*, changed during the past year from nine to eight issues per year, dropping the September issue. This magazine, published since 1937 by the American Book Company for the American Historical Association and the National Council for the Social Studies, passed into the effective control, but not the ownership, of the National Council on January 1, 1940, when a new *Social Education* Executive Board assumed office with a majority of its membership consisting of persons elected at the Council's annual business meeting.

Business meetings of the membership were held at the Kansas City, Washington, and St. Louis meetings. Meetings of the Board of Directors were held at the same times. The most important business transacted at these sessions was the revision of the Constitution. The two major revisions consisted of (a) changing the membership of the Board of Directors by enlarging from two to six the number of elected directors and reducing to five the number of past presidents entitled to serve ex officio, and (b) creating the office of executive secretary to be filled by a salaried officer. The first of these two revisions will go into effect on January 1, 1941; the second took effect on June 1, 1940.

Coincident with the establishment of the office of executive secretary in June, a National Council office was opened for the first time in the National Education Association building in Washington. This office is the general headquarters for all the activities of the Council.

Membership continued to increase steadily and to be widely representative of various interests in social studies instruction. The total membership on November 1, 1939, was 2137; on January 1, 1940, it was 2369; and on August 1, 1940, it was 2903.

At the general business meeting at Kansas City on November 25, 1939, the following officers were elected: president, Howard R. Anderson, Cornell University; first vicepresident, Fremont P. Wirth, George Peabody College for Teachers; second vicepresident, Ernest Horn, State University of Iowa; secretary-treasurer, Wilbur F. Murra, Harvard University; directors, Ethel M. Ray, McLean Junior High School, Terre Haute, Ind., and I. James Quillen, Stanford University; representatives on the Executive Board of *Social Education*: Harold Clark, Columbia University; E. H. Reeder, University of Illinois; Ella Hawkinson, State Teachers College, Moorhead, Minn.; Paul R. Hanna, Stanford University; E. M. Hunt, Columbia University; E. B. Wesley, University of Minnesota; H. E. Wilson, Harvard University; and James A. Michener, Harvard University. By action of the Board under the revised Constitution Mr. Murra was named executive secretary and treasurer as of June 1, 1940, when the old office of secretary-treasurer ceased to exist.

Committee chairmen appointed by the president for 1940 were: Public Relations Committee, Roy A. Price, Syracuse University; Publications Committee, James A. Michener, Harvard University; Research Committee, Ernest Horn, State University of Iowa; Curriculum Committee, Edgar B. Wesley, University of Minnesota; Civic Education Committee, Leonard Kenworthy, Friends' Central School, Overbrook, Pa. (resigned July 1940), Hilda Watters, Western Illinois State Teachers College (since July 1940); Radio Committee, Tracy Tyler, University of Minnesota.

Three meetings remain to be held in 1940: November 21-23, at Syracuse, the Twentieth Annual Meeting; December 27-30, at New York City, with the American Historical Association; December 30, at Chicago, with the American Political Science Association.

REVISED CONSTITUTION

AS ADOPTED AT THE GENERAL BUSINESS MEETING AT ST. LOUIS,
FEBRUARY 24, 1940

ARTICLE I

Name and Purposes

Section 1. This association shall be known as the National Council for the Social Studies, and is incorporated under the laws of the state of Illinois. The term "social studies" is used to include history, economics, sociology, civics, geography, and all modifications or combinations of subjects whose content as well as aim is predominantly social.

Section 2. The purpose of this association shall be to promote the study of the problems of teaching the social studies; to encourage research, experimentation, and investigation in these fields; to facilitate the professional and personal cooperation of its members; to hold public discussions and programs; to sponsor the publication of desirable articles, reports, and surveys; and to integrate the efforts of all those who have similar purposes.

ARTICLE II

Membership, Dues, Meetings, and Publications

Section 1. Any person in sympathy with the purposes of the National Council may become a member upon the payment of the annual dues.

Section 2. The annual dues shall be determined by the Board of Directors; but until otherwise ordered, the dues shall be three dollars a year. The payment of these dues entitles the member to a year's subscription to the official magazine, to the yearbook, and to such other publications as the Board of Directors shall determine. It also entitles him to attend all meetings, to vote, and to hold the offices to which he may be appointed or elected.

Section 3. The Board of Directors shall have the power to select or establish the official periodical for the National Council. Until otherwise ordered, *Social Education* shall be the official magazine of the National Council.

Section 4. The annual election and business meeting shall be held in connection with the major annual meeting, which until otherwise determined by the Board of Directors shall be held in November. Other business meetings may be called by the president after due notice has been given through the official magazine or on the programs of such meetings. Meetings of the Board of Directors may be called by the president upon written notice through the executive secretary's office.

Section 5. Meetings shall be held at the direction of the Board of Directors; and until otherwise ordered these shall be: (1) the annual November meeting, and those held in connection with (2) the American Historical Association, (3) the American Association of School Administrators, and (4) the National Education Association. The National Council may also cooperate with other professional organizations in the sponsorship of joint meetings providing that such cooperation is approved by the Board of Directors.

ARTICLE III

Organization

Section 1. The elective officers of the National Council shall be chosen at the annual business meeting and shall include a president and two vicepresidents. They shall assume office on January 1 following their election and shall hold their respective offices for the term of one year. There shall also be a secretary of the corporation and an executive secretary and treasurer appointed by the Board of Directors.

Section 2. The president shall have general charge of the affairs of the National Council, and by virtue of his office shall be chairman of the Board of Directors. It

shall be his obligation to promote in all suitable ways the best interests of the National Council. He shall be responsible for the programs of the meetings during his term of office, and has the power to appoint committees to carry on the work of the National Council.

Section 3. The first vicepresident and second vicepresident shall assume such duties as the president or Board of Directors shall specify. If a vacancy occurs in the office of president the first vicepresident shall become president; if a vacancy occurs in the office of the first vicepresident, then the second vicepresident shall become first vicepresident.

Section 4. The secretary of the corporation shall maintain an office in the state of Illinois, shall receive legal notices sent to or served upon the National Council in its capacity as a corporation, and shall make the annual report to the secretary of state of Illinois as required by law.

Section 5. The executive secretary and treasurer shall be responsible for carrying out policies formulated by the Board of Directors, and as treasurer shall be the financial agent of the National Council for the Social Studies. He shall make annual written reports to the Board of Directors. His salary, tenure, and specific responsibilities shall be determined by the Board.

Section 6. The Board of Directors shall consist of the president and two vicepresidents; the editor of the official magazine; six elected directors, two of whom shall be elected each year for a term of three years; and the five most recent past presidents. The Board shall have the power to appropriate funds from the treasury, to review the actions of officers and committees, to select the place for the annual meeting, and to exercise all powers not herein assigned to other officers or to the National Council.

Section 7. The status of the National Council as the Department of Social Studies of the National Education Association shall be continued unless otherwise determined by the Board of Directors.

ARTICLE IV

Amendments

This Constitution may be amended at the annual business meeting by a two-thirds majority of the members present, provided that notice of such proposed amendment shall have been given by the Board of Directors at a previous business meeting, and provided that the Board of Directors shall submit for consideration any proposal for which twenty-five members of the National Council for the Social Studies have petitioned. Notice of proposed amendments shall be given at least four months in advance of the meeting at which action is to be taken.

*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 years 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. 14C, 1224 Ditmas Ave., 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, Secretary, Vermont Education Association, Castleton, Vt. (term expires 1941); Louise W. Mears, Professor of Geography, Milwaukee State Teachers College, Milwaukee, Wis. (term expires 1941); Bess Goodykoontz, Assistant Commissioner, Federal Security Agency, Washington, D. C. (term expires 1942); 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	1939:551-560

ST. LOUIS MEETING

DEMOCRACY IS BROTHERHOOD IN ACTION

DOROTHY CANFIELD FISHER, AUTHOR, ARLINGTON, VT.

DO YOU take it for granted, when I say I was brought up to respect superior women, that the people who did the bringing up were women themselves? Do you see me in your imagination, a little girl in a household of strong-minded women? Not at all. This tradition in which I was so rigorously brought up, comes from more than a century of men, strong themselves, who eagerly and sometimes impatiently wanted the strength in women developed and matured by training and experience. My grandfather, a great scholar himself, one of those early nineteenth century clerics soaked in Hebrew and Greek, was inordinately proud of having an intellectual wife who knew a good many modern languages, made translations, and even wrote an occasional book. She died long before I was born, but my grandfather lived on, and when I was a child he was always exhorting me to live up to my grandmother. And there was my father, my dear N. E. A. father, who would have been so much at home in all these gatherings that I almost feel I stand in his shoes. If you were some twenty or thirty years older, you would have some personal memories of my father charging the stonewall prejudices which shut women off from their fair share of what every human being wants, visor down, shield up, his powerful lance aimed straight at the notion that women were somehow more attractive if they were weak and foolish. "Attractive only to weak and foolish men!" was my father's battle cry as he went into the fight for higher education for women, for open doors before them in any direction to which their innate capacities would lead them, especially for positions of responsibility and authority for the stronger among them in fields where their characters would ripen and strengthen with the carrying of these noble burdens of usefulness.

My brother was brought up in this atmosphere as much as I, soaked in this confident expectation that women should grow in strength as they grew older. He had a particular personal slant on the problem. His idea was that, unless a fair proportion of women should so grow, they were shirking their share of the burdens of modern life.

I regret to say that I was not active in the woman's suffrage campaign—not of course that I was opposed to votes for women. But during those years I was passionately absorbed in my complicated double life of author and homemaker. The problem of literary style and plot construction, together with boiling the babies' bottles and managing the house, seemed to take all my energy. My brother often reproached me for this. "You're just malingering," he used to tell me, "You're not doing your share!"

Consider for a moment what the facts are, as to the position of women. In a century and a half, which is, as far as emotional adjustment to change goes, no longer than the snap of a finger, the work which was women's

contribution to society has been drained out from the home by the irresistible suction of a machine-using, industrial society, and scattered abroad to be done in places for which, a century and a half ago, there were not even names in any language, such as steam laundries, factories, public schools, homes for the aged, insane asylums, and hospital schools for trained nurses.

During the first rushing phases of this change, the women of the wage-earning classes kept their moral and physical health as it always had been because they did not have enough money to take up the new ways of living. The more well-to-do women, whose life work as educator, nurse, manufacturer, laundress, cook, protector of infancy and old age, had been whirled out of their hands by the hurricane of change, collapsed for a couple of generations, stunned, upon the mid-Victorian nervous invalid's sofa. It was in the 'seventies and 'eighties that their daughters and granddaughters began to learn their way out from their emptied homes to take up their old work where it was to be found.

For women, with a dramatic unanimity which must have been instinctive, have in the modern world only sought out and taken on again the work they have always done since the beginning of time.

What work had women always done for the large families inside the home which they needed now to seek outside the modern home with its very small family? The care of the sick was one important, never ending part of the world's work which all preindustrial women expected to do. In the big patriarchal family somebody was always sick enough to need nursing. Those people are now somewhere else when they are sick, so women fared out into the wide world to find where nursing had gone.

Another kind of work which women had always done in their homes for their own families was making garments. When this kind of manufacturing was taken out of the home, women soon streamed after it into the factory.

Since the prenineteenth century, home always had children in it, not only those of the mistress of the house but nephews and nieces and young cousins, and since the schooling given them outside the home was very meager, the women in those homes were perpetually occupied in bringing up and teaching the children around them. It was inevitable that women should have recognized school teaching among the first of the new occupations as old work of theirs being done in a new place.

In the same way they found in organized social welfare work the modern method to continue that help "to poor folks," which in neighbor-to-neighbor fashion had always been an accepted part of women's work. Who invented, organized, carried on, and still carry on the help to the poor called "settlement houses"? Not men. Not in any case in this country.

No break in women's traditions was the long, steady, and finally successful fight for the vote and for full citizenship in their own country. It was only a change in the manner in which an old one was carried forward. From the days of the Germanic tribes and the Iroquois councils women have had a fair share of say-so about how the life of the group was to be

conducted, how the money should be spent, and how the members of the family should be treated. The fight for suffrage was no more than an attempt to go on carrying their share of responsibility for the efficient running of the life of their group.

What has not been so clear is that this instinctive unanimity of women has been negative as well as positive. Not only have women fought to go on doing the work they have always done but they have also kept out of work not formerly done by women in the home. Yet this kind of work has always been open to them without any opposition, since the beginning of capitalism. I refer to the enormous numbers of occupations based on profit-making.

It was against prodigious opposition that women made their way into schools, colleges, hospitals, or any institution where they could get the training they needed to carry on. Historians of the nineteenth century have wonderingly praised the courage of those daughters and granddaughters of the sofa woman. Whence did those first girls seeking to be trained nurses draw the passion of determination which made them triumph over the often ignoble and sometimes obscene opposition they encountered? They deserve no more praise for courage than do the men and women in the Calcutta Black Hole, passionately straining for air to keep them alive. Those girls were also fighting their way to the only air they had ever breathed.

Observe that all during that period the wide field of profit-making in trading, manufacturing, and finance lay open to anybody with money, as it always has. And it is well known that by inheritance women in this country have been increasingly possessed of money. There are no boards of examiners or trustees who pass on the qualifications of a person with cash enough to buy a furniture factory that is for sale. And as for the Victorian feeling that business was not suitable for women of good family, that was a pale, thin, almost impalpable obstacle compared with the Victorian horror at the idea that decent girls should stand by the bed of strange men and take care of them in sickness.

Even now, find women who are owners and directors of factories, department stores, great hotels, transportation systems, or finance corporations. Yet the providing of clothing is proverbially women's work. It is, we see, only as long as the profit motive is not its basis. Even in work like the washing of clothes, which is women's work by the most unbroken tradition, the instant it becomes a business done for profit, women appear in it only in their old roles of doers of the service.

Now of this transition so successfully managed by mere instinct—from the old kind of full usefulness and power for women to the new kind—the most important part not to women but to the whole of society was the safeguarding of the roads to real authority and power for those personalities capable of wise use of authority and power. It could have been very easy, as in a sort of unimaginably big contradance our population shifted from the old economic order to industrialism, to have women lose the way

to their share of the exercise of authority, especially since the nineteenth century laid such an outrageously exaggerated emphasis on skill in buying low enough to make a profit in selling, a skill for which, as we have seen, women notably have no gift or tradition. Yet personalities with innate power need the opportunity to develop and usefully employ that gift or they will become warped and twisted, and what might have been a well-spring of sweet and strong waters of life will become stagnant and soured. This is as true for the few among women with innate power as for the few among men. In the business world they are by nature of things always subordinates and never rise to commanding positions in which their personalities can develop the best that is in them. But in the social welfare agencies we now see women rising to the top. There is no woman at the head of a great banking system, but there are women at the head of great prisons. No president of a trust corporation or manufacturer's association is a woman, but many immense hospitals have women superintendents. Also, women monopolize the position of heads of social settlement houses.

It is in the field of education that women have emerged who have kept open this all-important road to authority and power. They were the pioneers who first advanced along that road, defending themselves from sniping and from attacks from ambush, even as they learned how to do their work and did it. They are now the most numerous of women in power and the most completely accepted. The pioneers have settled down to develop the resources of the country, have begun to be citizens of the new world for women.

Since you all know what the Children's Crusade factually is, and since I am sure that no woman in education will fail to rise to this opportunity to serve childhood's deepest needs—material needs in the case of the exiled homeless children of the world, spiritual needs for our own American children, safe under the protection of our flag—I will not take your time to beg or try to persuade you to do what I feel you will do anyhow. You will be interested to know that newspaper men, so far without exception, have been instantly and warmly cooperative, as people have been from all walks of life. The twofold goal of the Crusade is (a) to get help on a large scale for the hundreds of thousands of the exiled children of the world, wherever they are—in barbed-wire concentration camps, fleeing over the snows of Finland, crowded in misery and hopelessness in improvised Chinese refugee shelters, trying desperately without money and without help to learn how to become useful citizens in strange new countries and cities, from the Argentine up thru our hemisphere to Alaska; and (b) to give our cherished American children, who so seldom have a real opportunity to help others, some of that "education of the heart" of which women educators understand the importance with no need for explanation.

From the reaction of the public to the Children's Crusade, it looks as if the tradition of American idealism is not dead or dying, but liveth ever.

SECRETARY'S MINUTES

St. Louis, Missouri

February 25, 1940

Meeting called to order by the president, Mrs. Inez Johnson Lewis. Those present were: Inez Johnson Lewis, Colo.; Margaret M. Smith, Colo.; Sue Powers, Tenn.; Caroline Woodruff, Vt.; Elizabeth O'Connor, Mass.; Louise Mears, Wis.; Agnes Samuelson, Iowa; and Lucy Elliot, local chairman.

Minutes of summer meetings were approved.

The discussion of the luncheon scheduled for February 28 followed.

Miss Elliot presented report of progress on both luncheon and program and was voted an expression of appreciation for the work she had done under serious handicap.

Informal discussion of possible Administrative Women in Education membership material resulted in naming Mrs. Matilda Gecks, assistant superintendent of St. Louis schools; Mrs. L. R. Ernst, principal, high school, St. Louis; and Miss Hoos, head of elementary principals group—all of whom would be helpful in organizing an A. W. in E. Council in St. Louis.

Informal discussion of report by Mary Elizabeth O'Connor on the "Status of Women in Administrative Positions in Education" resulted in a motion to have this valuable report presented at the business meeting on Wednesday, February 28. Motion carried.

Pamphlet on "Protecting the Employment Status of Women" published by N. E. A. was mentioned in connection with the report.

Suggestion that some teacher's college be asked to prepare a code of ethics for women in administrative fields in education and submit same to this Board for consideration.

Another suggestion to the effect that the Committee on Status of Women be authorized to take measures to acquaint the N. E. A. groups—especially the men—with the trend to ignore women in making appointments in the administrative field. Motion was made by Mrs. Smith, seconded by Miss Powers.

Moved that Miss Woodruff, thru her institution, make a study of a code of ethics for administrative women in education, formulate this code, and submit it to the Executive Committee for consideration at the summer meeting in Milwaukee, if possible. Motion carried.

Miss Mears brought a message of greeting to the Board from Mrs. Mary D. Bradford, Kenosha, Wisconsin.

President Lewis appointed a Nominating Committee to present names of two directors to be elected at business meeting Wednesday. Members were: Miss Mears, *chairman*; Miss Woodruff, and Miss O'Connor.

The meeting was adjourned.

Business Meeting, February 28, 1940

The meeting was called to order by President Lewis who asked for Miss O'Connor's report on "Status of Women in Administrative Positions in Education." The report showed that Miss O'Connor had done much research on the subject. Motion made by Mrs. Heineman, seconded by Mrs. Porter, that the committee be continued and that further recommendations be made at Milwaukee meeting. Motion carried.

It was suggested that Mrs. Heineman of San Francisco be called upon for helpful information and that Charl Williams be asked to contribute.

Motion was made by Mrs. Elizabeth McCormick that the chair appoint a continuing committee to study the new appointments of men and women to executive

school positions for the purpose of determining the relative trend, and to prepare resolutions pertaining to their findings for presentation at the Milwaukee meeting in June. Motion carried. Committee to be named by the president. They are: Irma Greenawalt, *chairman*, Denver, Colo.; Mary Meade, High School Principal, New York, N. Y.; Louise Mears, Milwaukee, Wis.; Agnes Samuelson, Des Moines, Iowa; Jewel Cox, Fort Worth, Texas.

Miss Woodruff offered two resolutions both of which were passed:

The National Council of Administrative Women in Education expresses unqualified interest in and support of the movement for aiding refugee children thru the efforts of the children in the American schools—the movement called “The Children’s Crusade”—believing that having an actual part in this work themselves will give American children a consciousness of the conditions and need of the unfortunate children in other lands, and will also give them an appreciation of what it means to live in America, a country not torn by war.

The National Council of Administrative Women in Education gives hearty endorsement of the work being carried on in the various states under the leadership of Charl Ormond Williams, field secretary of the National Education Association, for putting conscious emphasis upon the professionalization of teaching, and offers support in furthering this most significant movement which touches every field of education in hastening the day when teaching can in reality stand side by side with other professions, with very definite standards to be attained.

The Nominating Committee, Miss Mears, chairman, made the following report:

For directors to serve until 1942 on the Board of Directors of the National Council of Administrative Women in Education: Agnes Samuelson, executive secretary, Iowa State Teachers Association, Des Moines, Iowa; Bess Goodykoontz, assistant commissioner of education, Federal Security Agency, Washington, D. C. Report adopted and the two directors unanimously elected.

Miss Woodruff spoke on a practice of the Department relating to the award of the “recognition medal”—a custom waived by necessity during depression years—and offered the motion as follows:

I move the restoration of that program of procedure—with the appointment by the president of five women representing as many geographical areas who shall have the selection of the recipient of the Ella Flagg Young Medal—to be awarded at Milwaukee this coming session.

The members of the Committee shall be appointed to serve one for one year to 1940, one for two years to 1941, and one for three years to 1942, one for four years to 1943, and one for five years to 1944—thereafter one appointed each year for five years. The members of the Committee are: Caroline S. Woodruff, *chairman*, secretary, Vermont Education Association, Castleton, Vt., 1 year; Mrs. Irene T. Heine-man, assistant state commissioner, Los Angeles, Calif., 5 years; Anna Laura Force, principal, Lake Junior High School, Denver, Colo., 4 years; Bess Goodykoontz, assistant commissioner of education, Federal Security Agency, Washington, D. C., 3 years; Sue Powers, county superintendent of schools, Memphis, Tenn., 2 years.

This committee will report to the Executive Board on Sunday, June 30, 1940.

Meeting adjourned.

Luncheon and Program Meeting

February 28, 1940

The local chairman, Lucy Elliot, had planned the annual luncheon in the delightful clubroom, Caprice, of the Coronado Hotel, and a large number of members and guests met to renew old acquaintances and make new contacts.

The president, Mrs. Lewis, presented the guests at the head table and called upon Miss Hinrichs, president of N. E. A., for a word of greeting, and introduced Miss Gecks, assistant superintendent of St. Louis schools, who welcomed the Administrative Women in Education to St. Louis.

Following the luncheon, Mrs. Lewis presented the program. Dorothy Canfield Fisher made a stirring address, using for her theme "Democracy Is Brotherhood in Action." Mrs. Thyrsa W. Amos, scheduled to speak on "How Weary, Stale, Flat, and Unprofitable!" had been called away by death in the family.

Mrs. Fisher asked permission to present the matter of Children's Crusade for Children. Her plea received the unanimous endorsement of the group and members agreed to carry her message home.

Mrs. Lewis acknowledged the debt of the Administrative Women in Education to the local chairman, Lucy Elliot, whose untiring efforts had made the luncheon a success.

Following adjournment the members reassembled immediately for the business meeting.

MARGARET MENDENHALL SMITH,
Secretary.

Milwaukee, Wisconsin

Business Meeting, June 30, 1940

The Executive Board met on Sunday, June 30, 1940, at 10:00 A.M., with President Inez Johnson Lewis presiding.

The treasurer, Margaret Mackintosh, New York, and the secretary, Margaret Mendenhall Smith, were absent because of illness.

Mary Elizabeth O'Connor was named acting secretary for all Milwaukee meetings. Mrs. Margaret Hutton Abels, local chairman, made a complete report on plans relating to the luncheon and program to be held on Wednesday, July 3.

Reports to be presented at this time were incomplete. Action on them was deferred until the annual meeting in February 1941.

Meeting adjourned.

MARY ELIZABETH O'CONNOR,
Acting Secretary.

Luncheon and Program Meeting

July 3, 1940

In the Green Room of the Schroeder Hotel, the president called the luncheon guests—seventy-five in number—to the summer program of the Administrative Women in Education.

Charl Williams responded to the president's request for a message with an admonition to women in education to live up to their mission. Women in every crisis have played their part; 80 percent of the teachers are women. We must not fail in our part of the task.

Olive Jones reviewed briefly the early history of the organization, paying tribute to Ella Flagg Young, one of the founders.

Mrs. Rood of Milwaukee, state president of the Administrative Women in Education, brought a message from the Wisconsin groups.

Edna Hood brought greetings from Mrs. Mary D. Bradford and presented Mrs. Lewis with a copy of her memoirs.

The speaker of the hour, Alice Bartlett of the Milwaukee Young Women's Christian Association, gave the address on "Equivalents." She spoke out of a rich experience with young women and their needs.

Following the talk, President Lewis called upon Miss Woodruff, chairman of the Committee on Awards, for a report. The recipient of the recognition award named

by the Committee was Dorothy Canfield Fisher, author, lecturer, and philanthropist.

Miss Woodruff, after reading Mrs. Fisher's reply, talked briefly on "Education and World Relationships," giving an account of the origin and scope of the World Federation of Education Associations.

In this connection, Miss Woodruff paid tribute to Mr. Thomas who was largely responsible for the beginning and the growth of the World Federation.

The Administrative Women in Education voted to go on record as approving interest in and endorsement of a permanent annual Children's Crusade for Children—the plan proposed by Dorothy Canfield Fisher for helping children in war-torn countries.

The meeting was adjourned.

MARY ELIZABETH O'CONNOR,
Acting Secretary.

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 1940-41 are: PRESIDENT, Frank W. Cyr, Associate Professor of Education, Teachers College, Columbia University, N. Y.; VICEPRESIDENT, Mrs. Daisy E. Howard, Genesee County School Commissioner, Flint, Mich.; RECORDING SECRETARY, Lois M. Clark, Adviser, Early Childhood and Elementary Education, Department of Public Instruction, Harrisburg, Pa.; EXECUTIVE SECRETARY, Howard A. Dawson, Director of Rural Service, 1201 Sixteenth Street, N. W., Washington, D. C. (Members of the Executive Committee are listed on page 714.)

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	1939:561-606
1912:1365-1414	1919: 281- 288	1926: 537- 600	1933:445-462	
1913: 801- 818	1920: 271- 307	1927: 497- 560	1934:441-460	

MILWAUKEE MEETING

A PROGRAM OF PUBLIC RELATIONS IN RURAL EDUCATION

OTIS KEELER, ASSISTANT STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, SPRINGFIELD, ILL.

ON MAY 20, 1939, the superintendent of public instruction called together thirty-five people of our state, representing thirteen different organizations having an interest in rural education. The personnel of the Committee was as follows: three people from the department of public instruction; five county superintendents of schools representing five different sections of the state; the five directors of rural education at the five state teacher colleges; three rural school directors of one-room schools; one high-school principal of a rural high school; two members of the Illinois Agricultural Association; one member from the Illinois Federation of Home Bureaus; the secretary of the Illinois Education Association; the educational director of radio station WLS; the rural service chairman of the Illinois Congress of Parents and Teachers; a rural sociologist from the University of Illinois; the school librarian of the Illinois State Library; and five rural teachers. There were later added to this group four or five more individuals representing other groups that had an interest in rural education. There have been two subsequent meetings of this group, one on November 18, 1939, and one on April 6, 1940.

You perhaps would immediately inquire the reason for such an organization as this statewide Committee on Rural Education. During the four-year period preceding the calling together of this group, we had attempted various improvements in the rural schools. The first one of these was to put rural schools on a "recognized" basis similar to practices which had been going on in the high schools of our state over a period of forty or fifty years. Certain standards for such recognition were set up. Since this recognition program was extralegal and had nothing whatever to do with the legal status of the school or with its receiving of state school funds, we had to depend entirely upon goodwill and understanding on the part of the rural people. If these rural people were so inclined, they might be interested in having their school become a recognized school by the state department of public instruction, but if they were not so inclined there was no penalty whatsoever. They went on with their work as they pleased. Since that time I may say the recognition of all elementary schools in our state has been legalized, and no special state aid is to be received by schools after September 1941 unless such schools are recognized by the office of the superintendent of public instruction.

Another improvement which had been started was in the field of rural school curriculum. Very little interest was taken in this, primarily because of a lack of understanding on the part of our twelve thousand schoolboards in Illinois and of the lay public in general. These people are more interested

in holding to the old traditional type of teaching; consequently little progress has been made. Our superintendent of public instruction conceived the idea that we needed a better public relations program in order to acquaint the public with some of these improvements, especially in regard to curriculum and recognition. Furthermore, he decided that a program should be set up that would meet the approval of this group and that this was the democratic way of proceeding in setting up a program for the improvement of rural schools. In other words, instead of educators spending time attempting to educate the public, we felt that we should sit down with them and allow them opportunity to educate us. These are a few of the reasons why such a committee was organized.

At the first meeting in May, each member of the group was asked to tell in his own words what he felt was the greatest problem in rural education in our state. A stenographic report was made of these various opinions. A copy was sent to the members of the Committee as well as to other interested people. The trend in a good many of these reports was to the effect that what we needed most in rural education was not necessarily more and better trained leadership but a better informed followership. The chief problem seemed to center around a better understanding on the part of the lay public as to what was best in rural education.

In view of the report of the different members of our group, the chairman asked that each member report at the next meeting on what he thought might be done to solve these problems. This meeting which was held in November was very interesting. Schoolboard members felt that there should be meetings in each county of all rural schoolboards at least once or twice each year. The P.T.A. member felt that there should be organized in each county a rural parent-teacher council composed of officers of the various P.T.A. units in each county. One rural teacher said that rural teachers should be closely banded together in an organization that had as its primary interest the improvement of rural education, and that instead of county institutes and district meetings where inspirational talks were given on education in general that smaller discussion groups should be organized and center attention on the primary problems of rural education, a subject very seldom touched upon in a general lecture. The teachers college representatives felt that one solution would be the setting up of key demonstration schools. Teachers could visit these schools and become better informed as to the procedures in a good rural school. The county superintendents thought that we needed a different type of county teacher institute, somewhat in line with what the rural teachers felt. The Illinois Agricultural Association had a firm belief that there should be a definite place allotted to the rural schools in the various agricultural publications and farm meetings. The discussion in such publications and meetings on the proper rearing of rural boys and girls was at least of as much importance as the rearing of good livestock and the raising of hybrid corn.

Other members of the group made valuable contributions and it was decided at the second meeting of the Illinois Rural Education Committee

that a third meeting be devoted to the question, "What has your organization done to carry out some of the ideas expressed at this second meeting?" The third meeting was held on April 6 of this year and here are some of the actual doings of our Illinois Committee on Rural Education.

1. Thru the assistance of the National Committee on Rural Education composed of Roscoe Pulliam, chairman; Agnes Samuelson; Mabel Carney; Floyd Reeves; Maurice F. Seay; Leo M. Favrot; Lowry Nelson; Mrs. Raymond Sayre; J. F. Waddell; and Iman Schatzman, executive secretary, one five-year project has been set up for establishing key schools in one county of the state. This is in McDonough County, in which the Western Illinois State Teachers College is located. This is a three-way project under the leadership of the county superintendent of schools, the teachers college, and the farm foundation. Union County, in the vicinity of the Southern Illinois Teachers College, the past year set up three "key demonstration" schools financed by the teachers college and directed primarily by Helen Stenson, a member of the college faculty. In two other counties in northern Illinois six key schools were set up under the direction of Miss Newbury. These were financed by the county superintendents of schools. Hence the setting up of key schools is getting a foothold in our state, primarily thru the direction and leadership of the Illinois Rural Education Committee in cooperation with the various other agencies.

2. Several of the members of our Committee attended the Midwest Conference on Rural Education at Kirksville, Missouri, last March. As soon as the national committee decided to hold a similar conference in Illinois next year, our Committee on Rural Education immediately asked permission to sponsor such a meeting. All members have thrown themselves wholeheartedly into this movement and have already organized our state in a very effective manner to carry on such a conference. We are hoping that various other states of the Middlewest may take part in a similar way and that we may have an outstanding rural conference in Champaign-Urbana no next March 27, 28, and 29. I will gave you just a brief outline as to the organization work which we have done in our state up to the present time thru the work of our Illinois Rural Education Committee.

We have appointed a General Arrangements Committee composed of seven members. This Committee will have charge of all general arrangements and the appointment of several subcommittees. Another committee which has been appointed has been the Publicity Committee. On this we have nine members, each of whom has either direct or indirect access to a statewide publication or a statewide radio station. One member, for example, is from *Prairie Farmer*, a farm paper with a midwest circulation of one-third of a million. Another member is the rural service chairman of the Illinois Congress of Parents and Teachers, an organization with 175,000 members; another member (who is now chairman of publicity) is on the farm extension staff of the University of Illinois; another is from the Illinois Agricultural Association with its membership of 90,000 farmers in our state. This committee has had one meeting and appointed one member as

chairman of publicity. They will become active as soon as school begins in the fall by giving publicity thru their several farm papers, teacher journals, and local county newspapers.

A third important state committee which has been appointed thru our Illinois Rural Education Committee is the Program Committee. This program group has had one meeting and made some tentative plans for general arrangement of the program. They did not wish to go too far until their tentative plans were approved by the national committee at a recent meeting in Milwaukee. Further details call for the appointment in each county of a county chairman on publicity and program. The state chairman will work in contact with the local county chairman. We hope to further break down the organization by townships whereby interest may be aroused in these smaller areas. This will be attempted thru home bureau units, farm bureau units, rural teacher units, rural school director units, and rural P.T.A. units. I go into this in detail to show how the Illinois Rural Education Committee has become interested in this whole matter of rural education.

3. And now for a third work of our larger state committee. We are setting up in each county a county rural education council composed of representatives from the various organizations of the county interested primarily in rural education. Some of these have already been organized and are functioning. In one of these groups I found members of our state Rural Education Committee, four rural school directors, three rural ministers, two rural P.T.A. presidents, one district director of P.T.A., two farm bureau members, two home bureau members, and four rural teachers, as well as others from the rural areas. This may prove to be one key to the improvement in rural education. By such county councils we will come into close contact with the lay public.

4. A fourth accomplishment of our state committee has been helping to organize rural parent-teacher councils. There are fourteen such county councils now organized. One now has forty-two members representing forty-two different P.T.A. units of the county. Of course, this was not started by our Committee but we are cooperating with the Illinois Congress of Parents and Teachers in trying to further such work.

5. A fifth task which we have undertaken is to define what we mean by a good rural school. A committee was appointed in November to determine this and made its report at our April meeting. The report of this committee was a brief but very carefully prepared statement of the subject. A copy of this report was distributed to various members of the Committee and is now being used by the various groups in attempting to crystallize their thinking on some of the phases of a good rural school. The matter of teacher training and curriculum is being quite freely discussed by various lay groups and I feel that this is quite wholesome.

6. A sixth undertaking has been the actual visitation of good rural schools by members of our state Rural Education Committee and the taking of photographs. These are enlarged and tinted. They are then used with lay

groups to explain some of the essentials of a good school. A movie is to be made this next year and used in the same way.

7. Utilizing the radio is not being overlooked. At one time during the past two years there were seventeen different weekly programs being carried over as many different stations. These were being given for the most part by the rural people themselves and had to do with explaining some features of good schools. Some programs are in progress most of the time (except during the summer months), fifteen minutes per week. Over station WROK at Rockford the president of the Rural P.T.A. Council has been conducting weekly broadcasts for the past two years. Similar programs are being given over many other stations, including WLS, Chicago.

Another more or less side issue has been that the Illinois Congress of Parents and Teachers is taking as one plank in its state program, "Every School in Illinois a Recognized School." While this did not come particularly from the Rural Education Committee, it fits in very nicely with the work.

What is the future of this group and what are some of the possibilities for work centering around a state Committee on Rural Education?

Our attention, of course, will be given for the next few months to working toward a successful program for the midwest conference next spring. Leading up to this we are arranging a series of district conferences for October and November. There will be a one-day conference at the Eastern Illinois State Teachers College on October 21, one at the Southern Illinois State Teachers College on October 22, one at the Western Illinois State Teachers College on October 23, one at the Northern Illinois State Teachers College on October 30, and one at the Illinois State Normal University on November 13. Then there will be a statewide one-day conference at Champaign-Urbana on January 7. The program for all these one-day conferences will center around the theme, "What Constitutes a Good Rural School?" The Illinois Rural Education Committee is sponsoring these one-day conferences and is centering much activity around them. We are attempting to get a delegate representative from each township of the state at some of these meetings. These delegates will then go back to their respective townships or small groups and carry the message of some of the lessons which they have learned at the central conference. In theory, at least, such an organization in the state might well lead to a coordination of all the forces working for the benefit of rural education. As a matter of fact this is the underlying philosophy of our group. It is not primarily an "action" group. We make very few motions and pass very few resolutions but we do give each member an understanding of the other fellow's viewpoint. For example, here is what one rural school director, living on a farm, had to say at our first meeting: "I feel that a teacher properly trained (and I do think he should be trained for rural school teaching the same as a high-school teacher is trained for high-school teaching) should be one of the community leaders. One reason we have this rural situation today is a lack of leadership among these people. I am convinced that one of the first things that must be done in our rural communities is to make the people of the community conscious

of their environment and opportunities in their own communities, and this can best be done by putting in properly trained rural teachers and letting them assume leadership." This statement of a farmer who has had no particular training in a college or university carries with it a tremendous influence among his fellow farmers. The same statement made by an educator to the farmers would have very little effect. And this is the underlying philosophy of this public relations program. We hope to get the lay people of our state talking the same language as the educators and indicating what should be done in the rural schools. It will be much more effective than if the same statements were made by the school people. We already have had instances where lay groups are publicizing in their newspapers and magazines their own convictions pertaining to teacher training and the curriculum. For example, here is what one farmer's wife, a home bureau member, published in the statewide *Illinois Agriculture Record*, a monthly publication going into 75,000 rural homes in Illinois. She says in part: "Once again we find that cooperation will probably prove to be the keynote to success in this commendable effort to provide better education for our children. The superintendent of public instruction raises the requirement standards of our teachers, and the colleges and universities come to their assistance by providing the means by which the teachers can earn the needed credits while regularly employed. And we, as parents, can do our share by giving to all our loyal support."

Another member of our Committee takes it upon herself to study and report upon the American Library Association ratings of all reference sets being sold to our rural schools. A copy of the Elementary Schools Rating Scale may now be found adorning the reading tables of many of our farm homes.

I have taken considerable time to explain what our Illinois Rural Education Committee is doing, not so much what we have already accomplished but what we feel we have reason to expect will be accomplished during the coming few years. The attendance at all our meetings has been almost 100 percent and the interest is growing. For the first time the farm people feel that they are a part of the educational system. The American people delight in doing things but in all too many cases resent being told that they *must* do something. It is with this underlying philosophy that we have undertaken the public relations work in our state. Progress in education should be measured not by what the educators feel is sound and should be done but by what is actually being accomplished. The effectiveness of a curriculum program in any state cannot in any sense be measured by the publicity which is given thru the educational agencies of that state. Rather, it must be measured by the results obtained in educational movements within the state. Of course, there is a need for planning and outlining of work, but we need more to put into effect some of this sound philosophy. As far as the actual improvement in the curriculum and teacher training of our state is concerned, we are making no particular claims as yet. As a matter of fact, our actual programs in curriculum and teacher training do not rank with some other states. This we hope to bring about by setting up

the proper machinery for bringing about improvement. We feel now that since the recognition of elementary schools is legalized in our state for the first time in its history, we have some backing from which to work. The attendance at the teachers colleges this summer term would indicate that such improvement will be brought about. In some cases there is as much as a 25 percent increase in enrolment over last year. Also, extension classes during the regular school year are being conducted in practically every community of any size in the state. The training of teachers has been our essential weakness thruout the past years. We have been unable to correct this thru the certification laws. We have been unable to get our legislature to enact any such certification law for the past several years. Consequently, improvement in teacher training must be brought about by other means. This it seems now is being accomplished thru our recognition program.

One outstanding possibility of our Committee, it seems to me, will be in the help which it will be able to give in shaping legislation for rural schools. Recommendations coming from organizations such as are represented in our group will have much weight with our legislators.

A MODERN CURRICULUM FOR THE RURAL HIGH SCHOOL

C. E. RAGSDALE, ASSOCIATE PROFESSOR OF EDUCATION, UNIVERSITY OF
WISCONSIN, MADISON, WIS.

The Committee on Rural Community High Schools is cooperating with seven typical Wisconsin communities for a five-year period in an effort to make important improvements in rural education. The Committee is offering extensive consultation service without cost to the local schools. The work will begin with the cooperating high schools and be extended to include all the surrounding country schools that send pupils to the high schools. Eventually all rural education in the state should be influenced.

The cooperating communities are: Cambridge, Johnson Creek, Campbellsport, Winneconne, Hancock, Wonewoc, and Blair. An eighth community will be added within a year.

In these communities the schoolboards, principals, teachers, and county superintendents have expressed a desire to cooperate with the Committee in an intensive five-year effort. The purpose is to develop an educational program adapted to each individual community as good as the leadership in the state can produce.

In these communities school costs are now in the middle range for schools of their size. It is the intention to keep costs at a normal figure and at the same time work out a superior educational program. All schools in Wisconsin may be expected to profit by the experience of these seven cooperating communities.

The Committee on Rural Community High Schools was formed five years ago under the auspices of State Superintendent Callihan. During this

time it has studied the problems of the small high school and the rural community and is now ready to cooperate with a few schools in an intensive effort to improve education. The Committee is a voluntary organization whose members serve without compensation. Travel expenses are financed at present by the Committee on Rural Education of the Farm Foundation, but more financial aid is seriously needed.

The Committee is representative of the state of Wisconsin as a whole, its forty-five members being drawn from many institutions. It includes a great variety of leaders in education and rural life.

The problems that particularly need solution are as follows:

1. High schools must be made to better fit local conditions and the future needs of pupils. It is especially necessary to take care of those young people who will not go on to college.

2. The relations between the school and the community need to be improved. Often the community does not understand the school; the school has not found its proper place as a community institution, and does not make good use of community resources, especially in business and social education. The school must do more in developing community recreational activities.

3. The small high school is the center of an educational area much larger than the small city in which it is located. Usually two-thirds of the pupils come from surrounding country schools. Many come from parochial schools. Close cooperation with independent school districts and with parochial schools is needed so that the whole twelve years of the pupil's education may be properly coordinated. Plans must be developed for educational areas rather than for school districts.

4. The training, selection, and retention of teachers present many problems. In the past, training has been too specialized and not sufficiently related to living in a small community. Teachers now in service must be helped in self-improvement, and teacher-training institutions must be shown how to change their training programs. Salaries and living conditions must be made sufficiently attractive to hold more of the superior teachers in competition with the larger schools.

5. The small school must learn to take full advantage of its strong points, especially the possibility of close acquaintance between teacher and pupil and the keen social consciousness that may be found in a small unified community.

A CURRICULUM FOR RURAL ELEMENTARY SCHOOLS

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In considering the curriculum for the rural schools, it is very important that one consider certain elements of the philosophy underlying the program in the light of world conditions as they exist today with particular reference to conditions as they might develop in the United States. In doing this it is necessary to evaluate particularly the goals which have been established

for education and the methods of instruction which have been developed for the purpose of obtaining these goals.

The necessity of this evaluation is brought home to us particularly because of the international situation. At the present time, democracies have fallen prey to the totalitarian interests. It appears that the principles of democracy, which are the fundamental basis of the American way of life, are in danger of being destroyed.

While to some it might seem that the United States is not involved in this situation, a careful study of world conditions and the conditions here in our own country leads us to a realization that the American way of life, as far as the government is concerned, is in jeopardy.

The question is, "What are the chances for dictatorship to supplant representative government in the United States?" To answer this question, it is necessary to observe certain situations which exist at the present time and relate them to the educational program.

There is no question but that there are large groups of aliens, as well as thousands of naturalized foreign-born, who are inclined toward the totalitarian idea. Added to this is a large group of individual citizens who believe in efficiency in government on a basis comparable to the efficiency which has been developed in the large commercial institutions of the nation. If we add to these that large percent of the American population which has been schooled to the idea of a job with sufficient monetary returns to maintain the high standard of living which has been developed in this country, we have a very sizeable group of individuals which might reasonably be expected to consider any system of government giving promise of satisfaction.

For the attitude of the foreign-born and the alien population the public school cannot be charged, but the educational system must assume certain responsibilities for the attitude of that large group of individuals which believes in efficiency at all costs as has been portrayed by the Nazi war machine, and also that large part of the population which has been schooled to the idea that a certain standard of living must be maintained at all costs. In view of this situation, let us look at one of the goals of our educational program.

For almost a half-century it has been a slogan of the public schools to prepare individuals for jobs. Efficiency in making a living with monetary returns which will enable the individual to gain power and conveniences has been one of the chief goals of American education. Vocational education has been the watchword of recent times in education. It has permeated the rural schools.

From an educational standpoint this procedure has undoubtedly been a sound one. Certainly it is a fundamental principle of education in a democratic state to prepare the individual in a way which will make him self-sufficient and, for that reason, not a dependent on society. Vocational education has in it many of the characteristics of a sound educational element. In the first place, it appeals to the interests of the individual pupil. In the second place, it provides an activity, the results of which can be measured. In the third place, it offers every possible inducement for cooperative action

on the part of pupils which not only makes the work interesting but enables, thru cooperative effort, an individual to make a contribution to group achievement. These elements cannot be overlooked.

Possibly the thing which has been overlooked in the entire program has been the necessity of instructing children in the schools so that they will understand the significance of creating jobs for themselves, as well as gaining the ability to handle the job when it is once secured. As a result, the public schools have continued to prepare pupils to take jobs without providing for them the means of satisfying their desires to utilize their abilities in a job. Pupils capable of working graduate from institutions but are unable to find positions. Their ideals have been the ideals of a job leading to power, industrially and commercially. When these individuals find their desires unfulfilled and their opportunities for industrial activity lacking, it is quite natural that they will set up within themselves an attitude that these things must be attained at any cost and, for that reason, they are susceptible to promising propaganda. Certainly in our educational scheme something must be developed which will establish an idea in the pupil that he is as responsible for creating work as he is for doing it when it is once created.

The second point in our philosophy, which has a bearing on the curriculum of the rural school, is the method of developing ideals which has been used for a century and a half. No one will deny that one of the reasons educators have not been satisfied with the results of the educational program is the fact that influences outside the schools are contrary to the influences within the schools. The question is often asked, "Why are pupils taught high ideals of conduct and business ethics in the school only to revert to low ideals when they get out into business life?" Apparently the ideals which have been fostered in the youth have not carried with them convictions sufficient to drive the individual to the carrying out of these ideals.

Possibly the answer is to be found in the method in which the ideals have been taught. Can ideals be taught with conviction? Can they be learned by preachment or even by reading so that they will carry with them a conviction that they must be carried out at all costs? I do not believe they can. It is true that an ideal can be learned, that is, the knowledge of what constitutes an ideal can be gained thru teaching, preachment, and reading. It is also quite probable that an attitude toward these ideals might be developed in this way, but there is a serious question of whether an ideal so learned will carry with it a conviction that the individual must fight, and even die, for the survival of that ideal.

If then it is essential that ideals of conduct be so developed that the individual will be committed to a course of action at serious costs when it is necessary, is it not important that the elementary school give consideration to proper procedure for the development of these ideals? I mentioned that ideals cannot be taught with conviction. What then is the solution?

It is the opinion of a great many that the only way an ideal can be developed in an individual is thru offering him an opportunity to develop the ideal for himself thru exercise in the important elements of our civilization, by handling these various elements, comparing one attitude with

another and by rubbing shoulders with other individuals. By discussion, argumentation, and physical contact, an individual develops his ideals, and when they are developed in this manner he considers them as belonging to him and as his own creation. They become more or less sacred to him and he will see them thru at all costs.

An illustration taken from actual experience is apropos. Not long ago the father of a boy who had become interested in model airplanes decided to aid him in this worthwhile interest. One day in Chicago the father observed a beautiful airplane model which he purchased and gave to his young son. The boy was delighted. After being wound up the model airplane took off as a regular airplane would. It soared and it landed properly. The boy enjoyed it, showed it to his friends, and was thoroly appreciative of the gift which the father had made to him. One day, inadvertently, he laid it on the davenport and his sister without looking sat down upon it, rendering it incapable of further service. The boy was aggravated with his sister, harsh words were spoken, but in a day or so the incident was forgotten.

Later on the boy became interested in building airplane models, and after some trial and error he succeeded in building a model which performed as well as the one given him by his father. He was proud of this because it was of his own creation. One day, inadvertently, he laid the model airplane which he had constructed on the same davenport on which he had laid the model given him by his father, and the same sister carelessly sat down upon this one also. Now there was no comparison between the way in which the boy treated his sister when she had ruined the model given him by his father and the way in which he treated her when she had broken the model which he had developed for himself. While in the first instance there were harsh words spoken, in the second place he was almost ready to devastate his sister. It was an incident not easily forgotten by the boy. Apparently a child will fight for material things which are truly his. Is it too much to expect him to do likewise in the case of ideals and attitudes he has created?

These things have great significance in the development of a curriculum for the rural schools. In the first place, attention must be given to the necessity of so developing the youth that they will feel as truly responsible for the creation of things they need as for the manipulation of things created by others. In the second place, it is vitally necessary that conditions be so developed in the school that the child shall create his own ideals of conduct instead of accepting the ideals of others. This is sound psychology. All of us admit that no two individuals are alike, yet for centuries we have been attempting to implant the ideals of others upon the ideals of pupils, forgetting the fact that in the last analysis the ideals of no two individuals in regard to the same thing are alike.

The question of how to arrange a program for the proper development of ideals is a vital one. Possibly all procedures must be centered upon the one idea of providing in the school opportunities for children to practice in the formulation of ideals. This involves three major items: First, the school must afford an environment which will enable the individual pupil to exercise himself in the important elements of our civilization. Opportunities

for exercise, in the field of science both inside and outside the school, opportunities for the use of the English language in conveying ideas, opportunities for practice and exercise in social institutions of the community, opportunities to manipulate numbers as a language for the expression of the number relationships necessary to the lives of the individual pupils, and opportunities for creative expression in the field of fine and applied arts are necessary. These opportunities must all be afforded thru an environment provided in the public schools.

Second, children must be allowed greater freedom in order that they may exercise themselves in the environment which the school and community provide. Since children develop ideals by contacts with one another, the restrictions placed upon freedom of action, freedom of thought, and freedom of communication are detrimental to the results we should expect in the rural school. This statement must not be taken as an expression of the idea that children should become disorderly, nor can it be assumed that there is any implication that children be allowed to do only those things they want to do. It carries with it the idea that there should be more freedom without jeopardizing the interests of all and that there must be more emphasis placed upon leading children to want to do the things experience and conditions teach us should be done.

Third, it is essential in the curriculum of the rural schools to eliminate certain limitations which have become a tradition in public education. The major limitations are: (a) the necessity of breaking down the artificial fences we have built between what we call grades of achievement, (b) the elimination of classes in unrelated subjects, and (c) a reduction of emphasis on the logical and chronological methods of presenting material.

The arrangement of the school program into Grades from I-VIII has its basis upon subject achievement rather than upon pupil development. Such grade limitations prevent, to a great extent, the freedom of children to learn from each other.

It has always been the philosophy that the school must become somewhat similar to the home, but in the home the major portion of education of the small child is gained by his contacts with his older brother or sister and much of the development of the older child is gained thru caring for the younger associates in the home. The grade limitations prevent, to a large extent, contacts which will enable the less developed child to learn from the more developed.

In our rural program the division of the essentials of our civilization into various subjectmatter courses provides a serious hindrance to child growth. This division has, to a large extent, prevented the teaching of one element of our civilization in its relationship to another, a factor which is essential to a pupil's development of his own ideals of conduct and understanding. Geography is best learned when the pupil sees it from the viewpoint of its effect upon the lives of people. History becomes significant when the pupil conceives it as man's efforts to solve the social, economical, and governmental problems. Mathematics is understood when the child has an opportunity to use it in interpreting the other elements of our civiliza-

tion in which he lives. It must become a language which the pupil can use to convey numerical relationships of all areas of learning to another individual.

The tendency to present all materials in a logical or chronological manner hinders a child in the development of attitudes and ideals. In all procedures in the rural school, if the basis for this discussion is sound, the child must be introduced to the various elements of our civilization at a place where these elements are significant to him. For instance, a study of other peoples becomes significant to the individual only as far as he has had opportunities to observe other people in his daily life. If he has had an opportunity to observe differences in language, habits, and appearances, he likely is ready to consider other peoples. To throw him into a study of foreign lives and customs simply because the textbook or course of study calls for such procedure is educationally unsound. Even a study of early culture as a background for a consideration of modern civilization is questionable in elementary education. For that reason, it is suggested that the logical and chronological method of presenting content should be displaced as far as possible by what we are now calling unit procedures.

You will observe that many of the points of this discussion are already being considered by the various states in their curriculum programs. In the state of Illinois the curriculum program is based upon four fundamental principles:

1. That curriculum construction begins with the rural school, expands into the city elementary school, and from there extends into the secondary school.
2. Provision is made for breaking down artificial grade levels which have played so great a part in our educational procedures in the past.
3. Content subjects are consolidated into related areas in order to provide an environment in which a child may develop his ideals of conduct thru seeing the relationships of one element of our civilization to other elements.
4. Unit procedures, wherever possible, are advocated because such procedures enable children to exercise themselves in an environment which is significant to them.

Possibly some statements must be made in regard to how a curriculum program on a statewide basis, or even a local basis, should be carried out. As we all know, there are two important ideas relative to curriculum construction. One is the idea that the curriculum should be developed by the expert; the other is that the curriculum program should be prepared by teachers in service. The Illinois program is based on the belief that neither procedure alone is sound.

A program developed by the expert loses touch with the child as he lives in the school because the expert is not dealing daily with children. The teacher-prepared curriculum falls down for two reasons: (a) the teacher is too busy and too fatigued to take the initiative in creating and originating curriculum materials; and (b) a majority of our elementary teachers do not have backgrounds of information broad enough to enable them to select judiciously the elements of our civilization which should form an environment in which the children work and act.

The Illinois program is based upon the theory that those experts who

are dealing with teachers and pupils should prepare the initial outlines of content and procedures as suggestive only, and that the teachers should be given an opportunity to study and criticize by eliminating any unusable material and adding content and practices which they find to be workable in dealing with the youth in our schools. Such a procedure is being followed in the Illinois curriculum program which, because of necessity, is slow but apparently growing soundly.

PROPER UTILIZATION OF RADIO IN EDUCATION

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I suppose there is no supplementary aid in education which has been so clouded with an air of mysticism as that surrounding radio in education. There seems to be a feeling that the radio is a magic box out of which comes material requiring a superintellect to interpret it to a class. As far as I can see there is not a great deal of difference between using radio as a supplementary aid and using textbooks, movies, slides, and other appurtenances so much a part of every good school. Radio is simply a vitalizing stimulant. It is something to which we listen for fifteen minutes and then spend hours in follow-up work. If we read a book we can go back over pages for their sheer beauty, or because they stimulated us to thinking, or threw out some challenging questions. But with a radio presentation we listen to as much of it as we can and then it is gone. Radio education, as far as the teacher is concerned, is part of education itself. We utilize radio as we utilize our educational knowledge. After we become familiar with the best of thought in the field, we then interpret it to our classes in the light of our own personality and experiences.

The words "proper utilization" in the title of this paper should not deceive anyone into thinking I purport to be an authority on radio because this is in direct antithesis to everything which I hold, educationally. There is no one authority or professor who holds the answer, educationally. And in this we are fortunate, for it is from diverse opinions that we draw our sources of information and make our own conclusions. When we become dogmatic about our own feelings or opinions we cease to be effective. I want to make this clear from the start, for it is especially true of radio in education. Everyone active in it today is pioneering.

Now we can talk of "utilization." At the present time we have a choice on the air, during school hours, of music appreciation programs, dramatization in all fields, factual happenings of moment to the world, and in some places direct teaching methods. In Cook County we have been primarily interested in all phases of broadcasting outside the direct teaching method. We feel that broadcasts used with discrimination can be fitted into the whole educational pattern. By that I mean that an alert teacher listening to a literature program not only takes out of it what literary merit he may find but also other qualities which will help in the entire day's program.

I am thinking of an instance in a literature program where the children themselves, after the program was over, ignored the literary possibilities and found themselves stimulated instead to a controversy on social issues. They ran the gamut from the health of the poor to their housing, their education, and the whole economic structure of a great part of our population. In any discussion of educational methods much depends on the individual teacher using his imagination and ingenuity. After all, the techniques for discussion in the preparation for this particular broadcast were all aimed at its literary possibilities. The program was listed under a weekly literature series. Now an average teacher might have used the program and insisted on adhering to the literary merits, for everything was primed and pointed to this end, but fortunately this particular teacher sensed that in this class at the moment he could bring to them lessons in social consciousness more vital and more important to them than a mere discussion on whether or not the playwright had written a good play. A teacher should show discrimination in the use of radio programs, for as a stimulant it must not be overdone. It can be of a great help to an end, but in itself it cannot attain an end. The procedure we have found most effective in the utilization of radio is an explanatory period preceding the broadcast and a discussion period following the broadcast. There must, of necessity, be quiet in the room during the broadcast if we are to get the utmost in the way of concentration out of a group. The teacher must be as vitally interested and as intent on listening as the children. It is not a time for the teacher to catch up on reading papers or planning future work, for unless he is interested and conscious of the possibilities in a broadcast much will be missed in the way of an educational contribution. However, I do not necessarily mean that in this period there cannot be some activity. For example, at a historical dramatization I watched a teacher very effectively take his ruler and follow the paths of the armies across the map during the broadcast. This certainly did not disturb the students but assisted them in their appreciation of the drama itself. It is obvious that there are no hard and fast rules for the utilization of radio, any more than there are for the utilization of other tools in education. We must have common sense and we must use it if we are to be good teachers.

There is a feeling among a great many people that our responsibility is simply in the direction of radio listening in the schoolroom. Since the success or failure of education in general in the country is attributed to us, I do not see how we can afford to neglect outside listening which has become one of the most potent forces in the lives of our children. We decry their listening to a great number of the children's programs and a great number of the serials being broadcast, but we do nothing about directing their listening. The answer is that they do not like to endorse commercially sponsored programs. If you are familiar with children listening, you well know that the commercials do not affect them to a great extent unless they are promised a whistle or a magic lamp which comes with box tops. Sponsors who are intelligent enough to promote good educational programs are not

the ones guilty of bad advertising. I was struck by a utilization of a commercial program which impressed me as much as anything I have seen accomplished in classroom utilization. I sat with a little girl thru a dramatization of the life of Robert E. Lee. In school this little girl's history lessons had taken her up to the breaking thru of the pioneers in the West. Her knowledge of the Civil War, its problems and historical participants, was very meager. After the broadcast, Robert E. Lee became to her a living person and she was stimulated to an interest in the time in which he lived. From a half-hour program were staged long evenings in conversation and in reading on the Civil War; we traced the causes, the historical characters that played a part in it, and the effects it has had on our history. History became interesting when it was properly motivated.

Can anyone say that because this program was commercially sponsored it should be criticized, and can anyone say that this young lady did not get education about as well as we could hope to give it? But forgetting sponsored programs we should be familiar with the excellent sustaining programs put on by the NBC, CBS, and MBS. I believe teachers should acquaint themselves with the broadcasts on the air both in and out of school time. They should recommend out-of-school broadcasts for family use. They can have follow-up discussions in the class where these out-of-school broadcasts have material which fits into the day's program.

A question keeps arising as to where we can go for a knowledge of the programs now on the air. If you will write to NBC, CBS, and MBS, their educational departments will be happy to furnish you with monthly listings of their educational programs. The Illinois state department in most instances today is equipped with a radio department willing and anxious to let you know of the broadcasts and to assist you in your radio programs. The federal radio educational department in the office of the United States Commissioner of Education will furnish scripts and materials and has available some recordings. Ohio University, which is in charge of the federal Radio Education Committee program, will cooperate with you in experiments which you may want to carry out. Local stations thruout the country are broadcasting educational programs designed to meet specific needs in their communities. They too will cooperate.

In this discussion of radio some mention should be made of the national conferences which have been held on the subject. Ohio University's Radio Institute is held the latter part of April each year at Columbus, Ohio. In Chicago the first week in December, a date which is tentative, the annual school broadcast conference, sponsored by the Chicago Board of Education in cooperation with our office and the state department of education, will be held. The location at this particular moment is not definite but information on this conference can be secured from the Radio Council of the Chicago Board of Education, 228 N. LaSalle Street, Chicago, Illinois. This latter conference is primarily a conference based on the utilization of radio in education with school children, with the teacher demonstrating the entire procedure.

The best way to utilize a radio program is to listen to what is considered to be an educational program and, as you listen, think of the many uses which you could make of it in furthering the education of your children. If you do this you will find that radio in education today has grown up and is definitely worthy of a permanent place in your curriculum setup.

COUNTYWIDE AUDIO-VISUAL EDUCATION PROGRAM

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The subject of audio-visual education has received frequent mention in educational circles during recent years. Educational magazines carry many articles presenting views upon the subject; many books have been written discussing the findings of research workers in the field of instruction and from experimental work in the laboratories.

As a result of these reports and discussions, educational practitioners are inclined to look upon audio-visual education as something quite new and highly technical—too technical to be considered unless in the hands of highly trained specialists.

When we analyze the situation, we come to the conclusion that audio-visual education is in fact the oldest of all learning and teaching technics and antedates the school and the classroom. The eye and the ear are the major avenues thru which we become aware of the various elements that constitute our environment and by which we solve our problems of orientation in our adjustment to the world in which we live.

Most of the studies and discussions in the field of visual education have dealt with teaching devices and equipment. A few studies have dealt with attempts to measure the results obtained by the use of visual aids. There has been well-organized commercial promotion which has awakened interest and extended the use of visual aids. These are valuable contributions and excellent results have followed. This is the status of audio-visual education today.

It is our purpose to direct our thinking to a neglected phase of the audio-visual education—that of implementation thru the program of the school and the classroom. In order to attain the purpose in mind we need to think of audio-visual education as a correlated program involving all the learning experiences provided in the school, home, and community.

Audio-visual education should be made a definite part of a carefully planned curriculum and correlated with the several courses of the curriculum. Too frequently visual education is an extracurriculum activity presented upon an entertainment level. Motion pictures and illustrated talks are presented in auditorium situations often with little or no correlation with the work presented in the classrooms.

The first step in planning a countywide program of audio-visual education is to make it purposeful—to make it supplement and vitalize learning experiences of the pupils. With this point in mind, all audio-visual aids must be selected with care.

The first step in an administrative procedure for the systematic use of visual aids in any school system, whether it be large or small, is a careful inventory of the visual aids available. It is surprising to note the materials that may be found hidden away in supply rooms, attics, and laboratories of schoolbuildings when a thoro and searching investigation is made for maps, charts, globes, lantern slides, and other materials used in the visual education program. These inventories should be continuous and the instructional equipment listed and relisted each year.

The second step in an administrative program centering around the use of visual aids is an evaluation of the equipment and materials. Some of them will be found to be obsolete and worn out. This will account for their disuse. Visual materials, like textbooks, must give accurate information and must be kept up to date. Wrong impressions and inaccurate statements may do harm from an educational standpoint and should be carefully checked by the supervisory as well as the teaching staff. Worn out projectors are dangerous to handle and may produce eye strain.

In listing visual aids it must be remembered that we include not only lantern slides and motion picture projectors, but bulletin boards, illustrations in textbooks, photographs, stereographs, maps, charts, globes, museum specimens, and film strips. Nearly everything available for objective teaching should be listed under the head of visual aids. The audio-visual equipment will include sound film, radio receiving sets, and phonograph equipment. Mention is made of these items because too often we think of the motion picture as the only equipment needed in an audio-visual education program. Viewing the program in the large it is seen that visual aids of one kind or another may be made available to pupils in the most remote rural areas or in city schools having limited financial resources.

The next logical step in the development of an audio-visual education program upon a countywide basis will be found in the establishment of a program of in-service training for teachers in classroom work. Too often we find excellent equipment for visual education seldom used because of the lack of interest upon the part of teachers or a lack of technic in the operation of projection instruments. Teacher training in the use of visual aids must be made a definite part of the administrative program. Teacher participation in the selection of visual aids and the articulation of the same with the courses of the curriculum should be encouraged as one means of securing wider and more intelligent use of visual aids in the classroom.

In recent years, teacher-training institutions have been offering special courses designed to acquaint teachers with the use of audio-visual aids in classroom work. During the current summer sessions in schools of education, some 163 courses are being presented in the field of audio-visual education in 128 schools of education in the United States and Canada. Local, district, and county institutes should be held from time to time in which the whole program may be devoted to a discussion and demonstration of technics in audio-visual education.

The third factor in the development of a local program designed to encourage the use of visual aids is concerned with the distribution and

availability of teaching equipment. Visual aids must be made available in a convenient location as the average teacher will not give much extra time and attention to searching for the necessary apparatus and equipment for a special showing of materials of instruction. Many schools are now fully equipped with projection rooms which are complete laboratories containing not only instruments used in the projection of motion pictures and lantern slides but in all other visual education as well.

Closely related to the accessibility of visual aids within the schoolbuilding is the development of an administrative program which will provide ways and means for the distribution of sets of stereographs, photographs, lantern slides, and both silent and sound motion picture films to insure their maximum use. This may be accomplished by at least four different methods. In schools with large enrolments it may be possible to provide a completely equipped laboratory for visual aids. Only the largest schools can afford this complete equipment as only the largest schools can utilize the equipment to full capacity.

A second method for providing equipment for visual education is by the district organization which is usually citywide or by the union of two or more districts pooling their resources. Homogeneous contiguous territory may employ this organization in a satisfactory manner and economical use of the visual equipment may be assured.

A third method for the distribution of materials for visual instruction is found in distribution thru the county unit. In many situations this is the ideal and most economical type of service from all standpoints.

The fourth method of administering the distribution of visual aids is found in the statewide unit. Many of the early and most successful programs for the distribution of lantern slides and motion picture films were upon the state plan. A comprehensive comparison of the administrative methods employed by the various cities of the United States in the use and distribution of visual aids has been reported by Alex Jardine, director of audio-visual education in Evansville, Indiana, in the May 1940 *Phi Delta Kappan*. Methods of booking, maintenance, distribution, and costs have been analyzed in this study.

The methods employed in the administration of a program of audio-visual education will vary to some extent in different localities. A plan which may work successfully in one community may not be successful in another. It is therefore necessary that we define our plan and purpose in terms of (a) the use we are to make of visual aids, (b) articulation with the curriculum at the various levels of instruction, (c) the sources of materials to be used in the program, and (d) the methods to be employed in distribution of teaching aids. With these administrative problems in mind the Audio-Visual Council of Suburban Cook County, Illinois, was organized.

At a conference called by Nobel J. Puffer, superintendent of the public schools of Cook County, Illinois, on March 21, 1936, a special committee of three school administrators was appointed for the purpose of making

a study of methods to be employed in the organization of a jointly-owned county bureau of audio-visual education.

The committee made a survey of the field and filed a preliminary report on July 1, 1936. It was recommended that the county should be used as the basic unit for the organization of a program in audio-visual education, this conclusion having been reached after careful investigation of systems in operation in various parts of the Middlewest. In defining the purpose of the Council, emphasis was placed upon imparting information as to the importance of visual aids in education and providing in-service training for classroom teachers in the use of visual aids in teaching situations.

In addition to a countywide program of in-service training, five additional objectives were recommended:

1. To collect and distribute definite information concerning the availability of visual aids and the technic of their use in class work. This is designed to keep the teachers abreast of the times as to the current best practices in the use of audio-visual aids.

2. To stimulate and sponsor the production of visual aids in educational work. Many schools have profited from the resourcefulness and originality of teachers in the development of visual aids as part of an activity program. The increasing use of the camera and various kinds of projection apparatus has made a definite contribution to the field of visual education. Visual materials developed by pupils and teachers as a part of an activity program have an enhanced value.

3. To promote the cooperation of the agencies interested in the use and distribution of visual aids for educational purposes. It is the purpose of the Council to select and evaluate materials to be made available to teachers. It was further recommended that a library of visual aids with distribution service be developed under the direction of the county superintendent of schools upon a countywide basis.

4. A fourth objective was the encouragement of practical research studies of the use of visual aids in teaching situations, thereby seeking to improve instructional technics and the selection of materials.

5. The fifth objective was designed to promote a countywide program for the use of audio-visual teaching materials in elementary and secondary schools of Cook County outside the city of Chicago.

Several months were required in order to secure adequate financial support. Funds were raised by the sale of memberships upon a semester basis. Superintendent Puffer provided substantial financial support making it possible to purchase sound and silent motion picture films together with sets of lantern slides. Individual schools were encouraged to purchase other forms of visual aids. The schools were expected to furnish their own projection apparatus.

While the Council operates as a cooperative enterprise with all subscribing schools owning the film and slide library in common, it has been found that adequate and efficient management is essential to the satisfactory functioning of the plan upon a countywide circulation basis. With this need in mind, Kirby Ambler, a man of experience in the publishing business and wide acquaintance with the school administrators of the county, was employed on part time as the executive secretary and manager of the booking and circulation service. From our experience since January 1937, we are of the opinion that the services of a competent director are of first importance in the success of an audio-visual education program upon any basis of operation—district, city, county, or state.

The film and slide library of the Council has been developed gradually out of the experience and the expressed desires of classroom teachers. At the present time there are available for schoolroom use between 40 and 50 sets of lantern slides, 81 silent films, and approximately 100 sound films covering work from the primary grades thru the high school. All visual aids are circulated in units consisting of (a) three silent films, (b) two silent films and a set of lantern slides, or (c) two sound films, the subscribers having a choice of subject combinations. The minimum subscription is for 15 units at \$3 per unit; transportation and delivery charges are paid by the subscriber. Each unit may be retained by a member school for one week.

During the school year ending in June there were approximately 50 school systems in suburban Cook County using the service. During this interval of time, sound films were booked 994 times, silent films 1137 times, and sets of lantern slides 388 times. It is not possible to report on the increase in the use of other audio-visual aids by teachers in Cook County schools, but there are reasons to believe that the resources of museums, nature trails, and zoological parks, as well as maps, globes, charts, stereographs, and pictures of all kinds, have greatly increased because of the development of an orderly program for the use of audio-visual materials of instruction.

To date the Council has not touched upon the teaching resources to be found in the use of radio instruction, largely because of the difficulty in programming with the teaching schedules of the schools. The phonograph has definitely come back to meet demands in teaching situations.

In summarizing this report on the implementation of a program of audio-visual education upon a countywide basis, it is our desire to place emphasis upon the following observations based upon experience in the field:

1. Audio-visual education is not a new technic; it has been accepted as a standard teaching procedure, and it is not a passing fad.
2. A program of audio-visual education can function to the best advantage when correlated with a well-planned curriculum.
3. Audio-visual aids in education consist of a wide range of materials, for example, pictures, bulletin boards, stereographs, charts, maps, globes, and phonographs, and are not confined to motion pictures and projection apparatus.
4. Teachers must be trained in the technics of using visual aids in classroom work.
5. Visual aids must be made conveniently available to teachers. This calls for an organization within the school system as well as a larger organization for the purchase and circulation of audio-visual teaching materials. In the program of distribution reported, we are recommending the cooperative county unit as the most convenient and economical in operation when presenting visual aids for teaching purposes.
6. Expert management is essential to a smoothly working visual-education service and money spent for this purpose is a good investment.

As previously stated, a program that may work successfully in one situation will not be adapted to another. With the growing knowledge of the values to be found in systematic visual education, the program has become essential in the work of the modern school.

SECRETARY'S MINUTES

St. Louis, Missouri

Business Meeting, February 27, 1940

The annual business meeting of the Department of Rural Education was held immediately following the Tuesday afternoon session in Committee Room 4-C, Municipal Auditorium, St. Louis, Missouri. Norman Frost, president of the Department, presided.

Action on the report of the Committee on Program and Policy, which had been presented before the general session of the Department by its chairman, Frank W. Cyr, was called for. Motion was made, seconded, and carried that the report be accepted as a guide for discussion basic to the development of state and local policies.

Report of the Committee on Publications and Constructive Studies was made by Kate V. Wofford, chairman. Miss Wofford reported 100 percent attendance at the meeting of the Committee on February 25, and outlined the following plans:

1. Yearbook publication

- a. The 1940 yearbook, "The Education of Teachers for Small Rural Schools," will be released in the late spring
- b. Plans for a series of three additional yearbooks have been projected as follows:
 - 1941—"The Tool Subjects in the One-Teacher School"
 - 1942—A bulletin on art in rural life and the rural school
 - 1943—Some phase of conservation.

2. Special issues of magazines

Magazines of special interests are being approached with the request that they sponsor single issues relating to rural education. The May issue of *Design* will be of this type and it is hoped that other magazines will cooperate.

A. F. Elsea, chairman, reported for the Committee on Regional Conference. A conference for a five-state area—Kansas, Nebraska, Iowa, Missouri, Illinois—will be held at Kirksville, Missouri, in cooperation with the Northeastern Missouri Rural Life Conference on March 14, 15, 16. Several institutions and groups have cooperated in furnishing speakers and other services. The Division of Rural Service of the N. E. A. has financed a meeting of the Committee (A. F. Elsea, Missouri; Chloe C. Baldrige, Nebraska; Otis Keeler, Illinois; Barton Morgan, Iowa; E. E. Stonecipher, Kansas; Howard A. Dawson, N. E. A. headquarters staff) and guaranteed expenses of four speakers.

Wm. McKinley Robinson, chairman, reported for the Committee on Membership, of which E. A. Duke, Barton Morgan, and J. F. Waddel were members. Because the Executive Committee had adjourned too early on February 25 to receive this report, it had been presented only to the president and secretary. The Committee recommended:

1. That the present membership privilege without payment of fee be discontinued; that the sustaining membership fee be made one dollar (\$1) and carry with it the privileges of the present sustaining membership, as far as possible.
2. That rural education sections or divisions be encouraged as integral parts of state education associations in those states where such organizations have not been affected.
3. That to meet the needs of many consideration be given to the inclusion of group or organizational membership. This to be granted in the name of one of its officers and carry such privileges as are enjoyed by regular sustaining members, plus such additional releases and reprints as might be furnished the individuals in the group.

4. That the National Education Association be requested to consider the possibility of an inclusive membership card indicating the affiliated departmental organizations, as well as the parent organization.

Discussion followed in which Mr. Dawson stated that approximately four hundred teachers have affiliated as nonpaying members, receiving a few materials three or four times a year. Motion was then made by Mr. Fischer, seconded by Mr. Turner, that the Committee be continued and that the matters presented be given further consideration by the Committee. After discussion the motion was withdrawn. Motion was made by Dwight Bailey, seconded by Mr. Turner, that the Committee report be accepted. Motion was carried and the report was declared adopted.

Motion was made that the Committee be discontinued. Not seconded.

Motion was made that the Committee be continued to study the situation and report another year. Motion carried. The chair stated that the Committee was authorized to make proper constitutional changes. Mr. Dawson stated that, the current year having been started, new memberships should begin with the next fiscal year.

Proposed constitutional amendments were presented by the secretary. These had been authorized at the meeting of the Executive Committee on February 28, 1939, and presented and accepted by the Executive Committee at its meeting on February 25, 1940. Proposed changes were as follows:

Article IV, Section 1, of the Constitution to be amended to read: "The officers of this Department shall be a president, a vicepresident, a recording secretary, an executive secretary, and an Executive Committee."

Article IV, Section 4, of the Constitution to be amended to read: "The recording secretary and the executive secretary shall be appointed annually by the Executive Committee. The executive secretary shall be a member of the headquarters staff of the National Education Association."

Article II, Section 3, of the Bylaws to be amended to read: "The recording secretary and the executive secretary, as executive officers of the Department, shall attend all meetings of the Executive Committee, shall present such reports and recommendations as shall be requested or as may be desirable to present, shall have all privileges of discussion, but shall not vote, nor shall their presence be counted in determining whether a quorum is present. They shall cooperate with the president in arranging meetings of the Department. They shall be directly responsible to the Executive Committee and may receive such compensation as the Executive Committee shall authorize.

"The recording secretary shall keep copies of the programs of all meetings of the Department, shall keep minutes of business transacted by the Department or the Executive Committee, shall keep a record of the officers of the Department and of all committees of the Department, shall receive and file all the minutes and reports of departmental committees, and shall perform such other duties as may be assigned by the Executive Committee.

"The executive secretary shall keep a list of the members of the Department, collect and keep a record of all dues, transfer all funds to the headquarters office of the National Education Association, be responsible for the disbursement of funds on authorization of the president, make an annual report of receipts and expenditures, and furnish such information as may be requested. The executive secretary shall serve as a liaison officer between the Department and the headquarters staff of the National Education Association."

Motion was made and seconded that the report be accepted and the Constitution and Bylaws be changed as indicated. Discussion followed, with question raised as to the desirability of having two types of secretaries, and of stating specifically the duties to be performed. Motion carried.

The report of the Committee on Resolutions was given by the chairman, John M. Foote. Acceptance of the report was moved, seconded, and voted. (This report will be found on page 602.)

The report of the Nominating Committee was given by Francis L. Bailey, chairman, as follows: president—Frank W. Cyr, Teachers College, Columbia University; vicepresident—Mrs. Daisy Howard, county commissioner, Genesee County, Flint.

Mich.; members of the Executive Committee for five-year terms—Dwight L. Bailey, Macomb, Ill., Chloe C. Baldrige, Lincoln, Nebr.; member of the National Council of Education for a six-year term—Roscoe Pulliam, Carbondale, Ill. The report of the Committee was accepted and the nominees declared elected.

RESOLUTIONS OF THE DEPARTMENT OF RURAL EDUCATION

Adopted February 27, 1940

1. We commend to the rural teachers of America the teaching of the fundamental virtues of genuine democracy, real citizenship, personal integrity, and self-reliance and maintain that the rural school is a splendid place in which to instil these virtues into the hearts of our youth.

2. We deplore the growing tendency of great masses of people to depend upon government as the magic agency for solving all social and economic ills. The people should support the government rather than the government support the people. The rural school should emphasize and clarify social and economic independence.

3. We again emphasize the need for improving the social and economic status of the rural teacher thru better salaries and teacher tenure and retirement laws.

4. We recognize that education is the function of both the state and the local unit with proper balance of responsibility between the two for control and support. We commend special state aid to poorer local units thru the medium of a state equalization fund.

5. The rural school should teach the best of the existing social and economic order, its history and heritage, and use it as a foundation for improving the quality of what we have and what we are. Accept the best of American life as the cornerstone upon which to build a better quality of American life rather than attempt the uncertainties of a new or different social and economic order.

6. We deplore the attitude of any governing body which holds that teachers employed in rural schools may have lesser qualifications than those employed in urban centers. We reassert the need for higher standards and more thoro training of teachers in the rural field.

7. We make known our intention to teach intelligently and vigorously the American ideals of freedom of speech, of worship, and of assembly, and we call upon teachers and leaders in the field of rural education to include these ideals in their school programs.

8. We view with much concern the plight of that part of our American youth which is out of school and without employment and recommend that this problem receive consideration by educational and community agencies.

9. We reaffirm our conviction that equality of educational opportunity among the states can best be realized thru some form of federal aid, provided that such aid is strictly limited to tax-supported public schools as they are commonly understood today.

10. We commend the programs and published materials of this Department, and more particularly the yearbooks and report of the Committee on Program and Policy, to rural teachers and leaders of the entire country. We especially urge all present to make every effort to spread the use of these valuable materials in their respective communities.

11. We commend the president and other officers and committees for the splendid programs presented at this meeting and for all local arrangements so well executed. We also express appreciation to the rural teachers and pupils for their splendid contributions.

John M. Foote, *Chairman*
D. L. Bailey
Fred Fischer

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 1940-41 are: PRESIDENT, Jack Hudspeth, Box 16, Austin, Texas; REGIONAL VICEPRESIDENTS, Philip G. Johnson, Cornell University, Ithaca, N. Y.; George Skewes, State Teachers College, Mayville, N. Dak.; Greta Oppe, Ball High School, Galveston, Texas; Mrs. Gladys Potter, Supervisor of Elementary Education, Public Schools, Long Beach, Calif.; SECRETARY, Helen M. Strong, Soil Conservation Service, 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	1939:607-618

MILWAUKEE MEETING

HOW SCIENCE CONTRIBUTES TO PERSONAL AND COMMUNITY WELFARE

WILLIAM H. JOHNSON, SUPERINTENDENT OF SCHOOLS, CHICAGO, ILL.

SCIENCE and its ever enlarging results are the basis of our civilization. Science is primarily a social function. It stands firmly on its respect for tested truth and the method by which truth is revealed. We believe that honesty is our great need in guiding a democratic nation. This honesty and respect for truth is probably more rigidly sought after and spread by scientists than by any other single group of people. We must hold fast to this scientific attitude of tested truth to counteract and neutralize unfounded prejudice and ignorant superstition, still prevalent in our present social order.

The goal toward which science is striving is a richer and fuller life for every individual. Each field of science has its own contributions to make. The results of the combined contributions from the different scientific fields are so overwhelming in their social significance that it is difficult even to remotely vision a world without them. The ability to select and apply the scientific knowledge that we possess affects the lives of all of us. This must be realized by our young people who are studying science in our schools today. By understanding a few of the larger implications of science in their own lives, they will more readily attack the detailed problems of science in the classroom.

If we take just one phase of the effects of science on the individual, for example, in the home, the volume of pertinent facts is so vast that we can only scratch the surface. The comfort of his home—its heating, lighting, and ventilation; the beauty of his home—its planning, decoration, furnishing, and garden; the radio and victrola, all are dependent on scientific knowledge and result in an increase in his own comfort and happiness.

From a knowledge of the material things and the social relationships that add to the comfort and happiness of the home should evolve new and enlarged conceptions of the place of science outside the home.

It should result in a greater freedom from the dreads and fears that are the product of ignorance and superstition. A modified conception of this whole world of ours and a more stabilized, sounder, and happier philosophy of life are the results of scientific knowledge carried to its logical conclusion.

A method of attacking problems that present themselves should be one of the aids of science, both to the individual and to the community. This scientific method and attitude includes a firm belief and realization of cause and effect. It calls for open-mindedness and a spirit of inquiry. A knowledge of the methods and principles of science to the point of use in ordinary life helps the young person to solve his problems and interpret the world in which he lives.

Science opens up fascinating fields for leisure-time hobbies. Even the young child enjoys his scientific collections—stones, leaves, bugs, or wild flowers. The charm and beauty of the great out-of-doors is brought home to the older child because his eyes have been trained to see and his ears to hear and his heart to understand the beauty and fascination of the world about him. These are some of the things that our school science classes must emphasize. Science is serving the community when a six-year-old appreciates the difference between a vacant lot and a garden and when he appreciates the gardens of others because of his pride in his own garden.

The older child gains a knowledge and understanding of nature thru consistent activities provided him during his earlier school years. He acquires a knowledge of the trees and shrubs in his community in addition to his general knowledge of trees. He develops an understanding of their importance to the community. This leads to an understanding of the importance of conservation and reforestation. He must understand, eventually, how natural resources affect economic production and how social and economic conditions depend on their use and control. Social responsibility for the conservation of natural resources is developed in our school science classes.

While it is true that we are using our natural resources at a speed that predicts an inevitable shortage, it is also undoubtedly true that science will find a way to supply new materials and forms of energy to augment our present supply. The increasing efficiency of fuel-burning engines tends to conserve our coal and oil somewhat; still, as long as we have labor-saving machines we must have power to run them. Perhaps it will remain for the present generation of young people to evolve a practical solution of harnessing the sun's rays to man's machines. Science is one field where our young people cannot complain of lack of opportunity. Tho it is almost as old as man himself it has been only in the last fifty years that it has borne the magic fruit of which we are privileged to make use. The earth and the atmosphere have increased their contribution to the welfare of the individual and the community—perhaps the sun and the sea will see even greater service to man.

Scientific discoveries and inventions have been so closely linked to the rise and decline of nations and events in history that one wonders why histories have not been written with all the generals left out and the important scientists and inventors put in their places. The far-flung social effects of these people have certainly been greater.

Just as science has served man so has it brought about much of our social and economic maladjustment. We need social and economic adjustments that are not out of tune with the age in which we live. Even as science has brought about many of our problems it must be called upon to solve them. A glance at the science curriculum in many of our progressive school systems will show that our schools are sincerely attempting to bring about this social adjustment.

The courses in the physical sciences in our schools stress those facts that are essential to good citizenship and to an understanding of life situations. These understandings must contribute to the principles set up to guide our

young people in their human relationships. They should result in a better understanding of good health and how it may be achieved.

The natural sciences, too, offer constructive and practical knowledge necessary to the well-rounded, educated individual. Our young people should realize that man made no great progress in this world until he stopped guessing and learned how to measure. Our knowledge of natural phenomena, as well as our control of nature, is based to a large extent on accurate measurement. The success of presentday science and its application in industry depend largely on the fact that conclusions are based upon accurate measurements. When a student is able to grasp the larger implications of science in the world of which he is a part, science loses many of the terrors that it sometimes holds for him. The study of a lens may be difficult and uninteresting but the application of that knowledge may take him far out thru space to look into distant worlds, or it may make visible to him the minute forms of life that cause disease and even death. Not only an understanding of the visible but the invisible world, that infinitely larger and often so terribly important world, makes up the knowledge of the educated individual today.

The invisible world may be thought of as a world of thoughts and ideas as well as one of matter not visible to the human eye. It is with these thoughts and ideas that we make progress and that we make history. Science is our long-range tool that can be used to bring about real progress, an enrichment of human life.

PERSONALITY DEVELOPMENT THRU SCIENCE

DAVID W. RUSSELL, NATIONAL COLLEGE OF EDUCATION, EVANSTON, ILL.

Thru elementary science activities many of the traits of a good personality can be utilized as well as help meet the important frustrations of teachers and provide continuance of the cherished pleasures in teaching. Traits of a democratic personality that lend themselves directly to school experiences in science can be easily analyzed and applied and will be considered separately.

The first of these traits is the use of intelligence which is directly reflected in all the activities of children and is a very important item in their development. Intelligence must be handled according to its capacity, and the broader the range of intellectual activities a subject can offer, the more adaptable it will be to personality development. Elementary science, with its unlimited scope, can meet a wide range of intelligence levels. Its great out-of-doors laboratory is often a proving ground for the borderline as well as for the gifted child. It can provide happy experiences, which are the essence of a well-adjusted personality.

The second of these character traits which contributes to personality is self-confidence or security. Any child can overestimate his importance, underevaluate himself, or just be normal. When introspection becomes too strong in children, personality adjustment may become a real problem.

One of the difficult situations to control is over self-confidence. In science, the know-it-all youngster can learn his lesson too, for science cannot be bullied. Results are dependable according to scientific laws. Science has no favorites. There is little bluffing, but there is plenty of opportunity for all. It is not strange to find in elementary science classes that the inferiority and superiority manifestations are forgotten, for the lure of simple science tends to put these introspective tendencies in the background, at least for the time being.

Science is its own safety valve, even for the aggressive personality. The first indication of its effect on the aggressive child is his willingness to ask questions. It is a fundamental rule that when guidance is requested, guidance is respected. Respected guidance is one of the best tonics for the overly aggressive youngster. The passive child is not so easily interested, but if anything can awaken him, science will have a good chance. His release from hibernation will often be indicated by questions or a shy recognition of science equipment.

In the simple science laboratory or out-of-doors, dependable activities are demanded of the young scientist. When he comes to a realization of the underlying theme in all science, the interdependence of living things, his activities may reflect the same idea. The thousands of living plants depend on the atmosphere, the soil, water, minerals, insects, sometimes animals, and even man for their very existence. The same is true of animals. They depend on plants for their food, the air, water, and other natural elements. Then man himself relies on plants and animals. The reason any of these living things do not become superabundant is the great rule of the balance of nature. Dependability and interdependence in nature and its control by man are the very essence of science and everyday living.

The quality of cooperation is not inherited. It may develop as the youth matures. In elementary science experiences, unusual opportunities prevail for cooperation where there is a keen interest in searching, investigating, and adventuring. A group of children planning a nature excursion perhaps wants to explore for water life. Many plans must be made and cooperation, thru mutual interest, is incidental and unavoidable.

The out-of-door science laboratory is often an opening for the sensitive child. There is no criticism from nature; its beauty and enrichment are designed for all.

It is evident that guiding and developing personality is a difficult task. The new educational philosophy has made character development its primary purpose. Utilization of intelligence, self-confidence, aggressiveness, dependableness, cooperativeness, and sensitiveness must be welded together to make the child a person of emotional unity, an individualist but one willing to conform to the group. The child must face reality squarely. Science can help him learn to do so, but it is not a cure-all for all personality ailments, or the only road to adjustment.

THE COMMUNITY AS THE CORE OF SCIENCE UNIT ORGANIZATION

W. A. BETTS, UNIVERSITY HIGH SCHOOL, AUSTIN, TEXAS

The resources and problems of the community offer a vast amount of valuable and important teaching materials relating to public school science. The present community exploration movement is the result of teachers' systematic attempts to make extensive use of the community environment of children in their curriculum making.

In a study of community problems and resources, the learner has an opportunity to apply the theoretical study from the classroom. The premises of city dwellers present as striking problems of soil erosion as do farms and forest lands. The conservation unit that does not urge the learner to check erosion in his own yard is a functionless unit.

The school excursion has social utility value and finds support in realistic businessmen who frequently deride the impractical "book learning" that students often receive.

The study of community science problems and resources is not an easy way to teach science. It demands greater effort on the part of the teacher and learner than textbook teaching. It is once again pedagogically correct to expect the child in school to learn something.

SOCIALIZING GENERAL SCIENCE

PHILIP G. JOHNSON, CORNELL UNIVERSITY, ITHACA, N. Y.

The most stimulating examples of efforts to socialize general science are those which involve the pupils in making the plans for learning as well as in achieving the goals. Some real problems to be solved by socialized procedures are: How should pupils be assigned to seats in the general science class? How can pupils assume responsibility for the routine matters which are necessary? How can pupils undertake and solve cooperatively a task which is much too great for the pupils to solve as individuals?

A teacher can set a situation favorable to group work by directing learning by individualized instruction just preceding the time planned for group work; by calling attention to local, state, and international examples of cooperation; and by setting before the pupils a worthwhile task too large in scope for them to solve as individuals. Groups may be formed according to seating by teacher selection and by pupils' selection. The latter offers the most in socialization, but the plan should be adapted to the development of the pupils. The organization and direction of each group should be left to the pupils.

Work for the groups may be divided so that each group studies one phase of a unit or so that each group studies all phases but in limited area. Specific suggestions for each group will help to avoid misunderstandings and problems of cooperation. When pupils see a plan clearly they are usually eager to cooperate. This can be achieved by mimeographed suggestions.

Reporting by groups may be directed by the leaders of each group or the teacher may enlist cooperation whenever a particular contribution will count for the most in terms of the values to the groups who are observing but not participating in the reporting. The latter plan appears to be of greater value in achieving understanding of the ideas under consideration.

The completed reports as written, illustrated, and enriched by pupils are helpful in exhibits, school fairs, and as a stimulation to other groups.

Many pupils like group work. They usually admit that they learned less but that depends upon the goals which the teacher tried to achieve.

MAKING THE PHYSICAL SCIENCES MORE USEFUL

JACK HUDSPETH, COORDINATOR OF SCIENCE, AUSTIN, TEXAS

In spite of the scientific nature of presentday living, enrolment in high-school chemistry and physics is decreasing. To offset this, some schools are making their courses easier; others are offering an easy, advanced general science course without laboratory work. But such remedies are not solutions to the problem because they do not strike at the basic cause of the enrolment decrease. The content of traditional high-school chemistry and physics is too remote from the lives of pupils to interest or appear worthwhile to them.

The organization of a high-school science course should be based on the needs, interests, environment, common experiences, and problems of high-school students. This framework, which is stimulating, interesting, and obviously worthwhile to pupils, should be supported and explained by the necessary scientific facts and laws. Student dislike of scientific principles disappears when they are presented in such a supporting role. The "pure" science needed in such a remodeled course is about the same in quantity and nature as the science in a traditional high-school science course in which the organization is based on pure science that is taught for its own sake (with a few applications added on).

SOCIAL IMPLICATIONS OF SCIENCE

BENJAMIN J. ROHAN, SUPERINTENDENT OF SCHOOLS, APPLETON, WIS.

Western civilization is, in no small measure, what science has made it. The application of its finding has resulted in numberless conveniences and comforts. However, these improvements and advancements have been accompanied by dangers to which we have given so little attention that they now amount to threatening problems. Yet this same science recognizes that sound social and economic procedure is based upon and is in conformity with natural law. Therefore, this science which has had no small part in bringing problems to us offers society a safe guide by providing the means thru which more of our efforts can be put in tune with nature's laws. This science says that: (a) plants tell us that life is purchased thru serving; (b) insects, birds, and mammals tell us that cooperation is as big, if not a bigger, factor in survival than is competition; (c) conservation tells us

that we are not the owners of the earth; that, rather, we are the trustees, and that to treat our natural resources in any other way than that of a trust is to be untrue to those people who come after us; and (d) natural science tells us that we cannot get something for nothing; that lasting results are had only thru work and intelligently applied effort.

Science, like music, can be a national as well as an international language and as such holds great possibilities of good for the human race. Its principles and laws have the same meaning in every language and in all nations. Because of this commonality, it holds the possibility of bringing about a common understanding which offers a sound foundation for general confidence and procedure. If the science teachers of Europe and the Americas would work toward helping the people within their respective countries, as well as their nations as a whole, and learn that insomuch as they practice service, cooperation, trusteeship, and work that they are putting themselves in tune with natural law, they would be working pointedly toward helping the western world earn the right to live. Thus the social implications of science imploringly hold before the science teachers of the world the social challenge to look up from their laboratory tables for a while and to spend some time in helping befuddled people find the road to peace and plenty.

SOIL CONSERVATION: A NEIGHBORHOOD PROBLEM

MARJORIE HAINES CAMPBELL, TEACHER, ELEMENTARY SCIENCE,
WASHINGTON, D. C.

For the last few years several of the elementary schools in the District of Columbia have been carrying on interesting studies of the soil and its conservation. These units have progressed as building projects, with all grades participating.

The study of the soils of the various communities has been the base for the work and has led to interest in and better understanding of the soil conservation problems of the country.

The work has correlated very closely with all phases of the curriculum and has led to many varied, rich activities. While this study has enriched and made meaningful other units of work, it has been the science work and activities which have given real meaning to the study of soil. Thru the many experiments performed in this work, the great amount of data that had to be collected, recorded, studied, and evaluated, the children had many opportunities for exercising critical thinking and developing technics of working.

In reviewing these units of work—the general progress as well as the many phases and activities and the records of understandings and overt behavior—it is evident that thru the study of soil the children have acquired a large fund of knowledge, have progressed in social growth and control, and are developing a feeling of civic and national responsibility.

ELEMENTARY SCIENCE ENRICHES CURRICULUM

GLADYS FORLER, SCIENCE DEPARTMENT, ATWATER SCHOOL,
SHOREWOOD, WIS.

The schoolroom is the center but not the circumference of a child's science learning environment. The schoolroom is a workshop where children are stimulated to create and to discover.

The schoolyard gives unlimited opportunities for bringing children into the presence of things. Every school has a unique setting which furnishes opportunities for discoveries.

Most community resources include, among other things, such instructional possibilities as a museum, zoo, botanical gardens, florist shop, weather bureau, and well-planned home gardens. The environment can be brought into the schoolroom by inviting the parents to share their knowledge and experiences with the children.

Unlimited opportunities for conscious adjusting are found in a curriculum with science as a starting point. Learning takes place when a child is actively dealing with real situations.

SOIL CONSERVATION IN THE JUNIOR HIGH SCHOOL

HELEN M. STRONG, SOIL CONSERVATION SERVICE, WASHINGTON, D. C.

The teacher who is aware of the intimate connection between all human life in the United States and this thin, few inches of topsoil will discover many relations thru numerous channels between pupil and community interests.

To the junior high-school boy or girl in the country this connection may or may not be obvious. Even the farmer, who is losing many tons of topsoil per acre each year from his land, may not realize his loss. Emphasis has been on loss of fertility, bringing back fertility, and improvement of breeds of seed and stock. The fact that declining fertility was due not to something gone from the soil but to loss of the topsoil itself was overlooked in a large measure for years.

Farm boys and girls can be taught in terms of their own community. They may discuss the meaning of soil that is washed over a road or that is filling a roadside ditch. Wind-drifted soil on roads or fences may not be taken for granted, but, instead, its cause explored and remedies sought. Soil itself may be tested and its composition discussed in terms of community yields and crops. The State Teachers College at Mayville, North Dakota, thru cooperation between President Grace and its subjectmatter and education faculty, has evolved science teaching from the community interests of cooperating rural practice schools.

For the city boy and girl the approach likewise is in terms of things he knows and in which he is interested. A factory may arouse questions such as these: What raw materials are used in the factory? Where are products of the factory sold? If the raw materials are iron-ore or petroleum, the

finished product may depend upon a farm market. Agricultural machinery and electrical appliances for home and barn cannot be purchased by a farmer whose topsoil is gone or nearly gone. Steel rails, locomotives, and new cars cannot be bought when a railroad loses its income, a large part of which comes from freight which is agricultural produce.

Boys and girls might study the list of manufactured products in the United States Census of Manufactures to find those using agricultural raw materials. They might then trace the relations between commerce, manufacturing, and banking and the soil.

A reservoir may provide water for domestic use or power. Pupils could investigate their community's reservoir for silting and find out the source of wash into the reservoir. Such a study might lead one way into drinking water and factory power, the other way into taxes and the pocketbooks of those who pay them, revealing how hard-earned money is used to build a reservoir that is filling with rich topsoil. Immediately each city dweller and farmer has a common interest.

Many city boys like to fish and camp. A washed and muddied camp site or a cloudy stream with few fish may bring the city boy face to face with up- and down-hill ploughing and with soil and water losses.

The advance of settlement across the United States and the use of the land and its effect upon the people are fraught with as much drama as are any political or military campaigns. In fact, the use of the land is even more basic, for out of it come the necessities and the vital well-being of every man and woman and boy and girl in the country.

This kind of teaching calls for community study, first by the teacher, and then by both pupil and teacher. It depends in large measure upon the teacher's awareness of the realities and ramifications of life into land and land into life so that these may be translated into classroom activities and into field studies on the land itself.

REPORT OF THE SECRETARY

The Department of Science Instruction met on July 5, 1940, in Science Hall, Marquette University, Milwaukee, Wisconsin, for its annual business meeting and election of officers. Mildred Fahy, president of the Department, presided.

The Nominating Committee, composed of the following members, was appointed by the president: W. D. Bracken, St. Joseph, Mo., *chairman*; Norman Jones, St. Louis, Mo.; M. J. Phillips, West Allis, Wis.; S. A. Thom, Milwaukee, Wis.; and Veva McAtee, Hammond, Ind.

The following were nominated: president—Jack Hudspeth, Austin, Texas; vice-presidents—eastern area, Philip G. Johnson, Cornell University, Ithaca, N. Y.; southern area, Greta Oppe, Ball High School, Galveston, Texas; north central area, George Skewes, State Teachers College, Mayville, N. Dak.; western area, Gladys Potter, board of education, Long Beach, Calif. (Glen Cline asked to be released from his position as vicepresident of this area); secretary—Helen M. Strong, Soil Conservation Service, Washington, D. C.; treasurer—Aelfric James, Sr., Easton, Pa. It was moved that the report of the Nominating Committee be accepted. The election was unanimous.

A motion was made and carried unanimously to extend the thanks of the Department to Mildred Fahy, the retiring president, for the splendid services rendered the Department during her three years as president.

Jack Hudspeth read a report from the National Committee on Science Teaching of the N. E. A. recommending that the Department of Science Instruction expand its functions to form a National Council on Science Teaching which would have an executive secretary in the N. E. A. building in Washington and would endeavor to issue a magazine of real value to science teachers. A motion was made and seconded to accept this report and, after some discussion, it was passed unanimously.

A motion was made, seconded, and passed to ask Mr. Hudspeth, the incoming president, and Miss Fahy, the outgoing president, to discuss the question of expanding into a National Council on Science Teaching with Mr. Givens, executive secretary of the N. E. A., and to appoint an executive committee for the Department of Science Instruction to do the work of getting the National Council organized and financed. Miss Fahy appointed the members of the National Committee on Science Teaching to this Executive Committee on the Formation of a National Council. They are: Ira Davis, W. C. Croxton, Mrs. Gladys Potter, C. E. Preston, S. Ralph Powers, and W. R. Teeters. It was agreed that the Department's new officers and Miss Fahy would also serve on this Executive Committee.

Philip Johnson read a tentative draft for a proposed Constitution for the National Council on Science Teaching, and a motion was made, seconded, and passed that this document be given to the Department's Executive Committee on the Formation of a National Council with the understanding that it should be considered as a body of recommendations.

It was moved, seconded, and passed that the Department of Science Instruction should continue to function during the year 1940-41 as it has functioned in the past, regardless of the work under way to organize the National Council on Science Teaching. It was agreed that the National Council would not come into being officially until after the 1941 meeting in Boston (June 30 and July 1-2).

A motion to adjourn was made and passed.

HELEN M. STRONG,
Secretary.

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 1940-41 are: PRESIDENT, George R. Rankin, Teacher, Boys' Technical High School, Milwaukee, Wis.; VICEPRESIDENT, E. B. Hargrave, Viceprincipal, George Washington High School, Indianapolis, Ind.; SECRETARY, Edith V. Titcomb, Woodrow Wilson Junior High School, San Jose, Calif.; EXECUTIVE SECRETARY, Ernest D. Lewis, Hotel St. James, 109-113 W. 45th St., New York, N. Y.; TREASURER, Hardy R. Finch, Teacher, Greenwich High School, Greenwich, Conn.

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	1939:619-631
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	

MILWAUKEE MEETING

FOREST CONSERVATION: ITS IMPORTANCE TO YOUTH AND ITS PLACE IN THE CURRICULUM

H. N. WHEELER, FORESTRY LECTURER, UNITED STATES FOREST SERVICE,
WASHINGTON, D. C.

NATURAL RESOURCES are the source of all raw materials and the necessities of life. Directly or indirectly they are the source of all employment and income. Most of the wars of history have been fought for the control of natural resources, the present holocaust not excepted. Americans are fortunate indeed for their vast heritage of these vital necessities—millions of acres of rich agricultural land for cultivation, millions more of the finest timber and grazing areas; fish, birds, fur bearers, and other wild animals in profusion; coal, oil, and minerals—all here waiting for us when the country was settled. These natural resources and our democratic form of government, encouraging free enterprise, have made ours the foremost country of the world. A liberal government turned these resources over to private interests without reservation or control, and altho they have been used in the upbuilding of our country, serious inroads have been made and there has been much waste.

The forests of the United States occupy one-third our total land area. They make enormous contributions to employment and income, furnish products, and render services that must not be jeopardized if we are to continue as a prosperous and self-sufficient nation. We now consume half the lumber, more than half the paper, or two-fifths of the wood in all forms consumed in the world. But after a short national existence only one-fourth of our original virgin saw-timber stand remains.

The watershed services of forests are indispensable. Often they are of greater value than the timber, indeed there may be but little or no timber, only brush. In general, such lands are poorly protected and after fire the rain falls upon bare earth, unimpeded by branches and forest litter. It rushes down hill, digs gullies, carries away the best soil, causes flood conditions in streams and rivers and fills reservoirs and harbors with silt. In the flat plains region, where trees never grew before and where shelterbelts have recently been planted, wind velocity is retarded, soil is prevented from blowing away, evaporation of soil moisture is reduced and crops flourish where formerly they could not be grown.

The value of forests for recreation is coming to be realized. Increasing millions of people now take advantage of the low cost vacation opportunities in forest land, and spend hundreds of millions of dollars upon which local populations are heavily dependent. But vastly greater possibilities along this line remain to be developed.

Wild-life is another resource of forest lands. Our country was once stocked with unbelievable numbers of birds and animals of all kinds, but industrious Americans have destroyed their habitat, hunted them for food,

fur, and sport until numbers dwindled and species vanished. Only during the last few decades has a depleted wild-life been started back.

Forest range lands make a substantial contribution to our national meat, wool, and leather supply and bolster up the economy of a large part of the population. But because of overstocking and serious droughts, range lands are depleted. Depletion means fewer number of stock, less income, and soil erosion. But forage is a crop. It responds to management, and the productivity of our western range lands could be increased by one-half.

The whole problem of proper forest land use is bound up in the title to these lands. About two-thirds of the total is owned by approximately 4,500,000 private owners, large and small; one-third is in public ownership, mainly in national forests, some in state forests. So it is clear that any effort to rebuild our forests and make them contribute the maximum of wealth and opportunity that they can and should must be directed upon both private and public lands.

On private lands fire is still the great menace. During the last fiscal year, 144,000,000 acres of state and private forest land were unprotected and 20 percent was burned over. On another 269,000,000 acres upon which cooperative federal, state, and private control was effective, losses were held to less than 1 percent. The job can be done when funds and facilities are available and there is a determination to stop this terrible destruction.

Insects play havoc with timber. During the four years, 1931-34, in Oregon and Washington, beetles killed nearly as much ponderosa pine as was cut. This was fifteen times the amount destroyed by fire. Disease has practically wiped out the chestnut. Blister rust now threatens the white and sugar pines. Forests are never entirely free from insects and disease but epidemics cause national disasters. Yet we have no organization to discover incipient attacks and check them while small.

Fifty-eight million acres of burned and denuded private land must be planted to restore productivity, but it is a seventy-three-year job to complete at the present rate of progress, and new areas in this category are being added every year.

One hundred and thirty-nine million acres of commercial forest land are part and parcel of farms. They are in need of scientific management for the best interests of the land owners themselves, as well as for the community and country at large. The owners are handicapped by lack of knowledge of how to do a better job. They do not know the value of their growing stock nor where to find the best markets. They do not have credit nor the facilities to manufacture and to get the most for their product. Consumers likewise do not keep abreast of new and improved uses for wood and how to get the best possible service from it.

Forestry extension, utilization extension, forest credits, and the establishment of small owner cooperatives would fill these needs and further the adoption of good practices on millions of acres, but they remain the most neglected public efforts in forestry.

These are some of the private forest land problems which now prevent progress. Mere enumeration of them suggests the form of remedial action required. These are not things that can be done by the private owner alone, neither are they a job for the public merely because the public has an interest in private forest lands. A joint action is required and equitable. But even if we had public-private cooperation on an adequate scale, there would still remain uncared for vast areas of submarginal land for private ownership.

It appears that public acquisition of problem areas is in the picture—acquisition of about 130,000,000 acres by the counties and states to the extent that they are willing and able with reasonable federal assistance to initiate and stimulate their efforts, and by the federal government. Also in the picture are reasonable public controls to safeguard public investments in cooperative undertakings and to insure against the loss of public values in all forest lands regardless of ownership.

With 460,000,000 acres of land east of the Great Plains neither used for raising farm crops nor as improved pasture land and suited only for timber production, and the western part of the country to be brought back to a full production of timber and grass, there is plenty of frontier to occupy many of our unemployed and offer a future for our youth and strength and security for our country. Here is a real challenge to young and old.

The conservation and upbuilding of natural resources is prerequisite to the welfare and defense of our country. The public has an interest and responsibility in these forests as well as the owners, and in order to do its part intelligently it must be informed.

BOOKS IN THE MAKING OF MEN

EDWARD A. FITZPATRICK, PRESIDENT, MOUNT MARY COLLEGE,
MILWAUKEE, WIS.

If we look at the machinery, equipment, or paraphernalia of education it would seem that the great instruments of education are books, and the greatest preoccupation of education or teaching is with books. If the making of men and women is the education objective, then books are the principal means.

To put the problem before you in a striking manner, I go to what must seem to you, for the moment at least, a strange choice—Kipling's "Tomlinson." Tomlinson (you or I) gave up the ghost in Berkeley Square. A spirit grips him by the hair and, passing thru the Milky Way, he reaches the "Gate within the wall where Peter holds the keys." To the question, "What good have ye done to the sons of men?" Tomlinson gives an unsatisfactory answer, and Peter tells him to "get hence to the Lord of Wrong." The Spirit again grips Tomlinson by the hair and, passing thru the cold interplanetary spaces, reaches Hell's gate and greets the light and warmth of hell-fire as "his own hearthstone." Tomlinson hastens to enter but he is stopped, for even Hell must be deserved, until he answers the question:

"The harm ye did to the sons of men, or ever you come to die." The answer is again unsatisfactory, and Satan tells him, "Go back to Earth with a lip unsealed—go back with an open eye, And carry my word to the Sons of Men or ever ye come to die: That the sin they do by two and two they must pay for one by one—And . . . The God that you took from a printed book be with you, Tomlinson!"

Our problem appears in the nature of the unsatisfactory answers given to the most important and summarizing questions regarding the service and meaning of life which are asked by Peter and Satan. Now what is the nature of Tomlinson's answer to St. Peter? Tomlinson's desire to have someone answer for him is refused. This is his answer:

"This I have read in a book," he said, "and
that was told me,
And this I have thought that another man thought
of a Prince in Muscovy."

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"And this they wrote that another man wrote of a
earl in Norroway."

And he is told that "none may reach by hired speech of neighbor, priest, and kin" and so he is sent to the Lord of Wrong. And the same thing happens in answer to Satan's question as to the "harm ye did to the Sons of Men," but this time he got it "from a Belgian book on the word of a dead French lord." To Tomlinson's acknowledgment of a deadly sin, the Devil asks, "Did ye read of that sin in a book?" said he, and Tomlinson said "Aye."

The Devil has his assistants "winnow him out 'twixt star and star, and sieve his proper worth." This they do and this is the report as they bring back the tattered thing:

The soul that he got from God he has bartered
clean away.
We have threshed a stock of print and book, and
winnowed a chattering wind
And many a soul where from he stole, but his we
cannot find:
We have handled him, we have dandled him, we have
seared him to the bone,
And sure if tooth and nail show truth he has no
soul of his own.

What is the educational significance of Tomlinson? Is it not that education is making Tomlinsons? Is there in all educational writing any more devastating criticism of education? Let us see the nature of the criticism. Books can help make men or can make Tomlinsons. Man loses his soul in the educational process and becomes encumbered or cluttered with print or, as in Tomlinson's case, he has no soul of his own. Translate this into the more familiar educational terms. Education is merely academic, it is bookish, it is just "words, words, words." It is education by rote.

If we listen to President Hutchins, as we should, the worst form of this merely academic study is the study of textbooks. In our secondary schools,

in colleges, and even in graduate schools, all the students come away from school with the *words* of the textbooks, not even the anemic ideas of these textbooks. What is President Hutchins' complaint? Our knowledge is second-rate or worse. Its emphasis is on information or facts. The mind is cluttered up, not formed. Thought is made impossible or unnecessary. And it is thought that is important. The result is a knowledge of textbooks, and, says President Hutchins, "Textbooks have probably done as much to degrade the American intelligence as any single force." This is undoubtedly true where textbooks are the sole or principal educational diet. Says Norman Foerster in the same vein: "More and more of the textbooks used in our colleges are the work of undisciplined minds, loose, nerveless, sometimes all but illiterate, especially in such fields as economics, sociology, psychology, and education."

And yet I think books are the most important instrument in education when rightly used. What is a book? Milton rather eloquently or grandiloquently put it correctly, "A good book is the precious lifeblood of a master spirit embalmed and treasured up on purpose to a life beyond life." Textbook writers are not ordinarily master spirits, tho occasionally they may be. A master spirit is, to use a phrase of Matthew Arnold, one who sees life steadily and sees it whole. His book is his insight into the meaning and significance of life. It is the quintessence of his insight. Emerson, in describing the book, says of the author that his experience goes into him life, and comes out of him truth, and for the reader of the book, his experience as reader should go into him truth and come out of him in the richer life—the life of insight.

And this reveals to us why textbooks are so deadly and sterile. They have little insight. They are preoccupied with facts. They classify facts into a form supposedly easily regurgitated at the end of a semester for the required credits. There is no thinking and there is no learning tho there may be much "teaching." Lecturing is even more deadly, because persons even less prepared than textbook writers rehash textbooks and present their notes and compilations for students to make even more meaningless "notes," for credits and to be included in books called "Boners."

If, as Herbert Spencer says, we could live as old as Methusaleh we would have time to learn from experience, if we indeed could learn from experience. But we must select. The individual's narrow experience must be supplemented, broadened, and enriched. To each individual should come his social, intellectual, and spiritual inheritance. For the modern man it must come largely from books, not the words of books merely, but the ideas and meanings of books.

Books are, as Dewey says, "harmful as a substitute for experience but all important in expanding and enriching experience." That is the place of the book in education. For the sensitive and imaginative soul the narrow experience of any individual is not equal to the possibilities of the human nature which he shares. The meaning and significance of the life of the individual can be seen fully only in the lives of all men and this is not possible without books. But, as already indicated, books may clutter up the soul, may even,

as in Tomlinson's case, be a substitute for a soul and too often that is the result of our academic lecturing, our talking at students, our memorizing of a textbook, and our regurgitation on examinations. The book must be related to our experience and find, thru the medium of the imagination as well as of the reason, the meaning and significance of this vicarious experience of other men. The books that must be read must be books of thought and power and not merely ones of information and facts. Books of information and facts must be merely incidental in the educational process and books directly significant only to the degree that they lead to thought and the ordering of thought.

Books are a great spiritual adventure. They are the means of that rational enjoyment of leisure of which Aristotle spoke. They will add to the richness of life in school and in that longer life after school. Let Emily Dickinson phrase the parting thought:

He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor,
Nor that his frame was dust.
He danced along the dingy days,
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings!

WHAT YOUTH EXPECTS OF EDUCATION

W. W. THEISEN, ASSISTANT SUPERINTENDENT OF SCHOOLS; DIRECTOR OF
GUIDANCE, PUBLIC SCHOOLS, MILWAUKEE, WIS.

Our studies of high-school graduates indicate that approximately one-third go to college or some other educational institution. Nearly 50 percent more boys than girls among recent graduates are able to go to college. Marked variations, however, are found between schools in different localities. As far as studies of graduates indicate, youth's major concern is for an education which will improve its own economic position. The "bread and butter" values of education are prized above all others. Regardless of the educator's scale of educational values youth is saying to the educator, "Give me an education that has practical value, one that will better enable me to hold my own in this highly competitive world. Give me an education that will help me in getting a job, one which is practical, one which will develop my ability to think, one that will enable me to make the necessary social adjustments in order that I may succeed in getting along with others." Suggestions made by graduates for improving the curriculum called for increased emphasis upon practical values; more opportunities for specialization; additional courses, such as those in advertising, creative writing, child care, human relations, how to study effectively, and psychology; provisions for personality development; and greater emphasis upon extracurriculum activities. Other points emphasized by graduates were the need for a broader general foundation of education, greater leeway in the choice of individual programs on the part of students, and more intimate personal counseling by teachers so that the student may be better enabled to find himself.

PROBLEMS IN DIRECTING READING IN HIGH SCHOOL

FREDERICK HOUK LAW, STUYVESANT HIGH SCHOOL, NEW YORK, N. Y.

The modern world in numerous ways entices pupils from reading, the radio taking the place once held by minstrels and story-tellers; motion pictures thrilling the mind with material far more exciting than *Nick Carter* and *Old Sleuth*; picture tabloids making modern persons pictographic instead of lettered; baseball, football, and other sports stimulating imagination and emotion, thus taking away desire for living in the world of dreams created by books.

Why not meet the situation boldly and turn strong attention to the best in radio, motion pictures, picture publications, and in sports, showing pupils how to gain the most out of what they find close at hand and fascinating? Is it not possible for the teachers of the United States to lead to really good, interesting radio stories, fully as exciting as *Treasure Island* and in as good taste? Can the teachers lead the motion picture makers to produce motion pictures that turn upon the interests of boys and girls just as strongly as did the books for boys and girls of fifty years ago, the *Huckleberry Finn's*, *Tom Brown's*, *Robinson Crusoe's*, or even as good as the Horatio Alger's and Henty's of the past? Those books for young people did not turn about sex or adult triangles. If they had, the young people would not have read them. Today the motion pictures force upon boys and girls of all ages material and interests that are beyond their years. Is it possible to lead to the making of picture publications that will appeal to the healthful interests of boys and girls rather than to the abnormalities of crime and the overstimulation of sex? Is there not room for pulp magazines that will be innocuous even if not literary? How can teachers make use of the overwhelming interest in sports, which in the United States provide peaceful contests and friendly rivalries that take the place of the adventure of war?

We must take life as it is and not try to force pupils to live in the atmosphere of midvictorianism and of England. Is it wise to give them books that deal exclusively with the English scene, as in *Silas Marner*, or the English history, as in *Ivanhoe*, or English problems, as in the works of the great essayists and orators? Are there not American writers who produce works that appeal more intimately to boys and girls in America?

Shall we make reading a matter of compulsion, and then, on top of the school requirement, demand so-called supplementary reading that we ourselves lay down, and then expect pupils to enjoy reading, and to wish to continue it? Shall we question minutely on content, insisting that every pupil must be able to tell every detail of every book? Shall we impose a particular type of literature at one and the same time upon all?

What are we to do with those who read slowly and laboriously, almost spelling out the words? With those who skim everything with a hop and a jump? With those who read pulp magazines, tabloids, vulgar books, violent melodrama, or pure propaganda? With those who read certain modern books filled with matter that once would have been impossible to print? With those who read only in one limited field of thought?

If young people wish to learn certain facts they must go to works of reference, or must study books on some special lines of personal interest—but what will tempt young people today to read for pleasure? Is not the answer found in making books attractive? In using in school texts a great number of excellent illustrations, in using color in those pictures, and also on the covers? Is not the answer to be found in making books interesting instead of compulsory? Why should we expect the boys and girls of this scientific, mechanical age to be interested in reading about English social life a hundred years ago? And why, if we wish to lead young people to love books, should we compel reading? Why not invite it, tempt it, lead to it? Would it not be a good plan to try the experiment of passing every pupil, as far as reading books is concerned, marking progress solely on ability to speak and to write with approximate correctness? Then it would be possible to give advanced credit to those who show the keenest interest in books. That would mean that every pupil in a class in English might read a different book, or all might read the same. Then the aim of the teacher might be to present lists of books, or the books themselves, chosen only with the thought that they really and truly would appeal to the young, not that they would teach knowledge of the English classics, or of literary types.

Perhaps teachers have tried to make pupils interested too quickly in books far beyond their mental ages. Why not make increased use of some form of the old school readers, with varied and extremely short selections, or at least of compilations? For the pupils who lack vocabulary or good reading ability, why not increase the use of simple texts about simple events, and slowly create vocabulary and reading ability?

In other words, why not multiply our use of the emotion in teaching pupils how to read and how to love books? Why not be glad to see pupils advance step by step toward interest in the higher types of books? Why not leave the field of the intellectual and the ultraliterary, and come down to meet the pupils' needs and wishes? Why not drop all insistence upon memory of content? Who of adult readers would wish to be questioned on every detail of *Gone With the Wind* or of any other book read for pleasure? Perhaps, if teachers permit student interests to aid in the selection of books, making reading books an individual and personal matter, something for which to be praised rather than to be marked, the result might be an increase in the reading of what is good. If the movies, radio, and picture magazines know how to cater to young interests, teachers should know also, and should lead slowly, step by step, from the low toward the high.

SECRETARY'S MINUTES

Milwaukee, Wisconsin

First Session, Monday Afternoon, July 1, 1940

"American Youth in Today's Democracy" was the theme of this first session which consisted of a general meeting and seventeen conferences of the Department of Secondary Teachers with various subject groups.

The general meeting and most of the joint conferences were held in the Milwaukee Vocational School. Excellent papers were read at the general meeting

by L. A. Pechstein, dean, Teachers College, University of Cincinnati, Cincinnati, Ohio, on the topic "Youth Looks at Education"; H. N. Wheeler, U. S. Forest Service, Washington, D. C., on "Forest Conservation: Its Importance to Youth and Its Place in the Curriculum"; Jay B. Nash, chairman, Department of Physical Education and Health, New York University, New York, N. Y., "The Implications for Teachers in Youth's Program of Health and Recreation."

Following the general meeting the theme was further discussed by groups of cooperating departments and associations. Much of the success of this session was due to these groups. Among them may be mentioned: American Classical League; Department of Art Education; National Council of Teachers of English; Department of Garden Education; National Council of Geography Teachers; National Vocational Guidance Association; American Association for Health, Physical Education, and Recreation; Department of Home Economics; National Association of Journalism Directors; N. E. A.—A. L. A. Joint Committee of School Libraries; National Council of Teachers of Mathematics, National Federation of Modern Language Teachers; National Congress of Parents and Teachers; National Council for the Social Studies; National Association of Teachers of Speech; Department of Visual Instruction; and Department of Vocational Education.

Some of the valuable papers read at this session will appear in the September 1940 and succeeding issues of *Secondary Education*, the official organ of the Department of Secondary Teachers.

Second Session, Tuesday Noon, July 2

This session was a luncheon conference held in cooperation with secondary school librarians. Ernest D. Lewis of Evander Childs High School, executive secretary of the Department, presided. The luncheon was held at the Wisconsin Club. The attendance at this luncheon conference was very large and the addresses of the speakers were unusually valuable ones.

Grace M. Anderson, Grover Cleveland High School, New York City, spoke on "Pupil Activities as a Training for Citizenship"; Frederic H. Law, Stuyvesant High School, New York City, on "Problems in Directing Reading in High School"; and President Edward A. Fitzpatrick, Mount Mary College, Milwaukee, on "Books and the Man."

An interesting feature of the luncheon conference was the music furnished by the South Division High School Instrumental Ensemble directed by Esther Lehmann, and Polish and Italian dances and songs by pupils from Milwaukee high schools.

A special exhibit showing the contributions of the library in the secondary field arranged by a committee of Milwaukee librarians, with Norma Zartner of the Washington High School as chairman, was a valuable addition to the conference.

Mimeographed booklets were distributed at the booth dealing with bibliographical materials on the following subjects: What Youth Expects of Education, Forest Conservation: Its Importance to Youth, Reading for Youth in Youth's Program of Health, Youth Hostels, and Opportunities for Youth in Radio.

By special arrangement with the Garrison Films of New York City the motion picture "Men and Dust" was shown immediately following the luncheon. After adjournment to the lounge of the Wisconsin Club, of those especially interested in Motion Pictures, there was a showing of two other pictures and an informal discussion.

Third Session, Wednesday Afternoon, July 3

The discussion of "American Youth in Today's Democracy" was continued from the first session of the afternoon, July 1.

Interesting addresses were delivered by Frank O. Holt of the University of Wisconsin on "I have Faith in American Youth"; W. W. Theisen, director of guidance, Milwaukee public schools on "What Youth Expects of Education"; Julian T. Bentley, news editor, WLS Prairie Farmer, Chicago, on the "Opportunities for Youth in Radio"; Mary F. Farnsworth, assistant principal of the Cooley High

School, Detroit, on the topic "Following Thru"; and Walter E. Myer, director, Civic Education Service, on "The Preservation of American Democracy—A Responsibility of American Youth."

Business Meeting

The annual business meeting of the Department of Secondary Teachers followed immediately after the third session, Wednesday afternoon. George R. Rankin, president of the Department, presided. The meeting was held in the auditorium of the Milwaukee Vocational School. Corda Peck of the Collingwood High School, Cleveland, Ohio, was named secretary pro tem in the absence of Edith Titcomb, secretary.

The minutes of the 1939 annual meeting were accepted as printed in the N. E. A. *Proceedings*. It was suggested that there should be included an account of the conferences held at St. Louis at the annual convention of the Association of School Administrators.

Ernest D. Lewis, executive secretary, presented a statement of the finances of the Department, and led a discussion as to the means of securing greater financial support and making more rigid economies in the expenditures of the Department in order that the budget of the Department may be kept balanced.

At the suggestion of the president, the executive secretary reported on the activities of the school year 1939-40. He especially stressed the work of the various committees including the following: Committee on International Relations, Committee on Consumer Education, Committee on the Use of the Radio in Secondary Education, Committee on Motion Pictures, Committee on Integration and Correlation, Committee on Methods of Instruction, and the Committee on the Evaluation of the Junior High School.

He also mentioned the effort being made to bring about a closer cooperation of the subject groups in the secondary field. He called attention to the meeting held Sunday, June 30, which proposed to establish a general policies committee to bring about such cooperation. Attention was also called to the support given by the Department of Secondary Teachers to the nationwide program for Citizenship Recognition Day. The election of officers followed. In addition to those elected, Mr. Lewis, the executive secretary and editor of *Secondary Education*, was reappointed.

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 1940-41 are: PRESIDENT, *Jessie A. Tritt, Director, Education for Exceptional Children, 1299 Cloverdale, Los Angeles, Calif.*; VICEPRESIDENT, *Rosemarie Dacey, Critic Teacher, Oakman School, Detroit, Mich.*; SECRETARY-TREASURER, *Frank V. Powell, Director, Bureau for Handicapped, Department of Public Instruction, Madison, Wis.*

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
1939:633-646

MILWAUKEE MEETING

THE WISCONSIN PROGRAM FOR EDUCATING EXCEPTIONAL CHILDREN

FRANK V. POWELL, ASSISTANT STATE SUPERINTENDENT; AND DIRECTOR,
BUREAU FOR HANDICAPPED CHILDREN, MADISON, WIS.

THE Wisconsin program for exceptional children is based upon a faith in the correctness of the objectives of American public education. In our American democracy we have created a system of public education not to make all equal but to assist every one to achieve as much as his capacity, effort, and character will permit. We believe that the strength of our democracy and the worthwhileness of our program depends upon the integrity of the individuals who comprise our society. This implies a belief in the education of all and in a respect for the personality of each child.

Respect for personality and equality of opportunity to achieve to capacity and desire call for an educational program so adjusted in organization, equipment, procedures, curriculums, books, laboratories, pupil activities, and in other school elements that each child may have his opportunity to grow physically, to enjoy emotionally, and to learn mentally in such a manner that he may find a niche in the social, political, and economic life of adults when he reaches that stage.

The Wisconsin program for handicapped children is being based upon the foregoing philosophy. It is one which implies that respect for personality and equality of opportunity applies with equal force to the education of those who by unfortunate circumstances of birth or misfortune since birth deviate from the so-called normal in some respects. Their deviation may present unique and difficult problems but neither their uniqueness nor their difficultness should be used to deny to these children a measure of opportunity for appropriate self-realization. It is society's duty to remove artificial barriers which confront its children.

If these statements be accepted as basic principles for a program, then it must necessarily follow that the program of education for handicapped children should be considered as an integral part of the program for all children. It cannot be something apart; it cannot have objectives unlike those for all children, and it in turn must make a contribution to the whole program of education. I fail to visualize a state program of education which does not provide for all children. The more closely interrelated and interlocked the different branches of education are the better. This is no hour for disunity in any phase of our democratic organization. We need more interest and support of education as such, rather than more interest and support of a specific item in an educational program. We must be actively concerned that each child shall have an opportunity to develop so that he may be socially and vocationally efficient.

In keeping with this line of thought the legislatures of Wisconsin for more than half a century have seen to it that those whose primary activity is the field of handicapped children be members of the department of public instruction. This is both a vital and significant attitude and one which has been perhaps more pronounced in our legislative than in our school halls.

If the program for handicapped children is to be a part of the state's program for all children, then it must include all types of deviated children. We must not have a program for only a few types. By law, our program includes: children who are crippled, blind, partially seeing, deaf, hard of hearing, defective in speech, cardiopathic, malnourished, mentally substandard, or otherwise physically handicapped. The law provides that the state schools for the blind and the deaf shall be under the supervision of the state superintendent. Our legislation does not provide for children who have been socially malnourished, the delinquent, or the child with high-powered mental capacity. In our state no one is specifically charged with two of these groups and the third, the delinquent, has been assigned to the welfare department. I am not concerned with who has charge of the physical administration of the delinquent but I am convinced that their re-education should be directed as an integral part of the state's total educational program.

As the Wisconsin program provides that its educational services shall be a part of the state's general services to all children within its borders, so it conceives of the local program as a part of the total program of a community. Hence, the state's program provides for supervisors and funds to assist the local communities. Wisconsin laws are permissive rather than mandatory and the responsibility for the local program rests on local administrators.

This implies that the state's program recognizes the need for local adaptations to meet community needs and resources. The problem in all communities is the same, that is, to remove barriers before children and to assist them to achieve, but the way in which this may be done varies from a rural to an urban community and from urban to urban community. You will find within our state types of segregation, semisegregation, and individualized or small groups for instructional purposes. We believe the function of the state is to assist the communities to make their programs better and to keep them informed on trends and progress. It is more than seventy-five years ago that Superintendent Harris of St. Louis forcefully called the attention of schools to the need of better provisions for the deviated child and from that time there have been many "systems" publicized such as the Pueblo, Batavia, and Winnetka. We are not concerned as to what system a community may feel best suited for its resources, philosophy, and administration; to segregate or not to segregate is not the issue. The issue is to educate and to remove the handicaps which are obstacles to education. We may have our individual notions as to the best means of arriving at certain desirable goals, but a state's program should be based upon a more stable foundation than the sand-chain of a notion.

Many of our cities have evolved their plans evidently from some of the well-known plans but no county as yet, as far as we know, has anything which might be called even an embryo plan.

A state plan must also provide machinery for the transportation of children when necessary, for boarding homes and their supervision, for admission to and exclusion from school, for a census of the handicapped, for the attendance of nonresident children, for medical care, for teacher training and certification for curriculum adaptations, for state and federal subsidies, for supervision, and for cooperation with other agencies. The Wisconsin legislation does provide to a degree for each of the above items, some more fully than others.

A most important segment in a state program for handicapped children is one of liquidation. Every worker in the area of the handicapped should strive for that millennium when his services will no longer be needed. Teachers in this area are rendering a most useful service when they work themselves out of a job. We must exercise ever increasing care about entering into long-time programs of instruction for handicapped children or of buildings to house them. State educational institutions for large assemblage of delinquent or blind children, as examples of my point, can and should be challenged most critically. If the number of delinquent or blind children leaving your community for state institutions does not show normal decrease in the past twenty-five years, you may well ask what is wrong with your social and educational program.

No one group possesses the wisdom necessary to guide our educational work. It is only when the wisdom used to solve our problems or to lay the foundations of solution comes out of many backgrounds and from many specialized types of knowledge we are able to go forward efficiently. Today we are here concerned with the problem as to the best way to make it possible for handicapped children to partake of the best that we can offer them and how to prevent other children from having to bear similar burdens. In special education there are many people with specialized knowledge, with many points of view, with many backgrounds, people with a great variety of expert knowledge on the problems of children. We should expect much from them in the effort to make a democracy a fit place for children to grow in their formative stage. And this will result as we pool this knowledge, unite the varying efforts, and learn to submerge our special interests for the good of all.

INTEGRATION OF CHARACTER AND PERSONALITY

HARRY J. BAKER, DIRECTOR, PSYCHOLOGICAL CLINIC, PUBLIC SCHOOLS,
DETROIT, MICH.

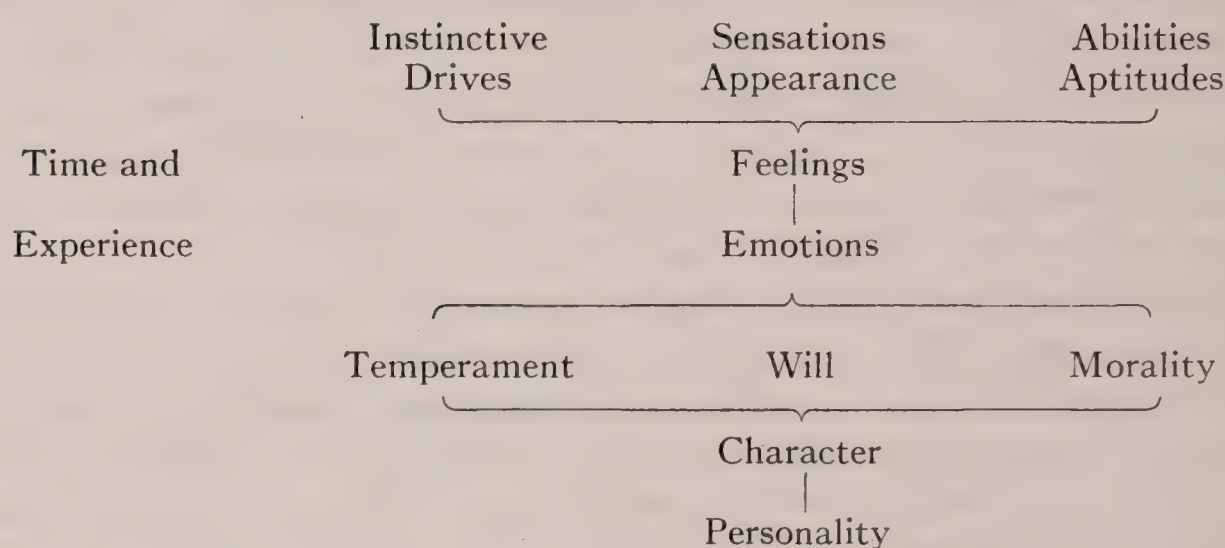
The understanding of character and personality has always been difficult and challenging. People generally wish to understand and interpret the character and personality of others. A correct interpretation is not only a source of satisfaction but it also leads to one's personal advancement.

Pattern of traits—A pattern of traits which contributes to the understanding of character and personality will be presented in Diagram I. A description of these terms and their relationship to each other is designed to be helpful in understanding character and personality.

There are three kinds of basic traits or factors which form the basis of personality patterns. They are instinctive drives, sensations, and abilities. All three of these factors or traits are quite fundamental and are embedded deeply in every person. In instinctive drives and impulses is included hunger, thirst, pain, fear, rivalry, cooperation, desire for approval, and similar characteristics. These are known as natural or unlearned behavior.

First, it should be stated that instinctive drives exist and influence our lives more than is ordinarily supposed. In modern everyday living, when many of our wants and desires are easily satisfied, instincts seem to play a minor role. As we reach adulthood we gradually forget the influences which these drives had upon us in childhood.

DIAGRAM I



It should also be stated that many of these drives continue to remain in the immediate background of life and quickly become active again in case of danger, famine, or any calamity. Our pioneer forefathers found them to be a big part of their daily dangers and hardships.

A second point is the need to realize that in children instinctive drives still continue to play a great role in guiding actions and conduct. In order to understand the behavior of children, parents and other adults should attempt to recall some of their own childhood experiences. After doing so they may treat the fears and attitudes of children with greater insight and consideration.

The third point is that individuals differ from each other in the amount and intensity of their drives and impulses. Some children are very susceptible and easily disturbed by instincts, others are very calm and unruffled in the face of trouble and excitement.

Sensations—Sensations are derived chiefly from the five senses—vision, hearing, smelling, tasting, and touch or feeling. When these sensations all function naturally and without strain, they contribute in harmonious ways to character and personality. Whenever they are imperfect, such

as being hard of hearing or poor eyesight, they tend to block or impede healthy development of the personality. There are some individuals in whom sensations are usually delicate and responsive. Lighting conditions which seem comfortable for most people are altogether too strong for some. Sounds and noises which are of average loudness to many people are unbearable to those with extremely sensitive hearing. Some individuals who are thought to be unstable and unlikeable personalities frequently have disturbances of the sensations as the chief key or foundation of their personality difficulties.

Appearance includes such traits as looks and physical build or stature. If it could be more clearly realized how sensations and appearance naturally cause deviations in the character and personality another milestone in understanding would be reached.

Abilities—Abilities play a very large part in the development of character and personality. These include musical, artistic, manual, mechanical, social, and general learning abilities or aptitudes. It is a fact that abilities differ among individuals. It is important to know the various abilities of people and what effects different degrees of ability have upon character and personality. There are many possible combinations of abilities, sensations, and instincts and in these different unions are many keys to understanding. It becomes evident here why many people are misunderstood. In considering the total picture of character and personality these three basic traits of a more or less permanent nature are constantly in the background of all thought, feeling, and action.

Influence of time and contacts—Before proceeding with the other traits of this pattern, such as the feelings and emotions, it will be helpful to think of the total personality pattern as influenced by time, conditions, experiences, and social contacts. An illustration from a different field may make this idea clearer. A heavily loaded auto truck or trailer ready to start on a journey with its cargo stands at rest safely and firmly. This load at rest may be compared to an individual's instincts, sensations, and abilities before the journey starts. After the truck gets on its way certain dangers and problems arise from motion and the conditions of the road. It may get stalled on a steep grade or its driver lose control going down a hill. It may topple into a ditch on a curve which is taken too rapidly or may crash thru an unsafe bridge. In short, when the load is traveling so that time and conditions are additional factors, the load takes on different characteristics than it had before it started the journey. In the same manner the human load of impulses, sensations, and abilities undergo changes and experiences from time and daily living. Sensations meet new situations, abilities are challenged, and impulses are stirred. In considering the remaining phases of this pattern it is necessary and helpful to think of the human cargo or load in a state of motion or action.

Feelings—Feelings are very temporary in terms of time. They tend to flit by rather rapidly as experiences move along. Feelings are described chiefly in terms of pleasantness or unpleasantness. They often exist for periods of time in rather neutral and colorless states. Feelings are tem-

porary states which are influenced by the small jolts in the journey of life and acting upon the three fundamental traits of drives or impulses, sensations, and abilities. For example, a bright light brings an unpleasant feeling of strain upon our eyes. When people are complimented for some kind or noble deed they have pleasant feelings; scolding brings unpleasantness. Feelings may be conveniently considered as temporary states susceptible to rapid change and variation. They are little bumps or jolts in the journey of life.

Emotions—At times one's feelings may continue for a much longer time than usual. It is impossible to avoid the bright light or the loud sound. Feelings become disturbed. When feelings reach the stage of lasting over several minutes or hours they produce more profound effects. These longer effects are called emotion. Emotion may be compared to the traveling load which has shifted to one side on account of a sloping road for several miles.

Emotions have more profound effects than feelings. They grip the entire person in a more intensive way. They are often accompanied by the quickening of the pulse rate and faster breathing. Digestion and sleep are disturbed by them. A long continued state of feelings or emotions leads on into longer states of a more permanent nature known as temperament, will, and morality.

Temperament—Temperament is somewhat affected by the influence of time and experience, operating over longer periods. Feelings and emotions are then merged into temperaments. In fact, temperaments are often rather permanent states. They characterize one individual from another. Various attempts have been made by different investigators and psychologists to classify temperaments. One such outline is shown in Diagram II.

DIAGRAM II

Plan of Temperaments

Rate and mood	Slow and deliberate	Quick and impulsive
Optimistic	(a) Phlegmatic	(b) Sanguine
Pessimistic	(c) Melancholic	(d) Choleric

There are four types of temperaments in this classification. (a) Phlegmatic persons tend to be slow and deliberate, yet optimistic. Such people are not easily disturbed. (b) The sanguine are also optimistic, but are quick and impulsive rather than slow and deliberate. They are usually very likeable persons. (c) The melancholic are inclined to be pessimistic, but slow and deliberate. Persons with melancholic temperament are probably naturally that way rather as a result of extremely sad and unfortunate experiences. (d) Choleric persons are pessimistic but are also quick and impulsive. They are often very efficient. When the choleric are pessimistic they are difficult to understand and to enjoy as associates or friends.

This fourfold plan of temperaments is designed to be helpful in understanding certain extreme kinds of temperaments. Occasionally one meets a person or sees a famous movie actor who represents one of these four temperaments in exaggerated form. Characters in plays or movies are often required to overemphasize one of these temperaments for stage effect. There are limitations to this outline of temperaments. Many people represent a moderate mixture of two or more of the four temperaments. It is useless and rather futile to try to classify the great majority of citizens definitely as only phlegmatic, sanguine, melancholic, or choleric. However, such an outline is of some value in thinking more clearly about temperaments. Temperaments may change slowly but they are more permanent than emotions.

Will—At the same level of permanency is the will. Will is defined chiefly in terms of weak or strong will. Everyone has met strong-willed or weak-willed persons. Many have moderate wills, neither weak nor strong. Strong or weak wills are often so characteristic of a person that they naturally belong under the category of long-time traits.

Those who are considered weak-willed are not usually happy or well adjusted. They never make decisions for themselves or take any decisive actions. If they are willing to accept judgments and regulations given them by others they seem happy and satisfied. In a general way, the person of strong will is more greatly admired. He seems to get more accomplished. There are cases in which a very strong will is probably detrimental rather than beneficial. Such a person may make a strong resolve to do some particular task. He attempts to see it thru to a finish no matter how ill he may be or how needless the task has become on account of changed conditions. This is carrying strong will to absurd and impractical limits. A person of strong will should wisely weigh the odds and realize when it is time to change.

Morals—A third quality in the personality make-up about equal to temperament and will in permanence is one's morals. Under morals are classified such traits as honesty, truthfulness, right and wrong, and the other elements of good conduct. The experiences of life, arising from impulses, sensations, and abilities and working thru the feelings and emotions develop or undermine morals. Favorable influences, excellent homes, and fine playmates help to develop a good set of morals. The opposite conditions tend to tear them down.

It is a puzzling question just how much effect training and example have upon morals. Some people are known to have poor morals altho they were carefully reared and educated in fine moral atmospheres. Others who have been reared in very undesirable atmospheres sometimes have excellent morals. In these cases the training or environment does not seem to have much influence. As a general thing, however, it is believed that long and patient training for morals is the best and safest policy. People with high morals are generally admired and those with low ones tend to be despised.

There are times when it seems that whole communities or even nations have variations or fluctuations in their standard of morals. At certain

times morals reach a very low ebb. Churches find it difficult to attract and hold their members and a general laxity prevails everywhere. After the close of long wars and periods of financial depression these low cycles are more likely to occur. Gradually the laxness of standards begins to affect general business standards and the quality of manufactured products. Many then get alarmed and disgusted. A better standard is demanded. This improvement appears to operate in the realm of morals as well as in material things.

Individuals also tend to go in cycles with respect to strict or lax moral standards. Disagreeable incidents come to their attention, such as examples of downright dishonesty which go unpunished. They may also adopt the attitude of "What's the use?" and permit their own standard to lapse. Sooner or later other influences of a more helpful nature bring an upturn. Unfortunately it is apparently easier to travel downhill than uphill in morals, and hence the need of always keeping the morals on the highest possible plane.

Character—Character is the next term to be considered in the outline shown in Diagram I. It begins to become inclusive of all the earlier factors. It includes the three basic groups of impulses, sensations, and abilities operating thru time and resulting in feelings and emotions. All these factors, in turn, are merged into longer-time units under the headings of temperament, will, and morals. Character is the sum or total of all these factors which operate partly independent of each other but also affecting each other.

A better understanding of character would result from a knowledge of instinctive drives, sensations, or abilities. Any unusual conditions in these three fields often produce unusual manifestations of character. For example, the sparkle and wit of the keen intellect is admired, the fumbling of the blind stimulates sorrow, we pity those who hunger. Character is largely influenced by these three fundamental elements of the total pattern.

At times people are not very charitable toward unusual variations in feelings or emotions of others. Those with unusually good control of their own feelings and emotions may look with impatience and disdain upon the person who has less control. Others may have the opposite attitude of toleration. He who shows great feeling and emotion often believes that those who have firm control are stern, exasperatingly cool, and unkind. In short, both extremes are apt to be quite intolerant of each other. Without admitting that they can change their own feelings and emotions they expect others to control theirs. It should be realized that feelings and emotions are fundamental qualities of human nature and less susceptible to change or control than is usually assumed. Character may be understood better by a more workable knowledge of feelings and emotions.

It is possible to move closer to the field of character by considering the three qualities of temperament, will, and morals. Here further problems of misunderstanding are frequently found. If temperament is bad it is often laid to poor training of the feelings and emotions over a long

period of time. This may not be the case. While one may excuse outbursts of feelings or emotions there seems to be less excuse for outbreaks in temperament. Long-time traits such as temperament, will, and morals ought logically to have had long periods of good development and hence our impatience when they develop negative and undesirable trends. The person who has a poor code of morals after many years of training logically seems to bear the label of poor in character or without force of character. This is also true of will and temperament. Many individuals who have exerted themselves to build good character may seem to have failed. It is a constant struggle in the same way that health must be carefully guarded.

In order to improve character extensive studies by the best practices of psychology should be made upon cases of unfortunate character. In that manner it will be possible to learn how much character and its contributing factors may be improved. Until then people are mostly in the dark as to the kind and amount of changes which can be made in character.

Persons of fine character, high ideals, pleasant temperaments, and good emotional control are generally admired. Their fine character is not only the effort of the moment but also is known to be the result of long and patient training. The uplifting effects of such characters upon others are one of the brighter sides of character.

Character may then be summarized as the grand total of his pattern-contributing traits. Good character may be summarized as a high moral code, fine ideals of honesty, good will power, splendid balance of temperament, and control of the emotions. With this picture of character in mind, it is now time to consider the last factor in this total pattern, namely, the personality.

Personality—A person of rather ideal character has just been described. He should now be considered from the standpoint of personality. Altho meeting this ideal character is eagerly anticipated, when it occurs we may then exclaim, "What a disappointing personality!" There is apparently some difference between character and personality.

There are at least two causes of difference between character and personality. The first is in the degree of his pleasantness or unpleasantness, his looks or his bearing. In the case of the good character, just cited above, he was small and unimpressive in his appearance. He may be similar in appearance to someone whom we dislike. As a result he is considered as unfavorable in personality.

A second cause of disagreement between personality and character is the contrast between his personality and ours. He may be looked upon with intolerance if his character is known to be poorer than ours and with jealousy if it seems to be better. All these things are charged against his personality. We admire personalities similar to ours if we admire our own. On the other hand, personalities similar to ours may be despised if we dislike ours.

Personality represents the individual's character and all its accompanying traits exposed to meeting with and reacting to all other people. Character now becomes the cargo or load on the life's truck, traveling along the highway of life. Personality is the result of character acting and influencing other people over a period of time and thru many experiences. Its changes are due to differing judgments of personality. Some individuals judge one's personality to be good today and bad tomorrow.

Personality tends to confuse the judgment of character. Many times one's first impressions of personality are unfavorable, but upon better acquaintance the desirable character traits become better known and slowly have more influence in judging the personality. The opposite condition is often true. The person of pleasing or agreeable personality becomes less popular if his character traits prove to be unfavorable and disappointing. People of this type suffer many discouraging experiences when the first warmth of their personality influences fades into indifference on account of undesirable character traits. Those of unfortunate personality but with desirable character find it difficult to establish friendships, altho they have the satisfaction of seeing them grow and deepen with time.

Meaning of total pattern—Our readers are now advised to return to Diagram I. It is recommended to consider the whole pattern in the relationships of all parts to the whole. All parts contribute to the total pattern which culminates in character and personality. Thru the organization of this diagram it is hoped that each of its parts, such as emotions, may now be understood with respect to the total pattern.

Whenever all these traits operate together harmoniously, and with fine balance, such a person is described as having a well-balanced or a well-integrated character and personality. Frequently one of these traits stands out in very great dominance over all the others. It not only tends to dominate the whole picture of the personality pattern, but it warps and throws all the other traits out of their proper, normal balance. In many of the most disagreeable persons, in degenerates, and in criminals such a lack of proper balance or integration is usually found.

It is important that young people and parents should understand the nature of this pattern. They should use all possible means to keep their own personality pattern in proper balance, and to develop it in their children. From this pattern or diagram it may be realized how difficult it really is to define character or personality. They are made up of many basic factors operating over periods of time, in many environments, with the influence of many people. By noting the various elements of the total pattern and their relationships it is hoped that character and personality may be better understood.

THE PROGRAM FOR GIFTED CHILDREN IN CLEVELAND

DOROTHY E. NORRIS, ASSISTANT SUPERVISOR, MAJOR WORK CLASSES,
CLEVELAND, OHIO

Cleveland's interest in the education of gifted children dates back to October 1920. The first special class of this kind was started at Denison School. That class numbered twenty-six pupils chosen from Grades IV, V, and VI. Simultaneous with the opening of this class a group of civic-minded women of the Women's City Club began a study of gifted children and their education.

The layman unfamiliar with the Major Work classes does not know that a great part of the enriched course of study is only possible because of maximum curriculum equipment. Each room has its maps, globes, encyclopedias, sets of the newest and best books, typewriters, curtains, rugs, aquariums, ferneries, beautiful pictures, and bit of pottery.

At the present time there are eighteen Major Work classes in the elementary schools. Enrolled in these classes are 567 children. The greatest number of classes housed in any one school is three and the classes range from Grade I thru VI. Four junior high schools have organized special classes to provide for pupils of Major Work groups leaving the elementary schools and also for any other pupils who have the ability to perform at the Major Work class level, but for one reason or another were not members of these elementary groups. A total of 659 pupils attended Major Work classes in the junior high schools during the last semester.

There are three senior high schools at the present time, which have kept Major Work pupils together, the attendance in these classes being approximately 550 last semester. This makes a total of 1776 pupils now being cared for in Major Work classes in Cleveland.

The principles governing the selection of gifted children are determined by the type of organization set up by the school system. Each semester in the Cleveland public schools there are a series of classification tests given to all pupils in the kindergarten and in Grades IA, IIIA, and VIA. These test results furnish a probable learning rate for every pupil. The term "probable learning rate" is synonymous with the IQ derived from a group intelligence test.

It is generally recognized that emotions, reactions, special traits of character, physical health, teacher's attitude, and a multitude of other conditions may influence a pupil's test results. When a pupil, in a favorable atmosphere, not over-age for the grade in which he is working, makes a probable learning rate of 125 or more, he should be referred to the psychological clinic for an individual Binet Test. If the resulting IQ is 125 or more, he is considered eligible as a candidate for a Major Work class. His case is then referred for conference to the principal of the school he has been attending and his teacher. If they feel the pupil's IQ is a fair indication of the child's ability as they have come to know him, the parent is called in and told that the child has indicated ability which would permit him to carry a greater curriculum than the one offered in the average elementary-school class. If the parent wishes, the child may become a member of a Major Work class where the work would be better fitted to his ability.

If the school is the place where the powers of superior children should be loosed and used to their fullest extent, then the curriculum, both in content and administration, must be sufficiently flexible, varied, and challenging to care for the diverse needs of the various members of a given group. In common with all children, the mentally superior child possesses some unevenness in his abilities. When the pupils of superior ability have been located, the problem resolves itself into providing room for them to grow and freedom to develop their powers to the full, and into furnishing an incentive to make constructive use of their creative ability "for the good alike of themselves and of society."

The fundamentals of education are the first consideration. The facts of school life—a minimum of common, essential facts as exemplified by the time-honored three R's—are expected to be mastered by all pupils enrolled in the Cleveland public schools. Compliance with the conventions of spelling, punctuation, grammar, and basic mathematical processes is expected of all adults who are to function in the community. To this end the Cleveland course of study is set up, and to its ultimate goal all children are being guided.

The second consideration concerns history, geography, civics, and science. It is understood that each Major Work class will cover the year's work in the academic branches of the usual curriculum for the particular grade. Administration and enrichment are the individual teacher's problem, a flexible situation at once fraught with much joy and responsibility and providing the necessary room for teacher and pupil growth. This results in a wide range of activities, following the interests and needs of the groups as far as possible, but at no time anticipating the work of the next grade.

Arithmetic, admittedly a tool subject, is greatly enriched and vitalized by stressing its application in meaningful activities and situations. The social studies are coordinated with topics which help the pupils to become familiar with the history and evolution of civilized man. One hour a day is devoted to French taught by a special instructor. Particular emphasis is placed upon the conversational side of the language. Acquaintance with the best the world has to offer in literature suitable for the young motivates the literature periods. Almost all bright children are omnivorous readers and for that reason need tactful guidance in the selection of worthwhile and appropriate books.

Active pupil participation and contribution are highly desirable, and their achievement is a definite factor in the technic of administration of Major Work classes. Group discussions around a table with a class member acting as leader, comparable to the seminar method of the college, prove successful with these pupils. Trips are an integral part of the curriculum. Civic activities of the community are investigated. Close cooperation is maintained with the museums. The children attend suitable performances in theaters, as well as concerts, lectures, and exhibits. In every way the teacher seizes upon each opportunity to enrich the superior pupil's experiences with an abundance of worthwhile, stimulating, and challenging materials. Probably the most important single factor in the success or failure of classes for gifted pupils lies in the choice of the teacher.

*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 in February 1921. The first number of its publication, the JOURNAL OF EDUCATIONAL METHOD, was published in September of the same year. In July 1929 the organization was accepted as a department of the N.E.A. The Department publishes a year-book, and a journal, now called EDUCATIONAL METHOD. Membership in the Department is open to anyone interested in better teaching. Its function is to contribute to teacher growth in furtherance of the fundamental purposes of education thru professional leadership. Its immediate object is, as stated in its Constitution, "the improvement of supervision and teaching." The officers and members of the Department are working together in a program designed to offer the type of educational leadership that will secure growth and improvement in teaching on all levels, elementary, secondary, and college. This group is aware of the fact that the quality of instruction found in a school system is directly related to the quality of the supervision provided by that system. The membership of the organization is composed of leaders in all fields whose job it is to improve instruction. The Department is keenly interested in the progress of both in-service and pre-service training of teachers. Annual dues, \$4, are payable to the executive secretary. National meetings are held twice a year, in connection with the conventions of the N.E.A. and of the American Association of School Administrators. Local, state, and regional meetings are held periodically.

The officers for the year 1940-41 are: PRESIDENT, Julia L. Hahn, Third Division Supervising Principal, Washington, D. C.; FIRST VICE-PRESIDENT, Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, Calif.; SECOND VICEPRESIDENT, Prudence Cutright, Assistant Superintendent, Minneapolis, Minn.; FIELD SECRETARY, James F. Hosic, Professor Emeritus of Education, 50 Rockland Avenue, Yonkers, N. Y.; EXECUTIVE SECRETARY, Ruth Cunningham, 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 1943); 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	1939:647-664

ST. LOUIS MEETING

KINDS OF EXPERIENCES WHICH SHOULD BE FOSTERED THRU SUPERVISION

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IN the Commonwealth Teachers Training Study, Charters and Waples specify 1001 types of activities that teachers do or should perform. Several thousand specific activities are included in these more general types. It is conceivable that these thousands of activities should be fostered thru an all-inclusive program of supervision. I venture to predict, however, that such an attempt would be ineffective, if not impossible. There is abundant evidence that emphasis on certain types of experiences is critically needed in supervision at the present time.

I am going to assume that you, like the great majority of educational leaders today, subscribe to an educational program based upon the principles of a modern organismic psychology of learning, an experimentalist philosophy of life, and a democratic conception of social values. Such a program stresses the maintenance of conditions that continually further the wholesome development, adjustment, and integration of boys and girls. It is primarily concerned with the vitality, the breadth, and the depth of children's experiences. It insists that vital experience involves purposeful planning, cooperative action, and critical evaluation on the part of all who participate in the educative program.

As teachers seek to carry out such a program in their classrooms, we find them guiding their pupils in a series of related, significant experiences which are commonly termed a unit of work or an area of experience. Here and there we see a teacher providing this guidance with such insight and skill that the achievement of educative values approaches the ideal. Much more commonly, however, the teachers we observe are groping their way uncertainly, sure neither of their goals nor of their methods. Some are sincerely seeking new light as they study critically the effects of their labors. Many are confused trying to meet the divergent demands of child development and rigid subjectmatter prescriptions. The great majority, trained in the technics of imposing fixed subjectmatter and skills on reluctant or docile pupils, are misinterpreting the newer dynamic conception of guided development as merely some new-fangled scheme of imposed "instruction." Teachers can hardly be blamed for such lack of understanding when the need for reorganization in thought and practice is so basic and inclusive. Herein, however, lies the great challenge to supervision in our time.

Teachers must learn to evaluate units of work—The urgent need of teachers is for specific, tangible, sympathetic help in choosing a unit of work or area of experience, in planning for its initiation and development, in guiding the pupils in the various activities that should be included in setting up a satisfactory organization of the class, in securing books and materials, and

in evaluating the success of the enterprise and the progress of each child. Let us consider some of the uncensored questions teachers always ask when given the opportunity: "How do you specifically work out, organize, and plan a unit?" "Does a unit of work have to start with a 'felt need' of the children?" "Should the whole day's work center around the unit of work, or should certain time be given to teaching of the tool subjects?" "What is the first thing to do in starting a unit?" "How can we prevent many of the activities that are going on in our schools from being superficial?"

I know that teachers need inspiration. They also need recognition, appreciation, and encouragement. They need a broader conception of educational aims and a revised sense of educational values. But these things can be achieved as functioning realities only as teachers learn how to live with their pupils more democratically and guide their experiences more wisely. Many of us have propagandized, some with evangelical zeal, for the "new" education. Have we not by this time exhausted the possibilities of propaganda, and must we not now settle down to the more difficult and less spectacular task of achieving in the classroom what we profess in our creeds?

I shall try to present some of the specific types of experiences that most need to be fostered thru supervision. To save time and avoid the tiresome repetition of such qualifications as "I think" and "it seems to me," I shall employ a positive method of statement.

First, teachers need much help in the wise selection of a unit of work or area of experience. We must patiently help them to think thru the various possibilities for experiencing in a proposed area. With our assistance, they should list the opportunities for firsthand contacts, for trips to study things in actual operation, for contact with people who can explain, interpret, and answer questions. They must visualize the possibilities for group work, cooperative planning, sharing of ideas, interests, materials, and achievements. They must evaluate these and other possibilities in relation to the needs for growth of the particular boys and girls who will explore the area. Each teacher should consider his own fitness to be a guide in a particular area. Of course, we should encourage all teachers to strengthen and enrich their backgrounds whenever possible. But it is equally important to help them capitalize on their present abilities and enthusiasms.

Many teachers have not had the experience of seeing thru a unit of work in terms of the possibilities it possesses for experiencing on the part of children. Having thought chiefly of the subjectmatter content, they do not realize that the provision of a rich program of experiences will lead to the use of a great deal more subjectmatter and to its acquisition in response to need and use, a vastly more educative procedure. Much more could and should be said about the selection of a suitable unit of work.

Organization of the school as a way of life—In establishing a dynamic program of child development, the teacher must skilfully aid his pupils in organizing themselves into a smoothly functioning, effective group. The classroom must be organized to exemplify a way of life, the democratic, the educative way. Teachers who have practiced only the ways of the auto-

crat, even tho they have been the most benevolent of autocrats, need much help in understanding what it means to live democratically with their pupils. This organization of group life normally evolves as the various experiences connected with the exploration of an area get under way. As the work proceeds, the teacher functions continuously as guide and counselor.

Teacher guidance of children's experiences—The teacher helps children sense the many possibilities for activities and experiences that continually open up before them, and aids them in making a wise choice of those they will pursue. From his wider background, he is able to suggest possibilities that do not occur to the children. He encourages the consideration of relative values; whether, for example, it will be more fruitful to portray certain new insights thru dramatic or rhythmic interpretation, thru painting, written story, or poem, or thru construction. He counsels deliberation when important decisions are being made hastily, but stresses responsibility for finishing satisfactorily obligations that have been undertaken. He observes the quality of thinking exhibited by the children, in order to encourage greater open-mindedness, more critical use of information, and more valid conclusions. He frequently raises questions relating to the activities and problems of the pupils, not primarily to test information but to stimulate thought. He raises questions to stimulate pupils to discover more effective ways of using tools, paints and brushes, or words, or any medium of expression.

When selfish or unsocial tendencies interfere with the progress of the work, the teacher encourages such consideration of the problem as will promote effective and harmonious achievement, and simultaneously preserve or increase the self-respect of each individual involved. He is sensitive to the peculiar needs of each child. He leads the timid child ahead by easy steps until he gains courage to stride forth more boldly. He restrains the over-aggressive one whose tendency is to dominate or bully others. Each child meets many problems in establishing himself as a person and in adjusting to the numerous situations in which he is placed. Teachers must be sensitive to those problems.

The place of subjectmatter and skills—In the development of a unit of work dealing with the life of a people, for instance, many questions will arise concerning the ways in which things are done, made, or used. The wise teacher recognizes these needs for accurate, authentic information, and spares no efforts to secure books and other materials which children can read and which will supply satisfying answers to the questions. Without teacher guidance, pupils may be willing to accept superficial and inaccurate answers. Whether the experience is to be rich in content depends upon the teacher's ability to instil ideals of sound scholarship. His need for a generous supply of just the right books is one that supervisors can and should meet.

The common practice of schools in providing a program of work in the skill subjects simultaneously with, but independent of, their so-called activity program is evidence that teachers do not generally sense the innumerable opportunities that present themselves, in every unit of work, for purposeful use of the various skills.

Teachers must contact the real world—The teacher plays a varied role in guiding boys and girls thru the activities involved in an area of experience. As opportunities for firsthand contact of pupils with the realities of nature and of social life are multiplied, the teacher's need for something more than a bookish knowledge of the world is increased. Supervision must somehow provide that teachers have personal contact with farms, dairies, factories, museums, aquariums, zoos, civic institutions, docks, stores, and the numerous other economic, political, and cultural institutions and resources of their communities.

Teachers must learn new forms of expression—Firsthand contact with plants, animals, people, and institutions, however, is only one aspect of the learning process. Expression must follow impression, if children's developing concepts and ideas are to be clarified and integrated with their growing selves. Hence the need in the modern school for use of every feasible avenue of expression: dramatic play and more sophisticated types of dramatization, rhythmic interpretation, construction with wood and other materials, modeling, painting, sketching, singing, dancing, and expression thru spoken and written language. Here again the traditional teacher is handicapped. Not only is he unable to help children express themselves more adequately in these various media but he is embarrassed to reveal his own inadequacies. I see no alternative to the provision of workshop sessions for teachers, so they may discover the joys and values of expression in other ways than the use of the vocal organs. Supervision can encourage teachers to master the technics of the industrial arts, and can also provide necessary tools, work benches, saw horses, easels, paints, and various other types of equipment and materials essential to an effective program.

Teachers' evaluations of supervision—I should like to present an evaluation of supervision recently made by sixty teachers, representing a great variety of situations and communities. They were asked, "In what ways has your principal been especially helpful to you in furthering your efforts to provide a modern program of maximum educational value to your pupils?" Their responses included the following: cooperates in planning the units of work; helps plan construction periods and excursions; helps locate needed information; secures pictures, stories, visual aids, and other helps; secures adequate supplies for activities without hesitation; orders films that really correlate with units of work; lists radio programs that will be especially helpful; provides mimeographed materials; organizes pupil participation in school management; interprets the school program to parents; suggests current literature for professional growth; provides good teachers' meetings; gives suggestions to guide in securing pupil adjustment; counsels in the placement of pupils; helps plan remedial work.

The same group of teachers was also asked, "In what ways does your principal fail to provide the leadership and practical assistance necessary to you in carrying out a modern program of maximum value to your pupils?" Among their replies were the following: expects the teachers to carry on a progressive program, but at the same time to maintain arbitrary scholastic standards to fit traditional schools; insists upon rigid discipline and has no

patience for "busy noise"; is meddlesome and overcritical; is unprogressive and traditionally-minded, insisting upon regimentation; does not give practical suggestions for daily, weekly, or monthly programs; does not call meetings of the staff so that teachers can plan and coordinate activities; has no patience with children's desire for construction activities; does not help orient new teachers in the philosophy and methods of procedure of the system.

Summary—I have suggested that the kinds of experiences which especially need to be fostered thru supervision are those cooperative activities that make teachers more competent in choosing, initiating, and guiding the development of, and evaluation of the various, interrelated, consecutive series of physical and mental activities that are commonly called a unit of work. I am confident that the great majority of teachers do not now have an adequate background of experience, a sufficiently sound educational philosophy, and command of the professional skills and technics to provide the high type of guidance needed in such a program. Actually to help teachers to put into practice our current ideals of education will demand the best that supervision can give for the next several decades.

THE ROLE OF THE TEACHER IN SUPERVISION

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What should be the role of the teacher in the supervising process? Before that question can be answered satisfactorily, another question must be asked and answered: What is the role of the teacher in the educational process as carried on in schools? Regardless of one's convictions about what the role should be or one's heaviness of heart about what the role is, there is but one answer to the question. The teacher makes the curriculum when he meets in the classroom with children; willy-nilly, wise or unwise, desirable or undesirable, the teacher makes the curriculum when he meets in the classroom with children; with or without supervision, with or without courses of study, with or without training or desirable personality, this is his role.

Out of this role, which he is destined to play by the very nature of the educational process, comes the function of administration and supervision: to help the teacher develop the most desirable curriculum possible when he meets in the classroom with children. It is to achieve this end that administration is organized and supervision is provided. In the none too remote past certain assumptions were made about the best way to help him play the role, grudgingly acknowledged to be his. In keeping with authoritarian practice, textbooks were written which he was to teach page by page in the way the author had organized them; or experts wrote courses of study which he was to follow, if not day by day at least month by month, so all children of a given grade should be on an identical page in the textbook or at a particular place in the course of study at stated times. Some more liberal systems freed their teachers from slavish following of textbook or course of study and

set up subjectmatter goals or skills and technics to be attained by all children in a particular grade at a given semester or year.

In 1902, John Dewey recognized the role the teacher played and the limitations set upon his playing it most effectively when he said, "As long as the teacher, who is after all the only real educator in the school system, has no definite and authoritative position in shaping the course of study, that (course of study) is likely to remain an external thing and unapplied. . . . The reality of education is found in the personal face-to-face contact of teacher and child." He stated further: "It is folly to suppose that we can carry on the education of the child apart from the education of the teacher."

In late years an attempt has been made to assure a well-educated teacher for the child by requiring the teacher to spend a number of years in college prior to his teaching experience. But the most adequate and comprehensive pre-service training it is possible to give a teacher does not give him the power to develop a desirable curriculum for a given group of children in a given community. A desirable curriculum for a given group of children at a particular time and place is governed by the understanding the teacher has of what possible contributions the school under his guidance can make to the growth of these children in desirable directions as a part of a total ongoing process. The curriculum consists of all the experiences the child has under the guidance of the school, and some of these are determined by home conditions, some by community conditions, and some by administrative policies and decrees. No matter how well he understands children in general, to understand the particular needs of a particular group of children, he must know what kind of experiences they have had under the guidance of previous teachers and what the next year's teacher will expect them to know and do and be.

If it is accepted that the curriculum is made when the teachers meet in the classrooms with children, if it is accepted that the curriculum consists of all the experiences children have under the guidance of the school, if it is accepted that a course of study which a teacher has had no part in developing remains something external and unapplied, and if it is accepted that there is no education for the child apart from the education of the teacher, then the conclusion follows that the teachers in a school system must participate in developing cooperatively with supervisors, administrators, laymen, and children the program for the improvement of instruction which underlies all efficient supervision.

The teacher must play a participative role in a cooperative undertaking to establish principles on which a total program of action can be built. He must participate in erecting the framework for all the experiences a child has as he progresses yearly thru the school if he is to direct the experiences of the particular group under his guidance in day-by-day living to common ends. The total design cannot be developed by others and given to him either dogmatically or paternally. All the teachers thru whom the design must function must participate in developing the whole, and each must see his part and the contribution it makes to the whole. He cannot develop it alone any more than it can be given to him. The total cannot be acquired

by adding together the well-meant efforts of one teacher to those of another until the whole becomes the sum total of the parts. Each understands his contribution to the whole in terms of the design for the whole which he continually participates in evolving, for the design of the curriculum is not ever finished; it is constantly emerging; it is never planned; it is the result of continuous planning. If you accept that this is his role—participation in the continuous planning of an ever emerging design of the curriculum, participation in a cooperative undertaking—you will want to know how this can be done, how he can best play this role. The setting involved in aiding him is as important as the concept of the role itself; for participation in developing the total design demands certain provisions.

The first thing needed, if the teacher is to participate in making plans and policies for the curriculum, is the opportunity to develop insight into educational problems by a democratic, cooperative attack upon those problems. The supervisor and administrator provide this opportunity for him. Because so many uncooperative things are done under the name of cooperation, and because so many undemocratic procedures are carried on in the name of democratic practice, these terms as used here need to be clarified, for all curriculum programs have claimed cooperative development. Cooperatively as used here does not mean willingness on the part of the teacher to assist in carrying out plans and policies that he has had no part in making. Cooperative, democratic procedure means that administrators, laymen, and teachers attempt to solve educational problems which concern them and with which the curriculum is concerned by the democratic method of group discussion and action based on group decision. If the teacher and supervisor are to educate the children under their guidance in the democratic way of living, they themselves must use the democratic method of solving their problems and grow in the ability to develop group purposes and to plan together for the realization of these purposes.

As stated before, teacher participation in formulating educational plans and policies is not desirable unless teachers have understanding and insight that make their participation a contribution to the plans and policies formulated. Two questions the group needs to face squarely in developing a program of action are: What is the role of education in a democracy? Is it to teach facts or to improve living?

Problems are studied only if and when there are enough teachers who want to study them so that only the interested need participate. Materials need to be prepared for study, meetings planned, and discussions led. These are done by the group's trying to find possible answers to its problems in the democratic way. In this process of arriving at conclusions thru group discussion about educational issues on which policies and programs of action of a school system can be built, teachers and supervisor assume complementary roles.

A summary of teacher opinion in answer to these and similar questions indicates the extent to which the participating teachers are ready to begin fundamental changes in practice. Teachers working with supervisors with or without more technical aid prepare materials and make suggestions for

exploratory efforts in taking steps to improve instruction in the areas agreed upon. The amount and extent of attempted modification is entirely individual and voluntary.

Each teacher modifies his practice according to his understanding. But the modification he makes becomes the foundation on which each new step is built. No two teachers will be doing the same thing in the same way at the same time, for the needs and interests of children as well as the understanding of the teacher vary with each group. But all the efforts for change are being made in the same direction and with the same goals in view until thru the slow process of group decision based on group discussion of problems and exploratory attempts to solve them there is built in the minds of each and every teacher and in the minds of each and every administrator and supervisor an understanding of the total framework of experiences a child should have under the guidance of the school as he proceeds from grade to grade. At the same time each teacher attains a clear concept of the part he contributes to the whole by the kind of experiences his particular group of children have while they are under his guidance. Courses of study become guidance materials to help the teacher take the steps his study of the problem has convinced him should be taken. They incorporate group thinking and the results of exploratory attempts to solve the problems. They cease to be a "course of study, an external thing and unapplied," for they have come from his participation in purposing and planning. They are his.

The supervisor plays the part of the superteacher who participates in the group planning and whose services are continually at the disposal of the teacher in stimulating him to face problems, in providing channels for group solution, and in helping him do more intelligently the task both have agreed should be done. Not only is the supervisor a superteacher but he is also a superservant whose success is measured by the growth of the teacher in desirable directions, even as the teacher's success is measured by the growth of the pupils.

While the teacher plays an important role in instruction as presented here, the effectiveness of his role, his growth of insight into policies and common directions develops only as administration is planned to further this growth thru broad programs of continuous curriculum development. In this broad program of curriculum development supervisors and supervisory services are imperative. They are needed as leaders and participants in the process of evolving the total program. They cannot come into the picture as persons separate and apart, for the possibilities of the services they may give grow from the common understanding developed with teachers concerning the common task.

These complementary roles of teacher and supervisor are most noticeable in a changed concept of evaluation. Under a more formal concept of evaluation, the supervisor was the final judge of teacher accomplishment. In the most liberal concept of teacher freedom, the supervisor had little part in evaluation. In neither situation was evaluation used to determine the success both of the learning in the day-by-day living in school and the success of the total design of the curriculum. In a program of curriculum development

in which supervisors and teachers play complementary roles in a democratic undertaking, evaluation is an integral part of the entire process.

The group judges the effectiveness of its endeavor to attain common purposes, and in similar fashion the individual teacher evaluates his accomplishments with a group of children in terms of purposes he has set for himself out of his understanding of the total task to be done. The supervisor participates in evaluating only as he becomes a part of the total process and makes his major contribution as a participative member of the group by helping it evaluate clearly its own efforts to attain purposes he and they have set for themselves. Evaluating becomes an integral continuous part of the entire process.

Briefly in summary, the role of the teacher in supervision is to evolve the curriculum in the classroom. Upon his growth and development depend the progress of curriculum development which is at the heart of all improvement of instruction. He must participate in formulating plans and policies but his participation must grow out of insight into the problems of education. Means for his participation must be provided by a supervisory program that offers opportunity for action based on group discussion and decision in which teachers and supervisors are mutually concerned. Evaluation becomes an integral part of the effort to act on decisions so arrived at. The best supervisor becomes the person who can provide the most desirable opportunities for teacher participation in the total program of curriculum development, and his success is measured in terms of the kind of curriculum being built in the minds of teachers under his direction.

CURRICULUM MATERIALS SUITED TO CREATIVE SUPERVISION

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From the beginning of the contemporary curriculum-making movement, it has been my impression that cooperative efforts to improve the curriculum have been one of the most effective means of creative supervision. In this process, groups not only use but prepare curriculum materials. It is the purpose of this discussion to inquire into the kinds and uses of materials that further the process of creative supervision. I shall begin with a definition of terms.

The need for curriculum materials—Who is a creative supervisor? He is a leader who has a good understanding of democracy and practices it in relation to his teachers. He respects his co-workers, stimulates them to grow, and encourages free discussion and cooperative effort. He is tolerant of beginning difficulties and gives continuous encouragement to real effort. He has an inquiring mind and imparts something of his enthusiasm for learning to his fellow workers. He does not hamper the life of the school with excessive mechanics and regulations which divert the efforts of teachers from the main business of teaching children. Creative

supervision helps to develop a cooperating group having a common purpose and motivated by a common ideal. The teachers develop the disposition to welcome criticism; they experiment with promising and new practices; they keep in touch with good schools; they have an alert and growing attitude; and they collect a variety of good materials related to their work and use them intelligently.

It is obvious that curriculum materials such as teachers' guides, units of work, and study aids do not take the place of supervision; nor do they take the place of any cooperative program of school improvement. Curriculum materials are merely one of many means to improve learning in the classroom. It should be clear that it is not the main business of the supervisor to prepare such materials. On the contrary, the most effective materials are the products of cooperative efforts of intelligently guided teachers. It is true that at one time the number of pages of a curriculum bulletin produced by a supervisor was a measure of his success, but this is hardly true today.

Viewed in proper perspective, curriculum materials have a useful purpose in supervision. To dispense with printed materials amounts to saying that we can dispense with the invention of printing or shun the use of the printed word as a means of communication.

Some leaders in the field of supervision have little use for printed materials because, they contend, they may be a hindrance to a dynamic curriculum. They assume that every teachers' guide, because it is printed and circulated, is rigid, restrictive, and final. The teachers' guide should be a product of the cooperative effort of teachers working together in a free and creative spirit for their own growth and that of their pupils. The teachers' guide is an aid to be used voluntarily by teachers, not a prescribed course of study to be followed rigidly.

Objection is frequently made that accounts of newer practices are soon formalized and tend to crush originality. When these objections come from unfriendly critics, they can be ignored. When they come from theorists who do not work with teachers, they should be discounted. But when they come from those who have close contact with teachers, their judgment needs to be respected. Originality does not thrive in a vacuum. The creative worker depends upon the recorded experiences of others to touch off his imagination, if not for more direct uses. Mildred Biddick, of the Denver public schools, who recently spent eight months studying how teachers use materials, points out that even experienced teachers look for printed helps once their interest has been aroused, but she goes on to say "they are very suspicious of old ideas dressed up in new phrases and parading as new ideas."

The average teacher is eager to have helps of many kinds when he is trying out a new procedure, especially where supervision is practically nonexistent. There are thousands of teachers over the country who do not have the benefit of supervision. They must depend upon printed and mimeographed helps. They could profit, too, from audio-visual materials where films and projectors are available.

Furthermore, for many teachers the early stages of a new way of doing things are as difficult and as slow as learning to walk or to swim. Their early attempts to reproduce the creative teachers' learning enterprises are justifiable. Only as they begin to feel at home with new procedures does a feeling of freedom, understanding, and security dawn upon them. It should be remembered, too, that the reproduction of another's experience is not as formal and mechanical as it appears to the onlooker. To the beginner it is a new and original adventure in which his authorship and that of the original creator are imperceptibly fused.

Suggestions for the preparation and use of curriculum materials—Teachers should have a part in planning materials. The standards for participation in cooperative production of curriculum materials should be no lower than those which we set up for our children. The teachers in any situation should have a part in determining the problem to be studied and in planning the procedures in solving the problem. Participation should be widespread on a voluntary basis and in accordance with individual interests. At various stages all the participants should be given an opportunity to evaluate the process and the product.

The work of the teachers should grow out of real problems. The work of all the individuals should be treated with respect and the proposals developed by the participants should be put into operation. All the workers should have a feeling of security and should be entirely at ease in their relations with administrative co-workers.

Production of curriculum materials should be voluntary. In many school systems administrative pressure forces teachers to produce units of work for inclusion in mimeographed or printed courses of study or for local distribution. Teachers search desperately for ready materials and reproduce them uncritically. The net result is a purely academic exercise, an increase in nervous tension, and very little, if any, improvement in the classroom experiences of children. The developing and reporting of new units of work follow naturally when the inquiring spirit of teachers is aroused. Teachers who do have interesting experiences to report will be inclined to write them without too much pressure. A word of encouragement or deserving recognition is all that is necessary to induce most of us to contribute a manuscript which will be put to some useful purpose.

In the cooperative preparation of teaching guides, the motivation of the individuals has much to do with the quality and nature of the product. Teachers who are pressed to produce frequently submit materials that are correct in form but lacking in reality, consistency, and genuineness. Teachers whose work is free, creative, and voluntary write honest and usable materials.

Many publications are too mechanical in form. The outlines are planned by theorists who, for want of specific firsthand information, substitute an elaborate and involved form. They carry the plan of a publication to the last logical subdivision, which makes a good academic manuscript but a white elephant in the hands of the teacher. They break up a simple, continuously developing experience into a dozen theoretically component parts.

This is particularly true of units of work which are sometimes presented schematically and formally and, consequently, have as much warmth and imagination as the blueprint of an electric turbine. This same tendency puts a premium on the outline which furnishes a good pretext for incomplete and inexact thought. It also has the disastrous effect of relieving the reporter of the responsibility of making the parts fit together into any coherent, ultimately realizable whole.

The language should be concrete and graphic. As far as possible, the words used in publications should be chosen because of their exact commonly accepted meanings. The most serious language offenses are committed by an excessive use of abstractions, like "integration," which have a different meaning for each reader. This is particularly offensive when introduced as a catch word or shibboleth to give the work a kind of seal of professional approval. This impresses the superficial reader but it antagonizes the careful teacher.

Parts should be consistent. The several parts within curriculum materials should be consistent; they should make a coherent whole. In the cooperative production of a manuscript it is important that the participants shall have had an opportunity to develop a common point of view, at least governing the specific project on which they are working. The most common complaint against publications for teachers is that the suggested detailed practices do not apply the basic principles usually stated in the beginning.

For guidance in their daily work teachers should not limit themselves to the bulletins prepared locally. Unfortunately, in many cases helps for teachers are scarce and teachers are obliged to depend too much upon their own publications. There are many superior books rich in suggestions for the improvement of children's learning experiences. These should be made available in the individual school.

Conclusion—I have tried to show that the use of curriculum materials need not hinder the creative process of supervision. On the contrary, it is inconceivable that the best result of supervision can be secured without the help of varied materials. I have described some of the more common curriculum materials that are now in use, emphasizing those schools in which originality and creative activity are encouraged. Finally, I made several suggestions for the preparation and use of materials, based on the democratic ideal of respect for the individual teacher and cooperation for the improvement of life in school and community.

SECRETARY'S MINUTES

St. Louis, Missouri

Business Session, Tuesday, February 26, 1940

The annual business meeting of the Department of Supervisors and Directors of Instruction was held on Tuesday, February 26, President Julia Hahn presiding.

Gilbert Willey, acting chairman of the Nominating Committee, announced the election by the Board of Directors of the Executive Committee for 1940. (For list of officers and Executive Committee see Historical Note page 642.) Mr. Willey presented the report of the Nominating Committee for members of the Board of Directors to fill vacancies of the five retiring members and to serve for a term of three years. The following names were presented: Gladys Potter, supervisor of elementary education, Long Beach, Calif.; J. G. Umstattd, Department of Curriculum and Instruction, University of Texas, Austin, Texas; Maycie Southall, professor of education, George Peabody College for Teachers, Nashville, Tenn.; Dale Zeller, associate professor of education, Kansas State Teachers College, Emporia, Kans.; and Marion Jordan, elementary supervisor, Cicero, Ill. It was moved and seconded that the secretary cast a ballot for the slate as presented.

Names of continuing members of the Board of Directors and term of office were read as follows: Prudence Cutright, assistant superintendent of schools, Minneapolis, Minn. (1942); Blanche E. Fuqua, director of instruction, Terre Haute, Ind. (1942); Wilma L. Garnett, associate professor of English, Kent State University, Kent, Ohio (1941); Helen Heffernan, chief, Division of Elementary Education and Rural Schools, State Department of Education, Sacramento, Calif. (1942); Helen Hay Heyl, chief, Bureau of Curriculum Development, State Education Department, Albany, N. Y. (1941); Helen K. Mackintosh, senior specialist in elementary education, United States Office of Education, Washington, D. C. (1941); William T. Melchior, professor of education, Syracuse University, Syracuse, N. Y. (1942); Paul T. Rankin, supervising director of research and informational service, Detroit, Mich. (1942); L. S. Tireman, head, Department of Elementary Education, University of New Mexico, Albuquerque, N. Mex. (1941); and Gilbert S. Willey, director of instruction, Denver public schools, Denver, Colo. (1941).

It was moved and seconded that the membership send a telegram to James Hosis, founder of the Department of Supervisors and Directors of Instruction, stating that his absence from the convention was noted with regret by his many friends, and that the group wished to express its appreciation for his services in initiating and carrying forward the organization. The motion was seconded and passed by a unanimous vote.

The meeting was adjourned.

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 1940-41 are: PRESIDENT, Paul Reed, Director of Visual Instruction, Public Schools, Rochester, N. Y.; FIRST VICEPRESIDENT, Gayle Starnes, Director of Visual Instruction, University of Kentucky, Lexington, Ky.; SECOND VICEPRESIDENT (To Be Appointed); EXECUTIVE COMMITTEE: Charles Milner, University of North Carolina, Chapel Hill, N. C. (term expires 1943); U. S. Burt, Oregon State Teachers College, Corvallis, Ore. (term expires 1943); Edgar Dale, College of Education, Ohio State University, Columbus, Ohio (term expires 1941); Nelson Greene, Editor, EDUCATIONAL SCREEN, 64 E. Lake Street, Chicago, Ill. (term expires 1941); E. Winifred Crawford, Director of Visual Education, Public Schools, Montclair, N. Y. (term expires 1942); F. D. McClusky, Director, Scarborough Schools, Scarborough, N. Y. (term expires 1942); J. E. Hansen, Chief, Bureau of Visual Instruction, University of Wisconsin, Madison, Wis. (term expires 1941).

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	1928:949-970	1932:787-800	1936:619-620
1924:963-986	1929:937-944	1933:779-796	1937:659-668
1925:864-871	1930:911-930	1934:777-788	1938:599-607
1926:949-964	1931:947-964	1935:719-726	1939:665-674
1927:951-970			

THE INDIVIDUAL SCHOOL PROGRAM ¹

R. B. WOODWORTH, PRINCIPAL, ROOSEVELT JUNIOR HIGH SCHOOL,
FOND DU LAC, WIS.

VISUAL AIDS TO LEARNING are as old as education itself. While it is fairly safe to assume that every American school uses them in some form or another, it is equally safe to assume that very few schools make optimum use of this most effective adjunct to the learning process. No school administrator who is acquainted with recent educational literature will question the efficacy or desirability of visual aids to learning. Yet in spite of what appears to be convincing evidence, visual education programs have failed to get the enthusiastic or intelligent support they deserve from school administrators in general.

Freeman of Chicago, in 1924, defined visual education in substance as a "grouping of educational materials . . . based not upon subjectmatter, but upon a method of presentation. This method has as its essential feature the fact that it belongs to one of the senses. Such a situation is without parallel. We do not have a department of auditory education, of tactual, kinesthetic, gustatory, or olfactory education."

In setting up a department whose materials, equipment, and devices cut across and enter into the functioning of practically all other departments, we are violating an old, established principle of school administration. If a new department is not set up, how then shall visual aids be administered? Can a visual education program be introduced without a director? Should the director have time off from teaching? Who will decide on the specific aids to be used—director, teachers, or others? Who will keep the mechanical equipment in working order? Shall each building have its own equipment or shall visual aids operate thru a citywide department? Where is the money coming from to establish this service? Shall all departments share equally in the budgetary provision for visual aids or how shall it be done? Shall a film and slide library be established or shall they be rented? These and many other problems confront the administrator at the start.

Many administrators have envisaged such conflicts ahead and have gracefully backed away from visual education because of them. Schoolmen whose principal interest is a smooth running system will be inclined to wait until the more progressive schools have solved most of these problems. Even now there are timid principals and superintendents who are still hesitating after ten or fifteen years exposure to the impact of the more modern types of visual education.

Before a school starts to build its visual aids program it should bear in mind that the field of visual aids really includes the following: field trips and excursions; museum specimens; models, replicas, dioramas; opaque pictures; maps, globes, charts, graphs, etc.; stereographs; lantern slides; strip films; motion pictures (silent and sound).

¹ This paper was printed in the March 1940 issue of *Educational Screen*.

These materials may be classified for convenience under five headings: field trips, museum materials, graphic materials, still pictures, and motion pictures. The last classification, motion pictures, is the only one that can lay any claim to being new in education.

Field trips and excursions rank high in value because of their extremely objective nature. This is the most concrete aid to learning of them all, though circumstances often prevent its most effective use. Problems of pupil transportation, allotment of time, size of classes, and rigidity of teaching schedules sometimes add up to a total which outweighs the advantages and renders the whole project impractical. In spite of such handicaps the school with which I am connected undertakes occasional visits to the state capitol, the state penitentiary, the circuit court, and the local library and museum. Excursions planned for early morning or late afternoon permit part of the trip to be taken out of the pupils' own time. We have operated "Know Your City Clubs" successfully for four years, using the school activity period, and some of the pupils' own early morning time for weekly field trips. These trips into factories and industrial plants have been the means of establishing the most cordial relations between school and local enterprise.

Schools so situated as to be able to use the facilities of a large city museum are indeed fortunate. Many of the larger museums have loan collections which are sent out to schools. Any school without facilities of this type should start a small museum of its own. Any enthusiastic teacher can induce his pupils to start collecting specimens. Inexpensive display trays made in the Manual Arts Department or low pasteboard boxes with glass or cellophane covers will serve most purposes. Pupils themselves should be encouraged to label and arrange their own exhibits wherever possible. Collections of moths, butterflies, leaves, plants, weeds, rocks, minerals, and shells lend themselves to this type of activity. An aquarium makes an excellent room or class project and pupils are often willing to contribute everything necessary to establish one. Glass-sided cases are preferable but not an essential part of such a project. In a like manner a vivarium may be established with pupils furnishing the small animals and plants.

Under graphic materials could be included maps, charts, globes, diagrams, graphs, posters, drawings, and cartoons. It is the writer's conviction that a collection of graphic materials should be accumulated by every teacher. Any alert teacher will find much usable material that can be cut from daily papers, Sunday supplements, magazines, advertising folders, and trade or professional journals. Such material should be mounted and filed away so that it may be available at a moment's notice. Departmental teachers may find it advantageous to have a central file for their department. This material is easy to collect and is most inexpensive. With a balopticon and screen the smaller materials may be shown so that the whole class may see them at the same time.

Still pictures will include all opaque pictures, textbook prints, stereoscopic views, lantern slides, and certain of the micro-projection slides. Textbooks on the elementary- and high-school level do not offer nearly enough material

to furnish the desired motivation or end results—learning. Like graphic materials opaque pictures may be gathered from innumerable sources at small expense. Every classroom should be equipped with adequate bulletin board space to accommodate large blocks of these easily obtainable materials. The modern trend, if I interpret it correctly, is for less blackboard and more bulletin or exhibit board.

Lantern slide materials introduce certain additional and desirable features, difficult or impossible to accomplish in other ways. First, showing a series of slides to the whole group at once saves a great deal of class time; second, the resulting class discussion can take place during or just after the showing when pupils will be most eager to give their contributions; third, the resources of slide rental agencies are usually much greater than the teacher's for procuring authentic materials; fourth, lantern slides are easy to procure on a rental basis and fairly easy to manufacture at home if something special is desired. The cost of a good portable stereopticon is about \$70 and the rental cost of slides is quite low. A combination balopticon and stereopticon enables one to project opaque pictures of postcard size as well as lantern slides. A standard model of this type lists for about \$120.

Micro-projection is quite new and is especially valuable in the sciences of botany, biology, physiology, and bacteriology where it is desirable to show still or live microscopic phenomenon. Standard units in this field range from \$50 to \$150 depending upon the power of the unit. Attachments may be purchased for about \$25 which will change an ordinary compound microscope into a micro-projector which is very adequate for classroom purposes.

A decade of experience in the use of motion pictures has convinced the writer that there are certain distinctive contributions made by motion pictures. The motion picture is the most realistic of the picture aids. It affords us an almost perfect illusion of reality thru action, color, and sound. While motion is not essential in depicting many things it becomes very essential in understanding such a complex thing as the beating of a human heart. Motion pictures for diagrammatic instruction, or wherever action of any kind is involved, are invaluable. Whether it be the illustrating of the digestion of food, the circulation of blood, the action of a gasoline engine, or the trek of our early pioneers across the prairies, no teaching device has demonstrated its effectiveness quite as well as the motion pictures. They have an urgency of appeal to most pupils which textbooks do not have; they arouse interest quickly and if they are wisely administered provoke discussion, thinking, and learning. Many of us have felt, and recent experiments have confirmed the hypothesis, that pupils can acquire certain types of information more quickly and more thoroly and retain it longer thru motion pictures. This is particularly true of low ability groups who bog down easily under the verbalism of textbooks.

Before an adequate visual education program can be established for the individual school, certain practical aspects of the problem must be considered. The writer will attempt to point out some of the problems and offer suggestions as to how they may be solved, or at least circumvented.

Who shall head up the program of visual aids in the individual buildings?—This will, of course, depend upon the size of the building. In a small school the principal or any interested teacher could do everything necessary. In large schools I find no uniform procedure. It is usually a person who has more than the ordinary amount of interest in visual aids; often he is an enthusiast. Heads of science departments, principals, viceprincipals, and science teachers are most often mentioned. Such leaders should be given some time on the schedule to accomplish these additional duties.

Who shall start the program?—Inspiration for better visual aids is very frequently provided by a classroom teacher or a principal who has become aware of the advantages long before the superintendent. By starting out with the least expensive aids, such as field trips, still pictures, graphic or museum materials, the attention of other teachers and of those in authority will soon become focused on your program.

How to keep it going—If the program stalemates at the point of buying equipment, try inducing your principal to conduct some sort of a benefit for your visual aids program. Enlist the aid of the parent-teacher group or the Mother's Club in your project. Offer to raise half the amount necessary for your first piece of equipment if the board of education will appropriate the other half. Select the less expensive types of equipment first and defer the more expensive types, such as motion pictures and sound equipment, until later. Exhibit your equipment and methods by showing a model class before your parent-teacher group. Invite your superintendent and members of the schoolboard to attend. Keep showing your interest and it is more than probable that others will see the advantages of the program.

Darkening of classrooms—Modest beginnings will likewise prove advantageous here if the program must progress slowly. Start out with one room, a vacant one if possible. Curtains made of blue denim designed to draw from the center and to cover the entire block of windows are adequate and inexpensive, about \$13 for the average classroom windows. By a rotating schedule or the exchange of rooms a surprising number of pupils can participate. As the need develops ask that more rooms be equipped for darkening.

The projection screen—Daylight screens are rather expensive and not always satisfactory. In darkened rooms an ordinary white window shade may be mounted on a narrow board and suspended above the blackboard by eyelets and hooks. This makes a satisfactory screen for most every classroom purpose and is easily taken from room to room. If only one room is to be used for projection it would be wise to use somewhat better equipment and fixtures.

Teachers should have a prominent part in the shaping of the building program of visual aids. Any scheme superimposed from above should be avoided. Unless teachers themselves are convinced that the aids are desirable and worth the effort, unless they are allowed to synchronize the film offerings with their courses of study, little will be accomplished that is worthwhile.

. A partial study in Wisconsin indicates that the science departments make the most use of motion pictures. In planning a visual aids storeroom it is well to locate it near the science department or near whatever department is likely to use the most equipment. The more accessible the aids, the more they will be used.

The operation of mechanical equipment need offer no serious drawbacks. In buying equipment it is easy to insist on a demonstration or that the visual aids chairman or director be instructed in the operation of every machine. This person can, in turn, instruct teachers. In one Wisconsin high school the director of visual aids sponsors a student Projection Club. The members learn to operate the machines during club time and act as operators during vacant periods. It is wise to have one person responsible for the oiling, checking, and minor repairing of mechanical equipment. Complete overhauling of moving picture machines had best be done at the factory.

Sound equipment for classroom instruction is making considerable headway. Many of the larger schools are already using it extensively and scores of others plan to install it. This is considerably more expensive than the silent equipment and much more heavy and cumbersome to move. A good silent projector for classroom purposes lists around \$120 while a comparable portable sound projector will list at about \$300. Sound films cost more to purchase and carry a higher rental.

It is often said that sound film makes it possible to bring the master teacher into every classroom. While this may be true, seeing and hearing are only part of the learning process. Learning is the result of thinking, feeling, and doing. The disadvantage of much sound film produced in the past is that while the subject might be appropriate, the accompanying talk has not been suited to the understanding of the listener, being too elementary or difficult. Only careful adjustment to the grade level of pupils by film makers or by the teacher can correct this error. Recently film makers have attacked this problem with considerable success. Sound film excels where sound is an essential factor to the understanding of a particular film subject, for example, the battle of Gettysburg.

A recent trend among film makers is to make many of the new subjects for sound only. This trend, if continued, will influence many schools to purchase some sound equipment since sound films cannot be run on the silent-film projectors. It is, however, possible to change over a silent-film projector so it can run sound film. Such alteration includes the addition of sound sprockets, the replacement of the aperture plate, shuttle, shuttle cam, and the film gate mechanism. While these alterations look formidable they have been expertly done at the factory at the cost of only \$25. This enables one to use both silent and sound films successfully on the same machine if one is willing to forego the sound effects. This is not proposed as a general policy but rather as a stopgap arrangement to take advantage of late releases of sound film.

Large city schools may find it profitable to own their own libraries. Small systems and individual schools find it advantageous to use such free films as

measure up to their standards and rent the balance. Many states subsidize an educational film service. Where this is procurable it will usually be found to be the best and most economical rental agency. Such service is frequently supplemented by films from commercial sources.

Small schools may find it profitable to investigate cooperative visual aids bureaus, especially if they operate in nearby territory. The cooperative system operating in St. Louis County, Missouri, is said to be efficient and successful. The Audio-Visual Council is another such cooperative which is operated by school people on a nonprofit basis in Cook County, Illinois.

One of the big problems, as I see it, is to get teachers to make full and intelligent use of visual aids after the system has been set up.

In our own city we have attempted to solve this problem:

1. By acquainting teachers with the best visual offerings obtainable, twice a year.
2. By allowing teachers to have a major part in the choice of films.
3. By having a record kept of every new film shown listing such things as title, source, cost, time required for showing, and most important of all an "evaluation" by each teacher. This is an invaluable aid in making up the lists of films for the next year.
4. By carefully synchronizing each film to the course of study. This is perhaps the most difficult part but one which brings maximum returns.
5. By ordering films, etc., far enough in advance to assure having the film on a particular day or in a particular week, making it easy to arrange showings.
6. By setting up a Visual Aids Bulletin Board 3' x 6', in the general office where all teachers will see it from two to four times each day.
7. By listing the visual aid offerings for at least one week in advance. Plate I shows a typical week's offering of film. The serial numbers at the left are assigned by the rental bureau.
8. By listing each piece of available mechanical equipment on separate labels across the top of the bulletin board. Under each of these is placed mimeograph schedule sheets to be filled in by the teachers as desired. Plate II necessarily shows only a portion of the equipment and schedule sheets.
9. Plate III shows the same schedule sheet enlarged to show detail. This illustrates how teachers have completed their list of requirements for the week.
10. In this way the teacher can reserve the time for his showing of visual aids, reserve the particular equipment and room he wants, and plan his week's work accordingly.

This scheme in a fifty-teacher school has proved very advantageous. It has made the use of visual aids so easy and so convenient that there is no longer any excuse for not taking advantage of them.

PLATE I

Visual Aids

January 15-January 19, 1940

504 Hot Air Heating	16 mm. Silent
559 Bituminous Coal	16 mm. Silent
1098 Anthracite Coal	16 mm. Silent
1068 Digestion	16 mm. Silent
680 Foods and Growth	16 mm. Silent

PLATE II

Stereopticon Reflectroscope							Eastman Model K							Bell & Howell Model S. T.						
	1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6
M							M							M						
T							T							T						
W							W							W						
TH							Th							Th						
F							F							F						

PLATE III

Schedule Sheet

Teachers: Write below your name and the film or slides you wish to use on the above machine. List room if not your own.

Week of January 15 to January 19

	Period I	Period II	Period III	Period IV	Period V	Period VI
Monday	Gores 559 1098		Ford 504	Gores 559 1098	Sullivan 1068 680	Sullivan 1068 680
Tuesday	Nelson 1068 680	Ford 504	Nelson 1068 680			Ford 504
Wednesday	Nuss 504	Gores 559 1098		Nuss 504	Nuss 504 Room 135	
Thursday			Cooper 1043 987	Cooper 1043 987 Room 231		Kerr 1043 987
Friday	Kerr 1043 987					

SECRETARY'S MINUTES

The business meeting was called to order by the president, J. E. Hansen, at 7:00 P.M., July 2, 1940, in the Gold Room of the Hotel Wisconsin. In the absence of the secretary, Mrs. Best, Ella Marquardt was elected secretary of the meeting. The minutes of last year's meeting were approved. The meeting was then opened under the heading of old and unfinished business.

The reports of committees were given. Since no member of the Resolutions Committee was present, no resolutions were submitted. A resolution was submitted by C. A. Lindstrom to investigate the possibility of securing better parcel post service on films. Upon a motion by W. T. Powell, the resolution was approved as read. In the absence of the chairman of the Nominating Committee, Mr. Hansen read the report as submitted by Gayle Starnes. Mr. Hansen read a report of the Auditing Committee. It was moved by Mr. Maddock that the report be accepted. The motion carried.

The next was a report from Mr. Lindstrom, chairman of the Committee on International Relations appointed at a previous meeting. Since members of the Editorial and Yearbook Committees were not present, no reports were available.

Mr. Hansen brought up the question of closer affiliation with the N.E.A. After hearing remarks from members of the meeting it was decided informally to postpone action upon this question until a later date. It was moved by Mr. Lindstrom that the Department give \$50 to the secretary-treasurer and \$50 to the president to pay expenses to and from conventions and for other expenses incurred for the year just closing. The motion carried.

It was stated by Mr. Hansen that because of an agreement made by H. A. Allan of the N.E.A. with the operator's union in Milwaukee to employ nothing but union operators for all projection purposes that the Department would no doubt receive a bill from Mr. Allan covering these expenses.

Nelson Greene presented the zonal plan for organization. He stated that the fundamental idea of the zone plan is to achieve closer contacts, to offer a chance for unity and collaboration in our relationship, to give teachers more reason for joining the Department, to make possible attendance in at least one meeting a year, to bring people together in thought and activity in the whole country, and to make membership campaigns more effective because more will be offered. He recommended ten zones with two to six states each, which would put each teacher and school administrator within a small radius of each meeting. He said that it would be important that each zone contain at least one state that was progressive in visual education, that each zone should have a president, secretary, and editor, and that the zone president and secretary handle meetings and campaigns.

Because of the lateness of the hour, the business meeting was adjourned until 12:00 NOON, July 3, to act on the proposal submitted by Mr. Green. W. T. Powell moved that the president appoint a committee to make the necessary changes in the Constitution to provide for the zonal idea and report at 12:00 NOON the following day. The motion was carried. It was moved that the meeting be adjourned until NOON the following day, July 3.

The meeting was called to order at 12:00 NOON by President J. E. Hansen. A proposal was then submitted by the committee. It was moved by Mr. Greene that the report be accepted for final action at the annual business meeting next year. The motion was carried. The meeting was adjourned.

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 1940-41 are: PRESIDENT, Harry Belman, Director, Vocational and Adult Education, West Allis, Wis.; SECRETARY, Paul Thomas, Dean of Men, Central Trade School, Oakland, Calif.

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	1939:675-687
1887:539-550	1900:491-504	1914:565-624	1927:971-1006	
1888:545-590	1901:646-682	1915:815-846	1928:971-1004	

MILWAUKEE MEETING

THE PROBLEMS OF UNEMPLOYED YOUTH

ORIN W. KAYE, STATE DIRECTOR, NATIONAL YOUTH ADMINISTRATION,
LANSING, MICH.

I HAVE COME to the conclusion that the problem of youth is the same as that of the adult, and the adult problem now, in the past, and in the future will continue to be that of making a living.

In 1930 I made a study of the dole system in England and I met young English boys and girls of twenty, twenty-one, and twenty-two years of age who told me that not only had they never known what it was to have a job, but never recalled the day when their parents had had a job. That is a significant situation which still persists in England today. I am not sure that it persists in America, but it conceivably may.

With this picture as a background, the National Youth Administration is trying to do something about the problem of making a living as it concerns youth. It is taking young people between the ages of eighteen and twenty-five, the country over, and giving them jobs. Ninety percent of these young people have never had a job and have never known what it was to be regularly employed. The National Youth Administration is designed to do something which will make these unemployed American youth—110,000 of them in the state of Michigan—more employable, and give them some type of work experience which will make it easier for them to find a place in private industry. In getting a job there are some preliminary steps necessary. These steps every young person has to take. To their question, "What am I fitted to do?" the National Youth Administration is trying desperately to offer some solution.

In the regular Michigan state employment offices there is now at least one person designated to act as a youth counselor or junior placement officer. This is the first step being taken by the National Youth Administration in the whole problem of counseling young people, by means of which we are attempting to ascertain and help them determine what particular type of job they would be best fitted to fill. After they have determined that, the next thing to do is to find them an initial job. We have in Michigan about 10,000 of these young people from eighteen to twenty-four years of age, inclusive, who are working on noncompetitive projects which we call National Youth Administration work projects. On these we have boys and girls doing everything people ordinarily do in our industrial life, and thru these jobs a real effort is being made to give these young people something which they may take to an employer and say, "I have this to sell." We believe that the fundamental thing which they will have to sell is good work habits.

Last year in Chicago a survey was made and it was found that 5000 semiskilled and skilled people lost their jobs over a period of six months.

That survey also revealed that 93 percent of these people lost their jobs but not because they could not do them; they lost their jobs because they never learned to be prompt in arriving on the job; because they could not get along with the boss and could not take orders; and because they could not get along with the people working with them. So there again, using that as a guide line, the National Youth Administration has conceived the idea that it is one of its important functions to set these projects up in such a fashion that when a youth gets the work experience, he also becomes inculcated with some of the ideas and habits necessary to make a success on the job as well as acquiring the technics of specific job operations.

We are attempting to do that for 10,000 young citizens in Michigan. Taking the country over, we are trying to do it with more than a quarter of a million young people. The success of this is demonstrated by certain industrial organizations in the East which are now recruiting their new employees from the rolls of the National Youth Administration. There are several concerns in Philadelphia and New York City where we are the sole agency to provide new recruits for those organizations because they believe that these youths have had the type of experience which makes them better equipped to tackle a job, and I think the big reason is the fact that on our projects emphasis is constantly being placed on developing good, sound work habits—teaching the youth workers to earn and appreciate the dollar which they are earning.

There are some other aspects of the National Youth Administration program besides this out-of-school work program. In addition, we have 25,000 young people who are gaining some assistance from jobs which they perform while in school, about 7000 in college and 18,000 in high school. These programs are operated and administered entirely by the school officials.

Many times a young man or girl over sixteen years of age may want to go to high school. Now, we have no illusions. We know many of them could continue to go to high school but are often financially handicapped. So this program provides for 18,000 of these people in Michigan, chosen by high-school officials, to have jobs where they may earn up to \$6 per month to help defray their school expenses. In the college program we have about 7000 who may earn an average of \$15 per month. These people, likewise, are selected by the college officials, the work program is organized by the colleges, and is also administered by the college authorities. The record recited here constitutes some of the efforts that are being made by the National Youth Administration to do something which will have an immediate and a potentially advantageous social effect on the youth of this country.

American youth want to live in a world built by Americans and I think they are going to insist on living in that kind of world. To the people who are alarmed about youth in this country becoming "red" and agitators, my only response is this: Study the development of these communistic movements wherever they have started, and in what kind of government they always start. They start in the reactionary, conservative

type of government. That is the kind of thing which builds communism. You never saw communism developed in a liberal government, and you will never see it developed in the United States as long as it remains a liberal government. Naturally, unemployment and general insecurity tend to get people wrought up, but in a liberal government we always find remedies for what I call "social cancers."

Another group thinks we are training people to become militaristic, that it is a design to carry on war, that this whole thing is a subterfuge. I have heard adults say it would be a grand thing for American industry and employment if we could only get into this war eventually, or if the war could continue, and again I say nonsense! We have not outlived the headaches of the last one, and if we ever get into this one we will never live long enough to outlive its headaches. It might take five million people off the streets, but to what purpose? We know from experience that that relief could only be temporary and the inevitable depression would destroy any good that might be derived from that temporary respite.

Suppose we do obtain most of the gold supply of the world. We have three-fifths of it now. There is no definite assurance that it will do us any good when the war is over. After the great period of reconstruction which must follow any war, the other nations may say, "Gold, why, we don't want that stuff." People say that is preposterous; but already other nations have told us they are not interested in gold. Suppose the other nations say: "We are not going to use gold as a medium of exchange. We are going back to old-fashioned barter." And then where are we?

I want to organize the youth of this country for war, a certain type of war. I would like to see every man, woman, and child in America equipped with the most modern paraphernalia for carrying on this war. I have only one reservation. I want to select the enemies.

My first enemy would be disease. We are sixteenth from the top in the United States among the nations of the world in the matter of public health. Up to this year, Michigan has had a program for crippled children. We have had a remedial program whereby crippled children could be taken to the hospital and given a chance to become normal, but somewhere and somehow, some leader conceived the idea that that was extravagance, and they cut that fund from three million dollars to six hundred thousand dollars, and they call it economy; but I am inclined to think that in the long run we will pay ten times as much as we are saving on that type of program. So I say we need to do something to inspire the youth of the country and wage a definite war against all disease.

We need to do something even more drastic to inspire the youth of the country to wage definite war against ignorance, just plain garden variety ignorance. Japan was known as a heathen oriental country seventy years ago, but Japan today has a lower rate of illiteracy than we have in America. A few years ago, a state legislature in the Dakotas passed a bill which created a new state officer to be known as the state poolroom inspector at a salary of \$350 per month, but at the same time, the same legislature

put a limit of \$65 per month on salaries of rural school teachers. That is another illustration of the thing I am talking about.

I would like to fight poverty. Here we are the richest country in the world, and 40 percent of our families have a total income of less than \$1000 per year, 60 percent of our families have an income of less than \$2000 per year. We use the term "hunger" without really appreciating what it means. We have great poverty in this country. We have thousands and thousands of families living in shacks with no sanitation. This is particularly true thruout the South. I will enumerate and present to you more forcefully the lack of distribution and purchasing power in this country.

If you took all the people and considered them as one hundred, and took the actual wealth of the country and considered it as \$100, and then divided it among these people you would have a picture something like this: You would have one person with \$59; another with \$9; another group of 22 with \$1.22 apiece, but you would have 76 people with 6.7 cents apiece. From these figures tell me how you can ever have American prosperity, how you can put people to work within that limited purchasing capacity. Can you tell me that this is not a great problem to solve in this country? I want to continue to live in a country where the government is not afraid to experiment, because it is thru that type of experimentation this problem may be solved. And it is America's great problem, and our youth's great challenge.

The final enemy I would select is the old common one of selfishness. I have a young son who has been in Europe for the past year and a half. A year ago he wrote me: "I have decided that selfishness in an individual is a terrible thing. Selfishness in a nation is terrifying, and that is what is happening. Over here we are seeing selfishness at its peak."

Can you and I do anything to excite the imagination of the next generation? We are not going to solve these problems. They will be solved by the next generation. Can you and I do anything to help them solve the problem? If we can, it is high time that individually we begin to dedicate our lives to that kind of program.

VOCATIONAL EDUCATION

HARRY O. EIKEN, DIRECTOR, SCHOOL OF VOCATIONAL AND ADULT
EDUCATION, GREEN BAY, WIS.

The title of this paper implies that industrial arts and vocational education are specific fields of activities and that there is some relationship between the two. This is not always the case. They are often discussed, spoken of, and written about as synonymous. Even now laymen and educators in some instances indicate that the high school is or should be the vocational training agency of the community and that the high-school program should be sufficiently flexible to provide for both a broad academic back-

ground and at the same time afford necessary training in occupational skills to afford ready induction to employment at graduation. That there is need for both, there is no question, but that the two can be efficiently and effectively combined as a part and parcel of the four-year high-school program is highly questionable. Those who subscribe to the philosophy that they can be combined are overlooking some important factors:

1. The entrance age requirements to employment have been raised and still continue to be raised.
2. Every community has a group of youths who for one reason or another drop out of the full-time school from the seventh grade on.
3. Competence requirements and standards for employment induction are being raised not only from the standpoint of vocational competence but also from the standpoint of general background.
4. To train effectively in the field for vocational placement, teachers are required who themselves are competent thru practical experience in the field for which they are training.

Prior to the depression we were experiencing a situation where help was at a premium. During that period the drawing power of available jobs was stronger than the holding power of our school system. In our own community, a city of some 37,000 population at that time, this drawing power of the job had attracted some 800 youths between the ages of fourteen to eighteen into employment of one kind and another. The annual payroll of this group, which under the Wisconsin statutes was required to attend vocational schools for a minimum of eight hours per week, was \$300,000. This group specifically needs vocational training because of their limited school background. Very few states or communities make any attempt to serve them thru their secondary program of education because they lack a setup that will provide effectively for their care. Not only do they need training during their initial induction into employment, but in a great many cases they are in need of special and adjustment training as they seek new jobs or receive new assignments in their employment field. I know of few states which under those circumstances provide even a minimum of instruction for these people where vocational training is a part of the regular high-school program.

Since that time the employment picture has changed, and we know that in our community, now with a population of some 46,000, there are more than 800 youths, most of whom are high-school graduates between the ages of eighteen and twenty-five, who are out of work.

In a sampling survey that was made of this group, the youth replied that in seeking employment they were told that they were too young or that they lacked necessary skills. We also found that 25 percent of the total age group between eighteen and twenty-one are voluntarily enrolled in our vocational school with specific employment objectives. Naturally this group, largely composed of high-school graduates, has realized its lack of competence and the necessity for more vocational training.

Also from the same survey we know that approximately 65 percent of the entire enrolment in the vocational day classes are high-school graduates. Under the circumstances, even if we grant that the high-school program of

industrial arts and vocational education should train for occupational competence, it must be realized that the time devoted to such training must be increased, the content made more practical, and the teachers be better qualified. Finally, if the present trend continues, which for a large group of high-school graduates requires a waiting period before it can be absorbed into employment, it will be seen that youths' interest might better be served by devoting more time to broad training in the general fields and providing more adequate opportunities for industrial arts training in the secondary schools.

The American Youth Commission calls attention to this problem in its pamphlet on "The Occupational Adjustment of Youth" in these words: "Each year in the United States about 1,750,000 young men and women offer their services as beginning workers. In the country as a whole about 40 percent have dropped out of school without going beyond the second year of high school. In a few states as many as half have dropped out without going beyond the elementary school." Being interested in this problem locally, we have also delved into the numbers and the reasons for these drop-outs. So far we have finished only the compilation for the boys.

We found that 143 boys had dropped out. The reason for their dropping out were not such as to be readily overcome in the existing setup for secondary education. They were: 50 indicated that their help was required either at home or thru working and assisting to support the home; 31 indicated as their reason failure in work, the necessity for repeating a grade, and dislike for the school; 18 indicated that illness was the cause of their difficulty in school; 24 indicated that illness in the home was the cause of some of their school difficulties; 15 indicated that death in the home was the cause of their being unable to continue; and 9 indicated that divorce and separation were the causes of their dropping.

Whether the problems of this group can adequately be served vocationally by the secondary school as currently constituted is highly problematical, particularly when 127 of the group indicated that their immediate objective was vocational placement at the earliest possible date. Theirs is a problem, however, that needs to be met by every community.

We realize that along with technological improvements and advance there comes an ever increasing demand for ability and skill. Just prior to our entrance in the last World War we had a million and a half unemployed in the United States, and industry, represented by employers and manufacturers, appealed to Congress to let down the immigration bars so that skilled men could be brought into the country. New machines and methods are constantly eliminating workers from jobs and demand additional competence and skill on the part of workers if they are to be retained in new assignments. Roger Babson called attention to this in 1929 when he said: "This is more than a question of labor welfare. It will vitally affect the continuance of the business and financial prosperity of this country. The foundation on which good business and strong security markets now rests is the higher purchasing power of the workers. If we make no organized effort

to train and adjust men to new jobs when they lose their old ones thru machinery, we are jeopardizing this purchasing power and inviting future business depression. The question is, Are we prepared to adjust the increasing number of machine-made jobless into new jobs mostly in new industries with our present limited equipment of vocational schools and employment agencies?"

During the depression we found that the first to feel its effect were the so-called job operators and those with a background so limited as to preclude the possibility of their being adjusted from one job to another. Now we find ourselves on the verge of another national emergency and again confronted with the realization that there is a tremendous scarcity of workers in the skilled trades and occupations. Men and women, who both by background and specific competence are available for assignment and reassignment as changing conditions require variations in duties and responsibilities, are needed. Many of the problems of the maladjusted adult worker date back to their lack of broad general training and vocational competence. Realizing then that job induction is coming at a later age and that employment requirements demand growth and adaptability on the job, it is apparent that the high school is not adapted to increasing both the broad training in general background and combining therewith an effective program of vocational training.

In checking on these factors locally, a survey has been made triannually during the last nine years with the intent of finding some of the employer reactions to these propositions. This survey has borne out the fact that preference is being given in employment to those who are high-school graduates and have in addition vocational training. Even in the craft fields where apprentices are indentured, it is now an unusual situation where a boy is accepted by an employer for an apprenticeship unless he has completed high school.

In regard to governing the necessity for more competent teachers in the high school, it is not my intention to discredit teachers of industrial arts or vocational fields in the high school. However, if we are to train for vocational competence, then it must be assumed that those who are going to teach vocations must themselves have had broad training and practical experience in the field for which they are training. It is impossible to assume that because a teacher has had semester courses in a number of trade fields he is competent to train others for successful entry and continued employment success in those fields.

We in the vocational school employ no teachers in vocational courses who have not themselves had occupational experience in the field in which they are teaching. In the trade fields we require a background of apprenticeship and at least three years on a journeyman's level. We then superimpose on this background professional training that will fit them for successful teaching in the field in which they are by experience competent.

In terms of what has been said, what is the field of industrial arts, what is the field of vocational education, and what relationship is there between industrial arts and vocational education? Answering this from the

vocational viewpoint, it would seem to me that both have their place and that they are engaged in a common problem on different levels. The problems which confront youth today would indicate the necessity of an expanding program of industrial arts in the secondary schools. Certainly there is need for more adequate opportunity for exploratory training and guidance on the junior and senior high-school level. The pamphlet of the American Youth Commission calls attention to this when it says: "The curriculum of most secondary schools should be drastically reorganized. Among other changes the amount of occupational information and training which is included should be greatly enlarged. . . . Beginning at about the seventh grade and continuing as long as they remain in school, all pupils need some individual advice in regard to their probable future occupation and to desirable courses of study as preparation."

Then too, since employers are requiring broader general training, the industrial arts program of the secondary school should be utilized to an ever increasing extent in motivating practical interest in such courses as mathematics, English, and science which today are important for vocational success. There is need for more education in the industrial arts program to inculcate proper work habits, attitudes, and interests. A functioning industrial arts program can do much to improve the holding power of the school on those students who chafe at the regular academic program. It can assist materially in the selective process of determining interests, aptitudes, and probable success of students in terms of their vocational objectives.

This was indicated in a survey sampling of graduating seniors from the two high schools in our community, and it was found that a large number had not as yet come to any decision as to what their employment objective was. Some two hundred indicated an interest in attending the vocational school for vocational training if the training desired was available. A large number of these were more interested in obtaining any kind of blind-alley job rather than in training for some vocation that would provide for stability and afford opportunity for promotion. It would seem to me that an adequate program of industrial arts should and could assist in the solution of the problems of a great many of these students.

Vocational education on the other hand must more and more become terminal training for older youths and high-school graduates. We may as well realize that for a long time to come entrance to employment is going to be delayed for some time beyond the period of high-school graduation, and that every community must provide broad opportunities for vocational training for those who will not or cannot continue their education in higher institutions of learning. Thus the vocational program must provide for a large degree of flexibility both in courses and content. It must be ready to take those who for one reason or another are dropping out of the full-time school, as well as the high-school graduates, and provide preemployment training with definite vocational objectives. It must keep abreast of both trends and opportunities for placement of youth and carry on where the secondary schools have stopped in the field of counsel, training, placement, and follow-up.

*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. In lieu of the eighth conference to have been held in Rio de Janeiro which had to be postponed, sectional meetings were held on board the cruise ship and at the University of Puerto Rico.*

The officers for the year 1940-41 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	1939:689-694
1926:997-1004	1934:799 -800	

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
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Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarman, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

SEC. 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, the Library Department; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

SEC. 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

SEC. 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income and all per-

sonal property and funds of the corporation held, used, or invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; *provided*, However, that this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further*, That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

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.

Election of Secretary (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.

Office of Corporation 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.

Acceptance of This Charter 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.

Rights of Creditors 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,
Milwaukee, July 1940*

ARTICLE I—MEMBERSHIP

Membership Defined 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.

SEC. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

Obligations and Privileges SEC. 3. The 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*.

Life Directors 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.

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.

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. **Representative**

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. **Officers, Directors, Trustees, and Committees**

(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 **Affiliated State Associations**

ciation shall be \$10. Said Association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all special bulletins and announcements when issued.

SEC. 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.

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 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.

Delegates;
Credentials;
Voting;
Freedom of
Floor

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.

Duties of the
President

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

**Duties of
Executive
Committee**

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 As-

sembly 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. Except as otherwise provided, the Executive Committee shall determine the rank of the Vicepresidents for the purpose of determining the order of succession to the presidency should a vacancy occur.

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 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.

**Further Duties
of Trustees**

(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**

Council Officers 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.

Bylaws and Powers of Council 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.

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 (1940) 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 Educators National Conference; 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; seventh, 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.

Members of Departments 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.

Department Meetings 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.

Object of 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.

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.

Bylaws and Rules All proposed amendments to the charter and to the bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly from year to year. This Committee may render decisions on any points referred to it by the Executive Committee, the Executive Secretary, or the President of the Association.

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.

ARTICLE VII—MEETINGS

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.

Meetings To Be Held Annually

ARTICLE VIII—PROCEEDINGS

SECTION 1. The *Proceedings* of the Association, of the Council, of the Departments, and of all commissions and committees, shall be published at the discretion of and under the direction of the Executive Committee; *provided*, That such publication has been approved and the money therefor appropriated by the Board of Directors.

Publication of Proceedings

SEC. 2. No paper, lecture, or address shall be read before the Association or any of the Departments in the absence of the author, without the approval of the President of the Association, or of the President of the Department interested; nor shall any such paper, lecture, or address be published in the *Proceedings* without the approval of the Executive Committee.

Absence of Author

ARTICLE IX—QUORUM AND RULES OF ORDER

SECTION 1. Elected directors from twenty-five states shall constitute a quorum of the Board of Directors. A majority of all the accredited delegates, representatives of not less than twenty-five states, shall constitute a quorum of the Representative Assembly.

Formation of Quorum

SEC. 2. *Robert's Rules of Order Revised* shall be the authority governing all matters of procedure not otherwise covered in the Act of Incorporation and in these bylaws, 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, except 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, and the name of such person or persons 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 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 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 Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided.

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 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.

Duties
of the
Treasurer

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.
JESSIE GRAY, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1935—DENVER, COLO.
HENRY LESTER SMITH, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer
- 1936—PORTLAND, ORE.
AGNES SAMUELSON, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer
- 1937—DETROIT, MICH.
ORVILLE C. PRATT, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer
- 1938—NEW YORK, N. Y.
CAROLINE S. WOODRUFF, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer
- 1939—SAN FRANCISCO, CALIF.
REUBEN T. SHAW, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer
- 1940—MILWAUKEE, WIS.
AMY H. HINRICHS, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

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

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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.

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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

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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. TIGHE.....Principal, Senior High School, Fargo, N. D.

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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.

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Alabama	L. FRAZER BANKS, Assistant Superintendent of Schools	Birmingham
Alaska	EVERETT R. ERICKSON, Assistant Professor, University of Alaska	College Glendale
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
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(Authorized by Representative Assembly)

San Francisco Convention

Shaw, Albert M., Chairman; Box 2885, Terminal Annex, Los Angeles, Calif. (1940)
 Armitage, Edith E., 28 Howard St., Auburn, N. Y. (1941)
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 Willis, N. Elliot, Principal, Junior High School, Winthrop, Mass. (1942)

COMMITTEE ON BYLAWS AND RULES

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 Hendrix, H. E., Superintendent of Public Instruction, Phoenix, Ariz. (1940)

Read, Faye, 131 Vernon Ave., Pueblo, Colo. (1942)
 Sohl, Charles E., Principal, Glenside-Weldon Junior High School, Glenside, Pa. (1943)

COMMITTEE ON CODE OF ETHICS

(Special Committee)

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(Authorized by Representative Assembly)

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SUBCOMMITTEE ON CREDENTIALS

Milwaukee Convention

- Hargrave, E. B., Chairman, Viceprincipal, George Washington High School, Indianapolis, Ind.
- Johnson, Alice, Juneau, Alaska.
- Walls, E. M., Hogg Junior High School, Houston, Texas.
- McAlister, William, Hilo Intermediate School, Hilo, Hawaii.
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(Authorized by Representative Assembly)

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MINUTES OF THE TWENTIETH REPRESENTATIVE ASSEMBLY

Milwaukee, Wisconsin, June 30-July 4, 1940

First Business Session, Tuesday Morning, July 2, 1940

The first business session of the Representative Assembly of the National Education Association, held in the Auditorium, Milwaukee, was called to order at 9:00 A.M. by the president of the Association, *Amy H. Hinrichs*.

President Hinrichs: We are ready to open the first business session of the Representative Assembly of this convention. We shall be led in the opening prayer by the *Reverend John Lewis* of the Calvary Presbyterian Church of this city.

(The invocation was given.)

President Hinrichs: The Salute to the Colors will be led by *Samuel A. McKillop*, who is also later going to lead us in community singing.

(Salute to the Colors was followed by community singing.)

President Hinrichs: We are ready for the Report of the Committee on Credentials. This will be given by *E. B. Hargrave* of Indiana. You are aware of the fact that your delegations yesterday elected the members of the Committee on Credentials with *Mr. Hargrave* as chairman.

Mr. Hargrave: The Committee on Credentials met in the Milwaukee Auditorium at 3:00 P.M. on Monday, July 1, 1940, with thirty-seven members present. *Harriett M. Chase*, in charge of delegate registration, reported that 1139 delegates had registered. The Committee voted that all delegates properly certified be seated and that the registration of delegates close at 8:30 P.M., Wednesday, July 3, 1940.

The following subcommittee was elected to make decisions covering any questions that may arise pertaining to the seating of delegates for this convention: *Alice Johnson*, Alaska; *E. M. Walls*, Texas; *William McAlister*, Hawaii; *E. D. Merrill*, Maine; and *E. B. Hargrave*, Indiana, chairman.

Madam President, I move the adoption of this report.

(The motion to accept the report of the Credentials Committee was seconded, placed before the delegate body for vote, and carried.)

President Hinrichs: The next item of business is the adoption of Rules of Procedure for this convention. *Cornelia S. Adair*, chairman of the Committee on Rules, will read the Rules of Procedure, which you are either to adopt or to amend.

Miss Adair (Virginia): You will find the Rules of Procedure in the Official Manual for Delegates, on pages 5 and 6. They are the same rules under which we were governed at the last business meeting of the National Education Association in San Francisco.

(Reading of Rules followed.)

Madam Chairman, I move the adoption of these as the Rules of Procedure for the business meetings.

(The motion was seconded and carried.)

President Hinrichs: The next item is the adoption of the Order of Business. That means that you, if you will, approve the Order of Business as printed in the program. Does the Chair hear a motion for the adoption of the Order of Business as printed in the program?

(Motion made by *A. C. Gramling* of South Carolina, seconded and carried by unanimous vote.)

President Hinrichs: The next item is "Minutes of the San Francisco Meeting." As you know, it is our custom to have the minutes printed in the *Volume of Proceedings*. They are so printed. They might be read; however, it might be wise to adopt them as printed in the *Proceedings*. Does the Chair hear a motion to that effect?

(Motion by *Daisy Lord* of Connecticut made, seconded, and carried.)

President Hinrichs: We come to amendments to Bylaws. *Cornelia S. Adair* is the chairman of the Committee on Bylaws and Rules and she will give the amendments as they have been printed in the *Journal*, for the most part, and when she comes to those that have not been printed in the *Journal*, she will explain.

As we consider them, *Mr. Cram*, as a representative of the Board of Directors, has a recommendation from the Board of Directors on each amendment. The Board of Directors met yesterday and in the regular order of business considered the amendments. Of course, you do what you like with the report that comes from the Board of Directors.

Miss Adair: Before presenting the amendments I want to make a statement on behalf of the Rules Committee. We arranged for the printing of these amendments, but in no way are we responsible for them. Our job is not a sponsoring job. All the amendments to the bylaws proposed at the San Francisco convention and printed in the *Journal* may be adopted by a two-thirds vote. The amendments to the rules proposed in San Francisco may be adopted by a majority vote.

We will proceed to the reading of these amendments. In order to facilitate your work, *Mr. Hendrix* or *Mr. Sohl* of the Committee will move the adoption of the amendments. That is in order to get them before you. You will note that words or phrases in italics are to be added, and words in brackets are to be deleted.

The first amendment, concerning a second vicepresident, is one of several amendments carried over from the Reorganization Committee: Article II, Section 1(a), amend as follows:

The officers of the said corporation shall be a president, *a First Vicepresident, a Second Vicepresident*, and *eleven* other 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.

(Motion by *Mr. Hendrix* of Arizona and seconded by *Mr. Sohl* of Pennsylvania that the amendment be adopted as read by the chairman.)

President Hinrichs: The motion is open for discussion and the *Chair* recognizes *Mr. Cram* as the spokesman for the Board of Directors.

Mr. Cram: The Article to which we are referring is at the top of page 7 in your Manual, Article II, Section 1(a). The Board of Directors voted in opposition to the passing of the first part of that proposed amendment having to do with the second vicepresident.

President Hinrichs: Is there any further discussion of this amendment? If not, are you ready for the vote?

Mr. Bailey (Michigan): Would the gentleman tell us the reason for the Board of Directors' voting against this amendment?

Mr. Cram: I am in no position to answer that question. I might say offhand, without any particular authority, that I had a feeling in the Board of Directors that there were certain angles of the question that were somewhat disturbing, one being the feeling that if we adopt this amendment, this second vicepresident will practically automatically become a candidate for the presidency next year. I do not personally see that that necessarily follows. It might in the course of the years turn out to be that way, but if that is the only opposition to it, I should say that it does not need to be that way and we always have the thing within our own control. I am speaking, however, for myself and I have no authority to give the reasons as to why a majority of the Board of Directors voted as they did.

President Hinrichs: Is there any further discussion of the question? Microphones are in all the aisles and there is no reason why you should not avail yourselves of

them. Is there any further discussion? If not, are you ready for the question on the adoption of this amendment? It will take a two-thirds vote.

Mr. Bailey: I would like to ask another question. Who could come to the presidency in case of the resignation or death of the president of the Association?

President Hinrichs: The first vicepresident is the officer who would be considered in the succession. Are you ready for the question? All in favor of adopting the amendment, please say "aye," opposed, "no." The motion is lost. The amendment is not adopted.

Miss Adair will read the second proposed amendment.

Miss Adair: This concerns regional vicepresidents and is also a part of that original reorganization program:

The officers of the said corporation shall be a president, a *First 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 By-laws. (See Act of Incorporation, section 6, first paragraph.)

On the first day of the annual meeting of the Association the accredited delegates to the Representative Assembly from each state may 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, Canal Zone*
- (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.

President Hinrichs: I have in my hand a written motion: "I move the adoption of this amendment." It is moved by *Reuben T. Shaw* of Pennsylvania, seconded by *William S. Taylor* of Kentucky. *Mr. Cram* will speak for the Board of Directors.

Mr. Cram: We are referring now to the lower half of page 7 in the Manual, concerning regional vicepresidents. The Board of Directors voted in opposition to the districting of the United States as set out in this amendment.

President Hinrichs: Is there any further discussion? *Mr. Shaw* asks the privilege of speaking.

Mr. Shaw: I wish to state that I signed the motion in order to bring it before the Assembly in proper form. I should like now to move, or I will state my motion and I should like to comment, that the whole matter be laid on the table for one year.

(*Mr. Bailey* seconded the motion.)

President Hinrichs: It has been moved and seconded that the whole matter be laid on the table for a year. That motion is not debatable. All in favor of laying it on the table will please say "aye," opposed, "no." The "noes" obviously have it

and the motion is not laid on the table. Then we are back to the motion for adoption. Is there any discussion on the adoption?

Mr. English (Illinois): In order to prevent unnecessary delay, I move to postpone indefinitely.

(Seconded by *Mr. Hanna* of North Dakota.)

Mr. English: There is one expression here where it says, "The Hare System of Proportional Representation." If we are going to adopt it, it should be changed. You cannot have proportional representation where you are electing one person by and from a given region. You have to have representation by more than one person, but I think it is a possibility the majority did not want to act on it favorably this year, at least; therefore, I make this preliminary subsidiary motion.

President Hinrichs: Are you ready for the question on postponing indefinitely? All in favor say "aye," opposed, "no." I do not believe I can attest that vote. Let us have a standing vote. Those in favor of postponing indefinitely, please rise. A most convincing scene, but will you be seated? Will those voting "no" please rise? I think there is no question that the motion is carried, that consideration of this amendment is postponed indefinitely.

Miss Adair will read the third amendment.

Miss Adair: Page 8, Article II, Section 1(b) was defeated when you rejected the first amendment, regarding the second vicepresident, so we will cross that out.

Article II, Section 3, amend as follows: (This is an addition to Article II.)

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.

Within a given jurisdiction or political or administrative subdivision of the state, the local education association maintaining an affiliation with the state education association shall be the sole local National Education Association affiliate; provided, however, that any existing affiliation of local associations shall not be terminated because of the above provision, and provided also that the Executive Committee may, after due consideration and consultation with the existing local and state affiliate or affiliates of the National Education Association, approve for affiliation additional local associations.

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.

What that really means is this: If this passes, it means that hereafter no local association may affiliate with the national Association unless it is an affiliate of the state association without special permission of the Executive Committee. It would not affect any associations already affiliated. This was sent in by the Pennsylvania Education Association and perhaps someone of them would like to speak on it.

President Hinrichs: I have before me a written motion for the adoption of the amendment, moved by *Milton O. Pearce* of Pennsylvania, seconded by *Anna Pike Haas* of Pennsylvania. The Chair recognizes *Mr. Pearce* as the mover of the motion.

Mr. Pearce: This motion is presented by the Pennsylvania delegation and is supported by the delegation because we sincerely believe that it will strengthen the local organization, that it will strengthen the state, and that it will result in strengthening the national. The need for strengthening the local association is very great. A pamphlet published by the National Education Association on teacher organizations has indicated that where we have a strong local organization, where we have a strong state organization, we achieve better results than where each

is working independently. *Commissioner Studebaker* has pointed out the same thing in an article called "Freedom To Find Out." He indicates that a strong local organization, followed by a strong state organization, will eventuate in a strong national organization, and we will all be better off because of that very thing. In situations where there are competing organizations, and there are a good many of those thruout the country, we find that this situation arises: An issue will come before the teachers, an issue upon which they should make a statement, and each of the organizations will rush to make a statement concerning it and each of them will make a statement shaded just a little differently from the other, and the board of education or the legislators to whom the statement is made will begin to question our unity and will begin to wonder just what we do want.

In many cases they have said to us, "Why don't you teachers get together and decide what you want and then come back to us and we will see if we cannot do something for you." Unless we do have this line-up of local, state, and national organizations, we are going to have difficulty in getting what we want.

As I see it, it will work this way: If this amendment is approved, when a statement is made by local associations, those who are concerned—I mean by those, the boards of education, legislators, educators, the lay public—will understand that when this local group makes a statement it is supported by the national Association and is supported by the state association, and any statement which can gain the support of these organizations deserves considerable attention.

The plan is democratic, it is American, it provides for any group which wants to affiliate an opportunity to affiliate. It does not bar anyone; it gives the Executive Committee the right to sit as a jury and say whether or not the petitioner may be accepted or not.

It will also bring us in line with other professions. The medical, dental, and legal professions have strong affiliates when they have the local organizations, the state organization, and the national organization.

At the present time there is no way for the National Education Association to tactfully reject any organization which asks for an affiliation. There are some organizations which exist which are unworthy of affiliation with an organization of this kind, yet if they make application, the Executive Committee has no way in which they can tactfully reject them.

The amendment does not change the status quo, it is not retroactive, it acts only for the future. I believe that we are facing a difficult situation during the coming year, with the armament program, with the retrenchments of education which were necessary. We are going to have to unite our forces if we are going to prevent greater retrenchment than has already taken place.

We have seen it in our own state; we know that it is going to occur again and again. This disintegration which has already started will continue and grow stronger unless we do have a strong local association, unless we do have a strong state association, unless we do have a strong national Association, and we urge the passage of this amendment because we need the support of these great organizations. I sincerely hope that you will find it possible to accept the amendment.

President Hinrichs: The Chair recognizes *Mr. Cram* as the spokesman for the Board of Directors.

Mr. Cram: I am referring to the first part of the proposed amendment to Article II, Section 3, near the top of page 8. The Board of Directors voted in opposition to the inclusion of this amendment.

Mr. Law (New York): May I say that this Association does not wish tactfully or in any other way to refuse admission to teachers who wish to join them. We have here a great democratic organization and we cannot afford to shut out membership, nor do we desire to do so.

It happens that in the City of New York, where there are forty thousand teachers, there is a happy relationship, a most friendly relationship with the teachers in what is known as "upstate," that is, outside the City of New York, but there is no relationship with the New York State Teachers Association, and yet this

amendment would permit one association, only one, maintaining the affiliation with the New York State Education Association to be the local national representative.

There is no such association in the City of New York. This would shut out all the forty thousand teachers of New York City from representation, but I realize that in the latter part of the amendment there is a provision for a continuance of the present relationship with the National Education Association and for approval. At the same time, that is not satisfactory. Within the last two or three years we have had two great organizations of teachers formed in the City of New York, numbering over five thousand members each. Shall we shut these out? This appeals to us in the State of New York as being thoroly undemocratic and the vote of both "upstate" and New York City teachers was unanimous in opposing this amendment.

President Hinrichs: Is there any further discussion on this amendment?

Mr. Forsyth (Pennsylvania): I wish to speak in favor of this amendment. I am chairman of the Membership Committee in Philadelphia and I find it is becoming increasingly difficult to get members thru our local association for the National Education Association, where there is a division.

New York has just stated that it must join thru the state association. That is not true because all they have to do is apply to the Executive Committee for recognition and I believe the Executive Committee in that question would give them recognition. I also noticed that New York must be having quite a battle, because in 1939, according to the Annual Membership Report of the National Education Association, they had 22,800 members. This year they had 14,000, or a drop of some 8000 members. That indicates that we in Pennsylvania realize what local solidarity means in organization. Evidently New York needs to take a lesson from Pennsylvania.

President Hinrichs: *Mr. Pearce* requests the privilege of making a statement.

Mr. Pearce: Apropos of it being undemocratic, I should like to point out that the National Council of Education permits only one-tenth of 1 percent of the membership of the National Education Association to become members of that group, so only two hundred members of this great organization can become members of that group.

President Hinrichs: Any further discussion?

Mrs. Johanna M. Lindlof (New York): I am very glad at this time to be able to explain to the gentleman from Pennsylvania the reason for the great drop in membership in the state of New York. I think that the greater part of that drop occurred in New York City, as a result of the action of this body at the convention in New York, in refusing to recognize the right of New York City to have a director. New York City believes that it has a great deal to contribute to the welfare of the teachers of the nation and it would like to be able to do that thru this organization. However, because of their resentment, whether justly founded or not, against the action of this body at the New York convention, we did have the great drop in membership.

We believe that it is undemocratic to refuse to allow any association to come into this organization from now on, except by having exception made by the Executive Committee. I believe membership in this organization should be free to all the teachers of the nation. This organization did have a reputation of being exclusive. There are still people who believe that certain people are not desired. We must make it known that every person who has the honor of being a teacher of children of America should belong to the National Education Association, so that as a united body we may do the things that need to be done for this nation in order to preserve democracy.

Please do not adopt anything that limits democratic action. I urge the defeat of this amendment.

Mr. William Kesselmann (Wisconsin): Looking at this amendment in its broader aspects, it freezes the organization into status quo. Today change is most characteristic of life. Are we going to freeze the National Education Association? I hope

that you will vote against this amendment so that the National Education Association may grow and not become frozen and stale.

(Question called for.)

President Hinrichs: The motion is for the adoption of this amendment. Those in favor of adopting the amendment, please say "aye," those opposed, "no." The "noes" have it and the motion for adoption is lost.

(Division called for.)

President Hinrichs: I am willing to have the division, altho I thought there was no doubt. Those in favor, please rise; those opposed please rise. I am glad my hearing was vindicated. The motion for adoption is lost.

The chairman calls your attention to the fact that we have taken more than twenty-five minutes on the amendments; she does it not to stop the discussion, but that you may be aware of the status of the program. *Miss Adair* will give us the next amendment.

Miss Adair: I will read only the new part, in order to hasten it. This is Article II, Section 3, bottom of page 8, and is an amendment introduced at the last business meeting in San Francisco. It provides that "*Any local association whose membership is 100 percent in the National Education Association shall be entitled to all privileges of any other affiliated local association without payment of the \$5 fee.*"

President Hinrichs: I am handed a written motion for the approval of the amendment, made by *Mr. Hendrix* of Arizona and seconded by *Mr. Sohl* of Pennsylvania. We are now ready for discussion. *Mr. Cram*, will you please present the Board of Directors' report on this amendment?

Mr. Cram: The Board of Directors voted in opposition to the inclusion of this amendment and I suspect that I will save a little time for the Representative Assembly if I would state that this is not going to mean anything from a financial standpoint to the affiliated association or to the National Education Association, and as an inducement to getting 100 percent membership, it did not appeal to the Board of Directors.

President Hinrichs: Any further discussion?

Walton B. Bliss (Ohio): Ohio introduced that a year ago and it did it for a specific reason. The National Education Association has seen fit to set up a Committee on Affiliated Associations. They are making every possible effort in headquarters to develop affiliated groups and to increase that number. Here is the means of making possible greater local interest instead of having the responsibility solely in the hands of the superintendent to stimulate and urge and direct his teachers to join. The group itself can find a motive. With a 100 percent enrolment, they have that sense of kinship, and local associations that are very small cannot afford, many times, even the \$5 fee.

Finally, it means much to some of these smaller associations and they will be strengthened and helped if they can be linked in with the National Education Association thru this automatic granting of that, where there is 100 percent enrolment. I hope you will support this amendment.

President Hinrichs: Any further discussion? (Question called for.) All in favor of the adoption of this amendment, please signify. Opposed the same. I am not quite so sure of my hearing this time. Will the "ayes" please stand? Opposed? The motion is lost.

We shall hear the next proposed amendment.

Miss Adair: At the bottom of page 8, this is in regard to the vicepresident. We elect a certain number of vicepresidents every year, but they are not ranked in any way. This is a proposal to rank those vicepresidents as second, third, fourth, etc. Article III, Section 6(c), amend as follows:

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. *Except as otherwise provided, the Executive Committee shall determine the rank of the Vicepresidents.*

The discussion is that at present, if anything happened to our president and first vicepresident, we would not know who would be president. We would not like to invite accidents, but that is the purpose of the amendment.

President Hinrichs: It has been moved by *Superintendent Hendrix*, seconded by *Mr. Cram*, that this amendment be passed. They also offer an amendment now to this amendment. The amendment we will vote on first is to add the phrase, "for the purpose of determining the order of succession to the presidency should vacancy occur." Is there any discussion on the addition of that phrase? Are you ready for the question? (Question called.) Those in favor of amending the proposed amendment by the addition of that phrase, please say "aye," opposed, "no." The motion is carried.

Now we vote on the original amendment with that phrase added. Any discussion? *Mr. Cram* will speak for the Board of Directors.

Mr. Cram: The Board of Directors voted in approval of the inclusion of this amendment.

President Hinrichs: Any further discussion? (Question called.) Those in favor of the adoption of this amendment, please say "aye," opposed, "no." The "ayes" have it and we have a succession established.

We will call on *Miss Adair* for the next amendment.

Miss Adair: Article VI, Section 3, is an addition. Those of you who were in San Francisco will remember that the chairman of the Publishing Committee moved that that Committee be done away with. I will read that section: Article VI, Section 3. Amend by deleting the entire section which now reads:

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*.

Last year the Committee felt that much valuable time was spent in reading the minutes which might have been spent otherwise.

President Hinrichs: We have a written motion for the adoption of this amendment. Moved by *Superintendent Hendrix*, seconded by *Mr. Sohl*. *Reuben T. Shaw* moves an amendment, seconded by *William S. Taylor* of Kentucky. The amendment reads: Amendment to Article VI, Section 3.

I move that the question before the assembly be amended to read as follows: that Article VI, Section 3, be amended to read as follows: "There shall be a Publishing Committee consisting of five members selected 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. 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*."

We are now ready for discussion on the adoption of the amendment to the amendment.

Mr. Shaw: This Committee came into existence at a suggestion which was found in *Robert's Rules of Order* for the existence of such a committee. In view of the large amount of time required by this Committee working during the convention, it seems to me that the matter will be cleared by continuing the Committee, but by striking out the portion as indicated by these amendments or the proposed amend-

ment to that amendment, leaving it so that the Committee does not need to do its work until after the convention and then serve only as a cooperating committee with the headquarters staff in determining what is printed. It seems to me that the Committee is desirous of continuing under those circumstances, but not in the form under which it has been working.

President Hinrichs: Mr. Cram, do you wish to speak for the Board of Directors?

Mr. Cram: I have no formal report from the Board of Directors. This matter was referred by the Board of Directors back to the Rules Committee and the parliamentarian, and the motion as you now have it has not been presented to the Board.

President Hinrichs: Any discussion on the amendment to the amendment? *Miss Adair* wishes to make a statement.

Miss Adair: If you will turn to the other proposed amendment, you will find the Executive Committee recommended the continuance of the Rules Committee in some such fashion as the amendment would provide. That was the recommendation of the Executive Committee. It would have come up later if this had not come up now.

President Hinrichs: Any further discussion after that explanation? Question called for, to amend the proposed amendment in this way. All in favor please say "aye." Those favoring the amendment please rise. It takes a majority vote. Those voting against the amendment please rise. The amendment is carried.

Mr. Rushing (Washington): It has been asked that you read the motion now as amended.

President Hinrichs: It really was an amendment by substitution, so that the Article, the adoption of which we are voting on now, is:

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. 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*.

We are now voting on the motion to adopt this amendment. Any further discussion?

Joseph H. Saunders (Virginia): I rose to ask a question in regard to the form of the motion on page 9. The motion is to amend by deleting the entire section. Then the substitute motion substituted language for the parts to be deleted. I therefore ask the question of the parliamentarian whether or not the motion as it now stands is to delete the amended section, the adoption of which will take the whole thing out of the bylaws. Voting against it would be to put into the bylaws a substitute motion. I want to know if I am correct, *Mr. Parliamentarian*, in that viewpoint?

M. J. Horsely (Idaho, Convention Parliamentarian): The amendment was given by way of substitution, which was not deleting all of the Article, but deleting a portion of it; it would be permissible as an amendment by way of substitution.

President Hinrichs: We will ask the parliamentarian, with the two papers before him, to tell us exactly where it goes. *Mr. Trent* of West Virginia asks for the floor.

W. W. Trent: I should like the amendment read as it would obtain should this amendment be voted. The bylaws read as it would obtain following the adoption of this amendment.

President Hinrichs: The whole amendment is what I read to you, which is the part that we adopted by way of substitution. *Miss Adair* would like to speak on this substitution.

Miss Adair: I made a statement that the Executive Board was in favor of continuing a Publishing Committee. That recommendation comes later in this report on the constitution and bylaws. If you vote on this original motion, I would like to ask the parliamentarian, thru the president, whether you will have the privilege

of voting on this amendment recommended by the Executive Committee which offers a different way of getting the Publishing Committee.

Mr. Horsely: Perhaps, to clear this up, it would be well to read the amendment.

I move that Article VI, Section 3, be amended to read as follows: "There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. Nominations shall be made by petitions signed by ten delegates and presented to the executive secretary on the second day of the annual meeting. This Committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed *Proceedings*."

The only part that you are deleting is as follows:

. . . 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. . . .

President Hinrichs: This is the situation as I get it. The matter of deletion is out of the question, because you adopted this substitution for the proposal of deletion, and therefore we are voting now on the adoption of this amendment, which if adopted becomes Article VI, Section 3. I shall call now for the vote. Someone wants the floor.

Mr. English (Illinois): I would like to call the Assembly's attention to the fact that there will be no change in procedure necessitated by the adoption of this amendment. The motion is really to delete two sentences that you should never have put in there in the first place—they were for temporary provisions, a provisional rider that should never have been put in the bylaws. This kind of action is simply an illustration of waste of time due to improper writing of the original proposal.

President Hinrichs: The motion will get those out.

Rush M. Caldwell (Texas): I want to ask, If you vote "yes" on that, what will the result be?

President Hinrichs: The parliamentarian has advised, that if we vote "yes" we are voting for the Publishing Committee.

Mr. Caldwell: And if we vote "no"?

President Hinrichs: Then we do not have a Publishing Committee.

George E. Skewes (North Dakota): I believe that a vote of "yes" keeps a Publishing Committee and a vote of "no" keeps the Publishing Committee, that the only difference . . .

President Hinrichs: I will ask the parliamentarian to make a statement. Excuse me, I did not mean to cut you off.

Mr. Skewes: And the only question before us is as to whether the election in 1936 and 1937 shall stay in there.

President Hinrichs: No, they go out.

Mr. Skewes: But it is already decided that we do have a Publishing Committee.

President Hinrichs: No, we shall decide that by the adoption of this amendment.

Mr. Skewes: May I have the ruling of the parliamentarian? We have already substituted for the motion as printed.

President Hinrichs: The parliamentarian has been advising me, but I will be glad to have him advise you publicly.

(After conferring with the parliamentarian) The parliamentarian would like a little time.

Caroline S. Woodruff (Vermont): There is still an uncertainty in the minds of a great many people here whether in calling for this vote, a "yes" means that we do not have the Publishing Committee or whether a "no" means that we shall not

retain the Publishing Committee. I think this must be made clear, in simple language, before we put it to a vote.

President Hinrichs: The parliamentarian has said, if you vote "yes," we have a Publishing Committee; if you vote "no," we do not have a Publishing Committee.

(Question called.)

Jessie V. Farr (California): I would like to ask one question: I would like to know if this Publishing Committee is to be paid for this endurance test to which it is to be subjected in order to do all this work.

President Hinrichs: No, it is not.

Miss Farr: It is not to be paid, and how can we select people that we know are competent to edit?

President Hinrichs: I will say on the basis of the judgment and discrimination that we elect all officers, I suppose.

Mr. Shaw: I am rising by personal privilege. I should like to direct a question to the parliamentarian as to our status. May I have the opportunity?

President Hinrichs: Yes.

Mr. Shaw: The motion that came before you first, as I understand it, is the motion to amend the bylaws. The motion to amend upon which we voted was to amend the form upon which we are going to vote to amend the bylaws. Is that correct—the form of amendment? Therefore, it took only a majority vote to amend the form of the amendment coming before us. Is that correct?

President Hinrichs: Yes.

Mr. Shaw: Our actions so far then merely amend the form in which it comes before us. The original motion providing for deletion of the entire section, the matter upon which we have acted, amends by deleting only part of the section—is that correct?

President Hinrichs: Yes.

Mr. Shaw: Then as long as we have before us now a motion to amend—to strike out only part of that bylaw—and as we will be voting, as I understand it, substantially on the idea before you as an amendment to the bylaws, it will now take a two-thirds vote to adopt even that strike-out. Is that correct?

Miss Hinrichs: Yes.

Sara H. Fahey (New York): As chairman of the Publishing Committee last year, I offered this amendment, not because I was so keen about it myself, but the members of the Committee, occupying their time during the convention in making petty corrections on notes and devoting hours to the work, felt it was an injustice to their organizations that sent them to get the work of the convention and report it back again to devote hours to this kind of work. They argued that there were two accurate transcriptions of all the work of this Representative Assembly and that there never was any question of being able to refer back to the records in order to know about any disputed question. Therefore, it seemed to us as if it were a duplication of effort, as these minutes are gone over carefully by the secretaries of the different organizations interested in Washington.

That was the argument that was offered—that because there was a perfect record of everything that was done and that this Publishing Committee had been continued from an early time when there were not such technical methods of making records as there are today, the matter was suggested that the Committee remain after the convention and go over these notes. That question brought up the matter of expense to the National Education Association of maintaining a committee for perhaps several days after the convention, when there were so many uses of the money of the National Education Association that we thought more important. It was not the feeling of the members of the Committee that they wanted to get rid of anything that can be shown to be useful or necessary to this organization at any time.

If there is a feeling, would those people more experienced than I am so indicate that there is a necessity to have such a committee? I have not a particle of opposition to such a thing; neither has the Committee. I merely explain it here,

because at the time these discussions were going on it seemed that you had nothing by means of which you had a perfect record of your Representative Assembly. This is no longer true; the record is a perfect record and the only purpose of a Publishing Committee would be some time when something different from those directing the organization now might exist.

Glen W. Moon (Connecticut): I move the previous question on the amendment.

President Hinrichs: We are ready to vote, I believe.

B. C. B. Tighe (North Dakota): As I understand it, we have an amendment to which another amendment has been made. It will clarify matters a great deal if this could be read to the audience in order that we may know definitely what the form of amendment will be if it is passed or if it should lose in the vote.

President Hinrichs: We are substituting the simple statement that I shall read now:

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. 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*.

May I comment, just by way of information in case there is anyone here who does not understand what method of reporting we have now, that we have here a machine that is taking down every one of the words, significant or trivial, that we are saying in this Assembly. It is a verbatim record which you can hear in Washington or anywhere else at any time.

If we vote "yes" when the question is put, as I hope it will be soon, we shall have the Publishing Committee. We are voting "yes" on only these words,

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. 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*.

Are you ready to vote on that question? (Question called.) All in favor of the adoption of the question, please say "aye."

(Point of order called for.)

John Fewkes (Illinois): I believe the chairman is wrong. You are voting on an amendment to the constitution. If that amendment does not pass, the constitution remains as it now is and you are not doing away with the Publishing Committee if you do not adopt this amendment.

President Hinrichs: There is a motion before the house on the previous question. All those in favor of the previous question.

Mr. English: I appeal for a decision from the Chair. You decreed a few minutes ago that a vote "no" on the pending motion would delete the entire section.

President Hinrichs: I have been so advised by the parliamentarian.

Mr. English: I do not care who advised you, I am sure it is not true. The motion is to amend, which in effect, if you will read it, is a motion to strike out those two provisional sentences. We have a motion pending, a substitute motion, to change . . .

President Hinrichs: We are in the state of wanting to vote on the previous question. Those who are voting "yes" for the previous question, please so vote.

Mr. English: I appeal from the decision of the Chair. That is not the immediate pending motion. *Mr. Shaw* was correct.

President Hinrichs: The parliamentarian rules that the vote is for the previous question.

Harry Clark (Tennessee): If everyone would yield, I think I can solve this. This crowd is weary and confused and it will make no difference if this is not settled until twelve months from today. I move that it be laid on the table.

(The motion was seconded.)

President Hinrichs: The motion has been made and seconded that the question be laid on the table. The motion is not debatable. All in favor please say "aye," opposed, "no"; the "ayes" have it and the motion is laid on the table.

Miss Adair: Article XI, Section 1, page 9, has to do with both amendments; it provides for doing away with our provision that amendments must be presented at a business session and printed in the *Journal*. I will read it to you: Article XI, Section 1, amend as follows:

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.] *printed in the May Journal of the National Education Association.*

President Hinrichs: We have a written motion, moved by *Superintendent Hendrix*, seconded by *Mr. Sohl*, that this amendment be adopted. *Mr. Cram* will speak for the Board of Directors.

Mr. Cram: The Board of Directors voted in opposition to the inclusion of this amendment.

President Hinrichs: Any further discussion? (Question called.)

(Motion placed before the body for vote; motion declared lost; amendment not adopted.)

Miss Adair: The next one you do not have to do anything about, because it was taken care of by failure to adopt the amendments on page 7. The next one, I have to confess, slipped by me and it had been passed last time, so that we will take that out.

Rule 4 (b) (Standing Rules) comes out because Pennsylvania, the only state that has twenty thousand paid-up members, already has two directors.

Rule 4 (b) (at bottom of page 9) take out the letters "N.E.A." that we have so many times in that section; it is not good English. All we do there is take out the "N.E.A.'s" in three places.

Rule 4 (d) amend by deleting, and I believe that the reason for deleting this (the executive secretary, the treasurer, and the like) is that we have not done that for a great many years. The executive secretary takes office the first of January and the treasurer takes his immediately after election, so that is in the motion to delete.

President Hinrichs: We have a written motion by *Mr. Hendrix* of Arizona, seconded by *Mr. Sohl* of Pennsylvania, that this amendment be adopted. Any discussion on that subject? All in favor say "aye," opposed, "no"; I think the "ayes" have it. The motion is carried.

Now we are down in the "Other Proposed Amendments," and they are "other" because they were not printed in the *May Journal*. *Miss Adair*.

Miss Adair: This will take unanimous consent. It is about the Publishing Committee. It is perfectly simple, if you want to do something about it, because it takes out that provision for the first election and says they shall be elected along with the other officers on the ballot, so if you would like to take it off and get rid of it, you can do it very simply.

President Hinrichs: May we have unanimous consent for getting up to date on this amendment? The chair hears no objection; it is so ordered. (Article VI, Section 3.)

Miss Adair: Article VI, Section 1. This also requires unanimous consent and it

reduces the number of the Rules Committee to three instead of five. The Executive Board thought three was as good as five.

President Hinrichs: We have a motion that is signed by *Mr. Hendrix* and seconded by *Mr. Sohl* for the adoption of this amendment, which will simply change the number of people on the Committee on Bylaws and Rules, for five, in the experience of the Association, have proved a little unwieldy. Three have generally done the job.

Mr. Forsyth: I object.

President Hinrichs: The amendment is lost.

The last proposed amendment is another correction of the English of the fundamental law (Article II, Section 7).

Mr. Mooney: I should like to serve notice that an amendment will be submitted to eliminate the Rules Committee for a period of time at the next session.

President Hinrichs: That is according to our bylaws. *Mr. Mooney* serves notice that he will submit such an amendment. It will be published in the *May Journal* and voted on at the next summer convention.

Miss Adair: The last one is to take out the word "that" which does not belong there because it is bad English (Article II, Section 7).

President Hinrichs: May we have unanimous consent to that? (No objection offered.) It is so ordered. The parliamentarian says we have to vote on it. The point is that unanimous consent gives us permission to bring these matters before the Assembly since they were not printed in the *Journal*. The unanimous consent gives us permission to vote on whether we shall take out "that." (Question called.) All in favor of taking out the word "that" please say "aye," opposed, "no." The motion is carried and the bylaw is corrected.

We have finished this part of our business and *Mr. Shaw* is asking for the floor for a moment.

Mr. Shaw: Upon my election to the office of president I had the great pleasure of receiving from my predecessor, Caroline Woodruff, a gavel made from the oak of a tree that grew on the farm of Calvin Coolidge. I have few treasures that I value more highly, and I value at this time the privilege of presenting to my successor the gavel made from a bit of walnut that grew near one of the stones that was set up in the original survey of William Penn in Pennsylvania.

(Miss Hinrichs accepted the gavel.)

President Hinrichs: I assure *Mr. Shaw* that I appreciate this lovely gavel with the expression of friendship and goodwill that comes with it. We now have the gavel of the convention hall, my own gavel from Pennsylvania, and I have one that I want to use sometime this week that was sent to me in February by the teachers association of Brazil. We shall have three gavels to keep us in order this week.

L. E. Baird (Pennsylvania): I arise to a point of order. Article VI, Section 3, is before the house. You have had the unanimous consent, but you have not voted on the question.

President Hinrichs: The Chair admits she was a bit confused as to the fact of unanimous consent, and after securing the unanimous consent, to bring the question before you. I think, however, that this is the time to bring it. We have the unanimous consent to bring Article VI, Section 3, before you. You will find it on page 10, and now we shall have the motion for the adoption of Article VI, Section 3.

Motion by *Mr. Hendrix*, seconded by *Mr. Sohl*: I move that Article VI, Section 3, be amended as set forth in the Official Delegates' Manual, on page 10, as follows:

There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. 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.) The election shall be by printed ballot and held at the same time as the election of the officers of the Association. 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*. (Recommended by the Executive Committee.)

Is there any discussion?

Mr. Saunders: I want to move to amend the motion just offered by deleting the entire paragraph from the bylaws. The reason I want to do that is that we have a \$1000 machine here which is recording everything and I see no need for a committee to do what we have already bought a \$1000 machine to do.

President Hinrichs: *Mr. Saunders* makes a substitute motion that we delete the entire thing. Is there a second to that motion? It has been moved and seconded that we delete the entire passage. If we do that, we do not have a Publishing Committee, but we do have the \$1000 machine. Are you ready for the vote?

Blanche Foster (Pennsylvania): There has been a question in my mind ever since the delegate from Tennessee arose to deliver us from confusion. I understood he made a motion to lay that on the table. Was there any time limit attached to this motion, as someone in our delegation thinks he said to lay it on the table for twelve months. I thought the gentleman said, "I do not care if it takes twelve months."

President Hinrichs: *Miss Foster*, what we laid on the table was Article VI, Section 3, shown on the top of page 9.

Miss Foster: I realize that but I have not had a chance to get at the amplifier, but I want to know if I am right in that. I believe if the gentleman made a motion to lay it on the table, it can be removed from the table at any time.

President Hinrichs: That is correct.

Mrs. Helen Rueben (Illinois): I want to speak on the substitute motion made by *Mr. Saunders*. I want to first ask a question and then make a statement. In the statement, the Committee shall be responsible for editing and preparing that portion of the minutes which shall be published in the printed *Proceedings*. Is it the understanding that since we have that machine taking the verbatim report of the *Proceedings* that the verbatim report is to be printed in the *Proceedings*?

President Hinrichs: No, that is not true. The verbatim report is not printed, but a summary. In other words, all the byplay in this convention would not appear in the printed *Proceedings*.

Mrs. Rueben: When a verbatim report is edited, then it becomes the decision of certain people as to what portions are to be printed of the reports that are given from the platform and what portions are not to be printed, since it is an edited report and only portions are printed. Frequently there are differences of opinion on which sections of the report are important and which sections are not, and since there are differences of opinion, it is necessary to have an elected committee to make these decisions, rather than people who may be sincere and earnest but who are employed representatives of the Association and consequently are not the elected people of the Association. Consequently, no matter what kind of machine we have to take a verbatim report, in order to make a decision for editing it is necessary that we have our own Committee elected to make the decision as to what is to appear in the *Proceedings* and what is to be omitted.

President Hinrichs: Are you ready to vote?

Mr. Saunders: May I make one statement in answer to the lady who has spoken about the necessity for this Committee? We have the verbatim report on the machine. We have employed in Washington an executive secretary, with a staff of more than one hundred people. We pay them good salaries and there is no reason why they cannot take the machine records and make a satisfactory report for the volume of *Proceedings* without having to pay the

expenses of a specially elected committee to do that work, because under the amended proposition, it would be necessary for that committee to meet after the convention and give, as *Miss Fahey* said, and she served as chairman of that Committee, a great deal of their time to a routine job, and for that reason, I offered the motion to delete.

President Hinrichs: Are we ready to vote?

Miss Foster: I am wondering just what the attitude of *Mr. Givens* and his staff would be. It seems to me if any question should arise it would be more democratic to feel that this Committee from the Delegate Assembly was in on this thing. I think it is not that we doubt the ability or the economy for *Mr. Givens'* staff to do it, but there is a feeling of democratic participation that is gained by having a committee elected by us to assist at least in doing this work.

President Hinrichs: Are you ready for the vote? We are voting on the substitute motion to delete the passage. If you vote "yes," you have no Publishing Committee. If you vote "no," you retain the Committee according to this section. Those in favor of deletion, please say "aye," opposed, "no"; the "ayes" have it. If you would feel better, we can have a rising vote. Those in favor of deleting the section, please rise. Those opposed, please rise. The motion is carried.

Mr. Skewes: On the previous proposition, almost identical with this, we found ourselves confused. *Mr. Clark* of Tennessee extricated us by laying this matter on the table. I think we will be confused again. I am inclined to agree with *Mr. Saunders*, but I think that what we need to have is a definite provision for some method of appeal to a regularly constituted board in case there is a question in the future. I believe this matter can be worked out over a period of time; therefore I move this motion be laid on the table.

President Hinrichs: There is no motion before the house at the present time. I am not sure that I heard exactly what you said, but if I did hear what you said, the Executive Committee would be the body in whose jurisdiction would rest those matters of decision.

Mr. Trent: Was that vote to . . .

Mr. Bailey: I arise to a point of order; there is no motion before the house.

Mr. Trent: May I amend the amendment?

(Cries of "no!")

President Hinrichs: There is no motion before the house.

Mr. Bailey: According to *Robert's Rules of Order*, whenever anything is passed, anybody voting for it may ask for that action to be postponed indefinitely and it cannot be brought up for twenty-four hours. I move that this amendment be indefinitely postponed. Look up your *Robert's Rules of Order*. I am correct on that. It is a hasty decision.

President Hinrichs: I think you are out of order. I shall be glad to have the parliamentarian speak.

(The president then conferred with the parliamentarian.)

The motion was carried. At this time there is no motion before the house.

Mr. Bailey: I just made a motion. I move that we reconsider and that it be laid on the table indefinitely. It cannot be brought up now for twenty-four hours, according to *Robert's Rules of Order*.

President Hinrichs: You moved two things. You moved to reconsider and that it be laid on the table.

Mr. Bailey: *Robert's Rules of Order* gives a protection to all legislative bodies, whenever there is a hasty motion made or something carried, to allow a person who votes for it the privilege of moving that this be reconsidered and be laid on the table indefinitely and it cannot be touched for twenty-four hours.

President Hinrichs: Everyone knows the motion. Is there a second to that motion?

Mr. Horsely: He can move to reconsider the vote on the substitute motion only.

President Hinrichs: The parliamentary rules that the proper motion is to reconsider the vote on the substitute motion. Do you make that motion, *Mr. Bailey?*

Mr. Bailey: I make the motion to reconsider it.

(The motion was seconded.)

President Hinrichs: It has been moved and seconded that we reconsider the vote on the last motion. Is there any discussion? (None offered.) All in favor please say "aye," opposed, "no" (an overwhelming "no"). Evidently it is the thought of the house that the decision was not hasty.

Mr. Bailey: I still wish the parliamentary to look up to see if this can be acted upon before twenty-four hours from my motion.

President Hinrichs: The motion is lost. The next order of business is nominations for president, eleven vicepresidents, a treasurer, three members of the Executive Committee, and nineteen state directors. We have approximately twenty minutes for that procedure. You heard this morning the rule with regard to nominating and seconding speeches. The secretary will call the roll by states. You are nominating the president first.

Secretary Givens: As I call the roll by states, if you have a candidate to nominate please come to the platform ahead of time. This is a roll call by states for nomination for president of the National Education Association for the coming year. Alabama.

L. Frazer Banks (Alabama): Alabama yields to Indiana.

Hilda Maehling (Indiana): Indiana deeply appreciates the courtesy of Alabama in yielding a place early on this program. The teachers of Indiana are presenting the name of *Superintendent Donald DuShane* of Columbus, Indiana, for president of the National Education Association in 1940.

Indiana has long held an enviable position among the states for her progressive school and progressive teacher welfare laws. To secure and to maintain such a position of educational leadership, it is vitally necessary to have leaders of rare ability. *Mr. DuShane* has been such a leader in Indiana for many years. He was active in helping to frame and to pass the retirement law in 1921; he took much of the initiative in securing the tenure law in 1927. In fact, during the past twenty years, no progressive school law has been passed, no constructive teacher welfare movement has been started in Indiana without *Donald DuShane* as a prominent participant.

Mr. DuShane has every qualification for the high office of president. His experience runs thruout all phases of teaching. He has been teacher, principal, and superintendent in the public schools, and has taught numerous courses in education in several colleges. Thruout his career he has devoted much time and energy to the elevation of teaching as a profession. The teachers in his own state recognized his service many years ago and honored him with the presidency of the Indiana State Teachers Association. It is impossible to enumerate all his contributions to education and to the civic life of his state. Governors of both parties have recognized his ability and leadership and have called him to service. His work on the Crime Commission, on the State Tuberculosis Board, as president of the Society for Health and Hygiene, as president of the Indiana Conference of Social Work, and in countless other such civic appointments has equipped him to tie together the world of education and the world of public affairs.

The teachers of the nation in the past ten years have come to know him and to identify his name with professional improvement and progressive legislation. *Mr. DuShane* has served as chairman of the Resolutions Committee of the National Education Association. For the past six years he has served as chairman of the Tenure Committee of the National Education Association. In these capacities, he has been instrumental in bringing about order and clarity in the employment of teachers and in the professional relations of teachers and their employers. His work for teachers of the nation in their

struggle for tenure and contract rights is a most unusual and outstanding achievement.

In these dark days of turmoil, strife, and confusion on every hand, when the very foundations of our educational system and our democratic way of life are being threatened, education is challenged as never before. The National Education Association needs and must have a dynamic leader with a broad educational vision and with a keen, clear-cut understanding of its national problems. Indiana has such a leader and the educators of Indiana are proud and happy to share with the teachers of the nation their esteemed and beloved co-worker, *Donald DuShane*, for president of the National Education Association in 1940.

(The following states seconded the nomination of *Mr. DuShane*: Arizona, Arkansas, California, Connecticut, District of Columbia, Florida, Georgia, Illinois, Iowa, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, and Washington.)

President Hinrichs: It is now in order to call the roll for the nomination of the eleven vicepresidents.

Secretary Givens: Alabama.

H. E. Williams (Alabama): Alabama would like to present the name of *John W. Abercrombie* of the Alabama State Department of Education.

Secretary Givens: Alaska, Arizona, Arkansas, California.

Leonard Bowman (California): The California delegation by unanimous vote places in nomination the name of *Henry Clay Hall* for the vicepresidency. *Mr. Hall* has been for a number of years active in state association work and is highly respected among the professional leaders of the state. He is at this time serving as president of the Bay Section of the California Teachers Association. We urge your support for *Mr. Hall* for the vicepresidency.

Secretary Givens: Colorado.

Paul C. Stevens (Colorado): Colorado desires to yield to Missouri.

Secretary Givens: Colorado yields to Missouri.

Uel W. Lamkin (Missouri): I would like to have you turn to page 91 of your program. You will find there at the head of the Honor Roll the name of the city of St. Joseph, Missouri, which has for twenty-two years had 100 percent membership in the National Education Association. By instruction of the delegation from Missouri, I have the pleasure of presenting to you as the nominee for vicepresident of the Association the superintendent of that school system whose name appears there, *Tracy E. Dale*, a superintendent who is still working with the classroom teachers in the formulation and operation of an educational program, a country boy who still has the interests of the country as well as the city at heart, a city superintendent who takes his part in regional, state, and national professional organizations. We are proud of the fact that his school system is 100 percent in the National Education Association and we are proud to present him to you and ask that you name him one of the eleven vicepresidents of this organization.

Secretary Givens: Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho.

Delegate from Idaho: Idaho yields to the state of Washington.

Delegate from Washington: Washington is glad to nominate for vicepresident of the National Education Association *John W. Condie* of Idaho.

Secretary Givens: Illinois, Indiana, Iowa.

Harold Templeman (Iowa): Iowa wishes to present a friend of education and of the National Education Association, *A. B. Grimes* of Monticello, Iowa, superintendent of schools.

Secretary Givens: Kansas.

F. L. Schlagle (Kansas): Kansas would like to place in nomination *Wilhelmina F. Bertsch* of Topeka, Kansas, president of the Kansas Classroom Teachers Organization, who has done much in our state.

Secretary Givens: Kentucky, Louisiana, Maine, Maryland, Massachusetts.

Anna J. Masterson (Massachusetts): Massachusetts presents the name of *N. Elliott Willis* for vicepresident. *Mr. Willis* has served on the Resolutions Committee of the National Education Association; he has been vicepresident for two years. The teachers are familiar with the importance of the three R's in their profession. They also realize the great necessity of the three P's and the three S's in the candidate. The three P's insure poise, pep, and personality; the three S's, service, size, and security. *Mr. Willis* fulfils all these requirements.

Secretary Givens: Michigan.

Grover Stout (Michigan): Michigan nominates for vicepresident *M. R. Kopka* of Hamtramck, Michigan. I know that if you knew him as we know him, you would like him as we like him. He is a great fellow with a great smile and is interested in this great organization.

Secretary Givens: Minnesota, Mississippi, Montana, Nebraska.

G. F. Liebendorfer (Nebraska): Nebraska takes pleasure in placing in nomination the name of *Sarah T. Muir*, Lincoln, Nebraska, a classroom teacher in the field of English. *Miss Muir* is a life member of the National Education Association. She comes from a city that for sixteen years has been 100 percent in National Education Association membership. She has also served as a member of the state legislature. She has served as president of the state teachers association and also as vicepresident of the National Education Association.

Secretary Givens: Nevada, New Hampshire, New Jersey.

William L. Fidler (New Jersey): New Jersey wishes to put in nomination the name of *Lester A. Rodes*. *Mr. Rodes* has served as vicepresident of the Association; he is well known to many people; he is very highly regarded. We hope that you will give his name careful consideration.

Secretary Givens: New Mexico.

F. A. Guerin (New Mexico): New Mexico is proud to present the name of *R. L. Hunt*, professor of education in the State College of New Mexico.

Secretary Givens: New York.

Johanna M. Lindlof (New York): I take pleasure in presenting the name of *Sara Fahey* of New York City. *Miss Fahey* has served in almost every capacity below the vicepresidency in this organization. She was the organizer of the Department of Classroom Teachers and has for years served that Department. She served it, when there was no money for the Department, at her own expense, traveling over this country to secure members for the National Education Association. I trust that New York City will have the honor of having *Miss Fahey* as one of the vicepresidents of this organization.

Secretary Givens: North Carolina.

Delegate from North Carolina: North Carolina wishes to present the name of *W. F. Warren* of Durham, North Carolina, as vicepresident. He has always helped the teachers of our state to go forward in every progressive way; it is due to his energy that we have taken an active part in the National Education Association in the past few years. We present him with a great deal of pleasure and anticipation in his election.

Secretary Givens: North Dakota.

Charles E. Scott (North Dakota): The North Dakota delegation presents the name of *B. C. B. Tighe* of Fargo, North Dakota, as a candidate for vicepresident of the National Education Association. *Mr. Tighe* has served the state education association of North Dakota in many and varied capacities, including that of president of the association. He has also served the National Education Association. His name and figure are not unknown in official circles of the National Education Association. He has served the cause of youth and of education generally in many and varied capacities and we solicit your support for this candidate.

Secretary Givens: Ohio.

Ruth Runyan (Ohio): On behalf of the delegates of Ohio, I wish to nominate for the office of vicepresident of the National Education Association *Helen Bradley* of Cincinnati, and I bring to you the unanimous and enthusiastic endorsement of the delegation of the nomination of *Miss Bradley* for that office. *Miss Bradley* is no newcomer in the National Education Association. She has served for three years as committee chairman in the Classroom Teachers Department; she has served from its beginning as a member of the Committee on Equal Opportunity and for one year as its chairman. She has served for five years on the Resolutions Committee and in this difficult and crucial year she is its official chairman. She has served on various advisory committees. *Miss Bradley* is a life member of the National Education Association and has shown over a period of years, by her faithful attendance at conventions and the interest and success with which she has participated, that she has the ability of holding an office of leadership.

We know *Miss Bradley* in Ohio as the former president of one of our great local associations, the Cincinnati Teachers Association, and as a worker in the Ohio Education Association, where she has been chairman of its Resolutions Committee. We who know her best come to you with our heartfelt and sincere recommendations, by reason of her record and qualifications, of our candidate for the vicepresident of the National Education Association—*Helen Bradley* of Cincinnati.

Secretary Givens: Oklahoma.

Kate Frank (Oklahoma): Oklahoma wishes to place in nomination the name of *J. Carl Conner* of Oklahoma City as a nominee for the office of vicepresident of the National Education Association. *Mr. Conner* is a life member of the National Education Association and has served the Association very efficiently in many capacities. He has served the professional organizations in the state. *Mr. Conner* is an elementary-school principal in Oklahoma City, and a principal who believes in and practices democratic procedures in school administration.

Secretary Givens: Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina.

Mr. Gramling: The nations of the world move forward on the feet of little children. We have the happy pleasure to present the name of a faithful and loyal classroom teacher who has advanced in culture and service and dedication to her state and is now one of the outstanding teacher trainers of South Carolina. We are glad for the opportunity to bring before the National Education Association the name of one who is in the hearts and minds of the people of South Carolina and of the South, and that is the name of *Mrs. W. D. Rice* of South Carolina.

Secretary Givens: South Dakota, Tennessee.

R. H. Underwood (Tennessee): We of the Volunteer State take great pleasure in presenting to this body for consideration the name of a man who has served as a classroom teacher, college professor, and who now is city superintendent of Knoxville city schools, *Harry Clark*.

Secretary Givens: Texas, Utah.

Delegate from Utah: Utah wishes to second the nomination of *John W. Condie* of Idaho.

Secretary Givens: Vermont, Virginia, West Virginia.

W. W. Trent (West Virginia): West Virginia takes pleasure in seconding the nomination of *Helen Bradley*.

Secretary Givens: Wisconsin, Wyoming. The roll is called.

President Hinrichs: We have eighteen nominations for vicepresident. Nominations for treasurer of the Association are in order. We will have the roll call of states in nomination for treasurer.

Secretary Givens: Alabama.

Delegate from Alabama: Alabama wishes to yield to Ohio.

L. W. Reese (Ohio): I take pleasure, as state director of Ohio, in presenting for nomination the present treasurer of the National Education Association, *B. F. Stanton*, superintendent of schools, Alliance, Ohio. *Mr. Stanton* has held distinguished positions in both the National Education Association and the Ohio Education Association. He has twice been president of our own state association; he has been secretary of the Northeastern Ohio Teachers Association for fifteen years; and he has served as state director of the National Education Association for a period of over three years. In addition to that, our delegation from Ohio, representing the second largest in membership, now eighteen thousand, unanimously supports *B. F. Stanton* for treasurer.

We realize, as the result of the Philadelphia convention, that we are not very successful with presidents, but we do think we are with the treasurer, and furthermore, *Mr. Stanton* does not know what red ink is used for. He uses black ink only and that is the kind we want. *Mr. Stanton* is strong, sturdy, and dependable. I present before you for your consideration, *B. F. Stanton*, superintendent of schools, Alliance, Ohio.

Secretary Givens: Alaska, Arizona, Arkansas, California.

Arthur F. Corey (California): I am going to have a rare privilege. At this particular time I am very glad to second the nomination of *Mr. Stanton* of Ohio.

(Roll call of the rest of the states followed, all of them passing with the exception of the following states, who seconded the nomination of *Mr. Stanton*: Colorado, Connecticut, Florida, Kentucky, Minnesota, New York, Pennsylvania, Virginia, and West Virginia. *Mr. Saunders* of Virginia commented as follows in his seconding speech.)

Mr. Saunders: On behalf of the delegation from Virginia, and thru my personal relationships with *Mr. Stanton* during the time that he has been treasurer of the Association, I can testify to the fine work that he has done, to his faithfulness, and to his ability and therefore I second his nomination.

Secretary Givens: Madam President, roll call for nominations for the office of treasurer is finished.

President Hinrichs: We are now to nominate three members of the Executive Committee. Roll will be called by states for nominees of the Executive Committee.

Mr. Mooney: I am wondering if many of us do not have engagements for luncheon, and if a motion to adjourn following these nominations and such others that have to be made is in order?

President Hinrichs: It would not be in order because there are ten minutes left of our scheduled time.

Mr. Mooney: I move we adjourn on scheduled time.

(The motion was seconded.)

President Hinrichs: Whether we finish the roll call or not?

Mr. Mooney: Oh, no, let us finish the roll call.

President Hinrichs: I think the intent of the motion is that we adjourn after we finish the roll call for members of the Executive Committee.

Mr. Mooney: After all nominations.

President Hinrichs: The intent of the Chair was to adjourn after all nominations.

Secretary Givens: Alabama.

Delegate from Alabama: Alabama yields to Illinois for nomination of an Executive Committee member.

Irving F. Pearson (Illinois): Illinois wishes to thank Alabama for its courtesy in allowing us to place in nomination an individual who has demonstrated his ability and willingness to serve our profession thru this organization. He has served for several years as a member of our Executive Committee and it is our desire that he be returned to that post. I am privileged to place in nomination the name of *John W. Thalman*.

Secretary Givens: Alaska, Arizona, California.

Delegate from California: It is my pleasure at the unanimous request of the California delegation to place in nomination for the Executive Committee *Albert*

M. Shaw, a teacher in Los Angeles. *Mr. Shaw* has served the National Education Association in a number of capacities and over a period of years. *Mr. Shaw* served it as president of the Department of Classroom Teachers of the National Education Association and for the past two years has served on the Executive Committee. We are proud and pleased with the service record of *Mr. Shaw* and believe you feel the same way about it. It seems to us only a matter of good judgment that a man with so much experience, who is so thoroly acquainted with the workings of the National Education Association, should be returned to this important committee. We urge your support.

Secretary Givens: Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts.

Delegate from Massachusetts: Massachusetts is very happy to extend a hand across from the Atlantic to the Pacific and would like to second the nomination of *Albert M. Shaw* of California.

Secretary Givens: Michigan.

Delegate from Michigan: Michigan nominates for the Executive Committee *Jean Armour MacKay* of Highland Park, Michigan.

Secretary Givens: Minnesota.

C. P. Archer (Minnesota): The Minnesota delegation in meeting agreed to place in nomination the name of *Mrs. Myrtle Hooper Dahl* of Minneapolis. *Mrs. Dahl* needs no recommendation to this Assembly. Her record in the National Education Association as a member of the Executive Committee and of a number of other committees is well known. We are very glad to nominate *Myrtle Hooper Dahl* for the Executive Committee.

Secretary Givens: Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York.

Miss Fahey: I am glad to have the honor of naming for this Committee *Fredrick Houk Law* of New York City. As long as I can remember, *Mr. Law* has been a member of this organization and therefore is thoroly familiar with its development and work. Moreover, in New York City we have no one who has been more active in safeguarding the interests of teachers and of the general educational system than *Mr. Law*. We have there a great committee, the Joint Committee of Teachers Associations, that has done yeoman's service all during this year in safeguarding the budget for education in the city and that safeguarding has safeguarded the country or helped to do it in a large way.

Mr. Law is so familiar with the committee work that he has cooperated to an extent not found in many persons. He is so efficient in all these lines because of his long experience, because of his education and his wide culture, because many of the teachers here know him in the classroom from the many textbooks they use that have been edited by him. I cannot say enough in pressing his candidacy. I submit the name to you, knowing that you want a strong Executive Committee.

Secretary Givens: North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming. The roll call for the Executive Committee is finished, *Madam President*.

President Hinrichs: The next order of business is the nomination of nineteen state directors. According to our new plan, in use for several years now, the directors have terms of three years overlapping, so that nineteen states have occasion this year to nominate their directors. The secretary will call the roll for those states. Make your nominations and please let us have them on paper.

Secretary Givens: The nineteen states have already submitted the names of their directors on their delegation reports. With the consent of the Assembly, we will take the names from the written reports which we now have and we will not need to call the roll.

President Hinrichs: The directors were nominated by the delegates in the state delegation meetings yesterday. The reports of those delegates to the secretary are

a matter of record, and so with your unanimous consent we will consider that those nineteen nominees have been named before this Assembly.

Is there any objection? (None offered.) We have finished with the nominations. A motion to adjourn is in order.

(The motion was duly moved and seconded.)

President Hinrichs: I declare the motion carried.

(Meeting adjourned at 12:30 P.M.)

Second Business Session, Wednesday Morning, July 3, 1940

The second business session of the Representative Assembly was called to order at 9:00 A.M. by *President Amy H. Hinrichs*.

President Hinrichs: The meeting is in session. We shall be led in prayer by the *Reverend R. Burton Sheppard* of the First Methodist Episcopal Church of this city.

(The prayer was given.)

President Hinrichs: *Mr. McKillop* will lead in the salute to the flag and in ten minutes of community singing.

(Salute to the Colors was followed by community singing, led by *Mr. McKillop*.)

President Hinrichs: Before we take up the regular order of the day, we have an unexpected sad announcement to make. You will remember that yesterday the first one of our nominees for vicepresident, coming from Alabama, was *John W. Abercrombie*, friend of many of us thru the years. My first acquaintance with him was in 1929 and I have regarded him as a good friend ever since. I saw him in Alabama this year. *Mr. Abercrombie* passed away last night. I believe that *Mr. Banks* of the Alabama delegation has a word to say, and I know that after that you will want to join in a moment of silence out of respect to *Mr. Abercrombie's* memory.

L. Frazer Banks (Alabama): It is with the deepest regret that Alabama withdraws the name of *John W. Abercrombie*, nominated for vicepresident of this Association at our meeting yesterday. He has served education in his state and in the nation for a number of years. As a member of Congress he was the first man to introduce a bill for federal aid to education. Only last week I heard him make a talk in an educational meeting, and I was impressed by the fact that he was not looking backward, but forward. Alabama and the nation lost a great leader thru the death of *Mr. Abercrombie*.

President Hinrichs: Shall we rise for a moment of silence out of respect to *Mr. Abercrombie's* memory.

(The Assembly arose for a moment's silent tribute.)

President Hinrichs: We also have two other withdrawals from the list of nominees of yesterday. The secretary has statements from *Harry Clark* of Tennessee, nominated for vicepresident, and from *Jean Armour MacKay* of Michigan, nominated to the Executive Committee.

Secretary Givens: The note from *Jean Armour MacKay* reads as follows:

I wish to withdraw my name from among the nominees of the Executive Committee as presented this morning in Representative Assembly.

I also have a note from *Harry Clark*, as follows:

Since my fellow Tennesseans have been so kind as to ask the Association to elect me as state director, I would appreciate it if my name could be omitted from the list on the printed ballot of the nineteen nominated for vicepresident.

Madam President, since the Representative Assembly took action yesterday on this, the Elections Committee must have another action taken before they can remove these names officially from the ballot, and I therefore suggest that the name of the late *Mr. Abercrombie* and the names of *Harry Clark* and *Jean Armour MacKay* be removed from the slate acted upon by this body yesterday.

President Hinrichs: May the Chair have a motion to that effect?

(Motion made by *Mr. Mooney*, seconded by *Mr. Walker* of Missouri, and carried unanimously, that the three names mentioned above be removed from the ballot.)

President Hinrichs: The first order of business, page 10 of the Official Program, is "Announcements of Arrangements for Voting." Will the chairman of the Elections Committee make the announcement?

John A. Clark: The Committee on Elections met in the Committee Room of this auditorium at 9:30 A.M., Monday, July 1, with the following members present: *John A. Clark*, chairman, Milwaukee, Wis.; *Mrs. Bridget C. Peixotto*, Ozone Park, N. Y.; *H. A. Wise*, Springfield, Mo.; *Irene Randall*, Richmond, Calif.; *Carl Nutter*, Springdale, Conn.; *H. E. Hinkel*, Villa Park, Ill.; *John W. Miller*, Kokomo, Ind. *Mrs. Bridget C. Peixotto* was elected secretary, the first order of business.

The election of officers will take place July 4. Members of the Election Committee will be at the election booths from 8:00 A.M. until 6:00 P.M. The voting booths will be adjacent to the delegate registration desk in Mechanics Hall in the basement. Each delegate has a stub on his delegate credential card. This stub, with your signature, will be exchanged for ballots. Printed ballots will be given to each delegate when he or she presents the signed stub. When you have voted, place your ballots in the official ballot box.

President Hinrichs: The secretary has asked if he may say a word about the ballots on which are the names of the nominees of the Executive Committee.

Secretary Givens: The members of the Representative Assembly are aware that the members of the Executive Committee, proposed by the Representative Assembly, are elected by the Hare system, and that calls for additional people besides the regular Elections Committee.

With the permission of the president, I would like to name, first, *Miss Greger* of Philadelphia as chairman of the subcommittee on elections to handle the Hare system of counting, and I would like for the six following states to furnish one individual to help *Miss Greger* tomorrow night: Michigan, New York, California, Illinois, Minnesota, and Ohio.

President Hinrichs: I said I was going to use these different gavels. This was presented to me (holding gavel aloft for Assembly to see) and with it came greetings to you. This was done at the February convention. This lovely gavel (holding gavel aloft again) is of Brazilian hardwood, and this is the beautiful box in which it came. The greeting card says, "To the National Education Association of the United States of America, greetings from her Brazilian sister." I thought today was the appropriate day to use this gavel, considering that we have the International Dinner tonight. As you know, it will be devoted to inter-American relations.

The next order of business is the "Announcement from the Appraisal Committee" of which *Albert Shaw* of California is chairman. Unfortunately he is ill this morning, so *Daisy Lord* of Connecticut will give the report.

Miss Lord: The Appraisal Committee has now been working for three years. It has only a brief report this year.

Each year question blanks have been distributed to the Assembly in order to learn how well the program met the needs and interests of the delegates and to gain constructive suggestions for building better future programs. Some helpful suggestions have been received.

Many conflicting opinions appeared, and in numerous cases views favoring a certain idea would be balanced by practically an equal number directly opposing the same principle. So there was borne home to us the truth of the principle enunciated by a former great statesman: "You cannot please all the people all of the time."

This year we are again distributing blanks for your use in evaluating the work of the convention. An envelope containing blanks for each delegate in each state is ready, and at the conclusion of this report we would like to have the director from each state or someone to represent him come to the front of the auditorium and get the blanks for his state. We did not have the exact number of delegates in each state, so extra blanks are ready for those who need more. On the corner of the envelope near the name of the state is a number indicating the number of blanks in the envelope.

Please fill out the blanks by Thursday, and we will collect them at that time. If any stray blanks are not returned, then they may be left at the registration desk

or sent direct by mail to headquarters at Washington. The envelopes will be at the front in groups, beginning with Alabama and ending with Wyoming. As a member of the Appraisal Committee I move the adoption of this report.

President Hinrichs: You have heard the motion. Is there a second?

(The motion was seconded by *Mr. Cram* of Iowa and carried unanimously.)

President Hinrichs: We shall take just a moment for you, please, to come and get the blanks for your state. Just a word about our committee reports. We have a schedule we must adhere to. For the benefit of the new delegates I should like to say a word about the committees and importance of these reports.

We have twenty-eight committees. Occasionally someone feels that the committee reports are a chore—dry, some say. To me they have been thru the years a vision, and I think that they are such to many of our older members, and will be such to those of you who are here if you will give them your full attention and try to see thru these necessarily brief reports to the tremendous amount of thought, research, effort, and intelligence that have gone into them. These committees have worked thru the year conscientiously, earnestly, and intelligently. The very titles of the committees give a broad view of the vision of the work of our Association, the tremendous and far-reaching ramifications of our influence.

We shall ask our Committee chairmen to confine their reports, if possible, to five minutes. Some Committees, on the basis of past experience, or perhaps specific requests, have been allotted fifteen minutes. That means that the culmination of the discussion, the adoption or rejection of the report, should be consummated in fifteen minutes, so I am going to ask the people whose time is given here as ten minutes to be sure to get their reports in five minutes, the others in seven or eight. We have someone keeping time, and we will make a desperate effort to get the reports adopted in the time mentioned. We have a little time to make up from yesterday.

The first report will be given by *Hugh S. Bonar*, superintendent of schools, Manitowoc, Wisconsin, on the work of the Committee on Citizenship.

(The report by *Mr. Bonar* is printed on page 893 of this volume.)

President Hinrichs: Thank you, *Mr. Bonar*. Does the Chair hear a motion for the adoption of this report?

Ernest A. May (Wisconsin): I move the adoption of the report and commendation of the Committee for the excellent piece of work done.

(The motion was seconded by *Edward L. Linscott* of Maine and carried unanimously.)

President Hinrichs: It indeed is a fine report. The next report is that of the Committee on Salaries. As far as *Mr. Givens* or I have been able to find out, *Mr. Elsbree* is not here. Is he in the audience, or has he deputized anybody to give the report? It is possible, of course, that he may come later. We shall return to any reports that cannot be given today, tomorrow before the close of the convention.

We will pass, then, to the Committee on Tax Education, of which *Martin Wilson* of White Plains, New York, is chairman, and that report you will find on page 30 of the Summary, and page 101 of the Manual.

(*Mr. Wilson* supplemented the report on page 911 of this Volume as follows:)

Mr. Wilson: During the past year the Committee on Tax Education has devoted its efforts to implementing the program that we set forth at the meeting in San Francisco soon after we were created. That was a comprehensive plan, and we have tried to do our best to carry it out. It is a continuing program. It is true that the details in the various places vary, and they vary also from time to time, but we have these problems always with us.

We have tried to promote the study of tax education and tax matters in local groups, both of teachers and of the public. We have attained some measure of success in this; some of the states have replied to us that such groups have been set up. We have also tried to promote the publication of articles on tax matters in the local journals of state associations and also in such local units as cities that have similar publications. During the past year there has been a considerable measure of success in this.

I hold in my hands a reprint of an article that appeared in the *Nebraska Journal* which was widely circulated. I also have a few copies of an issue of a bulletin. There were twelve separate issues of this produced in New York City by the Joint Committee of Teacher Organizations. It is an example of the work of a local unit.

I have here an excellent study that was made in the state of Wisconsin by Mr. Peterson, the research director here, dealing with comparative costs, and a comparison of a great many other items in school matters of all the states of the Union. It is illustrated and the findings are given as of a recent year for every state. It is a fine piece of work. Indeed, the other day when I showed this to the Board of Directors it moved to accept our report provided we would send each of them one of these. I hope that when we accept the report here you will not ask us for that, but we have the consent of the Wisconsin people to supply them to the Board of Directors and to each of the state organizations. The Wisconsin people also published in their *Journal* in March another article dealing with taxation. If we could all keep pace with Wisconsin I think the problems of the Committee would be pretty well solved.

The New York group also circulated some bulletins. In our former report we complained that some of these were not illustrated graphically, the way some other groups put out material. That is being remedied. This one is full of graphs and is a fine piece of work, entitled "Are School Expenditures Too High in New York State?" In New York State we were faced with many comparisons, particularly with Indiana, which seems to be in the limelight these days, and so a study was made of comparative costs, not only of education but also of other items in these two states, to show that relatively education costs no more in New York than did other items.

There was a very fine piece of work we found, entitled "Problem of School Costs," which was put out by the Committee on School Costs of the New York association. An excellent study on "Sources of New Revenue in Virginia" was produced by the associate professor of economics at Bucknell University. The New Mexico group put out material, and West Virginia put out a considerable amount of material. In one of the states, again Wisconsin, a group outside the teaching profession—the League of Women Voters—put out a pamphlet dealing with taxation and the schools and gave it wide circulation. The West Virginia group put out "Financing Public Education in West Virginia." All these are recent publications. The state of Washington did an interesting and valuable piece of work. They put out "An Elementary Brief on Washington's Tax Plan and Problems," and they followed it with a mimeographed circular as to how to use it. Then they prepared an examination on its contents, which was circulated—an examination of a new type.

We have given, as we said we would try to do, circulation to a number of these. Several hundred of the bulletins from the Joint Committee of the New York State organizations were circulated among the various state and local associations of the country, and also that reprint of the Nebraska article was circulated widely.

We have tried to give publicity to a pamphlet, one of the Personal Growth Leaflets, called "A Primer of Taxation," by David Cushman Coyle.

We hope that you will buy these Leaflets. They are valuable for use in classes and also for study groups.

We also have given publicity to the publication of the Educational Policies Commission entitled *Education and Economic Well-Being in American Democracy*. It contains material on the thesis that this Committee has been trying to uphold; namely, that thru taxation we buy cooperatively things that we cannot buy so well and efficiently as individuals. We have tried to encourage an idea that we hope every teacher will carry out; namely, the purchase of two copies of this. The first copy is fifty cents, and there is a 10 percent reduction for the second. We suggest that you give your second copy to someone who is in a position to influence the public. If you will do that, it will help us markedly, for this volume is aimed at reaching the public.

We have also tried to get units developed in various localities emphasizing the point of linking taxation with the services that taxes buy. In that we do not feel yet that we have been as successful as we ought to have been. We have noted with pleasure that some of the textbooks are beginning to feature this idea. I do not want to mention from the platform any particular ones, but one of the most popular books on the government of the United States now features this idea in its first chapter. A new textbook on economics, which has just come out, also features it. We are going to try this next year to work on that phase of the problem, because after all, teachers do, in large part, teach what is in textbooks.

I wish to move the adoption of the report, which provides for the recommendation that the Committee be continued another year.

President Hinrichs: You have heard the report and the motion of the chairman. Is there a second to the motion?

(The motion was seconded by *Frederick M. Hunter* of Oregon and received unanimous approval.)

President Hinrichs: The next report should be that of the National Council of Education. *L. A. Pechstein* of the University of Cincinnati is chairman. He was here for two days and had to leave, so he deputized *Mr. Doudna* of Wisconsin to give his report. I believe that *Mr. Doudna* has requested the secretary to read this written report.

(*Secretary Givens* read the report printed on page 877 of this volume.)

President Hinrichs: You have heard the report. Is there a motion for its adoption?

(Motion made by *R. M. Inbody* of Missouri, duly seconded by *Mr. Saunders* of Virginia, and carried that the report be adopted as read.)

President Hinrichs: The next report to be given is that by the Committee on Affiliated Associations. *Reuben T. Shaw* of Philadelphia is chairman.

(*Mr. Shaw* presented the report printed on page 879 of this volume.)

Mr. Shaw: As chairman of the Committee, I move the adoption of the report.

President Hinrichs: You have heard the report and the motion for its adoption. Is there a second?

(The motion was seconded by *Lyle W. Ewing* of New Hampshire and carried unanimously.)

President Hinrichs: The next report is that of the Committee on Academic Freedom, of which *William S. Taylor* of the University of Kentucky is chairman.

(*Mr. Taylor* read the report which is printed on page 879 of this volume.)

Mr. Taylor: I move that the report of the Committee be adopted.

President Hinrichs: You have heard the report and the motion of the chairman for its adoption.

(The motion was seconded by *Miss Lord* of Connecticut, voted upon by the Assembly, and carried unanimously.)

President Hinrichs: With the approval of the chairman of this committee, *Mr. Mooney* of Colorado asks unanimous consent to present a supplement to the report of the Committee on Academic Freedom. Is there an objection to *Mr. Mooney's* speaking to you? Hearing none, *Mr. Mooney* will address the assembly.

W. B. Mooney (Colorado): The Colorado delegation feels that, supplementing the report, and pending the time when this new statement is available, we amend the statement of 1937 in paragraph three under the general heading, "How Academic Freedom Serves," with this statement inserted in the middle of that paragraph:

Our young people as citizens-in-the-making must first of all learn the fundamental principles and historic facts connected therewith, underlying the creation and maintenance of our system of government which makes possible, secures, and perpetuates our democratic way of life. This responsibility rests squarely on the teachers of America at all levels of instruction. After our young people as citizens-in-the-making are adequately familiar with the historic facts and underlying principles surrounding the creation and maintenance of the government of the United States and have attained some maturity in years, they should have opportunity to appraise the strengths and limitations of our historic tradi-

tions and institutions so that, as later need may arise, they can do their part to keep these abreast of the changing need.

That is to be inserted in the middle of the paragraph to which I referred before, and it is recommended that this follow paragraph three:

The exercise of the principle of academic freedom requires that the teacher in an American public school be a staunch supporter of the democratic form of government. It obligates him to explore and advocate more desirable procedures in the operation of our democratic form of government but it does not give him license to advocate another form of government as being more desirable than that of the United States. Academic freedom can exist only under a democratic form of government.

I move the adoption of these amendments to the 1937 statement of academic principles.

President Hinrichs: You have heard the motion. Is there a second?

(The motion was seconded by *Mr. Rushing* of Washington and carried by a majority vote of the Assembly.)

President Hinrichs: We have come to the end of the printed schedule of yesterday. I have this announcement from the Rules Committee: In view of the finished printed schedule of yesterday, there will be a period for unfinished business for yesterday beginning at eleven forty-five this morning. It is now ten minutes past ten o'clock. All persons wishing to bring anything germane to the call shall confer with the Committee on Bylaws and Rules on the platform before eleven o'clock in order that the proper amount of time may be allotted. *Cornelia Adair*, as you know, is the chairman, so if you have anything to say to her, see her on the platform.

We are ready for the report of the Educational Policies Commission. *William G. Carr* of the headquarters staff, who is secretary of the Commission, will give the report.

(*Mr. Carr* presented the report printed on page 889 of this volume.)

President Hinrichs: You have heard the report. Does the Chair hear a motion for its adoption?

(Motion made by *Mr. Inbody*, seconded by *Carl Prior* of Colorado, that the report be adopted as presented.)

Mr. Kesselmann: According to the summary, then, will the Educational Policies Commission be discontinued on December 31, 1940?

President Hinrichs: We hope not. Steps are being taken to renew the life of the Educational Policies Commission, not necessarily the identical one, but an Educational Policies Commission. I shall call *Mr. Carr*, if he wishes to answer further, but I believe that that is a simple statement of the answer.

Mr. Carr: I think the gentleman, and perhaps others in the Representative Assembly, may also be interested to know that the Commission has been financed during the past five years from funds entirely separate from those of the National Education Association funds, that is, by a grant of money from the General Education Board. The Executive Committee of the National Education Association and of the American Association of School Administrators has applied for and received from the General Education Board funds which will enable the Commission to continue, at a somewhat reduced level of spending, for four years, beginning January 1, 1941.

President Hinrichs: Are you ready for the question?

(The motion was placed before the Assembly and carried unanimously.)

President Hinrichs: The next item of business is the report of the Committee on Cooperatives. *H. G. Lull*, director of teacher training, State Teachers College, Emporia, Kansas, is chairman.

Mr. Lull: There is nothing new in the principles of cooperation in the teaching profession. The teaching profession both endorsed the principles of cooperation and practiced them in our modern educational schools. Indeed, there is nothing new

in the ideas of cooperation in business in general. There is, rather, more of the other principle of competition, but business has cooperated, has had to cooperate to survive.

The only thing that is new and in any sense pioneering in this report is the fact that cooperation here is among the consumers. Consumers have not cooperated in the past to any great extent. We have scattered over this country now many consumer organizations, and the consumer cooperatives make their principles good. That is to say, the principles and the practices that consumer societies want to perform can be performed efficiently under consumer cooperative organizations.

As a movement, this organization is relatively new in America. I presume that less than 2 percent of the business, including transportation, production, and finance in this country, is at the present time carried on thru cooperatives of one form or another, and yet it is young in the Rochdale sense of cooperation. We have many varieties of it. Besides the regular consumer cooperatives, which begin with the retail stores and extend to the wholesale, then back to production, owned by consumer members, we also have various other developments. The farm marketing organization is an example. We even have as one of the most interesting developments of cooperatives in this country the college and university housing cooperatives of students, numbering thousands in some of the leading universities of our country.

A study of cooperatives is a study in democracy, and that is our excuse for bringing it before you in this convention. We believe that the cooperatives have advanced industry one step further toward democracy. It is a form of capitalistic industry, just the same as corporations. We believe there are certain principles which must be noted:

1. That education is progressively developing and discriminating experience.
2. That the changing current scene provides the primary social sources of the curriculum on any level of education.
3. That greater attention should be given to social maladjustments, confusions, and problems on the high-school and college levels. Social maladjustments are not dangerous unless they become chronic.
4. That all subjects of the high-school curriculum should perform heavy duty within the limitations of their characteristic technics in clarifying the understandings of boys and girls in relation to social maladjustments, confusions, and problems. If there are subjects that cannot perform this function, they are of doubtful value.

We believe that cooperatives in all of their forms should have a place in the study of seminar education in colleges. The Committee does not hold that the cooperative should constitute a separate course. We believe that wherever other forms of business production and distribution are treated, the cooperative should be held as one phase.

The fundamental principle underlying consumer cooperatives is distribution. If they cannot distribute successfully they have no reason for existence. We believe the cooperatives will stabilize industry in all forms of business, as well as finance, and prevent, in some measure, these heights and depths of economic cycles that have been the experience in other countries.

The Committee assumes one principle which we deem important, and that is the institutional balance theory. We believe there is a place, not for cooperatives doing 100 percent of the business but perhaps from 30 to 50 percent. We believe there will always be a place for corporate organization in our country. We believe that democracy implies the balance of institutions, and not 100 percent totalitarianism, whether it be in government, religion, or business.

(*Mr. Lull* then discussed the summary report printed on page 886 of this volume.)

President Hinrichs: You have heard the report. Is there a motion for adoption?

(Motion made by *John W. Condie* of Idaho, seconded by *Mrs. Bridget C. Peixotto* of New York and carried unanimously, that the report be adopted.)

President Hinrichs: The next report is that of the Legislative Commission. *Sidney Hall*, superintendent of public instruction, Richmond, Virginia, is chairman of that Commission.

Mr. Hall: I shall not, of course, read to you the report of our Commission, because you can do that for yourself. (See page 896 of this volume.) I do, however, want to tell you that on Sunday we had another meeting of the Commission as a whole, with fine attendance. At that meeting the Commission passed a series of resolutions which will be forwarded to the proper persons. The gist of those resolutions is:

The Legislative Commission views with alarm the tendency, on the part of the federal government authorities, to permit extragovernmental and emergency agencies to take over the regular public school functions of this country, and therefore endeavors to persuade those in authority to recognize that all educational activities, as far as it is humanly possible, should be rendered thru the regularly constituted school authorities of the state and local governments of this country, and that beyond the ability of these specific state and local governments to perform these functions, the so-called extragovernmental agencies dealing with educational affairs have a place to fit in and to work. We believe that is sound policy.

The Legislative Commission views that situation with alarm and is trying to the best of its ability to save the public school system of America, to re-create it, and at the same time to cooperate with the extragovernmental agencies when they do happen to come into the picture, recognizing them as emergency and as temporary agencies. Thereby, if anything is left that is good, the public school system of America might build upon those vestiges.

The Commission has continued its efforts in securing federal aid. You will observe when you read the report that we have been unable to do anything during this Congress, by virtue of the very serious problem which is before the Congress. National defense has taken a primary place on the stage, and all other matters have to wait. However, we are still striving to impress the federal government with the fact that it was during 1917-18, when a similar crisis existed in American civilization, that the great Smith-Hughes Act was passed, giving us this great program of vocational education in America. Likewise, we believe that education has a place to fill in the crisis that is now before us, and we propose to keep those in authority constantly aware of that situation.

(Motion made by *Mr. Trent* of West Virginia, seconded by *Everett Witt* of Kentucky, and carried unanimously, that the report of the Legislative Commission be approved.)

President Hinrichs: We shall now have the report of the Committee on Equal Opportunity. *Mary E. Morris*, principal of the Gove Junior High School, Denver, Colorado, is chairman.

(*Miss Morris* discussed the report printed on page 890 of this volume supplemented by the following:)

Miss Morris: The motion was made and carried at the meeting of the National Education Association four years ago in Denver that a committee of men and women be appointed to make a thoro study of discriminations because of sex, race, color, or economic or marital status with particular reference to the teaching profession. This Committee was appointed and study immediately began. The study was made thru questionnaires and thru a study of legislation and rulings of schoolboards. The Committee was materially aided by the Research Division of the National Education Association.

As a result of this work, the National Education Association published the following: *Variations in Personnel Practices Affecting Teachers*; *The Status of Married Women Teachers*; *Progress and Problems in Equal Pay for Equal Work*; and *Protecting the Employment Status of Women*.

The Business and Professional Women's Club entered enthusiastically and aggressively into the work necessary for this study. Questionnaires were sent out and the replies were compiled into reports for these groups in 1938 and 1939.

Altho the Committee urged the Delegate Assembly members to study these pamphlets, it is needless to say that they were not widely read.

As a result of publicity projects carried out by the Committee, reports began to be sent to us of the work being done in different communities and states. Requests came for suggestions, and we answered them to the best of our ability. We used reports sent from various states as an outline in preparing talks.

A radio program given in Cincinnati has created unusual interest, and many requests have been received to use it in other places. Many state education association journals and educational organization magazines published an article by *Mr. Hunt* and some local papers have given us publicity. Your chairman has had letters from thirty-two states and Hawaii. I believe other members of the Core Committee have heard from states with whom I have had no contact.

At the meeting in Washington we divided the states into groups, and each member of the Core Committee was to promote the work in the group of states assigned to him. Your chairman has not been able to get a full report from each member of the Core Committee to date, however.

A meeting of the Equal Opportunity Committee was held in this auditorium on Monday, July 1, 1940, and the corresponding committees in each state were invited to send representatives. Twenty-five people, including a staff representative from Washington, D. C., attended this meeting, which began at 9:00 A.M., and dismissed at 11:45 A.M. Almost every one present had some report to make. There was evidence of a lively interest being taken by various state committees, and it was felt that an effort to strengthen state committees should be emphasized. However, it was thought that there should be no desire to overemphasize or to center our attention upon discriminatory practices against women as compared to men, or practices against married women.

The state committees will plan their own programs. Some have not studied the home conditions, but on the whole, emphasis has been placed upon those two phases. The Committee felt that all discriminatory practices should be studied, as was emphasized in our meeting on Monday. Some of the following were pointed out:

1. Discrimination in salaries for different grade levels. This is carried on to such an extent in some places that distinction is made almost step by step, from kindergarten to the twelfth grade. In other places the single-salary schedule makes no distinction for grade levels.
2. The wide and significant distinction between opportunities for rural and city children, such as the enforcement of the compulsory attendance law, free textbooks, and the like.
3. State barriers, such as the refusal of states to recognize licenses to teach or teaching experience in other states, recognizing only graduates from state schools.

It was felt that a study should be made by the Core Committee of all such reports and the significant findings sent to all states. The group urged a study of discriminatory practices affecting both men and women, and particularly a study of those affecting children.

Madam Chairman, I move the adoption of this report, and the continuation of the Committee.

President Hinrichs: Thank you, *Miss Morris*. You have heard the motion. Is there a second?

(The motion was seconded by *Katherine O'Dea* of Pennsylvania.)

Harold Templeman (Iowa): I have one objection to this report—that it merely becomes another report of the National Education Association, and I do not feel anything is done about these reports. You do not go back to the states and do anything about it, and I do not hear anything in the report, or read anything that says anything about equal opportunity for the children in the rural sections of states where they still have high-school graduates teaching in those states. Some will say this is a local problem, but I feel the National Education Association should step

into those backwoods states and tell those that are in power, "You are not doing your job." I feel that the National Education Association should generate more power in those states. Then we would get more memberships and it would actually mean much to the teachers of those states, because there are not enough people in some of these states to generate enough power to see that those who have the authority do something about it.

President Hinrichs: The Chair would make one or two remarks. She cannot agree with the statement that our reports mean nothing. They mean a great deal. There is abundant evidence to that effect. That specific question, I believe, has considerable attention in the report of the Legislative Committee and in other reports. However, it might be fitting to include a definite suggestion here. I do not believe I got a definite suggestion as to what the National Education Association could do.

Mr. Templeman: I would suggest that the Executive Committee of the National Education Association look at these states where they still have inadequately trained teachers as we have in Iowa, where last year 1700 normal-trained graduates were certified to go out in the rural schools and teach. We have no tenure law or pension law. I would say the Executive Committee could step in and say to the leaders: "I do not believe you are doing the job for the educational forces of your state. You should do something more, and provide better legislation." They are not doing it, and I think it would be of greater power for the National Education Association to take a more affirmative step, and I would move that in the coming year the National Education Association look up those states and make that suggestion to those in power.

President Hinrichs: I believe a motion to that effect is out of order, for all you have stated is, of course, in the research reports of the National Education Association, and I doubt very much whether the National Education Association could step into any state and say, "Thus must thou do." I think your remarks have been helpful in pointing out a condition, but I think no action is in order.

G. E. Carlson (South Dakota): I second that criticism. I happen to be from South Dakota where we have a wonderful school system, but the average salary in South Dakota for rural school teachers is \$55 a month. Not only is it an average of \$55 a month, but that only lasts for five years. In other words, the average tenure of teachers in South Dakota is five years. There is a retirement law, but there is no appropriation for the retirement fund. They have the "retirement" but no "fund."

One of the states which fights federal aid to education is New York; another is California. They are rich states. We provide much of that income in South Dakota for New York, and if you do not believe it, take a look at some of our wheat in the harbors.

We are going to have a good crop this year, and maybe next year, but if we do not we will need some federal aid to education. I think you had better get a few of the flies out of the ointment of federal education. That is one of the best jobs the National Education Association can do, and I think the gentleman who made that suggestion made a good one. You had better get busy and talk nice to the boys that can do a little for federal aid in South Dakota and Oklahoma. There is one way of solving that problem and that is by federal aid to education. We almost got it sometime ago, but you had better get busy and produce.

President Hinrichs: Certainly the Chair, and I am reasonably certain that everybody else here, is in sympathy with the aspirations and the needs expressed. However, the subject of federal aid was really covered in the report of the Legislative Commission, which you adopted some time ago, and the only thing that is strictly in order now is an amendment to this report. Does anyone have such an amendment to offer?

Mrs. Rueben: I do not have an amendment, but I have a question to ask the Committee chairman. The report makes the statement that one of the purposes of the Committee is to describe discriminatory school practices based upon sex, race, and similar factors, and I have had the feeling for a long time that one of the basic

discriminatory practices in the system is against the Negro children, not only in the North and South, but thruout the United States. We have experienced discriminatory practices against Negroes, and I think this basic problem was not mentioned in the report, and I wanted to ask whether this was going to be one of the problems for further consideration by the Committee.

Miss Morris: Mr. Smith of Peabody College is on our Committee and has talked before our Committee a number of times. The purpose of this Committee is not policy-forming but to make studies and send out information. We believe that if all were well informed there would be changes made, and we hope that we can send out a great deal of information encouraging you to establish a strong Committee on Equal Opportunity. Make your studies in your states, let all states know what is being done, and what has to be done to correct discriminatory practices. We are working and have worked upon the question you asked about.

Roy W. Cloud (California): California resents the remarks of the gentleman from South Dakota, that California has been against federal aid for education. I think if the gentleman will study the matter he will find that altho California will profit little by federal aid for education, it has been one of the strongest supporters of the federal aid bill in the United States.

Mrs. Lindlof: I did not know it would be necessary for New York to again state that it is wholeheartedly in favor of federal aid. I think we stated it at the last convention in no uncertain terms. However, tho the gentleman made that error, it is a good thing for those of us here to listen to people from the states that are not as well off as we. I think too many of us are smug because we have all that we need. Those of us that have all we need should begin to realize, from a perfectly selfish point of view, that until all the teachers in all the states have all the opportunities that we have, none of us is secure!

I think there are some more discriminatory practices that are carried on, even in the states that seem to be doing everything that should be done. I am not going to mention a particular spot, but there are states and communities where a Catholic teacher cannot secure a position, and there are plenty of communities where a Jewish teacher cannot secure a position. These are things which are vital for us to consider, and all those discriminations must be done away with before we can say we are a real democracy!

Mr. Carlson: I am sorry if I made a rash statement about the individual representatives, or even the organization of people in New York or California, but the mere fact that that bill did not go thru is a substantiation of the fact that they and we did not do enough work. It is a national problem.

President Hinrichs: The Chair suggests that we act on the report, and I am issuing an invitation for anyone who feels that a supplemental report might be the necessary thing to meet with the Rules Committee and arrange for such drafting. I think it has been excellent to have this discussion. None of it, however, is on any subject that is new to us, and it is not only that these things are in print but they have been the motivating force of the work of many of our committees and other agencies.

I thoroly agree, however, that no emphasis is too great, and therefore this invitation to anyone who feels a supplemental report would be a great help at this time is extended. With that explanation, are you ready for the adoption of the report?

(The motion was placed before the Assembly and carried unanimously.)

President Hinrichs: The next report is that of the Committee on Individual Guidance. *Herbert R. Stolz*, assistant superintendent of schools, Oakland, California, is chairman of that Committee.

(*Mr. Stolz* gave the report printed on page 893 of this volume supplemented by the following:)

Mr. Stolz: I have a short report to make. The Committee on Individual Guidance came into being two years ago. This is the second year of its function. The Committee consists of five members at the present time. There is also a large Advisory Committee of 160 members, who are representative of interests in individ-

ual guidance thruout the country, thruout all the states and territories, from the levels of kindergarten to college, and in the teacher-training institutions.

The Committee has tried to stimulate progress in individual guidance in two ways: (a) by direct distribution to the members of the Association of material on individual guidance thru the pages of the *Journal*; and (b) by promoting in local professional meetings, state, county, and other local meetings, discussion of the problems of individual guidance, especially thru the advice and leadership of the members of the Advisory Committee.

During the first year the Committee prepared a series of articles which some of you may have remembered as they appeared in the *Journal*, and during this past year, with the cooperation of *Mr. Morgan*, these have been summarized and brought together in a pamphlet (Personal Growth Leaflet Number 53) which has been widely distributed.

Thus far the Committee has chosen to emphasize particularly those aspects of individual guidance which are of direct interest to classroom teachers and to principals and which do not require elaborate organization or the services of specialists other than the teachers and principals. Among the points that are stressed is the establishing of personal reports with each pupil.

So much has been said about the scientific point of view that you must understand the child, and so much emphasis has been placed upon mechanical and so-called objective tests, that we have thought it was high time to recognize that you never can understand a child unless you can identify yourself with him, that mere objective thought about a child will never give you the clue to his personality, that you must feel with him and understand him, as if he were a brother or a nephew or someone in whom you had a personal interest.

We have also stressed the systematic, incidental method of observing children because here again we have felt that in the past there has been too much emphasis upon those bits of observation and those bits of testing which are done under controlled situations; and actually watching an individual when he gets up, when he gets down, when he comes into the room to play, when he does his work, and when he plays with his fellow-pupils gives you a better idea of what sort of a person he is and what he needs than any number or battery of tests.

The guidance of a child's social development has been one of the main points which we have stressed, because actually how he functions with his fellows and with his peers is the best guide to what he will be in the future, and probably the best guide to show how valuable he will be in a democracy.

We have also stressed the possibilities of genuine cooperation between the teachers and the parents in the guidance of the child, not cooperation on the basis of an organized level of cooperation of parent-teacher associations only, but cooperation on the basis of again identifying the parent with the teacher and the teacher with the parent, so that each can understand what he has in his heart for that child. The adjustment of classroom procedures to meet individual needs is naturally a part that we also stressed.

This afternoon there is to be an informal meeting of the Advisory Committee in Room "A" of this building, and there we are going to face the newer things that we, in guidance, must face. You all know that we have turned the page—it seems to me that it has not been sufficiently stressed that that page is turned for good and all. We are not going thru a period like a nightmare, from which we will awaken two, three, or four years hence and find things as they were before. Never again will we find them that way, and we have to face the responsibility of seeing that the boys and girls, as well as those who are past the school age, shall have a new vision and a new feeling about democracy; not only new knowledge, not merely a sense of duty, not merely a feeling that they must give service to their country, but that they must identify themselves with the ideals of democracy, and feel that without them democracy cannot succeed. Only by this emotional identification, this feeling that they are important, this feeling that they have a part to

play—not five years from now, but here and now—will we get the necessary feeling on the part of our boys and girls to support and uphold democracy.

We must find ways in which we can change the emphasis in individual guidance from emphasis upon individual success in a competitive society to worthy participation in the group needs of democracy, both to uphold it and to improve it.

President Hinrichs: You have heard *Mr. Stolz'* report. Is there a motion for its adoption?

(Motion made by *Mr. Peterson* of Iowa, seconded by *N. V. Parsons* of California, and carried unanimously, that the report of *Mr. Stolz* be adopted.)

President Hinrichs: The next report is that of the Committee on Code of Ethics. *William P. King*, secretary of the Kentucky Education Association, is chairman of that Committee.

(*Mr. King* supplemented the printed report on page 891 of this volume with the following remarks.)

Mr. King: This Committee was appointed a year ago. We found a great deal of confusion thruout the nation about the matter of ethics. You may be surprised to know that a great many of our teachers in the United States did not know we even had a code of ethics. A great many of them were unacquainted with the code that we do have, so we undertook to find out what people across the country are thinking about the matter of ethics.

We found out there was a great deal of confusion about what they are thinking, but we have aroused considerable interest in it. There are some schools in the country in which the teachers are talking to the children about the question of ethics. I am going to give you one interesting and amusing illustration which shows us how confused teachers are and how confused many other people are about this question of ethics.

One little boy, in whose classroom the teacher had discussed the question of ethics, went home, and at night-time he said to his father: "Daddy, my teacher talked about ethics today, and she did not make it clear. I don't know what she meant. I wonder if you could help me out a little bit." Dad said: "Yes, I think I can. It's like this; you know my partner and I own a hat store; we sell hats for men. This morning a man came into the store and bought a hat, the price of which was \$5. He laid a \$5 bill on the counter. I took it and turned to the cash drawer. When I took it I noticed there were two \$5 bills sticking closely together so that it looked like only one. Now the question of ethics arises here—should I tell my partner?"

Here are the things we did in approaching this study:

1. We offered articles for publication to local, state, and national journals of education.
2. Letters were sent to secretaries of state education associations, explaining the plans and purposes of the Code Committee in their respective states.
3. Letters were sent to all state and local associations, asking for suggestions on ethics and for proposals for the modification of the present code.
4. In order to provoke responses and interest, the following suggestions were made to all state secretaries, members of the Code Advisory Committee, and innumerable other key people.

Here are the suggestions that were sent out, in order that we might get people to thinking and get them to respond to our communications:

1. In order that the code may be known to those who are entering the profession, each institution for the training of teachers should see to it that every student is acquainted with our code of professional ethics and the problems which it involves.
2. In order that the code may be made known to the teachers who are now in service, the editors of the *Journal of the National Education Association* and the publications of local and state teachers associations should be encouraged to publish articles regarding our code of ethics and the problems which it involves, and the officers of local and state teachers associations and of the National

Education Association should be encouraged to arrange for the discussion of these problems at teachers meetings and conventions.

3. Each state and local organization should establish a committee on professional ethics. These committees should be given the duty of publicizing and interpreting the code and of securing the cooperation of all members in abiding by the code. The state committee should have the additional duty of investigating reported violations of the code.

4. The National Education Association should establish a similar committee to have oversight of all questions arising in connection with the ethics of the teaching profession.

As a result of the above procedures, eighteen education journals, including the *Journal of the National Education Association*, published articles sent to them by the Code Committee. Many other articles touching upon the question of ethics were published in these and other journals. Numerous states set up special committees to study the problems, and local and state conventions of teachers gave a prominent place on their programs to the discussion of professional and ethical conduct.

Many valuable suggestions came from thoughtful sources. Prominent among them were those touching upon the problems of propaganda, patriotism, and the principles of democracy. Professional virility and aggressiveness were emphasized under the general captions of professional growth, dignity, tolerance, and the encouragement to only the most worthy to enter the profession. The matter of professional relations was made a major consideration by suggesting the maintenance of self-integrity and respect for the personality of our associates.

Most emphatic and universal was the condemnation of those items of personal conduct which detract from the refinement, the integrity, and the dignity of a profession whose duty it is to fashion the ideals of youth.

For the purpose of obtaining a wider participation on the part of the profession and a closer and more exhaustive study on the part of the Committee, it is respectfully requested that if feasible and possible, the personnel of this Committee be permitted to remain stable, with the understanding that a complete and final report will be offered at the meeting in 1941.

I move the adoption of the report.

President Hinrichs: You have heard the report, and the chairman's motion for its adoption. Is there a second to that motion?

(The motion was seconded by *Kate Frank* of Oklahoma, placed before the Assembly, and carried unanimously.)

President Hinrichs: The next report should be that of the Committee on International Relations. Unless *Mr. Cherrington* has come within the last few minutes, he is not here, because he is presiding over another meeting. We will defer his report until tomorrow.

It gives me pleasure to present *Dr. W. W. Bauer*, secretary of the Joint Committee on Health Problems in Education which, as you know, is a joint committee of our Association and the American Medical Association. *Dr. Bauer* is substituting for the chairman, *Charles C. Wilson*, director of health and physical education, Hartford, Connecticut.

Dr. Bauer: I am not going to read the report for you. It is printed. I want to call your attention, as one of the American Medical Association members of the Committee, to the fact that the American Medical Association regards this as one of its important committees. It is one of the few joint committees in which the American Medical Association has participated for almost three decades.

The Joint Committee on Health Problems in Education was organized twenty-nine years ago. In that time many changes have come about in the field of health education. When the Committee was organized there was virtually no text material. The Committee therefore proceeded with the preparation of text material. There were few principles in health education, and the Committee endeavored to enunciate

such principles and to embody these principles in various publications, many of which have become familiar to you, which have had a wide sale and a considerable usefulness.

The Committee now regards itself no longer as a Committee primarily organized for purposes of publication. It will publish relatively little from now on. There are certain reports to which it was committed which it has chosen to continue. They are listed in your printed report, but I want to mention some of them for your information. (*Dr. Bauer* then referred to the reports listed on page 892 of this volume.)

The Committee visualizes itself, not so much as a publication agency, but as an agency for a better understanding between educators and doctors, who are, after all, next to parents, the two groups which are and ought to be most vitally concerned in the health of the school child. To that end *Dr. Wilson*, as chairman of the Committee, has authorized me to say to you that any suggestions for better cooperation among educators and physicians and parents will be welcomed by the Joint Committee. The Joint Committee should be the channel for common understanding among educators, physicians, and parents.

The Committee does not regard itself as authorized to speak for the National Education Association, or any of its Departments, or for the American Medical Association or any of its sections, but to act as a channel of communication, liaison, cooperation, and better understanding.

Madam President, I believe that as a substitute I am not authorized to offer a motion for the adoption of the report.

President Hinrichs: Thank you, *Dr. Bauer*. I am sure someone will move the adoption of the report.

Mary E. Bond (Washington): I move the adoption of this report.

(The motion was seconded by *Walter S. Griest* of the District of Columbia and carried unanimously.)

President Hinrichs: I am sure you join me in telling *Dr. Bauer*, who is a member of the Committee from the American Medical Association, not one of our own members, how much we appreciate his taking time out of his busy professional life to come to make this report to us today.

Just before the Massachusetts stunt a gentleman from Colorado wishes to make a brief announcement.

Paul C. Stevens (Colorado): I appreciate the opportunity of being permitted to make this important announcement. The president of the Colorado Education Association, *Virgil M. Rogers*, is here in the convention hall with our delegation. Yesterday about 10:30 A.M. he received a telegram stating that he is the father of a baby girl, weighing eight pounds and ten ounces. Her name, he informs us, is *Julia Katherine*. On behalf of the delegation, it gives me great pleasure to have the privilege of extending to him our hearty congratulations!

Mr. Rogers has been the superintendent of public schools for the past six years, and has lived in Colorado for nineteen years. This fall he leaves Colorado to become the superintendent of schools at River Forest, Illinois. It is with regret that the teachers and administrators accept his leaving. We recognize the important role he has played in the educational program of our state. He is a great leader and a true American.

Madam Chairman, at this time it seems fitting and proper that Colorado yield to Illinois. We give to them our good friends *Mr. and Mrs. Virgil Rogers* and family, and for extra good measure, the new addition, *Julia Katherine. Mr. Rogers*, will you please stand? (*Mr. Rogers* arose.) For Colorado I invite all members of this Assembly, and especially you from Illinois, to rejoice with us on this blessed event.

President Hinrichs: I am sure the Assembly can always take time out for appreciation. Now we shall have the Massachusetts stunt.

(Entertainment by the Massachusetts delegation followed.)

President Hinrichs: The next report is that of the National Council on Teacher Retirement. *Louis Taylor* of New York City is chairman of that Committee.

(*Mr. Taylor* supplemented the report printed on page 899 of this volume as follows:)

Mr. Taylor: When I am called upon to speak to the teachers of New York City on disability retirement and death benefit I always pray for a sunshiny day. I am grateful for the little sunshine we just had here at the present time. It will help my subject.

The National Council on Teacher Retirement has a number of pressing problems before it, but time will not permit going into more than one of them at this time. Statistics are often dry, but nevertheless I am going to ask you to give thought to a few simple figures. Seventy-seven percent of the 900,000 teachers in the United States have some kind of retirement and pension protection. Much of this protection is first class, but from this point it gradually goes down to the cases of three states which have, within the past two or three years, adopted teacher retirement legislation, and while the teachers have made their contributions, these three states have either failed entirely or have only partially carried out their obligations. One state even failed to appropriate sufficient money to open an office! Twenty-three percent of the teachers of the United States, or 207,000 teachers, have no pension or retirement protection whatsoever.

When faithful teachers in these states become old and are no longer able to carry on, they can go on home relief or live on the charity of relatives or friends. These 207,000 teachers are to be found in fourteen states which make a belt across the United States from North and South Carolina on the Atlantic to Oregon on the Pacific. Can we in the National Education Association feel proud of the fact that 77 percent of our teachers have pension and retirement protection, when 207,000 of our other fellow workers are entirely without this protection? How can these fourteen states claim to have a forward-looking, progressive educational program when they have neglected to provide for their teachers when they are no longer able to carry on? What can the National Education Association and the National Council do to make these fourteen states see that their educational dollar would give them a greater return if their teachers did not have to worry about trying to save out of their small salaries for their old age?

Perhaps it would be well if we stepped down from our professional or educational pedestal and adopted the trade union tactics of the American Federation of Labor or of the Committee on Industrial Organization by sending into these states trained organizers; that is, men and women trained in pension and retirement matters to instruct teacher groups on how to promote and have enacted into law this socially sound and greatly needed pension and retirement legislation.

We who have adequate pension protection dare not sit back in smug contentment while over 200,000 of our fellow teachers are without this old-age protection. I believe that the National Education Association and the National Council on Teacher Retirement can and must do something constructive for these forgotten teachers.

Madam Chairman, I offer this report for adoption.

(The motion was seconded by *James C. Reinhard* of California, placed before the Assembly, and carried unanimously.)

Mr. Kesselmann: May I ask the chairman who just reported why certain organizers were not sent into these areas to help the teachers get retirement and pensions?

President Hinrichs: Will you answer the question, please, *Mr. Taylor*, why organizers were not sent into the states to coach the teachers to the point where they would get retirement systems.

Mr. Taylor: I think that can be answered by comparing our present status with the old auto—we lack a self-starter. If no one makes it his business to organize such a group and finance such a group, I fail to see how it is going to start. While I believe our organization, the National Council on Teacher Retirement, is doing an excellent job, we have not the money to finance any such committee. We are getting \$400 from the National Education Association, and we are spending \$400. It would cost something to organize such a group, but I do think it would be worthwhile.

Teachers do not know how, in many cases, to present legislation in a way to get it passed, and I think if they had instructions along these lines they would eliminate some of these fourteen states. Some of the states are now considering such legislation. The rich state of Iowa is without that protection, but I understand that they have a bill about ready to go thru.

Mr. Kesselmann: Would you then suggest that a motion be made, that such a group be organized by the National Education Association and sent into these states which need this help? At this time I so move.

President Hinrichs: What is your motion?

Mr. Kesselmann: The motion is to organize such a committee by the Executive Committee.

President Hinrichs: Of course the motion should be in writing. We will be glad to receive it.

We have taken counsel with the chairmen of one or two of the committees and have a somewhat revised plan of program for today. I ask your indulgence to complete the necessary business for this morning.

We have set aside 11:45 for an announcement of the Rules Committee. We shall defer, with the consent of the chairmen, reports of the Committee on Credit Unions and the Joint Committee of the National Education Association and the American Library Association. However, it is part of our requirement that a preliminary report from the Committee on Resolutions be made this morning, and we should like to have the report of the Joint Committee of the National Education Association and the American Legion heard before the Resolutions Committee report.

In a moment we are going to ask for *Miss Adair's* report, but in the meantime *Mr. Law* of New York asks unanimous consent for a one-minute presentation of a resolution supporting and implementing *Mr. Taylor's* report.

Mr. Law: Believing that the National Education Association must continue to elevate the dignity of the teaching profession by upholding worthy salaries for teachers, proper tenure of position, and good retirement systems in all states, I present the following resolution:

RESOLVED: That the Representative Assembly of the National Education Association empower the president to appoint a committee of three, with powers to act, to meet with a similar committee of the National Council on Teacher Retirement, in order to organize and put in effect a program to assist teacher groups in planning pension and retirement legislation in states where teacher retirement systems are nonexistent.

President Hinrichs: Mr. Law has moved this resolution, which may come up for discussion now.

(Motion seconded by *Frank J. Arnold* of New York, placed before the Assembly, and approved.)

President Hinrichs: I used the word "resolution" loosely; this was a motion.

We will now have the report of the Rules Committee, in accordance with the announcement made this morning.

Miss Adair: The Committee on Rules and Bylaws has been asked to rule in regard to the status of the Publishing Committee of the National Education Association. The Committee rules that because of action of the Delegate Assembly the Publishing Committee has been abolished. A motion to reconsider was made yesterday, but lost. Since there seems to be a misunderstanding in the minds of some delegates, the Rules Committee will give an opportunity for a motion to rescind the action of yesterday in abolishing the Publishing Committee. The debate will be on the motion to rescind only, and not on the motion to abolish the Publishing Committee. It will require a two-thirds vote to be adopted under our rules of procedure, Section 10.

The Rules Committee suggests that only two persons may speak on each side, and for not more than two minutes each, unless unanimous consent be given.

I have here the motion which has been made and seconded, which I will give to the president.

President Hinrichs: I have this written motion:

I move that the action taken on Article VI, Section 3, under "Other Proposed Amendments," appearing on page 10 of the Official Manual for Delegates, Milwaukee, 1940, whereby the Publishing Committee was abolished, be rescinded.

(Signed) Fred C. Bailey, Michigan
Maker of Motion
A. H. Upton, Michigan
Seconded.

Miss Adair: There are two persons who wish to speak on the motion.

Mr. Bailey: I made this motion to rescind in order to bring before you the opportunity to decide whether you want this Publications Committee to continue or not. Rescinding of this motion will continue the Committee. If we do not rescind this motion, the Committee will be abolished.

I have no brief particularly about the Committee being continued, but I want to bring before this body the opportunity to determine whether they will or whether they will not have the Committee continued for another year.

Mr. Saunders: I shall not object to the unparliamentary procedure of reconsidering that which has already been defeated in reconsideration. I simply want to reply to *Mr. Bailey*, to say that I do not agree with him when he says you did not know what you were doing and how you were voting. I think you were intelligent enough to know that when you voted to abolish this Committee you were saving the Association money by doing away with a needless committee, and I am sure you will stick by your original vote.

President Hinrichs: The vote is on rescinding the previous action taken on this question. I will repeat the motion. (Motion was reread.) All in favor of rescinding please say "aye," opposed to rescinding please say "no." That will require a two-thirds vote. If you would feel better about it you may stand. Is there a call for division? (No response.) (The motion was placed before the Assembly and was lost.)

Mr. Rushing: I rise to a point of order. I do not think we need two-thirds to defeat it; it takes two-thirds to pass it.

President Hinrichs: Well, the defeat was unmistakable.

Miss Adair: The second matter on which the Committee was asked to rule was in regard to a paragraph which you will find on page 51 of your Delegates' Manual, an instruction that was given to the Board of Directors last year. The Committee rules that that instruction still stands until the Board acts upon it.

The next thing is a move to reconsider action that you took this morning on the report of the Appraisal Committee. That report, in which the Committee recommended the abolishment of itself, was unanimously adopted, but an objection came from the floor, and I have in my hand a motion from one of the persons who voted for the report, asking that you reconsider and continue the Committee. I will give the motion to the chairman.

President Hinrichs: The motion reads:

I move that the vote by which the Appraisal Committee was abolished be reconsidered.

Moved by Blanche Foster, (Pennsylvania)
Seconded by Arthur F. Corey, (California).

This motion is in order and takes a majority vote. The suggestion by the Committee itself to abolish the Appraisal Committee for the time being was with the understanding that it might be renamed by this Assembly at any time. The action was based on this fact—that we have had appraisals for a number of years, and they have come to the point, the Committee felt, where they are rather perfunctory

and not of special value; and that, if by having the regular Appraisal Committee the last few years we have raised the tone of many features of our convention, if, in a few years, we find that another tonic is necessary, we will have a motion to apply that means of peppering us up. That is the background. Are we ready for the vote?

Miss Foster (Pennsylvania): I was just brought to the point of realization of the old adage that we never miss the water until the well is about to run dry. I appreciate the opportunity of telling a Committee that promises to study what I think of this Assembly and promises to give consideration to any suggestion I may have in my mind. It seems to me to be the one personal bond between me and those we place in authority. I realize for the first time how the Committee felt about it. If we have made this a perfunctory report it is our fault. Perhaps I never realized before that here is a chance for individual participation that perhaps I had not fully appreciated. I think there may be others who feel as I do. I certainly do not want this friend to be shelved.

Mrs. Lindlof: I have two questions to ask: Has the Appraisal Committee made suggestions for the programs of subsequent conventions? Have suggestions made by the Appraisal Committee been carried out in the formulation of programs for the convention?

President Hinrichs: The answer to both questions is "yes."

Mrs. Lindlof: I would suggest that if that Committee has really functioned and has proposed programs that we have approved, there is some reason for continuing the Committee, but not otherwise.

President Hinrichs: Your voting "yes" does not reestablish the Appraisal Committee; it merely establishes the fact of reconsideration. Is that clear? All in favor of reconsidering please say "aye," those opposed "no." I would like you to stand. Those in favor of reconsidering please stand. You are voting for reconsideration if you stand.

(A rising vote was taken, and the motion was carried by a majority.)

President Hinrichs: The question is, Do we keep the Appraisal Committee? (Addressing the parliamentarian) Do we vote without an additional motion?

Parliamentarian Horsely: Yes.

President Hinrichs: All in favor of reinstating the Appraisal Committee please rise.

(A rising vote was taken on the motion, and it carried by a majority.)

President Hinrichs: The motion is carried and we shall have an Appraisal Committee.

Miss Adair: I have in my hand two or three suggestions for amendments, but tomorrow will be time enough for those.

President Hinrichs: We shall have, within the ten minutes prescribed, the report of the Joint Committee of the National Education Association and the American Legion, of which *Charles F. Dienst*, deputy state superintendent of public instruction, Lincoln, Nebraska, is chairman. He is not here, however, and his report will be given by *Fred Cram* of Iowa.

(*Mr. Cram* supplemented the report printed on page 881 of this volume with these remarks.)

Mr. Cram: You will find a statement of the attitude of the American Legion given in the form of its resolution made at Chicago.

In line with that, at a meeting of the Joint Committee in St. Louis the American Legion members of the Committee told us that they would investigate Senate Bill No. 1305 to ascertain whether it was in line with the resolution made at Chicago.

We have had correspondence with *Mr. Schwartz*, chairman of the subcommittee of the Americanism Commission of the American Legion, and with *Mr. Chaillaux*, the chairman of the Commission. Since I have come to the meeting of the National Education Association, we have received a letter from *Mr. Chaillaux* which I shall read, in part, in order to save time and in order that we may be certain that we

understand exactly where the American Legion stands. *Mr. Chaillaux* says, and I am quoting:

You have asked me what the doubtful sections of S-1305 are. Those sections of the bill which provide for the final decision as to what money shall go to each state for the purpose of federal aid to public education, upon which the final decision is to be made by the United States commissioner of education, are objectionable sections. In other words, these are the early steps for federal control of education. Any specific amendment which will eliminate the control measures will be of interest to us, providing the amendment calls for the federal money to be given as a direct grant to cities and states, to be expended on their educational programs in line with present educational policies.

We do not necessarily insist upon the inclusion of federal support of parochial schools as a provision of the legislation, but we do insist that we will not become involved in a campaign to defeat a bill because the parochial provision is included.

(Signed) H. L. Chaillaux, Director,
National Americanism Commission.

This means, as the members of the Committee understand it, that when we get ready to propose federal aid, in order to expect the support of the American Legion, the bill must say: "There is hereby appropriated to the states for educational purposes, in line with their program within those states, certain amounts of money, and no other disposition shall be made as to what is to be done with the money, or who is to handle it. It is to go directly to the states." The second paragraph of the letter means that the American Legion will support federal aid to education, including aid to parochial schools. It will support a bill for federal aid to education that does not include aid to parochial schools, but it will not put itself on record as favoring or not favoring such aid, and I am certain that the Legion cannot undertake to get into a fight within itself or with anybody else in that connection.

This is a progress report, and I would move its adoption, which would entail, I suppose, the recommendation for a continuation of the Committee.

Mr. Saunders: Would you entertain a motion that the report be referred to the Legislative Committee?

Mr. Cram: Madam Chairman, may I amend my motion? With your permission, I will amend the motion to be as follows: I move that this report be accepted as a progress report and referred to the Legislative Commission.

(The motion was seconded by *Mr. Saunders*, placed before the Assembly, and carried.)

President Hinrichs: I do have the written motion that I asked for some time ago. I did not see it until just now. Therefore, I beg your indulgence for this additional piece of business. *Mr. Archer* of Minnesota moves, *G. E. Carlson* of South Dakota and *Harold Templeman* of Iowa second it:

Moved, that Committee on Equalization and the Executive Board translate the equalization into action by: (1) Exerting publicity pressure on states capable of affording better facilities, and that the Legislative Committee be requested to continue to exert effort toward federal aid to equalize the financial burden.

There is no "2" in it, but you heard the two clauses, the first exerting publicity pressure on states capable of affording better facilities and, second, that the Legislative Commission be requested to continue to exert effort toward federal aid to equalize the financial burden.

The motion is before you. Is there any discussion?

(No response. A vote was taken, and the motion carried.)

President Hinrichs: I recognize *Helen Bradley* of Cincinnati, Ohio, chairman of the Resolutions Committee, who will give the preliminary report required at this time.

Miss Bradley: You have the copy of the report of the Resolutions Committee in your hands. Others may be secured at the registration desk. This is your report. Every state delegation has had an official representative on this Committee since last July. We counseled in February, at which time platform reorganization was carefully considered, along with new resolutions.

I ask that you turn at this time to the platform. Instructions for reading the report of the Committee are given in parentheses under the title. You will find that additions to the platform as set forth in 1939 are printed in italics; words in brackets are to be deleted. You must use these instructions in order to understand the report of the Committee on the platform.

Changes in the platform are those of rearranging of material already a part of our accepted resolutions of previous years. The platform is our long-time policy. Look there for our pronouncements on tenure and federal aid and other matters for which the organization has stood for a number of years.

Time does not permit reconsideration of these in special resolutions, nor does it permit a consideration of all the good resolutions which are presented to the Committee at a meeting like this.

The ideas expressed in the resolutions have been carefully considered after conference with our fellow delegates. We call attention to the fact that this is not the platform of a semigovernmental body. Our platform and resolutions express the viewpoint of a national education association. This we present as a fitting educational policy for this day of great challenge.

President Hinrichs: I wish to announce that the reorganization of the Committee for next year will take place at 4:30 P.M. in Parlor "F" of the Hotel Schroeder. Will you see that the newly elected member of the Resolutions Committee from your delegation is present at that reorganization meeting?

As we said, no action on the report is taken at this time. It will be acted upon tomorrow.

I call your attention to the fact that we meet tomorrow at 9:00 A.M. promptly, and we have a chance of concluding the business in time. Your attention to business this morning has made me very happy and your presiding officer thanks you for your cooperation.

The meeting was adjourned at 12:15 P.M.

Third Business Session, Thursday Morning, July 4, 1940

The third business session of the Representative Assembly was called to order at 9:00 A.M. by *President Hinrichs*.

President Hinrichs: The third business session is now convened. We shall have the invocation by the *Reverend Father Raphael C. McCarthy, S. J.*, president, Marquette University, Milwaukee, Wisconsin.

(The invocation was given. The Salute to the Flag and the community singing which followed were led by *Mr. McKillop*.)

President Hinrichs: We will use the Pennsylvania gavel that *Mr. Shaw* gave us the other day, because it has historical significance in the state of Pennsylvania, significance concerning our country.

I feel that with everybody's cooperation, which we had yesterday, we shall get thru with the three items left over from yesterday and with the program as originally scheduled for today.

We continue our broad view of the far-reaching work of our Association thru the reports of our committee chairmen, reports that are the culmination of months, indeed, the whole year, of work by the chairmen and members from every state.

The first report to be given is that of the Committee on International Relations. *Ben M. Cherrington*, chief, Division of Cultural Relations, Department of State, Washington, D. C., is the chairman.

(*Mr. Cherrington* supplemented the report printed on page 895 of this volume, as follows:)

Mr. Cherrington: The International Relations Committee has endeavored to be of assistance to the educators of the country, the members of the Association, in their effort to teach international understanding and goodwill.

This year, in response to a great many requests for help on methods, a study was made of a number of high schools in which unusually good work was reported as being carried on in international education or world understanding or world friendship. Some forty high schools were kind enough to write a rather full description of their program and activities. These were summarized and classified and put in a brief pamphlet called "Promoting World Goodwill in High Schools." We also made a study thru a questionnaire of two hundred of the teacher organizations of the country as to what they are doing among themselves in the field of international understanding, and the summary of that inquiry you will find in this pamphlet.

In the face of the troubled world, it is difficult to know just what to recommend to the Committee for this coming year, but I can propose these recommendations, coming out of our meeting yesterday: It is proposed that this coming year a study be made of activities and programs that are now being employed in the elementary schools and also a study of programs of the teacher-training institutions, and that a summary of the findings be published to parallel the pamphlet just discussed.

It is also recommended for the consideration of the Core Committee in this coming year to give major emphasis to the study of Latin American relations.

The Committee yesterday recommended to the Executive Committee of the National Education Association the consideration of the possible combination of a committee which was created growing out of a conference held under the auspices of the Department of State last fall, a committee which is interested in promoting the exchange of information and cooperation as between the secondary and elementary schools of our country and the similar schools of Latin America; also, that committee is interested in providing materials of study to the teachers of our country. It was proposed yesterday that the committee might become a subcommittee of our International Relations Committee and it was recommended for the consideration of the Executive Committee of the Association.

That recommendation also includes a suggestion that possibly some funds might be found to be put at the disposal of this effort.

I am sure that if it seems advisable to the Association to accept the recommendation of the Committee that a recent publication of the Educational Policies Commission will be found to be extremely helpful. This pamphlet, entitled *For These Americas*, points out in challenging, stimulating fashion the opportunity which we have as teachers to further cooperation with our fellow teachers in all the western hemispheres.

I would like to say now, as the chief of the Division of Cultural Relations of the Department of State, that you can count on the wholehearted and effective cooperation of our government in this program of collaboration with the educators of the western world. We have before us the most critical situation we have faced in our history. For good or for ill, our destiny is one in this western hemisphere. We as educators believe in the ideal of voluntary cooperation and in the ideal of voluntary peace. We have a large role to play thru cooperation in making the ideal of cooperative peace in the western hemisphere a reality.

President Hinrichs: Does the Chair hear a motion for the adoption of *Mr. Cherrington's* report?

Mrs. Guidotta M. Lowe (State Secretary, California High School Federation of World Friendship Clubs): I take pleasure in making the motion that the splendid report by *Mr. Cherrington* be adopted.

(Motion seconded by *Russell F. Burkhard* of Massachusetts, carried, and report declared adopted.)

President Hinrichs: The next report is that of the Committee on Credit Unions. *James E. Moran*, Connecticut Credit Union League, Waterbury, Connecticut, is the chairman.

(*Mr. Moran* supplemented the report on page 887 of this volume with the following remarks:)

Mr. Moran: The function of your Committee on Credit Unions is to disseminate information about teacher credit unions, and to promote more of this fine cooperative activity in teacher organizations.

And since it is our function to encourage new groups to organize, we must not overlook the opportunity which the presentation of this report affords to do a bit of promoting. There are many delegates here from groups which do not have credit unions. They are here in just the right frame of mind. They are looking for valuable ideas to bring back to their associations.

May I enlist your aid for a moment to impress these delegates with the opinion of this most representative cross section of teachers on this subject of credit unions? Let us by a show of hands indicate how many of us already have credit unions in our associations. I will put the question and ask you to respond. Will those delegates who represent groups which now have credit unions raise a hand? (About half of the group raised hands.)

Thank you. No one has to accept my unsupported word. We have it from this most representative cross section of American teachers that the credit union is one of those really good ideas that delegates should take back home from the convention.

But, of course, many of these people whom I would like to impress are asking themselves, "What is this allegedly good credit union idea that we are being asked to take home?" Briefly, the credit union is a local association, a little bank, designed to help its members to save money and to give them a place to borrow at reasonable rates. The teachers who belong to credit unions save their own money, lend it to one another, and pay back to themselves the profits that accrue from the operation.

I am not going to tell you how credit unions are organized, other than to say that there is in virtually every state a state league of credit unions which stands ready to furnish speakers at meetings you hold to discuss organization. Our Committee cooperates closely with these state associations and with the National Credit Union Association and the Credit Union Section of the Farm Credit Administration.

All that I wish to stress is the fact that there is a need for credit union services in every typical teacher group. Every teacher is faced with the problem of saving money in anticipation of future needs, and all teachers from time to time have occasion to borrow money.

The rapid increase in the number of teacher credit unions from 45 in 1934 to 572 today is quite conclusive evidence that teachers have learned that the best way to tackle these common problems of saving and borrowing is by group action in credit unions. Let me illustrate: We have a typical teacher credit union in Waterbury, Connecticut. In this credit union (to use round figures) 500 of us have saved \$50,000 in five years' time. Note that individually our savings amount is small. It figures about \$20 apiece per year for five years. But what we have done in our credit union is to put these small amounts together in a pool, a \$50,000 pool of our own money, which we have under our own control to use for our own purposes. By virtue of our action as a group, we have at our command not an inconsequential \$100 apiece, but the substantial security which is afforded by access to a fund of \$50,000.

Until you have tried it, you have no idea what a group of 500 fellow workers can do for one another with \$50,000. What happens is that as a group of teachers gets that much money together, they inevitably begin to get their ideas together as to the different ways they can use it. There are many constructive purposes for which they lend to one another.

There are numerous things that happen: the unexpected expenses, the family emergencies, things that upset the budget and set up an urgent need for funds. There are births, deaths, marriages, vacations, and the costs of education. We find

no end of uses for our \$50,000 and we have loaned ourselves a grand total of almost \$200,000 without losing a dime.

I thought that was a fine record, but yesterday the president of the San Diego, California, Teachers Credit Union stopped at our booth and said: "Brother, let me tell you about our credit union. We are the oldest teachers credit union in the United States. We have loaned our members over \$1,000,000 in the last eleven years and we have lost just \$59."

(Here *Mr. Moran* discussed the publication, *How To Organize Teacher Credit Unions*, mentioned in the report on page 887 of this volume.)

The Committee reports sixty-nine new groups formed since last year in addition to the thirty-six just mentioned which are in the process of organization. Indicative of the rapid growth of existing units is a statistical study of just the federal teacher credit unions. It shows that the assets of this group alone increased over \$2,000,000 and their loans went up over \$3,000,000. We have no figures on the state units.

There is no particular point in stressing dollar totals and statistics of growth. We realize that the story of this development cannot be told in figures. More significant are the uncounted hours of devoted unselfish service that teachers in credit unions are rendering to one another. Credit unions are indeed a shining example of that true spirit of cooperation which our national association aims to foster.

Madam Chairman, I move the acceptance of the report and the continuance of the Committee.

(Motion seconded by *Anne J. Oates* of Connecticut.)

Warren J. Moody (California): I would like to question the chairman. In order to get a direct statement on certain points, I would like to ask three or four questions which are common, everyday questions. The first is how to make possible the successful operation of a teachers credit union, What is the minimum number of teachers you believe is necessary as a potential clientele?

Mr. Moran: We regard one hundred members as the minimum for effective operation.

Mr. Moody: If you were asked by a teacher who is seeking information before deciding whether or not to put money as savings into a credit union, or into some other institution, what are two or three of the strongest points you would make in favor of the credit union?

Mr. Moran: On the whole, credit unions are paying a rate that is substantially higher than the prevailing savings bank rate. The degree of security in teacher credit unions is extremely high. We have had no failures reported to us in which depositors have lost money and the fact of the teachers saving their money in an institution so that it remains under their own control and for use of their own purposes are arguments of importance.

Mr. Moody: Would you care to make a statement as to what is the average rate paid upon money invested in credit unions?

Mr. Moran: The rate of pay in various credit unions varies in accordance with the earnings of the particular credit union. Dividends are declared annually on a basis of earnings, but they range from 2 and 2½ percent for a credit union that might have been operating for a fraction of a year to 5 and 6 percent. I think that 4 percent is ideal. We do not stress paying high dividend rates; we prefer to pay a moderate rate so that we can render this service to our members at the lowest possible cost.

Mr. Moody: In what part of our United States does it seem that the credit unions are growing most rapidly?

Mr. Moran: I note an impressive delegation here from Hawaii and your question gives me an opportunity to congratulate them on the fine development of the credit union in Hawaii, where credit union facilities are available to every teacher.

In the other end of the country, Connecticut is, I think, the only state where all teachers have access to credit unions. The last I heard New Jersey had one more credit union to organize before the services were available to every teacher. There

are so many other states like California, Pennsylvania, Florida, and Illinois which have fine developments that I can hardly answer your question without a lengthy enumeration.

Delegate from Montana: All Montana teachers have access to a credit union.

(Motion for adoption of report of Committee on Credit Unions was placed before the body at this time and carried with unanimous vote.)

President Hinrichs: The next report is that of another of our joint committees, the report of the Joint Committee of the National Education Association and the American Library Association. *Edith A. Lathrop*, of the Library Service, U. S. Office of Education, Washington, D. C., is the chairman.

Miss Lathrop: It is not my purpose to reread to you the report that you have in your hands. (See page 882 of this volume.) I am going to add some things to that report that I could not give in the brief summary that was requested and some additional things that have developed since the report was written.

The Committee has been in existence since 1931. It is a joint committee of the National Education Association and the American Library Association, five members being appointed each year from each association. Its purpose is to facilitate and promote joint studies and other cooperative activities by the two associations in the field of school library service. It has tried to carry out this purpose in the four ways that you have noted in the report.

The biggest job we think we have is the stimulation of research studies. We are, of course, a lay committee and are not in a position to prepare research studies. We feel that our job is to get research agencies to do this thing and I am very happy to tell you that this year we have a publication under way that I think is going to be very worthwhile. It is being done by the Research Division of the National Education Association on the subject of school and public library relationships.

We found we did not have very much information on that subject. We are asking that this Committee come together as a whole next fall to evaluate this study, and we are asking each association to contribute \$300 to bring its members so that we may have a full meeting of the Committee.

As chairman of this Committee, I ask that this report be adopted and that the Committee be continued.

(The motion was seconded by a delegate from Montana and carried.)

President Hinrichs: Now we are ready for the first report scheduled for today, the Committee on Supply, Preparation, and Certification of Teachers, to be given by the chairman, R. E. Jagers, state department of education, Frankfort, Kentucky.

(*Mr. Jagers* supplemented the report printed on page 910 of this volume as follows:)

Mr. Jagers: Your Committee on Supply, Preparation, and Certification of Teachers has been working two years on a program. It felt that its first task was to examine our common thinking as to what we meant by teacher education. The Committee consulted more than two hundred educators from forty-six of our states and two of our territories and with their cooperation presented to the Association in San Francisco last year a tentative platform of principles which the Committee felt to be an expression of our common concept of what teacher education should include.

At that time we asked that a committee be appointed by the American Association of Teachers Colleges to work with the Core Committee in examining that tentative platform of principles with a view to examining it at this meeting. That Committee was appointed by the American Association of Teachers Colleges and met and recast the platform of principles.

We know that there is nothing particularly new in this platform. We believe that it is tentative, that it should continue to be tentative, that it should continue to be examined year after year, with the view to keeping our common thinking evolving.

The second thing your Committee undertook was to examine the problem of teacher supply and demand and due to the fact that we do not have uniform rec-

ords for collecting information, a national study of supply and demand is almost impossible. The Committee is presenting this fall a bulletin on the technics of making supply and demand studies.

We conceive our next step to be the development of some type of basic accounting program so that we may be able to study the question of supply and demand. This work should be done, of course, thru the cooperation of our Committee with the existing agencies, such as superintendents of public instruction and the United States Office of Education.

I present the program and the report of your Committee and move its adoption.

(Motion seconded by *Annie C. Woodward* of Massachusetts.)

Mr. Templeman: I would like to ask the chairman what quantitative measures the Committee has to upgrade the quality of teachers in states that have low certification qualifications today.

Mr. Jagers: In formulating this platform, the question of quantitative standards as well as qualitative concepts was considered, but due to the differences in conditions in the various states, we did not attempt it. However, at a meeting in San Francisco of the Advisory Committee, it was recommended that a quantitative standard be set up and that proposal of the Advisory Committee will be presented to the Core Committee for examination and report to you.

That tentative recommendation by the Advisory Committee to the Core Committee suggested that college graduation be set as a minimum standard as a quantitative measure of the training of the American teacher. It is a problem that we cannot handle without a great deal of study.

(Motion on the adoption of the report was then placed before the Assembly for vote and declared adopted.)

President Hinrichs: The next report is an exceedingly interesting one. One of the major accomplishments of this year, your president considers, has been the establishment of the Joint Commission on Resources and Education, a joint commission with the Progressive Education Association.

The chairman is *Paul R. Hanna*, associate professor of education, Stanford University, California. He is teaching in Reed College, Portland, Oregon, this summer and has not been able to leave to make the trip to give a report personally.

The report will be given by an able substitute and a member of the Commission, *Harold C. Hand*, University of Maryland, College Park, Maryland.

Mr. Hand: I assume that you all have in your hands the Official Manual and can read *Mr. Hanna's* brief report. (See page 907 of this volume.) I shall attempt to carry you a bit farther with reference to the thinking and purposes of the Commission and perhaps say a word about what has thus far transpired and possibly a word about some of the things that we hope for the future.

In *Mr. Hanna's* report you have information concerning when the Commission was created, by whom created, the membership of the Commission, a word or two with reference to the funds already secured from the General Education Board, and a few words with reference to the workshops now being held, particularly in the Pacific Northwest region. Also there is some description there of four or five conferences over the western half, particularly, of the United States, which have already been held.

There was a conference of the Commission, which met at Reed College about two and one-half or three weeks ago, and at that meeting in addition to most of the members of the Commission and in addition to teachers and supervisors and school administrators from the Pacific Northwest region, there were in attendance representatives of the various and sundry organizations, for the most part national or at least regional in scope, interested in problems of the wise utilization and conservation of our resources, both physical and human. We had at this conference, in addition to our Committee, one or more members from the National Resources Planning Board; a representative from Friends of the Land; representatives from the Forest Service of the U. S. Department of Agriculture; a representative from State Teachers College, Mayville, North Dakota, where some significant work in

this regard has been going on for the past two or three years; a representative from the American Planning and Civic Association; representatives from the Washington State Planning Council; representatives from the Bureau of Educational Research in Science, bringing the science teachers in; and on the Commission, *Ruth West*, who two years ago was president of the National Council of Teachers of Social Studies. We have those two groups of teachers already interested in the work of the Commission and we are inviting all the others. Other representatives included one from the Spokane County Welfare Board; one from the Soil Conservation Service, United States Department of Agriculture; one from the Haynes Foundation, which is a resource center foundation on the West Coast; one from the Northwest Regional Council; and several others who would have been there if the war situation had not been quite so bad. Cooperation is anticipated; in fact, plans are already set up with a long list of national and regional organizations.

I want to turn now to the brief statement which was prepared by the Conference at Reed College, suggestive of the purposes and intent of the Commission. I quote:

In the beginning this nation had vast natural resources and few people. It was necessary for our small population to work hard, to clear and to cultivate, in order to obtain the necessities of life from the wilderness. Their hard work was amply rewarded, however, because of the richness of the country. The opportunities for a better livelihood inherent in this great natural wealth caused our population to grow with amazing rapidity. As our population grew, we were able to use our resources to greater and greater advantage. This use was often profligate, without consideration for the well-being of future generations, but out of this use we did establish a high plane of living for the people in the United States.

Today our population is large, and we can no longer regard our natural resources as inexhaustible. We are confronted with defaced landscapes, devastated forest areas, depleted water supplies, and reduced reserves of essential minerals. While our resources, if protected, are still ample to provide our people with a healthful and comfortable living, this will call for careful planning. Exhaustible resources must be conserved and our supply of replaceable resources maintained. The era of the frontier is past, and the practices and institutions developed during this period of our history must be adjusted to meet the needs of the present and the future.

Without planning, democratically arrived at thru an informed consent, there is no assurance that the best use will be made of our resources, that they will be used efficiently for the most desirable social ends and for the benefit of the largest number of people.

Exhaustible resources may be wasted; replaceable resources may not be maintained; human energy and skills may go unused. Under such conditions each individual in the country will be poorer, since his share of the national wealth will be smaller. If this occurs under our democratic processes, then we face the prospect of a sterner discipline applied thru less acceptable forms of government and for the benefit of a glorified state rather than for the people themselves. In other words, either we make democracy work in meeting the reasonable expectations of men for food, clothing, shelter, recreation, medical care, and the like, or we shall certainly see democracy give way to some other way of life.

Democratic planning for the full use of our resources without waste is squarely based upon the informed consent of the people. Government based on an informed consent is made possible thru education. If life on the American continent is to be improved thru the processes of democratic self-government, the curriculum of the entire American educational system must deal comprehensively and critically with the problems centered in the wise use of the nation's resources. Unless appropriate attention is given these problems in elementary, secondary, and higher institutions of learning, democratic planning processes cannot be made operative to guarantee that our exhaustible resources will be used

without waste; that our replaceable resources will be maintained to an adequate degree; and that human energy and skills will be fully used in the service of the common good.

This quotation suggests rather broadly the thought of the Commission and the work upon which it is engaged.

Since I am not a delegate I assume I cannot move the adoption of the report. Someone else will have to do that.

Mrs. Lindlof: I move the adoption of the report.

(Motion seconded by *Clarence A. Dickison* of California.)

President Hinrichs: Any discussion?

Mr. Kesselmann: May I ask *Mr. Hand* a question? When will the preliminary report, edited by *Mr. Hanna*, be made available in final form?

Mr. Hand: Do you mean the brief statement I just referred to?

Mr. Kesselmann: No, it is about fourteen or fifteen chapters on various regions in the United States in mimeographed form.

Mr. Hand: The gentleman refers to a publication sponsored by the Progressive Education Association, and which *Mr. Hanna* and I assisted in setting up. That is now available in limited quantities. The supply is almost out but I think there were two hundred or three hundred copies left. If you write to *Paul R. Hanna*, Stanford University, you can secure copies. They will cost you \$2, plus mailing charges. If there is a sufficient demand, we will rerun it. We are waiting for further work on the part of the Commission and further sharpening of our thinking before getting that out in the printed form. Does that answer your question?

Mr. Kesselmann: Yes.

Mr. Hand: I assume it will probably be a matter of a year and one-half to two years before that will get into print.

(The motion to adopt the report was then placed before the body, motion carried, and report declared adopted.)

President Hinrichs: The next report is from another one of our committees, one of the most important and significant in its influence upon education and character in our country—the Joint Committee of the National Education Association and the National Congress of Parents and Teachers. *Mrs. William Kletzer*, who was elected president of the organization at the convention this spring, is from Portland, Oregon, and she will present the report of the Joint Committee.

Mrs. Kletzer: During the year 1939-40 the Joint Committee of the National Education Association and the National Congress of Parents and Teachers held two meetings—one at the National Education Association convention in San Francisco, the other at the meeting of the American Association of School Administrators in St. Louis.

The function of the Committee was discussed and the advisability of continuing this type of cooperation was considered. Basing its deliberations on the idea that education is in need of a well-conceived program of public relations and that progress in education is safe only as it carries with it public understanding and support, the Committee agreed that the cooperative efforts of the two groups should be continued in order to achieve outgrowing objectives.

It has been demonstrated that there is need for working out a plan by which the personnel of the Committee might have some continuity and also that the members might be brought together with minimum cost to the two organizations. This will be an item on the next agenda.

As a basis for a working program the following recommendations were submitted and approved:

1. That the emphasis be placed upon the interpretation and use by both organizations of the findings of the Educational Policies Commission, especially as presented in the *National Parent-Teacher* in a series of articles which covered the objectives of Civic Responsibility in American Democracy. A new series

based upon democratic principles and procedures as they are being carried out in the public school today will be initiated in the August-September 1940 issue.

2. That both organizations continue to promote the distribution and use in schools, educational institutions, and parent-teacher associations of the book *Schools for Democracy*. A demonstration of such distribution is given at this meeting where eight hundred copies of the book are being distributed by the Department of Classroom Teachers.

Altho this book is a publication of the National Congress of Parents and Teachers, the preparation and assembling of the material in the book was a joint undertaking. It is significant that in this time of stress and concern for the concept of democracy, a lay organization with a two and one-half million membership is presenting such a book. The third edition is now being printed.

3. That as far as possible, identification of common interest and understanding between the two organizations be developed, particularly thru the larger use of participation at professional and parent-teacher association meetings. This involves the actual presence of the leaders of both groups to translate and interpret the program for which both groups are organized.

This report is respectfully submitted for your consideration.

(Mr. Greist moved the adoption of the report, seconded by Marie Lessing of Oregon. Motion was carried and report declared adopted.)

President Hinrichs: In general, I have refrained from any extensive introduction of the chairmen of our regular committees, not because of lack of appreciation of their work, but because of the pressure of time. I cannot pass the next report, however, without saying what I said last night in introducing Mr. Studebaker, that certain individuals mean certain definite things to us. For instance, we never think of Mr. Studebaker without thinking forums; likewise we never think of Donald DuShane without thinking tenure and so the report of the Committee on Tenure will now be given by our great apostle of tenure, the chairman of that Committee, Mr. DuShane.

(Mr. DuShane supplemented the report on page 912 of this volume with the following:)

Mr. DuShane: The Tenure Committee was organized under its present management during the depression and, as a result of the depression, the Committee had many calls upon it for service. Because of the injustices over the country due to financial stress, apparently the work of the Tenure Committee assumed a new importance in this country. For that reason, the Committee has been taxed beyond its capacity in attempting to do its work. However, each of us, busy at other things, has done the best possible, and whatever our deficiencies are we at least have done our best.

There are a few specific recommendations that our Committee wishes to make to you. We are making the following specific recommendations and in adopting our report it is understood that these recommendations are passed upon by you, the delegate body. We are asking that:

1. Full authority should be given to the Committee to investigate, at its discretion, cases of unfair treatment and unjust discharge of members of the teaching profession and to make public reports at a time and in such manner as in the Committee's opinion will be of benefit to the individuals investigated or to the teaching profession.

2. Continuation of the policy of studying various phases of teacher tenure, teacher welfare, and teacher protection, and the publication of the Committee's investigations.

3. Continuation of the practice of giving adequate space to the discussion of tenure and its problems in the *Journal of the National Education Association*.

4. Approval by the Association of the reports of investigated cases of discharged teachers contained in the annual report of the Committee.

5. Appropriation for the year 1940-41 of \$10,000 for the use of the Tenure Committee when and as needed to carry out the tenure program of the Association.

The work of the Committee during the past year has been varied as usual. It has consisted of investigations, of visits to states planning tenure campaigns or planning tenure bills, various investigations of mistreatment of teachers, and other activities.

It is the opinion of the Committee that the National Education Association, under its present setup, cannot investigate all cases of teacher injustice. It feels that each state should have a tenure committee of its own, not merely for the purpose of securing tenure legislation, if those states do not have it, but for the purpose of protecting tenure and investigating the treatment of teachers. If each state were to have such a committee, supplemented by a strong national committee, it is our belief that many injustices and improper practices in public education could be eliminated.

I now call your attention to one movement which may or may not be a good thing, but which the Tenure Committee is watching. That is a movement for compulsory health examination of teachers. New Jersey now has a statewide compulsory health law. A certain national organization is advocating the passage of such a law by all states. While we cannot object to reasonable health protections thrown around the schools, or reasonable health examinations of teachers, we have seen in various places the misuse of compulsory health examinations, so that we feel that any such movement ought to be very carefully studied and safeguarded for the protection of the schools and teachers.

We have been called upon to make a good many investigations during the year and we have made as many as we could. It is interesting to the Committee to recall that up to the present time, as a result of our investigations, we have a record of 216 teachers returned to positions from which they were unjustly discharged. We have intimations that many times this number have not been discharged because of fear of investigation by the National Education Association.

We went into the work of investigating, not because that was the duty of the Tenure Committee, but because in many communities we met the argument against tenure that we do not need it, that it is unnecessary, and so to demonstrate the truth or falsity of that statement, we asked permission to make a few investigations and when we began making them we found injustices on all sides, case after case of it.

We found, of course, injustices in the matter of discharge and teacher contracts. I do not know of any large group of people who would tolerate the type of contracts that most American teachers have.

We found many other discriminations. Our Committee has brought out studies of many of them and the Committee hopes to bring out others in the near future.

We have noted in our report a few cases, some of which are not complete. I shall mention a few of them to indicate the variety of injustices that still exist in the United States.

At Sioux City, Iowa, we are making inquiry about the discharge of *Jane Driver*, who was discharged six months before she became eligible for a pension. That was to save the city some money, but what it did to the teaching morale was very expensive.

At Nashwauk-Keewatin, Minnesota, where there is a continuing contract law, a number of teachers were discharged. The case was carried to the supreme court and the supreme court decision was made, I think, on the twenty-ninth day of April, one day before the continuing contract law became effective as to contract. Upon the report of the supreme court, the schoolboard met and discharged these six teachers without recourse. Prior to that time, I think, they had discharged all the teachers, made a blanket discharge the year before, which shows some of the glaring defects of the continuing contract. We hope that no teachers will be fooled

into thinking they are getting tenure by the passage of a continuing contract law. The continuing contract law is a good protection, but it does not go far in a crisis.

At Florence, Arizona, we are calling attention to the discharge of a teacher because he disciplined a child. He never had a hearing altho he had been there a number of years. He disciplined a child, and as far as we can find out, in a proper way. On the complaint of the parents to the board he was discharged without investigation or hearing.

We have a report on one case from Ohio where we cannot mention the teacher's name. We made a preliminary investigation and he requested us not to go ahead with it because he was convinced that he would be blacklisted if he were investigated, that he could not get a job in any other surrounding community, and that he would be labeled a trouble-maker. Hence, the investigator could not help him or make a report using his name.

At Sheldon, Iowa, four teachers were discharged this spring because they had reached sixty years of age. There is no retirement system in Sheldon or in the state of Iowa, yet under that pretext the schoolboard adopted a rule requiring that all teachers sixty years of age retire irrespective of ability. Four teachers, a number of whom we know are capable, are now seeking jobs after having given their lifetime service to that community. We feel that sixty years is an unreasonable compulsory retirement age and that there should be no such thing unless there is an adequate retirement system. We hope to report more fully on Sheldon a year from now.

The last case which we wish to mention is a case in Illinois, in Proviso township, where two teachers were discharged last year, *Ralph W. Marshall* and *Miss Wheeler*. Appointments of all teachers were held up until after school had dismissed, so that parents, students, and teachers could not make any effective resistance. The day after school was dismissed, these two teachers were discharged, who happened to be the president and vicepresident of the local classroom teachers organization. Their crime was not incompetency or neglect of duty but the mere fact that they were suspected of having made a statement about school conditions to a citizens' committee that was running some opposition candidates to the schoolboard.

That case was muddled in many ways. We had many difficulties in making the investigation. There were attempts to withdraw the request to investigate and attempts to cover evidence, but we made a thoro investigation. I think it will be illuminating for you to realize the various obstacles, legal and otherwise, that confront teachers in the state of Illinois and other states.

We recommended the appointment of these teachers and modification of election laws because we found that the schoolboard was controlling elections, was dominating the teachers, using the janitorial forces as part of its political machinery. We made those specific recommendations and we recommended a careful study of the school policies and expenditures in that schoolboard.

I wish to submit this report to you and move its adoption. I am sorry indeed that members of this body were not supplied with copies, but they will be made available.

Harold W. Smith (Arizona): On behalf of the Arizona delegation, I wish to second that motion for the adoption of this report 100 percent.

J. Carl Conner (Oklahoma): As a token of appreciation for the splendid work that was done by *Mr. DuShane* and his Committee in coming to the relief of a bad situation, we would like also to have the privilege of seconding the motion for the adoption of the report.

(The motion was then placed before the Assembly for action and carried with unanimous vote.)

President Hinrichs: Another one of our joint committees that is also doing a significant work is the Joint Committee of the National Education Association and the American Teachers Association. Perhaps some of you do not know that the American Teachers Association is the association of the colored teachers of our

country. Your president has had occasion to address a number of meetings and conventions of the Negro teachers in the course of this year and feels that she should report that on every hand there is most enthusiastic appreciation on the part of the colored teachers of the value that the work of this Committee has been to them. The chairman of the Committee for some years has been *S. L. Smith*, director, public relations, George Peabody College for Teachers, Nashville, Tennessee.

(*Mr. Smith* supplemented the report printed on page 883 of this volume as follows:)

Mr. Smith: Fourteen years ago today it was my privilege to present the report creating this Committee, at the recommendation of the president of the National Education Association. We met in Philadelphia on the Fourth of July. This report was unanimously adopted by the Board of Directors and the Delegate Assembly, and every step taken by it has been unanimously approved by all agencies connected with it. This morning I have had difficulty in suppressing an urge to make a talk to you, but I know how tired you are. I am sure you can all read. All of us in the South can. I will leave the report with you, saying that we will in a short time have a full report of the fourteen years, which has been prepared by *Howard A. Dawson* and will be available. This is only a partial progress report.

Miss Woodward: I move the adoption of the progress report.

(Motion seconded by *Mr. Dickison* and carried. Report declared adopted.)

President Hinrichs: At this time, with your permission, we will depart from the regular program to give the secretary time to make a few necessary comments.

Secretary Givens: The National Education Association always welcomes into its departments organizations that are working in the same field, the general field of education. We have been cooperating closely for the last three years with the Music Educators National Conference, the large organization of public and private school music teachers, supervisors, and directors thruout the country.

That organization voted in its meeting in Los Angeles in April, after having voted by regions during the past year, to ask to become a department of this Association. This request has been considered by the Executive Committee and unanimously passed; considered by the board of directors and unanimously passed.

I would like to suggest that at this time the Representative Assembly approve the consolidation of our Department of Music with the Music Educators National Conference, our new Department to be known as the Music Educators National Conference, a department of the National Education Association. Such a motion, Madam President, will be in order.

President Hinrichs: Do I hear a motion?

Minnie Marie Altland (Pennsylvania): I move the adoption of the report.

(Motion seconded by *Mrs. Lindlof*.)

President Hinrichs: Any discussion of this motion to admit as one of our Departments the Music Educators National Conference to be called now a Department of the National Education Association?

(No discussion offered and motion then placed before the body for vote and carried.)

President Hinrichs: We are all happy to have that important body of educators as one of our departments.

Secretary Givens: The next matter I would like to present is the question of the Victory Honor Roll. For many years we have had action by the Representative Assembly, saying that any state to get on the Victory Honor Roll must have a 10 percent increase in its enrolment in the year which has just closed.

We have been studying this for three years. While it has been beneficial, it has not been fair to certain states, particularly to those states that have the largest enrolment in our Association, because if all the teachers are in, and Alaska has had 112 percent of hers, if they are all in, they cannot get 10 percent more, but if they have 112 percent they certainly ought to be on the Victory Honor Roll. It is also unfair in such great states as California, New York, Ohio, Indiana, Michigan, and the states that have the largest percent of members in our organization, so we are

recommending a three-way possibility of getting on the Victory Honor Roll for next year. This has also been unanimously passed by the Executive Committee and the Board of Directors. You will find it in the Secretary's Annual Report. I want to read you the paragraph:

The goal of an annual increase of 10 percent or more in each state is a reasonable objective for most of the states. Experience has shown, however, that it is too high for states which have already enrolled 90 percent or more of their teachers and for states which employ comparatively large numbers of teachers. . . .

Now follows the recommendation upon which I would like action:

It is recommended, therefore, that next year states may qualify for a place on the 1941 Victory Honor Roll in any one of the following ways: (a) by enrolling 90 percent or more of their teachers; (b) by increasing their membership five hundred or more over the preceding year; (c) by increasing their membership 10 percent or more over the preceding year.

President Hinrichs: You have heard the recommendations for a change in the requirements for the Victory Honor Roll. Does the Chair hear a motion?

Mrs. Mary Snow (Maine): I am happy to make this motion.

(Motion seconded by *Mr. Inbody* and carried with unanimous vote.)

Secretary Givens: Yesterday morning the Appraisal Report blanks were passed out. You were supposed to fill them out and have them ready to hand in today. Will the state delegations in the next few minutes get them all together in your state, so that they can be collected within the next fifteen or twenty minutes when the Chair asks that they be collected.

Yesterday six states were asked to make their appointments of six members to serve on the special election committee to help with the counting of ballots for those to be elected for the Executive Committee. Those states have made those appointments and I want to ask those six people—seven, including the chairman—to meet with the regular Elections Committee at six o'clock this afternoon, as soon as the polls have closed, in committee rooms A and B, in this auditorium. *Miss Greger* of Philadelphia has been our chairman for this Hare System of counting for the last three or four years and has done a marvelous piece of work. She has consented to serve this year again as chairman and the following people have been selected to serve: Minnesota, *J. E. Pearson*; Michigan, *Thomas Babcock*; Illinois, *Gerald Smith*; New York, *Howard Tuggey*; Ohio, *A. B. Murray*; and California, *Mrs. C. A. Dickison*.

Elections will be held all day on the exhibit floor. This is an excellent time to show your American citizenship by voting in our own Association.

The National Education Association is having a postconvention conference in the Schroeder Hotel for State Secretaries and National Education Association Directors, beginning tomorrow at noon, and running until four o'clock on Saturday. We will meet tomorrow at noon and have lunch together on the fifth floor of the Schroeder Hotel. We will be in session from then on for the next day and a half. I want particularly to invite the new state directors, because I have not been able to correspond with them, not knowing who they would be. All the other state secretaries and directors have been invited by mail, but I want to urge the new National Education Association directors to be sure to attend if they possibly can. Thank you Madam President.

President Hinrichs: The next order of business is the report of the Committee on Resolutions. There is no more important committee in our organization. That Committee works in season and out, all day long, late at night, early in the morning, from the beginning of the convention until time for the presenting of the report. The printed report has been in your hands. We hope you have read it. *Helen Bradley*, principal of the Guilford School, Cincinnati, Ohio, the chairman of the Resolutions Committee, will now present the report.

Miss Bradley: This report must be considered in two parts. The Platform is the continuing policy of the organization. This year we have made some rearrangement of items, some consolidation. This has necessitated that we change certain words and phrases in order to bring them together. We realize that it is sometimes difficult to follow this; we hope that in the rereading of it, you will be helped.

(*Miss Bradley* called attention to a few suggested changes in wording and arrangement. The Platform as adopted is printed on page 903 of this volume.)

(*Miss Bradley* then presented the report of the Committee on Resolutions. After considerable discussion and several revisions the resolutions were adopted as printed on page 901.)

President Hinrichs: We will turn now to the presentation of the findings of the three national seminars which we have had this week. Those seminars have been most favorably commented on. The first one, "Protection of School Funds for Educational Purposes," will be given by *Hazel Davis*, assistant director of the Research Division of the National Education Association, who acted as coordinator for the group.

(*Miss Davis* presented the report printed on page 96 of this volume.)

President Hinrichs: Does the Chair hear a motion for the adoption of this report of the seminar?

Miss Altland: I move the acceptance of the report of *Miss Davis*.

(The motion was seconded by *Mrs. Lindlof*, placed before the Assembly, and carried unanimously.)

President Hinrichs: The report of the seminar on "Education and Economic Well-Being in Our Democracy" will be made by *William G. Carr*, coordinator of the seminar.

(*Mr. Carr* presented the report printed on page 100 of this volume.)

President Hinrichs: Does the Chair hear a motion for the adoption of the report?

H. W. Adams (Oregon): I move the adoption of this report.

(The motion was seconded by *Mr. Reinhard* of California, placed before the Assembly, and carried unanimously.)

President Hinrichs: The Chair should have mentioned that the chairmen of the two seminars are reporting to a general assembly this morning, and the coordinators are reporting to us.

The chairman of the seminar on "Building Stronger Professional Organizations" was *Miss Willie A. Lawson*, executive secretary of the Arkansas Education Association. *Charl O. Williams*, field director of the National Education Association, will report as coordinator.

(*Miss Williams* presented the report printed on page 103 of this volume.)

President Hinrichs: Does the Chair hear a motion for the adoption of this report?

(Motion made by *Laura M. Braun* of Pennsylvania, seconded by *S. I. Stone* of California, and carried unanimously, that report be adopted.)

President Hinrichs: *Miss Collins* has requested the floor at this time for a motion.

Helen Collins: At nine o'clock this morning at a general assembly in another part of this building, the chairmen of the various seminars made complete reports of the work of the seminars, which were indicated by the coordinators here. The reports were well received.

As chairman of that meeting I was requested to bring before this body the following motion:

Moved that the work of the national seminars be carried on for the next year, and that this organization encourage the establishment of similar seminars within the various states, with the National Education Association director and the members of this year's seminars acting as a committee within the state.

Moved by *Helen Collins*, seconded by *Daisy Lord*.

(The motion was placed before the Assembly and carried by a majority.)

President Hinrichs: *Mr. DuShane* has asked, as a matter of personal privilege, that he be allowed to make a brief statement supplementary to his report.

Mr. DuShane: Several members of the Minnesota delegation came to me after I had made the tenure report and conveyed the impression to me that the report gave an unfair impression of the continuing contract. It was not the intention of the report of our Committee to belittle the continuing contract, but merely to call attention to the fact that it does not protect the teacher as tenure protects the teacher. The Minnesota case that we reported was reported merely for the purpose of pointing out one of the weaknesses of the continuing contract.

I want to take this occasion to state that the Minnesota Education Association did a splendid piece of work in carrying this case to the Supreme Court of Minnesota and securing back salaries for these six teachers. I realize fully and want all the delegates to realize that in rural districts in many states continuing contract is the utmost protection that they can possibly get from the present legislation.

President Hinrichs: I believe no formal action is necessary. We are glad that *Mr. DuShane* made this statement of elucidation.

We are now ready for the report of the executive secretary.

Secretary Givens: The annual report of the secretary has been printed in a 48-page pamphlet. I shall not take any of your time other than to say that as your executive secretary I am deeply appreciative of your loyal cooperation.

President Hinrichs: Does the Chair hear a motion for the adoption of the secretary's report as printed?

(Motion made by *Miss Lord*, seconded by *Marie R. Howard* of Rhode Island, and carried unanimously, that the secretary's annual report be adopted as printed. See page 914.)

President Hinrichs: I would like to ask you to study the graph in the center of that report. (See pages 944-45.)

The next item of business is the report of the Board of Trustees. *Joseph H. Saunders* of Newport News, Virginia, is chairman.

(*Mr. Saunders* presented the report printed on page 841 of this volume.)

Mr. Saunders: This report is respectfully submitted by your Board of Trustees, which consists of your president, *Miss Hinrichs*, *Thomas J. Walker* of Missouri, *Florence Hale* of Connecticut, *Mr. Doudna* of Wisconsin, and myself, and is offered to you for adoption, and I so move.

President Hinrichs: You have heard the chairman's motion for the adoption of the report of the Board of Trustees. Is there a second?

(The motion was seconded by *Miss Banks* of Utah, placed before the Assembly, and carried unanimously.)

President Hinrichs: We all appreciate the work the report has meant.

The Parliamentarian calls our attention to the fact that the report of the Auditing Committee should come before the report of the treasurer. We therefore call upon *Mrs. Frances Doub North*, president of the Department of Business Education of the National Education Association, of Baltimore, Maryland, who is chairman of the Auditing Committee.

Mrs. North: 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 & Company, Certified Public Accountants, and has found this report to be in proper audit. I move that this report of the auditors be accepted as the report of the Auditing Committee; and I move the acceptance of the report of the Auditing Committee.

(The motion was seconded by *Miss Collins*, placed before the Assembly, and carried.)

President Hinrichs: We shall now have the report of the treasurer, *B. F. Stanton*, superintendent of schools, Alliance, Ohio.

(*Mr. Stanton* presented the report printed on page 866 of this volume.)

Mr. Stanton: Madam Chairman, I move the adoption of the report.

(Motion seconded by *Mr. Reinhard*, carried with unanimous vote, and report of treasurer declared adopted.)

President Hinrichs: Now we have to decide how we are going to spend our money for the coming year—the report of the Budget Committee.

While the reports of the Budget Committee are being distributed, *Guidotta M. Lowe*, state secretary of the California High School Federation of World Friendship Clubs, asks permission to bring you a brief greeting.

Miss Lowe: We are grateful to our president for giving us this brief space on the program.

First, representing the Classroom Teachers Department of Southern California, of the California Teachers Association, I would like to go on record at this Representative Assembly in expressing our appreciation and gratitude to our national president of the Classroom Teachers Department, *Elphe K. Smith*, for her fine work during the past year for the Department.

As eighteenth district educational chairman of the American Legion Auxiliary, I want to appeal to the administrators and teachers of the United States to help us in our constant survey for needy and scholastically worthy children of veterans. The Department of every state under the national Auxiliary has a plan set up whereby they give a \$50 gift or a \$200 loan to veterans' children, who are needy and scholastically worthy and we would like to coordinate more closely with the school authorities.

In regard to the World Friendship Club in California, we have 125 high-school World Friendship Clubs. The Federation is made up of a faculty and student government board. Our plan, which has been in effect for a number of years, is the carrying on of panel discussions, using the material from the social science classes and bringing back material from the high-school clubs to the social science classes. Time today does not permit me to tell you the successful work which we have had, but I would like to say that our year culminates in the state convention which was attended this year by 800 student representatives and 100 faculty sponsors. We had as our convention motto, "Youth—Eyes Ahead!" The students, at their deliberations, decided that the vital challenge presented to the World Friendship Clubs today must be met by alert, clear-thinking people, both students and teachers, who must prepare now to meet with humane and national spirit the tremendous responsibility which will be presented in the aftermath of the present mortal conflict.

It is the hope of the Federation that interested teachers in other states will contact our California Federation Secretary in order that we may now coordinate the work in other states. It is our vision that the united work of world friendship may carry on thru the United States.

Miss Hinrichs, California wishes to express its appreciation of your wonderful leadership and for California, I want to say, "Hail and Farewell!"

President Hinrichs: Thank you, *Miss Lowe*.

We are ready for the Report of the Budget Committee by *A. C. Flora* of Columbia, South Carolina, chairman of the Committee.

(*Mr. Flora* presented the report printed on page 867 of this volume.)

Mr. Flora: I move the adoption of the Report of the Budget Committee.

(*Miss Collins* of Connecticut seconded the motion and it was carried with the unanimous vote of the Assembly.)

Mr. Mooney: I think the Budget Committee has done a fine piece of work. I once served on it myself. However, I think that it is time for us to consider whether or not it is necessary to continue to have a Budget Committee. Therefore, I serve notice that we may submit a constitutional or bylaws amendment next time abolishing the Committee.

President Hinrichs: It is legitimate for *Mr. Mooney* to serve notice on us. *Miss Adair* will also serve some notices.

Miss Adair: I assure *Mr. Mooney* that I will see that goes into the *May Journal*.

I would like to submit a supplement to the report of the Resolutions Committee in reference to item 5 of "C." Because of the lateness of the hour, the delegate who suggested the substitution of the word "religion" in place of the word "belief" and the delegate who suggested the insertion of the words "religious, political, and

scientific" before the word "belief" have agreed not to pursue the question further at this meeting. The Rules Committee will turn over these suggestions to the Resolutions Committee of 1941.

I have here several notices to amend next year. One of them is in regard to the second director that states may have if they have a 20,000 membership. This is the amendment:

We wish to serve notice to amend Article II, Section 1 (b) of the bylaws as they appear in the official manual of delegates for the Milwaukee convention (1940) on page 60 to read as follows:

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, and of all the 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, for the term of three years, or until their successors are chosen, except that the term of the second director of any state be contingent on the maintenance of the membership of 20,000 or more paid members in the National Education Association as of May 31 of each year.

Moved by *Joseph W. Forsyth* (Pennsylvania).

Seconded by *L. E. Baird* (Pennsylvania), *J. W. Condie* (Idaho).

This next one is the same one that we had in before, that is, in regard to whether or not a local must belong to the state association to become affiliated with the National Education Association. That is in your Manual and you refused to accept it this year. This is a notice to bring it up next year. That, too, is signed by *Mr. Forsyth* of Pennsylvania.

The next one is another paragraph to add to methods of amending the bylaws. It says:

Notice to amend Article XI of the bylaws by adding Section 4 as follows:

4. Provided that any officer or official group shall not recommend the passage or defeat of any amendment or other item of business before the Representative Assembly unless they submit a statement of reasons, both pro and con, prepared in cooperation with the sponsors of the motion. Such statements shall be printed in the official manual for the guidance of delegates.

Passage moved by *Carl M. Lowe* (Washington).

Seconded by *Fred C. Bailey* (Michigan).

This one is in regard to the formation of local groups and reads as follows:

Service of notice to amend the bylaws.

That Article II, Section 6 of the bylaws (See Official Manual for Delegates, Milwaukee, 1940, page 62) be amended by adding the following:

Provided, however, that the faculty of an institution of higher learning having less than one hundred teachers in which members of the student body are preparing for the profession of teaching may affiliate as a local association of the National Education Association and shall be entitled to one delegate if a majority of the faculty are members of the National Education Association, provided that the Association has not less than twenty (20) members.

That is signed by *Reuben T. Shaw*. The next one is:

Service of notice to amend the bylaws.

That Article II, Section 6 of the bylaws (see Official Manual for Delegates, Milwaukee, 1940, page 62) be amended by adding the following:

Provided, however, that in sparsely settled areas whose total population does not exceed ten (10) persons per square mile, associations of teachers which

affiliate with the National Education Association shall be entitled to one delegate if the Association has not less than twenty (20) members and if a majority of them are members of the National Education Association.

Moved by *Reuben T. Shaw*.

There have been one or two notices of amendments which will be printed in the *May Journal* (no action is necessary), in addition to the ones I read to you.

President Hinrichs: Mr. Cloud has occasion to serve notice.

Mr. Cloud: I shall not read these proposals. I merely want to say that I have been asked to submit these to you for adoption at the next meeting. It provides for the election of first vicepresident instead of the other officers that are now elected by the organization. The present first vicepresident is the retiring president; the retiring president under these provisions will be the junior past president and will be a member of the Executive Committee. There will be no additional expense entailed by this proposal, but it will merely give an opportunity of having a regularly elected succession to the presidency, should there be any necessity of having the vicepresident assume the responsibility of the office.

It is submitted by *Roy W. Cloud* of California, seconded by *Wendall M. Moore* of California, *Leonard L. Bowman*, director for California, and *N. Elliot Willis* of Massachusetts.

I serve notice that this will be presented for action at the next meeting.

President Hinrichs: There is still one committee report that we have not accepted or adopted. It is the Report of the Committee on Salaries. *Willard S. Elsbree*, professor of education, Teachers College, Columbia University, New York, is the chairman. *Mr. Elsbree* was not able to be here and no substitute on the Committee was chosen to present the report. However, since you have the printed report, a motion for the adoption of the report is in order. Does the Chair hear such a motion?

Mrs. Mary Snow (Maine): As a member of that Committee, but not authorized, I do move its adoption.

(Motion seconded by *Miss Rockwell* and carried.)

President Hinrichs: This is the last item of business that the Chair knows anything about.

Mary Virginia Morris, under the heading of "New Business," would like to address you briefly.

Miss Morris: We have been delegated by the lay and school groups of Los Angeles to tell you we will extend an invitation next year to the National Education Association to hold its annual convention in Los Angeles in 1942. We are bringing this matter to your attention so you can begin to budget for your trip to Los Angeles. You all know how extremely modest we southern Californians are about boasting of the splendors of our state. We could tell you of the natural beauty, industrial progress, commercial enterprise, recreational supremacy, and cultural advantages of southern California. We are going to practice self-control and let the bulletins which are passed out tell you about it.

If the Executive Board of the National Education Association votes to hold its convention in our fair city, we pledge you to do our best to make the 1942 convention one of the most delightful and successful ones you have ever had.

Agnes L. Staed (Missouri): Was there a new commission appointed during the session for work on retirement in states where there is no provision for retirement?

President Hinrichs: That motion was passed. It will come before the new Executive Committee.

Miss Staed: There is no provision in the budget for the fund for this commission. How will that be taken care of?

President Hinrichs: Thru the undistributed Committee funds, I would think, or the Secretary's Contingent Fund.

Miss Staed: In Missouri we have no retirement and may need the services of that commission, so I wanted to know.

President Hinrichs: The motion was passed.

Mrs. Lindlof: Before this convention adjourns, I would like to move a vote of thanks and appreciation to the President, *Miss Hinrichs*, for the able manner in which this convention has been conducted.

(*Secretary Givens* in the Chair.)

Miss Hinrichs (as the Assembly arose, applauding): Thank you!

(The Assembly was again seated.)

President Hinrichs: I have an expression of appreciation, too, but before I give you that, let me remind you to vote today and ask you please to finish the convention in the way that it deserves by making tonight's meeting a success.

I want to say again that I greatly appreciate the vote of confidence in your presiding officer. Even if you had not so done, she was going to say to you how happy, as a happy American, she is this minute over this perfectly superb demonstration of the workings of a democracy that this Delegate Assembly has given. Thank you. The meeting is adjourned.

(The meeting adjourned at 1:20 P.M.)

Fourth Business Session, Thursday Evening, July 4, 1940

The fourth business session of the Representative Assembly convened in the Milwaukee Auditorium following the general session.

President Hinrichs: I now have the privilege of presenting the past president's awards. Last year *Miss Woodruff* received the engraved certificate from the hands of *Mr. Shaw*. To this award has been added a key for past presidents, and it becomes my privilege to present this additional award. I am going to talk to our friends in the auditorium, *Miss Woodruff*, rather than to you for just a moment. All of us love *Miss Woodruff*. Her grace, charm, youthful spirit, smile, and way of encouraging us are some of the things that we love, that make us happy, and that have urged us on into doing things for a number of years.

I hope that *Miss Woodruff* will not mind my referring to these personal things. I have not asked her about them. Many of you know that she has recently relinquished her position as principal of the state normal school at Castleton, Vermont, at the end of a long and distinguished career. However, she has taken on new work. She is going to be secretary of the Vermont Education Association, and perhaps the Vermont Education Association will be the first one of the state associations, *Miss Woodruff*, to present us with a 100 percent state membership because of your work. That would be fine.

I cannot talk long; it is late. I just want to give *Miss Woodruff*, in the name of the National Education Association, this lovely key which has on the face of it "National Education Association" and "Past President" and on the reverse *Miss Woodruff's* name, "*Caroline Salome Woodruff*" and the year "1937-38." She is my friend and yours, *Caroline S. Woodruff*.

Miss Woodruff: It is a matter of keen distinction to have had the privilege of official leadership of this great organization with its 200,000 members—the largest organized body of educators in the world—an honor that can come to but one person each year. This key, symbol of a great trust, I am accepting. I shall wear it constantly, feeling at every look at this key a sense of gratitude for all the trust and confidence you and this organization repose in me.

President Hinrichs: It now becomes my privilege to present to our immediate past president, *Mr. Shaw*, both awards which our secretary will bring in a moment and which I want you to see. Of course, I could make a considerable speech about our immediate past president. You know him as well as I do—energetic, dynamic, zealous, working with indefatigable energy and zeal. They tell me I do not get tired, but I think he can go twice as fast and hard as I can and not get tired.

I have been thinking today of how the names of certain individuals make us think of certain areas of achievement and the accomplishments themselves. Well, what does *Reuben's* name make us think of? It makes us think of retirement and proportional representation. You know how he educated us on the Hare System, and of course the greater professionalization of the teachers of the country and citizenship recognition, the relations with our affiliated associations, the World Federation, and the lovely pictures he brought back from conventions and World Federation trips. We could think of lots of other things but it is late. I am going to ask the secretary to show you the certificate which is large enough for you to see and the pin which *Mr. Shaw* will receive at the same time, and I know that just as you joined me in expressing your appreciation of *Miss Woodruff*, you will join in expressing appreciation of the tremendous amount of activity and energy and zeal and service that *Reuben T. Shaw* has given to us.

I am very happy to give you, *Mr. Shaw*, this lovely certificate which says "*Reuben T. Shaw*, President, National Education Association of the United States, 1938-39. This testimonial is presented in recognition of distinguished service to the Association, Washington, D. C., July 4, 1940." Then this lovely pin—for whether the emblem is pin or key or button is the recipient's choice—which is engraved "National Education Association, Past President, *Reuben T. Shaw*, 1938-39." It gives me great pleasure to present these to you.

Mr. Shaw: These tangible evidences, together with words that have been both spoken and written quite undeservedly, I feel will always be reminders of joyful participation in a great work, but much more than that, of those great appreciations that come thru friendships and the contacts that we have made with each other in working for this profession of which each of us is a part. They are always a challenge to continued endeavor and with my predecessor, our beloved *Miss Woodruff*, I take them as a trust and as a call to continue to place our organization where it should be—leading in the search for truth and toward better understanding among ourselves and the nations of the world.

President Hinrichs: I remember that *Mr. Shaw* once said last year, "Presidents come and go." We are ready for the entrance of the next president. We shall have the report of the Elections Committee, *John A. Clark*, president of the Milwaukee Public School Administrators and Supervisors Association of Milwaukee, chairman. *Mr. Clark*, will you make the report of the Elections Committee?

Mr. Clark: The Committee on Elections met Monday and laid plans for the hard labors of today and I want to thank the members of the Committee for the fine and hard work which they did.

The directors elected are as they were on the ballot: *L. Frazer Banks*, Alabama; *Everett R. Erickson*, Alaska; *W. B. Mooney*, Colorado; *H. V. Holloway*, Delaware; *W. D. Vincent*, Idaho; *G. A. Zernott*, Louisiana; *Eugene W. Pruitt*, Maryland; *Everett J. McIntosh*, Massachusetts; *Grover Stout*, Michigan; *Daisy Brown*, Minnesota; *Pearl Donoho*, Nebraska; *Elmer H. Garinger*, North Carolina; *James F. Rockett*, Rhode Island; *Harry Clark*, Tennessee; *Rush M. Caldwell*, Texas; *Joseph A. Wiggin*, Vermont; *Mrs. Edith B. Joynes*, Virginia; *Charlotte Kohn*, Wisconsin; and *John Rushing*, Washington. Treasurer, *B. F. Stanton*, Ohio, unopposed. President, *Donald DuShane* of Indiana, unopposed. The vicepresidents—there were eighteen nominees; of these the following eleven were chosen: *Wilhelmina F. Bertsch*, Kansas; *Helen Bradley*, Ohio; *John W. Condie*, Idaho; *J. Carl Conner*, Oklahoma; *T. E. Dale*, Missouri; *Sara H. Fahey*, New York; *R. L. Hunt*, New Mexico; *Sarah T. Muir*, Nebraska; *Lester A. Rodes*, New Jersey; *B. C. B. Tighe*, North Dakota, and *N. Elliot Willis*, Massachusetts.

Ballot for the Executive Committee. The first place was *John W. Thalman* of Illinois; second place, *Mrs. Myrtle Hooper Dahl* of Minnesota; and third, *Albert M. Shaw* of California.

The Committee unanimously recommends that the time of voting be changed from 8 A.M. to 6 P.M. to 8 A.M. to 3 P.M. on the last day of the convention.

President Hinrichs: It is proper that the recommendation be referred to the new Executive Committee. Now you want to meet your new president. We have known him for years. I am something of a historian, you will observe. I like to go back and see when our relationships began. I remember that I met *Mr. DuShane* in Minneapolis in 1928 when we were talking about retirement matters in a meeting of the secretaries of the state teachers associations. He was there because of his interest in retirement and I was there as a substitute tho neither of us was actually a state secretary. Then I remember years of service with him on the Resolutions Committee. As I said this morning—and I was very sincere and was trying to think of an appropriate title and not trying to be sensationally rhetorical—we can best call him “The Apostle of Tenure.”

I have been in a number of states this year where *Mr. DuShane* and his Committee have been responsible for bringing great happiness into the lives of teachers and associations where the matter of tenure was the crux of the situation. Many of you heard *Mr. DuShane's* report this morning. If there were time and if he felt free to reveal all the details he could tell you many a heart-warming and soul-stirring tale of what his Committee has done in the name of this Association.

I am not going to say any more, but I am going to wish *Mr. DuShane* a wonderful year as president of the Association. I am sure that he will have the happy time even tho the busy time that it has been my privilege to have this year and that he will have from this great Association and all its membership and officers the same kind of wholehearted and undivided cooperation that I had.

After you have greeted your new president—and of course we should like to hear from him—it will be my privilege to close the meeting and then my career as your president is at an end and his term begins the moment that this meeting is adjourned. *Mr. DuShane.*

Mr. DuShane: My sensations at this moment are not what I thought they might be when my name was first proposed. I am not filled with elation and pride but rather with a deep sense of responsibility. As I look upon education and the problems of education for the next three or four years, I am somewhat filled with alarm. Our Tenure Committee came into being and assumed that active program largely because of the damage to the schools brought on by the depression. I can see problems ahead of us because of the immense armament expenditures of billions of dollars a year. I can see a burden upon taxpayers which is going to again bring to all of our schools financial troubles within the next three or four years. Those financial troubles will result again in criticism of the schools, reduction of the income, elimination of the necessary activities, overloading of classroom teachers, and the injury of students. In addition to this, I am afraid there is coming on an attack of intolerance and persecution of many of our teachers who are attempting to do their duty in teaching the truth in the classroom.

With that situation ahead of us, it seems to me that all of us who are elected as teacher representatives during the next few years have a heavy burden upon us. I can see nothing ahead hopeful unless we teachers forget to fight each other and fight for the children and the schools in our charge. I am hoping for a time when administrators and supervisors and teachers will work shoulder to shoulder to save our schools and democracy, and I am hoping that the teachers of this country will all receive some form of tenure protection so they will dare teach the truth to people, patrons, and citizens, about the needs of our schools and the dangers that are coming upon us. I hope the teachers of the country will be better organized as a unit. It seems to me that it is impossible to face our problems with the kind of teachers organizations we have today. It seems to me that we cannot get along with a 20 percent N.E.A. It seems to me that soon we will need a national organization speaking for a majority of the teachers so that we can speak with authority, and I hope that we can have 500,000 members of the N.E.A. within the next three or four years; in fact, we must have that number. We must have a different kind of an N.E.A. than we have ever had before—one that will deal with the problems that are present in our lives as teachers and

the problems that are confronting our schools. We must have a more militant N.E.A. With this new membership and the new resources, the N.E.A. must expand its activities and move along with the times. I listened to the debate carefully tonight. I heard of the billions of dollars being spent for defense. I have not heard of billions of dollars being spent for education, but I firmly believe that democracy in America and democracy in the world is not going to be saved so much by airplanes, guns, armies, and navies as by what goes on in the schoolrooms of America during the next ten years, and we need not be accused of selfishness for fighting for better schools, and for fighting to maintain what we have gained and to improve and to eliminate the weaknesses that now exist. It is not selfishness; it is the height of patriotism. The politicians and the President and the citizens do not realize the importance of schools. It is our business, nevertheless, to protect the children of America and to protect the schools.

I want each of you to start tonight to build a new and better N.E.A. and to build a new and better teaching profession in order to face the problems that are inevitably coming upon us.

Miss Hinrichs: We shall now sing "America." *Mr. McKillop* will lead us and even tho it is late, I think we shall adhere to our original plan to sing reverently and prayerfully the four stanzas.

(Singing of America followed by the benediction pronounced by *Reverend Father Thomas Berry*, president, Pio Nono College, Milwaukee.)

President Hinrichs: I now declare the seventy-eighth meeting of the National Education Association closed.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHs, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

Milwaukee, Wisconsin

Monday Afternoon, July 1, 1940

The meeting of the Board of Directors of the National Education Association convened at 2:05 P.M. in the English Room, Schroeder Hotel. The meeting was called to order by the president *Amy H. Hinrichs*. *Secretary Givens* called the roll which showed the following present: directors ex officio: *Amy H. Hinrichs*, president; *Reuben T. Shaw*, first vicepresident; *B. F. Stanton*, treasurer; *Joseph H. Saunders*, chairman, Board of Trustees. Life directors: Illinois State Teachers Association represented by *Irving F. Pearson*; Teachers Institute of Philadelphia represented by *Samuel Parry*.

STATE DIRECTORS—Alabama—*L. Frazer Banks*; Alaska—*Everett R. Erickson*; Arizona—*Harold W. Smith*; Arkansas—*W. F. Hall*; California—*Leonard L. Bowman*; Colorado—*W. B. Mooney*; Connecticut—*Daisy Lord*; Delaware—*H. V. Holloway*; District of Columbia—*A. Grace Lind*; Florida—*James S. Rickards*; Georgia—*M. D. Collins*; Hawaii—*James R. McDonough* substituting for *Earl L. McTaggart*; Idaho—*W. D. Vincent*; Illinois—*John W. Thalman*; Indiana—*L. V. Phillips*; Iowa—*Fred D. Cram*; Kansas—*F. L. Schlagle*; Kentucky—*William S. Taylor*; Louisiana—*J. N. Poche*; Maine—*William B. Jack*; Maryland—*Eugene W. Pruitt*; Massachusetts—*Annie C. Woodward*; Michigan—*Grover Stout*; Minnesota—*Daisy Brown*; Mississippi—absent; Missouri—*Everett Keith*; Montana—*M. P. Moe*; Nebraska—*Alice Robinson*; Nevada—*J. R. Warren*; New Hampshire—*Lyle Wilson Ewing*; New Jersey—*William L. Fidler* substituting for *Sarah O. Whitlock*; New Mexico—*R. J. Mullins*; New York—*Rena Rockwell* and *Frederick Houk Law*; North Carolina—*K. G. Phillips* substituting for *Elmer H. Garinger*; North Dakota—*G. W. Hanna*; Ohio—*L. W. Reese*; Oklahoma—*Kate Frank*; Oregon—*Marie A. Lessing*; Pennsylvania—*Helen Maxwell* and *Raymond C. Webster* substituting for *Harvey E. Gayman*; Puerto Rico—absent; Rhode Island—*James F. Rockett*; South Carolina—*A. C. Flora*; South Dakota—*S. B. Nissen*; Tennessee—*Harry Clark* substituting for *S. L. Ragsdale* (deceased); Texas—*Rush M. Caldwell*; Utah—*N. Howard Jensen*; Vermont—*Joseph A. Wiggin*; Virginia—*Mrs. Edith B. Joynes*; Washington—*John Rushing*; West Virginia—*W. W. Trent*; Wisconsin—*Amanda H. Schuette*; Wyoming—*H. H. Moyer*.

ACTION ON SUBSTITUTES—*Joseph H. Saunders* (Virginia) moved the resignation of the following and the substitution of those named for these meetings: *James R. McDonough* for *Earl L. McTaggart* (Hawaii); *William L. Fidler* for *Sarah Whitlock* (New Jersey); *K. G. Phillips* for *E. H. Garinger* (North Carolina); *Raymond Webster* for *Harvey Gayman* (Pennsylvania). Seconded by *Mr. Cram* (Iowa). Carried.

SELECTION OF MR. CRAM TO REPORT TO REPRESENTATIVE ASSEMBLY—*J. W. Thalman* (Illinois) moved that *Fred Cram* be selected to present the views of the Board on any matters to the Representative Assembly at any time. Seconded by *Grover Stout* (Michigan). Carried.

REPORT OF COMMITTEE ON BYLAWS AND RULES—The proposed amendments were presented by *Cornelia Adair*, chairman.

AMENDMENT TO ARTICLE II, SECTION 1 (A) CONCERNING A SECOND VICEPRESIDENT—A motion was made by *Fred Cram*, seconded by *Joseph Wiggin* (Vermont), that the following amendment be referred to the Representative Assembly:

The officers of the said corporation shall be a president, a first vicepresident, a second vicepresident, and eleven other 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 para-

graph, page 681.) *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.*

Motion lost, 13 voting for and 31 against.

Amendment to Article II, Section 1 (a), concerning regional vicepresidents—A motion was made by *Harold Smith* (Arizona), seconded by *Everett Keith* (Missouri), that a resolution be adopted relative to the following proposed amendment:

The officers of the said corporation shall be a president, a *first 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.)

On the first day of the annual meeting of the Association the accredited delegates to the Representative Assembly from each state may 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, Canal Zone*
- (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.

Motion lost unanimously.

Amendment to Article II, Section 3—A motion was made by *W. F. Hall* (Arkansas), seconded by *Helen Maxwell* (Pennsylvania), that the Board approve the following amendment to Article II, Section 3, of the Bylaws:

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.

Within a given jurisdiction or political or administrative subdivision of the state, the local education association maintaining an affiliation with the state education association shall be the sole local National Education Association affiliate; provided, however, that any existing affiliation of local associations shall not be terminated because of the above provision, and provided also that the Executive Committee may, after due consideration and consultation with the existing local and state affiliate or affiliates of the National Education Association, approve for affiliation additional local associations.

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.

Motion lost.

Amendment to Article VI, Section 3—A motion was made by *W. B. Mooney* (Colorado), seconded by *Joseph Saunders*, and carried to delete the following:

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*.

Amendment to Article XI, Section 1—A motion made by *Joseph Saunders*, seconded by *Daisy Brown* (Minnesota), to amend Article XI, Section 1, as follows was lost:

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.] *printed in the May Journal of the National Education Association.*

Amendment to Rule 4 (d)—A motion was made by *Rush Caldwell* (Texas), seconded by *L. Frazer Banks* (Alabama) to delete Rule 4 (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.

Carried.

Amendment to Article VI, Section 3—A motion was made by *Harold Smith*, seconded by *W. W. Trent* (West Virginia) to adopt this amendment. Carried. The amendment follows:

There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. 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.] *The election shall be by printed ballot and held at the same time as the election of the officers of the Association.* 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*.

REPORT OF THE COMMITTEE ON AFFILIATED ASSOCIATIONS—*Reuben T. Shaw* (Pennsylvania), chairman, read the report. Motion by *Mr. Shaw* that it be accepted. Seconded by *L. Frazer Banks* (Alabama). Carried.

REPORT OF THE COMMITTEE ON TAX EDUCATION—*Martin Wilson* (New York), chairman, read the report. Motion by *L. Frazer Banks* (Alabama) that it be accepted. Seconded by *A. C. Flora* (South Carolina). Carried.

REPORT OF THE NATIONAL COUNCIL OF EDUCATION—*L. A. Pechstein* (Ohio), chairman, read the report. Motion by *L. W. Reese* (Ohio) that it be accepted. Seconded by *Everett R. Erickson* (Alaska). Carried.

REPORT OF THE COMMITTEE ON CREDIT UNIONS—*James E. Moran* (Connecticut), chairman, read the report. Motion by *Daisy Lord* (Connecticut) that it be accepted. Seconded by *B. F. Stanton*, treasurer. Carried. The report was approved and passed to Assembly.

REPORT OF THE COMMITTEE ON ACADEMIC FREEDOM—*William S. Taylor* (Kentucky), chairman, read the report. Motion by *James F. Rockett* (Rhode Island) that it be accepted. Seconded by *Daisy Brown* (Minnesota). Carried.

REPORT OF THE COMMITTEE ON COOPERATIVES—*H. G. Lull* (Kansas), chairman, read the report. Motion by *J. N. Poche* (Louisiana) that it be accepted. Seconded by *A. C. Flora* (South Carolina). Carried.

REPORT OF THE COMMITTEE ON EQUAL OPPORTUNITY—*Mary E. Morris* (Colorado), chairman, read the report. Motion by *W. B. Mooney* (Colorado) that it be accepted. Seconded by *Grover Stout* (Michigan). Carried.

REPORT OF THE JOINT COMMITTEE OF N. E. A. AND N. C. P. T.—*Mrs. William Kletzer* (Oregon), president of National Congress of Parents and Teachers, read the report. Motion by *Everett R. Erickson* (Alaska) that it be accepted. Seconded by *B. F. Stanton* (treasurer). Carried.

REPORT OF THE EDUCATIONAL POLICIES COMMISSION—*William G. Carr* (Washington, D. C.), executive secretary, read the report. Motion by *B. F. Stanton* (treasurer) that it be accepted. Seconded by *Daisy Brown* (Minnesota). Carried.

INFORMATION CONCERNING CONVENTION CITIES—*H. A. Allen*, business manager, presented a preliminary report on cities inviting the next convention.

HARRY CLARK NAMED DIRECTOR FOR TENNESSEE—A motion was made by *Joseph Saunders*, seconded by *B. F. Stanton*, and carried that *Harry Clark* of Tennessee be named to take the place of *S. L. Ragsdale*, deceased. The Board stood in silent tribute to *Mr. Ragsdale*.

ADJOURNMENT—The meeting adjourned at 4:00 P.M.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHS, *President*

Tuesday Afternoon, July 2, 1940

The meeting of the Board of Directors of the National Education Association convened at 2:10 P.M. in the English Room, Schroeder Hotel. The meeting was called to order by *President Amy H. Hinrichs*. *Secretary Givens* called the roll which showed the following present: Directors ex officio: *Amy H. Hinrichs*, president; *Reuben T. Shaw*, first vicepresident; *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. F. Hall*; California—*Leonard L. Bowman*; Colorado—*W. B. Mooney*; Connecticut—*Daisy Lord*; Delaware—*H. V. Holloway*; District of Columbia—*A. Grace Lind*; Florida—*James S. Rickards*; Georgia—*M. D. Collins*; Hawaii—*James R. McDonough* substituting for *Earl L. McTaggart*; Idaho—*W. D. Vincent*; Illinois—*John W. Thalman*; Indiana—*L. V. Phillips*; Iowa—*Fred D. Cram*; Kansas—*F. L. Schlagle*; Kentucky—*William S. Taylor*; Louisiana—*J. N. Poche*; Maine—*William B. Jack*; Maryland—*Eugene W. Pruitt*; Massachusetts—*Annie C. Woodward*; Michigan—*Grover Stout*; Minnesota—*Daisy*

Brown; Mississippi—absent; Missouri—*Everett Keith*; Montana—*M. P. Moe*; Nebraska—*Alice Robinson*; Nevada—*J. R. Warren*; New Hampshire—*Lyle Wilson Ewing*; New Jersey—*William L. Fidler* substituting for *Sarah O. Whitlock*; New Mexico—*R. J. Mullins*; New York—*Rena Rockwell* and *Frederick Houk Law*; North Carolina—*K. G. Phillips* substituting for *Elmer H. Garinger*; North Dakota—*G. W. Hanna*; Ohio—*L. W. Reese*; Oklahoma—*Kate Frank*; Oregon—*Marie A. Lessing*; Pennsylvania—*Helen Maxwell* and *Raymond C. Webster* substituting for *Harvey E. Gayman*; Puerto Rico—absent; Rhode Island—*James F. Rockett*; South Carolina—*A. C. Flora*; South Dakota—*S. B. Nissen*; Tennessee—*Harry Clark* substituting for *S. L. Ragsdale* (deceased); Texas—*Rush M. Caldwell*; Utah—*N. Howard Jensen*; Vermont—*Joseph A. Wiggin*; Virginia—*Mrs. Edith B. Joynes*; Washington—*John Rushing*; West Virginia—*W. W. Trent*; Wisconsin—*Amanda H. Schuette*; Wyoming—*H. H. Moyer*.

REPORT OF THE BOARD OF TRUSTEES—*Joseph H. Saunders* (Virginia), chairman, read the report. Motion by *Mr. Saunders* that it be accepted. Seconded by *L. V. Phillips* (Indiana). Carried.

REPORT OF THE TREASURER—*B. F. Stanton* (Ohio), treasurer, read the report. *Mr. Stanton* moved that it be accepted. Seconded by *Lyle W. Ewing* (New Hampshire). Carried.

REPORT OF THE COMMITTEE ON CODE OF ETHICS—*W. P. King* (Kentucky), chairman, read the report, and recommended that the Committee be continued. Motion by *B. F. Stanton* (treasurer) that it be accepted. Seconded by *Joseph H. Saunders* (chairman, Board of Trustees). Carried.

REPORT OF THE COMMITTEE ON INTERNATIONAL RELATIONS—*Ben Cherrington* (Colorado), chairman, read the report. Motion by *Annie C. Woodward* (Massachusetts) that it be accepted. Seconded by *W. B. Mooney* (Colorado). Carried.

REPORT OF THE JOINT COMMITTEE ON HEALTH PROBLEMS—*Dr. W. W. Bauer* (American Medical Association, substituting for *Charles C. Wilson* (Connecticut), chairman), read the report. Motion by *James F. Rockett* (Rhode Island) that it be accepted. Seconded by *Lyle W. Ewing* (New Hampshire). Carried.

REPORT OF THE NATIONAL COUNCIL ON TEACHER RETIREMENT—*Louis Taylor* (New York), chairman, read the report. Motion by *Frederick Houk Law* (New York) that it be accepted. Seconded by *Daisy Brown* (Minnesota). Carried.

REPORT OF THE COMMITTEE ON INDUCTION INTO CITIZENSHIP—*Hugh S. Bonar* (Wisconsin), chairman, read the report. Motion by *Leonard L. Bowman* (California) that it be accepted. Seconded by *Harry Clark* (Tennessee). Carried.

REPORT OF THE BUDGET COMMITTEE—*A. C. Flora* (South Carolina), chairman, read the report. Motion by *Mr. Flora* that it be accepted. Seconded by *L. Frazer Banks* (Alabama). Carried.

REPORT OF THE JOINT COMMITTEE OF N. E. A. AND A. L. A.—*Edith A. Lathrop* (Washington, D. C.), chairman, read the report. Motion by *Amanda H. Schuette* (Wisconsin) that it be accepted. Seconded by *Fred D. Cram* (Iowa). Carried.

REPORT OF THE COMMITTEE ON SUPPLY, PREPARATION, AND CERTIFICATION OF TEACHERS—*R. E. Jagers* (Kentucky), chairman, read the report. Motion by *Mr. Jagers* that it be accepted. Seconded by *Eugene W. Pruitt* (Maryland). Carried.

REPORT OF THE COMMITTEE ON TENURE—*Donald DuShane* (Indiana), chairman, read the report. Motion by *John Rushing* (Washington) that it be accepted. Seconded by *Daisy Lord* (Connecticut). Carried.

REPORT OF THE COMMITTEE TO COOPERATE WITH THE AMERICAN TEACHERS ASSOCIATION—*S. L. Smith* (Tennessee), chairman, read the report. Motion by *Amanda H. Schuette* (Wisconsin) that it be accepted. Seconded by *A. C. Flora* (South Carolina). Carried.

RECOMMENDATION THAT MUSIC EDUCATORS NATIONAL CONFERENCE BE GIVEN DEPARTMENTAL STATUS—On the recommendation of *Secretary Givens*, a motion was made by *Joseph H. Saunders*, seconded by *L. Frazer Banks*, and carried, that the Music Educators National Conference be admitted as a department of the N. E. A.

REPORTS NOT PRESENTED TO THE BOARD—A motion was made by *B. F. Stanton*, seconded by *Rush Caldwell*, and carried, that all committee reports not presented to the Board be sent to the Representative Assembly without recommendation.

REINSTATEMENT OF ELECTED DIRECTORS—A motion was made by *Lyle W. Ewing*, seconded by *L. W. Reese*, and carried, that the resignation of members of the Board of Directors who have substituted for these meetings be accepted and the regularly elected directors be reinstated.

RISING VOTE OF THANKS TO PRESIDENT HINRICHS—On the suggestion of *L. W. Reese*, *President Hinrichs* was given a rising vote of thanks.

ADJOURNMENT—The meeting adjourned at 4:30 P.M.

WILLARD E. GIVENS, *Executive Secretary*

AMY H. HINRICHS, *President*

Friday Morning, July 5, 1940

The newly elected Board of Directors held a Breakfast Meeting in the Green Room, Hotel Schroeder at 7:30 A.M. The meeting was called to order by *Secretary Givens* who presented the immediate past president, *Amy H. Hinrichs* and she, in turn, introduced the newly elected president, *Donald DuShane*, who presided. Roll call showed the following in attendance: Directors ex officio: *Donald DuShane*, president; *Amy H. Hinrichs*, first vicepresident; *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. F. Hall*; California—*Leonard L. Bowman*; Colorado—*W. B. Mooney*; Connecticut—*Daisy Lord*; Delaware—*H. V. Holloway*; Florida—absent; Georgia—*M. D. Collins*; Hawaii—*James R. McDonough* substituting for *Earl L. McTaggart*; Idaho—*W. D. Vincent*; Illinois—*J. W. Thalmann*; Indiana—*L. F. Phillips*; Iowa—*Fred D. Cram*; Kansas—*F. L. Schlagle*; Kentucky—*R. E. Jagers* substituting for *William S. Taylor*; Louisiana—*Amy H. Hinrichs* substituting for *G. A. Zernott*; Maine—*William B. Jack*; Maryland—*Eugene W. Pruitt*; Massachusetts—*Everett W. McIntosh*; Michigan—*Grover Stout*; Minnesota—*Daisy Brown*; Mississippi—absent; Missouri—*Everett Keith*; Montana—*Edna Tobias* substituting for *M. P. Moe*; Nebraska—*Pearl Donoho*; Nevada—*J. R. Warren*; New Hampshire—*Lyle W. Ewing*; New Jersey—*W. E. Fidler* substituting for *Sarah Whitlock*; New Mexico—*R. J. Mullins*; New York—*Rena Rockwell*, *Frederick Houk Law*; North Carolina—*K. G. Phillips* substituting for *E. H. Garinger*; North Dakota—*G. W. Hanna*; Ohio—*L. W. Reese*; Oklahoma—*Kate Frank*; Oregon—*Marie A. Lessing*; Pennsylvania—*Raymond Webster* substituting for *Harvey E. Gayman*; Puerto Rico—absent; Rhode Island—*James F. Rockett*; South Carolina—*A. L. Flora*; South Dakota—*S. B. Nissen*; Tennessee—*Harry Clark*; Texas—*Rush Caldwell*; Utah—*N. Howard Jensen*; Vermont—*J. A. Wiggin*; Virginia—*Edith Joynes*; Washington—*John Rushing*; Washington, D. C.—*A. Grace Lind*; West Virginia—*W. W. Trent*; Wisconsin—*Charlotte Kohn*; Wyoming—*H. H. Moyer*.

MOTION ON SUBSTITUTES—*Joseph H. Saunders* (Virginia) moved to accept the resignations of those directors who were absent and that their substitutes be accepted as members of the Board. Seconded. Carried.

INVITATION TO BOSTON—*E. W. McIntosh* (Massachusetts) presented *Julia Sullivan*, president of the Massachusetts Teachers Federation, who extended an invitation for the 1941 convention to be held in Boston. She was joined by representatives of the Boston School Committee, State Department of Education, New England Council of Education, and the Chamber of Commerce. A motion was made by *Joseph H. Saunders* (Virginia), seconded by *Daisy Lord* (Connecticut), and unanimously carried, that the Board go on record in favor of Boston as the convention city in 1941.

APPOINTMENT OF TELLERS—*President DuShane* named the following tellers to serve if the need arose: *H. V. Holloway* (Delaware), *John Rushing* (Washington), *Daisy Brown* (Minnesota), *Pearl Donoho* (Nebraska), and *N. Howard Jensen* (Utah).

ELECTION OF MEMBER OF THE BOARD OF TRUSTEES—*Mrs. Edith Joynes* (Virginia) placed in nomination *Joseph H. Saunders* (Virginia) for reelection. Seconded by *L. Frazer Banks* and *Grover Stout*. There being no other nominations, *Harold Smith* (Arizona) moved that nominations be closed and the secretary instructed to cast the unanimous vote for the election of *Mr. Saunders*. Seconded by *F. L. Schlagle* (Kansas). Carried.

ELECTION OF TWO MEMBERS OF BUDGET COMMITTEE—*Kate Frank* (Oklahoma) was placed in nomination by *Daisy Brown* (Minnesota) to take the place of *Annie Woodward*, (Massachusetts). Seconded by *W. E. Fidler* (New Jersey), *Daisy Lord* (Connecticut) and *John Rushing* (Washington). *Mr. Rushing* moved that nominations be closed and the secretary instructed to cast the unanimous vote for the election of *Miss Frank*. Seconded and carried. *Mrs. Edith B. Joynes* (Virginia) was placed in nomination by *W. W. Trent* (West Virginia) to take the place of *A. C. Flora* (South Carolina). Seconded by *A. C. Flora* (South Carolina), *B. F. Stanton* (Ohio), *Rush Caldwell* (Texas). *Mr. Mooney* moved that nominations be closed and the secretary instructed to cast the unanimous vote for the election of *Mrs. Joynes*. Seconded. Carried.

ELECTION OF TWO MEMBERS OF EXECUTIVE COMMITTEE—*President DuShane* stated that the first place to be filled would be that of *Helen Collins* (Connecticut). *Daisy Lord* (Connecticut) nominated *Miss Collins* to succeed herself. Seconded by *H. V. Holloway* (Delaware), *Mrs. Edith B. Joynes* (Virginia), *Lyle W. Ewing* (New Hampshire), *William B. Jack* (Maine), and *E. H. McIntosh* (Massachusetts). *M. D. Collins* (Georgia) moved that nominations be closed and that the secretary cast the unanimous vote for *Miss Collins* as a member of the Executive Committee. Seconded. Carried. *John W. Thalman* (Illinois) nominated *Fred D. Cram* (Iowa) to succeed himself. Seconded by *Lyle W. Ewing* (New Hampshire), *Ralph Webster* (Pennsylvania), *F. L. Schlagle* (Kansas), and *Edna Tobias* (Montana). *Harold Smith* (Arizona) then nominated *A. C. Flora* (South Carolina) and *Grover Stout* (Michigan) nominated *Jean Armour MacKay* (Michigan). *Mr. Flora* requested that his name be withdrawn and *Mr. Stout* withdrew the name of *Miss MacKay*. *W. B. Mooney* moved that the nominations be closed and the secretary instructed to cast the unanimous vote for *Mr. Cram* as a member of the Executive Committee. Seconded. Carried.

APPROPRIATION OF FUNDS FOR 1940-41—*R. E. Jagers* (Kentucky) moved that the Board of Directors appropriate funds to meet the budget for the ensuing year. Seconded by *Lyle W. Ewing* (New Hampshire). Carried. Informal discussion followed on ways and means to increase membership and to guard expenditures. *President DuShane* urged an increase in membership to a total of 500,000 as a means of meeting the coming crisis. A motion by *K. G. Phillips* (North Carolina), seconded and carried, that the discussion be discontinued and taken up in the regular order of business at the afternoon conference.

ANNOUNCEMENT OF BEGINNING OF CONFERENCE—*Secretary Givens* announced that the Conference of State Secretaries and the official family begins with a luncheon at noon.

PLEDGE OF SUPPORT—A motion was made by *Rena Rockwell* (New York), seconded by *John W. Thalman* (Illinois), and carried that the Board pledge its loyal and active support to *President DuShane*.

REINSTATEMENT OF ELECTED DIRECTORS—*Joseph H. Saunders* (Virginia) moved that the resignation of members of the Board of Directors who have been substituted for this meeting be accepted and the regularly elected directors be reinstated. Seconded by *W. W. Trent* (West Virginia). Carried.

ADJOURNMENT—A motion to adjourn was seconded and carried. The meeting adjourned at 10:00 A.M.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

Washington, D. C.

Saturday, September 30, 1939

The Executive Committee convened at 9:40 A.M. in the Board of Directors Room of the headquarters building, Washington, D. C., with all members present except *Albert Shaw* of California: *Amy H. Hinrichs*, president; *Helen T. Collins*, *Fred D. Cram*, *Mrs. Myrtle Hooper Dahl*, *Joseph H. Saunders*, *Reuben T. Shaw*, *B. F. Stanton*, and *John W. Thalman*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were also present.

The meeting was called to order by President *Hinrichs*.

MINUTES OF SAN FRANCISCO MEETINGS—The minutes of the San Francisco meetings were approved.

REPORTS OF HEADQUARTERS DIVISIONS AND DEPARTMENTS—Brief reports on the program of work of departments and divisions for 1939-40 were given as follows:

Departments—American Association for Health, Physical Education, and Recreation, *N. P. Neilson*; American Association of School Administrators, *S. D. Shankland* (report read by *Gladys Harlow*, chief clerk, in absence of *Mr. Shankland*); Department of Elementary School Principals, *Eva G. Pinkston*; National Association of Deans of Women, *Kathryn G. Heath*; Secondary School Principals' Discussion Groups, *Walter E. Myer* (report read by *Mr. Hess*, assistant to *Mr. Myer*); Department of Supervisors and Directors of Instruction, *Edna Simmons*.

Divisions—Accounts and Records, *Mary J. Winfree*; Affiliated Associations, *Agnes Winn*; Business, *H. A. Allan*; Field Service, *Charl O. Williams* (report read by *Mrs. Ellison*, secretary to *Miss Williams*, in absence of *Miss Williams*); Membership, *T. D. Martin*; Publications, *Joy Elmer Morgan* (in absence of *Mr. Morgan*, the report was divided between *Lyle W. Ashby* and *Belmont Farley*, assistant directors of the Division); Research, *Frank W. Hubbard*, associate director; Rural Service, *Howard A. Dawson*; Secretary's Office, *Harriett M. Chase*; Educational Policies Commission, *William G. Carr*.

After all reports had been given, *Secretary Givens* stated that if the reports of the 21 other departments, 29 committees, the 850 local affiliated associations, and the 52 state affiliated associations could be added to the reports already given, it would be a rather complete picture of what the National Education Association is doing.

Members of the Executive Committee expressed appreciation for the opportunity to learn more about the work and plans of the headquarters staff. It was suggested that the departments place more emphasis upon the fact that they are a part of the parent organization by carrying the words "a department of the National Education Association" on all documents.

THE N. E. A. AND THE EUROPEAN SITUATION—*Secretary Givens* read a letter of September 25 which he had written to *President Roosevelt* quoting certain resolutions adopted by the National Education Association at its convention in San Francisco in July which express the attitude of the Association toward democratic ideals, international goodwill, and teaching the truth about war. The Committee commended the executive secretary on the sending of this letter.

CIVIC EDUCATION PROJECT OF THE E. P. C.—In giving his report of the work of the Educational Policies Commission, *Mr. Carr* spoke of the Civic Education Project. *G. L. Maxwell* has been added to the staff of the E. P. C. for one year as assistant secretary in charge of this project. He is being assisted during the next six months by *Samuel Everett*, *Howard Wilson*, *Oliver Bimson*, and on a part-time basis by *Harold Benjamin*, dean of the School of Education of the University of Maryland. The purpose of this study will be to find out what is being done in the schools of this

country toward building loyalty to democracy and to determine what ought to be done.

PROPOSED COMMISSION ON REGIONAL PLANNING—Under the auspices of the Progressive Education Association, *Paul Hanna* of Stanford University has made a preliminary study of "The Role of Education in Utilizing Regional Resources." It has been proposed that a Joint Commission of the National Education Association and the Progressive Education Association be appointed to seek funds from the General Education Board to continue this study for a five-year period. The purpose of the Commission would be to make available material on planning in a usable form for schools and colleges. After considerable discussion, *Reuben Shaw* made the following motion:

That the National Education Association proceed and that the president and executive secretary be authorized to work out the plan of cooperation.

Seconded by *Mr. Stanton*. Carried.

Mr. Shaw moved that the following members be named as the N. E. A. representatives on the Commission: *Howard Odum*, North Carolina; *Ray Lyman Wilbur*, California; *Ruth West*, Washington; and the executive secretary of the National Education Association. Seconded by *Mr. Saunders*. Carried.

The Committee adjourned for luncheon at 12:35 P.M., reconvening at 2:15 P.M.

POSSIBILITY OF A DEPARTMENT OF INDUSTRIAL ARTS EDUCATION—The American Industrial Arts Association was organized during the last two years. The officers are anxious for the Association to become a department of the National Education Association. The Industrial Arts group has been holding meetings at N. E. A. conventions for the past four years. *Secretary Givens* discussed briefly the industrial arts field in relation to vocational education.

Reuben T. Shaw moved that the executive secretary give further study to the question of a Department of Industrial Arts and bring a report to the February meeting of the Executive Committee. Seconded by *Miss Collins*. Carried.

ROTTERDAM CRUISE OF THE W. F. E. A.—*Reuben T. Shaw* gave a report concerning the World Federation of Education Association's activities and the "Rotterdam" cruise to South America. Reference was made to the minutes of the meetings of the N. E. A. delegates on board and to reports of four special committees appointed by authority of the N. E. A. delegates—Financial Support of the W. F. E. A., Appraisal of the W. F. E. A., Proposed Amendments to W. F. E. A. Bylaws, and Resolutions—all of which were unanimously approved by the N. E. A. delegates. Copies of all these reports are filed in the office of the executive secretary and are available to any interested persons.

Many factors contributed to lack of representation from other countries. The following directors of the W. F. E. A. were aboard the "Rotterdam": *Paul Monroe*, president; *Uel W. Lamkin*, secretary-general; *E. A. Hardy*, treasurer; *Jessie M. Norris* of Canada; *Henry Lester Smith*; *Annie C. Woodward*; *Selma Borchardt*; and *Mr. Oshima* of Japan. *Mr. Oshima* was the only representative outside the North American continent aboard the boat to South America. *Mr. Parker* of England joined the group at Rio de Janeiro and *Mr. Penlington* met the "Rotterdam" on its return to New York.

The N. E. A., the A. F. T., the Canadian Federation, and the Association of Modern Language Teachers had their full quota of delegates. No delegates from any other countries were present except those who also served as directors. There were approximately 750 passengers on board the ship, of whom about 500 were teachers from the United States.

It was not until the middle of June that any notice of the cancellation of the conference in Rio de Janeiro was made known, so many teachers aboard received the information about it for the first time after the boat sailed from New York. This fact caused much criticism. There was no meeting of the W. F. E. A. as a whole

nor was there a meeting of the Representative Assembly due to lack of foreign representation.

At the first meeting of the N. E. A. delegates prior to arrival at Puerto Rico, the following actions were taken: formal adoption of the report of the Credentials Committee by *Sara Grigsby* of Texas; formal election of *Reuben T. Shaw* as chairman of the N. E. A. delegation and *Rachel Anderson* of New York City as secretary. There were one or two important resolutions. *Mr. Shaw* mentioned the following in particular:

Whereas the N. E. A. is a full member of the W. F. E. A. and whereas the full quota of delegates of the N. E. A. has been duly appointed and is on board the "Rotterdam" and is here assembled, be it resolved,

That the Executive Committee of the N. E. A. be requested to make a study of all matters regarding the financial arrangements of the W. F. E. A. cruise of the "Rotterdam," 1939.

That the study should include an examination of:

- a. Cash accounts
- b. Contracts between or among Thomas Cook and Sons, World Federation of Education Associations Travel Bureau, Holland-America Line, or any of their respective representatives or agencies
- c. All commissions paid or allowed
- d. All concessions granted to entertainers, officers of the W. F. E. A., and others
- e. Use of the money received from Brazil.

Mr. Stanton made a motion that the report be received and filed. Seconded by *Mr. Cram*. Carried.

Mr. Stanton made a motion that a committee of three be appointed to investigate the matters covered in all the reports and resolutions as far as in their judgment it belongs in the province of the N. E. A. and that the committee report back to the Executive Committee so that information may be sent to the N. E. A. delegates who went on the cruise. Seconded by *Mrs. Dahl*. Carried, but one dissenting vote by *Mr. Saunders*.

Reuben T. Shaw made the following motion which was seconded by *Mrs. Dahl* and carried:

That the executive secretary and the Research Division look into the matter to see about the advisability of getting out a questionnaire to be sent to the N. E. A. members who went on the "Rotterdam" cruise.

Mr. Thalman made a motion that a committee be appointed consisting of the president, executive secretary, and first vicepresident to work out a change in name for the Joint Enterprise Fund of the N. E. A. and W. F. E. A. Seconded by *Miss Collins*. Carried.

After some discussion, *Reuben T. Shaw* made a motion that the National Education Association withhold paying dues to the W. F. E. A. until such time as the atmosphere is cleared by the presentation of these reports. Seconded by *Mr. Saunders*. Carried.

APPROPRIATION TRANSFERS—The following recommendations for transfers of budget appropriations were approved:

From Division of Field, salaries to Secretary's Contingent Fund	\$1,350
From Division of Rural Service, salaries to Secretary's Contingent Fund	1,950
From Division of Rural Service, salaries to Division of Publications	1,050
From Secretary's Contingent Fund to Departments	625
From Secretary's Contingent Fund to Committees and Commissions	1,850

These transfers would result in the following changes in amounts available for expenditure in the accounts affected:

Division of Field	From \$13,850 to \$12,500
Division of Rural Service	" 12,920 " 9,920
Division of Publications	" 36,008 " 37,058
Departments	" 17,350 " 17,975
Committees and Commissions	" 12,450 " 14,300
Secretary's Contingent Fund	" 1,500 " 2,325

APPROPRIATIONS—The Representative Assembly of the San Francisco convention appropriated \$17,350 for the use and services of departments. From this amount the Representative Assembly appropriated \$13,400 for the Department of Classroom Teachers, the balance for use of other departments as determined by the Executive Committee. There was transferred from the Secretary's Contingent Fund \$625, making the total to be appropriated \$17,975.

The following recommendations for N. E. A. department appropriations for 1939-40 were unanimously accepted on motion of *Mr. Saunders*, seconded by *Miss Collins*:

Classroom Teachers	\$13,400
Health, Physical Education, and Recreation	325
Kindergarten-Primary Education	500
Adult Education	400
Secondary Teachers	1,500
National Council of Education	400
Art Education	200
Business Education	100
Science Instruction	1,000
Home Economics	50
Emergency needs, other departments	100
Total	\$17,975

The Representative Assembly at the San Francisco convention appropriated \$12,450 for the use of N. E. A. committees and commissions. From this amount the Representative Assembly appropriated \$10,000 for the Tenure Committee. The amount appropriated by the Representative Assembly has been supplemented by the transfer from the Secretary's Contingent Fund of \$1850, making the total available for the use of N. E. A. committees and commissions \$14,300. Because the heaviest expenses of committees are during the summer convention, which is after the fiscal year closes on May 31, many of the committees already have spent a large part of their appropriation. The Committee on Credit Unions has already spent \$693 and the Committee on Equal Opportunity has spent \$594.

Mr. Saunders made a motion, seconded by *Miss Collins* and carried, that authorization be given for expenditures by and for committees and commissions as listed below in amounts not exceeding those indicated after their names, with the exception that \$500 be added to Credit Unions and \$500 added to Equal Opportunity, since the original appropriation has already been expended, the additional \$1000 to be transferred from the Secretary's Contingent Fund; that such expenditures are authorized with the understanding that the total expense for all committees and commissions shall not exceed the amount of \$15,300; that these authorizations be reviewed and amended as conditions may require by the Executive Committee at its February meeting:

Tenure	\$10,000
Economic Status of Rural Teacher.....	500
National Council on Teacher Retirement.....	400
Health Problems in Education (A. M. A.).....	400
Legislative Commission	2,000
Guidance	200
Cooperation with American Legion.....	300
Resolutions	300
Library (A. L. A.).....	100
Credit Unions	1,000
Academic Freedom	400
International Relations	500
Equal Opportunity	1,000
Salaries	400
Supply, Preparation, and Certification of Teachers.....	400
Cooperatives	400
Cooperation with American Teachers Association.....	500
Ethics	300
Tax Education	500
N. E. A. and N. C. P. T.....	200
Affiliated Associations	500
Total	\$20,300

A suggested policy for procedures of committees was read. *Mr. Saunders* made a motion that the policy as submitted be amended by striking out "1940" in Sections 4 and 5, making it a permanent policy. Seconded by *Miss Collins*. Carried.

Mr. Saunders made a motion that Section 6 be amended by adding the words "by the chairman, the president, and the executive secretary" after the word "found" in line 2. Seconded by *Miss Collins*. Carried, with one dissenting vote by *Mrs. Dahl*.

Mr. Saunders moved that the report as amended be adopted. Seconded by *Miss Collins*. Carried.

The following policy of procedure for committees was adopted:

1. The Core Committees should formulate policies, initiate plans, and carry forward the work.
2. The national advisory group should make suggestions and react critically to policies and plans submitted.
3. The chairman should write the entire membership as needed. At least two communications should be sent during the year.
4. The preliminary draft of plans and policies should be sent to the advisory group for suggestions and reactions not later than January 1.
5. A short summary of the Committee's proposed final report should be sent to the advisory group for consideration and reactions not later than April 1.
6. The National Education Association will pay the expenses of members of Core Committees for *one* meeting (each year), provided it is found by the chairman, the president, and the executive secretary that the work cannot be carried out satisfactorily by correspondence. If a meeting of the Core Committee is necessary, it shall be held early enough in the school year to outline a program of procedure and to consider desirable undertakings.
7. Expenses of the chairman will be paid to the summer convention in order to present the committee report.
8. An informal meeting of all members of the committee present at either convention may be called by the chairman to discuss the work informally. No expenses, however, will be paid for this meeting.

9. The final report of the committee should be sent to N. E. A. headquarters not later than May 1 in order that it may be printed in the Summary of Committee Reports and distributed to delegates in advance of the convention.

MEMBERSHIP REPORT—Membership was covered in the reports of *Miss Winfree*, director of the Division of Accounts and Records, and by *Mr. Martin*, director of the Division of Membership. *Secretary Givens* added the following figures on cash received from memberships: On September 29, 1939, the financial records showed that \$47,728.01 had been received as against \$46,972.98 for September 30, 1938, and \$41,185.26 for September 30, 1937, showing a gain in membership income of about \$2000 over September 30 of last year and approximately \$7000 over September 30 of two years ago.

REPORT OF COMMITTEE ON PRESIDENT'S AWARD—*Mrs. Myrtle Hooper Dahl*, a member of the committee, gave the report. This subcommittee felt that the certificate should be continued and in addition to that a button, pin, or key be given. Since the Executive Committee had previously taken action on the giving of a certificate to retiring presidents, it was only necessary to consider the second part of the report, that is, the giving of a button, pin, or key. *Miss Collins* made a motion that the National Education Association adopt the policy of giving a button, pin, or key, whichever was preferred, in addition to the certificate, the cost of the two not to exceed the amount previously given to presidents as they retire. Seconded by *Mr. Stanton*. Carried.

REPORT OF COMMITTEE ON RAISING FUNDS FOR PUBLICITY PURPOSES—*Mr. Stanton*, chairman of the subcommittee, read the following report:

The special committee appointed at San Francisco last July to study the feasibility of a War Chest for the National Education Association met at the N. E. A. headquarters on September 29, 1939. All members of the committee, consisting of *Helen Collins*, *J. H. Saunders*, and *B. F. Stanton* were present. Meeting with us and advising with the committee were *President Hinrichs*, *Mr. Givens*, *Mr. Hubbard*, and *Mr. Farley*.

After a somewhat lengthy discussion, the committee concurred in the belief that there is a reasonable need for special activities on the part of the N. E. A. in helping states and local communities with the educational problems when such assume the character of emergencies and when help is requested by such state or community.

The committee is of the opinion that the office and field staffs of the N. E. A. are doing a most commendable work and as such they stand ready to assist in all cases within the province of the Association.

Your committee moreover does recognize the need for additional funds, and urges that such increase in funds should be derived from an increase in memberships rather than special appeals. To this end it advises that efforts be made to enlarge the memberships, and that the budget committee consider the matter of including an item for special activities in its report for the coming year.

After considerable discussion, *Mr. Cram* moved to amend the report by striking out the words "rather than special appeals" in the last paragraph. Seconded by *Mrs. Dahl*. Carried.

Mr. Stanton moved the adoption of the report as amended and that the committee be continued to study this problem further. Seconded by *Mr. Thalman*. Carried.

NATIONAL PROBLEMS AND POSSIBLE SERVICES OF N. E. A.—On August 10, 1939, a letter was sent from headquarters to approximately ten thousand educators, asking them the two following questions: What is the most serious educational problem facing your state this year? What can the N. E. A. do that will be most helpful to the profession in your state? A tabulation of the replies was made and the report was

given to each member of the Executive Committee. The problem mentioned most frequently was need of financial support to carry on an adequate educational program. Other problems varied but the entire report gives a picture of the situation thruout the United States as to what the educational problems are.

RETIREMENT ALLOWANCES AND INSURANCE—Because the Equitable Life Assurance Society, with which the N. E. A. has its retirement annuity plan, has discontinued the issuance of retirement annuity policies with cash surrender value, it is necessary for the Association to find some other company to take over the retirement annuity plan for the new staff members added to the Permanent Roll in July 1939. It was moved by *Mr. Shaw* that the executive secretary with the subcommittee of the Executive Committee appointed to study retirement provisions for the headquarters staff be authorized to place retirement annuity insurance with some other company. Seconded by *Mr. Stanton*. Carried.

APPRAISING THE SAN FRANCISCO CONVENTION—Attention of the Executive Committee was called to the appraisal of the San Francisco convention compiled from the 471 replies to the questionnaire circulated by the Appraisal Committee among delegates at the San Francisco convention.

NATIONAL RADIO PROGRAM—During 1939-40, the National Education Association will sponsor four programs of the "American School of the Air" in cooperation with the Columbia Broadcasting System. Definite arrangements have not yet been completed with the National Broadcasting Company on our program over that system, but it is probable that we will have the same amount of time as last year, that is, one-half hour each week.

NEWSREELS—*President Hinrichs* mentioned some of the conferences which she had had with motion picture people in San Francisco in regard to making newsreels or shorts of an educational nature. *Miss Hinrichs* spoke of the fine cooperation she had received from *Carl Milliken*, secretary of Motion Picture Producers and Distributors of America, Inc., and from *Will Hays*, president.

Mr. Thalman made a motion that the president be authorized to proceed with *Mr. Milliken* in working out suitable topics which may be worked into newsreels or shorts. Seconded by *Mr. Stanton*. Carried.

TEACHER LOAD SURVEY—Attention was called to the teacher load survey to be issued as the November *Research Bulletin* made by the Research Division in cooperation with 188 local teachers organizations. Out of 10,000 copies distributed, nearly 4000 replies were received. The purpose of the survey is to obtain the point of view of the classroom teacher with regard to the factors involved in teacher load.

REPORT ON FIELD WORK OF MR. BOOKER—*Ivan A. Booker*, assistant director of Research, who was on exchange in San Diego, California, last year, held a series of field conferences for the Educational Policies Commission on his trip returning from the West Coast. Eleven summer schools were included in his itinerary—four state universities, six state teachers colleges, and one nonstate teachers college. For its information, a rather detailed report of *Mr. Booker's* activities was included in the material given to the Executive Committee.

PUBLICITY IN STATE JOURNALS—The Publicity Section of the N. E. A. prepared a statement of the amount of publicity the National Education Association had received in state journals during the last year. Those states carrying the most columns of material on the N. E. A. were: Indiana, Utah, Oklahoma, Pennsylvania, New York, Texas, and Connecticut. There was a total of 311 columns of material used which had been sent out from the publicity section. About 153 columns on the N. E. A. were signed by the state directors.

DUTIES OF VICEPRESIDENTS—A suggested list of duties of vicepresidents was read.

It was suggested that the words "and other publications of the N. E. A." be added to number 3 under "other responsibilities" and that an additional item be added as follows: Help in every way in disseminating the publications of the Educational Policies Commission.

The following list of duties of vicepresidents was approved.

As Outlined in the Bylaws

1. The vicepresidents of the Association shall serve as assistants to the president for such services as may be required of them. Article III, Section 2.

Other Responsibilities

1. Become thoroly acquainted with the Platform and Resolutions of the N. E. A.
2. Become thoroly familiar with the president's program.
3. Promote the use and study of the *Journal* and other publications of the N. E. A.
4. Help in every way in disseminating the publications of the Educational Policies Commission.
5. Promote N. E. A. membership locally and assist state director on request.
6. Interpret N. E. A. policies.
7. Recommend competent educational workers for membership on N. E. A. Committees.
8. Encourage affiliation of local associations with the N. E. A.
9. Be prepared to hold conferences or address educational groups upon call of the president.

PAINTING OF MR. CRABTREE—A motion was made by *Mr. Shaw*, seconded by *Mrs. Dahl* and carried, that *Mrs. Crabtree* be asked to paint a portrait of *Mr. Crabtree* for the headquarters building for which the sum of \$100 was appropriated.

HORACE MANN STAMP—The issuance during 1940 of a Horace Mann stamp was approved by the Post Office Department as one stamp in a series honoring four other educators. Altho it has not been definitely decided, it is expected that the Horace Mann stamp will be a two-cent denomination. *President Hinrichs* suggested that when the Horace Mann stamp is issued, stamp clubs in the schools be urged to give it wide circulation.

1940 CONVENTION—*President Hinrichs* briefly outlined her plans for the Milwaukee convention, asking the Committee members for any ideas or suggestions.

COMMITTEE ON CITIZENSHIP—*Reuben Shaw* made a motion that a Committee on Induction into Citizenship be appointed. Seconded by *Miss Collins*. Carried.

COOPERATION OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS IN A. E. W.—*Secretary Givens* brought to the attention of the Executive Committee a reprint from the *National Parent-Teacher* entitled "Purposes of Education." This has been published by the N. C. P. T. as a special edition for American Education Week, of which the National Congress is a sponsor this year for the first time. The Executive Committee expressed its appreciation of this fine type of cooperation.

The next meeting of the Executive Committee will be in St. Louis, Missouri, on Friday, February 23, 1940 at 9:30 A.M. in the Statler Hotel.

The meeting of the Executive Committee adjourned at 6:30 P.M.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHs, *President*

St. Louis, Missouri

Friday, February 23, 1940

The Executive Committee met at 10:55 A.M. in Room 108, Statler Hotel, with the following members present: *Amy H. Hinrichs*, president; *Helen T. Collins*, *Fred D. Cram*, *Mrs. Myrtle Hooper Dahl*, *Joseph H. Saunders*, *Albert Shaw*, *Reuben T. Shaw*, *B. F. Stanton*, and *John W. Thalman*. All members of the Board of Trustees were present except *Mr. Doudna*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present also.

MOTION TO ADOPT MINUTES—On motion of *Mr. Cram*, seconded by *Albert Shaw*, the minutes of the meeting held in Washington, D. C. on September 30, 1939, were approved with the exception of an item to be added to the report of the "Rotterdam" cruise.

CONFIRMATION OF APPOINTMENT OF STATE N. E. A. DIRECTOR FOR WASHINGTON—On motion of *Mr. Stanton*, seconded by *Mr. Saunders* and carried, the resignation of *Cora Oleson* as state N. E. A. director for Washington was approved and the appointment of *John Rushing* as her successor until the election in June was confirmed.

MEMBERSHIP REPORT—The membership report as presented by *Secretary Givens* shows a total membership on January 31, 1940, of 185,643, a gain of 3592 members over December 30, 1939, and a gain in total membership income in January 1940 of \$16,281.52 over January 1939. The report on 100 percent enrolments on February 20, 1940, was: counties and districts, 64; cities, 514; schools, 7217; and state teachers colleges, 12. *Reuben T. Shaw* called attention to a 100 percent life membership in the School of Education at Rutgers University.

Secretary Givens reported that there are a number of teachers retiring each year with small or no retirement allowances who have been members for many years, many of whom drop their membership reluctantly because they are financially unable to continue payment of dues. He outlined a proposal for an emeritus membership for such individuals. On motion of *Reuben T. Shaw*, seconded by *Mr. Thalman* and carried, the executive secretary was empowered to grant emeritus memberships, not to exceed a maximum of approximately one hundred in any one year and only to those who have held continuous membership for a minimum of approximately twenty-five years, and further that the executive secretary will keep an exact list of such members and report same to the Executive Committee at the June meeting.

Secretary Givens discussed also the possibility of an emeritus or honorary life membership. Considerable correspondence has been carried on with some individuals who have been members of the Association continuously for thirty-five years or longer and who have paid \$100 or more in regular membership fees. Other possible names suggested were "continuing" and "inactive" memberships. On motion of *Mr. Stanton*, seconded by *Reuben T. Shaw* and carried, the president was asked to appoint a subcommittee to study the matter and to report at the June meeting.

Secretary Givens called attention to action taken for several years recommending a membership goal of a 10 percent increase. This is difficult for states with a large enrolment to attain and comparatively easy for those with low enrolment. The matter was presented for thought and possible action at the Milwaukee convention.

FINANCIAL REPORT—A comparison of cash and other assets as of January 31, 1940, with January 31, 1939, shows a gain of \$25,479.08. The net improvement of current cash position over that of January 31, 1939, is \$9,760.09. Increase in income from all sources is \$4,771.03. There has been a decrease in income from advertising exhibits and miscellaneous income. Expense for operation shows a decrease of \$6,549.32. Mortgage notes on the administration building have been reduced from \$69,000 to \$46,000.

PROPOSED CLASSIFICATION AND POLICY GOVERNING COMMITTEES—*Secretary Givens* read a proposed classification and policy to govern committees. The matter was left for study, further consideration, and possible action at the June meeting.

The meeting adjourned at 12:35 for lunch and reconvened at 2:05 P.M.

REVIEW OF COMMITTEE APPROPRIATIONS—Appropriations for committees made at the September meeting of the Executive Committee were reviewed by committees. It was felt that the present appropriations would be adequate.

PAYMENT OF SUBSTITUTE—*Mrs. Pauline Merchant*, a member of the Core Committee on Affiliated Associations, asked for reimbursement of \$61.25 which was deducted from her salary to pay a substitute while attending a meeting of the Committee in Washington in December. On motion of *Miss Collins*, seconded by *Mr. Stanton* and carried, it was recommended that *Mrs. Merchant* be reimbursed in the amount of \$61.25 for this deduction from her salary for payment of a substitute.

DISPOSITION OF SURPLUS PUBLICATIONS—*Secretary Givens* reported the appointment of a staff committee with *Mr. Ashby* as chairman to study the problems of promotion of sale and use of N. E. A. publications. A careful inventory of all publications in stock disclosed 1400 different items which were cataloged. The disposition of this stock presents a problem.

Some suggestions were: (a) state repositories of N. E. A. publications; (b) free materials to certain colleges and universities; (c) materials for instructional purposes; and (d) inexpensive packets. *Secretary Givens* stated that four pages of titles will be listed in the *May Journal*. It was also suggested that lists with prices might be mimeographed and sent to affiliated associations.

FEDERAL COMMUNICATIONS COMMISSION HEARINGS—In January 1938, *J. W. Studebaker*, United States commissioner of education, obtained permission for the use of 1000 kilocycles in the ultra high frequency band for the use of education. This enabled school systems, with the use of special equipment, to broadcast at any time to the schools without interfering with other programs and without being heard except in the schools. Because the equipment was quite expensive, Cleveland is the only system using it at present, altho others have applied for licenses. There is absolutely no static in these high frequency bands. Now television has reached a stage of development where it can use the high frequency bands and education is in danger of losing what has been gained. Commercial companies have requested hearings for this purpose. *Secretary Givens* has filed petitions for the N. E. A. and the state associations to be heard at these hearings on March 18.

DEPARTMENTS—*Secretary Givens* reported that all the district meetings of the Music Educators National Conference have voted favorably on the question of merging with the Department of Music Education of the N. E. A. and becoming a department of the Association. Amendments to its bylaws carrying this provision will be voted upon at the annual meeting in April. The American Industrial Arts Association is anxious to become a department. *Secretary Givens* will bring a recommendation on the question at the June meeting. The National Council for the Social Studies, a department of the N. E. A., has employed a full-time secretary and will establish headquarters in the administration building on June 1, 1940, making seven of the twenty-seven departments housed at headquarters.

PROPOSED AMENDMENTS TO THE BYLAWS—A motion was made by *Reuben T. Shaw*, seconded by *Albert Shaw* and carried, that the following proposed amendment not be printed in the *May Journal* but that it be included in the Official Manual for Delegates for consideration at the Milwaukee convention:

Amend Article VI, Section 1, of the N. E. A. bylaws by changing the second sentence as follows:

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.) *The Committee shall consist of three members appointed by the president, one each for a period of three 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.

Since notice was served at the San Francisco convention last June to do away with the Publishing Committee, Article VI, Section 3, will be printed in the *May Journal* with this recommendation. *Reuben T. Shaw* explained that it had been the intent for the Publishing Committee to determine what portions of the minutes of the Representative Assembly should be published, the work to be done following rather than during the convention. In line with this suggestion, the Executive Committee approved the following amendment:

Amend Article VI, of the N. E. A. bylaws as follows:

There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. 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.) *The election shall be by printed ballot and held at the same time as the election of officers of the Association.* This Committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed *Proceedings*.

The requirement of an Auditing Committee was necessary in the early days of the Association when the books were not audited by expert accountants. Since the Association now is required to employ the services of registered public accountants to examine its books, the Auditing Committee is no longer necessary. Therefore *Mr. Stanton* moved, seconded by *Albert Shaw* and carried, that the Executive Committee recommend to the Board of Directors that the following amendment be made:

Amend the Rules by deleting Rule 9 which now reads:

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.

The reasons for the following amendment were explained by *Reuben T. Shaw*. Action will be taken at the Milwaukee convention.

Amendment to Article II, Section 3, of the N. E. A. bylaws proposed by the Executive Council of the Pennsylvania State Education Association: (amendment in italics)

A local education 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. *Within a given jurisdiction or political or administrative subdivision of the state, the local education association maintaining an affiliation with the state education association shall be the sole local N. E. A. affiliate, provided, however, that any existing affiliation of local associations shall not be terminated because of the above provision and provided also that the Executive Committee may after due consideration and consultation with the existing local and state affiliate or affiliates of the N. E. A. approve for affiliation additional local associations.* 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 associations to receive without application, or other conditions, all regular publications of the National Education Association, including the *Volume of Proceedings*, reports of committees, and all bulletins and announcements when issued.

HONORARY MEMBERSHIP IN THE NATIONAL COUNCIL ON TEACHER RETIREMENT—On motion of *Mr. Thalman*, seconded by *Mrs. Dahl* and carried, the following amendment to the agreement covering the National Council on Teacher Retirement of the N. E. A. was approved; it has already been approved by the Executive Committee of the National Council:

Honorary members may be designated by majority vote at any official meeting of the Executive Committee of the National Council. Without payment of dues honorary members shall have all the privileges of active membership except the right to vote and hold office.

FUTURE OF THE EDUCATIONAL POLICIES COMMISSION—*Secretary Givens* announced a Joint Meeting of the Executive Committees of the N. E. A. and the A. A. S. A. on Saturday evening at 7:45, Jefferson Hotel. At this meeting will be presented a proposal for continuing an Educational Policies Commission beyond December 31, 1940, when the present Commission will have completed its five-year assignment.

CONFERENCE OF STATE SECRETARIES AND STATE DIRECTORS FOLLOWING MILWAUKEE CONVENTION—Following discussion on the value of a one and one-half days' Conference of State Secretaries and State Directors immediately following the Milwaukee convention, a motion was made by *Mr. Saunders*, seconded by *Mr. Stanton* and carried, that such a conference be held on Friday P.M. and Saturday, July 5 and 6, in Milwaukee.

OUTLINE OF MILWAUKEE CONVENTION PROGRAM—*President Hinrichs* briefly outlined the proposed program for the Milwaukee convention and urged members of the Committee to make suggestions, particularly regarding personnel.

NATIONWIDE COMMITTEE ON CRIME PREVENTION—The Association has received an invitation to be represented on a nationwide committee on crime prevention. *Reuben T. Shaw* made a motion, seconded by *Mr. Thalman* and carried, that the invitation to be represented be accepted. *Mr. Shaw* suggested the advisability of the appointment of an N. E. A. Committee on Crime Prevention. The matter was left to the discretion of the president and the executive secretary.

TEACHER WELFARE PROGRAM—*Secretary Givens* outlined the various phases of teacher welfare in which the Association has participated this year in addition to the fine work of the Tenure Committee. Assistance from the Association has been solicited and given in many places. The question raised was as to whether more publicity should be given in such instances or whether the present policy of working quietly with the superintendent and organization leaders should be followed. It was the consensus that the latter plan was wiser to follow.

REPORT OF SUBCOMMITTEE ON W. F. E. A.—*Reuben T. Shaw*, chairman, reported he had submitted to *Mr. Monroe*, president of the W. F. E. A., all resolutions and reports of the N. E. A. delegates on the "Rotterdam" Cruise and asked for reports of finances and proceedings of the cruise but had received no reply. The statement of receipts and disbursements just received from the Washington office not being adequate, *Mr. Thalman*, a member of the Subcommittee, was asked to make a contact with officers of the World Federation during the St. Louis convention for further details. On motion of *Mrs. Dahl*, seconded by *Albert Shaw* and carried, the subcommittee consisting of *Reuben T. Shaw*, chairman, *Miss Collins*, and *Mr. Thalman* was continued until a final report shall be made.

REPORT OF SUBCOMMITTEE ON RETIREMENT ANNUITY INSURANCE—The members of the Committee are: *Joseph Saunders*, chairman, *Reuben T. Shaw*, and *Miss Collins*. *Chairman Saunders* said the fact that the Equitable Life Assurance Society, with which the N. E. A. has its retirement annuity plan, has discontinued the issuance of retirement annuity policies with cash surrender value and with the disability clause and that the subcommittee had, on instructions of the Executive Committee, contacted other companies. Most of the older established companies have severely restricted the benefits previously obtainable and either could not or were not interested in making proposals adaptable to the Association's plan. From those that could provide the desired benefits, the Aetna Insurance Company was selected. *Mr. Shaw* has been asked to contact *George Buck* of New York, one of the outstanding actuaries in the country, to determine if there is any type of policy with the disability clause which the Association could afford to carry. On motion of *Mrs. Dahl*, seconded by *Albert Shaw* and carried, the Committee was asked to continue its work and to bring in a final report at the June meeting.

RAISING FUNDS FOR PUBLICITY PURPOSES—A subcommittee, with *Mr. Stanton*, chairman, *Miss Collins*, and *Mr. Saunders* as members, sent a brief questionnaire asking certain questions. The results are as follows: (a) Has the demand for social security seriously threatened the funds for schools in your state? Eleven replied "yes"; eight "no"; and four "not yet." (b) Have the school people in your state felt the need for help from the N. E. A. in order to secure adequate consideration in state legislation? Ten replied "yes"; eight "no"; and five "not yet." (c) Has competition for funds between the demands for social security and those for the schools arisen in your state? Twelve "yes"; nine "no"; one reported other needs have hit state aid and one "not yet." (d) Do you think a "War Chest" in the N. E. A. to assist the schools in their contest for school revenues is needed? Thirteen "yes"; seven "no"; three "uncertain." (e) In your judgment, how should such a "Chest" be built up? Several had no suggestions. Among suggestions made were: (a) contributions, (b) small assessment per teacher, (c) contributions from state associations, (d) by budget appropriation, (e) increased membership. Since this report shows that there is competition for funds and that there is definitely need for help, *Reuben T. Shaw* moved that the subcommittee be congratulated for its work and that it be continued for a future report. Seconded by *Albert Shaw*, carried.

PAST PRESIDENT'S AWARD—The subcommittee consisting of *Mr. Stanton*, chairman, *Mrs. Dahl*, and *Albert Shaw* considered several designs for medal or pin for a past president's award. The design selected is the shape of the life membership pin with a semiwreath of laurel, the initials N. E. A. and the words "past president." On motion of *Mr. Thalman*, seconded by *Mrs. Dahl* and carried, the design was approved and the subcommittee authorized to have it made in a suitable size.

INSTITUTES ON PROFESSIONAL RELATIONS—*Secretary Givens* called attention to the tentative plans for Institutes this summer and to the list of places requesting them. The question of staff and officer participation in the Institutes was discussed. On motion of *Reuben T. Shaw*, seconded by *Mr. Stanton* and carried, the president was requested to appoint a subcommittee to report on this matter at a later meeting.

MULTILITH MACHINE—Samples of work done on the new multilith machine were displayed. The cost of the machine was about \$2900. It has already saved much on printing bills.

HORACE MANN STAMP—Efforts to secure a stamp honoring Horace Mann were successful and stamps in the denomination of one cent will go on sale in Boston on March 14, 1940. A photograph of the stamp will be used on the program for the Horace Mann dinner. The Globe Productions Company recently created by *James Roosevelt* has started work on a Horace Mann film.

NATIONAL COUNCIL OF EDUCATION—In reply to the question as to what work the National Council is doing, *Secretary Givens* read the fine program arranged for this convention and spoke of the work of *Dean L. A. Pechstein* in creating renewed interest in the Council.

SCHOOLS FOR DEMOCRACY—The publication by this title edited by *Charl Williams* and *Frank W. Hubbard* received favorable comment.

AMERICAN COUNCIL ON EDUCATION—COMMITTEE ON IMPLEMENTATION—*Secretary Givens* stated that the N. E. A. has been invited to be represented on the Committee on Implementation in the field of secondary education by the American Council. On motion of *Mr. Stanton*, seconded by *Miss Collins*, and carried, the president was empowered to appoint a member to this committee.

SUBCOMMITTEE TO WORD AMENDMENT ON VICEPRESIDENTS—On motion of *Reuben T. Shaw*, seconded by *Mrs. Dahl* and carried, the president was asked to appoint a subcommittee to draft the amendment to the bylaws relating to regional vicepresidents and word it in such a way as not to be confused with the material relative to a second vicepresident. President Hinrichs named the following subcommittee: *Reuben T. Shaw*, chairman, *Mrs. Dahl*, and *Mr. Cram*.

ADJOURNMENT—The Committee adjourned at 6:55 P. M. to reconvene on Tuesday evening following the evening meeting.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHs, *President*

Saturday, February 24, 1940

The Executive Committee met at 9:45 P.M. in Dining Room 2 of the Jefferson Hotel immediately following a joint meeting of the Executive Committees of the N. E. A. and A. A. S. A. to hear a report by *Ira Davis*, chairman of a nationwide Committee on Science Teaching. All members of the Committee were present.

Mr. Davis reported the cooperation of eleven national science groups, nearly all state associations having science sections and many local science groups. Several meetings have been held and the point has now been reached where a definite program has been formulated. It is expected that six reports will be completed within a year. Each will be about 60 pages. Approximately 15,000 copies will be used by science groups. *Mr. Thalman* made a motion that the Executive Committee recommend to the Budget Committee that the Department of Science Instruction be given an appropriation of \$1000 each year for two years to carry this work to completion. Seconded by *Mr. Cram*, carried.

This program is one of implementation of the publications of the Educational Policies Commission.

The meeting adjourned at 10:30 P.M.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHS, *President*

Tuesday, February 27, 1940

A meeting of the Executive Committee was held in Room 108, Statler Hotel, at 10:25 P.M. on Tuesday, February 27. All members were present. *President Hinrichs* called the meeting to order.

EDUCATIONAL POLICIES COMMISSION—A motion was made by *Mr. Saunders*, seconded by *Mr. Shaw*, and carried, that the Educational Policies Commission be continued on the same general basis as outlined in the joint meeting on Saturday evening, February 24. A further motion was made by *Mr. Saunders*, seconded by *Mr. Stanton*, and carried, that the General Education Board be asked to make a grant of \$250,000 over a period of five years for carrying on the work of the Educational Policies Commission. Another motion was made by *Mr. Saunders*, seconded by *Mr. Shaw* and carried, that if it becomes necessary to raise the sum of \$25,000 per year to match the grant of the General Education Board that a plan for raising the money be worked out with the A. A. S. A. and in a ratio agreeable to the two organizations. At the suggestion of *Secretary Givens*, *Mr. Cram* made a motion, seconded by *Mr. Stanton* and carried, that the Executive Committee empower the president, the chairman and the Board of Trustees, and the executive secretary to negotiate with the General Education Board, if necessary, letting the Board know of the determination of the N. E. A. to carry the work of the Educational Policies Commission forward and if the General Education Board will give \$25,000 a year, the Association will finance the remainder of the program on the same high plane of the past five years.

REWORDING OF AMENDMENT—*Mr. Shaw*, chairman of a subcommittee to reword the amendment to the bylaws held over from last year pertaining to a first vice-president and to regional vicepresidents, presented it at this time. This material will be printed in the May *Journal*.

REPORT OF SUBCOMMITTEE ON W. F. E. A.—The members of the subcommittee—*Mr. Shaw*, chairman, *Miss Collins*, and *Mr. Thalman*—met with the W. F. E. A. Board and discussed the questions of finance and response to reports of N. E. A. delegates on the "Rotterdam" cruise. The W. F. E. A. Board stated that a report is being prepared. Because the Board has been meeting constantly, it was not possible to complete the statement, hence *President Hinrichs* asked the Committee to bring in a final report in June.

PAYMENT OF W. F. E. A. DUES—*Mr. Shaw* pointed out the impossibility of the W. F. E. A. to function, as such, as long as the world conflict continues, hence suggested the wisdom of discontinuing payment of dues to the W. F. E. A. for the present and to center our attention on Latin America, working thru the International

Relations Committee, the State Department, and the Pan American Union. *Mr. Shaw* made a motion, seconded by *Mrs. Dahl* and carried, that the chairman of this subcommittee work with the executive secretary to formulate a motion to be acted upon at the next meeting of the Executive Committee.

The meeting adjourned at 11:40 P.M.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHS, *President*

Wednesday, February 28, 1940

The Executive Committee met at 11:45 P.M. in Dining Room 6, Jefferson Hotel, following a joint meeting of the Executive Committee of the N. E. A. and the A. A. S. A. All members were present except *Miss Collins*, who was excused.

The meeting was called to order by *President Hinrichs*.

FORMULATION OF MOTION CONCERNING INTER-AMERICAN CULTURAL RELATIONS ACTIVITIES—In accordance with the motion adopted at the meeting on February 27, a draft of a statement of policy concerning international relations was presented by *Mr. Shaw* and *Secretary Givens*. After discussion, comment, and revision, the following was unanimously approved:

WHEREAS, it is apparent that the W. F. E. A. cannot function as such for sometime because of various wars; and

WHEREAS, the Division of Cultural Relations in the Department of State and the Pan American Union were organized for inter-American educational and cultural cooperation; and

WHEREAS, cooperation of the N. E. A. with these agencies is proper and commendable and such cooperation is cordially welcomed; therefore be it

Resolved, that the N. E. A. thru its International Relations Committee and its officers give the greatest possible support to inter-American education thru these agencies; that the N. E. A. cooperate with the Pan American Scientific Congress, May 10 to 18, 1940; that the president and executive secretary be asked to cooperate in every way possible with the Pan American Union and the Division of Cultural Relations in the Department of State carrying forward an effective program of understanding and goodwill.

DUES TO W. F. E. A.—During 1935 the N. E. A. paid to the W. F. E. A. \$1000 in addition to the dues of \$1000 on condition that the National Union of Teachers of England would make a similar additional payment. Officers of the W. F. E. A. advise that the National Union of Teachers of England did not meet the agreement. Therefore *Mr. Thorman* moved, seconded by *Mr. Shaw* and carried, that the N. E. A. respectfully request the W. F. E. A. to refund the additional \$1000 paid in 1935.

REPORT ON MEETING OF JOINT COMMITTEE OF THE N. E. A. AND AMERICAN LEGION—*Mr. Cram*, a member of the Committee, made the following report:

The Committee To Cooperate with the American Legion wishes to report that four members of our Committee met at 10:30 A.M., Wednesday, February 28, 1940, with three members of the American Legion appointed by the commander.

The Committee wishes to report that *Chairman Schwartz*, as a result of our deliberations, will report to his commander and recommend that he be instructed to go to Washington for a conference with *Colonel John Thomas Taylor*, legislative counsel for the American Legion. In this conference, *Mr. Schwartz* will ask to be instructed to request *Colonel Taylor* to study S. 1305 (Senate Federal Aid Bill) and to compare it with the resolution of the Legion as adopted at its Chicago convention. If, after examination of the bill, *Colonel Taylor* feels that it meets the provisions of the Legion resolution, he is to report to that effect to *Commander Kelly*.

If *Colonel Taylor's* report is favorable, *Mr. Schwartz* will recommend to *Commander Kelly* and the Americanism Commission that *Colonel Taylor* be instructed to let it be known that the Legion favors the proposed legislation. *Mr. Schwartz* will then recommend that the entire matter be laid before all state departments to be passed on to the membership.

REQUEST FOR APPROPRIATION FOR WORK IN INSTITUTES ON PROFESSIONAL RELATIONS—*Mr. Cram* made a motion, seconded by *Albert Shaw* and carried, that the need for an appropriation to carry forward the work of Institutes on Professional Relations be called to the attention of the Budget Committee for consideration.

SUBCOMMITTEE ON INSTITUTES ON PROFESSIONAL RELATIONS NOT NEEDED—At the meeting of February 23, *President Hinrichs* was authorized to appoint a subcommittee to study and report on staff and officer participation in Institutes. It was the consensus that such a subcommittee was not needed now.

REQUEST FROM DEPARTMENT OF SPECIAL EDUCATION—*President Hinrichs* stated that *Rosemarie Dacey*, president of the Department of Special Education, has asked for the approval of the Executive Committee in working toward a merger of the International Council for Exceptional Children with the Department of Special Education. *Mr. Stanton* made a motion, seconded by *Albert Shaw* and carried, that the Executive Committee give its approval to *Miss Dacey* to proceed toward a possible merger.

The meeting adjourned at 1:00 A.M.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHs, *President*

Milwaukee, Wisconsin

Friday Morning, June 28, 1940

The Executive Committee met at 10:50 A.M., immediately following the meeting of the Board of Trustees, in the Schroeder Hotel, with all members present: *Amy H. Hinrichs*, president; *Helen Collins*, *Fred D. Cram*, *Mrs. Myrtle Hooper Dahl*, *Joseph H. Saunders*, *Albert Shaw*, *Reuben T. Shaw*, *B. F. Stanton*, and *John W. Thalman*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present also as were members of the Board of Trustees.

The meeting was called to order by *President Hinrichs*. *Reuben Shaw* presented *President Hinrichs* with a walnut gavel made from the wood of a tree which grew near a marker set up by the surveyors of *William Penn*. The gavel was made in the shop of Northeast High School in Philadelphia where *Mr. Shaw* teaches.

MINUTES OF THE ST. LOUIS MEETINGS—*Reuben Shaw* moved that the minutes of the St. Louis meetings be approved. Seconded by *Mr. Cram*. Carried.

REPORT OF PRESIDENT HINRICHs—*President Hinrichs* gave a brief and informal report on the year's activities; 52.8 percent of her time was spent in the field. Everywhere there was enthusiasm and interest in hearing about the work of the Association.

By common consent, the executive secretary will write a letter of appreciation to the board of education in New Orleans for its generosity in allowing *President Hinrichs* to spend so much time in the field.

REPORT OF THE SECRETARY—*Secretary Givens* went thru his printed report pointing out important items. The report was discussed and received.

REPORT OF BUDGET COMMITTEE—The report was presented by *Secretary Givens*. *Reuben Shaw* made a motion that the report be amended by the transfer of the item of \$1000 for dues to the W. F. E. A. to the Secretary's Contingent Fund. Seconded by *Mr. Saunders*. Carried with one dissenting vote.

Reuben Shaw made a motion that \$398 be added to the Secretary's Contingent Fund, making the proposed expenditures balance with the income for the past year. Seconded by *Mrs. Dahl*. Carried.

Mr. Stanton made a motion that the report of the Budget Committee be recommended for adoption to the Board of Directors with the preceding amendments. Seconded by *Miss Collins*. Carried.

The meeting adjourned at 12:30 and reconvened at 2:00 P.M.

SUMMARY OF COMMITTEE REPORTS—*Secretary Givens* presented the various summarized committee reports on which there was considerable discussion. *Mr. Saunders* made a motion that the committee reports be sent to the Board of Directors for consideration. Seconded by *Miss Collins*. Carried.

COMMITTEE TO PREPARE AMENDMENT—*President Hinrichs* appointed *Mr. Saunders*, *Mr. Cram*, and *Mr. Thalman* to prepare an amendment to the bylaws which would provide for the removal of the second director from a state when the N. E. A. membership falls below 20,000.

EDUCATIONAL POLICIES COMMISSION—*Secretary Givens* suggested that careful consideration be given to the future of the E. P. C. at the fall meeting of the Executive Committee.

PERSONNEL RECOMMENDATIONS—On recommendation of *Secretary Givens*, a motion was made by *Mr. Thalman*, seconded by *Mr. Stanton* and carried, that certain changes in classification and salaries be approved.

CLASSIFICATION OF COMMITTEES—*Secretary Givens* submitted a proposed classification of all N. E. A. committees with recommendations concerning the appointment of committee members, length of life of various committees, possible elimination of committees, etc. These recommendations were discussed at some length and were held over for further study and action at the September meeting.

APPRAISAL COMMITTEE—*Mr. Cram* made a motion that the Executive Committee recommend to the Board of Directors that the Appraisal Committee be discontinued to be reappointed at such time as the Association feels the need for such a committee. Seconded by *Albert Shaw*. Carried.

MUSIC EDUCATORS NATIONAL CONFERENCE—*Mr. Thalman* made a motion that the Executive Committee recommend to the Board of Directors that it approve the Music Educators National Conference as a department of the National Education Association and that the present Department of Music be consolidated with the new organization. Seconded by *Miss Collins*. Carried.

INDUSTRIAL ARTS—*Miss Collins* made a motion that since there is already a Department of Vocational Education in the Association, it would be unwise to create a Department of Industrial Arts at this time. Seconded by *Mr. Thalman*. Carried.

PAYMENT OF SUBSTITUTE—*Rena Rockwell*, a member of the Committee on Academic Freedom, asked for reimbursement for loss of a day's salary to pay a substitute while she was in Washington attending a meeting of the Committee. *Mrs. Dahl* made a motion that *Miss Rockwell* be reimbursed. Seconded by *Reuben Shaw*. Carried.

MEMBERSHIP GOAL FOR 1940-41—*Albert Shaw* made a motion that the following standards for the Victory Honor Roll as recommended by *Secretary Givens* be adopted for 1940-41: (a) those states which have enrolled in the N. E. A. 90 percent or more of their teachers; (b) any states which have increased their membership five hundred or more over their record of the preceding year; (c) all other states which have increased their N. E. A. membership 10 percent or more over the record of the preceding year.

The meeting adjourned at 5:30 P.M. and reconvened at 9:30 P.M. *Mr. Thalman* was absent from the evening meeting. All others were present.

CONSIDERATION OF SPECIAL MEMBERSHIP FEE FOR RURAL TEACHERS—Consideration was given to the suggestion of a special or reduced membership fee for rural teachers because of their lower salaries. No action was taken.

SEVENTY-FIFTH ANNIVERSARY OF THE OFFICE OF EDUCATION—In 1942, the Office of Education will celebrate its seventy-fifth anniversary. It was discussed whether the N. E. A. should take special recognition of the event since the N. E. A. was largely responsible for its origin. A motion was made by *Reuben Shaw* that the executive secretary bring a recommendation on the matter to the September meeting of the Committee. Seconded by *Mrs. Dahl*. Carried.

MEETING OF NATIONAL ORGANIZATIONS INTERESTED IN PUBLIC SCHOOLS—*Secretary Givens* suggested that because of the present crisis facing public education it might be well for the N. E. A. to call a meeting of representatives of all educational organizations interested in public education early in the fall to discuss common problems and if such a conference proved worthwhile, the group might meet several times a year, as necessity arose. The Committee was favorable to the suggestion.

FEDERAL COMMUNICATIONS COMMISSION RULING—The ruling of the F. C. C. has left education in substantially the same ultra high frequency band. The position is as good as before the hearing of the F. C. C. when education was threatened with the loss of this band.

REPORT OF SUBCOMMITTEE ON RAISING FUNDS FOR PUBLICITY PURPOSES—Two outstanding facts were confirmed thru the questionnaires: (a) that there is need of giving help to states that are not in a position to carry on themselves; (b) that because of the critical times the Committee did not think it wise to recommend that the Association raise funds in any considerable amount; therefore, *Mr. Stanton*, chairman of the Committee, reported that the Committee—consisting of *Miss Collins*, *Mr. Saunders*, and himself—recommends that any state needing help should be encouraged to apply to the N. E. A. A motion for the adoption of the report was made by *Mr. Stanton*, seconded by *Mr. Cram*, and carried. It was suggested that a note regarding this be carried in the *Journal*.

REPORT OF SUBCOMMITTEE ON EMERITUS LIFE MEMBERSHIP—The Committee consisted of *Miss Collins*, chairman, *Mr. Thalman*, and *Mr. Saunders*. *Miss Collins* reported that the Committee recommends that any member who has paid into the Association an amount equal to the cost of a life membership and is no longer in the profession or is not in a position to pay dues shall be eligible to an emeritus life membership—the decision as to eligibility shall in each case be decided by the executive secretary and the permanent fund shall not be reimbursed. A motion for the adoption of the report was made by *Miss Collins*, seconded by *Mr. Stanton*. Carried.

REPORT OF SUBCOMMITTEE ON RETIREMENT ANNUITY INSURANCE—The Committee consisted of *Mr. Saunders*, chairman, *Reuben Shaw*, and *Miss Collins*. *Mr. Saunders* reported progress and asked permission to bring in the final report at a later time.

FINAL REPORT OF SUBCOMMITTEE ON W. F. E. A.—The Committee consisted of *Reuben Shaw*, chairman, *Miss Collins*, and *Mr. Thalman*. Following a brief report by *Chairman Shaw*, *Mr. Cram* made a motion that the chairman be appointed a Committee of one to draft a brief report to be sent to the fifty official N. E. A. delegates who made the cruise to South America last summer. Seconded by *Mrs. Dahl*. Carried with two dissenting votes (*Saunders* and *Collins*). *Mr. Stanton* made a motion that the subcommittee on the W. F. E. A. be discharged as its work is finished. Seconded by *Albert Shaw*. Carried.

REPORT OF SUBCOMMITTEE ON PROPOSED REVISION OF BYLAWS—*Mr. Saunders*, chairman of the Committee appointed to draft a proposed revision of the bylaws on the removal of a second director in states that fall below 20,000 N. E. A. members, presented a proposed amendment. After discussion the matter was held in abeyance by common consent.

The meeting adjourned at 11:20 P.M. subject to call of the president.

WILLARD E. GIVENS, *Executive Secretary*
AMY H. HINRICHS, *President*

Friday, July 5, 1940

The meeting of the new Executive Committee convened in the Schroeder Hotel Friday, July 5, at 10:15 A.M. The new president, *Donald DuShane*, presided. The following members were present: *Helen Collins*, *Fred D. Cram*, *Mrs. Myrtle Hooper Dahl*, *Amy H. Hinrichs*, *Joseph H. Saunders*, *Albert Shaw*, *B. F. Stanton*, and *John W. Thalman*. *Secretary Givens* and *Harriett M. Chase*, chief assistant to the secretary, were also present.

CONVENTION DATES FOR 1941—*Mr. Thalman* made a motion that June 29-July 3, 1941, inclusive, be the convention dates for 1941. Seconded by *Mr. Saunders*. Carried.

BOSTON, THE CONVENTION CITY—*H. A. Allan*, business manager of the Association, explained procedures and outlined requirements of the convention city. There will be more hotel rooms available in Boston than there were in Milwaukee. A delegation from Massachusetts consisting of *Superintendent Gould* of Boston; *State Commissioner Downey*; *N. E. A. State Director McIntosh*; executive secretary of the Massachusetts Teachers Federation, *Hugh Nixon*; and the chairman of the Boston School Committee, *Joseph C. White*, gave assurances of complete cooperation from all educational forces in Boston and Massachusetts.

Mr. Saunders made a motion to ratify the action of the Board of Directors in voting to hold the 1941 convention in Boston, June 29-July 3, and that the contract be signed. Seconded by *Miss Collins*. Carried unanimously.

RECOMMENDATION FROM ELECTIONS COMMITTEE—The Elections Committee, *John A. Clark*, chairman, unanimously recommended that the time of voting be changed from 8:00 A.M. to 6:00 P.M. to 8:00 A.M. to 3:00 P.M. on the last day of the convention. A motion was made by *Mr. Cram* that this suggested amendment to the bylaws be printed in the May 1941 *Journal* of the N. E. A. for action by the next Representative Assembly. Seconded by *Mr. Thalman*. Carried unanimously.

RECOMMENDATION FROM RESOLUTIONS COMMITTEE—The Committee on Resolutions proposed the following resolution for the consideration of the Executive Committee:

Sundays at N. E. A. conventions: Since national defense must be spiritual and moral as well as a matter of armaments, the National Education Association recommends that those who make the program for 1941 consider: (a) having no meetings on Sunday morning in order that delegates may attend religious service for their own worship and that the convention city may have evidence as to the attitude of the profession toward religion; and (b) that arrangements be made to have visiting speakers bring messages to various morning congregations as to successful work done in their communities in character education, cooperation of schools with the churches, or similar themes.

Mr. Stanton made a motion that no meetings be scheduled to interfere with morning church services. Seconded by *Mrs. Dahl*. Carried.

OPENING OF EXHIBITS DURING SUNDAY REGISTRATION—The question of having the exhibits open during the hours of registration on Sunday was discussed but no action was taken.

RECOMMENDATION FROM COMMITTEE ON ACADEMIC FREEDOM—A motion was made by *Miss Hinrichs* that the recommendation of the Committee on Academic Freedom that one member from each state be appointed to the Committee to increase the effectiveness of progress be adopted. Seconded by *Miss Collins*. Carried.

PAYMENT OF SUBSTITUTE—A motion was made by *Miss Collins*, seconded by *Mrs. Dahl* and carried, that *Albert Shaw* be reimbursed for loss of salary for three days' substitute in order that he might attend the meeting of the Executive Committee.

REQUEST FROM COMMITTEE ON RURAL EDUCATION—*Secretary Givens* read a letter from *Iman Schatzmann*, executive secretary of the Committee on Rural Education, in which the N. E. A. was asked to help financially in the publication of a journal for rural teachers. *Mr. Givens* recommended that the Committee on Rural Education be advised of the interest of the Association in rural teachers and the efforts being made to help them thru the Division of Rural Service but that the Association is not in a position to give financial aid at this time. A motion was made by *Mrs. Dahl* to adopt the recommendation. Seconded by *Mr. Saunders*. Carried.

MEETING OF NATIONAL ORGANIZATIONS—*Secretary Givens* discussed the possibility of the N. E. A. calling a meeting of representatives of educational organizations interested in public education on Monday, July 15, following the meeting of the Educational Policies Commission. Because of the vital problems facing education it was pointed out that it would be better to call such a meeting now rather than early

fall. Two important questions to be discussed at the meeting would be: (a) what the public schools do and what they should do to give prestige to the Office of Education, and (b) consideration of all phases of compulsory military training. The Executive Committee authorized the executive secretary to call such a meeting at N. E. A. headquarters on July 15.

SUGGESTIONS FOR IMPROVEMENT OF NEXT CONVENTION—It was suggested that such important reports as Trustees, Budget, Financial, Resolutions, and Secretary's be early on the last day of the Representative Assembly. *Secretary Givens* proposed having all committee reports on Wednesday and also that only one meeting of the Board of Directors be given over to Committee reports.

The meeting adjourned at 12:10 P.M.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

Saturday Morning, July 6, 1940

President DuShane called the meeting to order at 11:40 A.M.

FALL MEETING OF COMMITTEE—*Mrs. Dahl* made a motion that the next meeting of the Executive Committee be held in Atlantic City on Friday, September 27, and that on Saturday, September 28, the Committee meet jointly with the Executive Committee of the American Association of School Administrators to discuss the future of the Educational Policies Commission. Seconded by *Mr. Cram*. Carried.

RANKING OF VICEPRESIDENTS—*Mr. Thalman* made a motion that the vicepresidents of the Association be ranked according to the number of votes they received in the election. Seconded by *Miss Hinrichs*. Carried.

INDUSTRIAL ARTS—It was decided to discuss further the matter of this group becoming a Department at the September meeting.

The meeting adjourned at 11:55 A.M.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF TRUSTEES

St. Louis, Missouri

Friday Morning, February 23, 1940

The Board of Trustees of the N. E. A. met in Room 108, Statler Hotel, at 9:35 A.M., pursuant to the call of the chairman of the Board. Members present were *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, secretary; *Florence Hale*, *Thomas J. Walker*, and *Amy H. Hinrichs*. In accordance with regular practice, members of the Executive Committee were present also.

The meeting was called to order by the chairman of the Board. On motion of *Mr. Walker*, seconded by *Mr. Doudna* and carried, the minutes of the previous meeting were approved without reading.

Chairman Saunders gave a report of the Permanent Funds and Property to January 31, 1940, as follows:

Report on Permanent Funds and Property to January 31, 1940

<i>Growth of Permanent Fund</i>		<i>Gain</i>
Assets as of May 31, 1929.....	\$490,270.96	.....
“ “ “ Jan. 31, 1939.....	857,458.41	\$367,187.45
“ “ “ May 31, 1939.....	868,580.73	11,122.32
“ “ “ Jan. 31, 1940.....	885,262.60	16,681.87
Increase in assets during last twelve months, \$27,804.19.		

Real-Estate Mortgage Loan

The real-estate mortgage loan in the amount of \$115,000 effective July 30, 1937, was arranged to cover the balance due on the original loan, with the aid of which the new building was constructed, and the additional obligation undertaken thru the purchase of the garage property. The loan contract specified that reduction of the principal in any one calendar year should not exceed 20 percent of the loan (\$23,000). This maximum amount has been paid each year so that the current outstanding principal balance has been reduced to \$46,000. Notes have been paid and cancelled well in advance of due dates. Under present conditions, we can anticipate a complete clearance of the loan in January 1942. It may be observed that the current balance is substantially less than the purchase price of the garage property so that actually the original loan on the new building has been more than cleared.

Securities

All income from securities has been promptly paid with the following exceptions:

Bonds of the St. Louis and San Francisco R. R. Company, which is under reorganization, remain on deposit with the Central Hanover Bank and Trust Company, New York City. These bonds have face value of \$5250. In December, payment on account of interest due was made at the rate of \$8.73 per thousand dollars.

Bonds of the Manhattan Railway Company in the amount of \$4000 were deposited with the Central Hanover Bank and Trust Company, New York City, on October 6, and Certificate of Deposit issued in place thereof. A plan has been approved by the courts and declared operative whereby each \$1000 bond will be exchanged for \$825 in long-term 3 percent corporate stock of the City of New York, together with a cash payment of \$50 and adjustment of interest payment. Altho the date of delivery of the new securities has not yet been determined, it is likely that the exchange will be effected within a few months.

Bonds of the Baltimore and Ohio Railroad Company in the amount of \$20,000 have been deposited with the Metropolitan National Bank, Washington. The plan for refinancing has been approved by the courts and has been declared operative. The effect of the plan on these bonds will be to extend their date of maturity from November 1, 1941, to November 1, 1951. Interest on these bonds has been paid promptly and in full.

Teacher Home and Welfare Fund

The gradual increase of worth of the Teacher Home and Welfare Fund is encouraging, and at present it stands at \$7,244.89. This Fund originated from certain small donations which reached a total of \$76. All increases over that amount have been thru liquidation of, and income from, mortgage notes and stock acquired thru the Parker inheritance in 1933. Eight mortgage notes were acquired. All of these were on Chicago property. One was paid in full in two installments; another, consisting of two notes, was fully cleared thru the H. O. L. C.; another was settled at 89 percent of the face value; two notes were exchanged for shares of stock in building corporations and three others were exchanged for liquidation trusts of interest. One of the building corporations has declared three small dividends, and one of the liquidation trusts has made distributions. Since February 1, one of the liquidation trust certificates in the amount of \$1000 has been exchanged for cash in the amount of \$650. Since the mortgage bond on which this certificate was based has paid no interest since 1933, such exchange was fully desirable.

It should be noted that none of the stock certificates or liquidation trust certificates is carried as assets of permanent funds. The same applies to stock

held in the International Textbook Company, the International Publishing Company, and the 208 South LaSalle Street (Chicago) Corporation. As liquidation is made or income received, the amounts have been added to the Teacher Home and Welfare Fund.

A farm of 192 acres in Burleigh County, North Dakota, and another of 320 acres in Blaine County, Montana, also were acquired thru the Parker bequest and are not listed as assets. The receipts from these farms, principally from the Agricultural Adjustment Administration, are a little more than sufficient to pay taxes.

Garage Property

With the approval of the Board of Trustees, by mail vote, lease on the garage property to Dave Morris Auto Service was renewed for a period of five years. This property is in an excellent condition and is being well kept up by the occupants who, under the lease, are responsible for repairs and maintenance. After payment of taxes and insurance, the yield on this property is a little better than 6 percent.

Administration Building

The condition of the administration building continues to be excellent. The regular program of interior cleaning, painting, and general upkeep is met out of the Association's operating funds. Since June 1, the exterior woodwork of the building has been painted at a cost of \$335. Additional safety devices as required by modified District regulations have been installed in the elevators at a cost of \$120 and changes in lighting fixtures and radiator locations have been made at a cost of \$272.77.

Chairman Saunders presented also a detailed statement of the Permanent Fund, comparing assets of January 31, 1940, with those of May 31, 1939.

On motion of *Mr. Doudna*, seconded by *Mr. Walker* and carried, the report was approved and filed.

Following the removal of the headquarters of the N. C. P. T. from the sixth floor of the headquarters building an opportunity was had for its rental to a government agency. Because such a step might have involved payment of taxes on the entire building, the offer was rejected.

On motion of *Mr. Walker*, seconded by *Mr. Doudna* and carried, approval was given for striking from our membership list twenty-eight deceased Life Members and for the cancellation of their notes.

On motion of *Mr. Doudna*, seconded by *Mr. Walker* and carried, approval was given the executive secretary for the cancellation of sixty-three Life Members; to charge \$2953 in notes due from forty of these members against the reserve already established and for the reinstatement of these members without prejudice if they so desire.

The meeting adjourned at 10:30 A.M.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Milwaukee, Wisconsin

Friday Morning, June 28, 1940

The Board of Trustees of the National Education Association met in Private Dining Room C, Schroeder Hotel, at 9:45 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 *Amy Hinrichs*. 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.

On motion of *Mr. Walker*, seconded by *Miss Hinrichs* and carried, the reading of the minutes of the St. Louis meeting was dispensed with and they were approved unanimously.

Chairman Saunders gave a report on the Permanent Fund of the Association showing total assets of \$894,425.10, a gain of approximately \$26,000 over last year, indicating a steady growth in the investments of the Association. On motion of *Mr. Doudna*, seconded by *Mr. Walker* and carried, the report prepared by the chairman, covering financial activities for the year, was adopted for presentation to the Board of Directors and the Representative Assembly.

Secretary Givens made the following recommendations on Life Membership cancellations: that the Board approve the cancellation of twenty life memberships, the members having died since the February meeting; that the Board approve the cancellation of sixty-seven life memberships and charge \$4063 in notes due from fifty-five of these sixty-seven members against the reserve already established—no charge to be made against the reserve for twelve since their notes were not received—and that the executive secretary be instructed to reinstate these members without prejudice should they so desire. On motion of *Mr. Walker*, seconded by *Mr. Doudna* and carried, these recommendations were approved.

It was recommended by *Chairman Saunders* that the Board of Trustees set up an additional \$25,000 reserve to offset losses on life membership notes. On motion of *Mr. Walker*, seconded by *Miss Hinrichs* and carried, the recommendation was approved.

The executive secretary spoke of the need for partitions on the seventh floor of the administration building. Part of this floor will be occupied by the National Association of Secondary-School Principals beginning in August. On motion of *Mr. Doudna*, seconded by *Miss Hinrichs* and carried, the executive secretary was authorized to provide the necessary partition at a cost not to exceed \$2000. The meeting adjourned at 10:50 A.M., subject to call of the chairman.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Friday Morning, July 5, 1940

The meeting of the new Board of Trustees was called to order at 10:05 A.M. by *Joseph H. Saunders*. The members present were *Joseph H. Saunders*, *Edgar G. Doudna*, *Florence Hale*, and *Donald DuShane*. *Thomas J. Walker* was absent. *Miss Hale* moved that *Mr. Saunders* serve as chairman of the Board of Trustees for the ensuing year. Seconded by *Mr. Doudna* and carried. *Miss Hale* moved that *Mr. Doudna* be reelected secretary for 1940-41. Seconded by *Mr. DuShane*, carried.

On motion of *Mr. DuShane*, seconded by *Mr. Doudna*, the following resolution was adopted:

Resolved: That *Joseph H. Saunders*, chairman of the Board of Trustees, and *Willard E. Givens*, executive secretary of the Association, 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.

A motion was made by *Mr. Doudna*, seconded by *Miss Hale* and carried, that the chairman be given authorization to invest surplus funds of departments.

A motion was made by *Mr. DuShane*, seconded by *Miss Hale* and carried, that the present procedure for the custody of permanent securities be continued.

On motion of *Miss Hale*, seconded by *Mr. Doudna* and carried, the meeting adjourned at 10:15 A.M.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

FINANCIAL REPORT 1939-40

Submitted herewith is complete financial statement for the fiscal year ended May 31, 1940. 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 the 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

The Board of Trustees submits herewith its report on Association finances.

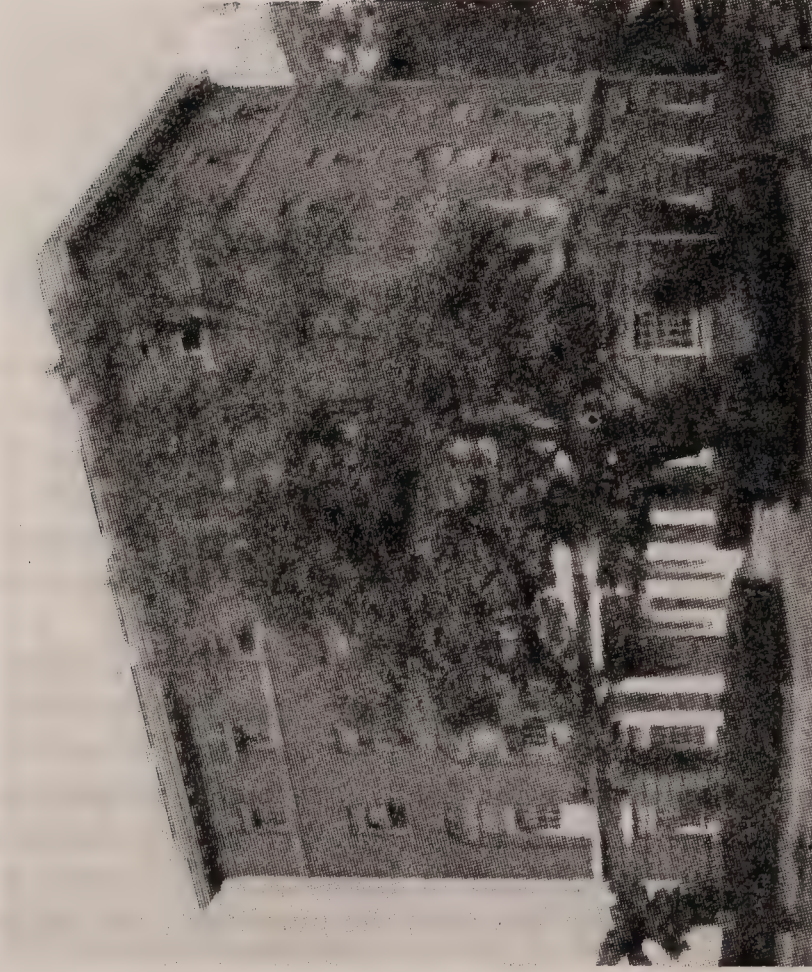
Following is a comparative statement showing the assets of the Association as of May 31, 1929, of May 31, 1939, and of May 31, 1940.

	<i>May 31, 1929</i>	<i>May 31, 1939</i>	<i>May 31, 1940</i>
Cash on Hand	\$28,544.04	\$13,738.13	\$12,490.94
Securities	168,552.35	135,846.77	135,745.71
Life Membership Notes less Reserve....	116,162.00	117,432.27	116,851.27
Real Estate less Mortgages and Reserve.	177,012.57	556,480.50	579,480.50
Elementary School Principals' Fund.....		9,886.74	10,841.62
American Association of School Adminis- trators—Educational Research Fund..		24,095.07	24,975.07
Supervisors and Directors of Instruction Fund		4,032.50	4,065.00
American Association for Health, Phys- ical Education, and Recreation Fund....			2,000.00
Parker Teacher Welfare Fund.....		7,068.75	7,974.99
	<u>\$490,270.96</u>	<u>\$868,580.73</u>	<u>\$894,425.10</u>

The above illustrates the steady growth of investments and holdings of the Association and its departments; a gain in worth for the ten-year period prior to the year reported in the amount of \$378,309.77, and a gain during the past year amounting to \$25,844.37.

A brief history of the growth of property holdings may be timely. When the Association established headquarters in Washington in 1917 it occupied a rented building. In July 1920, the four-story brick building at 1201 Sixteenth Street, N. W., was purchased for \$98,000, subject to a trust which was paid within a few years thereafter. In 1922 adjoining properties on "M" Street were purchased at a total cost of \$55,000. In 1930 the construction of the seven-story addition to the original building was financed thru the use of \$125,000 obtained from the sale of securities in the Permanent Fund and thru a loan amounting to \$200,000. In 1937 a two-story brick building, built as a garage and sales room, and immediately adjoining the Association property, was purchased at the price of \$63,050, subject to a mortgage negotiated by the former owner.

With the purchase of the garage property the balance of the loan on the administration building and the trust on the garage property were consolidated under favorable terms as to interest and ability to amortize the loan. The Association has been able to pay annually the maximum permitted by the loan agreement, so that the present balance of the mortgage has been reduced to \$46,000. We may confidently anticipate a complete clearance of the mortgage loan in January 1942. It may be observed that the current balance is substantially less than the purchase price of the

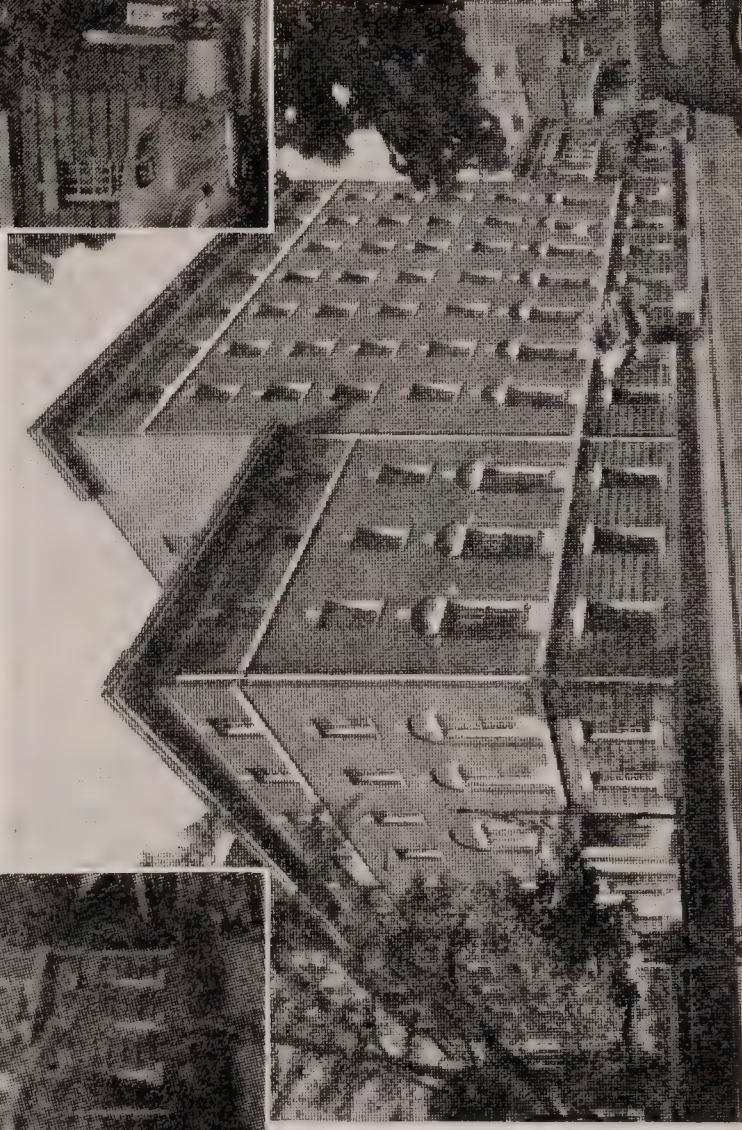


Above—Original building at 1201 Sixteenth St., N. W., purchased in 1920.

Below—Original building and seven-story addition constructed in 1930.



Above—Garage property, adjacent to administration building, purchased in 1937.



garage property so that actually the loans that made possible the construction of the administrative building have been fully cleared.

Within the past year there have been few changes on the schedule of securities. The American Association for School Health, Physical Education, and Recreation established a Permanent Fund of \$2000, which amount was invested in bonds of the Port of New York Authority. The amount of \$2000 was invested in these bonds also for the American Association of School Administrators—Educational Research Fund, and \$1000 of the same issue for the Parker Teacher Welfare Fund.

The date of maturity of bonds of the Baltimore and Ohio Railroad Company in the amount of \$20,000 was extended ten years under a plan for refinancing, approved by the courts.

Bonds of the Manhattan Railway Company in the amount of \$4000 were deposited with the Central Hanover Bank and Trust Company, New York City, under a plan approved by the courts whereby each \$1000 bond will be exchanged for \$875 in cash and corporate bonds of the City of New York.

Bonds of the St. Louis and San Francisco Railroad Company, which is under reorganization, remain on deposit with the Central Hanover Bank and Trust Company, New York City, but within a year a payment on account of interest due was made.

State of Arkansas Toll Bridge Bonds, which for several years past paid interest in the combination of cash and Series "B" Bonds, have resumed full cash payments.

Home Owners Loan Corporation Bonds held under the Parker Teacher Welfare Fund were called and the cash received therefrom will be otherwise invested.

All other bonds have paid interest promptly and in full.

The gradual increase of worth of the Parker Teacher Welfare Fund is encouraging and the mortgage notes and stock which were acquired thru the Parker inheritance in 1931 have been steadily liquidated. The mortgage notes generally were on Chicago property and those now either have been paid or converted into stock in building corporations or certificates of interest in liquidation trusts. This fund originated from certain small donations which had reached a total of \$76. Thru the Parker inheritance it has reached a value of \$7,974.99. None of the stock certificates or liquidation trust certificates are included in this value or are carried as assets of the Permanent Funds. The same is true of certain stock held in corporations and in half ownership of a farm of 192 acres in Burleigh County, North Dakota, and another of 320 acres in Blaine County, Montana. The receipts from these farms, principally from Agricultural Adjustment Administration sources, are a little more than sufficient to pay taxes.

The net income from the Permanent Fund continues to increase: for 1928-29 that income amounted to \$13,308.81; for 1938-39, \$46,238.28; for 1939-40 the income from the Permanent Fund is \$47,725.62.

The condition of the administration building continues to be excellent. The regular program of interior painting, cleaning, minor repairs and adjustments, and general upkeep is met out of the Association's operating funds. Within the year the exterior woodwork of the building has been painted, additional safety devices were installed in the elevators, and changes were made in certain lighting fixtures and radiator locations.

The establishment of executive offices by the National Council of Social Studies as a department of the Association and the anticipated removal of the offices of the National Association of Secondary-School Principals from Chicago will leave slight space in our building unoccupied or not put to a very useful purpose. Few of us at the time when the new building was planned would have thought that the physical needs of the Association would have grown so rapidly.

The Board recommends that the report of the auditors and the financial statements be read with interest and care. Attention is called to the fact that the operating expenses for the past year were \$7,316.49 less than the budget allowance and were \$17,565.37 less than the operating income. The executive secretary, business manager, and staff executives are to be commended for this excellent showing. In view of the

present worldwide economic situation it is essential that the policy of keeping within the budget be strictly observed.

Not included in the assets of the Permanent Fund or of the operating account is the Association's equity of \$69,996.06 in our Retirement Fund.

Permanent Fund—Principal Account

Cash Report—May 31, 1940

General Funds

Cash on hand, May 31, 1939.....	\$13,738.13	
Receipts from Life Members.....	21,329.50	\$35,067.63
Other Receipts:		
Adjustment of Life Membership of Leo Henessy	5.00	
Accrued Interest at time of purchase of Metro.		
Water Dist. of S. Calif. Bonds.....	101.06	
Contributions to Permanent Fund by Willard E.		
Givens	10.00	
Transfer from N.E.A. Membership to Life		
Membership	360.00	476.06
Disbursements:		\$35,543.69
Exchange on Foreign Checks.....	5.75	
Cancellation and Adjustment of three Life Mem-		
berships	47.00	
Curtail on Mortgage.....	23,000.00	23,052.75
Cash on hand, May 31, 1940.....		\$12,490.94

Elementary School Principals' Fund

Cash on hand, May 31, 1939.....	\$	5.00
Receipts:		
Life Memberships		980.14
Cash on hand, May 31, 1940.....		985.14

American Association of School Administrators—Educational Research Fund

Cash on hand, May 31, 1939.....	\$	1,880.00
Receipts:		
Membership Donations and Subscriptions.....	880.00	\$ 2,760.00
Disbursements:		
Purchase of \$2,000 Port of New York Authority		
Bonds		2,017.50
Cash on hand, May 31, 1940.....		742.50

Supervisors and Directors of Instruction Fund

Cash on hand, May 31, 1939.....	\$	32.50
Receipts:		
U. S. Treasury Bond Coupons.....		32.50
Cash on hand, May 31, 1940.....		65.00

Parker Teacher Welfare Fund

Cash on hand, May 31, 1939.....\$ 260.41

Receipts:

830 Oakwood Blvd. Property.....	650.00	
H. O. L. C. Bond Called.....	1,550.00	
Park Ridge Bond.....	49.75	
208 So. LaSalle St. Dividends.....	20.00	
International Textbook Co. Dividends.....	3.00	
North Dakota Property A.A.A. Allotment.....	17.47	
Montana Property A.A.A. Allotment.....	94.35	
H. O. L. C. Coupons.....	43.82	
7800-4 Champlain Ave. Trust.....	30.00	
4000 Drexel Boulevard Dividend.....	45.00	
A.A.A. Farm Program—North Dakota Property	7.52	\$ 2,771.33

Disbursements:

Purchase of \$1,000 Port of New York Authority Bond.....	\$ 1,008.75	
North Dakota and Montana Property Taxes...	41.28	
Commissions, Accrued Interest and handling of Port of New York Authority Bonds.....	13.40	1,063.43

Cash on hand, May 31, 1940.....1,707.90

TOTAL CASH, May 31, 1940.....\$15,991.48

Deposited in American Security and Trust Company, Washington, D. C.....\$15,991.48

Permanent Fund—Income Account

May 31, 1940

Receipts:

Interest on Bonds.....	\$ 5,174.44	
Interest on Bank Deposits.....	183.44	
Rent—Headquarters Building for year ended May 31, 1940.....	43,000.00	
Rent from "M" Street Garage Property—1939-40	5,100.00	\$53,457.88

Disbursements:

Quinter and Sothoron, Retainer Fee 1939-40...	750.00*	
Penn Mutual Life Insurance Co., Interest on Real Estate Mortgage.....	3,105.00	
Exchanging Met. Water District of So. California and New York Corporate Stock Bonds	7.14	
Alterations and Repairs on Administration Building	727.77	
"M" Street Garage Property Tax.....	1,069.10	
"M" Street Garage Property Plate Glass Insurance	30.96	
Safe Deposit Box Rental.....	38.50	
Delivery of New York Corporate Stock Bonds.	3.79	5,732.26

To Treasurer of N.E.A. for Income—1939-40....47,725.62 \$53,457.88

* Payment for second half of 1938-39 included in 1939-40 fiscal year.

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

JOSEPH H. SAUNDERS, *Chairman*
E. G. DOUDNA, *Secretary*
FLORENCE HALE
AMY H. HINRICHs
THOMAS J. WALKER

June 28, 1940

Report of Auditors

WAYNE KENDRICK & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

RUST BUILDING, WASHINGTON, D. C.

June 17, 1940

Miss Amy H. Hinrichs,
National Education Association of the United States,
1201 Sixteenth Street, N. W.,
Washington, D. C.

Dear Madam:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1940, and submit herewith our report comprised of the following exhibits and comments:

Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1940.

Exhibit "B"—Condensed Comparative Statement of Income and Expense for the Fiscal Years Ended May 31, 1939 and 1940.

Exhibit "C"—Income and Expenses for the Fiscal Year Ended May 31, 1940.

Exhibit "D"—Assets of Permanent Funds as at May 31, 1940.

Exhibit "E"—Investments in Securities—Permanent Funds Bonds as at May 31, 1940.

Exhibit "F"—Properties Held for the Credit of the Parker Teacher Welfare Fund as at May 31, 1940.

Comments

Our examination consisted principally of the verification of assets and liabilities of the Association as at May 31, 1940, 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 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 \$10,921.03 were verified by inspections of the individual accounts in the ledger and proof thereof with the controlling account.

Postdated Checks, \$74.00, were verified by inspection. Such checks as were returned by the banks unpaid at maturity dates are included in "Protested Checks."

Protested Checks, \$108.73, were examined by us.

The Reserve for Doubtful Accounts, covering Accounts Receivable for Advertising, Publications, Exhibits, Postdated 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.

State, County and Municipal Warrants were verified by inspection of such warrants.

Stamped Envelopes and Cards, \$1,128.31, and Office Supplies, \$1,615.95, 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, \$39,442.75, is the net value shown by the records after deducting the Reserve for Depreciation amounting to \$46,495.99. We verified the additions made during the year to this account by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory at May 31, 1939. We decreased the book value to the physical inventory value by increasing the Reserve for Depreciation in the amount of \$3,824.18.

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 eight 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, \$127,578.25, 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 two years are in a negotiable form. The Reserve for Anticipated Loss amounting to \$10,726.98 appears sufficient to cover immediate requirements; however, in our opinion, future provision should be made to increase this reserve to approximately \$30,000.00 to cover notes which may later be determined uncollectible.

The unpaid balances of Life Membership Notes have been classified as follows:

<i>Classification</i>	<i>Number of Notes</i>	<i>Balance Due</i>
To be Cancelled	55	\$4,063.00
Members Not Located	39	2,993.00
Inactive	309	21,974.00
Letters to be Written for Non-Payment	85	5,217.00
Past Presidents who automatically became Life Members....	2	140.00
Presented with Membership—Donor Delinquent.....	6	405.00
Service Stopped for Delinquency in Payments.....	53	3,983.00
Miscellaneous Status	32	1,359.50

Promised to Begin Payments in:

1936, 1937, 1938, 1939	323	17,829.00
1940	909	46,083.50
1941	503	23,393.25
1942	4	138.00
	<u>2,320</u>	<u>\$127,578.25</u>

In the course of our examination, we also found that members who did not sign notes are making payments on Life Memberships, as follows:

	<i>Number of Subscriptions</i>	<i>Amount Subscribed</i>	<i>Collected</i>	<i>Balance Unpaid</i>
Active—Payments Made Currently.	287	\$28,700.00	\$15,041.75	\$13,658.25
Inactive	53	5,300.00	1,031.00	4,269.00
	<u>340</u>	<u>\$34,000.00</u>	<u>\$16,072.75</u>	<u>\$17,927.25</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 interest amounting to \$45.78 was received on the St. Louis and San Francisco Railroad Bonds during the year. These bonds are in default on interest due January 1, 1933, and subsequent thereto with the exception of that amount received during the past year. Interest on Manhattan Railway Co. Bonds due April 1, 1938, and subsequent thereto is also in default. The following summary shows the book value and market value as at May 31, 1940, of the securities held in the various funds of your Association:

<i>Fund</i>	<i>Book Value May 31, 1940</i>	<i>Market Value May 31, 1940</i>
General Funds	\$115,437.65	\$92,872.33
General Funds—Reserved for Building Fund.....	20,308.06	19,350.00
Elementary School Principals' Fund.....	9,856.48	10,713.59
American Association of School Administrators.....	24,232.57	26,410.71
Supervisors and Directors of Instruction.....	4,000.00	4,195.00
Parker Teacher Welfare Fund	6,267.09	6,425.94
American Association for Health, Physical Education, and Recreation	2,000.00	1,915.00
	<u>\$182,101.85</u>	<u>\$161,882.57</u>

It will be noted from Exhibit "A" that the total net equity value of the Permanent Fund Assets was \$894,425.10 at May 31, 1940, as compared to \$868,580.73 at May 31, 1939. The increase is accounted for as follows:

<i>Net Equity Value at May 31, 1939</i>	
As Shown by Prior Audit Report.....	\$868,580.73
To Which Add:	
<i>Increases in the following:</i>	
Equity in Real Estate.....	\$23,000.00
Elementary School Principals' Account	954.88
American Association of School Administrators.....	880.00
Supervisors and Directors of Instruction.....	32.50
Parker Teacher Welfare Fund.....	906.24
American Association for Health, Physical Education, and Recreation	2,000.00
	<u>27,773.62</u>
	\$896,354.35
From Which Deduct:	
<i>Decreases in the following:</i>	
Cash	\$1,247.19
Notes Receivable—Life Members (Net Value)	581.00
Investments in Securities	101.06
	<u>1,929.25</u>
<i>Net Equity Value at May 31, 1940</i>	<u>\$894,425.10</u>

Vouchers Payable, \$20,615.29, 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. We determined that no purchases had been made which were not recorded on the books by inquiry of the Business Division.

We checked the amounts due to the Elementary School Principals, American Association of School Administrators, Supervisors and Directors of Instruction, and American Association for Health, Physical Education, and Recreation with the records kept by those departments. Amounts due other associated departments and commissions were accepted as shown by the books. The total shown on Exhibit "A" consists of amounts due departments and commissions, as follows:

Committee on Teachers Salaries.....	\$ 139.09
American Association of School Administrators.....	19,261.19
Rural Education	400.23
Lip Reading	81.75
Elementary School Principals.....	5,160.64
American Educational Research Association.....	6,140.30
Home Economics	1,116.47
American Association for Health, Physical Education, and Recreation	12,420.89
National Council on Teacher Retirement of the N. E. A.....	148.33
	\$44,868.89

Less: Overdrawn:

Adult Education	\$ 234.55
Supervisors and Directors of Instruction.....	1,143.38
Science Instruction	288.74
Business Education	506.56
Secondary Teachers	53.14
Art Education	93.37
	2,319.74
	\$42,549.15

Included on the liability side of the Balance Sheet are Reserves representing unexpended funds received for the support of the following:

Educational Policies Commission.....	\$ 1,523.96
Educational Policies Commission — Civic Education Project.....	157.49
Educational Policies Commission — Civilian Conservation Corps.....	2,541.97
Horace Mann — Hugh Birch Fund.....	12,062.39
Joint Enterprise between National Education Association and World Federation of Educational Associations.....	1,378.32
Safety Education Project.....	328.51
	\$17,992.64

The first trust note payable against the real estate was verified by direct correspondence with the holder of the note. This note was curtailed \$23,000 during the year, reducing it from \$69,000 to \$46,000.

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 Parker Teacher 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 Expendi- tures	Budget Allow- ance	Under or Over Budget
Board of Trustees.....	\$ 961.50	\$ 900.00	\$ 61.50
Board of Directors.....	11,364.92	12,000.00	635.08
Executive Committee	6,781.45	4,000.00	2,781.45
Office Expense for President.....	242.53	400.00	157.47
General Office	8,943.12	8,800.00	143.12
Physical Plant	58,444.51	57,700.00	744.51
Annual Convention	9,401.74	8,500.00	901.74
Journal of the N. E. A.....	90,849.83	89,000.00	1,849.83
Other Publications	24,385.94	24,300.00	85.94
Expenses of Delegates.....	6,195.75	9,000.00	2,804.25
Association Membership Fees.....	100.00	1,100.00	1,000.00
Retirement Annuities and Insurance.....	10,285.01	11,250.00	964.99
Departments	16,350.04	17,975.00	1,949.96
Committees and Commissions.....	13,556.39	15,300.00	1,418.61
Executive Secretary's Office.....	31,216.94	32,575.00	1,358.06
Division of Accounts and Records.....	38,928.68	38,220.00	708.68
Division of Field.....	13,141.79	12,500.00	641.79
Division of Business.....	24,863.27	25,130.00	266.73
Division of Publications.....	36,554.83	37,058.00	503.17
Division of Research.....	65,464.46	66,372.00	907.54
Division of Affiliated Associations.....	8,054.24	8,075.00	20.76
Division of Administrative Service.....	9,173.57	9,235.00	61.43
Division of Memberships.....	12,301.14	12,372.00	70.86
Promotion and Maintenance of Membership....	20,603.15	22,000.00	1,396.85
Division of Rural Service.....	9,766.47	9,920.00	153.53
Publicity Section	12,391.91	13,137.00	745.09
Executive Secretary's Contingent Fund.....	504.33	1,325.00	820.67
	<u>\$540,827.51</u>	<u>\$548,144.00</u>	<u>\$ 7,316.49</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 plan at May 31, 1940, aggregates \$189,572.60 of which, under the operation of the plan, \$119,576.54 belongs to employees and \$69,996.06 belongs to your Association.

Prepaid subscriptions and memberships have been treated as income at the time received. Likewise such items as costs of unprinted journals, prepaid insurance, prepaid commission on renewal of first trust 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.....	\$ 183.44
Interest on Bonds.....	5,174.44
Rent from Headquarters Building.....	43,000.00
Rent from Garage Property.....	5,100.00
	<u>\$53,457.88</u>

Deduct:		
<i>Expenses:</i>		
Attorney's Retainer	\$ 750.00	
Interest on First Trust Payable	3,105.00	
Insurance and Taxes	1,100.06	
Rental of Safe Deposit Box	38.50	
Building Repairs	727.77	
Costs Incurred upon Purchases of Bonds	10.93	5,732.26
<i>Balance Transferred to Treasurer of National Education Association</i>		<u>\$47,725.62</u>

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 of the United States as at May 31, 1940.

Respectfully submitted,

WAYNE KENDRICK & COMPANY
By WAYNE KENDRICK
Certified Public Accountant

Statement of Assets and Liabilities—As At May 31, 1940

	Assets	EXHIBIT "A"
GENERAL ACCOUNTS		
Cash		
Special Account—On Deposit and on Hand		\$ 17,325.97
Regular Account—On Deposit, in Transit, and on Hand:		
Refunds from Annuity Insurance Settlements	\$ 13,955.04	
Associated Departments and Commissions Funds	42,549.15	
General Funds	33,307.45	89,811.64
Petty Cash		500.00
Total Cash		\$ 107,637.61
Accounts Receivable		
Advertising, Publications, Exhibits, etc.	\$ 10,921.03	
Postdated Checks	74.00	
Protested Checks	108.73	
	\$ 11,103.76	
Less: Reserve for Doubtful Accounts	566.47	10,537.29
Commercial National Bank Receiver's Certificates	\$ 22,233.44	
Less: Reserve for Unpresented Checks	185.00	22,048.44
State, County and Municipal Warrants		1,139.98
Inventories		
Stamped Envelopes and Cards	\$ 1,128.31	
Office Supplies	1,615.95	
Volumes of Proceedings and Publications	500.00	3,244.26
Travel Advances		80.00
Office Furniture and Fixtures	\$ 85,938.74	
Less: Reserve for Depreciation	46,495.99	39,442.75
TOTAL GENERAL ACCOUNTS ASSETS		\$ 184,130.33
PERMANENT FUNDS ASSETS—From Exhibit "D" (Net)		894,425.10
TOTAL ASSETS		<u>\$1,078,555.43</u>

EXHIBIT "A"

Liabilities and Net Worth

LIABILITIES				
Vouchers Payable	\$	20,615.29		
Due Associated Departments and Commissions		42,549.15		
Real Estate Notes Payable (\$46,000.00 Contra Deducted from Assets on Exhibit "D")				
Suspense		180.81		
TOTAL LIABILITIES	\$		63,345.25	
RESERVES				
Educational Policies Commission	\$	1,523.96		
Educational Policies Commission—Civic Education Project		157.49		
Educational Policies Commission—Civilian Conservation Corps		2,541.97		
Horace Mann—Hugh Birch Fund		12,062.39		
Joint Enterprise between National Education Association and World Federation of Education Associations		1,378.32		
Safety Education Project		328.51		17,992.64
NET WORTH—REPRESENTED BY:				
Permanent Funds—Shown in Detail on Exhibit "D"	\$	894,425.10		
Surplus				
Balance June 1, 1939		\$89,392.28		
Add:				
Cancellation of Old Outstand- ing Checks	\$	7.51		
Miscellaneous Adjustment ...		.02		
Net Profit for the Fiscal Year Ended May 31, 1940—From Exhibit "B"		13,392.63	13,400.16	102,792.44
				997,217.54
TOTAL LIABILITIES AND NET WORTH				\$1,078,555.43

Condensed Comparative Statement of Income and Expenses
For the Fiscal Years Ended May 31, 1939 and 1940

EXHIBIT "B"
1940

	Fiscal Years Ended May 31,		Increase or Decrease Over 1939
	1939	1940	
INCOME			
Permanent Fund—Net Income.....	\$ 46,238.28	\$ 47,725.62	\$1,487.34
Memberships from Secretary's Office.....	198,496.09	205,372.41	6,876.32
N. E. A. Journal—Subscriptions and Ad- vertising	243,112.53	243,918.23	805.70
Convention Exhibits (Net).....	32,309.30	33,828.14	1,518.84
Research Bulletins	3,635.66	3,320.12	315.54
Honorariums	2,215.47	1,771.77	443.70
Rentals	8,415.82	2,689.50	5,726.32
Sales of Publications.....	19,397.07	19,529.77	132.70
Sundry Income	405.57	237.32	168.25
TOTAL INCOME	\$554,225.79	\$558,392.88	\$4,167.09

		Fiscal Years Ended May 31,		EXHIBIT "B"
				1940
				Increase or
EXPENSES:	Schedule	1939	1940	Decrease
				Over 1939
Board of Trustees.....	"B-1"	\$ 630.53	\$ 961.50	\$ 330.97
Board of Directors.....	"B-1"	9,611.84	11,364.92	1,753.08
Executive Committee.....	"B-1"	6,401.20	7,023.98	622.78
General Office	"B-2"	8,728.47	8,943.12	214.65
Physical Plant	"B-3"	57,425.26	58,444.51	1,019.25
Annual Convention	"B-4"	7,432.20	9,401.74	1,969.54
Publications—Printing and				
Distribution	"B-5"	124,378.91*	115,235.77	9,143.14
Special Appropriations	"B-6"	27,136.70	29,906.43	2,769.73
Association Membership Fees.....	"B-6"	1,100.00	100.00	1,000.00
Expenses of Delegates.....	"B-6"	8,307.25	6,195.75	2,111.50
Retirement Annuities and				
Insurance	"B-6"	11,512.56	10,285.01	1,227.55
Executive Secretary's Office.....	"B-7"	32,439.10	31,216.94	1,222.16
Division of Accounts and				
Records	"B-8"	37,443.74	38,928.68	1,484.94
Division of Field.....	"B-9"	13,741.36	13,141.79	599.57
Division of Business.....	"B-10"	24,431.69	24,863.27	431.58
Division of Publications.....	"B-11"	35,000.41	36,554.83	1,554.42
Division of Research.....	"B-12"	64,212.97	65,464.46	1,251.49
Division of Affiliated				
Associations	"B-13"	8,637.92	8,054.24	583.68
Division of Administrative				
Service	"B-14"	8,842.84	9,173.57	330.73
Division of Membership.....	"B-15"	11,753.61	12,301.14	547.53
Promotion and Maintenance of				
Membership	"B-16"	22,816.63	20,603.15	2,213.48
Division of Rural Service.....	"B-17"	11,510.76	9,766.47	1,744.29
Publicity Section	"B-18"	12,366.22	12,391.91	25.69
Executive Secretary's Contingent				
Fund	"B-19"	1,215.93	504.33	711.60
TOTAL OPERATING EXPENSES.....		<u>\$547,078.10</u>	<u>\$540,827.51</u>	<u>\$ 6,250.59</u>
NET PROFIT BEFORE PROVISION FOR BAD				
DEBTS, PROTESTED CHECKS, ADJUSTMENT				
OF INVENTORIES AND DEPRECIATION.....		<u>\$ 7,147.69</u>	<u>\$ 17,565.37</u>	<u>\$10,417.68</u>
Deduct:				
Adjustment of Postage and Stationery				
Inventories		\$	\$ 141.54	\$ 141.54
Provision for Bad Debts and Protested				
Checks		17.84	207.02	189.18
Depreciation on Office Furniture and				
Fixtures		5,931.54	3,824.18	2,107.36
		<u>\$ 5,949.38</u>	<u>\$ 4,172.74</u>	<u>\$ 1,776.64</u>
NET PROFIT FROM OPERATIONS FOR THE				
FISCAL YEARS ENDED MAY 31, 1939 AND				
1940		<u>\$ 1,198.31</u>	<u>\$ 13,392.63</u>	<u>\$12,194.32</u>

* Includes ten issues of *Journal* (May 1938, to May 1939, inclusive).

Income and Expenses for the Fiscal Year Ended May 31, 1940

EXHIBIT "C"

INCOME

Permanent Fund Net Income.....	\$ 47,725.62	
Memberships from Secretary's Office.....	205,372.41	
N.E.A. Journal		
Subscriptions (Part of Membership Dues).....	\$194,508.57	
Advertising	49,409.66	243,918.23
Convention Exhibits		33,828.14
Research Bulletins—Subscriptions		3,320.12
Honorariums		1,771.77
Rentals		2,689.50
Sales of Publications		19,529.77
Sundry Income		237.32
TOTAL INCOME		\$558,392.88

Schedule "B-1"

EXPENSES

Board of Trustees.....	\$ 961.50	
Board of Directors.....	11,364.92	
Executive Committee Expense		
President 1938-1939	\$994.16	
President's Office Expenses 1938-1939.....	100.82	
First Vicepresident 1938-1939.....	348.47	
President 1939-1940	1,926.48	
President's Office Expense 1939-1940.....	141.71	
First Vicepresident 1939-1940.....	1,323.81	
Treasurer	344.15	
Chairman Board of Trustees.....	511.11	
Members by Election.....	1,333.27	7,023.98
		\$ 19,350.40

Schedule "B-2"

General Office Expenses

Auditing Accounts	\$ 500.00	
Express and Freight.....	139.34	
General Expense	262.93	
Insurance	560.22	
Interest and Discounts Allowed.....	1,074.44	
Repairs—Office Furniture and Fixtures.....	427.93	
Surety Bonds	260.00	
Telephone Service	1,838.92	
Operators and Information.....	3,879.34	8,943.12

Schedule "B-3"

Physical Plant

Rent	\$ 43,000.00	
Light and Power.....	1,937.38	
Heat	1,253.39	
Janitor Service	9,405.70	
Maintenance	2,848.04	58,444.51

Schedule "B-4"

EXHIBIT "C"

Annual Convention

Registration	\$ 222.63	
Stenographers and Typists	459.26	
Publicity	520.60	
Printing	3,423.08	
Express and Freight	627.64	
Telephone and Telegraph	63.33	
General Program	1,806.88	
Badges	277.00	
Representative Assembly Expense	2,001.32	\$ 9,401.74

Schedule "B-5"

Publications—Printing and Distribution

Journal of the N.E.A.	\$ 90,849.83	
Other Publications		
Volume of Proceedings	\$8,734.13	
Publications and Reports	3,562.85	
Research Bulletin	5,445.07	
American Education Week Materials ...	6,626.89	
Department of Classroom Teachers—Year-		
book	17.00	24,385.94 \$115,235.77

Schedule "B-6"

Special Appropriations

Departments

Kindergarten-Primary Education	\$ 376.58	
Adult Education	400.00	
Classroom Teachers	11,022.67	
Secondary Teachers	1,500.00	
National Council of Education	447.17	
Department of Science Instruction	1,000.00	
Art Education	200.00	
Business Education	100.00	
Home Economics	50.00	
Emergency Needs of Other Departments	928.62	
American Association for Health, Physi-		
cal Education, and Recreation	325.00	\$ 16,350.04

Committees and Commissions

Economic Status of the Rural Teacher ...	\$ 479.48
Retirement	400.00
Tax Education	503.05
Tenure	4,291.42
Health Problems in Education (Joint) ...	957.47
Legislative Commission	1,088.77
Committee on Guidance	7.06
Committee To Cooperate with American	
Legion	187.72
Resolutions	251.01
Committee To Cooperate with the Ameri-	
can Teachers Association	370.72
Library	66.85
Credit Unions	808.70
Affiliated Associations	874.68

EXHIBIT "C"

Academic Freedom	\$ 248.94	
International Relations	665.70	
Ethics	429.16	
Equal Opportunity	1,007.41	
Salaries	349.59	
Supplies, Preparation, and Certification of Teachers	375.75	
Cooperatives	116.10	
Induction into Citizenship	76.81	\$ 13,556.39
		\$ 29,906.43
Association Membership Fee American Council on Education	100.00	
Expenses of Delegates	6,195.75	
Retirement Annuities and Insurance	10,285.01	\$ 46,487.19

Schedule "B-7"

Executive Secretary's Office		
Salaries and Wages	\$ 28,952.44	
Travel Expense	1,075.65	
Stationery and Supplies	436.68	
Postage	607.28	
Telegrams	144.89	31,216.94

Schedule "B-8"

Division of Accounts and Records		
Salaries and Wages	35,852.57	
Travel Expense	339.18	
Stationery and Supplies	1,292.53	
Postage	768.96	
Telegrams	8.20	
Graphotype Supplies	667.24	38,928.68

Schedule "B-9"

Division of Field		
Salaries and Wages	\$ 10,645.20	
Travel Expense	2,100.55	
Stationery and Supplies	210.08	
Postage	167.48	
Telegrams	18.48	13,141.79

Schedule "B-10"

Division of Business		
Salaries and Wages	\$ 20,852.93	
Travel Expense	1,115.65	
Stationery and Supplies	288.95	
Postage	558.34	
Telegrams	71.24	
Advertising Expense	279.62	
Mailing Section	1,670.93	
Multigraph Section	4.98	
Addressograph Operation	20.63	24,863.27

EXHIBIT "C"

Schedule "B-11"

Division of Publications

Salaries and Wages	\$ 33,302.27	
Travel Expenses	887.92	
Stationery and Supplies	426.54	
Postage	503.51	
Telegrams	25.20	
Cuts, Leaflets, and Packets	379.88	
American Education Week	919.01	
Photograph and Cuts	110.50	\$ 36,554.83

Schedule "B-12"

Division of Research

Salaries and Wages	\$ 59,994.32	
Travel Expense	1,279.80	
Stationery and Supplies	1,637.14	
Postage	1,149.43	
Telegrams	61.26	
Charts, Tables and Legislative Reference Service	809.74	
Books and Pamphlets—Library	524.92	
Teachers College Project	7.85	65,464.46

Schedule "B-13"

Division of Affiliated Associations

Salaries and Wages	\$ 7,213.98	
Travel Expense	461.72	
Stationery and Supplies	140.54	
Postage	235.11	
Telegrams	2.89	8,054.24

Schedule "B-14"

Division of Administrative Service

Salaries and Wages	\$ 8,869.92	
Travel Expense	217.30	
Stationery and Supplies	86.35	9,173.57

Schedule "B-15"

Division of Membership

Salaries and Wages	\$ 10,931.78	
Travel Expense	1,039.72	
Stationery and Supplies	158.83	
Postage	159.59	
Telegrams	11.22	12,301.14

Schedule "B-16"

Promotion and Maintenance of Membership	20,603.15
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Schedule "B-17"

Division of Rural Service

Salaries and Wages	\$ 8,098.94	
Travel Expense	1,246.80	
Stationery and Supplies	83.57	
Postage	54.18	
Telegrams	27.50	
Conferences	255.48	9,766.47

Schedule "B-18"		EXHIBIT "C"
Publicity Section		
Salaries and Wages.....	\$ 9,562.01	
Travel Expense	1,229.68	
Stationery and Supplies.....	296.06	
Postage	492.02	
Telegrams	141.45	
Photos and Prints.....	267.37	
Radio Broadcasts	403.32	\$ 12,391.91
Schedule "B-19"		
Executive Secretary's Contingent Fund.....		504.33
TOTAL EXPENSES — To Exhibit "B".....		\$540,827.51
NET PROFIT BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS, ADJUSTMENT OF INVENTORIES AND DEPRECIATION — To Exhibit "B".....		\$ 17,565.37

Assets of Permanent Funds As At May 31, 1940

		EXHIBIT "D"
GENERAL FUND		
Cash		\$ 12,490.94
Notes Receivable—Life Members	\$127,578.25	
Less: Reserve for Anticipated Loss.....	10,726.98	116,851.27
Investments in Securities (Book Value) Exhibit "E"		
General Funds	\$115,437.65	
General Funds—Reserved for Building Fund.....	20,308.06	135,745.71
General Office Real Estate, Building, and Improvements	\$570,313.00	
Garage Real Estate and Building.....	63,167.50	
	\$633,480.50	
Deduct:		
First Trust Payable	\$46,000.00	
Reserve for Depreciation	8,000.00	54,000.00
		578,480.50
TOTAL GENERAL FUND		\$844,568.42
ELEMENTARY SCHOOL PRINCIPALS FUND		
Cash	\$ 985.14	
Investments in Securities (Book Value) Exhibit "E"	9,856.48	10,841.62
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS		
Cash	\$ 742.50	
Investments in Securities (Book Value) Exhibit "E".....	24,232.57	24,975.07
SUPERVISORS AND DIRECTORS OF INSTRUCTION		
Cash	\$ 65.00	
Investments in Securities (Book Value) Exhibit "E".....	4,000.00	4,065.00
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION		
Investments in Securities (Book Value) Exhibit "E".....		2,000.00
PARKER TEACHER WELFARE FUND		
Cash	\$ 1,707.90	
Investments in Securities (Book Value) Exhibit "E".....	6,267.09	7,974.99
TOTAL PERMANENT FUND ASSETS—To Exhibit "A"		\$894,425.10

NOTE: Parker Teacher Welfare Fund includes \$1,650.33 income received since establishment of this fund.

**Investments in Securities—Permanent Funds Bonds As At
May 31, 1940**

EXHIBIT "E"

	Par Value	Book Value	Interest Collected for Fiscal Year 1939-1940
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	132.22
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 4% Due 7-1-50 Certificate of Deposit	5,250.00	4,331.25	45.78
Atlantic Coast Line R. R. Co. 1st Consoli- dated Mortgage 4% Due 7-1-52	10,000.00	9,600.00	400.00
Manhattan Railway Co. Consolidated Mortgage 4% Due 4-1-90 Certificate of Deposit	4,000.00	3,900.00	.....
Baltimore and Ohio R. R. Co. (Pittsburgh, Lake Erie and W. Virginia System) Re- funding Mortgage 4% Due 11-1-51	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
Metropolitan Water District of Southern California Colorado River Waterworks 4¼% Due 2-1-70	8,000.00	9,027.37	238.94
TOTAL TO EXHIBIT "D"	\$115,041.48	\$115,437.65	\$ 4,536.94
GENERAL FUNDS—RESERVED FOR BUILDING FUND			
Buffalo Sewer Authority 3¼% Due 11-1-57 ..	\$ 5,000.00	\$ 4,974.86	\$ 162.50
City of New York Temporary Corporate Stock Bonds (Water) 3% Due 2-1-79	10,000.00	9,947.50	300.00
City of Los Angeles High School District 3½% Due 1-1-57	5,000.00	5,385.70	175.00
TOTAL TO EXHIBIT "D"	\$ 20,000.00	\$ 20,308.06	\$ 637.50

	Par Value	Book Value	EXHIBIT "E" Interest Collected for Fiscal Year 1939-1940
ELEMENTARY SCHOOL PRINCIPALS' FUND			
Newport News City Street, Improvement and Sewer 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 2-1-70.....	2,000.00	2,256.85	59.74
TOTAL TO EXHIBIT "D".....	\$ 9,500.00	\$ 9,856.48	\$ 425.99
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS			
South Carolina Highway Certificates of In- debtedness 4¾% Due 12-1-46.....	\$ 2,000.00	\$ 2,077.28	\$ 95.00
Newport News City Street Improvement and Sewerage Construction 5½% Due 12-1-50.	11,000.00	11,285.00	605.00
City of Portsmouth, Va. Waterworks 5% Due 12-1-48	3,000.00	3,160.51	150.00
Port of New York Authority 3% Due 12-15-76	2,000.00	2,017.50	.....
U. S. Treasury Savings Bonds Due 1946....	3,000.00*	2,250.00	.....
U. S. Treasury 3¼% Due 1944-46 }	150.00 }	200.00	6.49
U. S. Treasury 3¼% Due 1943-45 }	50.00 }		
U. S. Treasury 2⅞% Due 1955-60.....	150.00	150.00	4.28
U. S. Treasury 2¾% Due 1956-59.....	3,000.00	3,092.28	82.50
TOTAL TO EXHIBIT "D".....	\$ 24,350.00	\$ 24,232.57	\$ 943.27
SUPERVISORS AND DIRECTORS OF INSTRUCTION			
U. S. Treasury Savings Bonds Due 1948....	\$ 4,000.00*	\$ 3,000.00	\$.....
U. S. Treasury 3¼% Due 1943-45.....	1,000.00	1,000.00	32.50
TOTAL TO EXHIBIT "D".....	\$ 5,000.00	\$ 4,000.00	\$ 32.50
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION			
Port of New York Authority 3% Due 12-15-76	\$ 2,000.00	\$ 2,000.00	\$.....
TOTAL TO EXHIBIT "D".....	\$ 2,000.00	\$ 2,000.00	\$.....
PARKER TEACHER WELFARE FUND			
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	.....
Port of New York Authority 3% Due 12-15-76	1,000.00	1,008.75	.....
TOTAL TO EXHIBIT "D"	\$ 7,750.00	\$ 6,267.09	\$ 22.50

* Maturity Value.

Properties Held for the Credit of the Parker Teacher Welfare Fund As At May 31, 1940

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

Certificate of Interest in 6154-56 Rhodes Avenue, Chicago, Liquidation Trust (Displacing Burkhardt Note).

Certificate for 2/63 Interest in 7800-4 Champlain Avenue, Chicago, Liquidation Trust (Displacing Hokanson Note).

STOCKS

10 Shares 1741-43 E. 71st Street Building Corporation, Chicago (Displacing Duffin Note).

10 Shares 4000 Drexel Boulevard Corporation, Chicago, Common Stock (Displacing Rosenheim Note).

10 Shares 208 South LaSalle Street Corporation, Chicago, Common Stock (Issued in lieu of \$1,000.00 5½% First Mortgage Bond).

20 Shares International Textbook Company Stock (No Par Value).

5 Shares International Educational Publishing Company, Common Stock (Par \$50.00).

10 Shares International Publishing Company Preferred Stock, 7% (Par \$50.00).

REAL ESTATE

One-half Ownership of 192 8/10 Acres of Land, Burleigh County, N. Dak.

One-half Ownership of 320 Acres of Land, Blaine County, Montana (Under contract for purchase).

Auditors' Certificate on Report of Treasurer

WAYNE KENDRICK & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS

RUST BUILDING, WASHINGTON, D. C.

Miss Amy H. Hinrichs,
National Education Association of the United States,
1201 Sixteenth Street, N. W.,
Washington, D. C.

June 18, 1940

Dear Madam:

We have examined the records of the Secretary of your Association for the fiscal year ended May 31, 1940, 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 May 31, 1940, and the cash balance at the close of business on that date. 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 WAYNE KENDRICK
Certified Public Accountant

Treasurer's Report for the Fiscal Year Ended May 31, 1940 ¹B. F. STANTON, *Treasurer*

CASH ON HAND, JUNE 1, 1939.....\$103,755 05
 To Which Add:

RECEIPTS

Memberships	\$403,201.10	
Advertising	49,409.66	
Convention Exhibits—(Net)	33,828.14	
Permanent Fund Income 1939-1940.....	47,725.62	
Honorariums	1,771.77	
Rentals	2,689.50	
Sale of Reports and Publications.....	19,529.77	
Sundry	237.32	558,392.88

Balance	Balance
May 31,	May 31,
1939	1940

Other Sources

Increase in Liabilities

Vouchers Payable.....	\$17,107.08	\$20,615.29	
Educational Policies Commis- sion			
Civic Education Project		157.49	
Civilian Conservation Corps		2,541.97	
Horace Mann—Hugh Birch Fund	3,973.77	12,062.39	
Joint Enterprise—N.E.A. and W.F.E.A.	1,326.32	1,378.32	
Suspense	121.91	180.81	
	<u>\$22,529.08</u>	<u>\$36,936.27</u>	\$ 14,407.19

Decrease in Assets

Protested Checks	\$ 144.59	\$ 68.90	
Time Checks and Warrants	1,360.72	1,213.98	
Travel Advances	326.33	80.00	
Stamped Envelopes and Cards	1,128.88	1,128.31	
	<u>\$ 2,960.52</u>	<u>\$ 2,491.19</u>	469.33

Cancellation of Old Outstanding Checks.....	7.51	
Miscellaneous Adjustment	.02	14,884.05

TOTAL CASH ACCOUNTABILITY.....\$677,031.98

CARRIED FORWARD

From Which Deduct:

DISBURSEMENTS

Board of Trustees.....	\$ 961.50
Board of Directors.....	11,364.92
Executive Committee	7,023.98
General Office	8,943.12
Physical Plant	58,444.51
Annual Conventions	9,401.74

¹ Adopted by Representative Assembly, July 4, 1940.

Publications—Printing and Distribution....	\$115,235.77		
Special Appropriations	29,906.43		
Association Membership Dues.....	100.00		
Expenses of Delegates.....	6,195.75		
Retirement Annuities and Insurance.....	10,285.01		
Divisions (Includes Publicity and Executive Secretary's Office)	261,857.30		
Promotion and Maintenance of Membership	20,603.15		
Executive Secretary's Contingent Fund.....	504.33	\$540,827.51	
Purchases of Furniture and Fixtures.....		7,407.43	
	Balance	Balance	
	May 31,	May 31,	
	1939	1940	
Other Disbursements			
Increase in Assets			
Accounts Receivable	\$10,090.05	\$10,394.39	
Stationery and Office Supplies	1,294.06	1,615.95	
	\$11,384.11	\$12,010.34	626.23
Decrease in Liabilities			
Associated Departments.....	\$49,691.51	\$42,549.15	
Educational Policies Commis-			
sion	7,659.42	1,523.96	
Safety Education Project....	7,235.33	328.51	
	\$64,586.26	\$44,401.62	20,184.64
Adjustment of Postage and Stationery Inventories.....		141.54	
Uncollectible Accounts Charged Off.....		207.02	
TOTAL DISBURSEMENTS		\$569,394.37	
CASH BALANCE, MAY 31, 1940.....		\$107,637.61	

BUDGET COMMITTEE REPORT ¹

A. C. FLORA, COLUMBIA, S. C., CHAIRMAN

Budget Data and Recommendations for 1940-41

Summary of Recommendations

1. Budget appropriations for 1940-41 are recommended for a total amount not exceeding income for 1939-40.
2. The only item additional to those of recent years is that proposed toward the support of the Educational Policies Commission.
3. Full details of income and expense and all financial data relating to the budget were studied and discussed at a meeting of the Budget Committee held in Washington, June 8.

¹ Adopted by Representative Assembly, July 4, 1940.

Recommendations for Appropriations

1. Board of Trustees:

Actual expenses for last five years:

1935-36	\$ 556
1936-37	908
1937-38	490
1938-39	630
1939-40	962

Amount recommended for 1940-41.....\$ 700

2. Executive Committee:

Actual expenses for last five years:

1935-36	\$ 3,100
1936-37	2,567
1937-38	3,184
1938-39	6,009
1939-40	6,781

Amount recommended for 1940-41.....\$ 5,000

3. Elected Directors:

Actual expenses for last five years:

1935-36	\$ 8,263
1936-37	11,188
1937-38	7,134
1938-39	9,612
1939-40	11,365

Amount recommended for 1940-41.....\$ 10,000

4. Office Expense for President:

Actual expenses for last five years:

1935-36	\$ 464
1936-37	111
1937-38	245
1938-39	393
1939-40	243

Amount recommended for 1940-41.....\$ 250

5. Executive Secretary's Office:

Actual expenses for last five years:

1935-36	\$40,938*
1936-37	32,894
1937-38	31,840
1938-39	32,439
1939-40	31,217

* Includes expense for accounts now included in Division of Accounts and Records.

Amount recommended for 1940-41:

Salaries and Wages	\$29,904
Travel expense	1,200
Stationery and supplies	450
Postage	700
Telegrams	150
Total	<u>\$ 32,404</u>

6. Division of Accounts and Records:

Actual expenses for last four years:

1936-37	\$34,543
1937-38	35,776
1938-39	37,444
1939-40	38,929

Amount recommended for 1940-41:

Salaries and wages	\$37,221
Travel expense	200
Stationery and supplies	1,100
Postage	775
Telegrams	10
Graphotype supplies	675
Total	<u>\$ 39,981</u>

7. Division of Membership:

Actual expenses for last five years:

1935-36	\$35,863*
1936-37	12,525
1937-38	13,154
1938-39	11,754
1939-40	12,301

Amount recommended for 1940-41:

Salaries and wages	\$11,085
Travel expense	900
Stationery and supplies	150
Postage	200
Telegrams	15
Total	<u>\$ 12,350</u>

8. Promotion and Maintenance of Membership:

Actual expenses for last five years:

1935-36	\$22,093
1936-37	20,588
1937-38	22,009
1938-39	22,817
1939-40	20,603

Amount recommended for 1940-41.....\$ 21,000

* Includes expense for accounts now included in Division of Accounts and Records.

9. Division of Field:

Actual expenses for last five years:

1935-36	\$11,503
1936-37	11,895
1937-38	12,344
1938-39	13,741
1939-40	13,142

Amount recommended for 1940-41:

Salaries and wages	\$10,618
Travel expense	1,600
Stationery and supplies	200
Postage	185
Telegrams	20

Total	\$ 12,623
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10. Division of Business:

Actual expenses for last five years:

1935-36	\$21,332
1936-37	23,022
1937-38	23,707
1938-39	24,432
1939-40	24,863

Amount recommended for 1940-41:

Salaries and wages	\$21,322
Travel expense	750
Stationery and supplies	325
Postage	550
Telegrams	50
Advertising	300
Mailing and multigraph sections and addressograph service	2,300

Total	\$ 25,597
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11. Division of Affiliated Associations:

Actual expenses for last five years:

1935-36	\$ 7,331
1936-37	7,710
1937-38	8,000
1938-39	8,638
1939-40	8,054

Amount recommended for 1940-41:

Salaries and wages	\$ 7,280
Travel expense	350
Stationery and supplies	175
Postage	270
Telegrams	5

Total	\$ 8,080
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12. Division of Publications:

Actual expenses for last five years:

1935-36	\$43,734*
1936-37	31,956
1937-38	34,537
1938-39	35,000
1939-40	36,555

Amount recommended for 1940-41:

Salaries and wages	\$33,300
Travel expense	750
Stationery and supplies	400
Postage	600
Telegrams	25
Reprints, leaflets, and packets	500
American Education Week preparation and promotion ..	1,200
Photographs and cuts	125
Total	\$ 36,900

13. Publicity Section:

Actual expenses for last four years:

1936-37	\$10,333
1937-38	11,377
1938-39	12,366
1939-40	12,392

Amount recommended for 1940-41:

Salaries and wages	\$10,062
Travel expense	1,050
Stationery and supplies	300
Postage	550
Telegrams	150
Photographs and cuts	250
Radio broadcasts	350
Total	\$ 12,712

14. Division of Administrative Service:

Actual expenses for last five years:

1935-36	\$ 8,560
1936-37	9,275
1937-38	8,467
1938-39	8,843
1939-40	9,174

Amount recommended for 1940-41:

Salaries and wages	\$ 9,005
Travel expense	105
Stationery and supplies	125
Total	\$ 9,235

* Includes expense for Publicity Section.

15. Division of Research:

Actual expenses for last five years:

1935-36	\$61,151*
1936-37	55,155
1937-38	61,601
1938-39	64,213
1939-40	65,464

Amount recommended for 1940-41:

Salaries and wages	\$62,328
Travel expense	900
Stationery and supplies	1,400
Postage	900
Telegrams	50
Special charts, tables, and legislative ref. service	1,100
Books and pamphlets (library)	600
Total	\$ 67,278

16. Division of Rural Service:

Actual expenses for last four years:

1936-37	\$ 8,445
1937-38	10,491
1938-39	11,511
1939-40	9,766

Amount recommended for 1940-41:

Salaries and wages	\$ 8,360
Travel expense	1,300
Stationery and supplies	110
Postage	75
Telegrams	25
Conferences	500
Total	\$ 10,370

17. Physical Plant:

Actual expenses for last five years:

1935-36	\$57,703
1936-37	56,871
1937-38	57,729
1938-39	57,425
1939-40	58,445

Amount recommended for 1940-41:

Rent	\$43,000
Light and power	1,900
Heat	1,200
Janitor service	9,450
Maintenance	2,700
Total	\$ 58,250

* Includes expense for Division of Rural Service.

18. General Office Expenses:

Actual expenses for last five years:

1935-36	\$ 8,635
1936-37	8,694
1937-38	8,085
1938-39	8,728
1939-40	8,943

Amount recommended for 1940-41:

Auditing Association accounts.....	\$ 500
Express and freight.....	150
General expense	300
Insurance	800
Interest and discount allowed.....	1,000
Repairs—Office furniture	400
Surety bonds	260
Telephone service	1,850
Operators and information.....	3,855

Total\$ 9,115

19. Annual Conventions:

Actual expenses for last five years:

1935-36	\$ 5,043
1936-37	5,080
1937-38	8,366
1938-39	7,432
1939-40	9,402

Amount recommended for 1940-41.....\$ 8,500

20. Journal of the National Education Association:

Actual expenses for last five years:

1935-36	\$85,941
1936-37	81,042
1937-38	89,854
1938-39	99,527*
1939-40	90,850

Amount recommended for 1940-41.....\$ 91,000

21. Other Publications:

Actual expenses for last five years:

1935-36	\$23,180
1936-37	21,276
1937-38	23,107
1938-39	24,852
1939-40	24,386

Amount recommended for 1940-41:

Volume of Proceedings.....	\$ 8,800
Publications and reports for sale.....	4,500
Research Bulletin	5,500
American Education Week material.....	6,000

Total\$ 24,800

* Includes ten issues (May, 1938, to May, 1939, inclusive).

22. Expenses of Delegates:

Actual expenses for last five years:

1935-36	\$ 6,611
1936-37	6,948
1937-38	9,175
1938-39	8,307
1939-40	6,196
Amount recommended for 1940-41	\$ 9,000

23. Association Membership Fees:

Actual expenses for last five years:

1935-36	\$ 1,100
1936-37	1,100
1937-38	1,100
1938-39	1,100
1939-40	100

Amount recommended for 1940-41:

World Federation of Education Associations	\$ 1,000
American Council on Education	100

Total	\$ 1,100
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24. Retirement Annuities and Insurance:

Actual expenses for last five years:

1935-36	\$10,603
1936-37	11,117
1937-38	9,803
1938-39	11,512
1939-40	10,285
Amount recommended for 1940-41	\$ 10,750

25. Departments:

Actual expenses for last five years:

1935-36	\$12,469
1936-37	12,367
1937-38	14,331
1938-39	14,774
1939-40	16,350

Amount recommended for 1940-41:

Classroom Teachers	\$13,400
Other departments and Association purposes in amounts as determined by Executive Committee	6,300

Total	\$ 19,700
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26. Committees and Commissions:

Actual expenses for last five years:

1935-36	\$10,687
1936-37	11,339
1937-38	10,137
1938-39	12,363
1939-40	13,556

Amount recommended for 1940-41:

Committee on Tenure	\$10,000
Other committees and commissions and Association purposes in amounts as determined by Executive Committee	3,400

Total\$ 13,400

27. Educational Policies Commission:

Amount recommended for 1940-41\$ 5,400

28. Secretary's Contingent Fund:

Actual expenses for last four years:

1936-37	\$ 1,352
1937-38	150
1938-39	1,216
1939-40	504

Amount recommended for 1940-41\$ 2,898

GRAND TOTAL\$558,393

Comparison of Expenditures

1936-37 to 1939-40

And Recommended Appropriations for 1940-41

APPROPRIATION	Expended 1936-37	Expended 1937-38	Expended 1938-39	Expended 1939-40	Recom- mended Appro- priation 1940-41
Board of Trustees.....	\$ 908	\$ 490	\$ 630	\$ 962	\$ 700
Executive Committee	2,567	3,184	6,009	6,781	5,000
Elected Directors	11,188	7,134	9,612	11,365	10,000
Office Expense for President.....	111	245	393	243	250
Executive Secretary's Office.....	32,894	31,840	32,439	31,217	32,404
Division of Accounts and Records	34,543	35,776	37,444	38,929	39,981
Division of Membership.....	12,525	13,154	11,754	12,301	12,350
Promotion and Maintenance of Membership	20,588	22,009	22,817	20,603	21,000
Division of Field.....	11,895	12,344	13,741	13,142	12,623
Division of Business	23,022	23,707	24,432	24,863	25,597
Division of Affiliated Associations	7,710	8,000	8,638	8,054	8,080
Division of Publications.....	31,956	34,537	35,000	36,555	36,900
Publicity Section	10,333	11,377	12,366	12,392	12,712
Division of Administrative Service	9,275	8,467	8,843	9,174	9,235
Division of Research	55,155	61,601	64,213	65,464	67,278
Division of Rural Service.....	8,445	10,491	11,511	9,766	10,370
Physical Plant	56,871	57,729	57,425	58,445	58,250
General Office Expenses.....	8,694	8,085	8,728	8,943	9,115
Annual Conventions	5,080	8,366	7,432	9,402	8,500
Journal of the N. E. A.....	81,042	89,854	99,527*	90,850	91,000
Other Publications	21,277	23,107	24,852	24,386	24,800
Expenses of Delegates	6,948	9,175	8,307	6,196	9,000
Association Membership Fees....	1,100	1,100	1,100	100	1,100
Retirement Annuities and Insurance	11,117	9,803	11,512	10,285	10,750
Departments	12,367	14,331	14,774	16,350	19,700
Committees and Commissions....	11,339	10,137	12,363	13,556	13,400
Educational Policies Commission..	.....	.....	.....	.....	5,400
Secretary's Contingent Fund.....	1,352	150	1,216	504	2,898
	<u>\$490,302</u>	<u>\$516,192</u>	<u>\$547,078</u>	<u>\$540,827</u>	<u>\$558,393</u>

Income Statement

	1936-37	1937-38	1938-39	1939-40
Membership Dues	\$366,307	\$390,027	\$390,112	\$403,201
Journal Advertising	46,335	51,255	55,133	49,410
Exhibits (net)	30,219	32,206	32,309	33,828
Honorariums	3,432	2,530	2,215	1,772
Rentals	8,710	8,286	8,416	2,689
Sales and Publications.....	17,174	18,244	19,397	19,530
Permanent Fund—Net Income.....	42,764	42,572	46,238	47,726
Sundry Income	517	776	405	237
	<u>\$515,458</u>	<u>\$545,896</u>	<u>\$554,226</u>	<u>\$558,393</u>

* Ten issues, 1938-39, and nine issues, 1939-40.

SUMMARY OF REPORTS OF COMMITTEES, COMMISSIONS, AND COUNCILS

NATIONAL COUNCIL OF EDUCATION¹

L. A. PECHSTEIN, DEAN, TEACHERS COLLEGE, UNIVERSITY OF CINCINNATI,
CINCINNATI, OHIO, CHAIRMAN

THE NATIONAL COUNCIL OF EDUCATION has, since the San Francisco meeting last June, carried on its work uninterruptedly thruout the year. Receiving a mandate from the Department of Adult Education to "make a study which will enable it to recommend programs, their administration and support," the Council is moving to a fundamental discussion of the problem incident to adult education as one of the two major features at its forthcoming Milwaukee meeting.

The efforts of the administration of the Council have been centered upon keeping the membership rolls filled. The elected membership of 102 is complete at this time; vacancies still are unfilled for two departments of the N.E.A.; six representatives from the state education associations are as yet not appointed. But the membership rolls are practically filled and the Council is in numbers able to function as never before in its history. It is functioning thru careful vote by mail upon theses and propositions which are laid before the membership under our rules.

The February meeting at St. Louis involved:

1. The annual report of educational progress for the year, given by Carter V. Good, University of Cincinnati.

2. A program directed to the topic, "The Control of Education," the lead-off speech being by Grayson N. Kefauver, dean, Stanford University, assisted by six prepared discussants; the second and final program on "The Relation of the Teacher to America's Changing Economic Pattern," presented by Harold F. Clark, Teachers College, Columbia University, with six assisting in the prepared discussion. Theses relative to the last named topic will shortly be voted on, the vote to be announced at the Milwaukee meeting. At the February meeting, the National Council announced its vote upon "The School and the State in American Democracy," a copy of these theses and vote being appended.

The St. Louis meeting likewise accomplished the reorganization of a standing Committee under the chairmanship of J. B. Edmonson, dean, University of Michigan, to work annually with the publishers of textbooks on the questions of textbook publication for the school systems. A special Committee directing its thought to the organization and operation, thru the National Council of Education, of a National Academy of Education was organized under the chairmanship of William C. Bagley, professor emeritus, Teachers College, Columbia University. Finally, and of far-reaching significance, the Council established a standing Committee on Educational Recommendations, to be articulated with the work of the Resolutions Committee. This Committee is being built up under the chairmanship of Frank N. Freeman, dean, University of California. Once operating it will determine annually, thru formal vote of the Council, a set of recommendations for the consideration of the Resolutions Committee, the same to touch all major phases of American education.

¹ Adopted by Representative Assembly, July 3, 1940.

The meeting of the Council in Milwaukee involved two major programs. There was a second and final hearing on the question, "The Control of Education," under the leadership of Ernest O. Melby, dean, Northwestern University. The other program, in charge of Lyman Bryson, Teachers College, Columbia University, was devoted to "A Policy for Adult Education." Theses will be voted on shortly, except as the present national emergency may lead the Executive Committee to delay the canvass of the Council. The customary reports of the Standing Committee will be received. The Council knows of no problems other than the regular ones to come to its attention. It is now in shape to receive problems referred from the departments of the Association, this being one of the major functions of the Council under its constitution.

TABULATION OF VOTES ON THESES

WHAT SHALL BE THE RELATION OF THE SCHOOL TO THE STATE IN AMERICAN DEMOCRACY?		
YES	NO	
<i>Percents</i>		
96	4	<i>Thesis I</i> —The relation between school and state has varied from epoch to epoch and from social system to social system.
73	27	<i>Thesis II</i> —Democracy, as a form of government or society, represents a particular set of social values distinct from other currently accepted life values.
100		<i>Thesis III</i> —Democracy today faces one of the greatest crises of history.
97	3	<i>Thesis IV</i> —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 society.
97	3	<i>Thesis V</i> —Education, appropriately viewed and conducted, is essential to the realization of the democratic ideal because the ends of democracy and the ends of education are identical.
91	9	<i>Thesis VI</i> —The most fundamental and critical problem of organized education today, therefore, is its relation to government, the state, and society.
92	8	<i>Thesis VII</i> —Powerful social forces opposed to democracy are likewise opposed to such a conception of education and of the relation of education to society and the state.
98	2	<i>Thesis VIII</i> —The democratic ideal will prevail only if there is a constantly increasing popular acceptance of the way of life which democracy represents.
94	6	<i>Thesis IX</i> —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.
93	7	<i>Thesis X</i> —To discharge these duties effectively all teachers must increasingly become students of society and organize professionally to promote the ends of democratic living everywhere and at all times.

ACADEMIC FREEDOM¹

WILLIAM S. TAYLOR, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF
KENTUCKY, LEXINGTON, KY., CHAIRMAN

The Committee on Academic Freedom was authorized at the summer meeting of this Association in 1935. The first two years of its life were devoted primarily to the drafting of a statement of principles, which was adopted by this body in 1937. That statement of principles is as basic today as it was at the time it was written. It must be evident to every one that many kinds of freedom are being challenged in the world today.

The Committee believes the time has come when we should rethink and rewrite the statement of principles which was adopted in the summer of 1937. The Committee has accordingly undertaken a restatement of the principles. This statement of principles has been sent to 1100 representative organizations and individuals all over the United States, and their criticisms are coming into the office of this organization in Washington. It is our hope that a year hence we may have a new statement of principles to submit to you.

The Committee also believes that as part of its educational program we should have written brief articles on academic freedom to be sent to the state and local journals in order that we may undertake the educational campaign a little more vigorously in the future than we have in this past year.

The Committee has requested the Board of Trustees to give us one consultant in each state in order that we may have your best counsel in the reworking of the statement of principles.

Ours is the last great democracy where large freedom prevails. It is the earnest desire of our profession that this freedom shall be preserved. There is, we realize, always a danger that certain persons may hide under the cloak of academic freedom and disseminate propaganda in our public schools in behalf of doctrines that will not bear public scrutiny. Occasionally one finds an individual who takes advantage of academic freedom in a subtle way in an effort to undermine the fundamentals of democratic government.

The Committee must not and will not be a shield for Fifth Columnists in the United States of America! It must and will, however, do all in its power to safeguard every proper right of freedom of thought and freedom of teaching and learning in all the schools of America.

AFFILIATED ASSOCIATIONS¹

REUBEN T. SHAW, NORTHEAST HIGH SCHOOL, PHILADELPHIA, PA.,
CHAIRMAN

The purpose of the Committee on Affiliated Associations and Relationships is 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. The Committee agreed to limit its field of activity to a small number of states or

¹ Adopted by Representative Assembly, July 3, 1940.

general areas and to test out certain procedures. The following phases of our work received special attention:

1. *New affiliations*—The Committee cooperated with the Division of Affiliated Associations at headquarters in carrying out a campaign for new affiliations. The following table will show the progress made in affiliations during recent years:

	JUNE 1, 1938	JUNE 1, 1939	MAY 24, 1940
State associations	52	52	52
Local affiliated associations	634	830	1032
Grand total	686	882	1084
New affiliations from June 1, 1939 to May 24, 1940			210

2. *Higher education affiliations*—We found that the affiliation blank was not suitable for faculties of institutions of higher learning. A new blank has been prepared and we have secured the direct affiliation of a number of faculties. The chairman made contacts with representatives of the Association of American Colleges with the thought of building a closer relationship between that organization and the N.E.A. That association has appointed a committee to study the problem.

3. *Programs of activity*—The Committee urges that local and state associations give serious attention to the proposals advanced by President Hinrichs in the *Journal* series, "What Do You Know about the N.E.A.?" which has appeared during the current year. As suggested topics for discussions by faculties or at association meetings, we offer the following items:

- a. Resolutions adopted by N.E.A. and its departments
- b. Resolutions adopted by the state association
- c. Reports of executive secretaries of N.E.A. and state associations
- d. Purposes and achievements of one or more N.E.A. committees
- e. Purposes and achievements of one or more N.E.A. departments
- f. Convention address of president
- g. Responsibilities of affiliated associations to assist in carrying out the resolutions and purposes.

4. *All-inclusive membership card*—The Committee has urged and will continue to urge the use of this card. Forty states and two territories have approved its use and twelve thousand cards have been requested from headquarters for the purpose.

5. *Other items*—The Committee is working upon a program of action which will include the following:

- a. Short units for teacher-education courses
- b. An ultimate goal of professional organization conferences at every summer session
- c. Coordinating of local, state, and national committees
- d. Coordinating and strengthening the local, state, and national departments
- e. Coordinating and strengthening of public relations programs
- f. Adequate presentation of the N.E.A. at conventions and special conferences.
- g. Census of interests
- h. Graduated dues

- i. Regional conferences
- j. Regional vicepresidents.

6. *Five-year program*—In view of the fact that each member of the Committee has a limited amount of time for this work, and in view of the fact that continued pressure year after year loses its effectiveness, the Committee believes that intensive effort from the Committee should be worked out on a five-year program—eight states or more each year.

7. *Financial support*—The Committee requests an adequate appropriation to put this program into action.

AMERICAN LEGION COOPERATION¹

C. F. DIENST, STATE DEPARTMENT OF PUBLIC INSTRUCTION, LINCOLN,
NEBR., CHAIRMAN

The chairman presented a formal report to the Americanism Commission during the Legion convention in Chicago, setting forth the need for federal support for public education. The national convention of the American Legion adopted the following resolution submitted by representatives of the Americanism Commission on the Joint Committee:

Be it resolved, That the American Legion continue the present Cooperating Committee with the National Education Association; and

Be it further resolved, That we reaffirm our belief in federal aid to education for the equalizing of educational opportunities for all children of our nation, without federal control, but we express as our belief that from past and present observations the conditions of "federal control" in some measure will always be prevalent, unless the enacting legislation provides for such aid to be in the form of direct educational grants to states, and that supervision and expenditures of funds incorporated in such grants be solely under state and local control and we recommend to the national convention that the National Legislative Committee be instructed to support only this type of legislation.

In order to arrive at a working program under this resolution, a joint conference was held at the time of the meeting of the American Association of School Administrators in St. Louis, February 24-29. Howard A. Dawson explained the provisions of S. 1305. William D. Schwartz, chairman of the Education Sub-Committee, National Americanism Commission, agreed to consult with the national commander and John Thomas Taylor, who is the official representative of the American Legion in congressional affairs, relative to active support on the part of the American Legion for S. 1305 in its present form. To date, no report is available on the decision of Legion authorities.

The most gratifying result of efforts is improvement in the working relations of the Association and the American Legion. Agreements are:

1. Realization that Americanism rests in an adequate program of public education.
2. Federal aid to education is essential to "equalizing opportunity for all children of the nation."
3. Provision for federal aid must not include federal control of the schools.

¹ Adopted by Representative Assembly, July 3, 1940.

Common constituency of the National Education Association and the American Legion gives assurance to the fulfilment of obligation to the cause of citizenship. Approximately fifteen thousand members of the teaching profession are veterans of the World War. More than seven million of the thirty million children enrolled in the schools are children of service men. In these personal relationships is the unity of interest and purpose essential to cooperation for common welfare.

Citizens are aware of the challenge to the principles of the Declaration of Independence that exists in many lands today. Unfortunately, this same challenge finds sponsorship in America. The answer to this challenge is in the slogan of the original resolution of the American Legion, accepting the invitation to cooperation extended by the National Education Association, "Better Americans thru Better Schools."

Generous support for public education is traditional in the American way of life. Proper interpretation of the service and needs of the public schools is a continuing responsibility of the members of the teaching profession. Your Committee recommends, therefore, that the Representative Assembly authorize the appointment of a special committee to cooperate with the American Legion in terms of the policy on this subject adopted by the seventy-sixth annual convention in New York City and reaffirmed by the seventy-seventh annual convention in San Francisco.

AMERICAN LIBRARY ASSOCIATION—JOINT COMMITTEE WITH THE N. E. A. ON SCHOOL LIBRARIES¹

EDITH A. LATHROP, ASSOCIATE SPECIALIST IN SCHOOL LIBRARIES, UNITED STATES OFFICE OF EDUCATION, WASHINGTON, D. C., CHAIRMAN

The work of the National Education Association-American Library Association Joint Committee on School Libraries has been concerned with the following activities during the fiscal year 1939-40: (a) advisory and exhibit services; (b) preparation of leaflets; (c) program planning; and (d) stimulation of research studies.

(a) *Advisory and exhibit service*—At the St. Louis meeting of the A.A.S.A. the Committee carried on its usual advisory and exhibit service at the booth of the A.L.A. Similar services are being planned for the Milwaukee meeting of the N.E.A. under the direction of Irene M. Newman, supervisor of school libraries of the Wisconsin State Department of Education, who accepted the invitation of the Committee to be responsible for this service.

(b) *Leaflets*—In accordance with its custom, the Committee had a publication ready for free distribution at its exhibit and advisory service at St. Louis. The subject of this year's publication was *Book Selection and Purchase for School Libraries*, which was prepared by Oscar H. McPherson, one of its members, at the request of the Committee. A preliminary draft of the publication was submitted to leading educational and library experts for review and as far as possible the author embodied their

¹ Adopted by Representative Assembly, July 4, 1940.

criticisms in the draft of the publication which was distributed in mimeographed form at St. Louis.

Realizing that much time is needed for the preparation of these yearly leaflets and that our members are busy people, the Committee has made initial plans for its 1941 publications. Chloe C. Baldrige, Martha Parks, and C. W. Dickinson, Jr.—three members whose contacts are state-wide and largely with rural schools—have been invited to be responsible for a publication on book selection for teachers and administrators who are without the immediate help of book specialists. It is hoped that both of these book selection aids may be accepted for publication as leaflets by the A.L.A.

William Bristow, Jr., has accepted responsibility for preparing a publication on enriching the curriculum thru library services, which it is hoped may be published as one of the N.E.A.'s Personal Growth Leaflets.

(c) *Program planning*—One of the continuing activities of the Committee is to offer its services to departments of the N.E.A. in advising them relative to library speakers and topics in connection with the development of their programs. This year, upon the request of officials, the Committee has given advice of the kind named to the following departments: Classroom Teachers, Kindergarten and Primary Education, and Secondary Teachers.

(d) *Stimulation of research studies*—Stimulation of research studies in the field of school libraries has been an objective of the Committee since its beginning. The N.E.A. Research Division is now engaged in preparing a study on school and public library relationships. A preliminary report was made to the Committee in St. Louis and plans are under way for a meeting of the Committee in November 1940 for the purpose of discussing the completed study.

The Committee has asked the American Association of School Administrators to consider the possibilities of a yearbook on school library administration from the viewpoint of the superintendent of schools—town, city, county, and state.

AMERICAN TEACHERS ASSOCIATION¹

S. L. SMITH, DIRECTOR, PUBLIC RELATIONS, GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN., CHAIRMAN

A statement giving the activities of the Committee To Cooperate with the American Teachers Association for a period of thirteen years (1926 to 1939) is published in the 1939 *Proceedings* of the National Education Association (pages 876-77).

The Core Committee, composed of Mildred Babcock, Fannie C. Williams, N. C. Newbold, Garnet C. Wilkinson, and S. L. Smith, chairman, met in the headquarters of the National Education Association last October and made plans for continuing the five-point program outlined in the summarized report a year ago. It also added a Sub-Committee on Radio, com-

¹ Adopted by Representative Assembly, July 4, 1940.

posed of Mildred Babcock, chairman, Garnet C. Wilkinson, and Ambrose Caliver. The Committee expresses thanks to the N.E.A. staff, particularly to the secretary's office and to the Division of Rural Service, for help during the year.

The Advisory Committee met in the Hotel Statler in St. Louis, February 29, 1940, with twenty-five members present. Represented in the group were presidents and professors of some of the outstanding colleges, state departments of education, county and city superintendents, and other important organizations. H. C. Trenholm, executive secretary of the American Teachers Association, and the Core Committee of his association were present and offered valuable suggestions for further cooperation between the two national associations. The outlined program of our Core Committee was endorsed by the Advisory Committee. Howard A. Dawson was present and offered valuable suggestions. Mabel Carney and Leo M. Favrot made inspiring comments on the work of the Committee.

Brief encouraging progress reports of three sub-committees follow:

1. Moving Picture Project, Charles S. Johnson, Fisk University, *chairman*:

This sub-committee has been investigating the possible means of stimulating or otherwise having made available for wide distribution an educational film depicting Negro life and educational development. The General Education Board has recently made a grant of fifteen thousand dollars to the American Film Center to provide such a picture. It will include, in continuity, aspects of Negro life from rural backgrounds to the work of outstanding colleges and universities. There is an Advisory Committee for the picture which includes Channing H. Tobias of the national board of the Y. M. C. A.; Claude A. Barnett of the Associated Negro Press; F. D. Patterson, president of Tuskegee Institute; Rufus C. Clement, president of Atlanta University; and Charles S. Johnson of Fisk University.

2. The Treatment of the Negro in Textbooks, U. W. Leavell, Peabody College, *chairman*:

Studies of school textbooks which were made between 1930-35, and later, revealed that the history of the Negro in American life was either omitted, treated very briefly, or treated in a derogatory manner. Since the publication of such information, three trends are in evidence. First, in more recently published texts an increase in the amount of information on the contribution of the Negro in American culture may be found. Second, unwholesome implications have, to a large degree, disappeared from textbook material. Third, a number of texts dealing only with the Negro, using illustrations from Negro life, have appeared on the market for use as basal and supplementary texts in the fields of reading and social science.

3. The Radio Project, Mildred Babcock, Hunter College, New York City, *chairman*:

The Sub-Committee on Radio has had six meetings in New York City with representatives of various radio programs and has been in correspondence with others who are in a position to assist the Committee in its work. There has been an attempt to encourage Negro participation in radio programs where and when possible. This is one step in an effort to create better race relations and build a more democratic understanding of the contributions Negroes are making in the various fields of American culture. The Committee feels that in paving a way for such recognition it is assisting in developing a more wholesome democratic education for children as well as adults. The various broadcasting companies and other important agencies have shown a fine spirit of cooperation in this program.

APPRAISAL¹

ALBERT M. SHAW, SECONDARY-SCHOOL TEACHER, LOS ANGELES,
CALIFORNIA, CHAIRMAN

The purpose of the Appraisal Committee is to provide a channel whereby the delegates may criticize the convention program and offer constructive suggestions. In carrying out this purpose during convention week the Committee distributed a simple questionnaire. This year 351 completely filled blanks were collected for tabulation. A brief summary of the high points of the replies follows in the next paragraphs.

Who were the three best speakers?—Mr. Kaltenborn's name appeared on almost every list. Mr. Dykstra was mentioned on 2 in every 3 replies. Those mentioned by about 1 in every 4 were Edgar G. Doudna, Daniel L. March, and John W. Studebaker.

What eminent speaker should be invited for next year's meeting?—The replies to this question were widely scattered. About 1 in 25 suggested Mr. Kaltenborn and the President of the United States. Those mentioned by about 1 in 60 were Harry Emerson Fosdick, Mrs. F. D. Roosevelt, Dorothy Thompson, Allen A. Stockdale, Robert Sproul, Daniel L. Marsh, and Robert M. Hutchins.

What topics or issues discussed at this convention were most helpful?—The outstanding topic, mentioned by 1 in 6, was "The World Situation As It Affects Democracy." Tenure was listed by 1 in 8. Topics listed by about 1 in 10 were "Democracy and Education," national seminar on "Building Stronger Professional Organizations," "Training for Citizenship," and "World Affairs."

What good features of your state convention would be desirable for adoption at N.E.A. conventions?—About 1 in 25 mentioned two desirable features: (a) have only one outstanding speaker on each program, and (b) avoid conflicts between delegate assembly meetings and other sessions. One in 35 wanted more opportunity to participate in smaller and better discussion groups.

What specific feature or characteristic of the 1940 convention appealed to you as deserving increased attention or emphasis?—Only one feature, listed by 1 in 15 of the replies, was outstanding. This was the seminars. Other features mentioned by 1 in 35 were: panel discussions, music, and tenure meetings.

Was there any feature of this convention which you would consider unnecessary or undesirable?—One in 7 of the replies stated objection to long programs with two or three speakers; one speaker would be enough. About 1 in 10 expressed disapproval of the parliamentary procedure, for example, quibbling, poorly worded amendments. One in 20 believed that there is unnecessary overlapping of important assemblies, conferences, and banquets.

The Committee wishes to thank all delegates who took time during a busy convention week to fill out and return their questionnaires. Since the detailed tabulations of the replies will be of interest and help to the next

¹ Adopted by Representative Assembly, July 3, 1940.

president a copy has been filed with the executive secretary in Washington, D. C.

The members of the Appraisal Committee were Edith E. Armitage, Auburn, New York; Harold R. Benjamin, College Park, Md.; Lillian Broderick, Yonkers, N. Y.; Harry Clark, Knoxville, Tenn.; Daisy Lord, Waterbury, Conn.; Sarah T. Muir, Lincoln, Nebr.; Ona C. Raines, Tulsa, Okla.; and N. Elliot Willis, Winthrop, Mass.

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 the minutes of the Representative Assembly.

COOPERATIVES¹

HERBERT G. LULL, HEAD, DEPARTMENT OF EDUCATION, STATE TEACHERS
COLLEGE, EMPORIA, KANS., CHAIRMAN

The chief contribution of the Committee for the year has been the preparation of a bulletin on cooperatives. The first part of the bulletin is a basic study of consumer cooperatives as they develop in relation to consumer needs thru the application of democratic principles. The second part carries forward the suggested distribution of consumer and cooperative studies among the various high-school subjects made in the 1938 report. The spirit of the present report as well as that of 1938 is evolutionary—not revolutionary.

The first major part of the Committee's report is concerned with the following topics and problems: how consumer cooperatives provide democratic primary groups; a comparison of the organizations of cooperatives and corporations; the balance between consumption and production; the instability of the traditional industrial system together with a study of the stock market in terms of the general principles of its operations; how a consumer-owned business protects the consumer; the profit motive as an incentive for achievement and the value of the competitive system; producer-owned cooperatives in relation to consumers' needs; consumer cooperatives and the unemployed; the government and business in conflict and the function of the consumer cooperatives in this situation; how the state governments erect industrial walls, which amount to tariff walls between states, and the relation of consumer cooperatives to this problem; the problems of natural and human conservation from the point of view of consumer cooperatives; consumer and cooperative education; the ethics of cooperatives and competitive business; two theories on the goals of cooperation; the danger of a dominant institution in a society striving to become more demo-

¹ Adopted by Representative Assembly, July 3, 1940.

cratic; peace, war, and cooperatives; international trade and cooperatives; and finally the summary and conclusions of the study.

The report for 1938 of the Committee on Cooperatives of the National Education Association recommended that cooperatives be studied in their natural setting as an integral part of the social scene, and suggested that this could be done more effectively by allocating the various aspects of cooperatives to the existing high-school departments and subject fields than by setting up separate elective courses, or even prescribed courses, on cooperatives. The content and technics of the following subjects, for example, lend themselves particularly well to any thoro-going study of cooperatives: contemporary civilizations, American history, problems of American democracy, constructive English, general mathematics, chemistry, agriculture, and home economics. No doubt, also, such subjects as physics, practical arts, industrial arts, and modern foreign languages could be used effectively in some phases of the study of cooperatives.

In harmony with this point of view the Committee presents in the second section of its current report: six short units on canned goods in home economics, a unit on soaps in chemistry, a unit on advertising in English, and a unit on cooperatives as modified capitalism in contemporary civilizations. Then the report is appropriately concluded with a "Study Guide on Consumer Cooperatives" prepared by Maurice Wieting, Teachers College, Columbia University. It outlines something of the scope of cooperatives in the United States; suggests unit studies, curriculum sources, and problems for research; and finally sets up a brief but excellent bibliography.

CREDIT UNIONS ¹

JAMES E. MORAN, WILBY HIGH SCHOOL, WATERBURY, CONN., CHAIRMAN

The Committee on Credit Unions has made substantial progress toward several of its major objectives during the past year.

The Committee took full advantage of the promotional opportunity which the San Francisco convention afforded. The credit union booth at the convention was the focal point for furnishing data and expert advice to delegates. It afforded the Committee personal contact and firsthand information from teacher credit union leaders in every state. Our symposium held in conjunction with that of the group discussing cooperatives proved of value to both experienced delegates and those seeking information on how to organize. The Core Committee met and made plans for the current year.

It was decided to assemble and publish a compendium of information designed to meet the needs of individuals or groups interested in starting teacher credit unions. The Committee has accordingly prepared and now has available for distribution a booklet, *How To Organize Teacher Credit Unions*.

A plan to initiate a campaign of organization was formulated. Hitherto, a direct promotional effort of this kind would have been ineffective owing

¹ Adopted by Representative Assembly, July 4, 1940.

to the lack of a field force that could give the necessary assistance at organization meetings. This year, however, it was possible to secure the cooperation of the field staff of the Credit Union National Association, the organizers of the various state credit union leagues, and the field representatives of the Credit Union Section of the F. C. A., in a concerted effort to hold organization meetings of teacher groups. Letters were sent to all state and local teacher associations offering speakers and expert assistance if the groups wished to become informed about credit unions. As of May 1, upwards of twenty-five organization meetings had been scheduled.

The Committee noted a substantial increase in the number of state associations that have their own credit union committees and are actively encouraging organization on a statewide basis. Several other associations reported that they have made plans to begin such organization in the fall of 1940.

The Committee notes that well-written articles on teacher credit unions are appearing with increasing frequency in state teacher journals. Editors of state journals realize that there is a wealth of good material and able contributors among teacher credit unions in their own states and have wisely drawn on such local sources for articles. Members of both our Core and Advisory Committees have been active in such publicity work.

It is planned to continue our policy of operating a credit union booth at the convention. We will have better teacher credit union material in packet form for distribution. There will be available copies of last year's publication—the first composite statistical summary of federal- and state-chartered teacher credit unions—and this year's booklet, *How To Organize Teacher Credit Unions*.

In every state we find an increasing interest in and appreciation of the fine, unselfish, cooperative services that teacher credit unions are rendering. The experimental state in the development has passed and we are now witnessing something akin to a mass movement of teachers to pool their savings in solving their own credit problems.

Altho the movement had made great progress before the appointment of the Committee of the National Education Association, we can assume a modest share of the praise for helping matters along. Our experts and leaders in the credit union field have been able to give stimulus and direction to the development of teacher credit unions. With their help and the fine cooperation of the N.E.A. staff, teacher credit union services are rapidly being extended.

EDUCATIONAL POLICIES COMMISSION¹

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, 1940, must recognize at least seven important developments.

In August 1939 the Commission issued its report, *Federal Activities in Education*. This document contains a concise description of the administration, scope, and programs of various federal agencies which directly affect the conduct of education in local and state school systems. It is the only comprehensive picture of federal educational policy at the present time, including the changes brought about by the reorganization of government agencies under President Roosevelt.

In October 1939 the Educational Policies Commission met in special session to consider the impact of the war in Europe on American education. At the conclusion of this session it issued a brief pamphlet entitled *American Education and the War in Europe*. This statement has been adopted as a standard of policy by local boards of education in many parts of the country. It has been widely reprinted and circulated, reaching a total of over 300,000.

In January 1940 the White House Conference on Children in a Democracy met in Washington and adopted a series of general recommendations. The secretary of the Commission was a member of the Planning, Report, and Organizing Committees of the conference. The assistant secretary was granted a leave of absence to serve on the conference staff as consultant on education. Many recommendations of the Commission on educational matters were incorporated in the findings of the conference. This should make the reports and recommendations of the Commission much more widely effective, particularly outside of the educational profession.

In February 1940 the Commission presented a series of forums, exhibits, and other programs at the annual convention of the American Association of School Administrators. Among these activities was the educational revue, "On Our Way," based on the Commission's report, *The Purposes of Education in American Democracy*. The revue was enthusiastically received. It has been published and will be produced in many hundreds of American high schools within the next few months.

In March 1940 the Commission issued its report, *Education and Economic Well-Being in American Democracy*. This is the fourth in its series of major publications. It deals with the amount, kind, and distribution of education which will most effectively promote economic well-being. The position is taken that the improvement, extension, and equalization of educational opportunity is a measure in the interest of economic efficiency in this country, and that the resulting economic gains from such measures would more than pay their own way by increasing the incomes and economic effectiveness of the people of the United States.

In March 1940 the field work of the Commission's study of citizenship education in ninety secondary schools was completed. The report of the staff

¹ Adopted by Representative Assembly, July 3, 1940.

was presented at a meeting of the Educational Policies Commission at Atlantic City in May. The published report will be available sometime during the summer of 1940. The General Education Board has allotted the sum of \$6000 to the Educational Policies Commission in order that its study of civic education may be extended to include a group of CCC and NYA camps. This aspect of the civic education project will be completed in June.

In April 1940 the Commission presented evidence before the Temporary National Economic Committee on the economic effects of education in this country. Representatives of the Commission were able to show that certain measures for the extension of educational opportunity on an effectively free basis will greatly improve the economic efficiency of the American people. The evidence presented at this hearing is to be published and made generally available.

The period for which the Commission was originally financed expires on December 31, 1940. During the remainder of the year the Commission expects to publish its report on citizenship education, to complete and publish a report on the integrity of education in American democracy, and to issue a brief statement on educational relations with Latin America.

EQUAL OPPORTUNITY¹

MARY E. MORRIS, PRINCIPAL, GOVE JUNIOR HIGH SCHOOL, DENVER, COLO.,
CHAIRMAN

On October 13-14, 1939, three members of the Core Committee met in Washington: Helen Bradley, R. L. Hunt, and Mary E. Morris, chairman. The general purposes of the Committee were reformulated as follows:

1. To isolate and to describe discriminatory school practices based upon sex, residence, race, and similar factors
2. To indicate to the profession the possible harmful effects of discriminatory practices upon the learning opportunities of children
3. To enlist the interest of the public in eliminating discriminatory practices
4. To urge local and state groups to take steps designed to minimize prejudices, intolerance, and unfair biases in professional relationships.

In carrying forward the year's plans the Committee planned to utilize the following devices:

1. Small popularly written leaflets for distribution to individual teachers and to study groups
2. Illustrated booklets for circulation among the public
3. Articles on phases of equal opportunity in magazines of local and state teachers associations
4. Articles by laymen in magazines of national circulation
5. News stories based on local situations and feature articles in newspapers
6. Organization of committees on equal opportunity in local and state teachers associations
7. Holding of discussion meetings at both the winter and summer conventions of the National Education Association.

To carry forward these plans, an attempt has been made to organize committees in every state. In thirty-six states these committees have been

¹ Adopted by Representative Assembly, July 3, 1940.

active in studying and publicizing the objectives of the Committee on Equal Opportunity.

R. L. Hunt made a summary of the four pamphlets which the Equal Opportunity Committee had published in 1938 and 1939. These summaries were sent to all members of state committees and have been widely circulated by them.

Thru the courtesy of *Collier's* weekly, an editorial, "Married Teachers—Why Not?" was reprinted and over fifteen hundred copies circulated. Talks have been made at state associations, and radio programs have been given.

The Delta Kappa Gamma sorority has been active in helping state committees to publicize the findings of the Committee.

A number of problems have been presented to the Committee for investigation. Among these are the practice of paying married men teachers higher salaries because of their dependents but failing to take into account the dependency load of both single and married women teachers. Next year the Committee would like to continue its study by means of the newly organized state committees. To do so, however, will require increased financial resources sufficient to cover both investigational and publicity activities.

ETHICS¹

W. P. KING, SECRETARY, KENTUCKY EDUCATION ASSOCIATION, LOUISVILLE, KY., CHAIRMAN

The Core Committee met at the Washington offices, September 25-26, 1939. Members present were Kathora Remy, Autie Sanford, Ward G. Reeder, and W. P. King. H. Claude Hardy was unable to be present.

At this meeting plans were made to ask the cooperation of the state secretaries in getting information concerning the proposed study before the teachers of the country. To this end it was planned that articles be sent to state and national publications giving the history and background of the present Code of Ethics and soliciting suggestions from the readers.

As a result of the first suggestions assurances of cooperation came from the secretaries of forty-three states. About half of the state journals have published the articles supplied by the chairman. Other journals plan to carry these articles later.

Helpful and thoughtful suggestions have come from many interested persons. Thousands of copies of the present Code have been distributed thruout the country. Various members of the Core Committee have held local meetings. The Advisory Committee members have rendered valuable assistance.

An informal meeting of the Committee was held at the winter meeting in St. Louis. A number of interested persons attended. Thruout the year many communications have been received from all sections of the country. The interest of the profession in the matter of ethics has been made manifest in many ways.

¹ Adopted by Representative Assembly, July 3, 1940.

Your Committee expects to conclude its work as was originally intended and have its final report ready for the action of the Representative Assembly by June 1, 1941.

HEALTH PROBLEMS IN EDUCATION¹

CHARLES C. WILSON, DIRECTOR, HEALTH EDUCATION, HARTFORD HIGH SCHOOLS, HARTFORD, CONN., CHAIRMAN

Both the National Education Association and the American Medical Association are interested in and concerned with the health problems of children. Since the organization of the Joint Committee on Health Problems in Education twenty-nine years ago, there has been close cooperation between these two national groups.

For four successive years the Joint Committee has sponsored symposiums at annual meetings of the American Medical Association for the specific purpose of acquainting physicians with school health education activities and soliciting their help in solving school health problems. At the meeting held in May 1939 the topic, "School Health Problems," was discussed by a superintendent of schools, a school medical advisor, a practicing physician, and a physical educator. The fourth annual symposium, held in connection with the 1940 meeting of the American Medical Association, had the question, "What Shall We Teach?" as a basis for discussion.

In February 1940 the Joint Committee sponsored a symposium on "How Can Education Improve the Nation's Health?" in conjunction with the meetings of the American Association of School Administrators. We were quite fortunate to have this question discussed by A. J. Stoddard, chairman of the Educational Policies Commission; Commissioner J. W. Studebaker of the United States Office of Education; Dr. W. W. Bauer of the American Medical Association; and Dr. Walter Brown of Leland Stanford University. As this was our first program at a meeting of educators, we were particularly pleased to have the meeting well attended, and the audience so interested in the discussion that the meeting lasted considerably longer than anticipated.

In the future, the Joint Committee will minimize the publication of reports, leaving this field of endeavor to other divisions of our parent organizations. There are, however, several reports which have been under consideration for several years and which are now being brought to completion:

1. *Mental Hygiene in the Classroom or How Would You Help a Child Like This*—This report has been completed and recommended for publication. It was prepared with the cooperation of the National Committee for Mental Hygiene and the American Ortho-Psychiatric Association.

2. *The Nurse in the Schools*—This report has been completed, approved, and recommended for publication by the N.E.A. and A.M.A. It will be useful to school administrators and school counselors as well as school nurses and physicians.

3. *Health Education*—This volume was first published in 1924 and revised in 1930. A second revision has been in process for several years and will be available early next fall. Planned particularly for classroom teachers and teacher-training institutions, this report provides detailed, concrete information regarding purposes, methods, and subjectmatter for health education.

¹ Adopted by Representative Assembly, July 3, 1940.

4. *Suggested School Health Policies*—Last year the Joint Committee reported it had under consideration a statement of suggested school health policies. Since that time this report was referred to several different departments of the National Education Association and a number of sections of the American Medical Association. The policies report is being considered by eight different national professional committees or organizations and it is hoped all will give it approval. In tentative form, the report has been published in the May and June 1940 issues of the *Journal of Health and Physical Education* and in the April 27 and May 11, 1940, issues of the *Journal of the American Medical Association*.

Thru the various reports just mentioned, and thru symposiums at meetings of physicians and meetings of educators, the Joint Committee on Health Problems in Education fosters a united attack by educators and physicians on health problems in education.

INDIVIDUAL GUIDANCE¹

HERBERT R. STOLZ, ASSISTANT SUPERINTENDENT OF SCHOOLS, OAKLAND, CALIF., CHAIRMAN

During the current year there has been no formal meeting of the Core Committee on Individual Guidance. The chairman has corresponded with a considerable number of the members of the Advisory Committee and plans have been formulated for a meeting at Milwaukee in connection with the national convention of the Association.

Thru the cooperation of the executive secretary and the editor of the *Journal*, leaflets summarizing the articles on individual guidance which were published in the *Journal* last year have been widely distributed and have been well received.

The Core Committee is at present considering plans for a second series of short articles for the *Journal* in which those who are doing outstanding work in some aspect of individual guidance will describe how they do it. This plan will be submitted for discussion by the Advisory Committee members who are present at the Milwaukee meeting and will then be presented to the editor of the *Journal*.

INDUCTION INTO CITIZENSHIP²

HUGH S. BONAR, SUPERINTENDENT OF SCHOOLS, MANITOWOC, WIS., CHAIRMAN

What of the challenges to democratic institutions and processes? Again and again this question has been asked by thoughtful citizens in recent years. There have been many answers—some by demagogues, some by economic saboteurs, and some by enlightened statesmen.

One answered, "Democracy can be saved only by its voters." "More than two million new voters are knocking at the voting booth doors every year," said another. "During the past critical decade this total of twenty million new voters held the key to the maintenance of our form of government," said another. The decade just ahead will give us another twenty

¹ Adopted by Representative Assembly, July 3, 1940. See page 783 for supplemental remarks by the chairman in presenting this report.

² Adopted by Representative Assembly, July 3, 1940.

million new voters—forty million new voters in two decades. What are we doing to help make these forty million ballots count for democracy?

A group of citizens, led by school executives in Manitowoc County, Wisconsin, organized a program of preparation and recognition for young men and women arriving at the age of twenty-one during the year preceding the third Sunday in May 1939, in an attempt to help make Manitowoc County's new voters count for democracy.

The press, the radio, the newsreels, and the pulpit seized upon this demonstration of a practical means of strengthening democratic institutions and processes, saying that at long last an aroused citizenry had gone into action on democracy's most important line of defense, that being held by the new voter recruits.

Reuben T. Shaw, president of the National Education Association, asked for an exhibit and report of the project at the San Francisco convention, and as a result the Committee on Induction into Citizenship was authorized and appointed.

The Committee decided to ask the special session of Congress to pass a joint resolution endorsing the movement and authorizing the President of the United States to annually proclaim the third Sunday in May as Citizenship Recognition Day. This joint resolution has been passed and signed by the President of the United States.

The Committee asked each state education association to appoint a co-operating committee to work for the development of the program, including legislation to place the program under the supervision of school authorities in each state. Cooperating committees have been appointed in fifteen states. Many additional states are not waiting for statewide organizing committees. Individual communities are taking the initiative to proceed with the development of the program. Hundreds of these independent community programs have been reported to date.

Materials have been prepared by the Committee to guide local communities as they plan these new voter preparation and recognition programs. These materials have been widely distributed and are available at N.E.A. headquarters.

The United States Immigration and Naturalization Service and the American Legion worked for the adoption of the joint resolution by Congress. Both of these agencies have enthusiastically cooperated thru their state and local representatives in developing the 1940 programs. Naturalized aliens are to be included with the native new voters in both the preparation and recognition phases of the total program.

Joy Elmer Morgan, of the N.E.A. *Journal*, has given much help as headquarters representative. A four-page feature in the December *Journal* presented the plans of the Committee. Several Personal Growth Leaflets, including No. 100, "New Voter Preparation and Recognition," and No. 96, "The Challenge of the Hard Road," have been widely distributed. He has recommended the preparation of an *American Citizen's Handbook* to be placed in the hands of every native new voter and naturalized alien. The compilation of materials for this handbook will be begun this summer.

Instructional materials to be used in the preparation phase of the program must be developed for each state and individual community because of the differences of governmental organization and functions. Legislation must be secured in each state to maintain the educational values of this program by placing it under the auspices of school authorities. If these services are to be successfully undertaken during the next year, liberal appropriations must be made by the Association.

The pronouncements of the American Youth Commission, the federal emergency agencies dealing with youth, the United States Office of Education, and the countless organizations interested in maintaining and strengthening liberty and justice under law, show a unanimity of agreement in indicating that any real strengthening or weakening of democratic institutions and processes will depend upon the extent of intelligent participation of our young citizens in solving democracy's problems. Two million annual new voters should receive the preparation and recognition their important role deserves.

INTERNATIONAL RELATIONS¹

BEN M. CHERRINGTON, CHIEF, DIVISION OF CULTURAL RELATIONS, UNITED STATES DEPARTMENT OF STATE, WASHINGTON, D. C., CHAIRMAN

The Committee has continued the policies so well established during recent years under the leadership of Annie C. Woodward. During the summer convention in San Francisco in 1939 the importance of education in international understanding was a common note in many sections of the program—its most arresting expressions perhaps being the memorable address by Herbert E. Bolton of the University of California at the World Fellowship Dinner.

In the December meeting of the Core Committee—consisting of Rachel Evans Anderson, Grace Koerner, Helen R. Messenger, Annie Woodward, and Ben M. Cherrington, chairman—it was decided to give special emphasis to inter-American relations during the current year. Reports from many individuals on the Committee, which consists of 142 members representing all states in the nation, indicate that attention was given to Pan American affairs on a scale without precedent. Hundreds of schools and colleges, large and small, thruout the nation conducted programs in this field, most of which were climaxed by special exercises on April 14, 1940, in recognition of the fiftieth anniversary of the founding of the Pan American Union.

A meeting of the Committee was held during the St. Louis convention in February 1940 under the chairmanship of Miss Woodward.

The innovation of a news letter covering developments and events of interest in international education has met with favorable response.

During the year the Research Division has made a study of programs of world citizenship in secondary schools. It is expected that this case study of effective methods of education in international understanding will be

¹ Adopted by Representative Assembly, July 4, 1940.

available in pamphlet form at the time of the annual N.E.A. convention in Milwaukee; copies may be secured at the convention registration desk or from headquarters in Washington. It will be recalled that last year the Committee, in cooperation with the Research Division, published a handbook of organizations interested in peace and international goodwill. The descriptive and pictorial booklet on education in the United States, published in Spanish and Portuguese editions in cooperation with the U. S. Office of Education, has elicited expressions of appreciation from many educators in the other American republics where it has been distributed, and suggests the mutual benefit to be derived from the exchange of literature of this type.

There is widespread demand for literature and other material in the broad field of the Western Hemisphere and the Committee is investigating the matter of coordination of existing sources of supply and the possible need for additional ones.

It will be seen from the program of the Milwaukee convention that the challenge of international affairs to educators is not being overlooked. Attention is especially drawn to the meeting of the Committee on Wednesday afternoon, July 3, which is open to all delegates, and likewise the World Fellowship Dinner the same evening.

In the light of the tragic world situation no argument is required to point out the imperative need for better international understanding on the part of both teachers and students.

LEGISLATIVE COMMISSION¹

SIDNEY B. HALL, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION,
RICHMOND, VA., CHAIRMAN

The Legislative Commission has continued its work in behalf of federal aid for education as embodied in S. 1305, known as the Harrison-Thomas bill, based on the recommendations of the President's Advisory Committee on Education. A complete report of the work of the Commission, an analysis of the proposed legislation, and an analysis of the problems and issues involved have been set forth in the last three annual reports of the Commission. It is not deemed necessary to repeat the contents of those reports here.

The status of S. 1305 in Congress is the same as it was a year ago. It is pending on the Senate calendar and in the House Committee on Education. The chief difficulty has been that the chairman of the House Committee on Education, William H. Larrabee, has steadfastly refused to convene his committee for the purpose of holding a hearing on the federal aid bill. It has been evident for some time that no action on the bill could be obtained from the House Committee on Education.

Recent steps in the campaign for the enactment of federal aid legislation can be briefly summarized as follows:

In June 1938, the President in an address to the National Education Association strongly emphasized the need for federal aid for education along the lines recommended by his Advisory Committee.

¹ Adopted by Representative Assembly, July 3, 1940.

In 1939 the bill was introduced in the Senate by Senator Harrison of Mississippi and Senator Thomas of Utah and is known as S. 1305. Hearings were held before the Senate Committee on Education and Labor which reported it favorably to the Senate.

A similar bill was introduced in the House by Congressman Larrabee, chairman of the House Committee on Education. Mr. Larrabee had previously promised to have his committee take action on the bill in 1939. Without making any explanation, he has not so much as convened a meeting of his committee.

In view of the inability of the friends of the bill to get the President to take positive action in its behalf, and in view of the impossible situation in the House Committee, the friends of the bill in the Senate concluded that it would be only a futile gesture to pass the bill in the Senate at this time.

The White House Conference on Children in a Democracy convened in Washington in January 1940 unanimously arrived at the conclusion: "The educational opportunity of children in economically less fortunate areas can be brought up to the desired level of opportunity only by federal financial assistance to the states, so rendered as to reduce educational inequalities."

In an address on April 15, 1940, in Chattanooga, Tennessee, Mrs. Roosevelt in speaking of equalizing educational opportunity said: ". . . and there is only one way, and that is thru federal aid to the states, leaving, of course, the control of education in the states themselves."

The Executive Committee of the Legislative Commission is of the opinion that there has been a continuous increase in the public support of federal aid for education and that today there is probably more interest in this subject than at any time in the past.

The Executive Committee of the Legislative Commission held a meeting in Washington on February 10, 1940, to consider the status of pending federal aid legislation. The Committee issued a statement entitled "Pending Legislation for Federal Aid for Education," which was read to the American Association of School Administrators in session in St. Louis, February 26, 1940. This statement was printed in full in the March 1940 issue of the *Journal of the N. E. A.*

The Legislative Commission in cooperation with the N. E. A. Committee on Induction into Citizenship has secured the enactment by Congress of the joint resolution authorizing the President of the United States to proclaim the third Sunday in May of each year as "Citizenship Day" for the recognition, observance, and commemoration of the induction into citizenship of persons attaining the age of twenty-one years or of those naturalized. The Legislative Commission is of the opinion that school leaders thruout the nation should avail themselves of the opportunity to conduct appropriate ceremonies for this important event.

The Legislative Commission has also been active in its support of the Brown amendment to the Hatch bill proposing to restrict the political activities of state and local employees paid in whole or in part from federal funds. The Brown amendment would exempt teachers and educational officials from the provisions of the act. Altho the Legislative Commission

believes that it should be unlawful for federal officials to exert undue influence on the beneficiaries of federal funds in elections and that it should be unlawful to utilize federal aid for political purposes, it is of the opinion that the Hatch act without the Brown amendment would result in undesirable restriction on the civil and political liberties of teachers. At the time of writing this report the Hatch act is still before the House Judiciary Committee.

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:

1939 State Legislative Progress of Teacher Retirement (to November 1, 1939), November 1939; Revised December 1, 1939

Tenure Legislation—1939, December 1939

The School Teacher's Day in Court, January 1940

A Decade of Court Decisions on Teacher Retirement, February 1940

Court Decisions on Teacher Tenure Reported in 1939, April 1940

Workmen's Compensation Provisions for Public School Employees, May 1940.

The Executive Committee of the Legislative Commission respectfully submits the following recommendations to the Representative Assembly of the N.E.A.:

1. That the Legislative Commission be instructed to continue its active support of Senate bill 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 state and local education associations and lay organizations to continue an active campaign in behalf of federal aid for education and utilize every legitimate means to see that candidates for the House of Representatives and the Senate of the United States be fully informed concerning the needs for federal aid for education and the merits of the pending bill.

NATIONAL CONGRESS OF PARENTS AND TEACHERS ¹

MRS. WILLIAM KLETZER, PRESIDENT, NATIONAL CONGRESS OF PARENTS AND TEACHERS, PORTLAND, ORE., CHAIRMAN

During the year 1939-40 the Joint Committee of the National Education Association and the National Congress of Parents and Teachers held two meetings—one at the N.E.A. convention in San Francisco; the other at the meeting of the American Association of School Administrators in St. Louis.

The function of the Committee was discussed and the advisability of continuing this type of cooperation was considered. Basing its deliberations

¹ Adopted by Representative Assembly, July 4, 1940. See page 800 for supplemental remarks in presenting this report.

on the following statements—education is in need of a well-conceived program of public relations, and progress in education is safe only as it carries with it public understanding and support—the Committee agreed that the cooperative efforts of the two groups should be continued in order to achieve outgrowing objectives.

It has been demonstrated that there is need for working out a plan by which the personnel of the Committee might have some continuity, and also that the members might be brought together with minimum cost to the two organizations. This will be an item on the next agenda.

As a basis for a working program the following recommendations were submitted and approved:

1. That the emphasis be placed upon the interpretation and use by both organizations of the findings of the Educational Policies Commission, especially as presented in the *National Parent-Teacher* in a series of articles which covered the objectives of "Civic Responsibility in American Democracy." A new series based upon democratic principles and procedures as they are being carried out in the public school today will be initiated in the August-September 1940 issue.

2. That both organizations continue to promote the distribution and use in schools, educational institutions, and parent-teacher associations of the book *Schools for Democracy*. A demonstration of such distribution is given at this meeting where eight hundred copies of the book are being distributed at the banquet of the Department of Classroom Teachers. Altho this book is a publication of the National Congress of Parents and Teachers, the preparation and assembling of the material in the book was a joint undertaking. It is significant that in this time of stress and concern for the concept of democracy a lay organization with 2,500,000 members is presenting such a book. The third edition is now being printed.

3. That as far as possible identification of common interest and understanding between the two organizations be developed, particularly thru the larger use of participation at professional and parent-teacher association meetings. This involves the actual presence of the leaders of both groups to translate and interpret the program for which both groups are organized.

This report is respectfully submitted for your consideration.

NATIONAL COUNCIL ON TEACHER RETIREMENT¹

LOUIS TAYLOR, SECRETARY, NEW YORK CITY TEACHERS RETIREMENT
SYSTEM, NEW YORK, N. Y., CHAIRMAN

The National Council on Teacher Retirement continues to promote teacher retirement by assisting in solving problems which confront state and city retirement systems and also by assisting state and city groups which are endeavoring to obtain and to improve retirement legislation.

The most recent meeting of the Council, held in St. Louis on February 26-27, 1940, was attended by an enthusiastic group representing retirement interests in all parts of the country. The agenda of this meeting included timely papers on problems affecting retirement systems, one paper in particular dealing with fund investment which is at present one of the most critical problems of all of the systems. The matter of teacher participation in the federal social security benefits in states having no retirement systems

¹ Adopted by Representative Assembly, July 3, 1940. See page 788 for chairman's remarks in presenting this report and page 789 for a resolution passed empowering the appointment of a committee to assist in securing retirement legislation in states where no such legislation now exists.

was discussed and referred to the Legislative Committee of the Council. The new federal income tax on allowances paid by the different systems to retired teachers was a live topic for discussion and was also referred to the Legislative Committee for study.

The National Council is made up of the officers of retirement systems and twenty-five persons chosen by the N.E.A. president from the general membership of the Association. It is interested in seeing sound teacher retirement systems established thruout the United States. In fostering this idea, the Council, thru its Publications Committee and in cooperation with the Research Division of the National Education Association, has published statistical data and monographs useful to retirement systems and groups interested in establishing sound retirement systems.

NECROLOGY

H. A. WISE, SOUTHEAST MISSOURI STATE TEACHERS COLLEGE, SPRINGFIELD, MO., CHAIRMAN

The members of the National Education Association who have passed away during the past year are listed here as far as information is available.

ALABAMA

Brown, Charles A.
Jayne, Mrs. Linda Harwell
Kennedy, Mrs. Amelia
Kornegay, Claude
MacKenzie, Merrie Lois
Randlette, Fan
Simms, Mark William

ALASKA

Barlow, Amy
Trueblood, Howard

ARIZONA

Clark, J. E.
Grube, Mrs. Ona E.

ARKANSAS

Bullington, J. R.
Matthew, E. B.
Riggin, D. M.

CALIFORNIA

Darsie, Marvin L.
Imel, John G.
Miller, Elmer I.
Nearpass, Homer L.
Nelson, Charles A.
Sturgeon, Ruth Bennett

COLORADO

Hall, Nancy B.
Schenck, Loretta
Strang, Laura P.

CONNECTICUT

Butterfield, Ernest
Goodhue, E. Kathleen

DISTRICT OF COLUMBIA

Burns, Mrs. Lena

HAWAII

Ho, Wo Sing
Mahikoa, Mrs. Mabel Naone
Nahiwa, Thomas K.
Rickard, Mrs. Edith Westley
Sabin, Mrs. Cora E.
Saito, Mrs. Grace T.
Tom, Mrs. Elizabeth P.

IDAHO

Evans, Martha Evalyn
Fahrney, Florence
Johnson, James
Moffatt, June

ILLINOIS

Christy, Jessie
Dickison, Lena
LaRowe, Eugene
McDaniel, M. R.
Puckett, Roswell C.

INDIANA

Callon, Nellie
Doyle, Hazel
Doty, Helen J.
Pottenger, Grace
Robinson, Eva
Stroebel, L. A.

IOWA

Ballard, Eva
Johnson, Mary J.
Johnstone, Harrison C.
Litz, Helen

LOUISIANA

Alford, Mrs. Elizabeth
Babin, J. A.
Brumfield, Victor L.
Cook, Leonard
Hamilton, F. M.
Pittman, C. C.
Sally, L. E.
Schneidau, Mrs. Olivia W.
Weston, Howard
Wise, J. B.

MAINE

Miner, William F.

MARYLAND

Harley, Agnes B.
Rodrick, Margaret G.
Yonkers, Bernard O.

MICHIGAN

Carroll, Mae B.
Clinton, Teresa C.
Grant, Pearl
McLaren, Bertha M.
O'Kesson, Oscar Edward
Palmer, Effie
Porter, Mary Jane
Rich, Lester H.
Shattuck, Alice B.
Spear, Orra M.
York, Edna M.

MINNESOTA

Binet, Lucy M.
McMillen, Joy

MISSISSIPPI

Behnke, Blossom
Hathorn, Sam B.

MISSOURI

Carville, Ella
Culkin, Mary A.
Ferrier, Jennie G.
Gordon, Hattie H.
Hebberger, Fred W.
Judge, Hazel Adele
Kennedy, Eugenia H.
Levy, Hildah
Parker, Alice E.
Toussaint, Emma

MONTANA

Boehme, Ione M.
Caldwell, Margaret
Clark, Robert
Leaming, Mary

NEBRASKA	Reeve, Edna Simon, Margaret Sherck, John E. Weaver, L. L. Lima Weber, William F.	TEXAS
Anderson, Mabel Doremus, J. A. Howie, Ethel Lee Olson, Mrs. Gertrude Smith, Mrs. Elsie Montgomery	OKLAHOMA	Hodge, Helen Morrison, Mary
NEW HAMPSHIRE	White, Mrs. Lola	UTAH
Butterfield, Ernest W.	OREGON	Robinson, Lydia Skinner, Joseph F. Thornley, Melba M.
NEW JERSEY	Gray, Eloise	VERMONT
Bock, Mrs. Blanche S. Ferris, Ruth Gray Hoffer, Elsie F. Kane, Ellen T. Keller, Mrs. Rosaline Houser Miller, Harvey S. Miller, Henry P. Sissler, Mrs. Pearl Solliday, Ida M. Walling, Edna J.	PENNSYLVANIA	Hagar, Marguerite W. Hamilton, Ernest A. Sheldon, Kenneth J.
NEW YORK	Ammarell, Harry E. Bechtel, John C. Blythe, John Boyer, Martha Edith Clemens, Mary E. Clothier, Lidie V. Gilmore, A. S. High, F. Gladys Hite, Rebecca Moore, George O. Shields, Catharine L. Strickler, Christian P. Van Dyke, Mrs. Luella C.	VIRGINIA
Walsh, Elizabeth	RHODE ISLAND	Eason, Thomas D. Hardy, Edmonia V.
OHIO	Keyes, Charles H. McCoy, Omar Roscoe	WASHINGTON
Barwick, Emma A. Ball, Emily Benadum, Frank G. Cox, Helena Crampton, Ruby Dewitt, Ada M. Gaver, Carrie Henne, Harriette Wiletta MacMahan, Ruby L. Miller, Edwin F. Martin, Forest H. McBane, Janet Metzger, A. C. D. Morrall, India Aileen Pendleton, Virginia Reed, Rodney R.	SOUTH CAROLINA	Dieckhoff, Lulu Dornblut, Julius Hanson, O. M. Hurley, Coila Keniston, Florence Lunzer, Stephana Miller, Ethel Palmer, J. Lee Perkin, E. E. Stubb, Sylvia Tierney, Hannah Uhl, W. L.
	TENNESSEE	WISCONSIN
	Brister, J. W. Cochran, Bessie Criswell, Bessie Ragsdale, S. L.	Hollister, Aimee C. Keller, Mellissa Koch, Emil H.
		WYOMING
		Maxwell, C. R.

RESOLUTIONS¹

HELEN BRADLEY, PRINCIPAL, GUILFORD SCHOOL, CINCINNATI, OHIO,
CHAIRMAN

1. *The present emergency*—The National Education Association suggests these fundamental considerations which should guide the profession in the present emergency:

A. The National Education Association points out that peace is the normal status among nations and that educational systems should continue to promote the ideal of peace among men. At the same time, the Association strongly advocates such preparedness as will make the United States fully able to defend itself.

B. Since education is essential to the maintenance of democracy, the National Education Association insists that the defense needs of the country can and must be met without injuring youth by interrupting normal and necessary educational services. The ultimate line of national defense is to be found in the loyalty, intelligence, health, technical skill, self-discipline, and character of the citizens, and not in the regimentation of youth characteristic of totalitarian systems.

C. The Association strongly condemns subversive propaganda which seeks to undermine our democratic ideals. Schools should continue to turn the searchlight of truth on alien ideologies so that Americans may know wherein democracy is

¹ Adopted by Representative Assembly, July 4, 1940.

superior. This same search for truth will enable us to locate weaknesses in, and to strengthen our democracy.

D. The Association advocates the full protection of the liberties guaranteed to all citizens by the Bill of Rights, at the same time recognizing the principle that liberties are preserved only by the acceptance of accompanying responsibilities. Democracy cannot be successfully defended if these essential elements are abandoned.

E. The Association urges all teachers to redouble their efforts to develop in every youth an active, intelligent, and profound loyalty to American ideals.

2. *Inter-American friendship*—The National Education Association rejoices over the increasing understanding and cooperation among the peoples of the Americas. It urges the continuation and expansion of all programs of action which will promote inter-American friendship. It especially urges that the elementary and secondary schools do all they can to foster this spirit.

3. *Recognition Day ceremonies*—The National Education Association commends the growing practice of conducting recognition ceremonies for new voters and newly naturalized citizens and thanks the many organizations that have joined in the promotion of this important civic movement.

4. *Education in use of leisure*—The National Education Association recommends that every school system give more attention to training in purposeful leisure-time activities, such as music, art, handicrafts, dramatics, athletics, and especially those activities which can be carried over into adult life.

5. *Offensive literature*—The National Education Association condemns the display, sale, and circulation of indecent literature and urges campaigns for the removal of such literature from public news-stands, book racks, and libraries.

6. *Employment of local teachers*—The National Education Association deplores the pressure during times of national depressions to force school-boards to use only local teachers. Schools exist to promote the best interests of children, and therefore teachers should be selected according to merit and not according to place of residence.

7. *Federal educational activities*—The National Education Association urges that in the reorganization of federal departments all educational activities promoted and financed by the federal government be administered thru the United States Office of Education and the constituted public school authorities of the several states and territories.

8. *Institutes of Professional Relations*—The National Education Association continues its endorsement of Institutes of Professional Relations for the training of educators in the following professional relationships: (a) teacher-student, (b) teacher-profession, and (c) teacher-public.

9. *Public relations*—The National Education Association commends those state teacher associations and cities which have established public relation departments and recommends that such departments be created by other school systems and teacher associations to interpret to the public the needs and accomplishments of the schools and thereby protect the schools from attacks by reactionary forces.

10. *Exhibits of professional publications*—In order to emphasize the solidarity of state and national education associations, this Association

recommends that a permanent exhibit of publications of both organizations be provided for public observation in: (a) public libraries and libraries of teacher-training institutions; and (b) offices of local school districts, state departments of education, and headquarters of affiliated associations.

11. *Equal opportunity for women*—The National Education Association recommends that the Executive Committee arrange for the preparation of a survey of the legal status of women, with the view of outlining the future activities of the Association in the area of equal rights for men and women.

12. *Appreciation*—The National Education Association expresses its appreciation to the citizens of Milwaukee, and to all others who have contributed to the success of the seventy-eighth annual convention. The members in attendance join wholeheartedly in this expression of thanks for the hospitality and courtesy extended to them on this occasion.

Platform of the National Education Association

(Additions to the Platform as set forth in 1939 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, *social*, and physical health, and in the attitudes, knowledge, *habits*, 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, *social*, 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] *toward the continuous* 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.]

- C. *Appropriate instruction in health which will help the child to understand the scientific basis of health and to develop health habits. This will include scientific instruction regarding the effects of alcohol and narcotics upon the human body and upon society.*
- D. *Health services that will strengthen the effectiveness of individuals as citizens. 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.*
- E. *Amendment of the Constitution of the United States to provide for the prohibition of child labor.*
- F. 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.
- G. Systematic programs of vocational and educational guidance, vocational placement, and follow-up, in charge of competent persons especially equipped for the work.
- H. 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] *prepared* for the service which they are to perform. Their [preparation] *education* should be rich in cultural, professional, and subject-matter 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. *Teachers should observe the principles of conduct set forth in the Code of Ethics adopted by the National Education Association [should be observed].* (See the March 1935, Journal, p. 90.)
 - 3. Teachers should have membership in local, state, and national education associations.
- C. Teachers who are [guaranteed the] *protected in their* 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 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 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 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, 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 training in the use of leisure-time activities.

IV. [Administration] *Organization*

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 *and* 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, *and with provision for adult education.*

- 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] *Exceptional children, whether gifted or handicapped*, should receive instruction, guidance, and special care in accordance with their respective needs.
 - c. Every state should provide a complete program of vocational education for youths and adults.
 - (1) Classes should be organized and maintained as integral parts of local school systems.
 - (2) Part-time and evening classes should be provided when necessary.
 3. Every state should provide for the training of teachers and should establish standards of qualification.
- C. The local district should organize and administer its school system in conformity with the standards set by the state.
1. [The] Local, district, and state boards of control should be chosen on a nonpartisan 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.
 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. Lay boards should be guided by the recommendations of professional educators.
 4. School budgets should be prepared by the school superintendent and his staff and approved by the board of education.
 5. The selection and promotion of teachers should be on a professional basis.
 - a. Teachers of equivalent training and experience should receive equal pay, regardless of sex or grade taught.
 - b. Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

V. Finance

[A complete program of education requires liberal support from public revenues.] *Combined liberal support from national, state, and local sources is necessary to provide a complete program of adequate educational opportunities in all sections of the various states.* In order to make this program possible *with maximum effectiveness* the Association advocates:

- A. A coordination of the taxing policies of [local, state, and national] *national, state, and local* 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.]
- B. *The federal government should give financial assistance to the states and territories for the support of education.*
 1. 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.
 2. Special federal funds should be made available without federal dictation to prevent the interruption of education in areas devastated by widespread disasters.
 3. *Until Congress establishes a Department of Education, funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.*
- C. *Each state should provide for the support from public funds of a complete system of free schools.*

- D. Each unit of government should be free from measures designed to place a constitutional limit on taxation within the various states.*
- E. Boards of education should have financial autonomy in order to fulfil their responsibilities.*
- F. [B.] Research in public finance [to] should discover and disseminate facts concerning the best sources for revenues and their efficient expenditure.*
- G. A continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools and regarding the principles of taxation should be carried on within the various states.*

VI. [Relationships] *Public Relations*

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.

RESOURCES AND EDUCATION¹

PAUL R. HANNA, ASSOCIATE PROFESSOR OF EDUCATION, STANFORD UNIVERSITY, CALIF., CHAIRMAN

The Commission on Resources and Education was created during the fall of 1939 by the cooperative action of the Executive Committee of the National Education Association and the board of directors of the Progressive Education Association. The eight original members of the Commission included the executive secretaries of the two associations and three representatives from each association. To this original Commission has been added a representative from the United States Office of Education and one member at large. The personnel of the Commission is as follows: Willard E. Givens, executive secretary of the National Education Association; Fred Redefer, executive secretary of the Progressive Education Association; John W. Studebaker, United States Commissioner of Education; C. L. Cushman, American Council on Education; Harold Hand, University of Maryland; Paul R. Hanna, Stanford University (chairman of the Commission); Lewis Mumford, author; Howard Odum, University of North

¹ Adopted by Representative Assembly, July 4, 1940.

Carolina; Ruth West, Spokane public schools; and Ray Lyman Wilbur, Stanford University.

The Commission seeks to encourage education for the wise utilization of natural and human resources. During the past decade we in America have become acutely aware of the vast depletion and wastage of soil, forests, minerals, wild life, and other of our basic material resources. We are equally aware that we are not putting to the best use our tremendously efficient and creative human resources. The Commission is specifically interested in studying the role of the schools and colleges in developing an enlightened public opinion which is essential in our democracy to the wiser utilization of these resources.

The Commission was granted a sum of money by the General Education Board for the purpose of organizing its work and for initiating certain of its projects. During the summer of 1940 the Commission is assisting two regions to organize workshops at which teachers may work with resources experts and educational leaders in surveying the status of our resources and in examining the role that education may play. In the southeast region the Commission on Resources and Education is cooperating with the Southern Association of Colleges and Secondary Schools, Committee on Curriculum, to provide such workshop opportunities as seem appropriate to the needs of southern schools. In the Pacific northwest region the Commission on Resources and Education is cooperating with the Northwest Regional Council in establishing five-week workshops at Reed College and the University of Washington on the problems of utilizing natural and human resources in the Northwest. Out of the experiences of the workshops in these two regions the Commission on Resources and Education will derive a long-term program for assisting educators in other regions to become familiar with their own resources.

During the past winter several regional conferences have been held for the purpose of bringing together resources experts and planners and school and college teachers. Conferences have been held in the Pacific northwest region, the Pacific southwest region, the middle states region, and the Rocky Mountain region. The national conferences of both the Progressive Education Association and the National Education Association have given over general sessions to the problems of educating for the wiser utilization of resources.

It is yet too early to say just how the work of the Commission will be directed, organized, and financed. However, the response from both educators and laymen to date stirs the imagination. The Commission envisages a profession of a million educational workers sensitive to the role of the school in a democracy, aware of the inventory of our earth's storehouse and of the human resources for shaping and utilizing our physical and biotic resources, cognizant of the part that balance thru planning would play in achieving an improvement of our culture, and determined that the learning experiences of school children and college youth shall expose the oncoming generation to the facts and create in them the attitudes, concepts, and skills essential to the task ahead.

SALARIES¹

WILLARD S. ELSBREE, PROFESSOR OF EDUCATION, TEACHERS COLLEGE,
COLUMBIA UNIVERSITY, NEW YORK, N. Y., CHAIRMAN

The Committee on Salaries has completed its study of problems and principles in the scheduling of teachers' salaries. A report covering the topics discussed by the Committee has been prepared for publication at the Milwaukee meeting. This bulletin is designed to serve as a handbook for use by salary-study committees and others interested in the problem of teachers' salaries. It is organized around the most important issues in salary scheduling and attempts to state in concise form both the basic principles underlying the establishment of salary schedules and the evidence and arguments in support of the specific procedures recommended. The following principles are discussed:

1. The construction of teachers' salary schedules and the formulation of salary policies should be undertaken jointly by classroom teachers, school administrators, schoolboard members, and interested laymen.
2. The basic salary classification of teachers in public school systems should be determined by professional and academic qualifications regardless of the grade level of the pupils taught.
3. Teachers of equivalent preparation, experience, and teaching load should receive equal pay regardless of sex.
4. The use of the so-called efficiency ratings as a basis for salary awards is impractical and inadvisable in public education.
5. The relationship of professional and academic qualifications to the location of teachers on the salary scale should be clearly stated in the rules and regulations governing the operation of the schedule and regular appraisal should be made of individual teacher qualifications.
6. Provision should be made in a salary schedule for definitely announced salary increases to be awarded regularly at fixed intervals of time until a given maximum salary is reached.
7. Teachers' salaries should be based, in part, on the cost of maintaining an appropriate standard of living.

In arriving at the foregoing principles, the Committee drew extensively on studies of the Research Division of the National Education Association and upon the writings and research of other agencies and authors. While these principles, as stated, leave no doubt as to the position assumed by the Committee on Salaries on most of the issues discussed, an effort has been made to present the facts and arguments as fairly as possible.

Local committees should find this brief handbook of considerable value in studying their salary problems.

¹ Adopted by Representative Assembly, July 3, 1940.

SUPPLY, PREPARATION, AND CERTIFICATION OF TEACHERS¹

RICHARD E. JAGGERS, STATE DIRECTOR OF TEACHER TRAINING AND CERTIFICATION, FRANKFORT, KY., CHAIRMAN

The Committee on Supply, Preparation, and Certification of Teachers at the 1939 meeting of the National Education Association in San Francisco presented its program of activities for the year 1939-40.

Plans were announced for the publication of a handbook on the technics used in making state supply and demand studies. During the year the Committee has conferred with the Research Division of the National Education Association on this project. While a manuscript has been drafted, it was impossible to have the report finished for this meeting. During the early fall, conferences will be held with certain well-known authorities for the purpose of making improvements in the manuscript before it is published.

The Committee presented at San Francisco a tentative platform of principles. The statement was approved as presented. A request was made by the Committee that a joint committee be appointed consisting of the Core Committee on Supply, Preparation, and Certification of Teachers and five members appointed by the president of the American Association of Teachers Colleges; this committee was to study during 1939-40 the tentative platform of principles as approved by the San Francisco convention and present a revised platform of principles in the report of the Committee on Supply, Preparation, and Certification of Teachers at the 1940 convention of the National Education Association. The request was adopted by the Representative Assembly.

C. C. Sherrod, president of the American Association of Teachers Colleges, appointed the following presidents of colleges belonging to that association as a committee to work jointly with your Committee in revising the tentative platform of principles: Charles W. Hunt, S. H. Whitley, W. W. Parker, Sheldon E. Davis, and Guy H. Wells.

The Joint Committee met in St. Louis during the annual meeting of the American Association of School Administrators to study the tentative platform of principles. There was unanimous agreement upon the form in which it should be presented. President Hunt presented the revised platform to the Executive Committee of the American Association of Teachers Colleges and obtained the approval of that body.

Your Committee presents for the approval of the Representative Assembly the platform of principles agreed upon by the joint committee, as follows:

Platform of Principles

- 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

¹ Adopted by Representative Assembly, July 4, 1940.

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 the recognized school subjects and thru active participation in community life, 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 acquire an understanding of his relations to teaching as a profession, 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) an 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) an 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 pretraining selection, in-training guidance, and follow-up 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) an appreciation of the science and art of living, (3) a genuine interest in teaching as a profession, (4) an 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) an aptitude for the teaching area and school level chosen, (7) satisfactory academic achievement, and (8) adequate general scholarship.

The Committee on Supply, Preparation, and Certification of Teachers believes that, while in its present deliberations it is concerned primarily with the personnel accounting items underlying the problem of teacher supply and demand, eventually this Committee could cooperate with state departments of education and the federal Office of Education in the development of a uniform system of teacher personnel records.

TAX EDUCATION¹

MARTIN WILSON, FIRST ASSISTANT, JAMES MONROE HIGH SCHOOL, NEW YORK, N. Y., CHAIRMAN

The Committee on Tax Education has devoted its efforts this year to implementing the program it laid out during the first half year of its existence. It has continued its efforts to encourage the study of tax problems by

¹ Adopted by Representative Assembly, July 3, 1940. See page 775 for the remarks of the chairman in presenting this report.

state and local groups. It has urged the publication of articles on taxation in the journals of state and local organizations and also the printing of leaflets. It has aimed to function as a clearing agency for these materials. It has distributed copies of several articles to illustrate what is being done. It is interesting to note the increase both in the number and quality of publications on taxes and finance sponsored by teacher organizations.

The Committee has helped to give publicity to *A Primer of Taxation* by David Cushman Coyle, Personal Growth Leaflet No. 93, and to *Education and Economic Well-Being in American Democracy*, a publication of the Educational Policies Commission. In the case of the latter the Committee has urged teachers and administrators to purchase two copies (the second can be bought for 40 cents) in order to give one to a person other than a teacher who has a strong influence on public opinion.

The Committee continued to encourage the development of study units on taxation for classes in civics and economics. Repeated emphasis has been placed upon the services tax payments buy and the economies of public rather than individual buying of these services.

TENURE¹

DONALD DU SHANE, SUPERINTENDENT OF SCHOOLS, COLUMBUS, IND.,
CHAIRMAN

During the past year the Committee on Tenure has continued its work along the lines that have been followed since 1934. A number of studies dealing with tenure have been made by the Committee during the year in cooperation with the Research Division of the National Education Association. Assistance has been extended to various state teachers associations and other educational groups in their efforts to secure tenure legislation. Various investigations have been made of unjust discharge or treatment of teachers in various sections of the United States. The Committee's experience during recent years has shown the necessity for an increasing participation by the National Education Association in teacher welfare movements and in practical services to its members in the fields of salary, tenure, academic freedom, and retirement annuities.

During the past year several new tenure laws have been enacted and a number of states have entered upon tenure campaigns for new or improved tenure legislation. In these movements the Committee has been active in rendering assistance. The passage of tenure legislation has progressed to the point where tenure protection can well be expected for every teacher in the United States within a few years.

During the past year many cases of unjust treatment of teachers have been reported to the Committee and numerous investigations have been made. While it has not been possible for the Committee to investigate every case reported to it, yet it is believed that innumerable injustices have been prevented because of the knowledge that the Committee stands ready to investi-

¹ Adopted by Representative Assembly, July 4, 1940. See pages 801 and 807 for the remarks of the chairman in presenting this report.

gate unjust discharge of teachers whenever possible. A more detailed account of investigations made will be found in the report of the Committee for 1940 to be published under separate cover.

In the above report, the Committee plans to ask the Association to reaffirm its prior commitments on tenure, continue the authority of the Committee to investigate cases of unfair treatment and unjust discharge of members of the teaching profession, and to continue the appropriation of \$10,000 to be used by the Committee when and as needed to carry out the tenure program of the National Education Association.

THE ANNUAL REPORT OF THE SECRETARY

Willard E. Givens

THE WORLD TODAY—War is raging on the battlefields of the world. The hounds of war have again been loosed to spread havoc, to carry fire, and famine wherever they go. Death and disaster, misery and squalor, ravage and ruin are brought to the doors of humanity by action of those who think, apparently, that they can sacrifice life and property with impunity. They are spreading gloom over the whole world.

We have sneered at the terrible cannibalistic acts of savages and we have held up their actions to cutting criticisms and universal condemnation. They were uncivilized and untaught. Do we not today deserve far greater contempt for carrying out the ghastly crimes of war? In this period of disaster, in this hour of chaos and confusion, in this time of tumult and strife, it seems that our age-old culture is in the melting pot heading toward ruin and extinction.

We must create now our own Western civilization. We must develop a program of education that will not only convey accurate knowledge but that will aim at a full cultured life which recognizes the many needs of humanity.

It becomes increasingly clear here in the United States that the crisis thruout the world today goes to the very roots of our system of values and that it involves those personal rights, political liberties, and representative institutions which we associate with the ideal of democracy.

The survival of democracy in America and the development of a greater life in keeping with our American ideal must depend upon the schools and their powers to awaken the aspirations and finer impulses of the individuals who make up our great democracy.

In such times and under such circumstances the National Education Association has a peculiar significance because in its spirit and organization it is democratic in character and in purpose. It is a cooperative enterprise of a large group of teachers thruout the nation. What education does during the next few years may easily become the central influence in our national destiny. Our Association's achievement will be measured not only by its success in safeguarding child welfare, teacher status, and school support, but also in ideas grasped, purposes formed, and loyalties built to great ideals.

Our Association can perform an important service by helping to conserve and pass on the tradition of the great teachers of all time who have put humanity first in their lives and work. There is no limit to the service which can be rendered by a unified, cooperative, enthusiastic, and militant organization of teachers.

We must focus the Association's work upon the development of a vital relationship between education and life. We must strengthen the Association so that it can render increased service to children and teachers. We must develop ever higher standards of teaching, administration, and school

finance. We must continue the development of an intelligent public opinion regarding the work of the schools. We must help to eradicate indifference to civic responsibility.

Taxes and education—Public education is in a critical situation. There is increased pressure for reduction in school budgets created largely by the demand for increased government expenditures for relief and armaments. At the same time we face a constant increasing demand for tax reduction.

Public school costs are facing organized attacks. The attacking groups which are fighting to reduce the tax money going to public education are taking a stand which cannot be justified. The attitude of our organization has always been that the professional educator owes equal service without bias to all economic and social groups. The hostile attitude of some selfish groups are making it increasingly difficult to give educational service without bias to all alike.

During recent years taxes have increased more rapidly than income. Taxes now take a larger percent of income than in the past. Those most able to pay taxes are also most able to evade or fight taxes. Because of decreasing profits and interest rates and lack of foresight, some of those most able to pay taxes are using every means at their disposal to fight the policy of taxes based upon ability to pay. Certain states which levy the heaviest taxes on those least able to pay and provide a means of tax evasion for the most able taxpayers are held up by these selfish groups as models for the other states which have good tax systems.

This antagonism toward taxation seeks to stir up hostility toward public education and toward teachers. This trend is quite clear in many parts of the United States. Some groups which have a vested interest in ignorance are fighting public education in a subtle, underhanded way, sometimes by alleging subversive activities. As a matter of fact, the most subversive organizations in this country are those which, for selfish purposes, are trying to destroy or hamper the work of the public schools.

The contention that school costs can be reduced without affecting the quality of public education is an important element in the present school crisis in several states. The teachers in the public schools and those interested in good education must maintain the goodwill and support of the vast majority of citizens whose welfare depends on the existence and continuous improvement of public education. At the same time that this support is maintained, we must make every effort to understand the position of opposing minorities, to eliminate misunderstandings, to study the interests of such groups, and to win their support if possible.

Pride in our profession—I wish that every teacher in our democracy, approximately 1,000,000 in all, felt a justifiable pride in the work which he is doing.

We spend long years in preparation in order that we may be well informed and be able to render highly efficient service. We give our lives to the cause of developing individuals. Our work is to help develop physically, intellectually, socially, and spiritually the 30,000,000 young people with whom we work. Can anyone be engaged in more important work than that? Yet, it is not unusual to hear a fine, well-prepared, outstanding

teacher say, "I am *only* a kindergarten teacher" or "I am *only* an elementary principal."

What do members of other professions say? Do we hear doctors say, "I am *only* a heart specialist" or "I am *only* a country doctor." No, they say with considerable pride, "I am a doctor."

Our time as teachers is used in helping young people to develop themselves in such a way that they can live lives filled with usefulness to themselves and to their fellowmen. Without teachers there would be no doctors, lawyers, preachers, or members of any of the learned professions. Why should any of us say, "I am *only* a teacher." We are prepared to take a vital part in the most important profession in the world, that profession which helps people develop all their abilities and become greater human beings. We should all be sincerely proud of the great work in which we are engaged.

Teaching is a word which denotes growth, the acquisition of new knowledge, new attitudes, new outlooks on life. We ought to be proud of our profession, proud of the fine work we are doing, proud of the tremendous possibilities that are ahead of us for service to humanity. Unless we take pride in our work and in our profession we shall always be looked down upon. I am thoroly convinced that the public schools are the bulwark of our democracy. Without them we cannot exist for any long period of time as a free people, a people able to analyze propaganda, to think thru difficult problems, and to act intelligently.

Ours is the most important work in which people can be engaged. Let us have renewed courage in the fact that we are carrying forward the important work of education in our democracy. Let each one of us say with pride and confidence, "I am a teacher."

Service in the field—During the year members of the headquarters staff made 440 field trips into 42 states spending 1713 days in the field. They made 392 addresses to 121,822 people; took part in 630 conferences and committee meetings participated in by 56,950 people; and held 915 individual conferences.

Appreciation—I take this opportunity to express my deep appreciation for the guidance and counsel of the President, and members of the Executive Committee, the Board of Trustees, and the Board of Directors. I have received the finest cooperation from the members of our departments, committees, commissions, and councils. The secretaries of the state teachers associations have been most helpful and cooperative as have the state superintendents and presidents of the state teachers associations. I am appreciative of the help given to the National Education Association by the 1040 affiliated local associations, by the delegates to the Representative Assembly, and by thousands of outstanding educational leaders in our classrooms and administrative offices. Each member of our Association has helped thru the contribution of membership dues, thru suggestions, and thru loyal cooperation to carry forward the Association's 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 will be of interest to those who wish to keep acquainted with our Association's program.

DIVISIONS

Accounts and Records

Mary Jane Winfree

This Division receives and disburses all funds for the Association, departments located at headquarters, committees, commissions, and for the Permanent Fund. It maintains a ten-year financial record for each individual member of the N.E.A., as well as for members of the Departments of Adult Education, Rural Education, Secondary Teachers, and the American Association for Health, Physical Education, and Recreation.

A promotion file of over 85,000 addressograph plates is maintained and a total file of over 325,000 addressograph plates is continually in use.

A five-year record of facts, carefully compiled, furnishes information to be used as a basis for reducing costs and efficiently directing the work of the Association.

Life Membership notes, with their \$10 annual payments, receive expert attention.

Membership reports for promotion purposes are prepared semiannually.

The Division coordinates with the Business Office in handling sales of publications.

All records of 100 percent cities, counties, and schools are maintained in this Division.

This office is responsible for registration of N.E.A. members at the winter convention, and for registration, sales of tickets, and issuance of delegates' checks at the annual convention of the Association.

The growth in gross receipts has been marked, both as to volume and amount involved.

N.E.A. Memberships

1932-33	\$308,258.40
1939-40	398,262.15 (April 30)

Received for Departments, Committees, Commissions, and Special Studies

1932-33	\$55,825.29
1939-40	272,523.44 (April 30)

Received from All Sources for All Purposes

1932-33	\$540,417.16
1939-40	855,318.74 (April 30)

These figures vividly tell the story of the increase in the growth and development of the Association and the increase in importance of the work of this Division.

Affiliated Associations

Agnes Winn

The major activities of this Division may be grouped under two general heads: (1) the affiliated association work; and (2) secretarial and editorial service for the Department of Classroom Teachers.

Affiliated Associations

Growth—Teachers are appreciating more and more the value of organized effort. Each year an increasing number of local organizations are realizing the value of becoming an integral part of the National Education Association thru affiliation. This year more than two hundred more organizations have established this relationship. During the past two years the number of local affiliations has grown from 634 to 1040. With the state and territorial associations, which number 52, the total number of affiliated associations is now 1092. The total number of new affiliated associations for this year is 218. Our efforts are spent not merely on increasing the number of affiliated groups but in assisting those already affiliated in planning constructive programs. An important point which should be emphasized is that each one is not a separate entity working on its own problems but a vital part of a great professional structure made up of local, state, and national associations.

Classification—There are many different types of local associations. The following table, which includes both state and local groups, shows the general classifications into which the affiliated associations fall:

State and territorial	52
Divisions of state associations and other regional groups.....	42
Faculties of higher institutions.....	23
Teachers and supervisors.....	43
Administrators only	33
All-inclusive	703
Classroom teachers only	196
Total	1,092

Affiliated records—Every effort possible is put forth to keep complete and accurate records. Blanks for reporting elections are mailed to the officers; looking after the returns from more than a thousand groups constitutes an important activity of the Division. The count of affiliations by states is kept by means of a chart from which one may see at a glance how each state stands. This year a wall map has been prepared showing by the use of colors the rank of the states in the number of affiliated associations.

Service rendered—Some groups are seeking ways and means to strengthen their organizations. Each day brings requests for assistance on professional and welfare problems or for help in working out reorganization plans. Giving prompt and efficient service along these lines is a major activity in the Division. Groups not yet organized and desiring to do so ask for advice and assistance in working out their plans. To assist both organized and unorganized groups, a guidebook, *How To Organize*, was prepared early in the spring and has had wide distribution.

Local publications—Nearly one hundred local organizations publish an official organ. These bulletins carry news of the organization to its members, as well as state and national news. Copies of these bulletins are kept on file as they furnish one of the best means of keeping abreast of local association activities. In format they range from rather pretentious printed ones to simple multigraphed sheets. This spring a questionnaire was sent to the editors seeking information on their method of finance, their editorial policy, and other pertinent items. This will be made available to groups wishing to launch a publication.

Department of Classroom Teachers

The increase in the number of officers as provided in the constitution adopted at San Francisco last summer has increased the secretarial work for the Department. This has included correspondence with the officers, preparation of letters sent to the affiliated associations, preparation of publicity material used in field work, and assisting the president with convention program and plans. A few special activities will be briefly mentioned.

Editorial work—The Department's publications include: the *News Bulletin*, issued three times a year; various folders; the *Official Report*; and this year a guidebook, *How To Organize*.

Regional conferences—The new constitution provides that each of the six regional directors shall hold an annual conference within his region. This spring two such conferences have been held—one at Kansas City for the South Central Region and one at Yale University for the Northeastern Region. The Division assumed responsibility for the publicity for the Yale conference and in other ways assisted the regional director with the arrangements.

State departments of classroom teachers—There are now twenty-seven state associations which have departments of classroom teachers and in several others plans are under way to organize departments. The director keeps in touch with the officers, sends helpful material, and assists in working out their programs.

Other Activities

At headquarters there has been need of a brief, concise study of state teachers organizations showing their general organization plans. A complete file of their constitutions has been assembled and such a study of them is now being made. A general summary will be ready by fall.

Business

H. A. Allan

With few exceptions, all the activities of the Association have relationships, administratively or financially, with the Division of Business. Purchasing, audit of accounts for payment, preparation of special statements and reports, details of payrolls and personnel records, administration of the re-

tirement insurance plan, and assistance in budget preparation and control are functions of the Division. It is also responsible for convention arrangements, including the operation of exhibits, for advertising in the *Journal*, for sales of publications, and for operation of the building. It has an important responsibility for institutional service in the form of duplicating, addressing, mailing, handling and planning printing, and issuance of supplies and equipment. Annual expenditures for the Association, its departments, the Educational Policies Commission, and special enterprises total more than \$835,000, all of which clear thru this Division.

Examination of financial reports will show that the Association has had a successful year. Its total expenses for operation have been less than those for 1938-39 with no decrease in efficiency or production. Total income shows a moderate increase altho the items of advertising and rentals show decreases. The reduction of revenue from advertising has been exceedingly disappointing, particularly since there were steady increases from the depression period up to the current year. Conditions abroad destroyed the usual sources of income from certain types of travel advertising and also resulted in a greater degree of conservatism along other lines. The reduced income from rentals is due to the transfer of the offices of the National Congress of Parents and Teachers from our building to Chicago.

The continued substantial improvement of the condition of the Association's Permanent Fund is encouraging. Payment of trust notes on the building has been made as fast as the loan contract will allow, and the current amount of indebtedness is only \$46,000. Our present program will permit all notes to be cleared in January 1942. The establishment of an adequate reserve for uncollectible Life Membership notes was a sound policy.

All the property of the Association is in excellent condition. Equipment is satisfactory and only normal replacements are required during the ensuing year. The addition of multilith equipment has increased the efficiency of the duplicating section.

The adoption of revised personnel regulations has been helpful in dealings with staff members and employees. Personnel within the year, including that of departments and the Educational Policies Commission, has consisted of 92 active permanent employees and from 70 to 100 temporary employees.

Due to changes in the form of contracts written by the Equitable Life Assurance Society, policies issued for the current year in connection with the staff retirement annuity plan have been written by the Aetna Life Insurance Company.

Review of expenses and budget allotments shows satisfactory results. Here and there are cases of expense beyond the amounts authorized, most of which can be justified. It would seem necessary, however, that committees be more closely restricted in their expense to the amounts authorized by the Executive Committee or that if proposed projects require expense beyond such allotments, the formal authority of the Executive Committee be obtained before such additional expense is contracted.

It is obvious that plans for Association activities for the ensuing year must be evaluated with unusual care. Existing obligations leave slight, if any,

room for expansion which involves additional funds. A budget for a total equal to the income of the current year should be the positive maximum of amounts authorized for expense. The grave risk that conditions nationally may be far from normal brings with it possibilities of greatly reduced income for the Association with consequent revisions and reductions of its normal activities.

Field Service

Charl Ormond Williams

Institutes on Professional Relations—Work with teacher-education institutions begun by the director of Field Service in July 1938, with one Institute on Professional Relations at Peabody College, expanded last summer to thirty-four Institutes extending from Oregon to the Carolinas. In the summer of 1939, the director of Field Service attended the Second Annual Institute on Professional Relations at Peabody College and the six Institutes in the institutions of higher education in Oregon.

The director of Field Service has devoted considerable time during the year 1939-40 to work with teacher-education institutions. She has conducted correspondence with presidents and deans thruout the United States, and the outlook for work with summer schools is particularly fine this year. The first Institutes on Professional Relations began in April. Several were held in May, and approximately fifty are scheduled for June, July, and August.

The Institute on Professional Relations is an informal conference, democratically planned and particularly pointed toward the people who are in attendance at the summer school, for the discussion of the teacher's relationship to his profession and to the public. It seeks to:

1. Unify the profession thru the cooperation of various agencies, foremost among them the teacher-education institution itself, the state education association, and the National Education Association, and thru the evolving of a yardstick to measure a profession.

2. Democratize the profession thru the principle of democratic teacher-participation put concretely to work.

3. Make the profession vocal on its problems by encouraging frank discussion of vital problems.

In connection with this work, the director of Field Service prepared a 16-page mimeographed bulletin and wrote and distributed much other publicity.

Schools for Democracy—One major project that was completed this year was the publication in November of the volume, *Schools for Democracy*, which the director of Field Service, with the assistance of Frank W. Hubbard, compiled and edited for the National Congress of Parents and Teachers. Fourteen experts in their educational fields contributed chapters. Charles A. Beard, noted historian, wrote the preface. This volume gives a comprehensive view of the schools—past, present, future; their organization, administration, and support; and presents a splendid case for federal aid. The director of Field Service has sought to further the distribution and use

of this book in every way, and it has been widely publicized by educational and lay press. Reviews of the book have gone to nearly ten million subscribers of newspapers and periodicals, and the director's clippings about the volume exceed fifty thousand words. Already the end of the second edition is approaching.

It is interesting to record that *Schools for Democracy* was selected by the advisory board of the Crypt of Civilization, being sealed at Oglethorpe University in May, for inclusion among the world's most authentic sources of knowledge designed to remain inviolate until the year 8113 A.D.

At a luncheon with Mrs. Franklin D. Roosevelt on March 9, the director of Field Service presented the First Lady with a copy of *Schools for Democracy*. On April 3, Mrs. Roosevelt published this statement in her column, "My Day," which has a circulation of four and a half million:

While on planes and trains these last few days, I have been going thru a number of articles and books which had been sent me to read before I left Washington. I am going to recommend one small book to you, for I think it should be read by all thoughtful people and it will be a useful handbook in families and study groups. This little book is called *Schools for Democracy*. It is published by the National Congress of Parents and Teachers and it was compiled by Charl Ormond Williams and Frank W. Hubbard.

I have always been an advocate of community forums and study groups because I believe that communities must know their own problems and learn how to do something about them if democracy is to be a success. This book is designed to give us knowledge about one of our most cherished institutions—our public schools. It tells how schools are organized and what part nonschool agencies play in our scheme of education. It shows that larger participation by the federal government is necessary in order to equalize opportunities between the poorer and richer sections of our country for the education of our children. I have always believed this and was particularly interested in the clarity with which this is stated in this book.

This year begins the eighteenth year of work of the director in her official connection with the National Congress of Parents and Teachers: 1923-1930, national chairman of school education; 1930-1934, director, department of education and fifth vicepresident; since 1934, national chairman of school education.

Field travel—From June 1, 1939, to May 31, 1940, the director of Field Service has traveled 28,971 miles, visited forty-one cities in twenty-four states, some of them as many as four times. She has delivered forty-seven formal addresses, held hundreds of conferences, both individual and group. She was away from her office on field trips 213 days. In the interims, she outlined her office work and conducted the voluminous correspondence necessary for the carrying on of these three main fields of endeavor.

Membership

T. D. Martin

The paid membership of the National Education Association on May 31, 1940, was 203,429. This was a new all-time record and an increase of 1747 over the corresponding figure for the preceding year.

During the past year 32 states, Alaska, the District of Columbia, and Puerto Rico increased their membership. The number of N.E.A. members in each state is shown on pages 16 and 17 of this report. Sixteen states, the District of Columbia, and Puerto Rico won places on the 1940 Victory Honor Roll by increasing their membership 10 percent or more over their records of May 31, 1939.

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 acquaint strategic leaders with the splendid program of service which the Association is carrying forward in behalf of the children and the teachers of the nation; to invite their participation in the work of the Association and in the recruiting of its membership; and to furnish them with forms and blanks for the enlistment of their associates.

1940 VICTORY HONOR ROLL

States Which Increased Their N.E.A. Membership 10 Percent or More

State	State director	Membership May 31, 1940	Percent of increase
Puerto Rico.....	Francisco Rodriguez-Lopez.....	164	156
Rhode Island.....	James F. Rockett.....	445	104
West Virginia.....	W. W. Trent.....	2,407	69
New Mexico.....	R. J. Mullins.....	710	23
Wisconsin.....	Amanda H. Schuette.....	7,518	23
Indiana.....	L. V. Phillips.....	8,970	19
Utah.....	N. Howard Jensen.....	3,270	19
Arkansas.....	W. F. Hall.....	804	18
South Carolina.....	A. C. Flora.....	1,719	18
North Dakota.....	G. W. Hanna.....	668	17
Iowa.....	Fred D. Cram.....	3,789	14
District of Columbia...	A. Grace Lind.....	1,739	13
Illinois.....	John W. Thalman.....	13,706	13
Maryland.....	Eugene W. Pruitt.....	1,486	13
Massachusetts.....	Annie C. Woodward.....	4,334	11
Missouri.....	Everett Keith.....	6,256	11
Kentucky.....	William S. Taylor.....	3,572	10
Nevada.....	J. R. Warren.....	771	10

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION
ASSOCIATION

May 31, 1940

Estimated number of teachers employed		Number of N.E.A. members		Percent of teachers enrolled	
1. New York.....	90,014	1. Pennsylvania....	20,638	1. Nevada.....	84
2. Pennsylvania....	63,987	2. Ohio.....	18,207	2. Utah.....	71
3. Illinois.....	48,080	3. California.....	18,160	3. Arizona.....	58
4. Texas.....	47,386	4. New York.....	14,816	4. Delaware.....	46
5. Ohio.....	42,815	5. Illinois.....	13,706	5. California.....	43
6. California.....	42,180	6. Indiana.....	8,970	6. Ohio.....	43
7. Michigan.....	33,524	7. Michigan.....	8,017	7. Colorado.....	41
8. New Jersey.....	28,096	8. Wisconsin.....	7,518	8. Indiana.....	39
9. Missouri.....	26,346	9. New Jersey.....	7,510	9. Wisconsin.....	33
10. Massachusetts...	26,148	10. Missouri.....	6,256	10. Oregon.....	33
11. North Carolina...	25,370	11. Massachusetts...	4,334	11. Pennsylvania....	32
12. Iowa.....	24,795	12. Texas.....	4,083	12. Washington.....	31
13. Indiana.....	22,956	13. Kansas.....	3,884	13. Illinois.....	29
14. Georgia.....	22,773	14. Colorado.....	3,796	14. New Jersey.....	27
15. Wisconsin.....	22,580	15. Iowa.....	3,789	15. Michigan.....	24
16. Tennessee.....	22,367	16. Washington.....	3,610	16. Missouri.....	24
17. Minnesota.....	21,603	17. Kentucky.....	3,572	17. Wyoming.....	23
18. Oklahoma.....	20,507	18. Virginia.....	3,333	18. Maine.....	23
19. Alabama.....	19,803	19. Utah.....	3,270	19. Kansas.....	20
20. Kansas.....	19,126	20. Minnesota.....	2,855	20. Vermont.....	20
21. Kentucky.....	18,860	21. Alabama.....	2,816	21. Louisiana.....	20
22. Virginia.....	17,795	22. Louisiana.....	2,788	22. Kentucky.....	19
23. West Virginia....	16,491	23. Oregon.....	2,507	23. Virginia.....	19
24. Mississippi.....	16,326	24. West Virginia....	2,407	24. Idaho.....	17
25. South Carolina...	14,467	25. Tennessee.....	2,154	25. Maryland.....	17
26. Louisiana.....	14,115	26. Arizona.....	1,956	26. Massachusetts...	17
27. Nebraska.....	13,791	27. North Carolina...	1,918	27. New Mexico.....	17
28. Florida.....	13,346	28. Nebraska.....	1,750	28. New York.....	16
29. Arkansas.....	12,361	29. South Carolina...	1,719	29. Connecticut.....	16
30. Washington.....	11,559	30. Connecticut.....	1,692	30. Iowa.....	15
31. Connecticut.....	10,361	31. Georgia.....	1,633	31. New Hampshire..	15
32. Colorado.....	9,287	32. Oklahoma.....	1,624	32. West Virginia....	15
33. Maryland.....	8,962	33. Maryland.....	1,486	33. Alabama.....	14
34. South Dakota....	8,293	34. Florida.....	1,445	34. Minnesota.....	13
35. North Dakota...	7,947	35. Maine.....	1,440	35. Nebraska.....	13
36. Oregon.....	7,642	36. Mississippi.....	1,082	36. South Carolina...	12
37. Maine.....	6,202	37. Arkansas.....	804	37. Florida.....	11
38. Montana.....	5,316	38. Idaho.....	789	38. Montana.....	11
39. Idaho.....	4,634	39. Delaware.....	775	39. Rhode Island....	10
40. Utah.....	4,632	40. Nevada.....	771	40. Tennessee.....	10
41. New Mexico.....	4,288	41. New Mexico.....	710	41. Texas.....	9
42. Rhode Island....	4,263	42. South Dakota....	704	42. South Dakota....	8
43. Arizona.....	3,364	43. North Dakota...	668	43. North Dakota...	8
44. New Hampshire..	2,957	44. Wyoming.....	659	44. Oklahoma.....	8
45. Wyoming.....	2,816	45. Montana.....	567	45. North Carolina...	8
46. Vermont.....	2,749	46. Vermont.....	554	46. Georgia.....	7
47. Delaware.....	1,688	47. Rhode Island....	445	47. Mississippi.....	7
48. Nevada.....	912	48. New Hampshire..	443	48. Arkansas.....	7
Alaska.....	303		339		112
Dist. of Col.....	3,158		1,739		55
Hawaii.....	3,100		2,348		76
Puerto Rico.....	6,058		164		3
Other Poss.....			84		...
Foreign.....			125		...
Totals.....	928,499		203,429		22

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION ASSOCIATION, MAY 31, 1936-40

State	1936	1937	1938	1939	1940
Alabama.....	1,139	1,571*	2,113*	2,581*	2,816
Arizona.....	1,781	1,839	1,934	1,790	1,956
Arkansas.....	327*	358*	575*	681*	804*
California.....	16,082	16,218	17,099	17,762	18,160
Colorado.....	4,781*	3,672	3,715	3,801	3,796
Connecticut.....	1,200	1,295	1,662*	1,749	1,692
Delaware.....	627	777*	776	786	775
Florida.....	1,067	1,285*	1,574	1,541	1,445
Georgia.....	1,097	1,520*	1,603	2,066*	1,633
Idaho.....	723*	836*	689	789*	789
Illinois.....	10,498	11,523*	11,459	12,147	13,706*
Indiana.....	5,592	6,032	6,611*	7,570*	8,970*
Iowa.....	3,193*	3,172	3,295	3,328	3,789*
Kansas.....	3,225*	3,221	3,550*	3,634	3,884
Kentucky.....	1,170	2,474*	2,679	3,237*	3,572*
Louisiana.....	756	3,907*	1,938	3,114*	2,788
Maine.....	1,200	1,183	1,446*	1,436	1,440
Maryland.....	932	1,071*	1,320*	1,317	1,486*
Massachusetts.....	4,184	3,834	3,753	3,920	4,334*
Michigan.....	5,673	11,273*	8,455	7,665	8,017
Minnesota.....	2,895	2,976	2,810	2,707	2,855
Mississippi.....	705	866*	946	1,050*	1,082
Missouri.....	6,409*	5,712	5,826	5,660	6,256*
Montana.....	511	598*	509	566*	567
Nebraska.....	2,210	2,012	1,947	1,883	1,750
Nevada.....	686*	652	723*	698	771*
New Hampshire.....	355	420*	443	474	443
New Jersey.....	6,662	6,464	7,690*	7,794	7,510
New Mexico.....	602*	592	560	577	710*
New York.....	10,623	11,435	23,616*	22,854	14,816
North Carolina.....	566*	758*	1,292*	1,869*	1,918
North Dakota.....	621	642	621	570	668*
Ohio.....	15,360	16,722	17,237	17,734	18,207
Oklahoma.....	1,549	1,503	1,379	1,531*	1,624
Oregon.....	2,726*	3,406*	2,176	2,380	2,507
Pennsylvania.....	20,273	19,998	21,097	20,979	20,638
Rhode Island.....	211	206	233*	218	445*
South Carolina.....	516	646*	1,108*	1,461*	1,719*
South Dakota.....	805*	720	740	727	704
Tennessee.....	1,638	1,665	1,782	2,108*	2,154
Texas.....	2,970	3,060	3,242	3,739*	4,083
Utah.....	2,195	2,604*	2,683	2,744	3,270*
Vermont.....	503	607*	760*	643	554
Virginia.....	2,350	2,336	2,710*	3,051*	3,333
Washington.....	3,582*	4,292*	4,076	3,871	3,610
West Virginia.....	1,579	1,724	1,665	1,424	2,407*
Wisconsin.....	6,208	6,433	6,303	6,112	7,518*
Wyoming.....	659	620	630	667	659
Alaska.....	219*	263*	296*	334*	339
District of Columbia.....	1,321	1,383	1,370	1,540*	1,739*
Hawaii.....	2,506*	2,546	2,594	2,483	2,348
Puerto Rico.....	...	44	57	64*	164*
Other possessions.....	95	120	101	92	84
Foreign.....	91	142	137	164	125
Totals.....	165,448	181,228	195,605	201,682	203,429

* On Victory Honor Roll for increase of 10 percent or more over preceding year.

President Hinrichs, 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, always carrying 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. An attractive colored poster, "United to Serve," symbolizing the cooperation of local, state, and national professional organizations, was developed and widely distributed.

One hundred and seventy-nine new Life Members have been enrolled. Twenty-nine of these memberships were presented as testimonials and the remaining 150 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, as indicated a year ago, come from three causes: (a) lack of information; (b) indifference; and (c) radical individualism among members of our profession. Education and leadership offer the only solutions for these problems.

The "all-inclusive" membership card, developed a year ago and used this year for the first time, has been approved by forty state associations and the District of Columbia. More than twelve thousand copies of this card were issued upon request when the agents who forwarded the dues certified that the teachers were members of their local and state associations as well as of the N.E.A. The following states have not yet authorized the use of the "all-inclusive" membership card: California, Florida, Mississippi, Nebraska, New Hampshire, New Jersey, Tennessee, and Vermont. It is to be hoped that the leaders of these states will soon give this symbol of unity their official sanction.

The "all-inclusive" enrolment plan is growing in favor. The District of Columbia, Illinois, and West Virginia have this year adopted it for the first time. It has been used with telling effect for more than a decade in Pennsylvania and Hawaii and is now being used in one form or another by the following additional states: Connecticut, Iowa, Minnesota, Montana, Nevada, New York, Oregon, South Carolina, and Washington.

State N.E.A. directors are each year accepting more and more responsibility for developing the enrolment campaign within their respective states, supplementing the basic direct mail correspondence from the headquarters office. They are encouraging Institutes and Courses on Professional Relations; Future Teachers Clubs; affiliation of local associations with the N.E.A.; use of the "all-inclusive" membership card and the "all-inclusive" enrolment plan; and recognition on the part of local leaders everywhere of the need for a more effectively organized and closely integrated profession.

In many communities the question of whether the enrolment campaign should be handled by the superintendent and principals or by the officers of

the local association is being studied. Theoretically, of course, the recruiting of members ought to be handled by the officers of the local association but experience shows that this is frequently impractical since the officers of the local association are often elected in the fall too late for effective action in connection with the enrolment campaign, and the "turnover" among the officers is so heavy that the development of effective enrolment plans is frequently hampered.

With the enthusiastic cooperation of administrators and officers of local and state associations, the membership of our national Association should move steadily forward.

The goal of an annual increase of 10 percent or more in each state is a reasonable objective for most of the states. Experience has shown, however, that it is too high for states which have already enrolled 90 percent or more of their teachers and for states which employ comparatively large numbers of teachers. It is recommended, therefore, that next year states may qualify for a place on the 1941 Victory Honor Roll in any one of the following ways: (a) by enrolling 90 percent or more of their teachers; (b) by increasing their membership five hundred or more over the preceding year; (c) by increasing their membership 10 percent or more over the preceding year.

Publications

Joy Elmer Morgan

Twenty Years of Progress 1921-40

The twenty years since the organization of the Division of Publications have seen substantial progress in the interpretation of education to the people. The first issue of the *Journal* was published in January 1921. Since that time there have been 177 issues with a total of over thirty million copies. Along with development and improvement of the *Journal* has come a steady increase in Association membership, from 50,702 paid members in 1921 to 203,429 in 1940. Since 1921 the *Journal* and the Division have initiated or helped substantially to carry forward the following interpretation projects:

American Education Week	Future Teachers of America
Vitalized commencements	Personal Growth Leaflets
Newspaper and radio publicity	Citizenship Recognition Day
The Horace Mann Centennial	Observance of Horace Mann's birthday
The Centennial of Public Teacher Education	annually on May 4

The January 1921 issue of the *Journal* contained the Platform of the National Education Association, and also the final report of the Commission on the Emergency in Education. Within twenty years a second Emergency Commission has made its report and we face the very real prospect of a second world war with grave dangers to the schools and education. Problems within our own country make school support increasingly important. As in the past twenty years the *Journal* will continue to emphasize the following:

- (1) The building up of professional attitudes and enterprises
- (2) The improvement of educational practice

- (3) The interpretation of the schools to the people
- (4) Understanding and improving social-economic environments.

Highlights of Journal Service during 1939-40

The past year has been one of the best in the history of the Division. Several projects which the *Journal* has been developing and encouraging in recent years have come to fruition. Highlights in *Journal* achievements during 1939-40 include:

Issuance of the Horace Mann Stamp which we along with other groups have been urging for many years.

The joining of Canada in the observance of American Education Week, thus making this annual celebration wider in scope and influence.

The passage of a joint resolution by the United States Congress setting aside the third Sunday in May for the annual observance of Citizenship Recognition Day, a project first suggested in the *Journal* for December 1937.

The expansion of Future Teachers of America which, after a year's work, now has sixty-four college and university chapters and over a hundred high-school clubs.

The development of Personal Growth Leaflets from twenty-five to more than eighty titles with a distribution now approaching a million a year.

The observance of the Centennial of Public Teacher Education, including appropriate material in the *Journal*; also publication of a book entitled *A Century of Public Teacher Education*, issued thru the Hugh Birch-Horace Mann Fund for the American Association of Teachers Colleges.

The Journal in brief—Authors from thirty states and the District of Columbia were represented in the *Journal* during 1939-40. More than 450 unsolicited manuscripts were received, of which approximately 7 percent were used. From a total of 294 text pages, 112 were devoted to the work of the National Education Association; 14 to teacher welfare; 90 to classroom materials and the Service pages; and 35 to current social problems as they affect the schools.

The Headquarters Committee on the Journal—This Committee met with members of the *Journal* staff to criticize the current issue and suggest content for future issues.

Interpreting the Work of the Association

"What Do You Know about Your N.E.A.?" was the title of an exceptionally popular and stimulating series of articles by President Amy H. Hinrichs in the *Journal* for 1939-40, bringing a fresh point of view to the interpretation of the Association's work.

Thruout the year *Journal* emphasis was upon projects and activities in which teachers could take part. Professional organization affords every teacher an opportunity to include constructive participation in his personal program of achievement.

Journal material on the work of the N.E.A. and its committees and departments was probably more varied in scope and appeal last year than ever before. Convention publicity was unusually effective. The pictures of state association secretaries, with tributes by President Hinrichs and Secretary Givens, were much appreciated by readers.

Serving N.E.A. Committees and Commissions

The immensely influential service of the committees of the National Education Association is too little known. As one of its contributions to the advancement of the Association's work, the Hugh Birch-Horace Mann Fund is publishing a series of Personal Growth Leaflets, dealing with the activities and findings of important N.E.A. committees and commissions. Leaflets starred in the list below were published first in the *Journal* during 1939-40. These leaflets are widely used by the officers and state directors in interpreting the work of the Association. They are also used by the Future Teachers of America groups in studying the program of the N.E.A.

Leaflets now available on the work of the National Education Association and its committees and commissions include:

- (14) The Challenge of a United Profession
- (16) The American Plan of Education
- (51) The Story of the N.E.A.
- (52) N.E.A. Platform and Resolutions
- *(53) Individual Guidance thru the Schools
- *(55) Projects for Local Associations
- *(56) Federal Aid for Education
- *(57) Better Salaries for Better Schools
- *(58) Education for the Common Defense
- (59) The Story of American Education Week
- (100) New Voter Preparation and Recognition
- (165) What It Means To Be a Future Teacher
- (170) Future Teacher Ideals and Purposes

Serving the Classroom Teacher thru the Journal

To serve this large group of readers, the *Journal* during 1939-40 presented over 34 pages of material on the elementary-school level, 16 pages for rural workers, 30 for high schools, and 10 for colleges and teacher-educating institutions, as well as 17 pages on health education for all levels of the school system. The four Service pages, published monthly except May, continue to be popular.

The extent of teacher-participation in the Service pages has increased markedly during the past year. Over thirty-eight unsolicited manuscripts were used in brief form on the Service pages.

Also helpful to teachers is the monthly feature known as "Pedagogy thru Pictures." These pages of teaching-units-told-thru-photos are contributed by teachers thruout the country. Many of them have been reprinted in other magazines.

Serving Future Teachers thru the Journal

How the FTA movement began—The Future Teachers of America movement grew out of the Horace Mann Centennial in 1937 and has been developed by the *Journal* staff. The FTA organization is sponsored by the National Education Association and its affiliated state and local associations. It offers young people activities thru which they can improve themselves and look forward to useful careers in that greatest of all occupations—teaching. The name Future Teachers of America—like Future Farmers of America—

clearly recognizes that young people are concerned with the welfare of the nation as a whole.

Progress to date—Interest in FTA is growing in every state in the Union. The first college FTA charter in the United States was issued only a little over a year ago. There are now 64 active college and university chapters with 1561 members in good standing and at work on the problems of the teaching profession. The largest chapter is at the University of Kentucky. In high schools there are now 115 clubs with 2032 members.

FTA at work in high schools—In the high school the purpose of the FTA club is exploratory, prevocational, and preprofessional. Under the 1940-41 plan the FTA clubs pay \$2 the first year—\$1 for the charter and \$1 for service; and thereafter \$1 each year for service which includes 100 Personal Growth Leaflets with which to carry on activities and projects.

FTA at work in colleges—The FTA chapter in the college and university is a practice school in professional and civic cooperation. Chapter members are junior members of the N.E.A. Their annual dues of \$1 entitle them to such membership and to receive the *Journal*.

The coinclusive membership plan, under which FTA chapter members pay \$1 dues to the state association and \$1 dues to the National Education Association, is going forward rapidly. Several states have already agreed to the plan.

FTA projects—Clubs and chapters are free to work out their own programs. Suggestions are given each month on the "Teacher-Education Service" page in the *Journal*. Over 80 Personal Growth Leaflets, emphasizing citizenship, character, community betterment, and the improvement of the teaching profession, are now available to FTA groups.

Journal Emphasis on Democracy

As U. S. Commissioner of Education Studebaker has pointed out, if our ideals of democracy are to survive, they must be made to work. Education of both children and adults must give a kind of preparation for citizenship which will enable the people to recognize and to cope effectively with the problems of our times. As a contribution to such preparation, the *Journal* during 1939-40 presented over thirty-five pages on the basic problems of democracy, including curriculum material for teaching democracy in the schools. Outstanding among such articles was Charles A. Beard's "Essentials of Democracy" in the October issue.

A notable contribution toward Pan-American understanding was Herbert E. Bolton's fine article on "Cultural Cooperation with Latin America."

To help readers visualize the world situation, the Educational Policies Commission statement on *Education and the War in Europe* was published in December. A graphic discussion by Stuart Chase and Marian Tyler entitled "If America Were Like Europe," was much appreciated by readers.

The Journal and Personal Growth Leaflets

Personal Growth Leaflets, which began their development about a year ago under the management of the *Journal* staff, have passed the experimental stage. They afford an inexpensive and dignified means of extending our personal influence at a time when the survival of civilization depends on a renewed devotion to the finer and better things of life.

Leaflet circulation has had an amazing growth so that thousands now go out daily to every state in the Union and to many foreign countries, serving a variety of uses. Between May 1, 1939, and May 1, 1940, 788,927 copies were sold. Many thousands of copies were furnished without charge to help carry on the work of the Association, its committees and departments. Eighty titles are now available, distributed over the fields of character and personality; education and professional organization; citizenship and culture. The great care which noted authors are willing to give to the preparation of these leaflets shows the value which they place on their wide circulation. Only thru large-scale production is it possible to maintain the low price of one cent per copy on the leaflets.

Following are the ten "best sellers" during 1939-40:

- | | |
|--------------------------------------|--|
| (1) The Code of the Good American | (6) A Golden Treasury on the Art of Living |
| (2) Your Life in the Making | (7) Your Mind in the Making |
| (3) Your Personality in the Making | (8) Shall I Go to College? |
| (4) A Golden Treasury from the Bible | (9) The Government Takes a Census |
| (5) Shall I Become a Smoker? | (10) Your Health in the Making |

The Journal and Citizenship Recognition Day

The *Journal* for December in a 4-page feature announced the plans of the N.E.A. Committee on Induction into Citizenship for a nationwide observance of Citizenship Recognition Day on May 19. On April 10, 1940, the United States Congress by joint resolution set aside the third Sunday in May each year for this observance. Citizenship Recognition Day may easily become one of the most important projects of our local, state, and national education associations. This movement, like American Education Week, will have the support of the teaching profession and of leading citizens thruout the country.

An additional gift of \$5000 by Hugh Taylor Birch to the Hugh Birch-Horace Mann Fund will make possible the publication of an *American Citizens Handbook* to be edited by the *Journal* staff and to be available early in 1941. The *Handbook* will be suitable to distribute to all new voters and naturalized citizens. It will be an invaluable, lifelong possession for the citizen and his family. It will include the full text of the great documents of our American liberty, inspiring statements of American ideals, patriotic songs and poetry, pictures of statesmen and historic shrines, and many other features including a section for the family record.

Journal Evaluation Service

Each year over five thousand readers are asked to help evaluate the *Journal* from month to month as an aid to the editorial staff in its search

to discover what kind of content readers desire to have in the magazine. In December 1939 the *Journal* issued an invitation for volunteers to help evaluate the *Journal*. This is open to every member.

American Education Week

"Education for the Common Defense" was selected as the general theme for American Education Week 1940 at a meeting on November 13, 1939, of representatives of the four national sponsors—the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. The program by days follows:

Sunday, November 10	Enriching Spiritual Life
Monday, November 11	Strengthening Civic Loyalties
Tuesday, November 12	Financing Public Education
Wednesday, November 13	Developing Human Resources
Thursday, November 14	Safeguarding Natural Resources
Friday, November 15	Perpetuating Individual Liberties
Saturday, November 16	Building Economic Security

The scope and significance of American Education Week have been greatly increased by the decision of the Canadian Teachers' Federation to observe Education Week at the same time that it is observed in the United States.

The 1939 observance last November, as judged by distribution of materials and by the fact that over eight million parents and citizens visited their schools, was highly successful. The material was prepared by Lyle W. Ashby of the Division with the cooperation of twenty-five field committees thruout the country. Built around the report of the Educational Policies Commission, *The Purposes of Education in American Democracy*, it was utilized as a time for discussing the purposes of education in the United States.

Association Publishing

Achievements—The publishing program of the National Education Association continues to expand. No other agency in the world issues as much material on the problems of the teaching profession. Fourteen hundred different publications are found in the stockrooms of the Association.

The Editorial Service Unit of the Division of Publications is responsible for the technical editing and management thru the press of all major publications at headquarters, except the *Journal* and the Personal Growth Leaflets which are edited elsewhere in the Division. The Association thru the Washington office has published 186,169,824 pages of material this year. Millions of additional pages were published by departments located elsewhere.

Program and Accomplishments of Association Publicity 1939-40

Educational interpretation—The purpose of the Publicity Section is to help gain public support for what teachers want to do. It interprets the aims and progress of education. The public is reached thru newspapers and maga-

zines, radio, special publications, and the speaker's platform. The Publicity Section is directed by Belmont Farley.

Conventions—The Publicity Section operated the press service for the following annual conventions: National Education Association, San Francisco, July 2-6; American Association of School Administrators, St. Louis, February 24-29; American Association for Health, Physical Education, and Recreation, Chicago, April 24-27. The press service is rendered to wire and radio news associations of national coverage, to staff correspondents who come to the convention city from newspapers of wide circulation, to newspaper staffs of the convention city, to news magazines, and to approximately sixty educational magazines. For convention service, the section maintains during the convention an office well equipped to aid the representatives of the press.

Radio: classroom—The Publicity Section has charge of all radio projects of the N.E.A. From June 1, 1939, to June 1, 1940, the Section was responsible for 111 programs broadcast as supplementary aids to classroom teaching, in which the N.E.A. cooperated with the Columbia Broadcasting System's "American School of the Air." During the current year the number of state departments of education officially approving the "American School of the Air" for use in the schools of the respective states reached eleven, and between 150,000 and 200,000 teachers employed programs of the "School of the Air" in their classrooms.

During the present year, plans have been completed to extend the "American School of the Air" to all the countries of the Western Hemisphere as the "School of the Air for the Americas." The project has been worked out in cooperation with the United States Department of State, the ambassadors of the twenty-one American republics, the Pan-American Union, and the appropriate educational officials in these nations as a feature of cultural interchange between the various peoples of the Americas.

Radio: interpretive—Thirty-four chain broadcasts were made during the year to keep the American public informed of educational problems: American Education Week, 3; N.E.A. San Francisco convention, 13; A.A.S.A. St. Louis convention, 16; American Association for Health, Physical Education, and Recreation, Chicago convention, 2. Assistance was given to numerous local radio programs.

Appropriate literature was printed and news releases were distributed to promote radio projects in which the N.E.A. was a participant. Thru the director of the Publicity Section, demonstrations of the "American School of the Air" were arranged at annual conventions of five state teacher associations. The director participated in three of these. Steps were taken for demonstrations to be made before three state association conventions in the fall of 1940.

News releases—N.E.A. activities and research findings were released to wire associations and daily and weekly papers. Three periodic news releases to the profession were issued: *Capital Comment*, summarizing educational

activities from the Washington viewpoint, to state education journals; *News and Views* on education to publications of local teacher groups; *Farm and Village Schools* to rural education leaders. Articles on the three major conventions and on radio were prepared for the N.E.A. *Journal*. Convention stories were sent to fifty-three state journals and to thirty-nine general educational magazines.

Publications distributed—During the year, *Research Bulletins*, committee reports, and special publications of the N.E.A. were distributed to selected mailing lists of 2624 newspapers, magazines, officers of national groups, and other key persons in the United States and abroad. Distribution of the N.E.A. *Journal* for many years to all civilized countries of the world thru the International Exchange Service of the Smithsonian Institution was restricted last year by the Institution to points in nonbelligerent nations.

Promoting public relations—The Publicity Section maintains an exchange for the one hundred members of the School Public Relations Association. Two regional conferences—Chicago, May 2, and New York City, May 22—were held to discuss public relations strategy needed to counter-attack organized opposition to education. Assistance is given almost daily to leaders of local educational publicity projects who write to the N.E.A. for suggestions.

Research

William G. Carr, Director

Frank W. Hubbard, Associate Director

With the creation of the Educational Policies Commission in 1936 and the appointment of Mr. Carr as its secretary, the active direction of the Research Division was assigned to the associate director.

The Division provides the members of 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.

Letters of Inquiry

Each week during the school year the Division answers from 150 to 200 letters of inquiry. These letters are written by classroom teachers, administrators, parents, and students. Every effort is made to provide pertinent research findings, practical publications, and current bibliographies.

Research Bulletins

During the school year 1939-40 the Division prepared five bulletins on the following topics:

September (1939), "Organizations Interested in International Relations"—a list of 174 agencies supplying publications and services of interest to teachers.

November (1939), "The Teacher Looks at Teacher Load"—a report of what nearly 4000 classroom teachers, cooperating thru 188 local associations, believe to be the effects of teaching assignments and working conditions.

January (1940), "City Teachers: Their Preparation, Salaries, and Experience"—a detailed analysis of various factors associated with the biennial salary survey of urban school systems.

March (1940), "The Status of the Teaching Profession"—a brief review of the preparation, economic condition, tenure protection, retirement provisions, and other aspects of the professional status of elementary- and secondary-school teachers.

May (1940), "Analysis of Local Provisions for Teacher Retirement"—a summary of 65 local pension and retirement plans.

Nearly 20,000 copies of each of the foregoing bulletins are distributed annually to Life Members, Five-Dollar Members, *Research Bulletin* subscribers, Educational Research Service subscribers, and the members of several departments.

Plans are in progress for publications dealing with the problems of rural education, the education of exceptional children, the supervision of instruction, school finance, and the teaching of various areas of study.

Committee Reports

During the year the Research Division has assisted in the technical work of committees of the Association and its departments. Among this year's activities have been the following:

Committee on Tenure—Compiled a review of court decisions; prepared drafts of materials dealing with summer school attendance and the employment status of women.

Committee on Academic Freedom—Advised on the possibility of preparing a statement of general policy.

Committee on Equal Opportunity—Assisted in outlining a program of interpretation of problems in the general area of the Committee's assignment.

Committee on Credit Unions—Helped to compile and edit information for a handbook on how to establish teacher credit unions.

Committee on International Relations—Compiled a report of illustrations of how international relations are taught in secondary schools; issued two news letters.

Committee on Supply, Preparation, and Certification of Teachers—Prepared a tentative summary of technics used in the study of supply and demand problems in various states.

Committee on Cooperatives—Coordinated activities leading to the preparation of a manuscript on the theory behind the cooperative movement.

Committee on Salaries—Assisted in the preparation of a statement of principles involved in the making of teacher salary schedules.

Committee on Tax Education—Advised on plans for the preparation of popular materials dealing with tax problems.

Joint Committee of the N.E.A. and A.L.A.—Initiated a survey of relationships between public schools and public libraries.

National Council on Teacher Retirement—Compiled a summary of court decisions; initiated a study of the avocational interests of retired teachers.

Committee on the Certification of Superintendents of Schools—Assisted this departmental committee of the American Association of School Administrators in issuing a report of case studies of twenty-six successful superintendents of schools.

A number of the foregoing research activities culminated in reports which may be obtained at the convention Registration Desk or direct from the Washington office.

Yearbooks

For sixteen years the Division has helped in the preparation of departmental yearbooks. Many of these volumes have been useful to curriculum committees, study groups, and boards of education as well as to individual members of the profession. The two publications issued during the current school year are the following:

1. *Enriching the Curriculum for the Elementary-School Child* (Department of Elementary School Principals). 500 p.
2. *Safety Education* (American Association of School Administrators). 544 p.

Yearbooks now being prepared deal with education for family life, health education, and special needs of the individual school child. In connection with these activities the Research Division supplies technical research counseling and statistical, editorial, and clerical services.

Cooperative Projects

Jointly with the American Association of School Administrators the Research Division maintains a subscription service—the Educational Research Service. Thru this channel approximately 450 school systems, universities, libraries, and teachers associations are provided with various publications and informational aids. During the year the Division has supervised the preparation of ten circulars dealing with topics such as salary schedule provisions for classroom teachers in cities above 30,000 in population, the relationships of school systems to council-manager plans of municipal government, aspects of school library administration, and the length of school sessions and class periods in public schools. The facilities of the Research 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 successfully compiled several publications in the field of safety education. Of particular interest to administrators are two bulletins, *Checklist of Safety and Safety Education* and *Teacher Liability for Pupil Injuries*. Classroom teachers will find much helpful material in the following reports: *Visual Aids in Safety Education*, *Problems and Topics in Safety Instruction*, *Units in Safety Education: Grades I and II*, and *Units in Safety Education: Grades III and IV*. Progress is being made on units for Grades V and VI, a list of dramatizations, and instructional suggestions for secondary-school teachers.

Cooperative activities have continued during the year with the American Association of Teachers Colleges in preparing a report on student personnel practices. Other studies on teacher-education problems are contemplated.

Miscellaneous

Thru its state school legislative reference service the Division supplies information and publications to more than 1000 local and state leaders. Materials circulated during the year dealt with finance, retirement, and tenure questions.

Each year the Division compiles a number of memorandums for officers of the Association, members of the staff, and local officers of teacher groups. Assistance has been given to many local salary committees. Counseling and information services were extended to teacher committees and executives of Kansas City with regard to the Griffenhagen survey of that city. Members of the Division have served on staff committees and helped local and state education associations with such activities as convention programs and committee work.

Rural Service

Howard A. Dawson

The functions of the Division of Rural Service and its director are to maintain professional contacts for the National Education Association with workers in rural education and related fields, to promote and interpret rural education, to act as a clearinghouse of information on rural education, to stimulate research in rural education, to act as the headquarters representative of the Department of Rural Education, to maintain relationships with other organizations and commissions interested in rural life and education, to maintain active relationships with federal agencies whose work affects rural education, and to cooperate with other divisions and departments of the Association where their objectives and programs specifically affect rural education.

One of the major functions of the director has been to carry on the work of the Legislative Commission in connection with legislation for federal aid for education. The report on that work will be found in the report of the Legislative Commission.

The principal work and activities of the director during the past year are as follows:

1. Cooperating with and promoting the Department of Rural Education. Assistance has been given the president in organizing and arranging the programs for the July and February meetings of the Department. The annual membership campaign of the Department has been conducted by the director. The yearbook of the Department, *The Preparation of Teachers for Rural Schools*, has been prepared for printing and disseminated. The director working with the Committee on Program and Policy, set up by the Department of Rural Education, has written portions of the report, *A National Policy for Rural Education in the United States*, and edited the final report for publication and directed its distribution.

2. Cooperating with other agencies. Consultations have been held with various representatives of the United States Department of Agriculture regarding the preparation of bulletins on agricultural problems and programs

suitable for use in rural schools. The director has assisted in the organization of two conferences on guidance problems in rural areas held under the auspices of the Alliance for the Guidance of Rural Youth. He also had charge of one sectional meeting of the American Council of Guidance and Personnel Associations—Problems of Rural Youth in City and Country.

3. Consultations with state leaders on problems and programs in rural education. The director has assisted leaders in North Carolina in the organization of a workshop in rural education to be conducted at the University of North Carolina in the summer of 1940. He has assisted leaders in Florida in organizing the Southern States Work-Conference on School Administrative Problems in which leaders in fifteen states will participate. During the month of June the director will actively participate in both of these programs. The director also has been consultant to a committee of the New Mexico Educational Association charged with the duty of working out a new plan of state school finance. A report of recommendations for legislative actions was made to the Education Council appointed by the governor of Arkansas.

4. Organization of Midwest Regional Conference on Rural Life and Education. Perhaps the outstanding accomplishment of the year is the organization of a regional conference for the states of Iowa, Illinois, Kansas, Nebraska, and Missouri. The state departments of education, the state education associations, and the teacher-education institutions of these states joined with the Division of Rural Service and the Department of Rural Education in sponsoring the conference which was held at the Northeast Missouri State Teachers College, Kirksville, Missouri, March 14-16, 1940. This conference was attended by about eight hundred rural teachers, rural administrators, and professors from teacher-education institutions (mostly rural classroom teachers). Plans are under way for a similar conference for this region to be held at the University of Illinois in March 1941. Much of the success of this conference was due to the work of the chairman of the committee, A. F. Elsea, state supervisor of rural education, Missouri State Department of Education.

5. Articles published. The director has written and has had published during the year ten magazine articles on various phases of rural education.

6. Addresses to professional and lay organizations. During the year the director has delivered fifty-two addresses in sixteen states: Arkansas, California, District of Columbia, Georgia, Maine, Maryland, Michigan, Missouri, Nebraska, New York, North Carolina, New Mexico, Oklahoma, Pennsylvania, Tennessee, and Virginia.

It is the observation of the director that the interest in rural education today is more active than at perhaps any other time in the history of public education in this country. The most encouraging of the present activities is the wide participation of rural classroom teachers in programs for the improvement of instruction. The whole field of rural education offers an opportunity and a challenge to the National Education Association and it is gratifying to report that the Association is making its influence felt in constructive programs of action.

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 ten divisions at headquarters and is coordinated in the Secretary's Office.

Conferences with staff members and outside agencies, both in Washington and thruout the country, which naturally take much time of the executive secretary, constitute one of the most important services of the Office. Besides the increased number of requests which have come from the field, the executive secretary is called upon to use much of his time as a member of the American Youth Commission, the Educational Policies Commission, the Federal Radio Education Committee, the Joint Commission on Education and Resources, the Committee on the Implementation of Secondary Education, the WPA Advisory Committee on Education, as well as to serve unofficially with many other groups.

All mail for the building is opened, stamped, and distributed by the Secretary's Office. The letters which are addressed to this particular division are taken care of by the secretary, and in addition to this, much help is given to officers of the Association—particularly the president—committees, and departments. The Secretary's Office also serves as the personnel office for the headquarters, securing stenographers and clerks for temporary assignment. Therefore, it is our responsibility to select efficient help to carry on the work of the Association.

It is to the Secretary's Office that requests come from groups wishing to obtain departmental status, and this past year much correspondence has taken place. Five of the twenty-seven departments are already housed in our building, and have full-time staffs, and two additional departments are establishing headquarters in the administration building this summer—the National Council for the Social Studies and the National Association of Secondary-School Principals. The Music Educators National Conference voted to become the Department of Music of the Association at its annual convention held in Los Angeles in April. Official action will be taken by the Representative Assembly of the N.E.A. in Milwaukee. In addition to these activities, the Association has thirty committees and commissions, twenty-seven 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."

During the months of April, May, and June, the Secretary's Office enthusiastically works in making the preparations which are necessary for a successful convention. These consist of the *Program*, prepared under the direction of the president, the *Official Manual for Delegates*, the *Summary of Committee Reports*, and correspondence with state and local affiliated associations to secure lists of delegates to the annual convention.

Teacher Welfare

Willard E. Givens

Ten percent of the references cited in a recent summary of teacher welfare studies had been prepared and published by the National Education Association. In fields such as tenure and retirement, nearly one-fourth of the references were to the Association's publications. Thus the Association carries forward into practice its belief that professional improvement and teacher welfare are coordinate and related functions. In the following paragraphs only a brief résumé can be made of the many constructive contributions of the year 1939-40.

Tenure

The Committee on Tenure, with the aid of the officers and staff, continues its effective work. Each year the Division of Research supplies individual teachers and their attorneys with summaries of court cases and the provisions of state laws. Many cases are referred to the Committee on Tenure for personal investigation.

During the year the staff prepared materials on the following topics: (a) court decisions in 1939; (b) tenure laws passed in 1939; (c) effect of tenure on training in service; and (d) employment of married women. Published materials have assisted the Committee on Tenure in protecting teachers against unfair dismissal.

Retirement

The staff cooperates with the National Council on Teacher Retirement in promoting the development of sound retirement systems. A pioneer venture was the bulletin summarizing court decisions in the field of retirement for the period 1930-39. Another unusual study by the Division of Research was the résumé of sixty-five local retirement plans (available as the *May Research Bulletin*). Mimeographed leaflets have been issued dealing with legislation in 1939 and social security. Many local and state committees have been supplied with data and suggestions for advancing their activities.

Economic Status

With the aid of the staff, the Committee on Salaries has prepared a bulletin on principles in salary scheduling. This publication will be of real help to committees of classroom teachers and administrators.

Hundreds of letters of inquiry have been answered during the year. Both individuals and committees have been supplied with salary tabulations and schedules. Suggestions have been made as to how to make surveys and prepare materials for presentation to boards of education. A number of letters have been received from superintendents of schools and officers of local organizations testifying to the effectiveness of our efforts to improve the economic status of teachers.

The teacher credit union movement has made progress under the active leadership of the Association's committee. Speakers were assigned to the programs of a number of local associations. A handbook on the organization of credit unions has been prepared for distribution.

Teacher Preparation

During the year the Committee on Supply, Preparation, and Certification of Teachers has sought to improve its statement of principles in teacher education. The statement is now available in leaflet form. The principles have been revised and approved by representatives of the American Association of Teachers Colleges. Progress has also been made on a bulletin reviewing the technics for making statewide studies of teacher supply and demand. This report should be available next fall.

The Division of Research has cooperated with a committee of the American Association of Teachers Colleges in a study of student personnel practices. Other studies in the area of teacher education are planned for the next school year.

Professional Relationships

The welfare of the profession is greatly affected both by public relationships and by relationships within the profession. Public relationships have received the special attention of the Publicity Unit. The Field Division has been active in sponsoring institutes on professional relationships. A number of successful institutes were held in the summer and fall of 1939. Many similar conferences have been planned for the summer and fall of 1940. The "all-inclusive" membership plan, sponsored by the Membership Division, has given impetus to better professional relationships. The Division of Affiliated Associations continues to build morale and fine working contacts among the units of the organized profession.

The Committee on Ethics is now considering the steps to be taken in improving the Code of Ethics and implementing its use. The Committee on Equal Opportunity has published a number of articles in professional journals. This committee sponsored a radio broadcast on May 18 over Station WLW in Cincinnati on the problem of the employment of married women. The script was prepared by the Publicity Unit.

Miscellaneous

The Division of Teacher Welfare helps to coordinate committees and 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

During the year 1939-40, this Department has placed its primary emphasis on the adjustment of problems created by our rapid expansion over the past few years. A careful study of the functions of the officers and staff members is in process. Special efforts have been made by the national office to establish close working relations with our district and state associations and to increase the association membership. The membership has increased slightly more than 10 percent since June 1939 and all but two of the state associations are now represented on our Legislative Council.

Cordial relations with other departments of the National Education Association and with other national organizations have been continued and expanded. The Department has been represented at a number of specific occasions such as the South American meeting of the health section of the World Federation of Education Associations; inauguration of the presidents of the University of Texas and of Bowling Green State College, Ohio; the fiftieth anniversary of George Williams College; and the Eighth American Scientific Congress at Washington. Representatives from the Department are serving on the American Association of School Administrator's 1942 Yearbook Commission on health education; the American Public Health Association Committee To Study Cooperation in Health Education; the Joint Committee of the N.E.A. and A.M.A. on Health Problems in Education; the National Committee on Cooperative Curriculum Planning; the United States Softball Association; and the United States Volleyball Association. The association has worked actively for the establishment of the National Conference for Cooperation in School Health Education. This conference consists of delegates from a considerable number of national organizations in education and health who will counsel on the development of school health education in all its relationships.

At our annual convention held in San Francisco last April a committee was appointed to work out the detailed arrangements for a merger of the Women's Division of the National Amateur Athletic Federation with the American Association for Health, Physical Education, and Recreation. The committee report has been approved by both organizations, thus completing the merger.

The *Journal of Health and Physical Education* was mailed each month of the school year to all members and the *Research Quarterly* was sent to

(Continued on page 947)

ORGANIZATION OF THE N.E.A.

1. *The National Education Association* is a democratic organization made up of voluntary members engaged in all phases of educational work. It is the national professional association for teachers. Its purpose is to elevate the character and advance the interests of the profession of teaching and promote the cause of education. It accomplishes its purpose thru research, thru publications, thru public relations, thru the work of 31 committees, commissions, and councils and 27 departments, and thru field work and conventions.

2. *Affiliated* with the National Education Association are 52 state associations and 1040 local associations distributed nationwide.

3. *The Representative Assembly* is composed of the president, twelve vice-presidents, the executive secretary, and the treasurer of the National Education Association, the United States Commissioner of Education, and approximately 1700 delegates elected from the various affiliated state and local associations. Each state association is entitled to elect one delegate for each 100 of its members who are active members of the National Education Association up to 500, and thereafter one delegate for each 500.

Each affiliated local association is entitled to elect one delegate for each 100 members who are active members of the National Education Association.

The Representative Assembly elects most of the Association's officers; it acts upon resolutions; it approves the budget; it creates and abolishes departments; it receives all reports of committees, commissions, and councils, and takes action upon them.

4. *The Board of Directors* is made up of 57 members, consisting of four officers of the Association, one member from each state and territory, elected by the Representative Assembly for a term of three years, and all life directors. It has charge of the general interests of the Association. It elects the Board of Trustees and two members of the Executive Committee. It makes recommendations for action to the Representative Assembly. It formulates the annual budget and presents it to the Executive Committee for consideration and to the Representative Assembly for action.

5. *The Board of Trustees* has charge of the Permanent Fund and provides for its safekeeping and investment. It has the custody of all property. It elects the executive secretary and fixes his compensation and term of office.

6. *The Executive Committee* is composed of nine members, consisting of the president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, and five elected members, two elected by the Board of Directors and three by the Representative Assembly. The Executive Committee acts for the Board of Directors in the intervals between meetings. It receives and considers all reports, prints and presents them to the Board of Directors, which transmits them to the Representative Assembly for action. The Executive Committee fills all vacancies occurring in the body of the officers of the Association between conventions.

7. *The president* is elected by the official delegates at the annual convention. The president presides at the meetings of the Association, prepares the program for the annual convention, and serves as a member of the Board of Trustees and as chairman of the Board of Directors and Executive Com-

NATIONAL EDUCATION ASSO

203,400 Individual Members

STATE and LOCAL AFFILIATES
52 State

REPRESENTATIVE COUNCIL
1700

NATIONAL COUNCIL of EDUCATION

BUDGET COM.

BOARD of 57

BOARD of TRUSTEES
5 Members

EXECUTIVE DIRECTOR

27 DEPARTMENTS

Administrative Women	Health, Physical Education and Recreation	Secondary Principals
Adult Education	Home Economics	Secondary Teachers
Art Education	Journalism Directors	Social Studies
Business Education	Kindergarten-Primary Education	Special Education
Classroom Teachers	Lip Reading	Supervisors and Directors of Instruction
Deans of Women	Music Education	Teachers Colleges
Educational Research	Rural Education	Teachers of Speech
Elementary Principals	School Administrators	Visual Education
Garden Education	Science Instruction	Vocational Education

HEADQUARTERS

Accounts
Administrative
Affiliated
Business
Field
Members
Public
Residence
Rural
Secretaries
Teachers

———— = Creational Relationships

■■■■■ = Functional Relationships

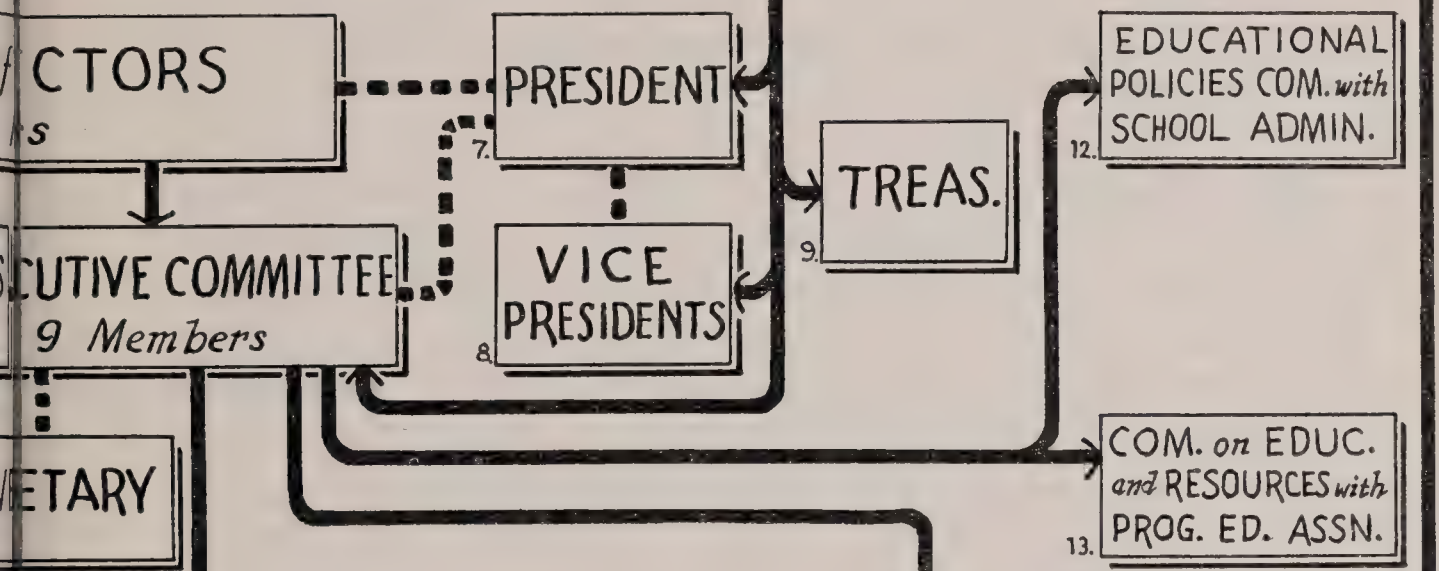
825,000 Affiliated Members

ED ASSOCIATIONS

1040 Local

ASSEMBLY

tes



STAFF

28 COMMITTEES

ords vice ions ce e	Academic Freedom	Equal Opportunity	NEA- American Teachers Association
	Affiliated Associations	Ethics	NEA- National Congress of PTA
	Appraisal	Individual Guidance	Necrology
	Auditing	Induction <i>into</i> Citizenship	Publishing
	Bylaws <i>and</i> Rules	International Relations	Resolutions
	Cooperatives	Legislative	Retirement
	Credentials	NEA - American Legion	Salaries
	Credit Unions	NEA - American Library Association	Supply, Preparation, <i>and</i> Certification
	Elections	NEA - American Medical Association	Tax Education
			Tenure

mittee. The president serves for one year and then becomes first vice-president for the ensuing year.

8. *Vicepresidents* are twelve in number and serve as assistants to the president.

9. *The treasurer* is elected annually by the Representative Assembly. He receives from the executive secretary and holds in safekeeping all moneys paid to the Association and pays out the same upon the order of the Board of Trustees.

10. *The executive secretary* is elected by the Board of Trustees and serves as the secretary of the Executive Committee and as executive officer of the headquarters staff. With the president, he approves bills. He receives the dues from members and deposits them with the treasurer, keeps a record of the proceedings of meetings, formulates and proposes policies and programs for the consideration of the official policy-making bodies of the Association.

11. *The National Council of Education* discusses educational questions of public and professional interest, proposes to the Executive Committee suitable subjects for investigation and research and uses its best efforts to further the objects of the Association. The Council consists of 200 members.

12. *The Educational Policies Commission* was created by joint action of the executive committees of the National Education Association and the American Association of School Administrators. It formulates and publishes statements of policy dealing with long-term planning in education.

13. *The Commission on Education and Resources* was created by our Executive Committee in cooperation with the Progressive Education Association. Its purpose is to prepare information concerning natural and human resources and to make it available for use in our schools.

14. *The departments* are twenty-seven in number. Some departments are organized on the basis of levels of education, such as Elementary Principals and Secondary Principals. Most of the departments are organized on the basis of subjectmatter, such as Art Education and Vocational Education. The nine departments which follow are housed in the headquarters office in Washington: Classroom Teachers; Deans of Women; Elementary Principals; Health, Physical Education, and Recreation; Rural Education; School Administrators; Secondary Principals; Social Studies; and Supervisors and Directors of Instruction. All departments are given office space at headquarters if they desire it. Each department works intensively in its particular professional field.

15. *The headquarters staff* consists of eleven divisions and nine departments. It carries on office work for the organization, such as keeping records, handling business, conducting research, issuing publications, and giving professional and welfare service to all members of the Association.

16. *Most committees* are appointed by the president. They work on the problems of our profession thru study, research, and reflective thinking. They help to move forward the work of the great profession of teaching.

17. *The Budget Committee* consists of five members elected by the Board of Directors to formulate and present the annual budget.

(Departments—continued)

approximately eighteen hundred professional, student professional, and life members. Reprints of articles from these publications have been rather widely distributed.

Approximately thirty-two hundred people attended the annual convention held in Chicago, April 24-27, 1940. The theme of the convention was "Service to American Youth." The proceedings of the convention are to be printed.

Margaret Bell, president, N. P. Neilson, executive secretary, and Bess Exton, assistant in health education, have held many conferences with individuals and have attended numerous group discussion meetings and general convention programs in the field during the year. These have served to emphasize the importance of our opportunities and responsibilities.

American Association of School Administrators

S. D. Shankland

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 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.

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 St. Louis last February the *Official Program* listed 220 meetings. There were 124 breakfasts, luncheons, and dinners. The huge exhibit occupied over 90,000 square feet of space, subdivided into 365 booths sponsored by 230 exhibitors.

The American Association of School Administrators had 11 general sessions, 22 groups for the discussion of special problems, 6 informal conference exhibits, and 16 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 62 other associations, societies, councils, federations, and conferences which held meetings in St. Louis 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 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—Safety Education is the title of the 1940 yearbook, which was distributed to members at the time of the St. Louis convention. This yearbook is a convenient handbook of safety for educators, parents, law enforcement officers, and all those interested in making homes and highways safe. Schools are organized to meet human needs. These needs change as new conditions develop. At the little red schoolhouse the need for teaching safety was not very urgent, but modern inventions have wrought a change. Education for safety is now the concern of all good citizens.

Commissions are now at work preparing a yearbook on education for family life for 1941 and one on health education for 1942. This 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. The final report of the Committee on Certification of Superintendents of Schools, a 48-page document entitled *The Superintendent of Schools and His Work*, was mailed to members in February. At the close of the St. Louis convention a 28-page summary was issued. It gave the highlights of each session, the resolutions, and press releases for use in local papers when members returned to their homes.

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 American 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.

Administrative service—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

On page 172 of the November 1921 *Journal* of the National Education Association can be found the following paragraph: "The Executive Committee recommends that the application of the National Association of Elementary School Principals for recognition as a department of the Association be accepted by unanimous vote and that it be known as the Department of Elementary School Principals."

In the fifty-ninth volume of *Proceedings* of the N.E.A., page 453, the following statements may be found: "The Department of Elementary School Principals was organized at Atlantic City, February 28, 1921, as the National Association of Elementary School Principals. At the meeting of the Representative Assembly in Des Moines, Iowa, Friday, July 8, 1921, the Association was by unanimous vote made a department of the National Education Association."

Accomplishments—As the Department completes its nineteenth year of progress and begins to make plans for a celebration thruout its twentieth year of existence, it pauses to take stock of the accomplishments of the year just passed. Members of the Department received a copy of the eighteenth yearbook, *Enriching the Curriculum for the Elementary-School Child*, and were sent five issues of *The National Elementary Principal* (October and April numbers were official reports of the conventions) in return for their \$3 membership fee. All members were sent complimentary the 96-page monograph on *Visual Education*, the report of the Committee, and a booklet on *Visual Aids in Safety Education* prepared by the Safety Education Projects of the Research Division of the National Education Association. The officers and conference committee made arrangements for the splendid Third Annual Conference on Elementary Education sponsored by the Department and University of California, Berkeley, California, July 8-21, 1939, on the university's campus. This very fine conference of two weeks was attended by 375 principals, teachers, supervisors, and superintendents, who received as soon as they returned home a report on *Problems of the Modern Elementary School* which was a résumé of all the lectures and conferences periods.

The officers of the Department have made plans to sponsor a Fourth Annual Conference on Elementary Education to be held at the University of Wisconsin, Madison, Wisconsin, July 6-19, 1940. "The Enrichment of the Curriculum for the Elementary School" will be the theme. Reservations to date have far exceeded the number which had been received at this same time last year.

Other services which the Department has rendered have been the loaning of books from its library to individuals and groups which were working on

specific problems; it has continually striven to be the clearinghouse for the problems of basic change and practice which are taking place in the elementary school; it has encouraged and assisted groups of principals to organize clubs and associations in their cities, counties, and states. The *News-Letter* which has been sent to the president of every club listed in the official directory of the eighteenth yearbook, *Enriching the Curriculum for the Elementary-School Child*, telling of the activities, programs, and conferences the different groups have held, has helped in the study of their own special problems. The list of these groups in the new yearbook, *Meeting Special Needs of the Individual Child*, which will be sent to members of 1940-41, will carry a still larger list of clubs and associations. Because the editorial committees of the Department, with the help of the Research Division of the N.E.A., have been preparing such splendid yearbooks, reprintings have had to be made this year of the following: fifteenth, *Personality Adjustment of the Elementary-School Child*, (second printing); sixteenth, *Appraising the Elementary-School Program*, (second printing); seventeenth, *Newer Practises in Reading in the Elementary School*, (third printing); and eighteenth, *Enriching the Curriculum for the Elementary-School Child*, (second printing). These popular books, with the study outlines, have been used as a basis for study by superintendents in their principals' meetings, in faculty meetings by principals, in principals' clubs, and by teacher study groups.

It has been possible to render all of these services because of the unswerving loyalty of our Department representatives and our members who have told those interested in this field of education about the efforts of the Department to be of service and help.

Problems—The officers of the Department are extremely anxious that elementary principals everywhere be made cognizant of the responsibility which is theirs in letting patrons of their communities know about the fine work done in our elementary schools. Criticisms by the public as to terminology can be traced back to lack of understanding. Each elementary school should be the community house for that particular group and each elementary principal should be able to contact and tell the parents of his group about the needs as well as the progress of the school. The citizens of every community should be made conscious of the problems facing our elementary schools now and in the immediate future. Our parent organization—the National Education Association—has tried diligently to meet these problems and many others for us, but the officers of the Department feel that more and more the elementary principal must project an effective public relations program in his own community.

National Association of Deans of Women

Kathryn G. Heath

This year the work of the National Association of Deans of Women, a department of the National Education Association, primarily has been along three lines of endeavor:

Conventions—The summer meeting in San Francisco in 1939 provided a fine opportunity for members to visit the nearby institutions to learn first

hand the personnel procedures being followed and to see some new developments in buildings and dormitories. The winter convention held in St. Louis in February offered three distinct types of programs: meetings for the five sections (university, college, teacher training, junior college, and secondary school), various interest groups relating to special problems vital to some of the deans from each of the sections, and general sessions of interest to all of the deans. Special emphasis was placed on hospitality with the result that the members had a much better opportunity to become acquainted with their fellow workers and to exchange professional ideas.

Publications—In the field of publications, the Association has entered on its third year as publisher of an educational professional *Journal* designed both to interpret the work and activities of the deans, counselors, and advisers in the country and to assist them in their individual professional responsibilities.

Thru the help of the student deans of Syracuse University, the Association published Volume II of *Guide to Guidance*, a comprehensive bibliography of publications in the field of guidance which are of especial interest to deans, counselors, and advisers. The 357 descriptive annotations of books, pamphlets, and articles contain enough of the subjectmatter and point of view of the author presented to enable the student guidance worker to decide whether or not the reference answers his particular need.

The third pamphlet in the series on functions of different types of personnel workers came from the press in February. The first two were *The Dean of Girls in the High School* and *The Dean of Women in the Institution of Higher Learning*. The new pamphlet is *The Head Resident on College and University Campuses*. It concerns itself with the changing status of the head resident; her managerial, individual and group counseling, and record-keeping functions; and the qualifications which are desirable.

Information service—As in the past, the Association continues to answer quantities of letters concerning the functions and qualifications of deans, counselors, and advisers; counseling and counseling technics; professional courses offered; activities of regional, state, and city deans' groups; human relations course work; student government, student leadership, and vocational conferences; housing; orientation; girls' leagues; fraternities and sororities; student aid; salaries; personnel record forms; bibliographies on pertinent subjects; student and other youth groups; etc.

With the increasing unrest and insecurity brought about by the uncertainty of world conditions, the need for qualified deans, counselors, and advisers becomes more acute, and there is greater need for solidarity and growth within the profession, in order that each individual may be more effective in her work.

Secondary School Principals, Discussion Group Project

Walter E. Myer

The work of the National Association of Secondary-School Principals during the year 1939-40 must be considered as a part of a long-range

program for the improvement of the American high schools which the association has been developing for several years.

The first step in this program was a study of the issues and objectives of secondary education by a body of eminent educators—the Orientation Committee—followed by a statement of conclusions published in 1936 and 1937 as the “Issues of Secondary Education” and “Functions of Secondary Education.” The second step, which has occupied a large part of the association’s energy and attention for three years, has been the organization of groups of principals and teachers thruout the nation to the end that sustained and systematic discussion of these issues and objectives might be achieved. The establishment and encouragement of these groups has been the responsibility of the Discussion Group Project of the association, which has maintained headquarters since July 1937 at the headquarters of the National Education Association.

During this period of three years, an organization has been effected in each of the states, with the 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 the problems of secondary education which seem most important and most urgent. In many of the states the principals are quite completely organized and local groups are operating effectively. In other states the results have been somewhat spotty, tho in every state something has been done. The Discussion Group Project has furnished discussion guides based on the reports and recommendations of the Orientation Committee.

During the last year, the association, acting thru the Discussion Group Project, has undertaken to proceed from theory to practice. The effort has been made to find out where the objectives set forth in the reports of the Orientation Committee are being realized in actual practice. Principals have been asked to report practices which are particularly promising, in that they are in line with the philosophy formulated in the Orientation Committee’s reports.

Reports have come from more than five hundred schools and these promising practices have been abstracted and classified and will be published in a Bulletin of the National Association of Secondary-School Principals in the autumn of 1940. This report constitutes a climax of the recent work of the association.

The fourth step which is being undertaken by the national association, and which will occupy its attention for some time, is to obtain an appraisal and an evaluation of the practices which have been reported and which appear on the surface most promising. This is the work of the Implementation Committee which has been appointed by the National Association of Secondary-School Principals and which has been in operation for about a year.

The Discussion Group Project, which has been operating in the headquarters of the National Education Association for three years, has been regarded as a temporary section of the organization; beginning July 1, 1940, it is to be absorbed by the central office of the National Association of Secondary-School Principals, which is to be moved from Chicago to the

N.E.A. building in Washington. The executive-secretaryship of the National Association will then be taken over by Paul Elicker, who will carry on the Discussion Group work, as well as the general business of the Association.

Supervisors and Directors of Instruction

Ruth Cunningham

During the year previous to the February 1939 meeting of the Department, the Executive Committee, acting as commissioned, formulated a restatement of the purposes and function of the Department. The report of the committee was presented to the membership and adopted at the annual meeting. This report 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.

The program of the Department is built on the purposes thus stated. During the past year emphasis has been given to the development of local working groups. There is now a state chairman in each state who is responsible for furthering the program in that area. It is his responsibility to encourage local groups to take the initiative in developing programs suited to their needs, to foster organization of a type to facilitate the operation of the program, and to maintain intercontacts of the state and national organizations. Once the group is organized, the state chairman retains only the last of these responsibilities. A number of such state groups have been organized within recent months, and others are in the process of organizing.

In line with the policy of encouraging groups to think together is the initiation of a program of study conferences, two of which are being sponsored by the Department this summer, one at Northwestern University, Evanston, Illinois, and one at the University of California, Berkeley. Each conference is for a two-week period and is sponsored jointly by the university and the Department. Programs of both conferences are planned to afford stimulating exchange of thought, vivid experiences, and congenial living.

Membership in the Department is open to all who are interested in furthering better teaching. Our present membership includes supervisors, curriculum directors, principals, teachers, superintendents, persons in state departments of education and teacher-training institutions, and educators and laymen in a variety of other positions. Members are entitled to a subscription to *Educational Method*, a copy of the current yearbook, and all other privileges of membership. *Educational Method* is the official journal of the Department. It is published monthly, October thru May. Issues for the past year have dealt with such topics as: concepts of intelligence, the school library, in-service education, guidance, and new developments in super-

visory practices. The 1939 yearbook, *Newer Instructional Practices of Promise*, is an unusual contribution in that it translates current educational theories in terms of existing classroom practices, drawing illustrations from school situations thruout the country. The 1940 yearbook, *Mental Hygiene Practices in the Classroom*, is now being prepared.

For this Department, the year 1940-41 has been one of initiating procedures and practices and developing the scope of the program. It is planned that in 1941-42 the program will not be materially altered, but will broaden in range, significance, and service.

COMMISSION

Educational Policies Commission

William G. Carr

The function of long-term planning in education is slowly becoming established within the profession. The acceptance and use of Educational Policies Commission publications are indications of this trend. The creation of educational policy-making committees in nearly half the states is another. The past year has witnessed a mobilization of the profession, not only for keeping education up to date, but also for launching an offensive against forces which would subordinate education to other interests less important in a democracy.

New Statements of Policy

The two statements of policy issued by the Educational Policies Commission during the year are indicative of this latter development.

Education and Economic Well-Being in American Democracy (March 1940) is a fourth major pronouncement of the Commission aimed at clarifying the economic contribution of education to our national life. The book describes the potential effects of the right kind and amount of education for every youth upon the production and consumption of economic goods and services. On the basis of its studies the Commission recommends first, immediate increase in the average school achievement for everyone to at least ten years; second, the making of such schooling "effectively free" so that every youth can go as far as his talents permit; and third, the further development of effective educational programs which prepare youth for productive jobs. Estimates as to the probable cost of these educational improvements are proposed as well as some indication of the returns in terms of an increased national income.

American Education and the War in Europe (October 1939) describes the role of the school in developing unprejudiced attitudes toward the present war and the combatants thereof. The responsibilities and opportunities of the educational profession to enlighten all the people regarding the influences of the present conflict on American life are clearly set forth. Educational policies are stated with respect to such matters as the defense of civil liberties, rights of minorities, national preparedness, concern for domestic problems, and the preservation of cultural values.

Occasional publication of informational materials has been continued with some increased emphasis. *Federal Activities in Education* (July 1939) describes the purposes, scope, administration, and organization of the major educational activities of the federal government. The statement emphasizes current conditions with no attempt to offer recommendations as to policy or procedure. *Educational Policies for Rural America* and *Educational Policies for Community Recreation* bring together in pamphlet form the Commission's previously published statements in these areas. *Schools of Democracy* is a series of six radio scripts presented last year, based on *The Purposes of Education in American Democracy*; *On Our Way* is the published words, music, and stage settings of a musical revue based on the *Purposes* report. The annual summary of deliberative committee reports has been continued, with the publication of *Deliberative Committee Reports of 1939*, as well as the bimonthly leaflet, *Educational Policy*.

Efforts at Implementation

During the past year the Commission has shifted its major emphasis from the preparation of publications to procedures of implementation. The consultants ex officio continue to be an important instrumentality; the number of active consultants now exceeds 3200. There are 1070 lay persons classed as lay consultants, to whom the Commission sends certain of its publications, and in addition, 2754 former consultants ex officio have been kept on the mailing lists to receive the regular issues of *Educational Policy* and information about each new publication.

Cooperation with lay organizations has been continued and expanded. The Commission lent the services of one of its staff members for four months to the White House Conference on Children in a Democracy; considerable further cooperation was extended by the secretary, who served as a member of the Committees on Organization, Planning, Report, and Follow-Up. Both the American Association of University Women and the General Federation of Women's Clubs have prepared study materials for distribution to members, in cooperation with the Commission. The National Congress of Parents and Teachers is publishing a series of nine articles based on the Commission's Civic Education Project. Other lay groups, such as the national Grange, organized businessmen, and organized labor, have been reached in part thru published articles and reprints.

Professional organizations, particularly the National Education Association and the American Association of School Administrators, have greatly assisted the Educational Policies Commission in its work. Thru its established programs for American Education Week and vitalized Commencements, the National Education Association has focused attention on the Commission; thru occasional large mailings of advertising matter, thru articles and advertisements in the *Journal* of the National Education Association, and thru program emphasis at conventions, the National Education Association has extended further cooperation. The American Association of School Administrators has given significant assistance thru its annual convention. At St. Louis in February 1940, the Association devoted three discussion programs to the Educational Policies Commission, sponsored an

exhibit prepared by the Commission, and cooperated in staging an elaborate musical revue, *On Our Way*, based on the Commission's publication, *The Purposes of Education in American Democracy*. Notable cooperation has also been worked out between the Educational Policies Commission and the American Association for Health, Physical Education, and Recreation, the Department of Supervisors and Directors of Instruction of the National Education Association, and the Division of Affiliated Associations of the National Education Association.

Civic Education in the Schools

An effort by the Commission to implement one major objective from *The Purposes of Education in American Democracy*, by studying the ways and means of improving Education for Civic Responsibility, was initiated during the summer of 1939. Four full-time and one part-time staff members were employed on this project, with the aid of a special grant from the General Education Board. Between October and January this staff visited eighty-six secondary schools in twenty-seven states selected from among some 1200 schools recommended to the Commission by its consultants as having good civic education programs. The findings of this investigation have been brought together in a "case-book" of procedures in civic education which has been approved by the Commission for early publication.

In March 1940 the Educational Policies Commission obtained a small additional grant from the General Education Board in order that its study of Civic Education might be extended to include a group of CCC and NYA camps and in order that the staff might present a report to the American Youth Commission on the civic education program in these agencies of the federal government.

Future Plans

The period for which the Commission was financed expires December 31, 1940. During the remainder of its period of activity, the Commission expects to complete its report on Civic Education, to complete a report on the integrity of education in American democracy, and to issue a brief statement on educational relations with Latin America.

An additional grant of funds already approved by the General Education Board will help us carry forward our work in policy-making for another four-year period.

THE TWENTIETH REPRESENTATIVE ASSEMBLY

List of Delegates

Following is a list of the 1478 delegates who attended the seventy-eighth annual convention of the National Education Association in Milwaukee on June 30 to July 4, 1940. 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

Banks, L. Frazer (State N. E. A. Director), City Board of Education, Birmingham; Alabama Education Association.
 Barnes, Lorine (Teacher), 1618 Eleventh Ave. S., Birmingham; Birmingham Teachers Association.
 Brown, Paul Roy (County Superintendent), Jasper; Walker County Teachers Association.
 Conway, Elizabeth (Teacher), 1015 Cotton Ave., Birmingham; Jefferson County Teachers Association.
 Hamilton, Margaret (Teacher), 1111 S. Seventeenth St., Birmingham; Birmingham Teachers Association.
 Hill, R. Voyt (Principal), 865 W. Fifth St., Birmingham; Birmingham Teachers Association.
 Hulme, George W. (Superintendent), DeKalb County Board of Education, Fort Payne; Alabama Education Association.
 Jones, Lenore (Principal), 1606 Monterey Pl., Mobile; Alabama Education Association.
 Kilgore, Birdie (Teacher), 2123 Highland Ave., Birmingham; Birmingham Teachers Association.
 Locke, Mrs. Miriam A. (Supervisor), Walker County Board of Education, Jasper; Alabama Education Association.
 Norton, H. B. (Principal), 501 S. Eightieth St., Birmingham; Birmingham Teachers Association.
 Sims, Louis W. (Teacher), 325 Eighth Terrace, W., Birmingham; Alabama Education Association.
 Stone, Ernest (Principal), Crossville; Alabama Education Association.
 Stone, Mrs. Ernest (Teacher), Crossville; Alabama Education Association.
 Tharp, S. M. (Superintendent), County Board of Education, Bay Minette; Alabama Education Association.
 Williams, H. E. (Superintendent), 321 West Tombigbee, Florence; Alabama Education Association.
 Williams, Mrs. H. E. (Teacher), 321 West Tombigbee, Florence; Alabama Education Association.
 Williams, J. D. (Principal), 5708 Sixth Ave., S., Birmingham; Birmingham Teachers Association.

ALASKA

Erickson, Everett R. (State N. E. A. Director), University of Alaska, College; Alaska Education Association.
 Johnson, Alice (Teacher), Juneau; Alaska Education Association.

ARIZONA

Abel, Lucille (Mrs.), (Teacher), 2228 E. Sixth St., Tucson; Tucson Education Association
 Adams, Mrs. Blanche H. (Teacher), Phoenix Union High School, 1702 E. Portland St., Phoenix; Arizona Education Association
 Brosam, Emma L. (Teacher), Box 271, Jerome High School, Jerome; Arizona Education Association
 Caldwell, Mrs. Alice (Teacher), 715 E. Coronado Road, Phoenix; Phoenix Teachers Mutual Benefit Association

Dingess, L. C. (Viceprincipal), Yuma Union High School, Yuma; Arizona Education Association
 Ganoung, R. A. (Teacher), President, Classroom Teachers Association, 2333 E. Sixth St., Tucson; Arizona Education Association
 Gordon, Mary (Teacher), Prescott; Prescott Education Association
 Harper, Ples (Teacher), 2105 E. Eighth St., Tucson; Tucson Education Association
 Hebard, Paul J. (Teacher), Tucson Public Schools, Tucson; Arizona Education Association
 Hendrix, H. E., State Superintendent of Public Instruction, 212 State Capitol Building, Phoenix; Arizona Education Association
 Kupecky, Julia M. (Teacher), 412 W. Roosevelt St., Phoenix; Arizona Education Association
 Loper, John D. (Superintendent), P. O. Box 2191, Phoenix; Phoenix Teachers Mutual Benefit Association
 Smith, Harold W. (Superintendent), Glendale Grammar School, Glendale; Arizona Education Association
 Vail, Alice L. (Teacher), President, Arizona Education Association, Teacher, Tucson Senior High School, 524 N. Stone Avenue, Tucson; Arizona Education Association.

ARKANSAS

Dawson, Roy (Superintendent), Osceola; Arkansas Education Association
 Floyd, G. C. (Director of School Finance), State Department of Education, Little Rock; Arkansas Education Association
 Gilbert Grant (Executive Secretary, Teacher Retirement System), State Department of Education, Little Rock; Arkansas Education Association
 Groner, H. L. (Superintendent), Greenbrier; Arkansas Education Association
 Rozzell, J. Forrest (Field Secretary), Arkansas Education Association, Little Rock; Arkansas Education Association
 Shepherd, Mary Sue (Teacher), Mabelvale; Arkansas Education Association
 Youngblood, Mrs. O. A. (Teacher), 2811 W. Tenth St., Little Rock; Little Rock Classroom Teachers Association

CALIFORNIA

Allen, Ella Vollstedt (Teacher), 5116 Crenshaw Blvd., Los Angeles; High School Teachers Association of Los Angeles
 Armstrong, Mrs. Dorothy F. (Teacher), El Centro; El Centro Elementary Teachers Club
 Baxter, Albert N. (Teacher), 535 Palm Ave., Bellflower; California Teachers Association
 Baxter, Alfred (Principal), 500 Grizzly Peak Blvd., Berkeley; Berkeley Teachers Association
 Beebe, Jessie V. (Teacher), 710 N. Angeleno, Burbank; Burbank City Teachers Association
 Berry, J. J. (Superintendent), Box 787, Oakdale; California Teachers Association
 Beyer, Louise (Counselor), Hotel Durant, Berkeley, Berkeley Teachers Association
 Blanchard, A. L. (Teacher), 301 Embassy Auditorium Bldg., 9th and Grand, Los Angeles; Affiliated Teacher Organizations of Los Angeles

- Bloch, Louis M. (Teacher), 2206 W. Seventy-Fifth St., Los Angeles; High School Teachers Association of Los Angeles
- Bowman, Mrs. Ina H. (Teacher), 1134 Everett Ave., Oakland; Oakland Teachers Association
- Bowman, Leonard L. (State N. E. A. Director), Santa Barbara High School, Santa Barbara; California Teachers Association
- Brady, John F. (Superintendent), Civic Auditorium Bldg., San Francisco; California Teachers Association
- Briant, Ethel M. (Teacher), 1543 W. Twelfth St., Los Angeles; Los Angeles Elementary Teachers Club
- Brocchini, Clato (Teacher), 186 B Sargeant Court, Monterey; California Teachers Association
- Bronson, Helen Baynham (Teacher), 2150 N. San Antonio, Pomona; Pomona City Teachers Club
- Burkhard, Dorothy (Teacher), 1321 Bay View Pl., Berkeley; Alameda County Educational Association
- Burkhard, George J. (Teacher), 1321 Bay View Pl., Berkeley; California Teachers Association
- Burkhard, William J. (Deputy Superintendent), Sacramento; California Teachers Association
- Callaghan, James A. (Teacher), 2789 Thirteenth St., Sacramento; Sacramento City Teachers Association
- Carroll, Genevieve (Principal), 753 Cole St., San Francisco; Teachers Association of San Francisco
- Churchill, Estelle (Teacher), 423 S. Orange Dr., Los Angeles; Los Angeles Elementary Teachers Club
- Clisham, Mary (Teacher), 1066 N. Sierra Nevada St., Stockton; Stockton Elementary Teachers Association
- Cloud, Roy W. (Executive Secretary), California Teachers Association, 155 Sansome St., San Francisco; California Teachers Association
- Cole, Perry (Principal), Box 693, San Luis Obispo; California Teachers Association
- Coleman, Ida Fulton (Principal), 10334 Tennessee Ave., West Los Angeles; Los Angeles Elementary Principals Club
- Connors, Anna B. (Principal), 1515 Burnside Ave., Los Angeles; California Teachers Association
- Cooney, Agnes C. (Teacher), 406 S. Van Ness Ave., Los Angeles; Los Angeles Elementary Teachers Club
- Corey, Arthur F. (Field Secretary), California Teachers Association, 155 Sansome St., San Francisco; California Teachers Association
- Corpstein, Susie A. (Teacher), 90 Westwood Drive, San Francisco; Teachers Association of San Francisco
- Cox, Arthur W. (Principal), 3856 Lime Ave., Long Beach; California Elementary School Principals Association, South Section
- Dahringer, Celia (Teacher), 1119 Twenty-Fifth St., Sacramento; California Teachers Association, Northern Section, Classroom Department
- Davis, George Warren (Teacher), 1638 Garth St., Los Angeles; High School Teachers Association of Los Angeles
- Darr, Mary C. (Teacher), 8536 Alcott St., Los Angeles; California Association for Childhood Education
- Huff, William F. (Teacher), 255 St. Joseph Ave., Long Beach; California Teachers Association, Southern Section, Classroom Department
- DeBrum, Joseph (Teacher), Sequoia High School, Redwood City; California Teachers Association, Bay Section, Classroom Department
- Dickison, Clarence A. (Principal), 1319 E. Forty-First St., Los Angeles; Los Angeles High School Principals Association
- Dickison, Mary Ellen (Teacher), 1631 Buckingham, Los Angeles; High School Teachers Association of Los Angeles
- Dodds, Ruth (Teacher), 1614 Twenty-Sixth St., Sacramento; Sacramento City Teachers Association
- Dodson, May H. (Teacher), 3516 Downing Ave., Glendale; Los Angeles Elementary Teachers Club
- Doherty, Edna (Teacher), 6182 Valley View Road, Oakland; Oakland Teachers Association
- Duncan, Glee (Teacher), 1030 E. Ocean Blvd., Long Beach; City Teachers Club of Long Beach
- Dunlevy, William P. (Teacher), 2924 Ash St., San Diego; San Diego Teachers Association
- Dysart, Dora I. (Teacher), 1002 N. Mariposa, Los Angeles; Los Angeles Elementary Teachers Club
- Edmiston, Mrs. Eleanor F. (Teacher), 2928 Thirty-Third St., San Diego; San Diego Teachers Association
- Edmonds, Arthur E. (Teacher), 2104 Ralph St., Rosemead; California Teachers Association
- Erny, Anna (Teacher), 4217 Kansas Ave., Los Angeles; High School Teachers Association of Los Angeles
- Farr, Jessie V. (Teacher), 234 W. Adams Blvd., Los Angeles; High School Teachers Association of Los Angeles
- Fleming, Mrs. Florence L. (Teacher), 286 Lenox Ave., Oakland; Oakland Teachers Association
- Fotheringham, Frances (Teacher), Box 597, Orland; California Teachers Association
- Frederiksen, Elda S. (Teacher), 2940 Flower St., Huntington Park; Los Angeles Elementary Teachers Club
- Frederiksen, Frederik (Teacher), 847 S. Grand Ave., Los Angeles; High School Teachers Association of Los Angeles
- Frick, Mary E. (Teacher), 517 N. Edinburgh, Los Angeles; High School Teachers Association of Los Angeles
- Gelling, Mary (Teacher), 235 Wilson Ave., Vallejo; California Teachers Association, Bay Section, Classroom Department
- Gamble, Mrs. Leo May (Principal), 3838 S. Hobert Blvd., Los Angeles; California Elementary School Principals Association, Southern Section
- Gifford, Celia A. (Teacher), 971 Santa Barbara Rd., Berkeley; California Teachers Association, Bay Section Classroom Department
- Gifford, Myrtie (Supervisor), 971 Santa Barbara Rd., Berkeley; Berkeley Teachers Association
- Goria, Dorothy (Teacher), 5365 Thomas St., Oakland; Oakland Teachers Association
- Green, Earle M. (Teacher), 6338 Palm Ave., Riverside; California Teachers Association
- Gripenstraw, Burton W. (Supervisor), Oakdale; Stanislaus County Teachers Association
- Hall, Henry C. (District Superintendent), San Bruno; California Teachers Association
- Harrison, J. Hilda (Teacher), 1531 E. Third St., Long Beach; Los Angeles Elementary Teachers Club
- Hart, Adelaide (Teacher), 2681 Hollyridge Dr., Los Angeles; High School Teachers Association of Los Angeles
- Hart, H. Herschel (Teacher), 4214 Greenbrier, Long Beach; City Teachers Club of Long Beach
- Hartzell, Robert R. (District Superintendent), Red Bluff; California Teachers Association
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WYOMING

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- Moyer, H. H. (State N. E. A. Director), Principal, High School, Rawlins; Wyoming Education Association

INDEX

A

Academic freedom, committee on, members of, 717; report of (William S. Taylor), 879
 Accounts and records, report of division of (Mary Jane Winfree), 917
 Adair, Cornelia S. Bylaws and rules, report of committee on. *See* minutes of the Representative Assembly
 Adjusting the curriculum to the capacity of the child (J. Murray Lee), 444
 Administration, school, 162, 177, 442, 905. *See also* American Association of School Administrators
 Administrative considerations relating to garden education (Albert M. Shaw), 143, 144
 Administrative women in education, National council of, a department of the N. E. A., 567; historical note, 568; secretary's minutes, 573
 Admission, selective, in teachers colleges, 326
 Adult education, 183, 196, 276, 476, 905
 Adult education and cultural living (Philip L. Seman), 203
 Adult education and vocational efficiency (George P. Hambrecht), 201
 Adult education, department of, 191; historical note, 192; secretary's minutes, 205
 Adult education, let us build an American culture (Francis J. Brown), 198; public affairs education thru forums (E. W. Balduf), 196; some imponderables in (Spencer Miller, Jr.), 193; theses on a policy for (Lyman Bryson), 183
 Adult theater, 552
 Affiliated associations, committee on, members of, 717; report of division of (Agnes Winn), 918; report of (Reuben T. Shaw), 879
 Allan, H. A. Report of Business Division, 919
 American association of school administrators, a department of the N. E. A., 227; historical note, 228; life memberships awarded, 229; secretary's minutes, 316; secretary's report (S. D. Shankland), 947; resolutions, 319
 American association of teachers colleges, a department of the N. E. A., 323; comments on the report on curriculum practices, 356; committee on standards and surveys—general report, 354; historical note, 324; report of committee on accrediting, 363; report of secretary, 364
 American association for health, physical education, and recreation, 207; historical note, 208; legislative council meetings, 218; secretary's report (N. P. Neilson), 942
 American canon, The (Daniel L. Marsh), 20
 American education and juvenile delinquency (Orland S. Loomis), 131; (Edward H. Stullken), 133
 American education week, 39, 170, 171, 932
 American educational research association, a department of the N. E. A., 369; committees, 380; historical note, 370; program of St. Louis meeting, 374; report of committee on awards, 391; report of committee to review procedure on awards, 388; report of necrology committee, 387; report of secretary-treasurer, 383; secretary's minutes, 380
 American families and American democracy (Alice Keliher), 469
 Americanism. *See* Democracy
 American Legion, 170; committee to cooperate with, members of, 719; report of committee to cooperate with (C. F. Dienst), 881
 American library association, joint committee of the N. E. A. and the, members of, 733; report of (Edith A. Lathrop), 882

American teachers association, committee to cooperate with, members of, 720; report of (S. L. Smith), 883
 American youth commission, the work of the, 109
 America's place in the world situation (H. V. Kaltenborn), 44
 Amidon, Edna P. The importance of home-making education for out-of-school youth and adults, 476
 Anderson, G. Lester. Recent trends in learning: their relation to the psychology of arithmetic, 372
 Anderson, Howard R. Guidance and better family relationships, 473
 An introduction and point of view (Paul H. Jones), 139
 Annual membership report of the N. E. A., 1940, 924; 1936-40, 925
 Application of the principle of selective admission in teachers colleges and its significance for the profession (Hermann Cooper), 331; (W. J. McConnell), 326
 Appraisal committee, members of, 718; report of (Albert M. Shaw), 885
 Arithmetic, 372
 Art as an integrative experience in the junior college (C. Dean Chipman), 396
 Art education, department of, 393; historical note, 394; secretary's minutes, 402
 Art education, development of modern design (Marianna Willisch), 400; elementary art supervision (Vera Irene Flinn), 398; in the junior college (C. Dean Chipman), 396; Milwaukee handicraft project, 398; special ability with particular reference to artistic aptitude (Norman C. Meier), 395
 Art education by radio: the Cleveland experiment (Alfred Howell), 397
 Art education in Canada (Estelle M. Gillham), 401
 Art in a high school of music and art (Rosa-bell MacDonald Mann), 399
 Ashby, Lyle W. Opportunities in school journalism, 527
 Associational records and information, 680
 Audio-visual education, 595
 Auditors, report of, 850

B

Baker, Harry J. Detroit's project in major work (gifted) classes, 124; integration of character and personality, 631
 Balduf, E. W. Public affairs education thru forums, 196
 Ballou, Frank W. Conferring of honorary life memberships, 229
 Barnard, Harry E. Chemurgy, 141
 Basic problems in elementary art supervision, 398
 Bell, Hobart H. Objectives of educational publications, 530
 Bennett, Hugh H. Developing enlightened public opinion in conservation, 119
 Bentley, Julian T. Journalism for the ear, 528
 Betts, W. A. The community as the core of science unit organization, 609
 Blanchard, Clyde I. Shorthand speed builder, 416
 Board of directors, minutes of the meetings of, 815
 Bonar, Hugh S. Induction into citizenship, report of committee on, 893
 Books in the making of men (Edward A. Fitzpatrick), 619
 Borchers, Gladys L. Speech training in Europe, 549

- Boulton, Iris. Needed curriculum revisions in the field of physical education, 150
- Bradley, Helen. Resolutions, report of committee on, 901
- Branegan, Gladys. The place of the home economics teacher in the educational program for youth, 475
- Brewington, Ann. What we do to prepare our pupils to obtain and retain positions in business thru training in transcription, 413
- Broome, Edwin Cornelius, 229
- Brown, Francis J. Let us build an American culture, 198
- Brown, M. V. K. Life enrichment thru nature activities, 463
- Bryson, Lyman. News as it affects education, 426; theses on a policy for adult education, 183
- Budget committee, report of (A. C. Flora), 867
- Building stronger professional organizations, national seminar on (Willie A. Lawson and Charl Ormond Williams), 103
- Buildings and equipment, 247
- Business education, department of, 405; historical note, 406; president's message (Frances Doub North), 407; secretary's report, 420
- Business education, clerical skills (Ruth J. Plimpton), 413; consumer and social business (Elvin S. Eyster), 414; how business and business education can collaborate for better business training (K. B. Elliott), 409; obtaining and retaining positions thru training in transcription (Nellie A. Ogle) 412, (Ann Brewington) 413; obtaining and retaining positions thru training in typewriting (Viola DuFrain), 411; occupational adjustment of youth (Howard Y. McClusky), 419; placement problems in Puerto Rico (Alfredo Muniz), 417
- Business education's product in business (Marie Newmann), 418
- Business, report of division of (H. A. Allan), 919
- Bylaws and rules, committee on, members of, 718; report of (Cornelia S. Adair). *See* minutes of the representative assembly
- Bylaws of National Education Association, 686
- C**
- Calendar of meetings of the National Education Association, 701
- Callahan, Hon. John. Greetings, 31
- Cameron, W. H. A safety philosophy for teachers, 159
- Campbell, James A. A word on the exhibits, 243
- Campbell, Marjorie Haines. Soil conservation: a neighborhood problem, 611
- Carr, John Wesley, 229
- Carr, William G. Educational policies commission, report of, 889, 954; national seminar on education for economic well-being in our democracy, 100; public relations in the elementary school, 450; research division, report of, 934
- CCC, 112
- Character and guidance, 444, 619, 631
- Charter of National Education Association, 681
- Chase, Harriett M. Secretary's office, report of the, 939
- Chemurgy (Harry E. Barnard), 141
- Cherrington, Ben M. International relations, report of committee on, 895; Pan-American relations in education, 157
- Children's crusade for children, 321
- Chipman, C. Dean. Art as an integrative experience in the junior college, 396
- Choric verse speaking, 550
- Citizenship and democracy, 40, 60, 68, 160, 168, 231, 253, 257, 314, 447, 931, 954. *See* Democracy
- Citizenship, induction into, members of committee on, 730; report of committee on (Hugh S. Bonar), 893
- Citizenship recognition day, 931
- Civic education, 956
- Civilization, 914
- Clark, Harold F. The relation of the teacher to America's changing economic pattern, 175
- Classroom teachers, 919
- Classroom teachers, department of, 421; historical note, 422; report of president, 423; first study conference, 433; secretary's minutes, 433; report of rules committee, 435; proposed budget for 1940-41, 436; changes in constitution and bylaws, 436; resolutions, 436
- Classroom teachers, news as it affects education (Lyman Bryson), 426; future of America (Allen A. Stockdale), 429
- Clerical skills, 413
- Clinchy, Everett R. Education in human relations, 135
- Coles, Jessie V. Economic problems of American families, 471
- Committees, 694; rules governing, 698
- Committees, department. *See* respective department headings
- Community as the core of science unit organization, The (W. A. Betts), 609
- Community welfare, 605
- Conferring of honorary life memberships (Frank W. Ballou), 229
- Conservation and education, 119, 141, 274, 617
- Conservation and land use (M. W. Torkelson), 140
- Conserving family ideals (Katharine W. Taylor), 472
- Consumer and social business (Edwin A. Swanson), 415
- Contemporary crucifixion and crusade (Rev. G. Bromley Oxnam), 231
- Continuing education (Edward Landy), 539
- Contribution of home economics to general family living, The (Alice Sowers), 470
- Control of education, The (Grayson N. Kefauver), 177
- Conventions, N. E. A., 933
- Cook, J. Russell. The problems of youth in the CCC, 112
- Cooper, Hermann. Application of the principle of selective admission in teachers colleges and its significance for the profession, 331
- Cooperative program in home and family living, A (A. K. Lyon), 474
- Cooperatives, committee on, members of, 721; report of (Herbert G. Lull), 886
- Corey, Stephen M. Some implications of verbatim records of high-school classroom talk, 371
- Countywide audio-visual education program (William J. Hamilton), 595
- Credentials, subcommittee on, members of, 722
- Credit unions, committee on, members of, 723; report on (James E. Moran), 887
- Critical problems facing our nation (Clarence A. Dykstra), 60
- Critique of the rationale of tests of hearing, A (Robert West), 499
- Cultural living, adult education and, 203
- Cunningham, Ruth. Supervisors and directors of instruction, department of, report of, 953
- Curriculum, adjusting the, 444; arithmetic, 640; art in the junior college, 396; directing reading in high school, 623; elementary science enriches, 612; forest conservation, 617; future of the social studies, 560; major work classes, 640; music in the elementary school, 507; radio, 397; soil conservation in the junior high school, 612; speech education, 550-54

Curriculum and classroom aids, 57, 106, 139, 149, 125, 128, 150, 247, 308, 372, 444, 617, 651, 659
 Curriculum for rural elementary schools, A (Charles C. Stadtman), 586
 Curriculum for the rural high school, A modern (C. E. Ragsdale), 585
 Curriculum in teachers colleges, 343, 349
 Curriculum keeps pace with human needs, The (J. Cayce Morrison), 308
 Curriculum materials suited to creative supervision (Henry Harap), 651
 Curriculum practices, 356
 Curriculum revision for meeting health needs, 149

D

Davis, Hazel. National seminar on protection of school funds for educational purposes, 96
 Davis, Louise Farwell. Stimulating and elevating reading interests, 129
 Dawson, Howard A. Rural service, report of the division of, 937
 Deans of women, national association of, report of (Kathryn G. Heath), 950
 Deans of women, national association of, Guidance: a challenge to our schools (Irma E. Voight), 515; professional training of residence hall directors (Dorothy C. Stratton), 519; social adjustment of the high-school pupil (Edna C. Shumaker), 522
 Defense and democracy, 168, 429, 448, 449
 Delegates to the twentieth representative assembly, 957
 Democracy, American, and leadership, 424; critical problems facing, 60; future of, 54; *Journal* emphasis on, 930; threatened, 44. *See also* 20, 27, 92, 135, 170, 198, 429
 Democracy is brotherhood in action (Dorothy Canfield Fisher), 569
 Demonstration of training for typing skill, A (Harold H. Smith), 417
 Departments of the Association, 189; history of, 190; listed, 692; officers 1939-40, 705; 1940-41, 711
 Detroit's project in major work (gifted) classes (Harry J. Baker), 124
 Developing enlightened public opinion in conservation (Hugh H. Bennett), 119
 Development of modern design in our time, The (Marianne Willis), 400
 Dienst, C. F. American Legion, report of committee to cooperate with, 881
 Diplomatic fronts, The vital, 266
 Doudna, Edgar G. The lure of Wisconsin, 33; what is right with the elementary schools, 244
 Draper, Delbert M. Political issues of the day, 75
 DuFrain, Viola. What we do to prepare our pupils to obtain and retain positions in business thru training in typewriting, 411
 DuShane, Donald. Tenure, report of the committee on, 912
 Dyer, D. B. A functioning program of health and recreation, 210
 Dykstra, Clarence A. Critical problems facing our nation, 60

E

Eastwood, Floyd R. Problems of teacher education for health, physical education, recreation, and safety, 213
 Economic problems, 60, 175, 193
 Economic problems of American families (Jessie V. Coles), 471
 Economic welfare, 175
 Economic well-being in our democracy, education and, national seminar on (Frederick M. Hunter and William G. Carr), 100
 Edmonson, J. B. The teacher and educational policy, 109

Educating youth to meet national problems (John W. Studebaker), 68
 Education and business—their responsibilities and obligations toward education for work (Hamden L. Forkner), 410
 Education and resources, joint commission on, members of, 733
 Education for gifted children, 124
 Education in human relations (Everett R. Clinchy), 135
 Education of gifted children, The (Samuel A. Kirk), 126
 Education: philosophy, history, sociology, 36, 177, 182
 Educational interpretation. *See* Public relations
 Educational policies commission, members of, 724; report of (William G. Carr), 889. *See also* 39, 100, 109, 294, 321, 474, 954
 Educational research service, 948
 Eiken, Harry O. Vocational education, 672
 Eisenson, Jon. Speech education and psychology, 553
 Elementary education, 244, 296, 301, 398, 450
 Elementary education, adjusting the curriculum to the capacity of the child (J. Murray Lee), 444; public relations in, 450; the modern school, a workshop in democratic citizenship (E. T. McSwain), 447; the principal as an educational leader, 441; understanding the child (Margaret L. White), 441
 Elementary-school curriculum, music in the, 507
 Elementary school principals, department of, 439; historical note, 440; secretary's report, 455
 Elementary school principals, report of department of (Eva G. Pinkston), 949
 Elementary science enriches curriculum (Gladys Forler), 612
 Elliott, K. B. How business and business education can collaborate for better business training, 409
 Elsbree, Willard S. Salaries, report of committee on, 909
 Employment, conditions governing, 542, 596
 Entorf, Mark. Family experience and the development of personality, 470
 Equal opportunity, committee on, members of, 725; report on (Mary E. Morris), 890. *See also* 254, 277
 Ethics, code of, committee on, members of, 718; report on (W. P. King), 891
 Ethridge, Mrs. Willie Snow. The home and safety education, 283
 Examination, the objective, 335, 339
 Exceptional children, Wisconsin program for (Frank V. Powell), 629
 Executive committee, minutes of, 822
 Executive secretary, duties of, 697; report of, 914
 Exhibits, 243
 Eyster, Elvin S. What we do to prepare our pupils to obtain and retain positions in business thru training in consumer and social business, 414

F

Facing the 'forties (Hon. Paul V. McNutt), 272
 Falk, Philip H. Organization of health, physical education, and recreation program, 212
 Family experience and the development of personality (Mark Entorf), 470
 Family ideals and living, 472, 474
 Federal aid to education, 41, 99, 237, 272, 277, 321, 896
 Field service, report of division of (Charles Ormond Williams), 921
 Field trips, 108, 660
 Financial report, N. E. A., 845
 Financing education, 91, 96, 175, 906

- Finlay, Malcolm. Planning for the exceptional child, 154
 Fisher, Dorothy Canfield. Democracy is brotherhood in action, 569
 Fitzpatrick, Edward A. Books in the making of men, 619
 Flinn, Vera Irene. Basic problems in elementary art supervision, 398
 Forest conservation: its importance to youth and its place in the curriculum (H. N. Wheeler), 617
 Forkner, Hamden L. Education and business—their responsibilities and obligations toward education for work, 410
 Forler, Gladys. Elementary science enriches curriculum, 612
 Forums, 196
 Frontiers of today, 176
 Functioning program of health and recreation, A (D. B. Dyer), 210
 Future of America, The (Allen A. Stockdale), 429
 Future of democracy in the western hemisphere, The (Concha Romero James), 54
 Future teachers of America, 40, 929

G

- Gammage, Grady. The trend of teachers colleges toward general colleges is good for the profession, 343
 Garden education, department of, 461; historical note, 462; secretary's minutes, 466
 Garden education, in American democracy, 139; school-home projects in, 146
 Garden education, life enrichment thru nature activities (M. V. K. Brown), 463, 143
 Gardner, Warren. Hearing defects and criteria for lip reading, 496
 General colleges, 343
 General sessions, 18
 Gifted children, in Cleveland, 639. *See also* 124, 126, 629
 Gillham, Estelle M. Art education in Canada, 401
 Givens, Willard E. Annual report of the secretary, 914; teacher welfare, 940
 Goodykoontz, Bess. Refining the process in the classroom, 296
 Government, achievements of, 272
 Graham, Ben G. National seminar on protection of school funds for educational purposes, 96
 Granger, Oscar. Problems facing high-school youth, 114
 Gray, William S. Recent developments in improving the interpretation of what is read, 128
 Greetings (Hon. Julius P. Heil), 30; (Hon. Carl F. Zeidler), 30; (Hon. John Callahan), 31; (Hon. Ross B. Rowan), 32; (Hon. Arthur T. Spence), 32
 Gregory, Leslie R. The trend of teachers colleges toward general colleges is bad for the profession, 349
 Guidance—a challenge to our schools (Irma E. Voight), 515
 Guidance and better family relationships (Howard R. Anderson), 473
 Guidance and placement, 113, 114, 154, 253, 256, 487, 488, 535
 Guidance, committee on individual, members of, 727; report of (Herbert R. Stolz), 893
 Guidance, teacher, 645

H

- Hall, Sidney B. Legislative commission, report of, 896
 Hambrecht, George P. Adult education and vocational efficiency, 201
 Hamilton, William J. Countywide audiovisual education program, 595
 Handicraft project, Milwaukee, 398

- Hanna, Paul R. Resources and education, report of committee on, 907
 Hanson, Howard. Music in American life today, 505; the place of music in the culture of the world, 57
 Harap, Henry. Curriculum materials suited to creative supervision, 651
 Harris, Pickens E. Organizing the kindergarten-primary program for increased social efficiency, 483
 Headquarters building, 846
 Health and recreation, functioning program of (D. B. Dyer), 210; implications for teachers in youth's program of (Jay B. Nash), 209; needed curriculum revisions in, 149, 150, 153; organization of health, physical education, and recreation (Philip H. Falk), 212; problems of teacher education in, 213
 Health, physical education, and recreation, 149, 150, 153. *See also* American association for health, physical education, and recreation
 Health problems in education, joint committee on, members of, 727; report of (Charles C. Wilson), 892
 Hearing defects and criteria for lip reading (Warren Hardner), 496
 Heath, Kathryn G. National association of deans of women, report of, 950
 Heffernan, David J. Proper utilization of radio in education, 592
 Heil, Hon. Julius P. Greetings, 30
 Hendrix, H. E. Home economics prepares for the American way of life, 472
 Hester, Harriet H. Radio, a practical resource in the democratic school, 122
 High-school pupil, social adjustment of, 522
 Hill, Henry H. The obligation of the schools for safety education, 289
 Hinrichs, Amy H. The task before us, 36
 Hoban, Charles F. Motion pictures for democratic efficiency, 106
 Hockett, John A. Kinds of experience which should be fostered thru supervision, 643
 Hoffman, Paul G. Industry and safety education in the schools, 278
 Holcombe, Ray E. Speech education and research, 554
 Home and safety education, The (Mrs. Willie Snow Ethridge), 283
 Home economics, American families and American democracy (Alice Keliher), 469; conserving family ideals (Katharine W. Taylor), 472; cooperative program in home and family living (A. K. Lyon), 474; contribution to general family living (Alice Sowers), 470; economic problems of American families (Jessie V. Coles), 471; family experience and the development of personality (Mark Entorf), 470; guidance and better family relationships (Howard R. Anderson), 473; importance of homemaking education for out-of-school youth and adults (Edna P. Amidon), 476; place of the home economic teacher in the educational program for youth (Gladys Branegan), 475; prepares for the American way of life (H. E. Hendrix), 472
 Home economics, department of, 467; historical note, 468; president's report, 469; secretary's minutes, 477
 Home economics prepares for the American way of life (H. E. Hendrix), 472
 How business and business education can collaborate for better business training (K. B. Elliott), 409
 How science contributes to personal and community welfare (William H. Johnson), 605
 How to make mistakes in estimating capacity to learn (H. M. Williams), 371
 Howell, Alfred. Art education by radio: the Cleveland experiment, 397
 Hubbard, Frank W. Research division, report of, 934

- Hudspeth, Jack. Making the physical sciences more useful, 610
 Human and natural resources in education, 118
 Human needs and the curriculum, 308
 Human relations, education in, 135
 Hunt, Charles W. Report of the secretary of the American Association of Teachers Colleges, 364
 Hunter, Frederick M. National seminar on education and economic well-being in our democracy, 100
 Hutchins, H. C. Needed curriculum revisions in the field of recreation, 153

I

- Implications for teachers in youth's program on health and recreation, The (Jay B. Nash), 209
 Importance of homemaking education for out-of-school youth and adults, The (Edna P. Amidon), 476
 Individual child, special needs of, 154
 Individual guidance. *See* Guidance
 Individual rights, 515
 Individual school program, The (R. B. Woodworth), 659
 Industry and capitalism, 432
 Industry and safety education in the schools (Paul G. Hoffman), 278
 Inspired teacher interprets the curriculum, The (Mary May Wyman), 160
 Integration, 396
 Integration of character and personality (Harry J. Baker), 631
 International relations, 157; committee on, members of, 731; report of committee on (Ben M. Cherrington), 895
 Introductory statement, An (Charles C. Sherrod), 325
 Invocation (Caroline S. Woodruff), 167

J

- Jagers, Richard E. Supply, preparation, and certification of teachers, report of committee on, 910
 James, Concha Romero. The future of democracy in the western hemisphere, 54
 Johnson, Philip G. Socializing general science, 609
 Johnson, William H. How science contributes to personal and community welfare, 605
 Jones, Paul H. An introduction and point of view, 139
 Journalism directors of secondary schools, national association of, 525; historical note, 526
 Journalism for the ear (Julian T. Bentley), 528
 Journalism, school, objectives of educational publications (Hobart H. Bell), 530; opportunities in (Lyle W. Ashby), 527
 Journal of the National Education Association, 1939-40, 928
 Judd, Charles H. What is happening to our human and natural resources, 118
 Julius Rosenwald fund, 344
 Juvenile delinquency, 131, 133

K

- Kaltenborn, H. V. America's place in the world situation, 44
 Kawin, Ethel. Meeting the special needs of the individual child, 154
 Kaye, Orin W. The problems of unemployed youth, 669
 Keeler, Otis. A program of public relations in rural education, 579

- Kefauver, Grayson N. The control of education, 177
 Keliher, Alice. American families and American democracy, 469
 Kelley, Dorothy. Music in the elementary-school curriculum, 507
 Kelly, Raymond J. The schools' national defense obligations, 168
 Kerr, Frank W. What does American democracy mean to me, 257
 Kindergarten-primary education, department of, 481; historical note, 482; secretary's minutes, 491
 Kindergarten-primary education, organizing for increased social efficiency (Pickens E. Harris), 483; value of the library in (Garry Cleveland Myers), 489
 Kinds of experiences which should be fostered thru supervision (John A. Hockett), 643
 King, W. P. Ethics, report of the committee on, 891
 Kirk, Samuel A. The education of gifted children, 126
 Kletzer, Mrs. William, National Congress of Parents and Teachers, report of joint committee of the N. E. A. and, 898; the P. T. A.'s interest in American education week, 171

L

- Landy, Edward. Continuing education, 539
 Lathrop, Edith A. American library association, report of joint committee with N. E. A. on school libraries, 882
 Latin-American relations, 54, 157, 295
 Law, Frederick Houk. Problems in directing reading in high school, 623
 Lawson, Willie A. National seminar on building stronger professional organizations, 103
 Leadership, 303, 441
 Lee, J. Murray. Adjusting the curriculum to the capacity of the child, 444
 Legislative commission, members of, 734; report of (Sidney B. Hall), 896
 Legislative council meetings, American association for health, physical education, and recreation, 218
 Leisure, 73, 313
 Let us build an American culture (Francis J. Brown), 198
 Library, and kindergarten-primary education, 489; American library association, report of committee on, 882
 Life enrichment thru nature activities (M. V. K. Brown), 463
 Life membership dinner, twelfth annual, 165; historical note, 166
 Life memberships conferred by A. A. S. A., 229
 Lip reading, department of, 493; historical note, 494; president's report, 495; report of secretary-treasurer, 500
 Lip reading, critique of the rationale of tests of hearing (Robert West), 499; hearing defects and criteria for (Warren Gardner), 496
 Loomis, Orland S. American education and juvenile delinquency, 131
 Lull, Herbert G. Cooperatives, report of committee on, 886
 Lure of Wisconsin, The (Edgar G. Doudna), 33
 Lyon, A. K. A cooperative program in home and family living, 474

Mc

- McArthur, James M. A philosophy for garden education, 145
 McClure, Worth. The principal and the teacher, 301
 McClusky, Howard Y. Occupational adjustment of youth, The, 419; the work of the American youth commission, 109

- McConnell, W. J. Application of the principle of selective admission in teachers colleges and its significance for the profession, 326
 McDonald, James G. The vital diplomatic fronts, 266
 McNutt, Hon. Paul V. Facing the 'forties, 272
 McSwain, E. T. The modern school, a workshop in democratic citizenship, 447

M

- Making the physical sciences more useful (Jack Hudspeth), 610
 Making use of the objective examination as a phase of teacher selection (Ben D. Wood), 335
 Mann, Rosabell MacDonald. Art in a high school of music and art, 399
 Marsh, Daniel L. The American canon, 20
 Martin, T. D. Membership, report of division of, 922
 Meeting the special needs of the individual child (Ethel Kawin), 154
 Meier, Norman C. Special ability with particular reference to artistic aptitude, 395
 Melby, Ernest O. Theses on the internal control of education, 182
 Membership, 696; report of division of (T. D. Martin), 922; tabulation by states, 924
 Methods in education: motion pictures, 661; radio, 122, 528, 583, 592; reading, 248; school museum, 660
 Miller, Jr., Spencer. Some imponderables in the American economy, 193
 Milwaukee handicraft project: its significance to education and the community, The (Elsa E. Ulbricht), 398
 Miner, Frances M. School gardening on the elementary level, 148
 Minutes, of board of directors, 815; of board of trustees, 841; of executive committee, 822; of twentieth representative assembly, 751
 Mitchell, Rexford S. Speech in the high school, 537
 Mitchell, Ronald. Speech education in the adult theater, 552
 Modern design in our time, The development of, 400
 Modern procedures in the teaching of reading, 128
 Modern school, a workshop in democratic citizenship, The (E. T. McSwain), 447
 Moral and social judgment of children, 446
 Moran, James E. Credit unions, report of committee on, 887
 Morgan, Joy Elmer. Publications, report of the division of, 927
 Morris, Mary E. Equal opportunity, report of committee on, 890
 Morrison, J. Cayce. The curriculum keeps pace with human needs, 308
 Motion pictures for democratic efficiency (Charles F. Hoban, Jr.), 106
 Motion pictures. *See* Visual instruction.
 Mundt, Hon. Karl E. Political issues of the day, 84
 Muniz, Alfredo. Placement problems in Puerto Rico, 417
 Music, place of in the culture of the world, 57
 Music educators national conference, 503; historical note, 504; conference on organization activities and relationships in the field of music education, 510
 Music in American life today (Howard Hanson), 505
 Music in the elementary-school curriculum (Dorothy Kelley), 507
 Music in the high school (Hobart Sommers), 508
 Musica Americana, 241, 265
 Myer, Walter E. Secondary school principals, discussion group project, 951

- Myers, Garry Cleveland. The value of the library in the field of kindergarten-primary education, 489

N

- Nash, Jay B. The implications for teachers in youth's program on health and recreation, 209
 National association of deans of women, a department of the N. E. A., 513; historical note, 514
 National congress of parents and teachers, joint committee of the N. E. A. and the, members of, 733; report of (Mrs. William Kletzer), 898
 National council and the social studies teacher, The (Ruth West), 559
 National council for the social studies, 557; historical note, 558; meetings, 561; summary of programs, 561; secretary's report, 563; revised constitution, 565
 National council of education, 174; historical note, 175; report of (L. A. Pechstein), 877; secretary's minutes, 184
 National council of education, section in N. E. A. charter, 691
 National defense. *See* Defense and Democracy
 National education association, headquarters staff, 716; interpreting the work of, 928; organization of, 943; platform of, 903. *See also* 36, 39, 42, 105
 National education association: committees, commissions, and councils, list of members, 1939-40, 717. *See also* respective committee headings
 National education association's program of teacher welfare (Agnes Samuelson), 156
 National seminars, 96, 100, 103
 National youth administration, 669
 Natural resources, 118
 Nature activities, 463
 Necrology, committee on, member of, 741; report of (H. A. Wise), 900; tribute to departed members, 19
 Needed curriculum revisions in the field of, health education (Mabel E. Rugen), 149; (Iris Boulton) 150; recreation (H. C. Hutchins), 153
 Neilson, N. P. American association for health, physical education, and recreation, report of, 942
 Newmann, Marie. Business education's product in business, 418
 News as it affects education (Lyman Bryson), 426
 Normal schools, conversion of, 325
 Norris, Dorothy E. The program for gifted children in Cleveland, 639
 North, Frances Doub. President's message, 407

O

- Objectives of educational publications (Hobart H. Bell), 530
 Obligation of the schools for safety education, The (Henry H. Hill), 289
 Occupational adjustment of youth (Howard Y. McClusky), 419
 Officers of national education association 1939-40, 703; 1940-41, 709
 Ogle, Nellie A. What we do to prepare our pupils to obtain and retain positions in business thru training in transcription, 412
 On our way, an educational revue, 294
 Opportunities in school journalism (Lyle W. Ashby), 527
 Ordal, Caspar R. Youth views the future, 116
 Organization of health, physical education, and recreation program (Philip H. Falk), 212
 Organization of the school, 442

- Organizing the kindergarten-primary program for increased social efficiency (Pickens E. Harris), 483
 Oxnam, Rev. G. Bromley. Contemporary crucifixion and crusade, 231

P

- Pan-American relations in education (Ben M. Cherrington), 157
 Pechstein, L. A. Report of national council of education, 877
 Personality, 631; development of, 470
 Personality development thru science (David W. Russell), 607
 Personal growth leaflets, 931
 Personal welfare, 605
 Personnel policies and practices, student, 360
 Philosophy for garden education, A (James M. McArthur), 145
 Physical growth, implications of, 445
 Pinkston, Eva G. Elementary school principals, report of, 949
 Place of music in the culture of the world, The (Howard Hanson), 57
 Place of the home economics teacher in the educational program for youth (Gladys Branegan), 475
 Placement problems in Puerto Rico (Alfredo Muniz), 417
 Planning for the exceptional child (Malcolm Finlay), 154
 Playgrounds. *See* Health and recreation.
 Plimpton, Ruth J. What we do to prepare our pupils to obtain and retain positions in business thru training in clerical skills, 413
 Political issues of the day (Delbert M. Draper), 75; (Hon. Karl E. Mundt), 84
 Political problems, 60, 231, 292
 Powell, Frank V. The Wisconsin program for educating exceptional children, 629
 Presentation of gavel from the Brazilian education association (E. Ruth Pyrtle), 295
 Presentday challenges to guidance in secondary education (Francis C. Rosecrance), 535
 Principal and the teacher, The (Worth McClure), 301
 Principal as an educational leader, The (Carroll R. Reed), 441
 Problems facing high-school youth (Oscar Granger), 114
 Problems in directing reading in high school (Frederick Houk Law), 623
 Problems of teacher education for health, physical education, recreation, and safety (Floyd R. Eastwood), 213
 Problems of unemployed youth (Orin W. Kaye), 669
 Problems of youth in the CCC, The (J. Russell Cook), 112
 Professional organizations, national seminar on, 103
 Professional relations, institutes on, 40, 921
 Professional training of residence hall directors, The (Dorothy C. Stratton), 519
 Program for gifted children in Cleveland, The (Dorothy E. Norris), 639
 Program of public relations in rural education, A (Otis Keeler), 579
 Program of school-home projects in gardening, A (Paul R. Young), 146
 Proper utilization of radio in education (David J. Heffernan), 592
 Protection of school funds for educational purposes, national seminar on (Ben G. Graham and Hazel Davis), 96
 Psychology, speech education and, 553
 P.T.A.'s interest in American education week, The (Mrs. William Kletzer), 171
 Public affairs education thru forums (E. W. Balduf), 196
 Public education, 69, 275, 424
 Public relations, 39, 96, 450, 527, 528, 530, 579, 907, 932, 934

- Public relations in the elementary school (William G. Carr), 450
 Publications, educational, 530; report of the division of (Joy Elmer Morgan), 927
 Pyrtle, E. Ruth. Presentation of gavel from the Brazilian education association, 295

R

- Radio, a practical resource in the democratic school (Harriet H. Hester), 122
 Radio, and news broadcasting, 428; art education by, 397; flash, 528; in rural broadcasts, 583; news reports, 529. *See also* 322, 592, 933
 Ragsdale, C. E. A modern curriculum for the rural high school, 585
 Rasche, William F., 127
 Reading, 128, 129. *See also* Curriculum
 Recent developments in improving the interpretation of what is read (William S. Gray), 128
 Recent trends in learning: their relation to the psychology of arithmetic, 372
 Recreation, 153, 209
 Reed, Carroll R. The principal as an educational leader, 441
 Refining the process in the classroom (Bess Goodykoontz), 296
 Relation of research to classroom teaching (W. W. Theisen), 373
 Relation of the teacher to America's changing economic pattern, The (Harold F. Clark), 175
 Religion in education, 431
 Religious cultures, 62, 139
 Report of executive secretary, 914
 Reports of committees, national education association. *See* respective committee headings. For department committees *see* respective department headings
 Representative assembly, delegates to the twentieth, 957; minutes of the twentieth, 751
 Research and classroom teaching, 373
 Research division, report of (William G. Carr and Frank W. Hubbard), 934
 Research, Speech education and, 554
 Resolutions, committee on, members of, 742; report of (Helen Bradley), 901
 Resources and education, committee on, report of (Paul R. Hanna), 907
 Response to greetings (Elphe K. Smith), 32
 Retirement, 940
 Retirement, national council on teacher, members of, 740; report of (Louis Taylor), 899
 Roberts, Alvin. The school journey movement, 108
 Rohan, Benjamin J. Social implications of science, 610
 Role of the teacher in supervision, The (Dale Zeller), 647
 Rosecrance, Francis C. Presentday challenges to guidance in secondary education, 535
 Rosenfield, Harry N. Teachers' and administrators' liability for accidents, 162
 Rowen, Hon. Ross B. Greetings, 32
 Rowland, Albert Lindsay. The proposed teacher examination service, 339
 Rugen, Mabel E. Needed curriculum revisions in the field of health education, 149
 Rural education, a program of public relations in (Otis Keeler), 579; countywide audio-visual education (William J. Hamilton), 595; curriculum for rural elementary schools (Charles C. Stadtman), 586; modern curriculum for the rural high school (C. E. Ragsdale), 585; proper utilization of radio in education (David J. Heffernan), 592
 Rural education, department of, 577; historical note, 578; secretary's minutes, 600; resolutions, 602
 Rural parent-teacher council, 580

- Rural service, report of the division of (Howard A. Dawson), 937
 Russell, David W. Personality development thru science, 607

S

- Safety education, 159, 160, 162, 216, 278, 283, 289, 309
 Safety philosophy for teachers, A (W. H. Cameron), 159
 Salaries and economic welfare, 175
 Salaries, committee on, members of, 743; report of (Willard S. Elsbree), 909
 Salesmanship, 416
 Samuelson, Agnes. N. E. A.'s program of teacher welfare, 156
 School administration in garden education (Willis A. Sutton), 144
 School gardening on the elementary level (Frances M. Miner), 148
 School journey movement, The (Alvin Roberts), 108
 School publicity, 246
 Schools for democracy, 921
 Science instruction, department of, 603; historical note, 604; report of secretary, 613
 Science instruction, community as the core of science unit organization (W. A. Betts), 609; elementary science enriches curriculum (Gladys Forler), 612; how science contributes to personal and community welfare (William H. Johnson), 605; making the physical sciences more useful (Jack Hudspeth), 610; personality development thru science (David W. Russell), 607; social implications of (Benjamin J. Rohan), 610; socializing general science (Philip G. Johnson), 609; soil conservation: a neighborhood problem, 611; soil conservation in the junior high school (Helen M. Strong), 612
 Secondary education, 253, 522, 535
 Secondary school principals, discussion group project (Walter E. Myer), 951
 Secondary-school principals, national association of, 533; historical note, 534
 Secondary-school principals, national association of, continuing education (Edward Landy), 539; guidance in secondary education (Francis C. Rosecrance), 535; speech in the high school (Rexford S. Mitchell), 537
 Secondary teachers, department of, 615; historical note, 616; secretary's minutes, 624
 Secondary education, books in the making of men (Edward A. Fitzpatrick), 619; forest conservation: its importance to youth and its place in the curriculum (H. N. Wheeler), 617; problems in directing reading in high school (Frederick Houk Law), 623; what youth expects of education (W. W. Theisen), 622
 Secretary of the N. E. A., annual report of the (Willard E. Givens), 914
 Secretary's office, report of the (Harriett M. Chase), 939
 Selective admission in teachers colleges, 326
 Seman, Philip L. Adult education and cultural living, 203
 Shankland, S. D. American association of school administrators, report of, 947
 Shaw, Albert M. Administrative considerations relating to garden education, 143; report of appraisal committee, 885
 Shaw, Reuben T. Affiliated associations, report of committee on, 879
 Sherrod, Charles C. An introductory statement, 325
 Shields, H. G. Standards in business education, 418
 Shorthand speed building (Clyde I. Blanchard), 416
 Shumaker, Edna C. The social adjustment of the high-school pupil, 522
 Smith, Elphe K. Response, 32; report and recommendations of the president, 423
 Smith, Harold H. A demonstration of training for typing skill, 417
 Smith, S. L. American teachers association, report of committee to cooperate with the, 883
 Social adjustment of the high-school pupil, The (Edna C. Shumaker), 522
 Social efficiency in the kindergarten, 483
 Social implications of science (Benjamin J. Rohan), 610
 Socializing general science (Philip G. Johnson), 609
 Social problems, 60, 68
 Social studies, national council for the. *See* national council for the social studies
 Social studies, The national council and the, teacher, 559
 Soil conservation: a neighborhood problem (Marjorie Haines Campbell), 611
 Soil conservation in the junior high school (Helen M. Strong), 612
 Some implications of verbatim records of high-school classroom talk (Stephen M. Corey), 371
 Some imponderables in the American economy (Spencer Miller, Jr.), 193
 Sommers, Hobart. Music in the high school, 58
 Sowers, Alice. The contribution of home economics to general family living, 470
 Spaulding, Francis T. What is right with the secondary schools, 253
 Special ability with particular reference to artistic aptitude (Norman C. Meier), 395
 Special occasions, American education week, 39, 170, 171, 932; citizens recognition day, 931
 Speech education and psychology (Jon Eisen-son), 553
 Speech education and research (Ray E. Holcombe), 554
 Speech education in the adult theater (Ronald Mitchell), 552
 Speech in the high school (Rexford S. Mitchell), 537
 Speech education thru the children's theater (Winifred L. Ward), 551
 Speech training in Europe (Gladys L. Borchers), 549
 Special education, department of, 627; historical note, 628
 Special education, integration of character and personality (Harry J. Baker), 631; the program for gifted children in Cleveland (Dorothy E. Norris), 639; Wisconsin program for education of exceptional children (Frank V. Powell), 629
 Spence, Hon. Arthur T. Greetings, 32
 Stadtman, Charles C. A curriculum for rural elementary schools, 586
 Standards in business education (H. G. Shields), 418
 Standing rules, 696
 Stimulating and elevating reading interests (Louise Farwell Davis), 129
 Stockdale, Allen A. The future of America, 429
 Stolz, Herbert R. Individual guidance, report of committee on, 893
 Stratton, Dorothy C. The professional training of residence hall directors, 519
 Strong, Helen M. Soil conservation in the junior high school, 612
 Studebaker, John W. Educating youth to meet national problems, 68
 Student aid program, 109
 Student personnel policies and practices of 151 institutions engaged in teacher education, The, 360
 Stullken, Edward H. American education and juvenile delinquency, 133
 Summary of reports of committees, commissions, and councils, 877

- Supervision, 442; creative materials suited to (Henry Harap), 651; kinds of experiences fostered thru (John A. Hockett), 643; role of the teacher in (Dale Zeller), 647
- Supervisors and directors of instruction, department of, 641; historical note, 642; secretary's minutes, 655; report of (Ruth Cunningham), 953
- Supply, preparation, and certification of teachers, committee on, members of, 745; report of (Richard E. Jagers), 910
- Sutton, Willis A. School administration in garden education, 144; what is right with American youth, 259
- Swanson, Edwin A. Consumer and social business, 415

T

- Task before us, The (Amy H. Hinrichs), 36
- Tax education, committee on, members of, 747; report of (Martin Wilson), 911
- Taxes and education, 915
- Taylor, Katharine W. Conserving family ideals, 472
- Taylor, Louis. National council on teacher retirement, report of, 899
- Teacher and supervision, 647
- Teacher, economic status of the, 940
- Teacher education, 941; student personnel policies and practices, 360
- Teacher examination service, The proposed (Albert Lindsay Rowland), 339
- Teacher selection, 335
- Teacher, The principal and the, 301
- Teacher welfare, 156; report of division of (Willard E. Givens), 940
- Teachers' and administrators' liability for accidents (Harry N. Rosenfield), 162
- Teachers colleges, American association of. *See* American association of teachers colleges
- Teachers of speech, national association of 547; historical note, 548; secretary's minutes, 555
- Teachers, philosophy of, 299
- Teaching profession, 40, 43, 103, 181, 296, 301, 326, 331, 335, 339, 343, 349, 360, 373, 647, 904, 915, 940, 941
- Teamwork among teachers, 443
- Tenure, committee on, members of, 748; report of (Donald DuShane), 912
- Theisen, W. W. Relation of research to classroom teaching, 373; what youth expects of education, 622
- Theses on a policy for adult education (Lyman Bryson), 183
- Theses on the internal control of education (Ernest O. Melby), 182
- Torkelson, M. W. Conservation and land use, 140
- Transcription, 412, 413
- Treasurer, duties of, 697; report of (B. F. Stanton), 866
- Trend of teachers colleges toward general colleges is bad for the profession, The (Leslie R. Gregory), 349
- Trend of teachers colleges toward general colleges is good for the profession, The (Grady Gammage), 343
- Tribute to all departed members, A, 19
- Typewriting, 411, 417

U

- Ulbricht, Elsa E. The Milwaukee handicraft project: its significance to education and the community, 398
- Understanding the child (Margaret L. White), 441
- Unemployment, 109, 193, 259, 419, 669, 673
- Units of work, 643

V

- Value of the library in the field of kindergarten-primary education, The (Garry Cleveland Myers), 489
- Van Horn, Mary E. Report of the president, 495
- Vesper service, 19
- Victory honor roll, 1940, 923
- Visual aids in education, 106, 595
- Visual instruction, department of, 657; historical note, 658; secretary's minutes, 666
- Visual instruction, the individual school program (R. B. Woodworth), 659
- Vital diplomatic fronts, The (James G. McDonald), 266
- Vocational education, department of, 667; historical note, 668
- Vocational education, problems of unemployed youth (Orin W. Kaye), 669; vocational education (Harry O. Eiken), 672. *See also* 127, 201
- Voight, Irma E. Guidance—a challenge to our schools, 515

W

- Ward, Winifred L. Speech education thru the children's theater, 551
- West, Robert. A critique of the rationale of tests of hearing, 499
- West, Ruth. The national council and the social studies teacher, 559
- What does American democracy mean to me (Frank W. Kerr), 257
- What is happening to our human and natural resources (Charles H. Judd), 118
- What is right with American youth (Willis A. Sutton), 259
- What is right with the elementary schools (Edgar G. Doudna), 244
- What is right with the secondary schools (Francis T. Spaulding), 253
- What we do to prepare our pupils to obtain and retain positions in business thru training in—clerical skills (Ruth J. Plimpton), 413; consumer and social business (Elvin S. Eyster), 414; salesmanship (W. Harmon Wilson), 416; transcription (Nellie A. Ogle), 412; (Ann Brewington), 413; typewriting (Viola DuFrain), 411
- What youth expects of education (W. W. Theisen), 622
- Wheeler, N. H. Forest conservation: its importance to youth and its place in the curriculum, 617
- White, Margaret L. Understanding the child, 441
- Williams, Charl Ormond. Field service, report of division of, 921; national seminar on building stronger professional organizations, 103
- Williams, H. M. How to make mistakes in estimating capacity to learn, 371
- Wilson, Charles C. Health problems in education, report of committee on, 892
- Wilson, Martin. Tax education, report of committee on, 911
- Wilson, W. Harmon. What we do to prepare our pupils to obtain and retain positions in business thru training in salesmanship, 416
- Winifree, Mary Jane. Accounts and records, report of division of, 917
- Winn, Agnes. Affiliated associations, report of division of, 918
- Winning, Freda G. Report of the president, 469
- Wisconsin program for educating exceptional children, The (Frank V. Powell), 629
- Wisconsin, The lure of (Edgar G. Doudna), 33
- Wise, H. A. A tribute to departed members, 19; necrology, report of committee on, 900

Withers, John William, 230

Wood, Ben D. Making use of the objective examination as a phase of teacher selection, 335

Woodruff, Caroline S. Invocation, 167

Woodworth, R. B. The individual school program, 659

Word on the exhibits, A (James A. Campbell), 243

Work of the American Youth Commission, The (Howard Y. McClusky), 109

World federation of education associations, 677; historical note, 678

Wyman, Mary May. The inspired teacher interprets the curriculum, 160

Y

Young, Paul R. A program of school-home projects in gardening, 146,

Youth problems, 68, 109, 112, 114, 116, 131, 133, 201, 209, 259, 411, 412, 475, 617, 622, 669, 672

Youth program, 475

Youth views the future (Caspar R. Ordal), 116

Z

Zeidler, Hon. Carl F. Greetings, 30

Zeller, Dale. The role of the teacher in supervision, 647

