

Atlantic City

CONVENTION 1948

Official Report—American Association of
School Administrators

OMAR BRADLEY

Security Belongs to You

WALTER H. JUDD

America's Expanding International Role

PEARL BUCK

We Need the World View

WALTER A. WITTICH

*Using Audio-Visual Materials in
the Classroom*

GERALD WENDT

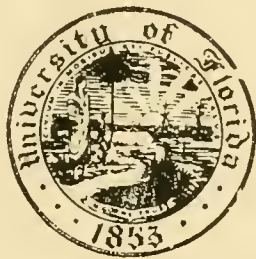
*The Readjustment of Education to
the Atomic Age*

OTHER ADDRESSES by H. Roe Bartle, Lyman Bryson, Erwin D. Canham, Eva Carmichael, Marquis Childs, James Lee Ellenwood, Oscar R. Ewing, Paul B. Jacobson, David J. Rose, T. V. Smith, R. E. Stewart, Herman B. Wells

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OFFICIAL REPORT

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School Administrators

A Department of the National Education Association of the United States

74th ANNUAL CONVENTION



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The Expanding Role of Education

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OUR POLICY—The American Association of School Administrators endorses no individual or group of individuals or any sentiment expressed by any speaker or other participant in its programs, except by resolution or by motion approved by a vote of its members.

FIRST GENERAL SESSION

Vesper Service

Sunday Afternoon, February 22, 1948

The First General Session of the Seventy-Fourth Annual Convention of the American Association of School Administrators convened in the Ballroom of the Auditorium, Atlantic City, New Jersey, on Sunday afternoon, February 22, 1948, at four o'clock, President Herold C. Hunt, General Superintendent of Schools, Chicago, Illinois, presiding.

PRESIDENT HUNT: I take great pleasure in calling to order this Seventy-Fourth Annual Convention of the American Association of School Administrators, with its associated departments.

Our vespers musical program of praise and adoration is to be sung for us this afternoon by the Montclair College Choir of the New Jersey State Teachers College of Upper Montclair, New Jersey, under the able direction of Dr. Carl F. Mueller. (See page 228 for complete program of music.)

IN MEMORIAM

Tribute by W. HOWARD PILLSBURY, PAST-PRESIDENT, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

PRESIDENT HUNT: Long has it been customary to pause during the first general session of our annual convention to pay tribute to those who have served in our ranks and who, during the year, have answered the final roll call. Dr. W. Howard Pillsbury, superintendent emeritus of the Schenectady, New York, Public Schools, and a past-president of this Association, will speak at this time in memoriam, with particular reference to that great leader of our Association, Dr. Sherwood Dodge Shankland, who just a year ago appeared on this vesper service program. To speak in tribute to all of the great leaders of our Association who have left us during the year, we recognize at this time Dr. Pillsbury.

MR. PILLSBURY: Since last the American Association of School Administrators met here in Atlantic City a considerable number of its members has gone to "that undiscovered country from whose bourne no traveler returns." Some had enjoyed a brief respite from the arduous labors of an exacting profession. Others were stricken while still in active service on the firing line.

For us the living, it is altogether fitting to begin our proceedings with a tribute to the memory of these—our fallen comrades—who have fought the good fight, finished their course, and enriched us by their contributions to American education.

Foremost in this group was our Executive Secretary Emeritus, Sherwood Dodge Shankland. In honoring him we simultaneously memorialize that

goodly company of lost leadership, his fellow administrators, whose fate he shared and whose achievements and qualities he so admirably exemplified.

Selected a full quarter of a century ago to guide the destinies of a struggling Department of Superintendence, he provided a brand of leadership which became the direct cause in the rapid growth of the Department—a growth which has brilliantly justified the faith which prompted this venture. That small uncoordinated department has become the American Association of School Administrators, a well integrated power in American education. It has quadrupled its membership. Its annual convention brings together those who shape practices in American schools in numbers unparalleled in any other profession.

Joint enterprises with such organizations as the United States Chamber of Commerce, the Commission on Teacher Education, and the National Association of School Boards have obviated the danger of administrative isolationism. The reports of its numerous commissions and its long list of significant yearbooks have furnished rich content for administration as a profession. In cooperation with the National Education Association, the Educational Research Service has been firmly founded and provides authoritative, up-to-date information on administrative policies and practices. Also in cooperation with the National Education Association, the Educational Policies Commission was created and the organized thinking of the profession became articulate throughout the land.

Such achievements typify the growth and progress of our Association under the leadership of its first executive secretary. And yet, it is as a wise counselor and loyal friend that Sherry Shankland will live longest in our memories.

Endowed with an uncommon fund of common sense he never lost touch with reality. A skilful planner and organizer, wise in the ways of men, he knew full well how to develop the initiative and resourcefulness of his colleagues. His steadfast sincerity, staunch loyalty to a friend or a cause, his outgoing personality, and extraordinary capacity for friendship irresistibly drew men to him and inevitably created a loyalty to his leadership. He attracted by his frankness; he charmed by his courtesy; he inspired by his selfless devotion to the cause which he served. Positive in his convictions he was yet flexible in the means of achievement. He had a flair for public relations but an innate modesty which kept him in the background whenever possible. In conference he was a good listener, spoke seldom, was always constructive, usually laconic, and frequently picturesque. His booming voice and blunt manner cloaked a surprisingly tender heart and warm sympathy.

Possessed of such qualities he was eminently fitted to wear the shoulder straps as the chief administrator in the affairs of an association of administrators. To him may well be paid the tribute written some two hundred years ago:

Friend of truth, of soul sincere
In action faithful and in honor clear;
Who broke no promise, served no private end;
Who gained no title and who lost no friend.

For us, who have been privileged to know him, no tangible memorial is needed. He will continue to live in our hearts and minds. Our Association is his living monument. But as we too pass on there will arise, as in Egypt of old, "a generation which knew not Joseph." For them this plaque will be hung in the hall before the headquarters office of the Association. On it they will read:

IN MEMORY OF
SHERWOOD DODGE SHANKLAND
FIRST EXECUTIVE SECRETARY
OF THE
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1921—1946
WISE COUNSELOR AND LOYAL FRIEND
TO THE CAUSE OF EDUCATION

May we stand for a moment of silence in his memory and that of our colleagues who have left our ranks during the past year.

MY AMERICA IS AT THE CROSSROADS

H. ROE BARTLE, SCOUT EXECUTIVE, KANSAS CITY AREA COUNCIL,
BOY SCOUTS OF AMERICA, KANSAS CITY, MISSOURI

PRESIDENT HUNT: I have now the pleasure of presenting a personal friend as our vespers speaker. I do so with tremendous enthusiasm, as I know of no one better equipped by training or by experience to inspire us with the realization of the opportunities and the privileges that are ours today as educators. Such, in my opinion, should be reflected in our vespers.

Dr. H. Roe Bartle, lawyer, farmer, banker, worker with youth, is above all a humanitarian. His life has been one of service to his fellow-men. For two decades, the chief Scout executive of the Kansas City, Missouri, Area Council of the Boy Scouts of America, where its program of advancement is foremost in the nation, Mr. Bartle has made his vibrant personality felt throughout our country as his heart and his energies have been directed to doing for others. He speaks to us this afternoon on the subject, "My America Is at the Crossroads." Dr. H. Roe Bartle.

MR. BARTLE: My very dear friend, Dr. Hunt, and, indeed, key educators in this, my great America: With humility this afternoon I stand before you, for in my humble judgment there is no group in all the land as powerful or as important as the group here assembled.

This afternoon, I have been lifted to great heights as I have heard this a cappella choir; then as one of your distinguished colleagues paid tribute to those educators who geared their personality into your Association in bygone years, I thought in terms of men who had made me a little cleaner and finer and better, because I had touched the hem of their garment, men in the field of education who had planted high idealism in my soul in yesteryear. I realize today that I am the product of education, as are you,

and if I possess any great idealism at this hour, it is because men and women in the tender years of my youth paused to inspire me and to gear their thinking and their personalities into mine.

When I think in terms of your very able and distinguished president, I must of necessity think in terms of you, for you likewise have dedicated your time and your talents to the field of education. And for the moment, I should like to pause and recall the lines that came from that great and that mighty pen of one, Webster, who must have described your working philosophy. I am sure he described the philosophy of my friend of long standing, Dr. Hunt, when he said, "If you work upon marble, it will perish, and if you work upon brass, time will efface it, and if you build temples, some day those temples will crumble into dust. But if you work upon the immortal souls of youth, if you imbue them with spirit, give them a just fear of God and cause them to love their fellowman, you engrave upon those tablets something which will last all through eternity."

And on this Lord's day, as you, supreme centers of opportunity in the field of education, are here assembled for your vesper service, I want to talk about my America and your responsibility from the point of view of an uneducated youth.

In the realization that today is the first day of American Brotherhood Week, and, furthermore, realizing that this is the anniversary of the birth of the father of our nation, I should like to start my humble discourse with the words that came from the lips of George Washington, those words in the form of a prayer, known today as George Washington's Prayer for Our Nation. May I read just a sentence or two?

"Almighty God, we make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government, and entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large."

My friends, I realize today that my America is at the crossroads. We are not riding the tide of victorious aftermath of war. We are not marking time until the world can readjust itself to normal. We are brought to a realization that as we go down the highways of life, we must think in terms of the human equation. Here we are, two and a half years after V-J Day, and there is no peace. The world is still filled with chaos and turmoil and strife on every hand.

I, for one, am disturbed about the direction in which we may be traveling. On this Lord's day, I want you to think with me, if you will, as to the pathway that education may lead the youth of this, our America.

My America is the hope of the world. In so far as the world's economic structure is concerned, we are the only hope for the world. Politically and spiritually, the world needs America, for we are the only hope of a greatly distressed humanity. Balance of power, flow of gold, revolution and rebirth, industrial control—none of these has proved the panacea and the pattern to help the world in its distress. Every such pattern may work in theory and on paper, but it falls short when applied to the human equation.

Only in so far as we keep faith with the basic needs of mankind can we hope to build and strengthen and create the America for which the world today has a crying need. Only through a practical program of applied religion can the job really be done.

I am not talking about the Catholics and Protestants and Jews; I am not talking about doctrine and creed. I am talking about human values, which form the Gibraltar foundation for any of the world's great faiths, and I am saying to you that any sound program of education must be able to give to youth today the ability to appraise human values.

I know there is a God, not only because I personally am striving after Him, but also because of the striving and the yearning and the seeking of the rest of mankind. It is my firm conviction that the building of a new world can come only through an earnest desire to identify ourselves with the will and the purpose of the Almighty. It can be achieved only through individuals who have the mental capacity and educational training to fulfil an individual mission toward that end. The task of education in America and throughout the world is to develop such citizens.

From the day that that youngest child in the kindergarten is taught to take his fair turn at the drinking fountain to the hour when the fully trained citizen steps forth into his adult role, the emphasis must be upon humanity. We must project a program of education which teaches human beings again to appraise human values. We must give youth a working formula, give them, above all, open minds and open hearts and free them from prejudice which blinds, tears apart, and always destroys.

Knowledge for its own sake is powerless. Knowledge is but a tool of education. Its power is as a foundation for sound judgment—judgment that every man must make for himself as he seeks to appraise real values related to the human equation. Without knowledge, there can be no open-mindedness. Unless there be ensuing judgment and appraisal, knowledge can make us conceited and blundering fools. But if we can develop open minds equipped with knowledge as a tool of judgment, we have cause to give to humanity the right to live and to build a world wherein there shall be peace and goodwill among all mankind.

Youth must be taught to have open minds in so far as religion is concerned. I could here proudly proclaim that I am a Presbyterian. I am proud of my church. I am proud of the faith of my fathers. And I would that every one of you would be as proud of your faith as I am of mine. But I desire to give to every man, woman, and child in America the same right I demand for myself, the right to worship Almighty God in the way I have been taught and the way in which I believe.

One of the principal reasons why I have been willing to give the best years of my life to the movement of the Boy Scouts of America is because that movement offers a code of living for youth, a code divided into the twelve parts of the Scout Law, which govern the words and the actions and the deeds of all youth affiliated with that movement. The twelfth part of that law is in my judgment the finest and most workable definition of sound Americanism. "A Scout is reverent"—not that he is going to be

tomorrow, but he is today. "A Scout is reverent." He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion. That appraisal of religion is honest and is fair.

Oh, I detest that word "tolerance" in the field of religion! I do not even like the word "tolerance." I crave for my America, as we are at the crossroads today, a spirit of religious fairness for all mankind. Tolerance is smug. No matter how passive it may be, it contains contempt. I want not contempt but respect for your religion as well as for mine.

When I talk about religious fairness, I realize that, in the field of religion, so often our minds are closed. How true it is with youth at this hour! I have been exposed to enough religious groups in my lifetime to realize fully that there are great and noble souls in all religious faiths, if only they are true to the faith to which they subscribe.

Being a Presbyterian, the son of a Scotch Presbyterian minister, I have a right to be a Presbyterian. Father stood back of the sacred desk for fifty-five years and proclaimed the gospel as he understood it and believed it. Hailing as he did from the Old World, from Edinburgh, Scotland, I have a right to be a Presbyterian. But as a small boy, my father sent me to a Baptist boarding school and I enjoyed that Baptist institution. May I say quite facetiously that for the first time in my life, I realized that Baptists could really read and write, that there were fine, highly educated people in the Baptist church. [Laughter]

And then, in picking a university, I happened to choose a Methodist college, and while attending that Methodist college, being a poor lad and required to earn a portion of my way, I learned that the Disciples of Christ in their church needed a bass in their quartet choir and for two dollars a Sunday, I gave the Wesleyites the loudest bass that they ever had. [Laughter] It wasn't very good but they had their money's worth in volume.

And in looking around for an institution wherein I might do postgraduate work, I selected a Catholic university and I sat at the feet of the Jesuit fathers for a period of three years and learned to love them and respect them not only as priests of the old mother church but as great educators.

I returned home and the little village queen was an Episcopalian. For seven years, I bobbed up and down with those Episcopalians. [Laughter] They nearly wore me out in that particular church. If you please, Dr. Hunt, I'm not just built for Episcopal worship. [Laughter]

But may I say this to you, sir, that in your church, you are going to make sure that everyone stays awake during the entire service. [Laughter] In the Presbyterian church, we care not as long as you are awake when the deacons take up the morning offering. That is the time that we are primarily concerned with. And may I add that I have had spiritual refreshment in the Episcopal church. My daughter is an Episcopalian, and that is the true test.

The best friend I have on this earth outside of my family is a Jew, and yet I, for one, have been criticized because I love a Jew. Men have

said to me, "How can you love him?" I have never in my life seen him do a dishonorable thing. When Christians ask me that question, I can only answer and say that the Man we love, the Man we adore, the Man that we look upon as our Savior, was born of a Jewish mother.

I have seen noble souls in all religious faiths. And yet, today we are running true to form, for as we analyze our America at the end of every war period, there has been a period of religious persecution, because men were true to the faith of their fathers.

In the classroom, with the school administrators giving inspiration and counsel and guidance to classroom teachers, I beg and plead today for the brotherhood of man, for until the spirit of the brotherhood of man dominates the thinking and the doing of men and women in America, we cannot hope to give to the world the aid that it needs at this particular hour.

Along with religious fairness, I would plead today for political freedom. I would that youth would understand fully that we live in a great nation that enjoys a particular kind and type of government, the finest in all the world. Having studied government in part, I have discovered that there are only two kinds of government. There is a government that uses its citizens as its servants, to wit, the government presided over by a Schicklgruber, a Mussolini, a Tojo and a Hirohito, and even the government today presided over by Mr. Stalin.

Then there is a second kind of government, and that government is ever the servant of the people. That is the kind of government that education and education alone can perpetuate. We must give to youth an understanding of the responsibilities of citizenship. I beg that it be built upon the basis of character, capacity, ability, instead of upon the basis of political party.

I hope that every educator here is related to a political party. I, for one, rebel inwardly when taxpayers say that educators must not be related to the body politic. I, for one, believe that we must look to men and women in the field of education for guidance and inspiration in things that relate to the body politic. I hope that you are related to a political party. I care not what party that may be. Even at a vespers service, I could recommend an awfully good one to you but it would not be in keeping with the spirit of the occasion. I belong to a political party. I shall not even reveal the name of the party to which I belong. True, I was born in Virginia and I was reared in Kentucky and I was educated in Tennessee and I have lived in Missouri a long time [laughter], but, do you know, ladies and gentlemen, I have voted for some Republicans in my lifetime [laughter], and I am unashamed of those votes I have cast in that direction.

For the life of me, I cannot understand how men and women can be more interested in the success of a political party than they are in the well-being of the state itself. [Applause] I cannot understand for the life of me how men and women can go to the polls on election day and put an "X" at the top of a ballot and vote that particular ticket straight, yellow dogs and all. Why should I vote for a man wholly without capacity and ability, wholly without character, when on the other side of the ballot is a man

who possesses unusual capacity and ability and will be true to a public trust? I would that more men and women in the field of education would give stronger leadership in the field of politics. That can be done only if you create for the morrow an open mind in the heart of the oncoming generation.

Today, we are suffering in America from industrial strife. Today, there are many arguments on every hand between those representing labor and those representing management. May I illustrate exactly what I mean?

As a public member of the War Labor Board in Region 7 for a period of four years, I sat on case after case, and, as the evidence was submitted and all of the record was closed, as the public member and the presiding officer, I would turn to my colleagues and I would say to the man representing labor, "What is your vote in this case?" Invariably he would say, "I vote for the point of view expressed by labor. Again, it is a case in which management has taken labor and treated it unjustly." And then I would turn to the representative of management and I would say, "What do you think about the case?" and again I would see a man who was without an open mind, time after time, for he would say, "I vote for the point of view of management because here, again, I see racketeering in the field of labor."

Until we can have men who represent capital and management with open minds and open hearts, and men who, by the sweat of their brow, earn their daily bread, and who likewise have open minds and open hearts, we cannot hope to have industrial peace in this, our cherished democracy. It can come only through a sound program of education which relates itself to the human equation.

When we talk about open minds, you who are educators, I beg of you to keep open minds in the field of education, for, as a taxpayer and as a parent, time after time, I have seen educators who would say, "No, we have been teaching in this fashion for many years, and it is a proven method. We will not change." But today, with all of the emphasis at my command, I would thank my eternal God that we have educators who have vision and determination and courage, who have seen to it that youth today have an entirely different type of program in the field of education from the program to which I was submitted some years ago.

I know that only with open hearts and open minds, in so far as educators are concerned, can we hope to turn out a group of citizens on the morrow who will go into a competitive world and give the leadership that the world needs at this hour and will need on the morrow.

I would that in the field of education we could keep open minds in so far as vocations are concerned. I wish that it were possible for educators to dignify labor. I hope that hard work again will become an honorable institution in America. [Applause] When I look about or have youth tell me, "I have no desire to be a carpenter," and I inquire, "Why?" they tell me, "Because it is not a dignified vocation." And yet, the Lord found dignity in it, for in that fashion did He earn an honest dollar almost two thousand years ago. I have seen many carpenters who were more honorable than stockbrokers, who reared families that were finer and cleaner and

better than the stockbrokers'. I would that it would be as honorable in America on the morrow for a lad to have callouses on his hands as it would to sit back of a mahogany, glass-topped desk, with a white shirt, and call himself an executive.

And, finally, there is one thing I crave today above everything else. My friends, I want peace on earth and goodwill among all mankind, yea, more than I want anything else on the face of the earth. [Applause] I am not a pacifist, but I say to you that I have had all of war that I want, not only for myself, not only for my flesh and blood, but for generations unborn.

I have not lived so long, and yet I can remember that my cherished democracy, my America, has been involved in four wars in my lifetime. I remember when my daddy went to the Philippines and I told him good-bye. I recall that my father and I together wore the uniform down on the border in 1916. On April 6, 1917, I raised my right hand and I thought that I was to be in a war to end all wars and make the world safe for democracy, only to find that madmen came on the horizon in just a quarter of a century, and we had a global war involving 98.5 percent of the world's population.

The aftermath of war, we have felt. The price of war, we know. It has been said by the President of the United States that you and I and our fellow citizens invested 347 billion dollars to win the war—347 billion dollars invested in destruction and a mere farthing for education! What you could do in the field of education with 347 billion dollars! You could insure the peace of the world for centuries to come with 347 billion dollars—221 million dollars invested every twenty-four hours.

One time, I sat down and figured out something in a little bank in which I am interested. We have nineteen thousand depositors in our bank, and, do you know, all of the money that those nineteen thousand individuals and corporations have in our bank would have run the war for only sixteen hours, seventeen minutes, and thirty-one seconds? That's all!

Everyone loses financially in a war, but the financial aspects are secondary. When we realize today that we have 1,400,000 lads who were casualties, boys who never again will be normal, either physically or mentally, the price we pay for war is tremendous; lads who never again will see the light of day, their sight totally gone, lads who will be in wheelchairs as long as they live, boys who will never leave their hospital beds, victims of war.

Why? Because we do not have open minds. There were 328,000 of your kids that went out and they did not come back, and 108,721 little children last Christmas were Gold Star orphans because their fathers spilled their blood that we might be free men and free women. What a price to win a war!

And now they are talking about World War No. 3. It seems to be on the horizon. And the only reason why they are talking about World War No. 3 is the fact that you and I are of a generation that will not have open minds. That is the reason why today I am pleading from this platform, with all of the energy at my command, gear your educational program in such a fashion that the oncoming generation will have open hearts and open minds.

Let me give you just two pointed, understandable illustrations. Dick, great football star of Kansas University; Dick, an Eagle Scout, a part of me; the first man to return from the Southwestern Pacific theater of war. Dick came before a Rotary Club of four hundred leading business and professional men, and it was my honor to present him. I said, "Dick, I know you cannot speak as you used to tote that old pigskin down the gridiron, but just get up here and tell us what happened to you."

Let me give you his story in one minute. Said Dick, "I was up fifteen thousand feet. My plane was shot out from under me, and, as I was parachuting down, I remembered I was an old Eagle Scout and I knew I had to bring some of that training into my life very quickly. As I hit the water, I kicked off my shoes, tore away the parachute, rid myself of all of my clothing because of the heat. It was high noon and the sun was coming down with terrific heat. As I was treading water, I was looking for land. Finally I saw it and I started to swim only to find that I was in shark-infested waters. I vigorously would kick my feet and the sharks would go away, only to return, at fifty or seventy-five or a hundred feet. After swimming about seven miles, I arrived at an island. I knew not whether it was Jap-occupied or American-occupied, and so, very cautiously, I stalked about. Finally, I saw my first sign of life. Unfortunately, it was a Japanese officer but, fortunately for me, he was asleep."

Said Dick, "I had never thought for one moment that I could take a man's life in cold blood, but it was his life or mine, and I found a rock about so big and I slipped up behind him and I dropped that rock on his head. It killed him instantly. I reached down to take off his shoes to put them on my bleeding feet, and as I started to run, I saw his ammunition belt and his pistol so I paused long enough to take off that belt and strap it around my waist, and then I ran."

"For seven days and seven nights I lived on the berries of the island. I slept not. I was tired and weary and sick when I was finally rescued. And during that period of seven days, I encountered two other Japs but I killed them with the pistol I took away from that Japanese officer. And I have brought back," said Dick, "that pistol and here it is."

As he sat down, four hundred leading citizens of my community stood and gave him a tremendous ovation. They clapped, they cheered, and they stamped on the floor. Then Dick's face grew white and he raised his hand and he said, "Please don't cheer. I want every one of you to see this pistol. I want you to hold this pistol. On the barrel, you will see there etched some Japanese characters which my intelligence officer told me stated that it was the property of the Japanese Imperial Government." "But," he added, "you will have no difficulty in reading the English, gentlemen, because you can readily see that it says on the barrel of this gun, 'Made for the Japanese army by the —— Company, U. S. A.'"

Eighty-four percent of all the war matériel the Japs used against China for a period of four years came from your America, because we put the dollar sign ahead of our own flesh and blood.

Again, in my community, I stood before the chamber of commerce of

my town and said, "I am protesting today the shipment of scrap iron to the port of San Francisco and to Japan." And as I concluded my address that day, I made this statement and I reckon that those words were put in my mouth by the Almighty, for I said, "Until we watch our step here in Kansas City and in America, some of the munitions of war and, indeed, some of the scrap iron that is leaving Kansas City today will come back to this village and it will be found in the belly walls of our kids." I pointed out that that day twenty-one carloads had been shipped, the day before nineteen, the day before that fourteen, and for a period of six months, scrap iron had left my community.

Then, as I left the platform, a great industrial leader came to me. He said, "Roe, I want to ask you why is it that you have high blood pressure when you talk to the chamber of commerce?" I said, "To what are you referring?" and he said, "You know, this scrap iron deal. You know Great Britain is going to sell it and if Great Britain sells it, America has the right to sell it, and if America sells it, you know full well St. Louis is going to sell it"—and, of course, in my town, anything St. Louis does, you can do in Kansas City. It gives you license. He said, "If anybody is going to sell it in Kansas City, my firm has the right to sell it."

I looked at him and I said, "Well, I don't quite agree with you." He turned to me and said, "You're clear up in the clouds. You're too idealistic." I looked at my friend and I said, "I hope I am idealistic. I hope my head is 'way up in the clouds. But I pray my feet are down on a solid foundation, upon old mother earth." He said, "What would you have me do?" I said, "I would have you live the way you want to live on the Lord's day, on Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday." He looked at me and said, "Well, we will always be good friends, Roe," and he shook my hand and he went his way and I went mine.

Two and a half years passed, and one night at the hour of eleven-thirty, as I returned home, Mrs. Bartle greeted me and asked me to go over to a neighboring community. I saw there this great, beautiful, palatial home that I had visited so often. As I crossed the threshold, instead of being greeted by a servant, I was greeted by the master of the household. With tears streaming down his cheeks, he handed me a little yellow piece of paper, a Western Union telegram, signed by Ulio, the adjutant. And what did it say? "We regret to advise you," and the only child of that man, who had challenged me in my chamber of commerce, had spilled his blood in the Southwest Pacific theater of war.

As I put my arm about him and tried to sustain him, I tried to give him words of encouragement, I tried to comfort him. Finally, he pulled himself together and he looked at me, and the very first words from his lips were in the form of a question. "Roe, do you reckon that any of the scrap iron that I shipped got Jim?" There is one Gold Star father who will pay any price for peace.

In my judgment, if we want peace on earth, we must build a desire for peace in the hearts of youth today. It can be done only as we gear our thinking and our personalities to the lives of youth who believe in us.

Whereas I started this humble message with a prayer that came from the lips of the father of our nation, I should like to close my address in this vesper hour with another prayer.

It seems that as the war lords of Japan, with all of their military might, had driven the Chinese army backward and backward and backward, the military strategists of China finally decided that what they needed was a slogan that they could give their men to drive the Japanese out of their homeland. They thought for a while as to whom they could secure to give them that slogan, and finally the only man they could agree upon was a teacher, a philosopher, a thinker, a doctor, and so a committee was appointed from the high command to interview the learned doctor. As they came to him, they said, "We want from your lips a slogan that we can give into the hearts of our army, stamp indelibly on their minds. We want it from you because all China loves you and believes in you." The old Chinese philosopher paused for a moment and then he looked his countrymen in the eye and said to them, "I give you not a statement nor a slogan. Proudly I say to you that I am a Christian. I want to give to you the prayer of my heart." With that, he threw his head back and looked heavenward and, calmly, as only a Chinese can be calm, he said, "O God, revitalize my China. But, O Lord, Lord, please start with me!"

Today, we can find formulas on every hand for the world. We find them from learned individuals. But all of those formulas relate to somebody else, never to me, myself. Everyone is willing to tell you what should happen around the globe at this very moment. Many can tell you what should be done in the field of education. But always it involves others, never self.

You who are school administrators today are America's human engineers, classroom engineers, and your colleagues in the field of administration will follow your example and your inspiration. The way in which America will travel for the next decade, yea, for the next century, depends entirely on the determination of this group assembled here today. What a task! What a tremendous responsibility!

And so I would beg of you in this closing period, I would beg of you in this vesper hour, to paraphrase the prayer of the humble Chinese philosopher and scholar and teacher, and I beg of you to make it your prayer today and tomorrow and all of the tomorrows as long as you are entrusted with the responsibility of guiding youth and teachers. I paraphrase that prayer in this fashion, and I would send it out as my own: O God, revitalize my America, but O Lord, Lord, please, please start with me!

SECOND GENERAL SESSION

Sunday Evening, February 22, 1948

PRESIDENT HUNT: Good evening, Ladies and Gentlemen. Known wherever good music is enjoyed and appreciated is the Westinghouse Male Chorus. Here to sing for us this evening is this famous musical organization under the direction of Mr. Robert O. Barkley. Mr. Barkley is a fellow schoolman, serving at present as the distinguished supervisor of music for the Wilksburg, Pennsylvania, school system. I am happy to present at this time the Westinghouse Male Chorus under the direction of Robert O. Barkley. [See page 229 for selections by the chorus.]

AMERICA'S EXPANDING INTERNATIONAL ROLE

WALTER H. JUDD, M.D., MEMBER OF CONGRESS FROM MINNESOTA

PRESIDENT HUNT: The theme of the Seventy-Fourth Annual Convention of the American Association of School Administrators is "The Expanding Role of Education." As such, it complements and implements the 1948 Yearbook of the Association, which has that as its title. General and discussion sessions are expected to contribute to the realization of the ever-increasing responsibility that education is today called upon to assume. In no area is this of greater significance than in world affairs.

Qualified indeed is our speaker of the evening to discuss America's expanding international role. Republican Congressman from Minnesota, physician and surgeon, Dr. Walter H. Judd received his A.B. and M.D. degrees from the University of Nebraska, served in World War I, held a fellowship in surgery at the Mayo Foundation, was medical missionary and hospital superintendent in China, entered private medical practice in Minneapolis, was elected to the 78th and subsequently to the 79th and 80th Congresses. Two years before Pearl Harbor, Dr. Judd attempted to rouse the United States to the menace of Japanese military expansion and to prevent the sale and the shipment of war goods to that nation.

His is an eloquent and a persuasive voice and one that, like his life, has been dedicated to his country and to the fulfilment of its destiny in constructive world leadership. I am happy and honored in the privilege of presenting to this audience Congressman Walter H. Judd. Dr. Judd.

CONGRESSMAN JUDD: Mr. President, Distinguished Officers and Guests, and Ladies and Gentlemen: Six years ago, I was privileged to speak to your convention when you were meeting in San Francisco, looking across the Pacific at the struggle which had just broken out at Pearl Harbor and on the far borders of that ocean.

At that time, I was trying to help Americans understand what was involved in that war and to help us win it, because unless we could defeat in Asia the thing that Japanese militarism represented, and in Europe the thing that Hitlerism represented, there could be no chance for us ever again in our time to have a decent, orderly, secure world.

We had blundered into that war because we refused for so long to face hard facts. I am happy to have a chance to talk to you tonight when we are almost on the verge of blundering into another equally inexcusable situation—if, in fact, we have not already gotten in so deeply that it is all but irretrievable. I don't believe it is. I think there still is time to prevent World War III. If, God forbid, it should come and if we should win the military victory, still we know it will be the end of all the things we have believed in and hoped and worked and prayed for.

The plainest fact we face today is this, that we do not have one world, as we hoped we would have after World War II. We have two worlds. We will not, in my judgment, make a bit of headway at dealing intelligently with our problems until we recognize bluntly and frankly that plain fact.

The world is split right straight down the middle. Politically, yes. Economically, yes. Ideologically, yes. Spiritually, yes. We do not believe in the same things and are unable to get together because we are not seeking the same objectives.

But with that first fact there is a second fact equally plain, namely, that we cannot go on indefinitely, or even for very long, as two worlds. This planet is too shrunken, too contracted. Modern means of transportation and communication are too efficient. We are too interdependent for all sorts of commodities and critical materials to go on indefinitely split right down the middle. The two worlds must become one world.

And that brings us to a third plain fact, that there are only two ways by which the two worlds can become one world. One way is by conquest; the other is by agreement. Those on the other side apparently believe that the only way it can be done is by conquest. Mr. Stalin wrote years ago in his book on problems of Leninism that "it is inconceivable that the Soviet Republic can exist for an indefinite period side by side with western imperialist states." He sees the split. He is not fooling himself. And we had better not fool ourselves.

Then he goes on to say, "Ultimately one or the other must conquer." He believes that the only way the two worlds can become one is by conquest. You and I do not believe that. We are not going to submit to conquest of ourselves by them, but we haven't the slightest interest in conquest of them by us. What we want is, if possible, to get the two worlds together on a basis of voluntary agreement. Is that hopeless? I think not.

We will succeed if we are able to get a set of circumstances where there is more to gain for both sides by coming together in common acceptance of certain mutually agreed-upon rules of behavior than there is by continuing disagreement or by conquest.

The way we have agreed upon for getting order and security on the street corner is by red and green lights. No matter how unlike the cars and the drivers, we have agreed we are all going to follow a certain pattern of behavior—we will all stop when the light is red, and we will all go when it is green. That doesn't mean we cease being capitalists and communists, Republicans and Democrats, Catholics and Protestants and Jews, rich and poor. We maintain our different ideas and goals, but we have agreed

that it is mutually beneficial, it is to everybody's advantage for everybody to stop when it is red and go when it is green.

Can we get these two worlds together on some such basis—mutual agreement as to the traffic rules by which life and intercourse, exchange of goods, personalities, and ideas are to be carried on on this planet? If we cannot, then we are doomed to another war, with no certainty our system can survive even if we win that war. Our greatest task is to achieve that agreement. That is the job of our foreign policy.

Well, how have we tried to do it heretofore? The first way was to try to escape the world. That was a good way for a long time because we had two wide oceans. For three hundred years our forefathers could get away from the other half of the world merely by leaving Europe and coming here. But, unfortunately, we were so shortsighted as to invent things which destroyed the oceans. It is well to remember that we invented the steamboat, not the Germans; we invented the airplane, not the Russians; we invented the submarine, not the Japanese; we invented the atomic bomb, not some enemy. We ate up the cake of our isolation with our own inventions—and still thought we could have the cake.

Sometimes I wish we had a planet all by ourselves. Wouldn't that be lovely? But I know that even if we had a planet all by ourselves, we wouldn't be happy, would we, being Americans? We would lie awake at night, over on our separate planet, until we could think up some way to get over to this planet and start doing business with it. (Laughter)

No, much as we would like to escape the world, we cannot get security that way any longer. We may as well say good-bye to that one permanently. Pearl Harbor proved this, if it proved nothing else, that no matter how much we want to ignore the rest of the world, the rest of the world is not going to ignore us. We can't escape it.

The second way we tried, and which some people still advocate, was to appease the world, buy the world. They don't agree with us. All right, we don't want trouble, so give in to them. Probably the Communists don't really have the objective of destroying the basic freedoms in which we believe. Doubtless, they are just people who were brought up on the wrong side of the track, and have warped personalities. They didn't have the opportunity to go to the kind of schools that you ladies and gentlemen administer in your home communities, and if we just treat them generously and go the second and third mile as a nation, why, they will turn out to be just Jeffersonian Democrats. (Laughter)

We followed that policy for a while—with disastrous results. Appeasement of aggression on a national scale has never yet succeeded in bringing peace and freedom. If it has brought unity, it has been unity by conquest, not by agreement. One would hardly think we would be tempted to try it again. But some are advocating it. We want peace so desperately that we wishfully think if we yield, somehow or other that will bring us peace. We fear that not to yield will lead to war, and since we don't want war, therefore we must yield, especially if it is with our principles and other people's territory. (Laughter)

But that method, historically, has never led to true peace. We wanted peace with Japan and so we tried to buy it. We said: "Well, we don't like what you are doing in China but, after all, you ought to have some more land, you ought to have some more territory. Besides, if the Japanese try to take China, they will bog down"—the same as some people are saying now about the Chinese Communists. "Don't worry about it!" So we tried to get peace with Japanese militarists by appeasing them with Chinese lives and territory. Did it lead to peace for us? No, it led straight to war.

England and France tried to get peace with Hitler by appeasing him, especially with other people's territory, in that case Czechoslovakia's. Did it lead to peace for them? No, it led straight to war.

Stalin tried to get peace with Hitler by appeasing him, especially with other people's territory, in that case Poland's. Did it lead to peace for Stalin? You have seen in the documents released in the last three or four weeks the kind of appeasement he engaged in. But it led straight to war for Stalin.

I have three little children. Sometimes they wear me out with their insistence upon this or that and I too am inclined to appease. I say, "Well, why not give in to them this time? After all, it isn't a very important matter and they're nice little youngsters." Does it lead to peace? No, it leads straight to war, every single time. (Laughter)

One would think we had learned that appeasement does not lead to peace. Yet some prominent men seeking high office at the moment are saying Russia is a peace-loving democracy.

When at last the sound instincts of the people rebelled against further attempts to get peace by sacrificing our principles and other people's territory, Henry Wallace accused America of getting tough with Russia, of provoking her to aggressive action against other countries. That is plain distortion of the truth. Our change of attitude was the too long delayed consequence, not the cause of Russia's aggression.

What are the facts? On V-J Day the United States had the greatest military strength any country in history ever had—in the air, on the land, on the sea, and under the sea. If we had had a single grain of imperialism in our national soul, we could have imposed our will. If we had had any designs on any country, we would have. They were all scraping the bottom of the barrel and our strength was at an all-time high. But what did we do with our military superiority? We tore it all to pieces and threw it away in six months. Does that look like imperialism? And yet we are the one accused of getting tough!

Somebody will say, "We could afford to do that because we had the super-ace, the atomic bomb." Well, what did we do with that? We said: "Russia, we will give that to you, too, subject only to the condition that any use you make of atomic energy be under the full inspection and supervision of an international commission, without any vetoes—just the same as any use we make of atomic energy, our own invention, our own Oak Ridge, will be under the full inspection and supervision of that same international commission, without any vetoes by us either."

Actually that was the most radical, the most far-reaching proposal any strong, sovereign, victorious nation ever made in history. And it was made by so-called reactionary, capitalistic Uncle Sam.

How can anybody be taken in by charges that *we* are the ones getting tough? Look at the deed.

We went further. We turned our face in the other direction while Russia destroyed the independence of half a dozen countries in Eastern Europe, whose independence had been proclaimed to the world as the reason for the war in the first place.

We accepted her thesis that in order to be secure she had to impose her will on almost a hundred million people in Eastern Europe who are not Russians.

We went even further. In order to assure her that we would not interfere with what she was doing in Eastern Europe, in flagrant violation of her pledges in the Atlantic Charter, we threw the Charter out of the window. One of its two authors, our President, publicly repudiated it, said it wasn't an official document, just some notes.

Did such appeasement lead to better relations? No, they got steadily worse. Surely it is clear that appeasement is not the way to get agreement.

What next? We finally woke up with a start just a year ago, when the British government belatedly realized that it could not carry all its commitments, and dropped the Greece mess in our laps almost on twenty-four hours' notice. We had to move on from the appeasement stage. If we yielded there to Soviet pressure, the Mediterranean would soon be a Russian lake. Because if Greece were to go down, Turkey would be outflanked and would go down within a year and all the Middle East would go with it.

Then Italy and France would go. Actually Greece would have been taken over by the Communist minority last March, Italy in April, and France in May or June, if we had not acted. The time-table was all set up. Without vigorous help from us nothing could have stopped Russia's getting effective control of the whole Mediterranean area last year.

Then England would have been neutralized, as she almost was at the end of the last war by the rocket bomb alone. She couldn't move against Russia under her own power, and she couldn't again be a base for us as she was in the last two wars.

Then Germany would have been effectively encircled and the battle for Europe would have been over.

For the crux of the struggle in Europe is which way Germany is to go. We know who defeated the Germans. But we won't know who won World War II until it is clear who *wins* the Germans—wins their minds and hearts. They occupy the strategically advantageous central position in Europe, they have great mineral resources, and they are 68,000,000 people with a real genius for organization, and unusual abilities along scientific and inventive and mechanical lines. They have proved twice in our lifetime they have the capacity to commit themselves to an idea, and, no matter whether it is good or bad, pursue that idea with singleness of purpose and with

extraordinary efficiency and devotion. Which way are the Germans to go? That will largely determine the fate of Europe.

Stalin couldn't get Western Germany by direct action, short of war. So he set out to get it if possible by a flanking movement beginning in Greece, across Southern Europe to the channel. If it hadn't been for our taking the strong stand we did in Greece—inexcusable as it was that we should have made the Teheran and Yalta deals which gave Russia the Balkans and the chance to put such pressure on Greece—the fact remains that in a few months all of Europe would have been under the control of Russian satellites. That, of course, was one reason General Marshall couldn't get anywhere with Molotov and Stalin at Moscow last spring. Why should they enter into any agreement that would limit their freedom of action with respect to Germany if within a few months, as they expected, they were going to have Germany in the bag—by our default?

So when almost a year ago, we moved on from the appeasement stage to the resistance stage—the so-called Truman Doctrine—it wasn't just the fate of a few little Greek peninsulas at stake. The fate of Turkey, the fate of Italy, the fate of France, England, and Germany, the fate of Europe were at stake. That meant the fate of North Africa was at stake. And that meant the security of South America was involved. Remember, Dakar is only half as far from the bulge of Brazil as is the United States. Our own security, even in the Western Hemisphere, was involved.

But the Truman Doctrine could give only a temporary respite. It was a sort of "hold that line" policy. It bought us a little time.

When I was a boy out in Nebraska, we still had an occasional prairie fire. The first thing was to get out a team of horses and dig a furrow across its path. Can one furrow of moist, black soil stop a prairie fire? No, indeed. The heat of a blazing prairie fire is so fierce it will jump over even a wide furrow. But you can use that furrow as a base from which to start a back-fire against the main fire, and in that way you can stop it.

The Truman Doctrine was merely such a furrow. From it we had to start a backfire, which is the principle involved in what has been called the Marshall Plan: help resist further expansion of the area of tyranny and dictatorship; at the same time, assist expansion of the area of freedom and federation.

We must stop, if possible, the alarming spread of slavery and the contraction of liberty which have been going on during the last twenty or twenty-five years. We must reverse those trends and resume the trends in the other direction that prevailed from 1776 to 1931.

That is the idea behind the European Recovery Plan. We are now in the midst of a great national debate on the course we should adopt, a course which will determine our future for years and decades to come.

It seems to me we can reduce the problem to two sets of calculated risks.

First, if we don't promptly carry out some program of helping these European nations get on their feet, so that they become sound economically and strong in the sense of presenting a united military barrier to Russian aggression either from without their borders or from within, then they will

go down one by one; and most of Europe will be under the effective control of the Soviet Union, and so will much of Asia by the end of this year.

If we do carry out such a program, there is a chance the sixteen Western European nations can be saved and an area of freedom preserved from which it can perhaps penetrate back into Eastern Europe, until ultimately the Soviets will crack. Their whole system is so immoral, so cruel, that it must crack eventually. But we can't sit down and wait for that to happen. That would be like saying, "Don't worry about the flood. Floods always go down." Certainly, but I don't want it to take my house with it. A fire, too, always burns out. But that gives me no consolation if it first destroys my city.

If we don't give assistance to these nations, there is no hope. If we do, there is hope. Therefore, we should do it.

That is the way you would reason if you consider only the first set of alternatives.

But there is a second set of calculated risks which cannot be ignored. They rise from the plain fact that we can't carry out this huge program without weakening the United States—at least temporarily—draining its limited resources, putting a severe strain on our own economy.

It isn't the money that is so important. If we should be left without friends and allies, the cost in taxes for our own armaments each year would be greater than the whole contemplated cost of the European Recovery Plan for four years. We originally thought our budget for defense this year would be about six or seven billions. Before we were through, it was eleven. If Europe goes down, it will be eighteen billion by next year. And still more the next year; don't make any mistake about that.

It is the drain on our resources that is most dangerous—the necessity to export materials and commodities already in short supply, the increase in inflationary pressures that raise prices and lower standards of living here, causing unrest and upsetting our whole economy. These are far more serious than just the dollars involved.

If, by doing this, we can succeed in producing a compensating increase in the strength of those countries—which will add to our own security, reduce the burdens for our own armaments, and preserve and expand the area of freedom with which we can trade in the future—then it is a justifiable risk, even a sound investment.

On the other hand, if we don't succeed, and at the end of 1952 when American aid ends, those nations still go down, or are still economically unsound and insolvent, then all we will have done is endangered, perhaps destroyed our own soundness—and not have done them any long-term good in the process.

In this kind of a world, somebody somewhere has got to stay free, somebody has got to stay strong, somebody has got to be able to hold aloft the torch of freedom to which people can at least look with hope until the day comes when they themselves can once more rally to it. The United States is their only hope and we dare not allow it to falter.

I was in Europe last fall. Our committee visited twenty-two countries,

and in each we talked with the cabinet or some of its members. One of the most instructive visits was in Sweden. The Swedes adopted a sort of Marshall Plan right after the war. They had come through the war years unscathed, in fact had prospered. They had a praiseworthy humanitarian urge to help their neighbors, and a sense of special obligation, as have we, because they had been spared the horrors and the destruction of war and invasion. Besides it would be good business to get the economies of their customers functioning again. So they embarked upon a plan to help Norway, Denmark, Finland, and others recover. They made loans and grants which represented more in proportion to their national wealth than seventeen billions is in proportion to ours. But they soon found they got in too deep, and they had to come to us to bail them out.

Well, if the United States miscalculates and gets in too deep, who will or can bail *us* out? That is the hard risk we cannot ignore.

How can we resolve this second set of calculated risks? It seems to me that if we can be reasonably sure of better than a fifty-fifty chance of success, then we ought to make the effort because the risks in allowing Europe to go by default are plain and inescapable and exceedingly grave.

If there isn't a better than fifty-fifty chance of success, then we have no right to take such a gamble. Instead we should do everything possible to keep our country strong, sound, and solvent—and hope the Soviet-dominated part of the world cracks up before we do.

How can we estimate the chances of success?

There are about five criteria which seem to me the most important, probably the minimum that must be met if there is to be a better than fifty-fifty chance of success.

The first is this: No matter how much we put in, the European Recovery Plan cannot succeed unless the sixteen nations in Europe are willing to make a far more vigorous and aggressive attack upon their own economic problems, both individually and collectively, than most of them have been willing to make up to the present.

Just to restore France as she was, to restore England as she was, to restore Norway and Italy, and so on, as they were won't be good enough because most of them were unsound before. The war merely revealed how badly they were running downhill, and accelerated the rate. Western Europe was not self-sustaining even when it was able to trade with Eastern Europe, which is the surplus area of Europe.

Well, if Europe when it was all together was not basically sound economically, what is it now with Eastern Europe cut off? And how can the Western European nations recover if each of the sixteen insists on remaining a separate individual economic unit?

We talked about this to almost every cabinet group we met in Europe. Frequently I said something like this: "Many people seem to think that the main reason America is strong today is just because we have a large population, great resources, and were spared the destruction of war. Those are important, but the single biggest reason is because of the system our fore-

fathers had the sense to establish, a system under which we have forty-eight separate political units, *but only one economic unit*.

"My state is Minnesota. We have high-grade iron ore, but we can't get prosperous on iron ore unless we can get it with good coal. We don't have coal in Minnesota. Where is the coal? In West Virginia, a thousand miles away.

"Why were we able to grow so strong? Because the iron ore from Minnesota and the coal from West Virginia can get together in Pittsburgh and Cleveland and Detroit and Gary, Indiana, without going through three or four sets of currencies and customs barriers, with delays, confusion, and loss of time and money at each."

If the basic system which has prevailed in Europe is continued, it will be impossible for any amount of money or goods poured into Europe to cure the situation. It is like giving a sick patient palliative transfusions and no real remedies. He looks a little better after each transfusion but when they end, he collapses.

Will the countries take the steps necessary to remedy their underlying maladies?

Last fall when I was there, I had grave doubts about it. For example, I was more discouraged in England than almost anywhere else. We talked with Mr. Bevin and other members of the British cabinet. Mr. Attlee was away that weekend for a vacation. We talked, among other things, about coal production because that is the crux of the situation today, just as it was the major factor that enabled the enterprising Britishers of yesterday to build the greatest empire of all time.

Someone has rightly said that England could become great because it is an island lying on a bed of coal. It was their coal that enabled them to make steel from their iron ore, to build ships, and power the ships, and send their products, manufactured more cheaply by coal than others could make them by hand, to the ends of the earth, exchange them for raw materials, bring them back, process them with coal, and send them out again. Besides they had surpluses of coal which they could export to Sweden in exchange for iron ore, to Norway for wood pulp and sardines, to France for textiles and silks and wines, to Italy for fruits, vegetables, olive oil, to Denmark for butter, eggs, bacon, and so on.

Then England failed to mine enough coal. The production rate has been steadily falling for many years. One reason is that most of the best beds have been worked, the remaining seams are narrower and more crooked, and the mines are deeper, but there is still plenty of coal in England for two or three hundred years.

Another reason for the shortage is that during the six war years, thousands and thousands of British boys, instead of following their fathers into the mines, went off to war. They encountered the hazards of battle but at least they could be in the fresh air. Many of them are not willing to go back into the coal mines.

But more important and basic has been the long-standing opposition of British labor leaders and miners to mechanization of the mines. That was

understandable, though shortsighted. They remembered the long years of unemployment when they were on the dole. So they fought against any machinery that would increase production because a machine might put a man out of work. As a result coal production went down and down and the price went up. They didn't realize they were pricing their coal out of the world market as against coal produced by machines until they would have, not just a few miners, but most of the industry out of work.

Our American miners by and large also opposed mechanization, but they had a tough leader who went into their conventions year after year, slugged it out with them, and won by sheer force of vision and courage. He cooperated with management to mechanize the mines until today the American miner produces four to five tons a day, while the British miner can seldom produce one ton. As a result, the American miner has become one of the best paid workers in the world. John L. Lewis gets enough brickbats so that he ought to have a bouquet when he deserves one.

There is another reason for England's troubles. The Labor Party for decades advocated nationalization of the mines. That was supposed to cure all the problems. But could anyone expect the owners to put their money into improving the mines if they might then be taken over at a confiscatory rate?

The different policies, economic and political, in our two countries have produced this illuminating set of figures: more than 70 percent of the net profits of American coal mines in the last twenty years has been plowed back into improvement of the mines; in England less than 20 percent. That tells the story.

Why did capital not act in the normal way in England as it did in America? Because there was no incentive. Neither men nor money will work without incentive. The state then resorts to compulsion and it always ultimately fails.

The labor groups in England focused their attention so completely on getting a more equitable distribution of goods and money that they forgot that first you have to produce or there isn't anything to distribute—except cold, hunger, and want. Like many reformers, in their emphasis on the weaknesses of the capitalistic system they forgot its very great strengths—its capacity to get production.

The first requirement in England and in Europe is greater production. Lack of that is the cause of most of their troubles which it is proposed to be remedied by the Marshall Plan. How can they get the productive mechanism going? We asked Mr. Bevin what they were doing about this. He said they had just reduced the hours of work from 47 to 40 a week. They had promised it, and they had to do it. That is a strange way to begin increasing production.

When he said, "We must have your help," we made bold to ask, "Mr. Secretary, do you really think we can go back to the people of the United States and persuade them they must work harder to save England than the English are willing to work to save England?"

He asked for the gold buried in Kentucky. But far more essential for their recovery is the coal buried in England.

On the basis of the state of affairs in England in September, I could see little hope. You can't save a patient no matter how much medicine you pour into him if he hasn't the will to do the things necessary for his recovery.

The British have a magnificent negative courage. One always comes away with the highest respect and admiration for their unbelievable ability to endure. But what they need is more than negative courage to endure. They have got to regain a positive, imaginative courage to correct the situation.

Contrast their present leadership with that in Holland. One night we talked to the Dutch cabinet, and a leading minister said to us: "Imagine the difficulty of my position. I am a Labor Party leader. I am a socialist. I have worked all my life to get my party into power so that we could reduce hours, increase wages, improve working conditions, and carry out the reforms for which we have campaigned. And then we come to power at a time when Holland is on her back, and I have to go to my own party's convention and tell them we can't shorten the hours of work per week. We have got to lengthen them. We simply can't carry out our promises. We have to put them aside until Holland is restored."

He had political courage. He had the realism to subordinate dogma to facts. Holland's difficulties were about as great as England's but her leaders had the will and the courage to attack those difficulties positively and Holland has bounced back surprisingly.

Look at the cabinet of Belgium. Of all the cabinets we visited, this one was to me the most impressive. The average age of its members is forty-two. Most are veterans of the war. The Deputy Prime Minister is about thirty-eight. The Minister of Labor is thirty-two. They weren't sitting down resigning themselves to their difficulties—just pulling their belts tighter. They were grabbing hold of the difficulties with imagination and vigor. As a result Belgium has recovered more rapidly than any other country, even though she was occupied four years.

Fortunately, for whatever reason, some of the leaders in England woke up about September to the fact that the United States couldn't and wouldn't save them unless they were willing to work harder and more realistically. They modified their dogmas somewhat, set aside some of their program, instituted some incentives, and as a result every week since, with the exception of the Christmas holiday, there has been an increase in coal production. There is real hope in the situation today as there wasn't last fall.

Look at France for a moment. We talked to members of the French cabinet about closer economic cooperation in Europe. Mr. Ramadier was Prime Minister—a fine, genial old gentleman and scholar. He said: "Of course, these things ought to be done, we know that, but it is very difficult to do them. France is an old country and we have great traditions." Everywhere we found that the greater a nation's past, the more it is hampered by its traditions. That, too, is understandable. We know they can't accomplish all the changes overnight, or in a year, or in a decade, but they never

can change at all, or even survive, unless they are willing to start, and start now.

I ventured to say: "Mr. Prime Minister, we in the United States have some traditions too. We are not a young republic. We are the oldest of the republics. What is our number one tradition—our most deeply rooted and firmly held tradition? It is this: 'Don't have anything to do with Europe.' You expect us to reverse our strongest tradition, but you aren't willing to attempt to modify your own traditions."

We talked about the problem of getting Germany back into production. It is admittedly a tough question. If we had been through what the French have been through at the hands of the Germans, we doubtless would feel as they do. I don't blame them for the way they feel, but the fact remains they cannot solve the problems with their emotions and fears.

The Belgians and the Dutch fear the German military just as much as France does, but they are facing the problem with their heads, rather than with their hearts. They know if the Germans aren't permitted to go back to work at industrial production, turning out steel and machinery and chemicals and fertilizer, France too cannot recover, Belgium and Holland cannot recover—Europe cannot recover. To wreck German industry isn't just destroying Germany; it is destroying themselves, too.

For the Ruhr is more than a German asset. The Ruhr is a European asset. Western Europe simply cannot become a sound economic organism until the Ruhr is put to work, producing manufactured goods to ship abroad to get foreign exchange to buy the foods and raw materials Europe must have to live. Western Europeans must find other ways than destruction of Germany to get the security they properly want and need.

They are at last beginning, I believe, to wake up to the hard fact that their choice is not between allowing the Germans to produce or not allowing them to produce. Their choice is between having the Germans produce with and for Western Europe, or having them produce for Russia. If Western Europe and ourselves do not permit, even assist, the Germans to get on their feet to produce the goods of peace, do not succeed in tying their economy in with Western Europe's so it is more profitable for them to go along with the peaceful democratic nations of the world than with the totalitarians, then the unrest in Germany will grow until it becomes uncontrollable by us, communism will win, and the Germans will be put to work with their production used by and for the Soviet Union.

The Germans will either be working with the free nations, or they will be working for the Soviet. That is the only choice France has.

In summary, the question in Western Europe is not whether they are going to get together or not going to get together. The question is whether they will get together voluntarily on some basis of federation, or be eventually gotten together involuntarily on the basis of dictatorship.

The sixteen free nations and Western Germany are now like our thirteen colonies were. Either they will hang together, or they will hang separately.

Eastern Europe too was made up of nations that were very nationalistic. Bulgaria was very jealous of her complete independence, economically as

well as politically. So was Poland, and so were the rest of them. Believe me, they are not independent now. The wheat from Bulgaria, the oil from Roumania, the coal from Poland, all go where the Soviet Union decides. They are already one economic unit and are moving rapidly towards, in effect, political union, whether they like it or not. With Russia's own great manpower and resources and those of the Eastern European nations working as one economic unit, they have an enormous advantage over divided Western Europe. The western nations will either get together voluntarily and stay free, or they will be gotten together involuntarily and be slaves.

We can't succeed in producing economic recovery, no matter how much money and goods and effort we put in, unless they themselves are willing to make a more determined *collective* attack on their problems. I think there is now a 75 percent chance that they will do it. They have gotten a glimpse of what goes on behind the iron curtain. They have seen the strength and intentions of their own Communist minorities. They desire freedom now as never before. I think they are willing to make the necessary effort—if they have hope of assistance. On this first criterion I think our aid program is justified—and necessary.

The second condition necessary to give ERP a fifty-fifty chance of success is that Asia be kept free too, because if Asia is lost to the Soviets, in my judgment, we will lose ultimately in Europe also.

As China goes, so will go Asia. I talked about the situation in China when I was with you last, six years ago. Today, as then, the key question is not whether we are going to help the Chinese; it is whether we are going to be able to keep the Chinese free and on our side in the struggle between the two worlds.

I am willing to hazard the prediction that future historians will agree that World War II from the beginning was a war more than anything else to determine who is going to control the development of Asia.

Suppose we go into the Marshall Plan in Europe and we succeed even better than anybody expects. What do we have? Still two worlds: on one side Russia with her satellites; and on the other these sixteen countries of Europe, the United States, Canada, Australia, and a few others—two great armed camps. Who holds the balance of power? The billion and a quarter people who live in Asia.

The crucial question of the twentieth century is this: Which way are the people of Asia going to go? With the free world, as overwhelmingly they prefer? Or in helplessness and despair with the totalitarian police state world?

Lenin understood that. He wrote about 1921 that the final decision would be made by the millions in Asia. In contrast, our government's action, or inaction, indicates it considers that what happens in Asia is of relatively little or no concern to us. Some of our leaders have systematically built up and encouraged the widely held attitude that if the Chinese government—exhausted by eight years of war against Japan and two against a Communist rebellion—can't solve its problems, let the Communists take over.

But for what did we fight the last war, pray tell? If China and Asia are not to be free, then it would have been better for us to have them under Japan, rather than under Russia. If China is not to be free, then the war against Japan was not only useless, it was criminal—because we are left with less security than before we resisted Japan.

If Russia is to be the strongest power in Europe, it should have been better for us to have Japan dominant in Asia, rather than to have Russia the strongest power in both Europe and Asia.

One hundred thousand American boys died to win victory in the Pacific and it is all but thrown away in two and a half years by bungling, or worse, in our own government, especially in our own State Department.

When in history did a nation ever lose so much as we have lost by drift, indecision, default, and folly since V-J Day?

If China doesn't have the right kind of help from us quickly, she will collapse or be taken over by the Communists, just as Greece, Italy, and France would have, months ago, if they had not had very decisive help—and as they and others will still collapse without help from us.

The State Department spokesmen say these European countries can't recover without help. Then they say that we can't help China until she recovers! That is precisely like saying to a desperately sick man, "You get well first and then we'll give you the penicillin." But China cannot recover until she has help.

Conditions are indeed bad there. During every prolonged invasion anywhere there is a breakdown of morals and of morale, along with economic and political deterioration. Our own South didn't look very good, either, after Sherman got through with it. It took fifty years to recover from one or two years of invasion.

But the Chinese had eight years of invasion and occupation by the Japanese—eight years of disruption of their economy, their communications, their society. Eight years in which their people were taught that the ancient vices were now virtues, that it was patriotic and therefore honorable to cheat and steal and defraud the invader. Then the war ended and some Americans naively imagined those new habits could be reversed overnight—just like turning off the faucet that gives hot water and turning on another and getting cold water.

China has got to have effective help quickly or it cannot resist the Communist inroads at a time when the government and the economy are so weakened. If China goes down, then Russia will have control, through her ruthlessly efficient Chinese Communist fifth column, of the greatest body of manpower on earth, occupying the strategically advantageous central position—the hub—in Asia, just as Germany is the hub in Europe.

Then the rest of East Asia can be taken under the Soviet wing almost at will. The assassination of Mr. Gandhi removes almost the last remaining bulwark in that land against extreme confusion which would leave the country so divided and chaotic that a disciplined handful of Communists with a program of attractive promises can take over. In no country they

have seized does the hard core of Communist rulers constitute more than 2 or 3 percent of the people.

Then Korea will go.

Three months ago in Korea I talked one night to Mr. Kim Koo, who from about 1905 to 1945 was the head of the Korean government-in-exile in China. After V-J Day, he was able to come back to Korea.

I said to him: "What should America do now? We have delayed two years hoping we could get agreement with the Russians that would reunite Korea, but cooperation with them hasn't worked here any better than anywhere else. Should we delay longer, waiting for the UN Commission to see what it can do? Should we go ahead in South Korea anyway, hold elections, set up a defense force and try to get the country on its feet and withdraw our forces? Or what?"

He studied a minute and then said: "It doesn't make any difference what you do now. There isn't any way to get Korea so that she can be independent and secure and self-sustaining until you solve the Communist problem across the border in Manchuria."

He knows that if Russia controls Manchuria, the Communists, when we leave Korea, will take it over too.

Japan also will go. I talked one night for an hour and a half with General MacArthur, one of the greatest men I have ever met. He said he was no longer worried about Japan as such. What kept him awake at night, he said, is the situation in China. All we do in Japan will stand or fall on what happens in China. Japan's problem now is basically economic. She simply doesn't have the raw materials to enable her to live without access to those of Manchuria, China, and other parts of Asia. She must either be supported indefinitely by us, or she must be able to restore much of her prewar pattern of trade with the Asiatic continent which she can never do if it is kept in chaos or is cut off by the iron curtain, as North Korea is cut off from South Korea and Eastern Europe from Western Europe.

So we have either got to go back on our pledges to Japan, turn over the Japanese to Russian control and abandon the Western Pacific, or else we have got to subsidize Japan with hundreds of millions of your dollars each year. Furthermore we must defend her with your boys. *We* disarmed Japan. We wrote into her new constitution she never again can go to war. Therefore she can't have an army. What happens when we walk out? Why, of course, the Soviets through their stooges take over.

The Japanese are realistic. They are about to write us off as a bunch of politically immature incompetents when it comes to handling our foreign relations. They are resigning themselves to what now seems to them almost inevitable.

Then the Philippines will go. Let no one imagine the Philippine Republic can ever become self-sustaining or secure, or long remain free if the continent off which it lies and on which it must depend for most of its future trade is controlled by the Soviets.

Still further, how can the Marshall Plan get England and Holland on their own feet and off the American taxpayers' back if East Asia is under

the Soviets? They would not have been solvent before without their trade with the Far East. It was its tin, rubber, spices, oil, etc., which gave them most of the dollars they had then and lack of which forces us to supply them now. Does anyone think we are going to be able to stop subsidizing the British and the Netherlands in 1952 if they have not been able to restore, on a mutually beneficial basis, something like their prewar pattern of trade with those areas formerly their colonies?

Most important of all, Russia will have a far better chance of defeating the recovery program in Europe if she can get China first and then East Asia under her control so she can focus her efforts more boldly and aggressively against the recovery program in Europe.

We seem intent on making the same mistake a second time in one decade—the mistake of thinking that what happens in Europe is more important to us than what happens in Asia; or thinking that events in Asia are less likely to get us into war than those in Europe.

But we did not get into the last war in Europe. Hitler did not move against us until Japan had attacked us so he knew we would have to fight a two-front war. And Japan did not attack us until she thought she had China broken so she wouldn't have to fight a two-front war.

The tough men in the Kremlin are hardly so dumb as to get themselves into a two-front war. They are most unlikely to risk a showdown with us in Europe unless they can first get satellites and security along their Asiatic border so that if war comes they won't have to fight on two fronts.

It may well be that our single best hope of preventing World War III is to keep Russia compelled to divide her forces, her attention, her efforts between her east and her west. If she can beguile us into looking in the other direction until China goes down, as all the left wingers and their dupes have tried for several years, and successfully, to persuade us to do, then Russia can concentrate all her attention and her efforts on defeating recovery in Europe, which she has officially announced she is determined to do. My guess is that under such circumstances she can probably succeed. I don't like this conclusion but I cannot escape it.

So our choice in Asia is not between helping the present Chinese government, and something better. I wish it were. Our choice is between the Chinese government and the Communists—which is infinitely worse.

Right after Pearl Harbor the United States Congress passed a bill appropriating five hundred million dollars for China. It wasn't a loan; it was an outright grant. It was passed without debate and without a dissenting vote.

Why? Because there was a good government in China? An efficient government? A non-corrupt government? No, indeed. It was the very same government that is there now—the one we are being told is too bad for us to support or associate with. It was passed because we desperately needed China on our side.

Well, is an independent and friendly China less vital to our security now than then? I think not.

If it hadn't been so humiliating, it would have been comical to witness

the great United States that had been supplying the Japanese against China, now practically down on its knees, pleading: "Please, China, please hang on. Hold the Japanese three long years until we can rebuild our sunken navy, capture the islands one by one, develop the B-29 and the atomic bomb and then bring our superior power to bear on Japan."

China bled herself white buying that time for us—and now gets pushed aside, allegedly because her government isn't as democratic or efficient as we would like. China's weaknesses today are in large part the result of her loyalty, not of her disloyalty. Some of them are badges of honor, not of disgrace.

The Chinese leaders whom we now label fascists or reactionaries are mostly those who warned Chiang Kai-shek we would throw China down. Now we insist that he kick them out. How can he kick them out when they were right? They urged after Pearl Harbor that he concentrate on eliminating the Communists, and let us fight the Japanese. After all, we were the ones who had made the money selling Japan the scrap iron and the oil—why not let us do the fighting?

But Chiang and most of his people believed our government's promises, they assumed we would stand by them after the war as they had stood by us during the war. China is disintegrating today largely because of that misplaced faith.

But my primary concern is not for the Chinese. They know how to "eat bitterness." Somehow they will pull through. Besides they have clear consciences; they haven't betrayed any one; they can sleep at night.

My greatest concern is for my own country. How much more will it cost us—in money and resources and men—to keep Western Europe free or even ourselves, if China and Asia go down?

In the long run we need them worse than they need us. Almost everyone in Asia sees that clearly. They wonder why we fail to, why a nation with all the aces insists on playing them so badly or even throwing them away.

I doubt that ERP can succeed in Europe if Russia gets control of China—which means of Asia—as she will if we don't help effectively and at once.

An intelligent and immediate program of aid to China consisting of moral support, surplus munitions, American personnel for military training, and advice at all levels, dollars to balance China's international payments, help stabilize her currency, and loans for specified development projects could not cost more than a billion and a half dollars. If that billion and a half for China should make the difference between success and failure of the proposed seventeen billion for Europe, it would seem to be a good investment.

It is to save money, not to waste it, that I believe we must make a real effort to keep China independent and on our side.

The third criterion necessary to give ERP a fifty-fifty chance of success, in addition to vigorous collective effort by the European countries and prompt action to save the Far East, is that we get an organization to administer the program that can and will do it on a hard-headed, businesslike, efficient basis. Its personnel must have warm hearts but completely cold heads.

Money, materials, and goodwill alone won't do the job. We have to have top-notch men who will actually get the coal mines producing coal, get the railroads running, get the steel plants and the fertilizer factories producing, and the fertilizer out on the fields, and so on.

There are plenty of Americans who have that administrative know-how. But there are not many in old line government agencies. And no one need expect that they will come in and work under such agencies. The old line agencies are not set up and staffed to administer. They are set up to make studies and prepare reports, to consider and evaluate, to formulate policies and general plans.

Then again, they operate on the seniority basis, or, as we call it, the senility basis. Every normal man wants to get ahead in life, and if you are in an outfit organized on the seniority basis, the one thing that is necessary for you to get to the top is just this: to live long enough.

Well, that is not quite true. You also must make no enemies. And what is necessary to make no enemies? You must never have a new idea. You can't get ahead if you have ideas, if you exercise initiative and imagination.

In any bureaucratic organization operating on the basis of seniority, there is a premium on conforming, and a penalty on imagination, initiative, drive. This job can't be done by any such government agency. It will require the very best executives America has to make it succeed.

I never can vote for this proposal if it is placed in or under one of the regular old line departments or agencies because they are not set or trained or equipped to do it. They have to deal with other governments in traditional methods. Their main concern must be to avoid incidents or 'hurting feelings.

The administrator of this program has to deal with other governments and foreign business or industrial organization on a basis of hard-headed efficiency and results in tons of food and steel. If it is not done that way, the resources and strength of the United States will be squandered and the desired results still not obtained, the people over there still not saved. I think we will get such an administrative setup in the law—if the administration will cooperate and appoint top-notch men.

My fourth criterion is this: we must be willing to put in enough to win.

Would you like your doctor to say: "Now, you have pneumonia and you are mighty sick. I will give you a million units of penicillin, but I am telling you in advance that if you don't get well on the one million, I won't give you any more."

We don't say when we go to war, "We will spend one hundred billion dollars, and if we don't win with that, we will quit, we will surrender."

When the President comes to us and says it has to be seventeen billion or nothing, I can't accept that without careful scrutiny—because the seventeen billion figure is merely the sum of about sixteen other figures—one for each of sixteen countries plus Western Germany. Until each of those amounts is explained and justified to us, obviously the sum of them cannot be accepted.

So I do not know just what the proper estimate is. But I am convinced

that if we are prepared to put in whatever it takes, it will cost us less—rather than more—assuming the other criteria are also fulfilled.

That is, if we are willing to put in twenty or twenty-five billion if necessary to win, I don't think it will actually take twelve billion. There are far larger reserves in those countries than are now visible. Farmers in France and Italy are not going to bring out their grain, their hogs, or chickens to sell for paper money when there isn't anything to be bought with it that they want and its value is steadily depreciating. But once there is hope of revival, of stability, of factories being put into operation turning out goods they want and need, you will find enormously greater resources than expected in commodities, in industry and initiative, and in productive capacity, both agricultural and industrial.

Russia hangs over their heads day and night. They aren't sure who is friend and who is enemy even in their own countries. You can't expect them to be too bold in standing up against the Communists unless they are reasonably sure they will be supported effectively. If we are willing to stay in and pitch until we win, I am confident they are stronger than either we or they realize. Together we can win if we go all-out. If we aren't prepared to do that, I doubt that it is wise to start.

A very wise man once said: "If you are going out to war and you find the enemy has twenty thousand men and you have only ten thousand men, you'd better not get into the battle. Better try to resolve your differences some other way.

"If you are planning to build a house, first decide whether you have enough to complete it. If not, better not start at all."

His name was Jesus. Maybe you have heard of Him. He is usually thought of as a sentimentalist. Actually He was an utterly hard-headed realist. We must have men in government with that sort of practical good sense.

The other day I participated in a forum on this issue, and one of my colleagues said, "We should attempt this Recovery Program even if we fail. It is better to try it and fail than not to try at all."

I cannot agree for a moment. We had better not try it at all than try it and fail. That is inexcusable. It does no one any good, and can bring disaster. If we are not prepared to make a go of it, then let's not start.

And now the fifth criterion.

At best, the program buys time—holds back the dictatorship world to give the free world time in which to try to get organized on a better, sounder basis. Will we use that time to get the United Nations reformed, with its charter revised or amended so that it can take on the job of resisting aggression anywhere? A function which we are compelled to assume in this emergency. We had to do it when Greece and Turkey were threatened. We have to do it now when Italy, France, and others are threatened. We are at present the only nation with the resources and strength to do it. So we have to do the best we can. But we haven't the resources or wealth or strength to carry on this policeman's job indefinitely—and we haven't the wisdom.

Furthermore, if we try to do it indefinitely, the rest of the world will come to hate us in the process.

If we can win a little time, a breathing spell, and if we use that time to exercise positive, vigorous, imaginative leadership to get the nations together on a workable basis, since the present United Nations structure has proved not workable, then I think the program makes sense. We must get the world organization so it can handle emergencies like these—in the name and in the strength of humanity, not of just one or a few nations. We must get it *with* Russia if possible—*without* her if necessary.

Stalin and his Politbureau apparently think that we think we cannot get along without Russia, and we act as if they were right. I am convinced that if and when we demonstrate to the Russians that we and the other free peoples of the world can work without them, we will soon find we will be able to work with them.

Probably 80 percent of the people of the world are still willing and able to come along on such a program of organizing to resist further expansion of the area of slavery and dictatorship and to assist expansion of the area of freedom and federation. But they can't do it without our full participation—yes, our active initiative and leadership.

We went into the United Nations with the idea that the veto would be used only to block any possibility of the organization getting out of hand and making war unjustifiably on any member. We were so decent ourselves, and so naive, that we couldn't imagine any nation's leaders coldly planning to use the veto, not to block war, but to block peace. Actually the devil himself could not have thought up a more diabolically ingenious device by which any one of the Big Five with perfect legality and without reproach could use the veto to prevent the making of peace. Russia hasn't used the veto once to block war. She has used it over a score of times to block measures or decisions that were steps in the direction of peace.

We have got to get an organization with laws and a policeman which the peaceful nations can use to prevent aggression and make peace, and not one which a non-peaceful nation (if one of the Big Five) can use to protect aggression and block peace.

The United States cannot carry this load indefinitely, or very long. Even this emergency program will be a terrific strain. If out of it comes 80 percent of the world organized on a workable basis of voluntary federation, then it will be a good investment, one of the best bargains in history. Without such a result we will have postponed perhaps, but not prevented, the crack-up.

I do not think war with Russia is inevitable as so many assume. I do not think it is at all probable—if the United States and the nations still free prove worthy in this great crisis and challenge.

The Marshall Plan alone is not enough. It is just one important component of the sound over-all foreign policy and program that we must develop and carry through with skill and efficiency if we are to win this political war so as to avoid an atomic war with unforeseeable destruction, even extermination. No component is more important than getting the

world organization reformed either under Article 109 or Article 51, so that it can function as it is clear the present structure cannot function. Will we have the wisdom and the greatness to rise to this occasion?

We started out with the so-called Big Five. China was included out of recognition of the great strength and moral insight, the great fortitude and endurance she had contributed in holding the line almost alone for thirteen years—and because of her enormous potentialities. Actually she was too exhausted to carry much of the load, so it really was the Big Four.

Then we discovered France was far more broken and divided than generally realized. She had to have help rather than give help. So it was really only the Big Three.

Then we discovered England was also desperately weakened. She has only a couple of deuces left, although she still plays them masterfully as if she had all aces. So in reality there are only the Big Two—the two worlds with which I began.

It has got to become the Big One. Is it to be by conquest? Or by agreement?

I am convinced it can be by agreement. Whenever enough of the peaceful governments and peoples of the world get together on a basis that makes clear to the Kremlin, first, that Russia doesn't need to go to war to get security or satisfaction of any legitimate grievances she may have, and, second, that she can't succeed even if she does go to war—at that point agreement becomes more advantageous for Russia, for her own sake, than attempted conquest—and I believe she will come along.

She will still be what she is, yes, but will agree along with the rest of the world to stop when the lights are red and go when the lights are green.

She will come along—not because of anyone's persuasion or bribing or secret deals—as were tried before—but because there is more for her to gain by agreeing than by disagreeing.

As we stand at this great crossroad in our foreign relations, most people are asking, "What is the Kremlin going to do?" That really isn't the place to look. For the decisions in the Kremlin still depend on the decisions in Washington.

Thank God, the United States is one of the few remaining places on the earth where common people just like ourselves still can determine what the decisions are to be in Washington.

Who can do more to shape the views and attitudes of our people toward the expanding role our nation must assume than those who day in and day out have charge of the training of the minds and hearts of the nation's children? How great indeed is your opportunity—how terrible your responsibility.

THIRD GENERAL SESSION

Monday Morning, February 23, 1948

THE CONVENTION EXHIBIT

R. E. STEWART, NEW YORK, NEW YORK; PRESIDENT, ASSOCIATED
EXHIBITORS OF THE NATIONAL EDUCATION ASSOCIATION

PRESIDENT HUNT: We are glad to greet you all as we resume the deliberations of the Seventy-Fourth Annual Convention of the American Association of School Administrators.

There is an old nursery rhyme about a diller, a dollar, a ten o'clock scholar, but I would suggest that primarily in the interest of those who are not here, our morning sessions begin at nine-thirty and not at ten o'clock. It may be that the influence of the Washington Birthday holiday has led some of the missing brethren to sleep late this morning. Won't you pass on that message to them and remind them that we will get under way tomorrow morning promptly at nine-thirty?

The mechanics of a meeting of this kind are always interesting and are carried out in great detail by our very efficient secretary, who had most of us lined up back here at nine o'clock, ready to walk out and greet you at nine-thirty. We know that during the course of the morning, this hall will be comfortably filled and we shall, of course, move on with our program.

The program indicates that on Saturday afternoon last, at two o'clock, the convention officially opened down in the Exhibit Hall, with a word of greeting on the part of the local superintendent of schools, Mr. Floyd Potter, who has given yeoman service to the details of this convention, and the presentation, officially, to the exhibitors of their national president. That in itself is of sufficient importance, because of the contribution that the exhibits make, to direct again to your attention, through an official general session program, this significant feature of the convention.

It is not a side show to the main attraction. It is a part of the main attraction itself, because the cause of education has been enhanced tremendously by the assistance and by the service of that splendid organization, the Associated Exhibitors of the National Education Association.

We welcome to our convention platform this morning the president of that association, who will tell us something of the responsibility attendant on planning this phase of our great national convention. Talking yesterday with Mr. Harold Allan of the National Education Association, who assists in the details pertaining to the exhibits, Mr. Allan indicated that in the forty hours that the convention exhibit space is open, one could have but one and a third minutes to give to each of the exhibits there on display. I know Mr. Stewart will tell us even more interesting facts concerning the exhibit and those who make it possible.

In your behalf and in behalf of our Association, I express to Mr. Stewart, and through him to the association that he represents, the very deep and grateful appreciation that is ours for this magnificent contribution to our

annual conventions. I present to you at this time the president of the Associated Exhibitors of the National Education Association, Mr. R. E. Stewart of New York City. Mr. Stewart.

MR. STEWART: Dr. Hunt, Distinguished Guests, Ladies and Gentlemen: Again, it is my pleasure to appear before you in behalf of the firms who are exhibiting their products at this, your Seventy-Fourth Annual Convention.

At one time or another it has been said, generally by unthinking persons, that school administrators dwell in ivory towers. Let us examine to what degree that is a thoughtless statement. You have product, plant, personnel, payroll, maintenance and management problems, just as the industrial executive has. When his plant or equipment becomes obsolete or can be done better by a later development, he goes out and buys a new one, or at least that is the popular conception of what he does. On the one hand, he has a board of directors, beyond them a group of stockholders to satisfy, and, on the other hand, he must keep labor happy and, concomitantly, he must produce that which the market will absorb.

You educational executives must calculate when your plant capacity is reached. You must know when to expand and where to locate the expansion. You must know when and with what to replace and renew both plant and equipment. You must decide what new buildings shall be built and with what they shall be equipped. You must know how much to spend for them in today's market, always with an eye toward your budget and the taxpayers or trustees it reflects.

In solving these problems, you dare not neglect your staff of workmen, your teachers. Unlike workmen in a factory, your staff work less with their hands than with their minds. It is generally easier to discover where and why a piece is being made a thousandth of an inch out of dimension in a factory than I would think it is to discover where students are being stimulated to wrong ideas.

In this period of high prices, your payroll problem parallels that of the business executive. The welfare of your personnel is quite as important as it is in the business establishment. Your normal personnel replacement program is probably more acute than it is in business. You must have not only great executive capacity but also much diplomacy and tact.

On the one hand, you may be beset by taxpayers who complain of high budgets or by fond parents who complain when Johnny doesn't get a gold star on his report, and, on the other hand, occasionally by a resisting, although never capricious, I am sure, board of education or board of trustees. Not only are you obliged sometimes to deal with an obstreperous pupil but also with an occasional recalcitrant teacher. You are expected to have the ability to produce good citizens out of various grades of raw material. Sometimes you have a good plant, a good workman with which to do it. Sometimes you are less fortunate. Yours must be the wisdom of Solomon and the patience of Job.

A year ago, we extended to you this same invitation to examine the products and services that are being exhibited. Today, we feel warranted almost



Once again the world's largest educational exhibit attracted thousands throughout convention week.

in urging you to do it because, in the year that has passed, every major manufacturer has had time to complete his reconversion and reorganization plans to the point where his product today reflects the advancement made by science and industry during the war years. That which you will see, therefore, represents the very latest devices and services of its kind.

Today, most advertisements are so enticing that we unconsciously pre-determine the quality of the product. In an effort to show the merits of their products, these manufacturers have gone a step further. They have brought their advertisements to life so that you can actually see and touch and work the various products you will eventually use. The advertisements which you casually thumb through in magazines have become more than just pictures. They have become animated. It is as though the advertising pages of the *Saturday Evening Post* or some other such paper suddenly came to life. It is not like buying out of a catalog.

The men you will meet there and the workers they represent have more than just a monetary interest in these products. Beyond it, they have a deep desire to contribute toward the production of the best devices and services and publications that can be produced, to the end that American youth have the best possible education.

Moreover, they want to work with you administrators as well as for you. What they are showing represents the best efforts that their respective companies have been able to assemble. What you see displayed represents the specifications you wrote at one time or another. If the requirements have since changed, you will find them ready to endeavor to supply what you now need. You know education's needs. Let them know the sort of product you require to help you do an even better job toward producing the end product—mentally and physically strong, intelligent American youth, graduates whom industry and the professions are eager to absorb.

Your business manager, Mr. Harold Allan, tells me this is the largest display of products ever assembled at any of your conventions. Nearly three hundred firms occupy more than ninety thousand square feet. The capital tied up in the firms that are exhibiting here is an amazing figure. It is in the neighborhood of two and one-half billion—that's billion, a-b—dollars.



Their sales are about \$15 billion a year. Aside from being a lot of money, it is an index to the importance in which these firms hold your profession.

In the moment left to me, may I extend another invitation, this time on behalf of the Associated Exhibitors of the National Education Association, to attend the program in the Auditorium next Wednesday evening at eight-thirty. There, the American Education Award for 1948 is to be presented to an outstanding man of business, Mr. Paul G. Hoffman, who, you may be sure, will have an appropriate message. Following that, Fred Waring and his Pennsylvanians will take over. Every one of you will be welcome. There will be seats for all. General admission will be as usual, through your AASA or NEA badges, and the reserved section by tickets distributed by members of the Associated Exhibitors. The physical structure and the acoustics of the Auditorium are such that any seat in the house is a good seat. Fred Waring has pledged every member of his entire group to an outstanding performance. We feel confident you will consider it an evening well spent. Thank you!

PRESIDENT HUNT: Thank you, Mr. Stewart. The convention will be interested, I know, in the announcement that the exhibits are under close scrutiny and appraisal officially by a large committee representing the Association, that has been working with the Association and working with the Associated Exhibitors. It will be possible to bring to this convention subsequently displays and exhibits of profit and of value to all of us. We are appreciative of the contribution that the exhibitors are making and we are grateful for Mr. Stewart's being with us this morning.

THE SCHOOL BOARD'S OPPORTUNITIES

Appraisal of the Schools by a School Board President

DAVID J. ROSE, M.D., GOLDSBORO, NORTH CAROLINA; PRESIDENT,
NATIONAL COUNCIL OF STATE SCHOOL BOARDS ASSOCIATIONS

PRESIDENT HUNT: You will note by your convention program that we are privileged to welcome to our convention platform this morning two groups who contribute materially to the welfare and the advancement of

education in these great United States. I wish the time might permit the personal introduction of those with us here this morning, representing these two great organizations—the National Congress of Parents and Teachers and the National Council of State School Boards Associations. The details or the mechanics of the convention program, however, do not permit such a privilege on the part of your presiding officer.

He wishes, therefore, to present those who do represent, by virtue of their leadership and capacity, these two great organizations and through them greet all on the platform representing these two associations. We recall, all of us, I am certain, here in Atlantic City, the splendid address that was brought to our general convention last year by the president of the National Congress of Parents and Teachers, who has continued her splendid service in office. In greeting her, we greet all of the national officers and the state officers who are with us this morning. We express to them our appreciation of their interest in our convention. May I present to the convention at this time, for your recognition and endorsement, the splendid leader of this great National Congress of Parents and Teachers, Mrs. L. W. Hughes. [Applause]

In just a moment, we are to present the able leader of the National Council of State School Boards Associations. I want at this time, however, to recognize the executive secretary of that association, that through him we may greet his fellow officers and the representatives of various state and local school board associations who likewise are with us today. May I present then for your greeting and your recognition, Mr. Robert Cole, the executive secretary. [Applause]

You will understand, I know, the feeling of happiness and of personal as well as professional pride that is mine in the opportunity that I have to present to this convention this morning two of the members of the Chicago Board of Education. You must sense the satisfaction that is mine in their presence here at this convention and, through them, feel the spirit of the board that is guiding the destinies of that great school system with which I am so proud to be affiliated. I want to present to this audience two of my associates at this time, two of my eleven employers who represent the great city of four million in Chicago, Mrs. Clifton Utley and Mrs. Harry M. Mulberry. [Applause]

Robert Burns, poet and philosopher, it was who said, "O wad some Pow'r the giftie gie us, to see oursels as ithers see us!" We, of course, covet such a power. Not having it, we have to look to others to do that for us. And we have done that very thing this morning in setting up this program. Your Executive Committee thought it would be helpful indeed, if, from three groups with whom we are closely affiliated and whose support is so necessary for the success of this great cause of education, we might hear an analysis of our jobs as they see us in our jobs.

We turn, of course, very naturally, to one organization that has already been mentioned this morning, the National Council of State School Boards Associations, which joins us in annual convention here in Atlantic City. And how fortunate the association has been to have had this year the

active leadership of an active school board member, who speaks to us at this time on the general subject of the "Appraisal of the Schools by a School Board President," on "The School Board's Opportunities."

I am very happy to present to this convention the great leader of a great organization, Dr. David J. Rose of Goldsboro, North Carolina, President of the National Council of State School Boards Associations. Dr. Rose.

MR. ROSE: Mr. Chairman, Distinguished Guests, Ladies and Gentlemen:

The National Council of State School Boards Associations brings greetings to the American Association of School Administrators. We are happy and grateful to you for the place and space on your national convention program. Infants rarely receive such a signal honor. Perhaps this is due to the fact that the father of our group was a woman. We are, however, as community school boards, elderly. Boards of education existed necessarily before we had superintendents; in fact, this country had school boards before there was a United States of America; but on a national, organized level, we are still in the cradle.

It would be easy for me to enumerate the same old list of problems confronting us. Anyone here could talk an hour on a dozen or more subjects relating to the public schools. The press, wires, and air are loaded with information concerning our system of public instruction. Dr. Calvin Grieder, of the University of Colorado, says: "One of the most important responsibilities of a school board is the selection of a competent superintendent." Benjamin Fine says that the number one problem in education today is teacher supply. Dr. Willis A. Sutton, of Atlanta, Georgia, feels that providing proper financial support for public schools is in the upper brackets of "musts." W. K. Burke, Superintendent, New Bedford, Massachusetts, said here a year ago: "The biggest problem facing education today is the teacher-shortage crisis." These sound opinions are from educational leaders and authorities whom we all respect. Housing thirty million children with only a million teachers should be considered one of the top problems. The teachers are overloaded. The real teachers are greatly underpaid. We have, no doubt, failed to sense the seriousness of personnel relationships in our educational system.

With these admissions, I wish to think of some of our opportunities. Benjamin Disraeli once said: "Man is not the creature of circumstances; circumstances are the creatures of men." Men and circumstances of the future are our concern. Dr. W. E. Givens, Executive Secretary of the National Education Association, said: "The improvement of the schools is the task of all of us working together." It will be along Dr. Givens' thought that I speak today.

My thoughts and expressed ideas will be in the interest of children. If the usual pattern is followed, too few references will be made on the youth level. We do not intentionally get and stay aloft. Most of us here have gone beyond childhood and not yet reached the second stage. We will remain above the clouds unless and until we form a perfectly balanced tripod, with one angle supported by school administrators and aides, one angle by principals and teachers, and the third angle by parents and lay groups

(school boards, parent-teacher associations, et cetera), so that regardless of the direction in which the equilateral triangle moves, it is still in harmonious balance with the children occupying the heart of the geometric figure. To get honest weight, there must be balance, whether it be in the store, shop, on the farm, or in school. Without this equilibrium, the objective in schools to improve all phases of education is lost. In many areas the crevices are so wide between school boards, administrators, teachers, parents, and children, that we are forced to vision a lack of stern, good sense. These gaps of mist and fog have narrowed little since the first community public school district in Massachusetts was organized. Each group wants the credit for achievement. Each group wants to shift all blame. Aren't we all allies, lay and professional, striving toward a common goal? This missing ingredient termites the mudsill of educational essence. We Americans will never move above the salvage level until we solidly embrace opportunities in the interest of the youth of our nation.

Everyone here assembled is cognizant of the one-angle dogmatism existing in too many school districts of this nation. They are the school districts which have retreated and will die. There is a lack of harmony which breeds confusion and nurses discord. "Even the home must cooperate with the school, otherwise all the school can teach will be forgotten in the home."¹ It must be admitted that administrators in all vocations, avocations, and professions, at times need some supported assistance. Sometimes they have a disease peculiar to their position and station. They sometimes domineer and regiment, thus destroying the personal identity and individual initiative. This especially applies to the administrator-teacher relationship. My indictment applies to the minority. However, across this broad country, there are school heads who would like to fix the policies, set the salaries, and administer the brands of social, economic, and educational opportunities. The children do not know their needs and many of the parents don't know. The local school boards don't know the answers. May I inject again the idea of a closer working relationship of the equilateral triangle?

School boards, yes, there are school boards all over this nation, some good, some not so good. I truly believe that the first real, genuine opportunity for a greater service to the children is to improve our local school boards. This applies to school trustees associations of metropolitan centers as well as to the so-called educational slums of mountains and marshes. I have recently had an opportunity to see a small school located on a wooded hill in a Far Western state. At this school, they were having an old-time "work spell." All interested lay and professional personnel had discussed the situation. Men were clearing the area of obstacles on the ground and low-hanging limbs overhead. Other men were carefully preparing a suitable playground. Sufficient and properly placed sanitary privies were replacing the "Chic Sale" type. The schoolhouse was being repainted. Many women were working with a few men, landscaping the school grounds with native shrubs. A shed was being built for the old-time water pump

¹ Elbert Hubbard, in *Little Journeys*.

so that the children would not be in the open during inclement weather while getting a drink of water. A large pile of firewood was being placed under a roof. Inside the little schoolhouse, a kindly teacher had the attention of the children. The indomitable spirit of that teacher, filled with enthusiasm, imparted cultural refinement and taste to the extent that all the pupils wanted more than anything in the world to be just like "Miss Sally." This is cooperative education. True democracy is a growing, living example of pride and peace in this small community. This sound and sane spirit of cooperative accord will develop a consolidated national opportunity for the children. Here, the school board had the prerequisites of membership: "Sagacity, Leadership, and Vision." What road education?

Yes, we have school boards, three hundred and fifty to four hundred thousand—most of which are good. There has been a great deal of criticism of the value of these boards. Some of it is justified. There seems to be a universal trend to criticize. (I have not been immunized.) The chief criticism is directed at the intellectual level of the board members. It should be directed at the inertia of these men and women. "Drowsiness shall clothe a man with rags." Phi Beta Kappa keys represent real achievement, but by no measuring rule yet made do they serve as a true barometer to the worth of a school board member. I have said before, and I repeat, that the important thing is not so much what's in the head as what's in the heart.

At the California Trustees Association annual meeting in 1947, a farmer member of a rural school board came to me and said: "I'd like you to visit our school. We got a big consolidated school with forty teachers and nine hundred kids, where the children can learn anything and everything. We got the best school in California. We really work with our principal and teachers for our youngsters. I didn't go to school beyond the eighth grade, but by-golly, we sure are going to see to it that our children have good schools." I believe this man was a good school board member. He would have been a better member, with an education, of course.

Too frequently men and women are appointed or elected to school boards as political pay-offs. Glaring and deteriorating examples of the stigma of politics, both appointive and elective, have been uncovered from coast to coast. The dead sap on any school board should be replaced with active, interested men and women, of diverse local interests, vocations, and professions, who have been successful in their own business. About 50 percent of the school boards of America are elected, about 50 percent, appointed. I believe it is time, yes, well past time, when a committee of both lay and professional national school groups should be appointed to make a careful study and recommendation in an effort to determine the best method of arriving at school board memberships.

School boards are prone to devalue the well trained school executive. No well qualified school administrator is looking for or expecting a rubber stamp approval of all his ideas. Fred Archer, of the University of Alabama, while superintendent of schools of Louisville, Kentucky, said: "There is no one single thing which gives a competent professional superintendent more

encouragement or more productive energy than a feeling that the board members to whom he is responsible will protect him against unfair and unwarranted attacks and pressure, and, when school difficulties arise, he wants a board that will not rush to the cyclone cellar and leave him tethered on the outside." If we are to attain the objective of education so that a person may benefit himself by serving society, may I again invite "team-work"?

We are not unmindful of our plight. Pressure groups on a national level are striving toward the unknown. Their mission is to disrupt the organism. Some of their propaganda is tinged with questionable potency. We are evaluating. Race issues have even reached the fervent heat of the swinish secession idea. Eighteen segments of any anatomy are richly entitled to their own identity and value. Discrimination is universal. It is as prevalent in New York as in the Southeast, varying in degree only, and, for the most part, segregation actually prevails throughout America. Bennett Public High School in the better part of Buffalo, New York, has no Negro children attending. Glance at the picture from Long Beach, California, on the cover of the December 1947 *American School Board Journal*. They do not have segregation. There are no Negroes present. Look at the cover of any of the school journals and draw your conclusions from the photographs which speak for themselves. Segregation is not discrimination per se. There must be a motive. I segregate my pure-blooded Brahman cattle from the registered Jersey stock. Both are administered to on the same level. Never in the history of human kind has any race progressed as rapidly as the Negro. This progress was made principally in the South, and especially one section of Alabama. In the areas where there is publicized segregated discrimination, much progress has been made to balance opportunities, economic and educational. There is great room for improvement, but it behooves sane, sound, educational leaders and economists rather than trading politicians to correct this defect.

If we plucked the evil out of our own eye and built even decent privies for some of the New York City schools, we would have less isms taking root in this great country. My conclusions are drawn from personal observations. Did we get a true picture of rural China as our emissary sat in a plush chair in Shanghai?

The immortal Booker T. Washington has been selected by many writers as one of the eleven greatest teachers of all times. He ably expressed the sentiment of all sections of our country when he said: "There is something in human nature which always makes people reward merit, no matter under what color of skin merit is found." There are some who might say that Booker T. Washington would not evolve such a philosophy if he were living today. In my humble opinion, the philosophy of Moses, Plato, Saint Benedict, and both the Washingtons will live forever. Narrow, indiscriminate politics and economy-fear are constantly trying to split the race timber with wooden wedges. A fine metal of human-relations statesmanship will be required. If it is difficult, it will take a little while. If it is impossible, it will take a little longer. The whole body need not decompose because of

a few carious teeth. If left unabused, merit will seek and find its reward. Is it conventional that some of the national committees have tinged their recommendations with sectional politics? We school people respect sectional differences diffusely. We shall not be deterred. We are a united nation. We will remain united regardless of idiosyncrasies or allergies. Is it possible that we are allowing a minority group problem to disrupt a unity of giant strength? Is it possible that borers are gnawing at the taproot of the plant? How much punishment can unity endure? May we redraw the equilateral triangle with an indelible pencil?

Evil and good have a common beginning. Each starts with a focal point. The focal point of disease is a germ. Likewise, of good, the starter is health. Without sound material, we cannot create sound structures. Human beings are structures of genetics, environment, and education. The material is health. The physical motivation of man is so irrevocably locked with the spiritual being that a physical defect too often causes a human evil. Just as the old saying, a blind person is compensated by an extra sensitive gift of hearing, also the child with a physical defect and an above-average mentality may turn the gift of leadership into personal gain and revenge on the world.

If we feel well, we think well. A warped body becomes a warped mind. The focal point of evil hides behind seemingly little things. It could be a tendency of bad hearing or eyesight. An infected tonsil can cause sluggishness. Children do not and cannot realize focal impairments. It manifests itself in such a mild and insidious form that even their parents and teachers are frequently unaware. Why are adults today, in increasing number, consulting psychologists? It is because of an inner mechanism called ballast. Ballast keeps the ship afloat. A shift of ballast means a leaking ship. Adult human beings recognize their shifty condition and seek a psychologist. They consult a mental doctor. There is hope for the future when a correct diagnosis is made. I contend that the health of the child diagnosed and treated would prevent the shift of ballast in the adult to an appreciable degree.

Fifty percent of our children have retarding physical defects and only 10 percent are receiving any diagnostic and corrective measures. This becomes a responsibility of school authorities to face the problem squarely. Only a few years ago the small isolated minority groups who demanded preschool physical examinations and immunizations, tubercular skin tests and chest X-rays, were considered unduly alarmed pressure groups with a whispering campaign to the detriment of the school and community. Theoretically and practically, as much consideration is given to the health of the school children in Brazil or Mexico today as is given to the children of Illinois, one of the wealthiest states in the union, the home of your president and the home of the American Medical Association. In Chicago there is a complete compilation of the past and present of practically all the children. Everything is known about the child except the health record. A similar status exists in New York City. A worse condition exists in rural America. California could be used as an exemplar. Texas is progressing rapidly on a health level. School publications dealing with public school

education in America are glaring by their passive quiescence in school child health. Even Mr. Benjamin Fine, whom I respect so highly, of the *New York Times*, seems to "light a Murad" in the complete lack of his analytical survey of our antique school systems' health program. The doctors, with few exceptions, have responded to requests for aid in examining and treating school children on all levels. Physical and mental hygiene and health are no longer fads and frills. The total health of a child is the total life situation of the adult. The time has arrived when a positive, aggressive, comprehensive health program must become the responsibility of the school authorities, subservient to knowledge and experience. This program will require the entire equilateral triangle.

All phases of public school education are in a dilemma today. We have theorized and experimented since we discovered our unwholesome plight about twenty-eight years ago. There is nothing more scientific than training youth. However, we have failed to cope with the advance in other fields of science. Atomic energy will soon be on a commercial basis. The 100 per cent fatality of cerebrospinal meningitis of ten years ago has been reduced to zero. Radar has conquered the treacherous Mississippi River. The world can be circled while the California delegation travels from home here.

There is little atomic speed, radar, or streptomycin in the U. S. public school systems. The private and church schools sensed the inadequacy and frankly, where available, are educating the "cream of the crop." If this trend continues, the very heart of our democratic public school system will die. Our way of government, our way of life, is at stake.

Is it not possible for us to formulate a coordinated plan, national and even international in character, to be administered on a local level? Industry and finance have five- and ten- and even twenty-year plans. Year-to-year farming destroys the soil and pauperizes the tiller. Business without a future plan dies before birth. Progress in schooling thirty million children, with five million extras just entering, will be directly in proportion to the soundness of the long-term program. A twenty-year plan will cost a great deal of money. The units of our government, the people, will provide the finances when shown the sound, common sense of a school plan with objectives similar to those of Oakwood Private School in New York, which are: "to encourage and evolve those traits of character that are basic and essential to a Christian personality; to lay a sound basis for further educational advancement; to provide an environment in which children may learn to live together; and to develop appreciation for our social heritage."

All gathered here could and would add some thoughts to these objectives—vocational education and civics. Manual dexterity means the survival of mankind. There are a few people who still place all the emphasis on the little red schoolhouse and the horse and buggy days of the three R's. Such people are narrow, have a chip on their shoulder, or have failed to grow up to the present standard of living. It is appalling to determine the degree of knowledge that high-school graduates have about their government. Ignorance of the citizenry will not sustain a democracy. Education for a long time was confined to the chosen few. It must be international in the

future. The preamble to the constitution of Unesco says: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." Mentally retarded minors have a place in the plan. Inservice training at school expense is as important to public school advancement as it is in industry. This plan will require sound representative brains of all friends of public school education. The teaching profession must shed its professional sympathy, dedicate itself to the importance and opportunities of its position, and share correctly in the economy of our nation. The plan would survey the geography and population trends, determine necessary tax support, demand full school value per tax dollar, and properly construct to growing demands. Let us look to the future on such solid footing that when recessions come, the legislative branches of our government will no longer construe schools to be nonessentials. Depressions come but the depression crop of children are as viable and even more important than any other crop of children.

Our responsibilities are great. Our opportunities are far greater. The success of the United Nations is prayed for. The proper education of all our youth is more important. The defeats of our youth are our disgrace. Their accomplishments are our glory. With integrity, precision, and vision may we stamp with indelible ink the equilateral school triangle to our age in the interest of our youth.

A JOB WITH YOUTH

Appraisal of the Schools by a Parent

JAMES LEE ELLENWOOD, SECRETARY, YOUNG MEN'S CHRISTIAN ASSOCIATIONS, STATE OF NEW YORK, NEW YORK, NEW YORK

PRESIDENT HUNT: For the viewpoint of the parent in our three-way appraisal of our great educational program, we turn to a parent, although I presume he will be very quick to point out, as I have heard him do on several occasions, that he is a grandparent as well.

"A Job with Youth" is the subject announced for our next speaker, Dr. James Lee Ellenwood, the secretary of the Young Men's Christian Association of the state of New York. If you have not already met our next speaker, you are going to find him a delightful personality.

Author of two best-sellers, *There's No Place Like Home*, and *It Runs in the Family*, Dr. Ellenwood has served as a pastor, Navy chaplain in World War I, and a YMCA executive. For sixteen years, he was state executive secretary for the Young Men's Christian Association of New York, a position he relinquished only recently to devote his full time to writing and speaking. I know that we are going to enjoy his presentation as we listen to this appraisal from the viewpoint of a parent. I present Dr. Ellenwood.

MR. ELLENWOOD: Mr. Chairman, Ladies and Gentlemen: A few years ago, I had a boy who was undergoing a terrific, almost fatal, struggle to determine how many senior years he was going to have in high school. [Laughter] I was invited to speak to his high-school assembly and he was selected to introduce me. The night before I was to speak, he came to my

room with an introduction all written out. It was a wonderful introduction. It told what a fine man I am, what a father, what a pal, how neat and orderly and agreeable I was around the house. I was a little embarrassed and I would have stopped him but his mother was there and I thought it would do her good to hear that. [Laughter] I looked forward, however, with some trepidation to the next morning.

We went over to the school. In that school, when you spoke, you didn't mess around with any of the teachers. You just walked up on the platform with the young man or young woman who was going to introduce you. The boy took me up on the platform and we stood there together. He is much taller and better looking and thinner than I am—he keeps saying—and I got all ready for this wonderful introduction. Imagine my surprise when, instead of giving it, he looked the crowd over quite casually, he looked at me as if I were something that had sneaked in, and he said, "Fellows and girls, I brought along the old man." [Laughter] What I said to him has no part in this program. [Laughter] I never thought that I would reach the point where I would represent all the old men and some of the old women of this country [laughter], but here I am and I would like to speak frankly, in my allotted time, I hope. I hope, if you differ with what a doddering old granddad has to say, you won't get mad with Dr. Hunt for bringing me here, because I am leaving as soon as I am through speaking. The Lord will forgive you for being wrong. [Laughter]

What I want to say, first, is that as a father, I am not primarily interested in the school system or what happens to the school or what happens to the PTA or what kind of an organization the board of management is. I am not primarily interested in those things. When I send my kids to school, I am interested in one thing—what happens to them. Every standard that the school has, every practice, must be made in terms, as far as I am concerned, of what happens to my children.

I am interested in what happens to my children not from a superficial point of view. I want to know what happens inside of them. I want to know about their emotions and their convictions and their methods of thinking. I would like them to be neat, but I think that is superficial. I would like them to be quiet, but I think that is superficial. I would like them to obey promptly, but I think that is superficial.

If, therefore, somebody says to me, "There is a school and it is always neat and it is always quiet and it is always well disciplined, to me that does not mean that it is a good school. I am interested in what happens to my boy—the one boy that I have, and my three girls. That is my family, one boy and three girls, and my boy thinks that each one of the three girls is twice as screwy as the other two. That's my problem. [Laughter]

What I would like is to have my people, my young people, live in a system, take part in a process, that is not satisfied with superficialities but is actually interested in what happens to them.

Now, in order to be specific, I would like to tell you, and I am frank to say it, that I may be prejudiced. It is my own viewpoint. I would like, however, to tell you the qualities that I like my young people to have. I don't

say that the school can produce them all. I don't say the home or the church can. I don't know yet, and I can't settle that here, but what I am saying is that you have to start, whatever the institution is, with what you want from your young people.

If we were given the mystic privilege of putting a boy on this stage at this point and, by some miraculous power, could make him into the kind of boy he should be, that is the realism with which I think our job ought to be approached. Right at the beginning, there will be certain differences of opinion as to what some of us want and some of us don't want.

In my home, there are three different conceptions of what constitutes a good boy—my own, which I rarely ever express when I am nearer home than I am this morning [laughter], my wife's, which is the prevalent one [laughter], and her mother's, which I don't care a bit in the world about. [Laughter]

Why, at the very beginning, we run into difficulties! I remember one time when Grandma was giving a party to eleven other old Flatbush—well, it was a bridge party. [Laughter] My boy came home from school just as the bridge party had adjourned to eat. They were having doughnuts. My boy smelled them as he came, miles away [laughter], so he paused as he came through the front door, and Grandma saw him and invited him into the room where they were having the doughnuts—not honest-to-God doughnuts, but little dinky doughnuts [laughter]—and she asked him to have one. He took three. Then he went out to the kitchen to eat them. He got himself a glass of milk, and just as he got his glass of milk, he remembered that it was not polite to eat and run, so he went back where the party was, with the milk and the doughnuts. Then he proceeded to eat the doughnuts, as I have trained him to eat them, which is never to touch one until it has been properly baptized. [Laughter]

We're rather proud of that, we Ellenwoods. We have dunked doughnuts for four generations and never lost a crumb! [Laughter]

Well, he proceeded to eat these doughnuts in the presence of Grandma and her party, and Grandma gave him the dickens. Then he came to me—and this illustrates the differences in standards. He came to me and he said, "Grandma got mad at me for dunking the doughnuts." He said, "What can I do?" I said, "My boy, always respect old age and never fight with your Grandma, but don't let me catch you eating any dry doughnuts!" [Laughter]

Many of our young people are up against that dilemma as they come up against conflicting and contradictory conceptions of what constitutes a good boy. I don't have a great deal of time here this morning, but I should like to give you three qualities that are much more important than whether or not we dunk doughnuts, that I think are essential to a young man or woman for this day.

The first one—and this is sort of a schoolboyish approach, but in the time allotted to me, it is all I can do. The first thing I want in my boy, if he were sitting here, is that he be intelligent. I start there. I don't start with his being good because there is no abiding goodness without intelligence.

and a boy can take no credit for being good if he's too dumb to think up something else. [Laughter]

I list the basic quality of a good person as an intelligent person. But I would like to define intelligence—and it may not suit all of the school people here. I certainly don't make it synonymous with high marks. I graduated from Columbia University 'way back in 1913 without honors, and ever since then I don't make intelligence synonymous with high marks. [Laughter] Perhaps it is a defensive mechanism. But I would like to give you a definition of intelligence that I have heard. I don't think I made this up, although I may have.

An intelligent person is a person who knows how to handle himself in whatever situation he finds himself. That is the best definition of intelligence I have ever heard. It involves information, it involves adjustment, it involves poise, it involves how to lend things, it involves how to forget things, it involves how to handle oneself in whatever situation one finds oneself.

In my judgment, any institution that takes the hours that the school takes out of a boy's life and then controls a great deal of the boy's time after he is home, with his homework—somewhere, the program of a school system should be measured against that. I am not here to evaluate how much of it you do accept, and I say that in my appearances in schools, where I generally speak in the assembly, in the past two years I have been amazed at the remarkable progress that our schools have made in that sort of thing.

Well, I want my boy to be intelligent. My home is only partly geared to make him intelligent. Sometimes, unless we are careful with respect to these superficialities, we are apt to stress methods that do not make him intelligent, and that has always struck me as curious. Any psychologist will tell you that a person begins to be a person when he asks his first "Why?"—that the basis for a continuing education is a lively curiosity. As long as a person doesn't ask "Why?" he is a mere automaton, but when he begins to ask "Why?" he begins to find the answers and his mind begins to expand. That is basic to a growing person.

Homes are geared to *what*? They are against it. Do you know that? Schools are geared against it. We don't like to have our children ask "Why?" It drives us crazy. It drives me crazy. I violate right in my own home a prime methodology of intelligent people, and I have known schools that do it, too, where a boy shouldn't ask "Why?"

I have a daughter who paints her fingernails an ugly red. One morning, I was having breakfast with her when she reached across the table for a piece of toast. It was like a flame darting across the table. [Laughter] I said to her, "I wish you wouldn't paint your fingernails that way." She said, "Why?" [Laughter] I said, "Because I don't like it." She said, "Why?" [Laughter] That was very embarrassing to me because I don't know why. [Laughter] That is one of the reasons why adults are embarrassed in imposing so many things on youth—that they have no valid reason for them. We don't like to be asked "Why?"

But I want my boy to be intelligent, and I have no hope of his being

intelligent until he can ask "Why?" about everything. We don't want to build people who will follow the leader too much. Do you know something? I have just been on a trip across this country. Do you know what I think is one of the greatest fears in America? Not of war with Russia, not of war with anyone, not of the economic depression. Do you know what I think is one of the greatest fears? We seem to be afraid that all of a sudden some crackpot leader will emerge in this country and, by making certain promises and false pictures, lure people to vote for him, so that what happened to other nations can happen to us. That can't happen if people are intelligent. In our school system, I think you have a profound responsibility right at that point.

The second quality that I want for my young people or for this boy sitting here is a hard quality to name in one word, but it is a tremendous quality. It is a quality that is a combination of initiative and ingenuity and creativeness and independence and the desire for self-expression. My father had a name for it. He called it "git up and git." There never has been a good word devised for just what I mean. But I want young people who are self-starters, who can create things, who will be interested in creating things, who will not get a notion that they are dependent upon others but who can take a firm hold on life and mold it for their own useful ends and satisfaction. That quality doesn't grow except where people are encouraged to do things on their own, to break off with tradition, to ask questions.

Anyone who is connected at all with the field of industry knows that it is not an uncommon thing for a young man to be very well trained and then to get into a field of industry and stop as a young engineer and never go on from there because this quality of experimental creativeness, or looking for something better, has not been developed along with his technical skill.

Sometimes here our systems, because they have to be regimented to a certain point, instead of encouraging that quality, discourage it. I spoke at a place on this whole subject of initiative and "git up and git." I was invited, after I had finished speaking, to spend the evening in the home of an old girl of mine who married a professor. She's welcome to him. [Laughter]

She said to me, "Mr. Ellenwood, I think you're quite right about this quality of getting people started. It is terrible, the things that government does for everybody. They will never get so that they want to stand on their own feet." Well, I didn't debate it with her. I don't think the government is the worst factor in that situation. In fact, I think the home is.

I watched her the next morning. They have a little boy whose name is George. They call him "Georgie." It shows what kind of people they are. [Laughter] Of course, George had to be in school at nine o'clock. She called him at eight. She called him again at eight-ten. She called him again at eight-twenty. At eight-twenty-five, she yanked him out. She did everything for him. She found his pants and put him in them. [Laughter] She picked up his things. She gloated over him. She made him eat what she thought was a good breakfast. He didn't like it. I didn't like it, either. [Laughter] And after he got out on the sidewalk with some of his little friends, she yelled out at him, "Georgie, have you got your hanky?" I didn't

think it was any of her business. Besides he was the kind of boy who could do well without a hanky. [Laughter] Yet she was finding fault with the government! [Laughter]

Whether Georgie got to school on time or not was none of her business. My observation is that every school has one old battle axe just for that purpose. [Laughter] But if I had said to her, "Listen, Sadie, you have been finding fault with the government, but I've watched you this morning and you haven't let George do a thing for himself. You've dressed him, you've fed him, you combed him, you asked him about his hanky. How is he ever going to develop any self-initiative with you hanging over him?" If I had said that to her, she would have been mad. How do I know? Because I did and she was. [Laughter]

But put that down in your book, my friends, as the second basic quality. I want my boy, first of all, to be intelligent, and I want him to be a self-starter. May I name quickly the third quality? It is also hard to define. With only the first two, he may become dangerous and destructive and selfish, and so he has to have this quality—the quality of conscientiousness. I would like to define that, too, because I think it is something that can be worked on.

This conscientiousness that I am talking about is no vague, indefinite quality, imbedded inside him. It is something much more real than that. When I was a boy, I was taught that every boy had a conscience, like a bell hanging on him, and if he were ever tempted to do anything wrong, the bell would ring out. Mine didn't even tinkle. [Laughter]

I should like to define conscientiousness, and here, again, I cannot give credit because I don't know who gave this definition first, but to me it is the greatest definition of conscientiousness that I know. Conscientiousness is your judgment when you use only your best quality; not bigotry but brotherhood; not prejudice but reason; not cowardice but courage; not laziness but energy. When, God help you, you call up all the finer qualities inside you and use them without fear or favor to come to a judgment, that is your conscience. It may be good or it may be bad, depending on how many good qualities you have. Surely it is a vital factor in education.

I haven't time here to do anything more than list these, but if I could give my boy these three qualities, I would rather give him these than anything else. I want him to be intelligent and I want him to be creative and I want him to be conscientious. I know all of these are personal and I suppose we could differ, and I certainly am not the one to talk about method.

There have been things said here this morning, for instance, that would indicate a different methodology than I prefer. I lived in that center of culture, Brooklyn [laughter], ever since our kids could walk. They have gone to schools where there was no such thing as segregation. My kids have played with every kind of kid and dragged them home to our back yard. I think that probably the single greatest contribution that Brooklyn public schools have made to my kids is that they have permitted all the children—which, incidentally, is the theme of the annual book of the New York City schools—to live together. [Applause] I don't argue that; I just express it

as the way I like. We live in a time when there are bound to be many differences of opinion. We will struggle ahead and do the best we can because we are really just at the beginning of knowing how to handle people. There are no definite answers.

May I close with this: I was sitting in my chair one night at eleven-thirty. My chair is the only decent chair in the house. I bought and paid for it out of my own allowance. [Laughter] I was sitting in my chair when my daughter came downstairs. She said, "Pop, I just got a 'phone call from Henry. He wants to pick me up and take me out for a couple of dances. Can I go?" There was the issue. We ought to know the answer to that. We have lived thousands of years. There is no one here who knows the answer to that. I ought to know the answer to it. I wrote a book on young people. I have to read other books so I will have something to put in my book. [Laughter] But that is just an illustration of what a little start we have made in the science of people and how individualized we must become.

Eleven-thirty was late to me, at least getting on into the afternoon. Besides, this place wasn't exactly a center of culture, and, between you and me, I never was so hot for Henry, either. [Laughter] There is the issue. I was just about to say "No"—and I cite this to show you how we don't know and how many of us happen to differ. I was just about to say "No" when a principle popped up, a real principle, too. "Never stifle an impulse"—fresh from Columbia! [Laughter] I didn't want to start stifling my children's impulses, so I was debating the matter when my daughter spoke up and said, "Listen, Papa, are you paying any attention to me or are you going off into one of your vacant moods again?" so I started to debate again when another principle popped up, and this was a humdinger, too. Is your child an introvert or an extrovert? We ought to be worried about that. I was debating that one when my daughter spoke up and said, "Listen, Jimmy, the joint will be closed if you don't make up your mind pretty fast!" [Laughter] So I made up my mind. After all, I am a man, not a mouse. I am the head of the family. I looked her right in the face and said, "Young lady, you seem to forget you are speaking to your father. You turn right around and go back upstairs. Ask your mother!" [Applause]

PRESIDENT HUNT: Later on, in your behalf, I am going to press Dr. Ellenwood for the answer [laughter and applause] and then when I meet you on the Boardwalk, I'll tell you what happened.

NEWSPAPERS AND SCHOOLS APPRAISE THEIR COMMON PURPOSES

Appraisal of the Schools by an Editor

ERWIN D. CANHAM, EDITOR, THE CHRISTIAN SCIENCE MONITOR,
BOSTON, MASSACHUSETTS

PRESIDENT HUNT: We in school administration know well the influence and the power of the press. Happy are we when our program is received sympathetically, with helpful interpretation, on the part of these molders

of public opinion. The great newspaper which Erwin D. Canham serves as editor, the *Christian Science Monitor*, has always been in the vanguard of journalism and realizes the importance of education and seeks through intelligent coverage to bring its full import to its readers. Education has been served well by the *Monitor* and such acknowledgment is gratefully made as I present that editor, who, following his graduation from Bates College and the fulfilment of a Rhodes scholarship, has served that great newspaper in varying capacities, becoming editor in 1945. Mr. Erwin D. Canham, who speaks to us on the subject, "Newspapers and Schools Appraise Their Common Purposes."

MR. CANHAM: Mr. Chairman, in calling upon me to speak after Dr. Ellenwood, you have placed me behind the most luminous eight-ball of my career. [Laughter] Anybody who would have the job of holding the attention of this distinguished audience at this point is foolhardy and has been pushed into a situation which he should have had sense enough to avoid. [Laughter]

Let me, at this moment at least, ignore the brilliance, the experience, and the aphorisms that Dr. Ellenwood has left with you, and pick up my opening remarks from Dr. Rose. I may say, though, that I asked Dr. Ellenwood what the answer was and he wouldn't tell. I thought I might scoop your chairman. [Laughter]

Dr. Rose mentioned the very great importance of diagnosis. I would like to share with you at this point a diagnosis which has been reached by the distinguished savants of Harvard University concerning the Russian problem. I was talking a few days ago with my good friend, Professor Donald Mackay, who is heading a project which is rather intensively studying the Russians, and he told me that they had found the answer. "The trouble is," he said, "that the Russians swaddle their babies. Not only do they swaddle their babies, but they include their arms in the swaddling process, and they continue the swaddle for approximately a full year. At the end of this year," said Dr. Mackay, "the infant has been reduced to a state of exasperated frustration, so fierce that it is perfectly adequate to explain all the international phenomena of the Soviet Union today."

And others will remember that this swaddling technic, which was used, I think, by almost all, if not all, of the American Indians, also had something to do with producing a fierce and quarrelsome civilization. Whether the good Indians were not swaddled and the bad Indians were is well beyond my competence and we will just forget all about that.

I think that I will abandon editorial prerogative this morning, largely because I have to. Editors, of course, are accustomed to telling everybody what they ought to do, and knowing more about other people's business than their own. The plain fact of the matter is that I am not equipped to tell you either what is wrong or what is right with the schools. All I can do this morning is to talk or to think out loud, more or less, with you for a few moments about the problems which face each of us about equally at this moment in history.

I don't think it is narrow nationalism; I think it is perfectly self-evident fact to recognize that the peace and security and the future of world civilization in our time and in time to come depends at this moment, very largely indeed, upon the intelligent decision of the American people. It depends upon the emergence in Americans and the application of those qualities which Dr. Ellenwood has talked about. It means that you and I, as mutually associated educators and editors, bear today in renewed and in acute measure the greatest of responsibilities.

There isn't much time, and we must help Americans not only to be well informed but to be able to use their information. We must awaken Americans and prepare them to accept the moral obligation to think. That phrase is my way of saying the three things that Dr. Ellenwood has so clearly and wittily put before you. For my purposes, I wrap it up in one word or one verb—to think.

There is no need today to spell out the crisis of our time. It is quite apparent that the whole world faces the challenge of survival. And the American people hold the key. Not that this can be really a Pax Americana in the sense of a dominated peace. Peace will not come through domination. It will come through unification. And Americans, more than all others, can contribute to unification. The American people must understand these facts. They must be able to think. And the school is where they should learn to think.

It is not more facts that we need, but a capacity to use facts—however few. The shepherd on the mountainside may know few facts, but his communion with nature may well have taught him how to use his facts with unerring wisdom. The learned ignoramus is an old friend of ours. The challenge is use. And, of course, the over-all trend of American education is toward use. It is toward decision and action. It seeks to rise above emotion. It would conquer prejudice. But these goals must be approached a good deal more swiftly and surely if we are to do our imperative part in saving Western civilization.

American schools are often criticized because their graduates do not retain enough facts. In the February issue of that not exactly professional journal, *Redbook Magazine*, William A. Lydgate, editor of the Gallup Poll, takes schools to task because the people approached by his questioners do not know enough facts. He says that fewer than half of American adults know how many United States senators there are from each state, and that one-half don't know who Harold E. Stassen is. When you and I listen to the more generous quiz programs, our hair is likely to curl at the gross ignorance on display.

What does this prove? That the schools did not cram enough facts into their students' heads? That the newspapers are failing to be read? No. It proves that we did not and do not teach people adequately how to handle facts. We have failed to arouse people to the importance of informed and intelligent thinking. We have not had enough participation. And in a democracy that is fatal.

Let me analyze the failure of newspapers first. American newspapers have the largest circulations in history. They are consuming over 65 per cent of all newsprint manufactured in the world, which is a sadly unbalanced situation. These newspapers are printing a good many facts. Our methods of gathering news have improved. We are less politically biased than at any time in earlier American history. Newspapers are becoming more and more like public utilities, which of course increases their responsibilities and makes the danger of regulation greater unless the responsibilities are accepted and acted upon.

But in many American newspapers—certainly in those of largest circulation—an elephantine new function overshadows the primary duty of purveying significant news. It is what may be called the function of entertainment. Instead of being given news which will help them become more alert citizens—will help them think—readers are being given the pabulum of so-called “comic strips,” of gossip and movie and night-club columns, of the sensational and sensuous and sordid raised out of all proportion to its place in human life. These things have crowded their way into American newspapers, driving significant news farther and farther into the background, because readers have not learned the necessity of demanding something better. The precious heritage of free speech and a free press is today adulterated by a mess of entertainment pottage.

Now we must speak to people where they live, in terms they understand and that interest them. This challenge is being accepted to a degree by American newspapers, and I know it is by the schools. But more technical advancement will not be enough. The trouble lies far deeper. In terms that Americans understand, all of us concerned with their education must awaken them to this hour of decision. More than that, we must help them to add up the facts of their time.

We stand at the crest of a century and a half of aggressive materialism. During this time, man has achieved great triumphs in the control of his material environment. But he has not learned to control himself. Norman Angell recently wrote that “this generation on the whole is the most educated of which we have any record, and the one most likely grievously to hurt itself with instruments of its own devising.” If we stand in that peril—and we manifestly do—then this generation may be the most educated but it is certainly not the best educated of which we have record.

Our educators—in school and press—must complete with all speed the task they have begun. We must teach men the truth about machines. We must help them to think beyond sterile materialism. We must show them that in this Western world we are the custodians of a precious heritage. This is the doctrine and the practice of man’s invincible brotherhood, the infinite significance of every individual man and woman and child. Through our schools, through our press, we must awaken the Western world to the revolutionary spiritual power which lies at our hands.

We know that the conflict of our times is a war of ideas, and that peace will be made in the minds of men. But we tend to forget that we have inherited weapons of peculiar power. We wear without knowing it the

shining armor of truth—the truth that man lives not to serve the state, but to make the state serve him—the truth that man's individuality is infinitely important and must and can be proved in social action.

We must bring to the Western world a resurgence of knowing, not of doubt; of thinking, not of vegetating; of faith and of works rooted in a long and proven tradition. It is a moral awakening we can bring to our nation and the world; an awakening to the dynamic power which is within our grasp. We have battered our heads among the trees long enough. Let us look at the forest. We will see a society demonstrating—albeit imperfectly—the greatest values yet known to man. We will see a revolutionary society in the true sense. For it is a society capable of freeing every man and woman and child within it. Already it has given to most of them the potential of freedom.

When we shake off the grip of this century of materialism—and I believe we are beginning to shake it off because we have to—we will use our magnificent tools for salvation instead of suicide. Awakening to our heritage and its dynamic usability will not come with a thunderclap. It will come every day in some human consciousness.

The true task of education is to bring about that awakening. We have the tools, though most of them can stand sharpening. In press and radio and film we have the mass media of communication. We are a sleeping giant. Once in this decade the sleeping giant awoke, and carried through the effort needed to protect and save our society from external aggression. The danger today is more internal than external.

Together we can bring about the awakening, we can open the door to a new golden age. We can do it—you and I—not through any new panacea or trick formula—but by the simple acceptance and application of the truths we know. When enough of us do that—when the number of thinkers has reached critical mass—we will start the chain reaction that will save mankind.

FRIENDSHIP HOUR

Monday Afternoon, February 23, 1948

By virtually unanimous request the "Friendship Hour" inaugurated at the convention a year earlier was repeated. President Hunt and members of the Executive Committee cordially invited those attending the convention to join in greeting old friends and new from 4:30 to 6:00 p. m. on Monday in the Ballroom of the Auditorium. Background music. Light refreshments. No receiving line, no formality. In commenting on the Friendship Hour at the general session that evening President Hunt said, "This is a great convention and your cooperation is making it so. There were literally thousands out this afternoon for the social hour; friendships were renewed and new friendships initiated at this very delightful feature of our annual convention."

FOURTH GENERAL SESSION

Monday Evening, February 23, 1948

PRESIDENT HUNT: Good evening, Ladies and Gentlemen. I have been asked to enlist your cooperation for just a moment or two that this scene may be recorded for posterity. To my right, you will notice a camera that in a moment will revolve. I have been requested to secure your cooperation to the extent of facing that camera, turning to the camera, and then remaining in a fairly stable position until you know that the camera has cleared the line of vision. The process will get under way in just a moment and we shall be most appreciative of your usual fine and characteristic cooperation.

[The photograph was taken.]

PRESIDENT HUNT: I have been asked to express appreciation on behalf of the cameraman. His comments were, "Thank you, doc!" [Laughter] I've been called other things besides that so I count that very graciously and very gratefully. And thank you!

CONCERT BY BOSTON UNIVERSITY BAND

Conducted by WARREN S. FREEMAN

[For musical program see page 231.]

PRESIDENT HUNT: I know you would want me to express appreciation for the very, very delightful concert we have just enjoyed, to thank the young artists of the Boston University Band, their director, Professor Freeman, and their delightful soloist, Betty Jane Smith. [Applause]

OUR EDUCATIONAL STAKE IN GERMANY

HERMAN B. WELLS, CULTURAL AFFAIRS ADVISER TO THE MILITARY
GOVERNOR OF GERMANY; PRESIDENT, INDIANA UNIVERSITY
(ON LEAVE)

PRESIDENT HUNT: We turn now to a portion of the evening program which I know not only you but all of America has anticipated by virtue of the two speakers who distinguish our Association by their presence this evening.

A few weeks ago, American newspapers reported a college president arrested in the Russian Zone of Germany. Those of us who have known Dr. Herman B. Wells and his propensity for authentic research were not surprised that his introduction to his new responsibilities as cultural affairs adviser to the military governor of Germany took the shape it did. Herman Wells has always had an inquiring mind. It was just another illustration of his wanting to know what it was all about. Happily for the important job that he is doing and for us, his release was soon effected, or we should not be privileged as we are this evening to hear of our educational stake in Germany.

Since 1935, Dr. Wells has been associated with Indiana University, as president since 1938, from which institution he is now on leave. His other interests are varied and reflect the interesting personality that is his. He comes to us directly from his present assignment abroad and purposely to address this convention, for which we are most appreciative. I am happy to present Dr. Herman B. Wells. Dr. Wells.

MR. WELLS: Mr. President, Ladies and Gentlemen: Perhaps, after that introduction, I should have appeared with a Cossack cap, boots, and a sword in order to do a sword dance for you, but after this display on the stage, I am afraid I would come off not so well by way of comparison if I attempted acrobatics, even Russian acrobatics. [Laughter]

I have just returned from Germany—the battleground between the East and the West.

In Germany we are participating in an experiment new to America. We are attempting, in conjunction with our allies, to reorient the thinking and culture of 65 million highly literate, proud, and stubborn people. Each of the four occupying powers is approaching the problem with slightly different objectives and using slightly different methods.

The theme of this conference, the expanding role of education, suggests that those of us who are concerned with education in America have responsibilities which extend beyond our own school systems and universities, not only at home but also abroad.

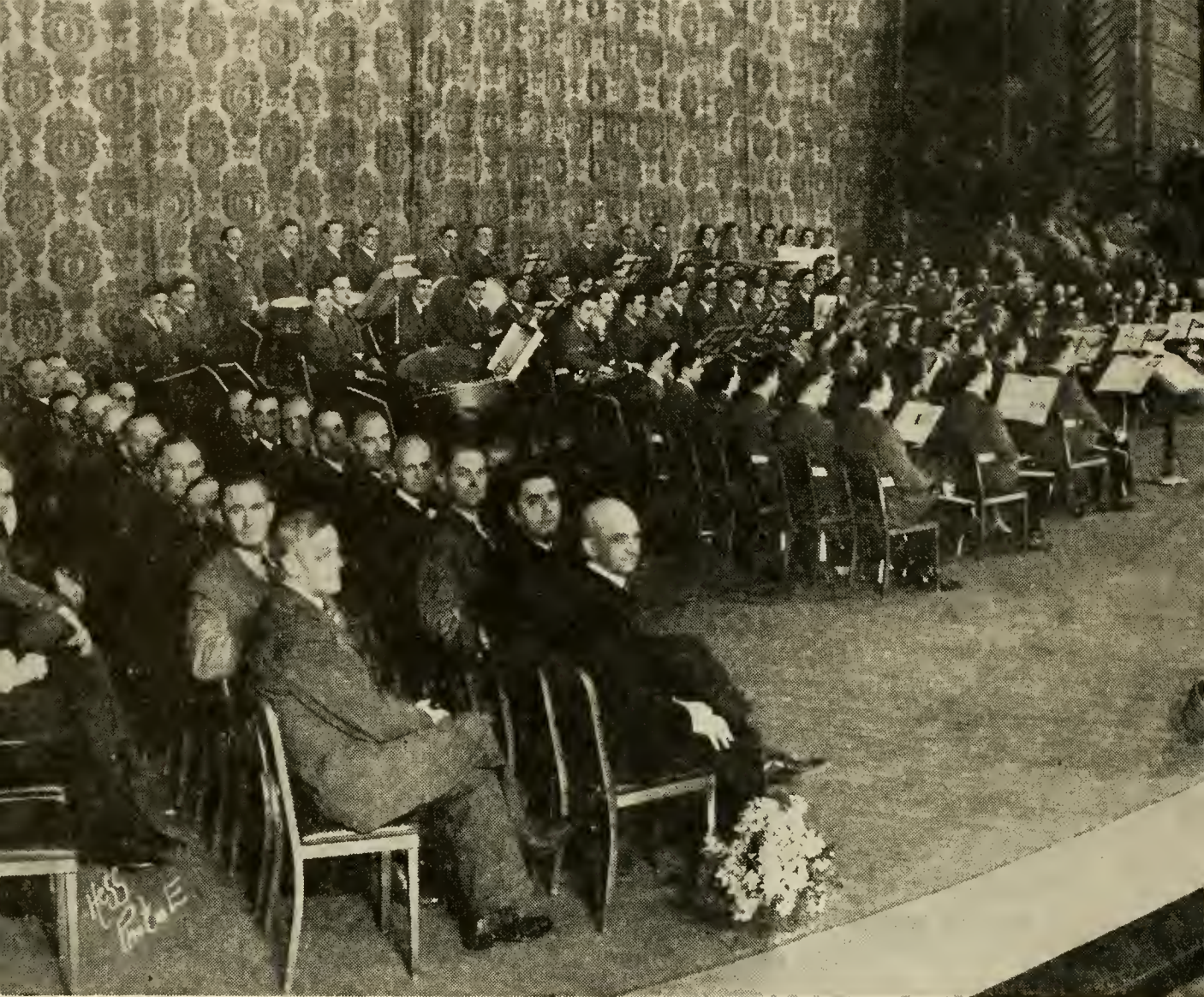
I wish, therefore, to discuss with you our educational stake in Germany and describe our responsibility. What does the struggle in Germany mean to us? What are the problems that confront us? What aid can American education give?

The problem of guiding German education is not a mere academic problem. It directly affects our own future, and upon its solution may depend not only our own wellbeing, but our national safety and the peace of the world. For I agree with Congressman Judd that Germany is the key to the future of Europe. The political complexion of Europe and, of course, the German mind will be a decisive factor in the decision with reference to the direction that Germany is to take. The solution of the German problem is as vital to us as any domestic problem we face today. American education *can* and *must* accept its responsibility.

What is our stake in German education? I believe that it is, in broad terms, the protection of democracy from those forces which threaten the rights of man. This calls for a new peaceful democratic German nation in a peaceful world society. Democracy of a practical, working variety has been and is unfortunately almost unknown in Germany.

The majority of Germans are extremely nationalistic and, from all evidence at hand, they are more nationalistic in defeat than before. Except under strongest pressure, few have shown the slightest interest in reforming their schools, their press, or their intellectual pattern. A stable peace cannot exist until the German people have acquired a new outlook.

Germans are satisfied with prewar German institutions and especially so with their schools. They are convinced that their system of education has



The Monday evening audience of seven thousand heard addresses by General Omar N. Bradley and Herman G. Wells, President Herold C. Hunt, presiding. Platform guests included members of AASA Advisory Council, presidents of state associations of school administrators, Boston University Band.

been and is the best in the world, and that conquerors have no right to be concerned about such matters.

The view is supported even by some high ranking churchmen and university professors. Although willing to remove nazi patterns, in so doing they would return to the educational pattern of pre-World War I—a form that was essentially authoritarian and resulted in caste segregation which helped pave the way for Hitler.

Before analyzing the situation which confronts us today, let us enumerate the fundamental assumptions which are the basis for our educational effort in Germany.

We must assume that it is possible for a whole nation to make a radical change in its cultural and political life, and that there are in Germany latent forces of sufficient strength to initiate and carry through a new social and political program of democratic character.

We must also assume that the desired change can take place only under favorable conditions over which the German people have only partial



(Picture continued on pages 66 and 67)

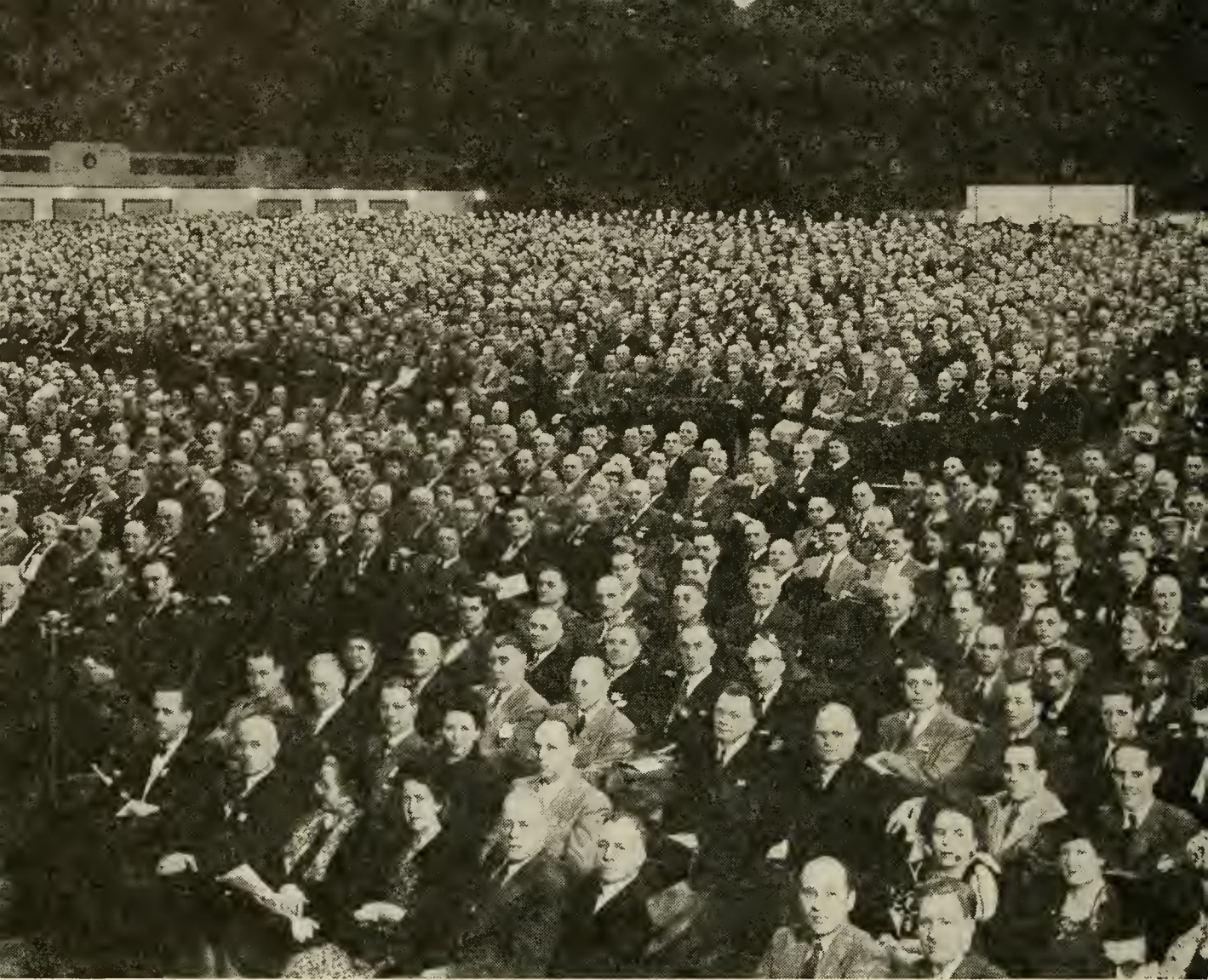
control, and that the United States, as an occupying power, will use the resources and time necessary for the satisfactory completion of the program.

As background, let me sketch for you the educational picture as it was in the U. S. Zone of Germany at the time we assumed control at the close of the war.

The entire school machinery had disintegrated; one-fifth of all school-rooms had been destroyed and another one-fifth was badly damaged; there were no usable books, maps, or other school materials; universities and teachers colleges no longer existed; few teachers without nazi taint were available; and the school children were roaming the streets.

Despite such chaos, immediate steps were taken toward limited educational rehabilitation. Orders were issued to put the children back in school and in October 1945 the schools reopened on a part-time basis. Instead of the 50,000 teachers required, only 15,000 were available, or one teacher for each 85 or 90 pupils.

Today the situation, according to American standards, is still far from satisfactory; but 99½ percent of all children of compulsory school age are in school on a half-time schedule, and there is one teacher for each 60 pupils, despite the fact that several hundred thousand more children are in school in the American Zone than ever before, due to the influx of refugees.



The Monday evening audience in the Atlantic City Auditorium

(Picture continued from page 65)

There are now eighteen institutions of university rank in operation, with an enrolment of over 50,000 students, almost twice the normal number for this area of Germany. Forty emergency teacher-training institutions have been opened, and about 20,000 new teachers have been trained or recruited from other professions and from the refugees. Over five million new textbooks have been printed for the schools, with a promise of four million more per quarter during 1948.

This indicates that progress has been made, of which I may speak freely, for all of this was accomplished before I joined the occupation staff. This record is a tribute not only to our own staff, but also to the German administrators and teachers. However, the accomplishment of these necessary emergency tasks has left our limited staffs little time for their real objective, the reorienting of German thinking and making democracy understood and felt by the Germans themselves. That work has hardly started.

Perhaps a story current in Berlin just now will illustrate the German's inability to grasp the real significance of the American meaning of democracy. It concerns a school child who came to his father with the question: "Father, what is this democracy we hear so much about?"



To which the father replied: "Democracy is when -a-a . . . It is ah ah . . . Well, you see, it's like this: The Democrats are the *opposite* of the Fascists, and for that reason they are enemies."

"That's right, father," the son said, "That is exactly what our teacher said, too."

After the father had breathed a sigh of relief, the son continued: "We play Democracy at recess time. We are the Democrats, and anyone who doesn't want to march with us is a Fascist—and we beat him up!"

A recent experience of one of our staff members likewise illustrates the point. This man was discussing the relative merits of the U. S. schools and German schools with a group of German teachers. "Do German teachers get any refresher courses to bring them up to date?" he asked.

"Oh, yes," he was assured by one of the Germans. "Before anyone is allowed to teach in Germany today, he must take a six-weeks course and learn Democracy!"

I think all of us wish it could be taught so quickly!

The process of reorienting the German mind will require a long time even under the most favorable conditions—and conditions are far from

favorable. No thinking person would expect *any* country to reorient its cultural pattern in the short span of thirty months, particularly when the process is being stimulated by an occupying enemy power.

Let us consider some of the major factors that make reeducation most difficult.

First, of course, is the fact that the task must be carried on in a setting of unbelievable devastation and destitution. In six years of fighting, Germany lost her industry, her homes, and the cream of her manpower. Many of the larger cities were as much as 75 percent destroyed by Allied ground and air attacks. The extent of the destruction defies description; it must be seen to be comprehended.

The housing problem is not unfamiliar in America, but in Germany it is critical. More than 30 percent of all the houses in the American zone were destroyed and with them all the clothing, furniture, and essentials of everyday living. The population density in the U. S. Zone is nearly two persons per room! It is even higher in university towns faced with the necessity of absorbing students into the already overcrowded homes of the city.

The depressed economic condition of the German people is a second important factor. The average German today is concerned primarily with the three basic needs of life: food, shelter, and clothing. How to get them is his main objective. Due to the breakdown of industry, it is impossible to get sufficient food and clothing, even if one possesses the money to purchase such items. The city resident in Germany spends at least half of each day trying to secure the barest essentials; thus little time is left for cultural pursuits.

A third great factor is the German mind itself. Authoritarianism, an unwillingness to accept personal responsibility, self-satisfied provincialism, a conviction that might makes right, and political ineptitude are some of its characteristics. American educators attempting to solve the German problem will have to work with this type of mind, and, believe me, it is *not* an easy task.

The spirit of authoritarianism and obedience pervades all phases of German life. Human relations, including the home, school, church, and governmental institutions are based on a pattern of order-giving and order-taking. Directly related to authoritarianism is the ever-present tendency to shirk personal responsibility for civic decisions by referring the decision to government officials and then only to those at the highest level. Few Germans feel the slightest personal responsibility for the Nazi catastrophe or the slightest guilt for anything that has taken place in Europe since 1932.

Unfortunately also, the Germans have been thoroughly indoctrinated with the theory of their unquestioned supremacy among the peoples of the world. This is not primarily a matter of Nazi propaganda but goes much deeper. German thought and behavior patterns have been built up over many decades, and Hitler was only a passing manifestation of deeply rooted beliefs.

Politically free institutions are not products of the German soil. Unlike America, France, and England, which threw off yokes of oppression by a revolution of the people, freedom was imported into Germany. It first came wrapped in the uniform of Napoleon's legionnaires, and more recently in 1918 and 1945 it arrived in olive drab. Freedom was something foreign and intimately associated with conquering armies and the defeat of the German soldiers.

As early as the eighteenth century some Germans were impressed and intrigued by the concept of "equality, liberty, and fraternity," but most were swayed by their love of country and sympathy for her in military defeat. Patriotically, they chose the sword of revenge and denied themselves the liberalism of France and America. Unfortunately for freedom and democracy, the choice brought success in the beginning. Under Bismarck, aggressive wars against Denmark, Austria, and France culminated in the creation of a unified German state—a state that was *not* the product of tolerance, freedom, and respect for the individual as practiced by the West, but a state that came into being through artificially nurtured hatreds, suppression, and military might. Germany owed its very existence to militarism and aggression, and even the failure of Kaiser Wilhelm in World War I did not destroy the confidence of the German people in the philosophy that "might makes right."

Political ineptitude is another striking characteristic of the German. He considers politics a science and not an art. He does not understand that compromise, openly arrived at, is the very essence of democratic government. The German strives for perfection—if he feels he cannot solve a problem *absolutely*, he often refuses to attempt any solution at all. The democratic society is well aware of its imperfections and attempts to remove as many as possible. It never believes that it can cure all its faults, but such political realism is beyond the understanding of the politically immature German.

A final factor that inhibits German initiative is the tense political situation in which the German must live from day to day. He is constantly faced with the question: "What does the future hold for my country?" He feels himself a pawn in which the West would make him a democrat and the East would make him a communist, while in his own heart he wants to return to the old days of being a true German. Many Germans feel that an East-West conflict would be to the advantage of Germany and are willing to play one side against the other. Others do not think that the time has come to cast their lot with either side. Having seen what happened to the Democrats after the Weimar Republic and to the Nazis at the Nuremberg trials, some potential leaders prefer to remain on the sidelines and wait for the final victor to emerge.

All this does not mean that progress has been lacking. Quite the reverse is true. The negative phase of our occupation task is nearly over. Demilitarization of Germany is completed and the external vestiges of Nazism have been removed. The positive phase, which includes reconstruction, rehabilitation, reorientation, and reeducation, is under way.

There are those, and some of you are among those, who have criticized

what they considered to be a relative lack of emphasis on educational re-orientation up to this time, but I for one think that General Clay has shown the same wisdom in this respect that he has demonstrated in directing our whole occupational program and policy. His emphasis and timing have been right. He is one of the great public servants of our time, tirelessly and unselfishly devoting himself to a gruelling task. Our policies also have been benefited from the beginning by the experience and humane courage of Ambassador Murphy. Ambassador Murphy is extremely experienced in the intricate matter of European politics and history. He is a man of wide experience and great ability. Public welfare and security were the major considerations of our early occupation period. Germany had to be disarmed, the people had to be fed, steps had to be taken to prevent a resurgence of militarism and Nazism, a prostrate transportation system had to be revived, health problems had to be solved, and our troops had to be protected. The fact that in the two and one-half years of occupation there has not been a single serious epidemic nor a major outbreak of violence is eloquent testimony to the soundness of our policy.

Now military government has reached a turning point. The positive phase is ahead, and in anticipation of that our occupation machinery is undergoing comprehensive overhauling. In the reorganization a new emphasis is being placed upon education and reorientation efforts. Whereas most operational divisions in military government are being streamlined and their activities reduced, educational and cultural relations are being lifted from subordinate branches to top divisional status and are being given increased staff and responsibilities. Education and cultural programs are to have a new high priority. Soon the army will surrender to civilians the direction of the occupation effort. Military leadership has been successful in the negative phase. This record challenges civilian leadership to be equally successful in the positive phase.

As a part of this new emphasis steps are being taken also to establish in the United States an organization to stimulate a broad cultural exchange program with Germany.

We are planning an organization that will be directed by a group of public-spirited citizens who are distinguished leaders in education and the professions—individuals whose reputations and influence will enable them to work *with* and *through* existing American foundations, councils, and institutions.

The philosophy of a cultural exchange program with Germany is in itself challenging. Here is a great new field for the expanding role of education. For more than a decade the German people were barred by the Nazis from the thought of the rest of the world. They are unaware of many of the advances that have been made in such fields as education, the social sciences, medicine, art, and literature. They are hungry for spiritual and intellectual contact with the world beyond their borders. The democratic nations must satisfy that hunger. We must send some of our most vigorous educational leaders to Germany. We must bring German teachers to the United States. There must be active interchange of educational

journals and scholarly publications. The effort needs to be broad enough to include all areas of cultural life. A widespread exchange program is the most effective method of presenting our democratic ideals to the German people. But such a program will require long and sustained effort, intelligent planning, and the financial support of the American people.

American educators, I believe, have a vital role to play.

You can help to develop public opinion in support of our cultural policies in Germany. Military government does not wish to graft American educational forms upon the German school system, but rather to offer from the school system of the United States and of other like-minded countries those features which contribute to the democratic development of the child. Reorientation should not be Americanization. It should be an effort to build allegiance to universal values which, it is hoped, will become the common denominator of all nations.

We need our best educational brains in this task. We need educators and administrative leaders who are willing to sacrifice their own convenience and immediate professional opportunities to accept positions on our staff in Germany. We need men and women who are willing to go for more than visits—useful as these may be for certain purposes. Our aim cannot be achieved unless some of our best men and women are willing to go for a period of years.

We need financial and official support. We need school superintendents who will recommend to their school boards that one of their teachers go to Germany to teach, and in exchange that a German teacher be permitted to come to America to teach for a semester.

We need city superintendents who will provide a year's internship for an elementary school principal who is potentially a progressive German educational leader.

We need elementary schools that will adopt the children of a German elementary school, correspond with them, and help provide school materials that are in such short supply over there.

We need an exchange of faculty members between American and German universities. We need university student bodies that will do for the German university students what I have just proposed for the elementary school—adopt an entire group and send them much needed food, clothing, and supplies.

Above all else, we need the support of all American school people in the effort to kindle and keep alive in America a sustained interest in the importance of developing a new Germany.

A wise scholar has just completed a thorough survey of our reorientation work in Germany. He reports a significant conversation that he had with a young military government officer, a young man in his twenties.

This young officer was leading a lonely life. As a member of a three-man team in a county seat, he was isolated not only from American social life of the larger German centers, but also from German social life because he was one of the conquerors. He wanted nothing so much as to get back to America and resume his civilian career. His life in Germany was a round

of frustration and loneliness, yet he intended to stick with it. He said, and I leave his words with you as my parting thought:

"Either we let Germany go down in ruin, in which case the rest of us become involved in its aftermath, or we help Germany make something better of herself. We are in a paradoxical position: The Germans brought this upon themselves and upon the world, but we cannot afford the pleasure of revenge and punishment. We must try to help them become a better people, and in so doing, we become a better people ourselves."

PRESIDENT HUNT: Thank you, Dr. Wells, for that illuminating and informative analysis of our educational stake in Germany. We wish you well. We wish you every success in this important and significant assignment. We assure you of our interest and of our cooperation.

SECURITY BELONGS TO YOU

GENERAL OMAR N. BRADLEY, CHIEF OF STAFF, UNITED STATES ARMY

PRESIDENT HUNT: The American Association of School Administrators has the unique distinction this evening of presenting the new Chief of Staff of the United States Army in his first major public address since his assuming this important post earlier this year.

Of the accomplishments of General Omar Bradley, this audience knows too much to necessitate other than the briefest of briefings. The son of a Missouri schoolmaster, a graduate of the public schools of that state, a West Pointer (class of 1915), he was first in his class to become a brigadier-general on the recommendation of the incumbent Secretary of State, whose former position as Chief of Staff he now occupies. A brilliant war record, first with his own division, the 82d Infantry, then in the North African theater, Tunisia, Sicily, and with the First Army in France on D-Day, St. Lo, and finally into Germany and the attempted destruction of the Siegfried Line. General Bradley earned successfully and successively the stars that indicate the major general, lieutenant general, and the full general. At the head of the largest business in the world, General Bradley administered the Veterans Administration program in a way that brought him recognition and commendation from the military and from the public alike. Peculiarly fitted to serve our country as Chief of Staff, General Bradley brings to this new and important assignment of his, qualities that make him respected and admired, a fine reflection in public confidence and support that bespeak understanding and cooperation.

We are deeply appreciative of his taking the time from a busy schedule to come to us here in annual convention to talk to us on the subject, "Security Belongs to You." The Chief of Staff, General Bradley.

[The audience arose and applauded.]

GENERAL BRADLEY: Mr. President, Ladies and Gentlemen: It is a great pleasure to be here this evening and join with so many people who are intensely interested in the education and welfare of our school people, who

are our future citizens. This matter of taking pictures here is what you educators would call—well, I don't know what you would call it, but in the army it's like giving out your instructions, as we do in the army sometimes, and you have a good-looking girl go by and you lose the interest of the class. [Laughter]

Such comfort as we may take from the frequent assurance that a major conflict is neither imminent—nor inevitable—should be chastened by the fact that we are passing through a period of exhaustion.

The drain of war on the industrial and manpower resources of nations has temporarily exhausted much of their vigor. It has bled them severely of the strength required to support armed forces in warfare. Moreover, with development of the atom bomb, the enormous risks incurred today in policies which may lead to deliberate aggression demand force in excess of the immediate capabilities of most surviving nations.

As a result, there has come to us out of the impoverishment of war temporary relief from the fear of aggression. This feeling of security, however, has resulted not from a renunciation of power but from the fact that much of the world is as yet too exhausted to fight.

Throughout Europe and Asia—the chaos, hunger, and poverty of nations have exposed them to the danger of political conquest. In this tragic era of exhaustion, political infiltration can readily be substituted for armed aggression. And while the methods are dissimilar the results are the same. Both end eventually in the enslavement and exploitation of the weak by the strong.

Although exhaustion may have brought a temporary guarantee against immediate or deliberate armed aggression, it has nevertheless also created a new and alarming peril. For unless we halt this conquest of hunger and chaos—by aiding in the reconstruction of Europe and Asia—we may suffer strategic defeats.

In our desire to achieve peace through United Nations, we must acknowledge that nations may employ political opportunism to make this task more difficult. Although eventual reconstruction of war damage will limit their opportunities for exploitation, it will likewise shatter much of the trust we can place in this security of exhaustion. For as nations replenish their manpower, rehabilitate their skills, and rebuild their plants they will likewise regain their capacity to undertake policies that in the end may run the risk of armed aggression.

This period of rehabilitation is the deadline against which we work during this passing period of exhaustion. For if we come to this deadline with no better security guarantees than we have at present, we risk the danger of conflict.

Security will be gained not through singular dependence on long-range aircraft, mobile land forces, or naval might but only upon a balanced trust in all three as they are used in support of United Nations.

I do not hold with those persons who contend that war is inevitable—that it is instinctive to the nature of mankind. If we despair in the hope

of averting war we shall become accessories in the events that lead to another.

However, aggression cannot be prevented simply by the renunciation of war on the part of those of us who abhor it. There is little to choose from between those who would convert the world into garrison states and those who would put their trust in the semantics of peace. Both are the apostles of war for—historically—their divergent paths have led again and again to disaster.

Our best assurance against the inevitability of another war lies in some measure of universal subordination of absolute national sovereignty to a community of nations and in the support of that body with the full strength of all peoples. There is no absolute security either in full armament or disarmament; in militarism or in pacifism [applause].

However, if a system of international law is to be applied equitably to all nations it must offer them redress against the wrongdoing of others and penalize them for their own violations.

In the long history of mankind, the greatest deterrent to aggression has not been the fear of condemnation. It has been the fear of retaliation by an equal or superior force. When nations emerge from this period of exhaustion, their willingness to risk political policies which may lead either accidentally or deliberately into armed aggression will be determined not so much by their moral scruples as by this fear of retaliation.

For this reason, I shall urge the American people again and again as I urge you today, do not give comfort to those nations who would risk aggression. Do not discard the very deterrent they fear the most. As long as there are nations which would resort to intimidation and force, we invite aggression if we lose our ability to strike back.

Throughout the United States there are men of goodwill who contend that our military strength means repudiation of the United Nations.

On the contrary, as long as the United States is a champion of United Nations—so long will its armed strength serve to benefit rather than threaten the progress of that endeavor.

In an age where the rapid shrinkage of both time and space favors aggression instead of defense, we cannot rely safely upon only our war potential. The advantage of a superior war potential has been lessened by the lightning delivery and mass destructiveness of modern weapons of war.

For precisely this reason, the effectiveness of any adequate security force depends to a critical degree upon the readiness of its trained manpower reserves. Machine warfare accentuates this need; it does not replace it. As successive wars have created more scientific weapons they have spread the conflagration more rapidly about the entire world—multiplying in rapid progression the compelling need for men.

For centuries, men have sought a cheap and easy way to destroy each other by applying science to war. Each new weapon has not only multiplied the appalling cost of conflict, but it has involved more and more people until this last war consumed the total energies of entire peoples. At the

same time, the casualties of machine warfare have penetrated deeper and deeper into the civilian front.

As long as there are wars between men, they will be fought by men. There is not within the visible future any form of supersonic salvation from the human sacrifice war entails. I cannot conceive of any change in the natural law of warfare whereby each successive conflict does not become more consuming—more agonizing—more deadly—more costly and horrible than any which preceded it.

A security force for the future must rely for its effectiveness on the instant ability of its regular arms to strike swiftly and decisively at the enemy's heart. If aerial weapons are to be employed in sustained attack, we shall have to deny to the enemy those bases of value to him. And we shall have to seize and defend those bases of strategic importance to us. At the same time, we must have the trained manpower reserves to defend our own country, to mobilize a counter-attacking force against airborne or seaborne invasion, to police and reorganize those industrial centers subjected to initial attack.

To maintain a peacetime professional force with sufficient manpower for this security mission would burden the American people with a ruinous drain on their resources. The very cost of so large and powerful a standing force might even menace the people it was created to guard. A huge professional army would consume additional billions each year in critical tax income, depriving the American people of essential social and welfare services, perhaps even denying them educational opportunities which alone are productive of progress and growth.

Like many another American, when universal military training was proposed as a democratic alternative to this specter of militarism—I searched my conscience freely to determine whether events justified this departure from our historic tradition.

Because the danger to our security is not equally apparent to all Americans, and because it is a matter of judgment and conjecture—the choice with which we are confronted in universal military training is not an easy one of survival or extinction. Instead, we must ask ourselves if the perilous trend of today's events does not justify sacrifice for the nation's defense.

When people contend that our security needs today are in open competition with social progress, that appropriations for the conduct of universal military training will deny funds for the support of education—I must in all candor ask them this question. What is the value of social progress—what is the value of education if eventually they are destroyed through our neglect of security needs? We dare never forget there is nothing we can create by our talents, nothing we can devise through science, nothing we can achieve through knowledge that war—if it comes—cannot destroy.

Although there are collateral benefits of education and health in universal military training, these—in themselves—cannot possibly justify this program. The decision of the American people as to whether they will accept or reject such training must rest solely upon its value to the security of this nation.

I have not come before you this evening to plead for your support on a military policy of the United States. It is the responsibility of your military forces to devise what it can conscientiously claim is adequate and reasonable provision for the security of this nation. And it is your responsibility as citizens to adjudge whether that provision is warranted by the disturbing movement in world conditions.

As a soldier entrusted with the preparation of our nation's defense, I can find no satisfactory alternative to universal military training in any comparable expenditure or plan. However, I do not for a moment suggest that universal military training is a substitute for spiritual strength in a strong and unified nation. Nor do I contend that it precedes in importance a coordinated intelligence service, scientific research, industrial mobilization, civil defense, or a strong and powerful striking naval and air force. All are integral parts of an essential security program.

Universal military training—unlike conscription—does not provide troops for the army; it is not a substitute for voluntary enlistment. For the trainees under this program would not be part of the army, they would not be subjected to Articles of War, and they would not be liable for overseas service. As trainees they would simply be taught the rudiments of military service to prepare them for this task as part of an essential trained reserve.

There are, unfortunately, some people who have chosen to regard universal military training as a device of the army to infect youth with a military fever—or as a deliberate scheme on the part of the army to perpetuate its influence in the civil life of the nation.

In their efforts to propagandize opposition to universal military training they have chosen to obscure the security need for this measure and concentrate instead on their own creation of a straw man on horseback. I do not challenge the sincerity of their alarm for they are reputable citizens of good conscience. But I do contend that they have distorted the issue beyond recognition, that they have ascribed to the army motives which are as repugnant to me as they are to them. [Applause]

In the United States, the military has always been—and it must always be—subordinated to civil government. It exists purely as the instrument of the American people, responsible to them through a civilian secretary and dependent upon them for funds through a freely elected Congress. And while the military has admittedly produced some men with unyielding minds and authoritative instincts, it has also produced many more earnest, intelligent, and warm-hearted men who have served this nation honorably and who prize their human liberties and civil rights as jealously as their critics do theirs. [Applause]

In its conduct of universal military training, the army would neither enrich itself nor increase its rank. Instead, it would expose itself year after year to the censure of hundreds of thousands of civilian trainees. It would bare itself to the critical and independent observation of millions of parents—many of whom would hold the army singularly responsible for the health, morals, and spiritual development of their youthful sons. Universal

military training would not only confront the army with an appalling task in organization, procurement, and training but it would present us with a terrifying opportunity to fall flat on our faces. If this is a program of aggrandizement, I confess I don't know what it means.

Although the army today is three times its prewar strength, the substantial part of its effort is devoted to the mission of occupation. One out of every two soldiers in uniform today is on duty overseas. In this occupation role, your army has inherited the backwash of a tragedy that started with German aggression almost a generation ago.

While some critics of preparedness are quick to point out that excessive military strength can precipitate war as readily as excessive weakness can invite attack, they have hesitated to recall their own responsibility for the mental and moral confusion of many young men at the time they went to war. We cannot forget that too many American educators had failed to offer their intelligent young students sound intellectual inquiry into the origins of war and the need for defense. These educators as much as anyone else in the nation must share the responsibility for that mental unpreparedness which caused us to turn our back on seven years of aggression—until eventually we awakened when it was dangerously late.

If education is our best hope for peace, then education must share in our failure to achieve it. And today your burden is greater. After having created this atomic age, education cannot escape the responsibility for teaching men to live in it without destroying themselves.

If we revert again to the doctrine of renunciation which teaches men the denial of their responsibilities in our common defense rather than their obligations, we may find ourselves headed toward another war—as confused and helpless as before.

By the same token, education will risk disaster along with the others of our free institutions, if it teaches men that they can purchase security solely by gifts of food or by the construction of aircraft. Historically, those people who sought to avoid their personal responsibilities for the nation's defense perished with their mercenary armies. In this last war, we learned that we could not purchase safety simply by putting our wealth into the production of lend-lease equipment. Today if the United States is to forge an effective weapon of retaliation to be used in its own defense, the American people must be prepared to devote themselves as well as their wealth to it.

To achieve the peace that has come to us through this period of exhaustion, the world has paid a frightful price. More than 20,000,000 people were killed. We alone suffered a million casualties; we spent three hundred billions in the process of destruction. Civilization cannot long endure these painful costs of conflict. If we are to survive, progress, and prosper—we must find a way to rid ourselves of war.

FIFTH GENERAL SESSION

Tuesday Morning, February 24, 1948

EDUCATION IN A DEMOCRACY

PRESENTATION OF THE 1948 YEARBOOK, *The Expanding Role of Education*

PAUL B. JACOBSON, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF OREGON,
EUGENE, OREGON; MEMBER, 1948 YEARBOOK COMMISSION

PRESIDENT HUNT: Let me express a note of commendation and appreciation to you who represent the early rising element of our convention. I hope you will feel amply rewarded. If not, please be assured that we are most appreciative of your consistent response to the timeliness of the hour. Won't you try to spread the gospel during the remaining general sessions?

We turn now to the program of the morning. A customary and significant feature of our annual convention for the past quarter of a century has been the presentation of the yearbook of our Association. These yearbooks, as probably all of you are aware, are two years in preparation and reflect careful study and research on the part of the commission whose members are selected because of competence and interest in the field of specific inquiry.

The members of the 1948 Yearbook Commission were appointed by Charles H. Lake, the 1945-46 President of the Association, who, on behalf of the Executive Committee, requested a study of the expanding role of education. The Commission in its deliberations found the theme significant, and it is hoped that the Association will find the yearbook just recently released a worthwhile contribution to the field of educational literature.

Personally, it has been a privilege to be associated with the Commission members—the late Sherwood D. Shankland, for many years the Executive Secretary of our Association, to whom the yearbook is affectionately dedicated; George A. Bowman, the President of Kent State University, Kent, Ohio; Lawrence G. Derthick, Superintendent of Schools of Chattanooga, Tennessee; John R. Emens, President of Ball State Teachers College, of Muncie, Indiana; Boyce M. Grier, Superintendent of Schools of Athens, Georgia; Paul B. Jacobson, Dean of the School of Education, University of Oregon; Earl S. Johnson, Associate Professor of the Social Sciences at the University of Chicago; Lawrence B. Perkins of the architectural firm of Perkins & Will, Inc., of Chicago; Miss Maycie Southall, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tennessee; and Terry Wickham, Superintendent of Schools at Hamilton, Ohio.

I should like, in your behalf and in behalf of the Association, to welcome these members of the Yearbook Commission who are here on the platform this morning and ask them to stand that they may be recognized by you for their contribution. [Applause] I am happy indeed to acknowledge

the sincerity and the faithfulness with which they discharged their assignment.

Although they are all competent to do so, responsibility for presenting the 1948 Yearbook to this convention falls by Commission selection to Dr. Jacobson, Dean of the School of Education of the University of Oregon, formerly superintendent of schools of Davenport, Iowa, and earlier affiliated with the University of Chicago. It is within the framework of education in a democracy that Dr. Jacobson speaks and presents the yearbook to us at this time, Dr. Jacobson.

MR. JACOBSON: Mr. President, Honored Guests, Ladies and Gentlemen: The topic for this paper, "Education in a Democracy," is based on the 1948 Yearbook. It is my responsibility to prepare this paper and I accept the responsibility for what is in it. I think everything in it can be found in the 1948 Yearbook.

The 1948 Yearbook recognizes that the public school system has done an excellent job. We recall with pride its unparalleled growth and development. We point with satisfaction to the success of its graduates. With justification we boast of the magnificent job performed in training workers for war production. We note with satisfaction the recent gains made in securing professional salaries for many teachers. With all of these achievements we do not rest content—our question, What are the next things to do if we follow the dictates of democracy?

But first let us list a few of the foundation stones of democracy—the American Scriptures we have called them in this yearbook—before indicating our task ahead. Known to all of us these American Scriptures are not readily available in one place. This service the yearbook provides ". . . every child . . . regardless of race or color or situation, wherever he may live under the protection of the American flag [has the right] to grow up in a family with an adequate standard of living and the security of a stable income."¹

"But," I quote from Thomas Paine in *The Rights of Man*, "such is the irresistible nature of truth, that all it asks—and all it wants—is the liberty of appearing."

In this paper are listed seven things to do and following each one is quoted one of the American Scriptures which indicates why we must improve our schools to meet fully the needs of democracy.

1. *Provide adequate school facilities for young children.* The most recent facts available show that less than one in ten of the nation's two- to five-year-old children can now attend school; these opportunities, meager as they are, are found principally in urban areas. Only one in five of the nation's five-year-olds has access to kindergarten facilities. The research studies of the effect of attendance in kindergartens and nursery schools indicate that provision for young children is a first must in education.

¹ White House Conference on Child Health and Protection. *Addresses and Abstracts of Committee Reports*. New York: Century Co., 1931. p. 48.

Since 1940 there has been a very sharp increase in the birth rate. Never before have there been so many preschool children as there are today. In thousands of growing communities it is not uncommon to find twice as many children less than one year old as there are five-year-olds, and to find four times as many less than one year as there are ten-year-olds. The provision of an adequate plant, and securing an up-to-date program for young children is the first thing to do. We estimate the cost of providing the necessary housing to be \$1,250,000,000 annually for a decade. There is a desperate shortage, too, of elementary-school teachers who must be recruited by adequate salaries and attractive working conditions. The provision of decent housing and a modern program for the little children who will shortly flock into the public schools is mandatory if we follow our belief, stated in the American creed in this yearbook that "Jew, Bohunk, Nigger, Mick—all the dirty names we call each other—are to have equal opportunities to become Americans."

2. *Locate all exceptional children and provide facilities to serve their needs.* Authoritative estimates indicate there are four million exceptional children in need of some kind of special educational opportunities or services. The total enrolled in special classes and schools in 1940 was 385,180. Less than 10 percent of the exceptional children are receiving the special services they need. The heartening thing about special education is the high percentage of exceptional children who can be salvaged, many of them relatively quickly, if they are given special education adapted to their needs. The cost which once could have been considered high, \$150,000,000 additional annually, cannot be considered unreasonable in these days of \$40,000,000,000 national budgets and \$200,000,000,000 national income. If we believe in democracy—that every child, regardless of race or color or condition, wherever he may live under the American flag, has the right to develop to the limit of his ability so long as he does not jeopardize the rights of others, we cannot longer neglect to furnish special education to the exceptional children of our nation.

3. *Extend secondary-school facilities to all who are able and willing to profit from high-school attendance.* According to the 1940 census, 21 percent of the fourteen- to seventeen-year-old boys and girls are not enrolled in any school. It is a serious threat to democracy that more than one in five of the "teen-age" boys and girls are not in school. If we are to retain our political liberty; if we are to maintain our integrity and independence as a leading world power, we must have an intelligent and discriminating population. We must know how to find answers to our problems more intelligently than merely listening to a magic voice over the radio. It will not do for our citizens to follow a demagog who promises everything to everyone. It is not an accident that dictators grow to power in those areas where schools are provided for most meagerly.

A few brilliant students have graduated from the secondary schools and have gone on to college. Fewer still, so stupid they could not profit from school attendance, have been placed in protective custody in homes for the feeble-minded. Another small segment, usually due to unspeakable home

conditions, have become delinquents, if not downright incorrigibles, and have been incarcerated in training schools or their equivalents. An even smaller number, consisting almost entirely of girls, have forsaken the classroom for marriage, usually of the type heralded by the shotgun rather than with bridal veil and orange blossoms. The basic reason, in the opinion of this Commission, why young people are not in high school is that they cannot afford to attend.

A recent research study on a national scale indicates that the high school is not effectively free.² Tuition is free, but carfare is not. Lunches, school supplies, admission to games and the like cost "cash on the barrelhead." The total in 1940 on the average for more than 19,000 students was \$90 for the year. Certainly in 1948 the cost may well be \$150 in terms of the reduced purchasing power of the dollar. At the time the study was made two-thirds of the families in the United States had incomes of \$2,000 or less and one-third had family incomes of \$1,000 or less. For hundreds of thousands of families with such incomes and several children, (and the two closely linked together) attendance at a tuition-free public high school is prohibitive. The provision of opportunity for every able boy and girl who wishes to attend high school and who can profit from it is one of the next things to do in education, if we believe: "I would rather be torn to pieces than disown my brothers of the suppressed classes," (Mahatma Gandhi) which is listed as one of the American Scriptures, an ideal of democracy, or if we give more than lip-service to "We hold these truths to be self-evident, that all men are created equal; that they are endowed by their creator with certain unalienable rights . . ." And in 1948 one of those rights is a chance to get a decent high-school education.

4. *Make higher education available to those who can profit from it.* Today there are enrolled in higher institutions slightly more than 2,338,000 young men and women—roughly 72 percent more than the 1,360,000 prewar total, due in large part to the "G.I. Bill of Rights" which enabled many of the 1,123,000 veterans who could not otherwise have attended college to obtain the training which benefits both the individual and the nation. Reliable estimates indicate there will be 4,600,000 young men and women who can profit from college attendance by 1965. When the "G.I. Bill" runs out some suitable replacement must be found if we believe with Jefferson "I have sworn upon the altar of God eternal hostility against every form of tyranny over the minds of men." The Office of Scientific Research and Development phrased it thus: ". . . We think it important that circumstances be such that there be no ceilings, other than ability itself, to intellectual ambition. . . . By giving further opportunity to those who show themselves worthy of further opportunity. . . . This is the American way: a man works for what he gets."³

² Jacobson, Paul B. "The Cost of Attending High School." *Bulletin of the National Association of Secondary-School Principals* 28: 3-28, 65; January 1944.

³ Bush, Vannevar. *Science the Endless Frontier*. U. S. Office of Scientific Research and Development. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1945. p. 141-42.

Closely connected with higher education but considered part of secondary education are the technical institutes and junior colleges which are provided for less than one in five of those who are potential enrollees. Everything we have said about increased facilities for higher education and extension of secondary education applies to the extension and development of technical institutions and junior colleges to meet the need of adolescents and adults.

The development of our human resources to their potential is the development of the "Last Frontier." After the Civil War the Homestead Acts allowed the orderly development of the continent by giving to individuals at practically no cost except perseverance and perspiration a quarter section of rich farmland which needed development. Many who hear me are the indirect recipients of that bounty. The parallel after the second world war is clear; it is the development of our human resources.

5. *Internal improvements are needed in public education.* Over 40 percent of the men examined for military service were rejected, most of them for physical reasons. Such a state cannot be tolerated in a society which has as its foundation the Golden Rule. Please do not misunderstand me, the schools were not the cause of rejection for physical reasons; far from it. But the schools have the youngsters; society can use the institution. Expansion of health programs with adequate medical survey and inspection and private treatment including nutrition instruction and feeding are indicated. Wise counselors and psychiatric service to prevent incipient psychoneurotics pay off in human happiness as well as in man-hours for production. Expansion of recreational facilities will tend to improve community health.

From the war training programs we have learned with finality what we knew less certainly before: Special teaching aids result in improved learning. Direct teaching of foreign languages by bilingual teachers is effective. Multi-sensory aids to learning—moving pictures, film strips, opaque projectures, wire recordings, school-made learning aids, radio broadcasting and recording, phonograph records and turntables—cannot longer be ignored; but their full utilization depends on closer articulation of materials with teaching situations through cooperation and mutual advice between user and producer. Outdoor education, school journeys, camping experiences, and inservice training programs for teachers remain to be developed as next things to do in education. That better preservice teacher preparation is implied in all which preceded must be readily apparent if we accept the American Scripture given by Whitman: "I will make the most splendid race the sun ever shone upon. . ."

6. *During the past fifteen years a new phrase, work experience, has gained a permanent place in the literature of school administration.* First popularized during the depression, although it has long been present in schools with the best vocational education programs, it reached full stature during the war years when "seventeen-year-old men and women" were eagerly sought under "4-4 programs" or other plans which articulated school with working experiences. Learning to work by working is nothing particularly new;

acceptance of this as a developmental task of young people, recognizing that the school must record it and articulate it with the school program, is new. The primary difference between work experience of children and work of adults in the community is that the most important element for young people is what they learn; with adults the primary consideration is production. Such a program requires coordinators and supervision on the job to see that learning and not exploitation results, preceded by a sound and greatly expanded guidance program. In a survey conducted in the spring of 1947, 54 percent of those schools replying indicated a work experience program. Initiated as early as 1910, more than one-half were inaugurated since 1940. There are still doubting Thomases within the faculties and in the supporting communities. Here lies one of the next things to do in education if we are really prepared to put into action the scripture "... to extend it to everyone, whether they are rich or poor ... no matter what their race or the color of their skin."

7. *Pay the bill.* In the abstract sense, most Americans believe in good schools for all the children. When called upon to tax themselves for the support of good schools, however, that faith is not easily or consistently followed. With surprising regularity school expenditures have been kept at, or below, the amounts spent annually for tobacco products. This is not to imply that smoking is a national evil; the comparison is rather clear, however, that the nation has not yet set its hand seriously to the task of financing an adequate school program. The kind and amount of education essential to the preservation of democracy simply cannot be obtained for "cigarette money." It is high time that this fact be boldly announced, and faced by the American people with candor and determination. School opportunities cannot safely be postponed until the federal government is ready to foot the bill for the increased cost. Superintendents and school boards in every school district are obligated to take stock of their respective programs, to begin where they are, and to move as rapidly toward the acceptable goal as it is possible to do so. Some communities may need to double their present budgets, others to treble them, or even to increase them fivefold or tenfold. Nationally we estimate the annual additional cost for the expanded program:

a. For young children.....	\$400,000,000
b. For exceptional children.....	150,000,000
c. For secondary education	1,050,000,000
d. For adult education.....	450,000,000
e. For new services, activities, devices, and pro- cedures, and for needed salary increases....	1,500,000,000
f. For housing and permanent equipment.....	1,250,000,000
g. For teacher education.....	200,000,000
	\$5,000,000,000

Added to the present expenditures of \$3,000,000,000 the grand total is \$8,000,000,000, a smaller percentage of today's national income than was spent in the depth of the depression.

These are not idle pipe dreams about some utopian school system. Instead, they are specific price tags of progress in education. The United States can continue—for awhile—to match her pennies for cigarettes or schools, and can survive a few more years with ten million illiterate adults, with several millions of children and youth who are not in school at all, and with millions more in substandard schools so inferior and brief that they give no adequate preparation for modern living. Or we can demand and begin to pay for schools that will eradicate illiteracy, build good health and good citizenship, and open the doors of opportunity to all people. The choice is inevitable; the consequences certain.

THE ESSENCE OF DEMOCRACY

Throughout this paper we have quoted some of the foundation stones of democracy—the American Scriptures to emphasize the next things to do in education. Let us summarize them here.

One of the greatest Americans gave us, “With malice toward none, with charity for all, with firmness in the right as God gives us to see the right. . .” (Lincoln, *Second Inaugural*) and also from Lincoln, “that government of the people, by the people, for the people, shall not perish from the earth” (*Gettysburg Address*).

“Liberty requires opportunity to make a living—a living decent according to the standard of the time, a living which gives man not only enough to live by, but something to live for” (Franklin D. Roosevelt, *Speech of Acceptance*, 1936) and thousands of our boys—graduates of the public school system—found democracy worth fighting for and dying for. Another statesman phrased it thus: “Freedom is an indivisible word. If we want to enjoy it, and fight for it, we must be prepared to extend it to everyone, whether they are rich or poor, whether they agree with us or not, no matter what their race or the color of their skin.” (Wendell L. Willkie, *One World*).

“Thou shalt love thy neighbor as thyself” (Matthew 22:39).

“And ye shall know the truth, and the truth shall make you free” (John 8:32).

The yearbook lists many more.

In the writings of the founding fathers—in the measured words of our eminent jurists—in the joyous song of the poet—in the reasoned judgment of the historian we find the scriptures, the warp and the woof of the fabric which is democracy. Summed up it means “. . . to have faith in the dignity and worth of the individual man as an end in himself, to believe that it is better to be governed by persuasion than by coercion, . . . to believe that in the long run all values are inseparable from the love of truth and the disinterested search for it, to believe that knowledge and the power it confers should be used to promote the welfare and happiness of all men rather than to serve the interests of those individuals and classes whom fortune and intelligence endow with temporary advantage.” Restated more simply, the eminent historian Carl Becker says “The essence of (the democratic faith) is belief in the capacity of man, as rational and humane

creature, to achieve the good life by rational and humane means.”⁴ This is the credo of democracy. This is the “American dream”—legacy and trust. To teach what man has hoped and striven for over the ages and across the boundaries of race, nation, class, climate, and custom—is the sacred task of the secular public school. It is in this spirit that the Commission has examined the school and indicated what improvements are warranted if it is to fulfil its purpose in a democracy.

TEACHING THE DEMOCRATIC WAY

Today the peace of the world is jeopardized by two diametrically contrasting, conflicting ways of life; the welfare and happiness of the citizens of all nations depends on which one survives. Liberal capitalism as a means of attaining democracy in the United States and in some of the Western nations of the world is in direct ideological conflict with the totalitarian dictatorship in communistic Russia. In democratic nations the press is free, assemblage of persons and dissemination of opinions by speech, press, or through the air are guaranteed and are furnished, except in wartime, even to the point where they involve the most bitter criticism of individuals or the government. One may attend the church of his choice or refrain from attending, as he wishes. Capitalistic democracy has brought unbelievable opportunities for the individual, abundance for many, fabulous wealth to a few. It is capable of bringing undreamed abundance to all our citizens. Democracy believes in the dignity and worth of the individual with the state being used as a servant in achieving the welfare of the citizens.

Communism in direct contrast asserts the importance of the state and denies concern for the individual whose happiness, welfare, or improvement has been and always will be sacrificed ruthlessly by the dictator class. He is the means to an end instead of an end in himself. It matters not whether totalitarianism is fascist or communistic; it denies the right of the individual to develop his potentialities and to improve his welfare through his own initiative. The state sets the plan. In the communistic state the school is the instrument of the central government, not of the citizens. The press is controlled and biased, radio is directed, the church is derided. Communism has provided subsistence and a dictated low level security; it shows no evidence of providing well for the common man. Between these two alternatives the nations of the world will choose.

It is the responsibility of society to teach and to demonstrate that our way of life clearly is so much more desirable than communism is that the people of the world may choose wisely. This is now being undertaken by our federal government on an international scale. It is the responsibility of the school to indoctrinate our young people in the American way of life so that they know it by heart and live it instead of accepting it passively. This yearbook admits there are shortcomings in our society; it proposes to teach young people about both the advantages and shortcomings so that

⁴ Becker, Carl L. *New Liberties for Old*. New Haven: Yale University Press, 1941. p. 149-51.

through orderly processes these shortcomings can be remedied or changed in accordance with the will of the majority. But with its admitted shortcomings—it is the best way of life for us who believe, “With malice toward none, with charity for all; with firmness in the right as God gives us to see the right,” and who know that democracy is “not only something to live by, but something to live for.”

EDUCATION—AN INVESTMENT IN PEOPLE

OSCAR R. EWING, FEDERAL SECURITY ADMINISTRATOR, WASHINGTON, D. C.

PRESIDENT HUNT: The United States Office of Education, ably served by Commissioner John W. Studebaker, functions in the administrative branch of our federal government under the Federal Security Agency. Heading that agency as administrator is the Honorable Oscar R. Ewing, who was appointed to this important post last fall by President Truman. A Hoosier by birth, Mr. Ewing was educated in the schools of Indiana, Indiana University, and at Harvard, where he obtained his law degree. After instructing in the field of law, Mr. Ewing engaged professionally in its active practice. Happily, governmental service has appealed to him and in various capacities has he served our country. In the short time in his present position, he has proved a friend of education. We greet him as such this morning and pledge our assistance to him in his important assignment. In speaking to us, Mr. Ewing has taken as his subject, “Education—An Investment in People.” The Honorable Oscar Ewing.

MR. EWING: President Hunt, Honored Guests, Ladies and Gentlemen: I am delighted to be here today, to meet you people and perhaps to be met, for the simple reason that my job as administrator of the Federal Security Agency necessitates that I come to know all of the various groups that are interested in our work.

We have there not only the Office of Education but the Public Health Service, Social Security, Vocational Rehabilitation, and various other activities, but the voluntary groups that are interested in our work are a very important adjunct of our activities. The administrator is supposed to get to know you and certainly he wants you to know him. It reminds me a little of that delightful story that they tell about Man o’ War, the greatest stallion of all time, which died recently on a farm down in Kentucky. Man o’ War was so popular that often there were more people who visited him than visited some of our national parks. As a matter of fact, he was so popular that he even had visiting hours. You couldn’t see him before nine o’clock in the morning and you couldn’t see him after four o’clock in the afternoon.

He had this old caretaker that just adored the old horse. He would water him, he would curry him, and he would give him hay and oats, and he would talk to him. He would ask the horse a question and then he would answer for the horse, and there was a wonderful camaraderie between them.

Well, one afternoon, about four-thirty, a car drove up and two men got

out and asked if they could see Man o' War. The old fellow said, "No, you can't see him. Visiting hours are over." They said they were sorry, they understood, but they had come a long way. They looked around the barn a little bit and started away. Just as they started to walk away, one of the men said to the old fellow, "By the way, my friend here is Dr. Dionne." He started on and was just about to get in the car when all of a sudden a flash came through the old fellow and he rushed out and said, "Boss, boss, did you say that man's name was Dionne?" The man said, "Yes, that's right." The old fellow said, "Is he the father of them quintuplets? You come right back here! I want that boss to see him!" [Laughter]

Now, I have had a little experience in the field of pedagogy. After my first year in law school, I taught in the law school of the University of Iowa for a year. I know a little of your problems, first as a student, then as a teacher, then as a parent, and now as a grandparent. I really have an intense interest in what is going on in education, quite apart from my professional and public duties, and in this job that I have taken over. I came to it from the law, and these various fields of activity which come within my bailiwick and over which I have supervision are ones which I knew only somewhat remotely but they are all intensely interesting. But they are particularly ones in which I need a tremendous amount of help. I have gone into this job with a very deep sense of humility because what I don't know about any of them would fill many books.

Of course, as a lawyer, and a lawyer who has had a fair degree of trial experience, I know that you have to learn about each case you go into. You certainly have to learn more about it than the witnesses on the other side know, if you are going to cross-examine them intelligently. And so, in taking up these various things that have come within my responsibility, I have had to do that.

Education is one that is to me overwhelmingly important. I have come to know, in these six or seven months that I have been Federal Security Administrator, and I have found compelling evidence that you educators have gathered as to the great needs and to the even greater opportunities that American schools are confronted with.

I have been digging into this evidence pretty deeply—not, to be sure, as a specialist, but as a citizen, a parent, and a public official. I have been deeply impressed with what you, who are responsible for education, are up against—with all that you have accomplished against great odds. But, as I look at education in the United States today, one problem overshadows everything else:

The fact is that in spite of all our fanfare about free public education, almost 6 million boys and girls who ought to be in school today aren't there.

Almost 20 percent of our school-age children and young people are being cheated of their birthright. This is a higher figure than you, or we, have been using. Here is the simple, layman's arithmetic by which I arrived at it:

As of October 1945, there were in this country almost 32 million children and youngsters five to nineteen years old.

More than 3 million of these were eighteen and nineteen. The President's Com-

mission on Higher Education says that half of these older young people would profit from education above high school.

That makes a total of around 30½ million youngsters between five and nineteen who should be served by the schools.

But only 24½ million of them are in fact enrolled.

The difference is 6 million—20 percent that education has, somehow, by-passed.

Our objective must be to give *all* our children every bit of the schooling to which they are entitled.

I know as well as you do that we cannot open the school door to these 6 million all at once. We should resolve that some day every one of our 30-odd million children and young people will be in school. We may not be able to reach this goal this year—or next year. But we can keep moving ahead—and you can be sure that I'll do all I can to help you speed that day.

These facts—these figures—about our forgotten children do not sit very well upon our national pride. The more people realize that, the better. We need to talk about these facts in season and out. But talk alone is not enough.

The whole country—the individual citizens and their government—must join with you educators in cracking the bottlenecks that are strangling education. These problems may be an old story to you. But I doubt if they are any the less challenging because you live with them day by day.

Perhaps, because I am a little less immediately involved, I may tend to oversimplify the situation. But the plain fact is that when public school education in states or school districts is bad, the basic fault is almost always lack of money.

There may be some few places where taxpayers could afford better schools and just don't want to pay for them. But on the whole, parents—and most taxpayers are parents—want to give their children the very best they can afford.

States that are not giving their children a fair education are usually trying—but the money just isn't there. You educators tell us, for example, that Kentucky can spend only half as much on each child's schooling as Connecticut, and this in spite of the fact that the people of Kentucky actually devote close to a third more of their income to their schools.

Mississippi has come in for a lot of attention because it spends less than any other state on educating each child. But Mississippi ranks among the ten top states in the percentage of its income that goes for education. Suppose Mississippi abolished every other government function—roads, law enforcement, sanitation, public health, welfare, and all the rest. Suppose it then adopted a model taxing system and devoted all the resulting tax revenues to education. It would still fall short of what it takes to finance an average public school program.

However you look at it, the South has a tough row to hoe. The District of Columbia and seventeen Southern states have 40 percent of our school children and only 20 percent of the nation's tax income. But this is not wholly a regional problem. All over the country young people in farming regions are at a disadvantage. Is it any wonder they complete less school

grades than nonfarm youngsters when you realize that our farms produce 30 percent of our children—and less than 10 percent of our income? Southern farmers in 1940 had the task of educating 17 percent of all school children. But their income was less than 3 percent of the national total.

Let's look at these economic considerations another way. You school administrators know something most laymen don't know—that economic differentials make the same kind of patchwork between communities as between states. A few miles of driving on both sides of the tracks will supply the evidence. In a Midwest area that I know pretty well, each city child gets \$115 worth of education every year—while his neighbor in a nearby small town has to get along on \$63. I doubt, somehow, that the cost of education is twice as high in the larger community. And I strongly suspect that the difference of a few miles leaves the small town children with a two to one handicap.

Such handicaps, however, are never exclusively for home consumption—not in a nation where distance is no barrier and migration flows freely, from farm and small town to city, from state to state.

Is there any ground for my impression that these differentials may sometimes show up in even more subtle ways? Does it ever happen, for instance, that poor teachers somehow gravitate to poor neighborhoods? I've been advised not to ask this question. And I really hope it is pointless—that the answer is a resounding “no.” But if there are any such skeletons in our closets, let's give them short shrift.

In the words of a recent Presidential commission: “The children who need the best schools because their parents and neighborhoods can provide relatively little . . . frequently get the worst.”

There is no element of questioning or conjecture about the economic pressure which sends teen-age boys and girls out of school and into the labor market. Here, too, the end result is to distort the ideal of equal opportunity. When war jobs tempted young people to go to work instead of to school, we laid it at the door of the manpower shortage and the comparatively high wages that even youngsters could earn. For many, that was a real temptation.

Today, “temptation” is probably the wrong word. As the cost of living goes up, work is no longer a matter of choice for boys and girls whose families need their earnings to help pay the grocery bill.

Some people don't seem to realize that our “free” education really isn't quite so free as we say it is. You educators know that it costs money to go to a free public school. And I don't mean tax money this time—money for lunch, money for clothes, money for pencils and notebooks. These may sound like pin money to some, but they can add up to something that looks like luxury when family pocketbooks get lean.

I saw some figures the other day that compared years of schooling with family rent. According to this evidence, only one child out of ten went beyond the eighth grade in families that could pay only \$10 a month rent—while in families paying \$50 to \$75, it was one out of three. (These rent figures, by the way, are for 1940, if they seem too low to believe.)

Now don't misunderstand me. I'm not arguing that we should pamper our children. The generation that fought the war has proved for themselves and for their younger brothers that they can carry their full share of responsibility. And the veterans and veterans' wives who are combining college and baby raising on GI allowances have proved that they can still stretch a dollar in the best American tradition. What I do protest—what does come down to economic discrimination—is facing youngsters with the bitter choice between educational malnutrition and literal, physical malnutrition.

But equality of opportunity is not all a matter of dollars and cents. You school people know better than any of us how racial discrimination aggravates economic handicaps—how it places a double burden on the educational system. Two sets of schools, two sets of teachers! How costly this is! How wasteful!

Discrimination has had a lot of attention lately. I think it needs a lot of attention. I feel deeply about it—and so do you. Most people in this country want to do something about it. We cannot be complacent while large numbers of Americans do not receive their birthright. You cannot do your full job as educators until all of us as citizens learn—and practice—the ABC's of democracy.

Negroes are our biggest minority group. But there are the Mexicans, the Nisei, and all the others. Let's remember them, too. America is great—partly because we are a melting pot of many minorities, each of whom has contributed richly to our common heritage.

Since Negroes make up 95 percent of our nonwhite population, let's take a quick look at education from their point of view. In 1940, more than 90 percent of our native whites completed at least five years of grade school. Less than 60 percent of the Negroes had even this much education. Almost 30 percent of the whites finished high school—but only 7 percent of the Negroes.

We cannot excuse this record by saying the Negro has less capacity for education. The President's Commission on Higher Education firmly points out that this just isn't so. Scientific studies in anthropology and physiology debunk any such assumption.

Aggravating all these problems are the shortages—of buildings, of equipment, of teachers. Studies of the Federal Security Agency indicate that present plant needs for elementary and secondary schools alone total almost 7½ billion dollars. And this takes no account of the 6 million children who ought to be, but are not now, attending school. If we are to plan for them, too, our total plant needs would run to about 9½ billion dollars.

Of course, I realize that a good building doesn't of itself make a good school. Without good teachers, the best plant in the world is of almost no value. And everyone knows from personal experience that a good teacher can create true education even in the most meager setting. Such teachers have enriched our lives and those of our children.

But do we have enough teachers? Do we have the right kind of teachers?

Again the answer is in large part money.

I am told that at least 50,000 children are actually attending schools, but are getting no schooling whatsoever.

Why? Because their school boards cannot get any kind of teachers for them at the miserable salaries they can offer.

Probably another million children who attend irregularly, in spite of state laws, are not brought back into the schools.

Why? Because the schools have neither room nor teachers for them.

Specialists inform me that in at least one classroom out of eight, "education," so-called, is in the hands of unqualified men and women. More than 100,000 teachers do not meet standards which the states themselves have established.

Why? Because for years teaching has been a forgotten profession, in terms both of prestige and of financial reward.

No fact about education seems to me more disturbing. It was a real shock to me to learn that from 1941 to 1945 more than one-third of a million qualified teachers, over and above the normal turnover, left their schools for military service or better paying jobs. For the most part, they have not gone back.

Why should they? Who wouldn't stay in the green pastures of better-paying jobs? I have yet to see a teacher breaking into the upper income brackets. If teachers' salaries ever do make front-page headlines, it's only because the pay is so low. In the rich years from 1941 to 1945, weren't around 60 percent of our teachers getting less than \$2000—and 16 percent, less than \$1200? I share your satisfaction that teachers' salaries have gone up—as much, I am sure, as hard-pressed communities can generally afford.

But the picture is still black. I wonder, for example, how our school staffs will keep up with the birth rate. In the last five years, 13 million babies have been born. Before too long, these babies will be heading for school. How many teachers are heading in the same direction? Just to take one example, I understand that Illinois will need six or seven thousand more elementary teachers in the next five years—but only about 100 elementary teachers were graduated in the state last year.

Facts like these cast disturbing shadows across our American ideal of education for all. But it is not an ideal we can or will relinquish. For myself, the intensive briefing of the last six months has only strengthened my educational credo. Here it is:

I believe that the teaching profession should be made so attractive—not merely in financial rewards but also in status, dignity, and honor—that our most able, brilliant, and wise citizens would compete for teaching positions. A teaching appointment ought to become one of the loftiest goals to which ambition can aspire. [Applause]

I believe we must give every child the education for which he is qualified. This means schooling for practically all our children up to eighteen. It means at least two additional years for half the eighteen- and nineteen-year-olds. According to the Commission on Higher Education, it also means

that a third of our population has the further ability to complete advanced liberal arts or professional training.

Educating all our children is no fantastic dream. It is the very stuff of democracy. It is an essential of individual and national stability. But no one could possibly think it is easy.

All these facts, it seems to me, argue for federal aid. How else can we begin to translate our objectives into reality?

For almost twenty years, nonpartisan commissions of distinguished educators and civic leaders, serving in succession under three different Presidents, have come up—patiently and persistently—with this same conclusion. Fourteen major bills for federal aid were introduced into the House of Representatives last year alone. President Truman's Budget Message to the Congress includes \$300,000,000 for educational aid.

So here is the last point in my credo: With the President, I believe federal aid is essential. It should help to make equality of education a reality all over the country—by overwhelming economic, racial, and regional discrimination; by contributing to community colleges; by establishing college and graduate scholarships, as proposed by the President's Commission.

I needn't discuss these questions of ways and means with you. I am confident that you who are experienced in this field can work out technical points—just as I am confident we can find some answer to differences of opinion on policy issues, including the admittedly difficult problem of federal aid to nonpublic schools.

It is simply unthinkable that the people of this country cannot move forward together on a program that will resolve these differences in the interests of children. Surely they come first.

The situation we are now facing is no overnight crisis. It has been developing for years—with war and postwar pressures serving only to push it closer to catastrophe. You have seen it coming and you have patched and prodded. If you had not made fighting advances against inertia and indifference, we would be still further from the goal than we now are.

Yet any of us who are parents know that youth has no time for tactics of delay. Children grow up—with or without benefit of education. The boy whom the schools failed to serve twenty years ago has children of his own looking to the schools today. "Like father, like son" can spell despair if no door to opportunity opens.

Twenty years from now—ten years—five years—I hope we will be telling a different story. I have a couple of grandchildren coming along. I shall be measuring our success for all our children in the human and personal terms of my concern for these grandchildren.

Perhaps this is one of the times when patience ceases to be a virtue. The Congress is alerted. You school administrators and teachers are set to go. Parents and public spirited citizens are ready to give their full support. Children and young people can't wait.

Action—the first steps toward a new birth of freedom—must come soon.

Now, in this work that we have to do, I want to talk to you about one other thing, and that is this: You may know that there is a bill pending

that has been introduced in Congress, in the Senate by Senator Taft and Senator Fulbright, to make the Federal Security Agency a department with a Cabinet member as its head. I am very much interested in getting that bill passed, not because it means anything to me personally—naturally, I would be gratified if the President should appoint me but that is not the point. In my few months, I have come to know how important is the difference between being in and out of the Cabinet, and I say again it is not a matter of my personal feelings. As a matter of fact, place and position to me seem completely unimportant. The only time it really was quite important to me was when I was a notary public. I often felt that office was not paid the dignity to which it was entitled. [Laughter]

But in so many ways, I find what I am trying to do for education, for public health, for social security, for vocational rehabilitation, is definitely handicapped by the fact that we do not have departmental status. I want to give you one or two examples.

Last fall, the President set aside a week to be known as "Employ the Handicapped Week." He asked that the Labor Department, the Veterans Administration, and the Social Security Administration head up that work. In the Federal Security Administration, as a matter of fact, I suppose in our vocational rehabilitation work, 80 or 90 percent of the whole activity within that field is in our jurisdiction. The managers of that program thought it would be a fine idea to have a radio broadcast, and one of the radio companies offered a half hour's time on a coast-to-coast hookup. They thought it would be very nice for Secretary Schwollenbach and General Bradley and me to participate in that program and tell the people of this country about the work that was being done for the physically handicapped.

Well, the radio company said that they would be delighted to have Secretary Schwollenbach but that there was nothing doing for General Bradley or Ewing. They said that the Crosley radio listener audience ratings showed that the radio listener interest came first for the President, second for members of the Supreme Court, third for members of the Cabinet, and heads of independent agencies were so low down that they didn't even have a rating for them. There we were—General Bradley, quite as much as myself—deprived of an opportunity to tell the American people some of the great work that is being done in the agencies under our direction.

A second example—and this does not sound anything like as important to tell as it really is. I remember talking to the President one time about something that I was very anxious to have done. He agreed that it should be done. He said, "Please talk to Clark Clifford and John Steelman about it." I did. They were both enthusiastic about it, and something was going to be done. I didn't hear about it for a week and I went back. Well, they were sorry but they had been so darned busy on food prices or something else—I forget just what it was—that they had not had the time.

Now, if the head of that agency had been in the Cabinet, if he had been to a Cabinet meeting on Friday, if he had been to a Cabinet luncheon on Monday, he would have had a chance to prod these people to do something.

There is still another example which I would like to mention, and that

is, when they were setting up the Security Resources Board. That was a board that was to make an inventory of our security resources, what they were, where they were, and how they could be made available in time of emergency. Well, they decided to make that a board consisting of Cabinet members. They were going to have the Secretary of Defense, the Secretary of Commerce, the Secretary of the Interior, and the Secretary of Labor. I think that is all. And yet, as a matter of fact, human resources come within the Federal Security Agency. During the war, we trained thirteen and a half million industrial workers, fully as much as the army and navy had anything to do with. We were the ones that broke the bottleneck that made planes and ships and tanks and guns available. And yet, we are not to be in on the planning, all because we do not have Cabinet status.

Now, if you people are interested in education, you certainly should get behind the proposition to put the federal official who has responsibility for education in a place in the government where he can exert the most possible influence, and that is in the Cabinet. [Applause]

I know you have some program that provides for setting up a separate independent agency on education, and I can say perfectly truthfully that, within the foreseeable future, there is not a shadow of a chance of any such thing being enacted. This other bill is the one thing that can be done immediately, and if all of you people get behind it, it can be done and it will be done. I feel very strongly about what I want to do—I won't be in this job very long, but these great causes will be there long after you and I and all of us are gone. While I am there, I want your help, I want your advice, I want your encouragement. But I want you to help so that such strength and ability as I have can count for the most, and I want that to be true of every successor of mine.

There is so much at stake here—the health, the happiness, the welfare of practically every man, woman, and child in the United States—and the person who is in the federal government who has that direct responsibility should be able to sit in the highest council.

Now, I know the educational road is a hard one. I know we will never get to the end of it, because as we move forward, our goals will advance, too. But I want your help, and as I go along with you on this educational road, on this road to better things, when I falter or fall down, I want your help. I promise you that I will be there helping you just as much as I know how, because neither you nor I have any right to relax for one second until the last one of those thirty and a half million children have the best education that America can give them.

AMENDMENTS TO THE CONSTITUTION AND BYLAWS

CLAUDE L. KULP, SUPERINTENDENT OF SCHOOLS, ITHACA, NEW YORK;
MEMBER, PLANNING COMMITTEE, AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS

PRESIDENT HUNT: During the very able leadership that Henry Hill gave last year as president of our Association, there was appointed a

Planning Committee. We considered the recommendations, in part, of that Planning Committee at last year's convention here in Atlantic City. Because of the nature of the report, however, there were certain phases of it that could not be considered because of the conditions pertaining to the adoption of changes in our Constitution and Bylaws. The work of the Planning Committee has continued to go forward under the leadership of Superintendent Goslin of Minneapolis. Unfortunately, Mr. Goslin has been delayed in reaching the convention. There are implications of the Committee's work, however, that need to be brought to the attention of the convention at this time, and, very graciously and very willingly, Superintendent Claude L. Kulp of Ithaca, New York, a member of the Committee, has agreed to address the convention that he may call our attention in behalf of the Planning Committee and Chairman Goslin to the matter of the constitutional amendments that will receive consideration during these sessions here this year. We recognize for that purpose Superintendent Claude Kulp.

MR. KULP: Mr. Chairman, Members of the Planning Committee, and Ladies and Gentlemen: One year ago, at our annual convention in Atlantic City, Superintendent Willard Goslin of Minneapolis, Chairman of the Planning Committee of the American Association of School Administrators, presented the detailed recommendations of his committee. The report included two amendments to the Constitution and Bylaws of our organization.

The Constitution provides that revisions may be made only by presentation of the proposed amendment at one annual meeting, to be acted upon at the annual meeting a year later. The amendments read last year are therefore presented for your consideration at this time. You will be given an opportunity to vote on these amendments tomorrow, Wednesday, from 11:00 a.m. to 6:00 p.m.

Before reading the amendments which have been suggested by the Planning Committee, it may be well to review very briefly the reasons which prompted your Committee to draft them, and this I shall do largely in the words of Mr. Goslin when he gave his report last year.

Dues. The first amendment concerns the financial status of our Association. The Planning Committee, after study, has come to the conclusion that this organization has reached the top and final limit of the exploitation of its financial resources; in other words, we are now doing all that we can do for education and for the members of this Association with the limited income available. Therefore, if we envision any extension of services, any more vital part in the welfare of education in America in the years that lie ahead, we are obliged to add to the financial resources of this organization.

We tried to analyze a number of sources to which we might turn, including a shakedown of each member attending the annual meeting in the form of a two-dollar registration fee, which might have produced an additional twenty to thirty thousand dollars. But we learned that that would be impossible. The Committee thought of other possibilities but discarded most of them as impracticable.

The specific proposal which the Planning Committee made last year to its Chairman with reference to finances was a proposed amendment to the Bylaws of the Association which will increase the dues of this Association from five dollars to ten dollars. The proposed amendment is now read for the second time, after an interval of one year, in accordance with the Bylaws. Specifically, we would amend Article III of the Bylaws of the American Association of School Administrators, dealing with dues, by substituting "ten dollars" for "five dollars," so that Article III would read as follows:

The dues of this Association shall be ten dollars per year for both active and associate members, and shall be paid annually to the Executive Secretary.

On Wednesday, you will have an opportunity to cast your ballot on this amendment. Before reaching a decision, we need to remind ourselves that if our organization is to keep pace with its increasing demands for services, it will take more money. If you compare the dues which we pay as members of the educational profession with the dues which are paid by other people, professional and otherwise, our present dues of five dollars seem very, very low. Most of us pay more to our service clubs than we do to this organization. Our Planning Committee feels that its proposal to increase dues to only ten dollars is very conservative.

Annual Meeting. The second amendment which the Planning Committee proposes, as read by Mr. Goslin at our 1947 meeting, concerns the time of the annual meeting and the character of the meeting, namely, whether we shall always meet in one great annual session or whether we may occasionally hold regional meetings of the type established during the war. The Committee has recommended that regional meetings shall be held at least once in three years, and you may recall that last year, ballots overwhelmingly in favor of this plan were cast, but that only served as an endorsement of the recommendation.

To make that possible, Article VII of the Constitution, dealing with the annual meeting, would be revised by striking out the words, "on the fourth Sunday in February, and the four succeeding days," and substituting, "at such time and place or places as shall be determined by the Executive Committee of the Association," so that Article VII of the Constitution would read as follows:

The annual meeting of this Association shall be held at such time and place or places as shall be determined by the Executive Committee of the Association.

I think that our meaning and intention must be clear. The present Constitution and Bylaws call for an annual meeting of this organization on the fourth Sunday in February and the four succeeding days. That has not been possible for some time until this year, and we thought that we would clear the Constitution so that we could live by it during changing and unforeseen conditions.

The idea of giving the Executive Committee the authority to hold the

annual meeting as a single meeting or as a series of regional meetings seems to us to give the entire organization the flexibility which it needs in order to meet our problems and desires from time to time.

If you are interested in our considered judgment, we believe that the increase of both the human and financial resources of this organization is a necessity in order that we may meet our responsibility to American education. "We cannot increase the human resources without increasing the financial resources," so said Mr. Goslin in his report last year. So much for the two amendments on which we shall vote tomorrow.

Life Membership. The Planning Committee wishes to propose another amendment for adoption next year, namely, that the life membership fee shall be raised from one hundred dollars to two hundred dollars. To make this change, it will be necessary to amend Article III, Section 5, of the Constitution by changing "one hundred dollars" to "two hundred dollars." With the approval of the Executive Committee, the proposed amendment is read now, and in accordance with the Constitution will be read at our next annual meeting in 1949, at which time it will be voted upon. The amended Article III, Section 5, will read as follows:

All members of the National Education Association who are eligible to active membership in the American Association of School Administrators shall become life members of the Association upon the payment of a membership fee of \$200, which may be made in ten equal annual payments, or upon securing a contribution of \$250 to the Permanent Educational Research Fund, which may be paid in five equal annual instalments. All such contributions and life membership fees shall become a part of the Permanent Educational Research Fund. Life members shall be exempt from the payment of all other membership fees in the American Association of School Administrators, and shall have all the rights and privileges of active members.

It has been a privilege to present this brief report on amendments for Chairman Goslin and the Planning Committee of our Association. I think the Planning Committee would wish me to say this morning that we have greatly enjoyed the privilege of working with Willard Goslin, who has provided unusually fine and stimulating and vigorous leadership. That statement has no political implications, inasmuch as Mr. Goslin, you know, is to be your next president. Thank you!

SIXTH GENERAL SESSION

Tuesday Evening, February 24, 1948

BUILDING INTERNATIONAL GOODWILL THROUGH TEACHER EXCHANGE

EVA CARMICHAEL, BRITISH EXCHANGE TEACHER,
CITY SCHOOLS, ANDERSON, SOUTH CAROLINA

CHAIRMAN SIMPSON [Alfred D. Simpson, Associate Professor of Education, Harvard University, Cambridge, Massachusetts; Second Vice-president, American Association of School Administrators]: Today, our Executive Committee of this Association met most profitably and, I might say, most enjoyably with the Executive Committee of the Department of Classroom Teachers of the National Education Association. Tonight, we are all meeting with a distinguished classroom teacher of our great neighbor, England. Miss Eva Carmichael, who will speak to us this evening, is a British exchange teacher of Anderson, South Carolina. Miss Carmichael is from Bridlington, Yorkshire, England. Miss Carmichael won't mind, I am sure, if I say this. I asked her what sort of a place Bridlington was, since I am a country boy who doesn't get around much, and Miss Carmichael said, "Well, Bridlington is a miniature Atlantic City," so I am sure she is going to be at home with us and you are going to be at home with her.

In Anderson, South Carolina, Miss Carmichael works with primary children. Tonight, Miss Carmichael will address us on the subject, "Building International Goodwill through Teacher Exchange." We welcome Miss Carmichael most cordially and await with keen anticipation her message. Miss Eva Carmichael.

MISS CARMICHAEL: The privilege of attending this conference in the capacity of a practicing teacher from a foreign land is a signal honor conferred, through me, upon the British teachers in America this year. On behalf of my colleagues I thank you.

I am grateful for this unique opportunity to view another facet of American education and thus enrich my store of experiences the better to interpret America to my people when I return to England.

I am a teacher neither of secondary-school students nor of junior-school pupils but of infants.

In anticipation the task of speaking to this audience assumed gigantic proportions. In realization the very fact that the assembled administrators of American education are willing to listen to a foreign teacher is a significant gesture of goodwill.

A teacher, by the very nature of her work, is a world citizen and as such it behooves her to learn about her world, how to live with other people and to appreciate their good points. If we are going to educate children we must first educate ourselves more effectively than hitherto.

What a responsibility lies in our hands—that somewhere in our schools at this moment are the leaders of our countries who may guide this tattered world to peace and security. How vitally necessary for us to implant firmly the idea of the brotherhood of man. I quote that unknown author—

O, may I feel that I have failed unless
I teach each child to seek in every race
The common traits of brotherhood; to feel
Within his breast the heartbeats of the world.

If you are hungry and I do not know you, that is impersonal and I cannot feel your desperate need, but if you are hungry and I do know you then I would gladly share with you my last crust—no sacrifice would be too great. By sacrifice we learn humility and through humility we become wise.

To others much more wise than I may be left the task to solve the problem of creating international harmony. Far-seeing educators realize the tremendous challenge to the character of our nations to widen the horizon of good citizenship.

As a teacher I have come to America to widen my horizon. I propose to take you along the road I have traveled since I applied for an exchange to the United States of America. Along that road I have discovered signposts which, if followed by us all, would inevitably lead to that distant goal—the true comradeship between the nations of the world. There is a wonderful opportunity offered by the scheme for the interchange of teachers for us to make these signposts clear and legible.

England pioneered in the exchange of teachers. It was in 1920 that the idea was born that a teacher could improve her teaching by having first-hand knowledge of another country but it was not until 1924 that the first exchange actually took place. Between 1924 and 1939 one hundred and thirty-four teachers exchanged between Great Britain and the United States of America. In 1939, owing to the exigencies of war, the scheme was suspended only to be revived with renewed vigor last year when seventy-four teachers from each country crossed the Atlantic.

The British Committee for Interchange of Teachers is made up of a highly expert professional committee, government departments, and a voluntary organization for interchange of teachers.

The English-Speaking Union is the background of our interchange scheme. Since its formation in 1918 it has laid great stress on the value and importance of personal contacts between individuals as a means of furthering knowledge and understanding.

I have come to know Berkeley Square, not by the nightingale's song but as the headquarters of our committee in Dartmouth House, the home of the English-Speaking Union.

After my application had been accepted and I had satisfied requirements as to character, health, and ability, quantities of correspondence came from that address as every little detail was worked out by the tireless committee. Our transfer from one classroom to another thousands of miles away proceeded as if on oiled wheels as far as we, individually, were concerned.

On July 25 last year when we were almost ready to start out on our journey an invitation came to attend a reception at the English-Speaking Union. There the British teachers met and were wished Godspeed by the minister of education in their mission as ambassadors of goodwill.

There was a huge map on display showing the thirty-one states to which the one hundred and twenty-five British teachers would journey to form bonds of friendship that would link Great Britain to Texas, Nebraska, New York, California, Oregon, and points North, South, East, and West.

On August 11 we left London feeling like adventurers. Our chairman, Miss Edith Ford, traveled to Southampton with us and she was the last person we saw as we sailed away from England. She stood on the end of the pier waving a scarf of red, white, and blue.

We were on board the "Marine Jumper," a troop ship, loaned by the American Marine Commission for cultural and educational purposes. What we lacked in amenities was made up in company. Over nine hundred passengers representing seventeen different nations were on board. For eight days we lived an experiment in international living. We ate together and sang together. Discussions took place all over the ship from the gun turrets to the long queue for dinner in the cafeteria.

You should have seen the Britishers' eyes the first time we saw the stacks of sliced white bread looking like mounds of cotton wool and the quantities of fried steaks!

One of the most impressive church services I have ever attended was held on the sundeck under the auspices of several denominations and conducted by members of different nations.

Dr. Paul Smith, the chairman of the American Interchange Committee, elected to travel with us and how grateful we were for his humorous yet thorough orientation program. We felt that we knew a little about the strange ways of America before we had to set foot on her shores.

All the way the sea was calm. That little third-grade boy need not have worried as he did. When they were having their lesson on the voyage of the Pilgrim Fathers, he was heard to moan, "Poor Miss Carmichael. Crossing that dangerous water."

As we neared the American coast we passed our sister ship, the "Marine Tiger" taking to England the one hundred and twenty-five American teachers bent on the same friendly mission to our country.

We arrived in New York and had our first view of the skyscrapers, bright lights, and the innumerable huge automobiles, not to mention the shops displaying their tempting wares all free of points and coupons. We learned that New York is also a city of learning. We were privileged to stay at Columbia University while we were entertained by our American hosts—a very heart-warming welcome to a new world.

In London our fellow American teachers were being greeted in a similar fashion and in a few days had absorbed much of British atmosphere through a rapid tour of London.

After three days we set out on our own, the high-school teachers, the elementary-school teachers, the husbands and wives, to the homes left ready

by American colleagues, the Scotsman, who, I hope, kept tight hold of his kilt, which he is going to wear when he goes hitch-hiking around America as soon as holidays begin, and the Londoner, who thought it might have been a good idea if he had packed a suit of pearlys (the traditional button-covered velvet suit of London costermongers) for the same reason.

I proceeded south to Washington and spent two days—an all too short stay—in your beautiful capital. I met an American girl at the foot of Washington's Monument. She was showing her young brother the historical landmarks of his capital city. It was intensely interesting to see those monuments through the eyes of young America. As the visitor, I was treated to my first Coca Cola.

My deepest impression was gained that night when we were taken by a member of the British Embassy office to see Lincoln's Memorial. We climbed the steps like pilgrims. That monument, it seemed to me, was integrity personified. Integrity, one of the signposts to a better world. I came down those steps full of the depth of our mission in your country and wished that many more of my fellow teachers could have the same wonderful opportunity.

My first sight of the South was from the train as I put up the blind in the sleeping berth and saw a bank of bright red soil, a green pine tree, and that blue, blue sky.

My superintendent and his wife met me at the station. I was welcomed with open arms. We drove thirty miles to my American home town. As we entered I saw a curb market with peaches for sale and involuntarily cried out: "Oh, they sell peaches in tubs over here." The next thing I knew Mr. Hawthorne had stopped the car, got out, and returned with a bag full of the biggest peaches I had ever seen. So I had my initiation into my new mode of life.

My American colleague in England was met, not with peaches, but with true Yorkshire hospitality. My headmistress took her to her British home where they were all invited in to partake of an English high tea.

Back to the Sunny South. Have you ever been in that neighborhood? You ought to visit down there sometime. The neighbors might ask you, as they did me, to a watermelon supper. We gathered in the kitchen, covered the table with paper, and the host dragged out of the refrigerator an enormous bomb of a watermelon. With a carving knife he cut it into six enormous pieces. We were each given a piece and within a few minutes nothing was left but rubble, as if the bomb had burst. I did not like watermelon nearly as well as I had at first decided.

In England we are used to friendly postmen. How much we find that our people are alike on the highways and byways. One particularly wet autumn day when I had been bemoaning the fact that I had left my macintosh in England the postman arrived with the letters and this bright remark: "Nawsty spot of weather we're havin'!" and I just had to reply, "Yassuh; it sho' enough is!"

My first day at school I found I had not been assigned to one of the

most modern schools and realized more fully than before that in America "all the streets are not paved with gold."

As the weather grew colder I thought many times of the little village school in Yorkshire where I taught during the early years of the war—of those solid stone walls built a century ago; 1847 carved over the door, walls so thick that Hitler's bombs could not shake them but how the North-east wind could blow through the front door and out of the back! There was the fireplace I could not remember to keep fueled just as in the middle of a lesson with my tiny Americans I would look back to see my round American stove looking as black as thunder. I had forgotten to put on some more coal.

The children were so much like our children, eager to learn and full of wonder on their first day at school. When I had dismissed my little ones I found several pairs of eyes looking in at the door. When I said, "Good-morning, is there anything I can do for you?" I just heard the word "Hey" and the eyes disappeared. Later I learned that those bigger children were amazed that the English teacher looked like other people and that they could understand what she said.

How interested American children were in the Royal Wedding. I was showing some English money to a fifth-grade class. Someone asked "Who is that man on this silver coin?" I said, "King George VI." No response. Then I added "Princess Elizabeth's father." "What!" they shouted, "The Princess' father? Let me see that man!"

In another class I was asked to "Speak some English, please."

The parents are interested. We visited the home of each child during the first six weeks. I found that American homes, perhaps differently arranged and differently built, still house people who yearn for much the same things in life as do British parents raising a family to the best of their ability.

How well I got to know a group of teachers in a university extension course in music in which I enrolled as a student. It was held in the history room of the high school. I was interested to note how international relationships were being fostered in that classroom through the use of visual aids and discussions. At the time of the Royal Wedding the blackboard was filled with British references and I made particular note of the outlines entitled "Duties of a King," and "What a Future Queen Must Know."

I do my best to interpret my country to parent-teacher associations, Lions Clubs, Methodists, Baptists, Presbyterian, and Episcopalian groups, and every sort of club and organization.

When one mother at a PTA meeting in a tiny country schoolhouse said to me, "You are the first British person I have ever met," I felt that my visit there had been amply worthwhile.

I'll not forget the high-school boy who came to take me to his high-school club meeting in his jalopy—a true member of that particular breed of car. We sailed down to the club meeting with accompanying groans, creaks, and grunts. On the way back jalopy refused to budge when a traffic light turned to green. Just as British teacher was about to get out and push we

started up again and limped into a filling station. I expected John to ask for a gallon of gasoline but no. He spoke to the man who fetched a can of water, poured it into the radiator, and we simply purred all the way home. Would that we had that secret in England now that petrol is no more!

On Thanksgiving day my American colleague in England had an afternoon tea, decorated the table with American flags, served canned turkey, and entertained her guests with the story of the first Thanksgiving.

I had the privilege of celebrating this holiday in a truly American fashion by going to church in the morning, eating an enormous dinner in the congenial company of five children and seven adults, two of whom were students from Brazil. We were an international gathering. In the afternoon we attended the college football game and ate peanuts.

I had previously seen my first football game between two high-school teams. I could not concentrate on separating the tangled contestants for looking at the new band uniforms, the cheer leaders, and the drum majorettes. Suddenly a firecracker exploded behind me—and I was back in England again, fire-watching at the school.

During the war we did fire-watch duty at the schools—two women and one man each night. The gentleman on duty with us spent a good bit of time the long night watch proofreading his manuscripts as he is an author as well as a teacher. I remembered vividly the night we dashed out on guard at the sound of the siren and ducked flat on our faces as incendiaries began to rain down and the noise of exploding bombs burst in our ears. We were praying fervently that nothing would come our way. After an hour or so of devilish activity the night quieted down and we returned to our little staff room to stir up the fire and settle down once more—the author to his book. A book which later was published under the title of *American England* by H. L. Gee, full of facts concerning both our countries compiled under such trying circumstances, proof that even in great danger there were people deeply concerned that a mutual understanding should develop between our countries. May I quote from the book—"We speak the same language, we glory in a common heritage, a love of freedom that goes back one thousand years. Mistakes of yesterday are due not to a vindictive spirit but to ignorance of each other."

I have dwelt on my own impressions at length but I feel that they are typical of what is happening wherever teachers are on exchange. From my colleagues and from students attending schools and universities on both sides of the Atlantic, whom I have contacted, come such impressions and opinions as—

There was the American student we met in Switzerland a year ago at Christmas. In a cafe we heard an unmistakable American voice ask the waitress for tea. We asked in surprise how that could be. The young man told us that he was a student in an English public school for a year. He had become used to tea and he liked it. In his school they lived a Spartan life but he was thriving on it.

It is international tolerance we are striving for and not merely Anglo-American unity.

No one country has a monopoly on truth. We must be honest with each other.

So much could be done to compile textbooks which could be used to foster international goodwill.

One of our teachers was horrified that no one had heard of Bradford as the world center of the wool trade yet how many of us had heard of Akron as the world center of the rubber trade?

We really must start teaching the truth about plain facts, historical, scientific, and economic. Mutual ignorance is a great obstacle.

Somewhere by exchange of idea and friendly relation and understanding will come the education of tomorrow.

It is the common people of one country who must learn to understand the common people of another country.

"You cannot love the children without loving the country." The teacher who said that to me was on exchange in England last year. I met her for the first time on a bus going to the post office with a huge parcel to mail to England. She is continuing her contact with Great Britain.

"We who were there last year look upon America as a second home and resent unfavorable criticisms of it—we jump to its defense if verbally attacked." So says an English exchange teacher.

It helps to lose our own nationality for a time and learn the geography and history of our adopted country.

We must be able to analyze and interpret. The children can gain from friendships formed through correspondence and by holidaying abroad but they cannot point the way to international understanding as teachers trained in analysis and interpretation can. We teachers must mobilize ourselves in this cause.

It is important that we should not be smug and self-satisfied with our own country. We have the chance to show how well we can adapt ourselves to the ways of other people. What does it matter if we call a rubber an eraser, a shade a blind? I've found my American hosts convulsed with laughter at sayings of mine and I've laughed, too, when they offer "to carry me home" or to "crack the window." These are unimportant differences which in themselves "promote a camaraderie which makes fun of our common faults and is thus likely to be tolerant toward those faults and to be stirred by whatever good qualities they hide."

How well the teachers on both sides can adapt themselves to the new terminology and what an example that is of goodwill. Teachers in high schools particularly found that students were having difficulty enough to cope with new subjects and new teachers without having to learn a new vocabulary so the teachers switched over to the methods and terminology of their adopted country—a procedure generally appreciated on both sides of the Atlantic.

As I have had an opportunity to practice and observe I am firmly convinced that international goodwill must come from within the nations.

It is the common people who, by following those signposts—integrity, honesty, truth, unselfishness, adaptability, understanding, and friendliness, the keeping of the Golden Rule, “Do unto others as you would have them do unto you”—will make a better world.

We, the teachers, by our associations with children and parents are admirably fitted to lead the way.

In conclusion I would like to quote for you a man whose heritage is both British and American, who stood foursquare with his face to the enemy and kept our courage high in the dark days of war—Winston Churchill, who said:

Long live also the forward march of the common people in *all* the lands towards their just and true inheritance and towards the broader and fuller age.

INTRODUCTION OF FOREIGN GUESTS

CHAIRMAN SIMPSON: I am now going to give you a great treat and introduce to you the educational representatives of other nations who are with us on the platform this evening. As I read the names of these representatives, I should like them to stand to receive our acclaim and to remain standing until I signal them to be seated. This is not an authoritarian concept but a democratic one. Honored guests, I should like you to stand as I read your names so that those in front may know just who you are. That will give this great audience a chance to show its deep and sincere appreciation for your being here.

(Chairman Simpson then introduced Dr. José Rotman and Señora Rotman, representing Argentina; Dr. C. C. Goldring, Canada; Dr. P. C. Tang, China; Mr. Miguel A. Herrera and Señora Herrera, Dominican Republic; Dr. Abbas Ammar, Dr. Mohammed Kadri Lofti, and Dr. Abu El-Futouh Radwan, Egypt; Madame Hatinguais and Madame Mathilde Perreux, France; Mr. Nouri Jafar and Mr. Jalal Mohammed Yousif, Iraq; Dr. John W. Studebaker, the United States.)

HOME LESSONS FROM EDUCATIONAL ADVENTURING ABROAD

T. V. SMITH, PROFESSOR OF PHILOSOPHY, UNIVERSITY OF CHICAGO,
CHICAGO, ILLINOIS

CHAIRMAN SIMPSON: Rufus Jones, the great Quaker, once preached a sermon in our memorial chapel in which he drew from Ecclesiastes the text that “men’s souls bring forth tidings.” Tonight, a philosopher and a great statesman with a soul brings us tidings, observations, a lesson from abroad.

Mr. T. V. Smith is a philosopher who has ventured deeply into the realm of action. Born and bred on the plains of Texas, he also went to Chicago. Legislator in Illinois, Congressman-at-large from that state in the 76th Congress, author of works, in the titles and substance of which

more often than not the word and the meaning of democracy appear, he is competent and though he thinks with the mind of a scholar, he speaks with a tongue of the people. I am very glad to introduce to you the Honorable T. V. Smith, who will speak to us on "Home Lessons from Educational Adventuring Abroad."

MR. SMITH: I wonder if you wouldn't like to stand up for a moment while I give you a secular invocation? [Laughter] Ladies and gentlemen: What is it, after all, that calls the life of man? The weather! What makes some black and others tan? The weather! What makes the Zulu live in trees while Congo natives dress in leaves and others go in fur and freeze? The weather! The weather! Sit down! [Laughter]

Mr. Chairman, My Fellow Pedagoges and Fellow Politicians: I hope you understand that I was reading that poem to limber up my voice. I ran into a doorknob in the dark. But if you will bear with me for two or three minutes, I shall get all of the old overtones back once more.

Sitting one day in North Africa between two British lieutenant colonels, I thought I would try on one of them what seemed to me a fair brand of American humor. I told them the story of the Northwestern mayor who had just gone over to England on a goodwill mission. Some newspaper reporters, catching him at New York just before he sailed, asked him what he was going to do. Oh, he said, he was going over on a goodwill mission. "Yeah, I know, but what are you going to do to cultivate goodwill?" one of them asked. He hadn't thought about that. He said, "Well, I'm just going over there and talk to everybody from the hoi polloi down." [Laughter] And the British lieutenant colonel's response was almost what yours was about to be. [Laughter]

I waited for a minute and he didn't laugh, and it was such a little joke anyhow that I turned to the other man on my right and engaged him in conversation. Five minutes later, my friend on the left spat all of his food all over the table and just howled at the top of his voice. I had almost forgotten the incident and I said, "What in the hell is the matter with you?" He said, "Oh, that joke you told me! That joke! I just now got it—from the hoi polloi down!" [Laughter]

Two or three weeks later, I was having breakfast one morning at the British hotel in Tunis. They had a good hotel and we Americans didn't, so they very graciously took me in. Eating there was a young New Zealand captain who, fifteen years before, had gone out from England to New Zealand and had become very fond of his new home. He was a great booster, as we say. He said, "You know, there's one place in New Zealand where you can go, drop your baited hook out in the very clear water, you can see the trout swimming fifteen feet below the surface, you can watch them, and you can hook them and bring them up, and just by an about-face, you can drop them in a boiling geyser and cook them and eat them, without ever getting out of your trousers."

I said, "That's remarkable. Is that the same place, sir, where you can take your cup and go to a mountainside where hot tea is pouring out, right out of the mountainside?" He said, "What did you say? Tea?" I said,

"Yes, tea." He said, "Tea? Hot tea?" I said, "Yes, hot tea; probably some antediluvian deposit of tea leaves and the hot water coming out makes very good tea, I'm told. Is that the place?"

"Why, no," he said, "no, that isn't the place. What did you say—tea? No, I'm sure that isn't the place." And I had to listen to him speculate for fifteen minutes as to where that place was in New Zealand. [Laughter]

As Miss Carmichael so beautifully said, these idiosyncrasies of humor and of speech are unimportant, except to add to the night shift of life and make it merrier and more gay. I am tremendously pleased to be privileged to speak here as an American educator in the presence of so many of our educational colleagues from so many countries of the world, with whom we have so recently been associated in the tragedies of war. Of all the things I have learned in three years of the backwash of war—and this was not heroic; this was the unheroic part of war—was the horrible thing that our way of settling disputes does to our culture. I think perhaps more than any other man in this country, perhaps in any country, I saw more than my share in all of the great conquered countries.

I shall not give you tonight a sight-seeing tour, but I shall draw in very brief compass, and with the poignancy which the subject makes appropriate, some of the very old lessons rephrased, that those of us know all too well who have to content ourselves with training in the field of human culture.

Of all the things I heard, I think what made the greatest impression upon me was toward the end in Japan, a little speech which the Japanese minister of education made to an American mission of which I had the privilege of being one of twenty-five members. He prefaced the speech with some thoughts, which I shall put in these terms:

He said, after thanking us for coming over to help them out, "We Japanese may find it very difficult to be a model conquered people, seeing that in more than two thousand years of national life, we have never been conquered before. We are utterly inexperienced," he went on, "at this business of being conquered. But our intentions are honorable and we shall do the very best we can to prove ourselves a model conquered people. Do you but coach us," he said, "if you see us falling short of this high resolve."

And then, looking at us Americans, he said, "I wonder if you may not be in a position almost as embarrassing to you as we Japanese find ours. You may find it very difficult to be a model conquering people, seeing that in your hundred and fifty-odd years of national life you have never been in the habit of conquering other people. I know your intentions are honorable, and I have no fear that you will make the mistake we made upon our conquered peoples in the heyday of our conquest; that is, of trying to inflict bodily upon them our way of life, including our language and our religion." He said, "No, I do not fear that from Americans. But there is one thing I do fear. Let me speak of it frankly in your presence. When I see your national youth, your collective efficiency, your individual resourcefulness and impatience, I do fear that you may set a tempo of reform in Japan which, for all our honorable intentions, simply we may not be able

to live up to. Do you but let us coach you," he said, "if we see you falling short in this regard."

And then, pulling his head respectfully down and looking at both the Japanese and the American group, he said, "Thus, gentlemen, in a spirit of mutual aid and born of our joint embarrassment, we may be able to demonstrate to the whole world the model relationship between honorable conquerors and those who have been honorably conquered."

Here, ladies and gentlemen, is the statesmanlike view of the influence of power upon culture. Having seen this in many of its forms all over the world, I bring you my own phrasing of the first lesson that we have to learn, if we do not already know it, and that is, the lesson of the sheer poverty of power. There were not many American educators who did not understand this lesson before we went abroad as military governors, to see that the education of these conquered countries was restored in some fashion that we thought would be better, but there were a few.

I remember, in Italy, in the early days following the conquest, I had one day a very insulting letter from an American military governor. I am glad to say he was not an educator professionally. He was down in the heel of that boot which Italy constitutes. He said, "I can't get anything done down here in the heel in the name of education because you, sitting up there at headquarters on your hind end, will not make the minister of education do anything." He said: "I can talk big to my Italians down here. Why don't you talk big to your Italian up there?"—meaning the minister of education, whom I technically controlled.

Well, I have seen men who have never been used to six-shooters. I grew up with them. I carried one to school, as a matter of fact, in the early and late stage of my education, which was in the fifth grade. [Laughter] I never got beyond the fifth grade because the part of Texas where I grew up, well, when you got through the fifth grade, you either took it over and quit in disgust or you quit before taking it over because the teacher had not been beyond the fifth grade. [Laughter] There were men who knew nothing of the force of arms and who, as military governors, thought that if you had one pearl-handled pistol, and especially if you had two, you might just go in and wave them, you know, and do almost anything. I am glad to say that I had learned my lesson already, but I had to relearn it constantly in dealing with the amiable but highly unuseful Italian people in trying to get anything done in the name of education.

I wrote a letter back to this officer, and it pleases me to think that it became somewhat famous in the annals of the Allied Control Commission. That letter carried the message which I want to give you in this domain of the poverty of power. It consisted of two lines and it said, "When I have the power, I needn't talk big, and when I haven't, I dassent." [Laughter]

In the name of education, even in the backwash of war, we impatient and impetuous and idealistic Americans have had to learn that there is no power by which you can get anything done in the name of culture under the auspices of education.

The second great lesson is like unto it but in reverse, and that is, the

power of poverty, or, if I may say so, the strategic value of the humble spirit, regardless of circumstances, in playing for the long perspective, in dealing with those who themselves are custodians of the childhood of any and every land.

I remember, one day, dealing with the minister of education in Italy, a very amiable, scholarly fellow philosopher, Mr. de Ruggero, who has done us the honor of visiting twice since the war, and I had to demand of him that he do a certain thing because of military necessity and political expediency. He said, "I'm sorry; I can't do it." I said, "Nevertheless, it has to be done."

"No," he said, "I can't do it. It is not that I wouldn't do it. I can't do it. I have no means to do it. You can command me to do it, as my controller, if you will, but it will not be done."

I said, "Yes, it will be done, and I will not command you to do it. We are colleagues. There are no commands between us. I understand what you mean, that you have no means of doing it. I shall put the transportation of the American army, its means of communication, its courier service, at your disposal, and we shall hold examinations all over Italy."

And we did that, but not in the name of power, but in the name of common understanding and a joint problem which we had.

The lesson is that if you are willing not to waive the power that you have, if you understand the power of poverty itself, the strategic approach, that colleagueship in the mutual understanding of problems and the joint forbearance of men under difficulties, there is little that cannot be done in the long run in the name of education. And I am proud to think that in the short run, and more and more in the long run, the work which we have done in all of these conquered lands, in many of them in close cooperation with our British allies, 50-50 in Italy and jointly in Germany, although hitherto in separate zones—that having learned this lesson and the patient applying of this lesson has given us the strength that in future years, if there be a war on, men will marvel at the success of what people now, or many of them, believe to be our failure. Let me illustrate more concretely what I mean by that.

A great many people have felt that in the domain of intellectual food for the children of these conquered territories, we have made a great mistake by not feeding them democratic propaganda. I do not happen to be one of those. I believe that the spirit of abstention, for which I think I may take some credit in our military government elsewhere because I had to fight desperately for it in our first conquered country, in Italy, and we have followed this example in all the other conquered territories—I believe that the spirit of abstention has been infinitely more precious.

We have never inflicted one single textbook upon any single child in any conquered country. We might have done so. We might have been writing these books while the war was on. We might have filled them with all the noble sentiments that democracies hold about themselves, and we might have had them there in volume to give to the children the day the schools reassembled. No. We refused to let people write textbooks for these con-

quered countries. It was their business to write their own textbooks, and we have been the most lenient censors in the field where we had to censor that the world has ever known. A few things, we had to say, cannot be done. They were all negative things. You cannot perpetrate nazism or fascism. You cannot preach racial hatred. You cannot attack the Allies. You cannot glorify war. And when that brief list is done—and this is the list for which we went to war, after all, so we had to make that demand—we have told them nothing else that they could not do. "You may do what you think is wise and best." We have never undertaken to tell them what they should do.

In many of these countries, conquered countries, with abjection of spirit and the utter destruction of initiative which these totalitarian regimes have thrust upon their people, they have begged, "Tell us what to teach." But we have been patient enough, we have believed enough in the power of that abstaining spirit, to say, "It is none of our business to tell you what to teach." It wouldn't do any good if we did, until they get back the spirit that makes them want to teach something. And in that spirit, we have done in every conquered country, each in its own way, what we have done dramatically in Germany, where our textbook problem has been immense.

On the flyleaf of the first books published in Germany, we printed the statement which, translated into English, goes something like this: "This book was written by a German scholar for German children in the pre-Hitlerian days. It was a Weimar Republic book. It will be used until, but only until, presentday German scholars write better books for German children."

And in that wise abstention from our power and the belief in the power of our own poverty of spirit, we have now an unending stream of good textbooks, I am told by my colleagues who have been in charge in Germany, as I do know we have in Italy and as I know we have in Japan. Our censorship is purely negative. Our emphasis is upon their initiative toward doing the positive thing that they think ought to be done.

And in this humble spirit, appreciating the poverty of our power and the power of our poverty, we have gone forth in all of these conquered countries to become, as quickly as possible, allies and friends in the spirit of those who face an insuperable task which we know cannot be done in the pattern of a democracy that was born in England and America and has had its whole life on these fertile soils.

It is the essence of the democratic way of life that men shall find out what they mean by democracy itself, and in this spirit, we have come to the third and last lesson that I want to generalize for you as a moral, that is, the potency of patience in the life of the spirit.

I have just finished reading that perfectly magnificent example of the high strategy of imagination by Thornton Wilder, *The Ides of March*. Here is a book in which a man, by a tour de force of the creative spirit, has gone back and recreated in documents, in letters, out of historical works, the days of Caesar, the dictator. I think I have never had a greater uplift of spirit than to see men who are patient and who master the materials of

another culture, as Mr. Wilder has the culture of ancient Rome, and then, with a fertile imagination, will let it go and give rebirth to a world of their own making. It is this patience to abide by the fertility of our own creative culture in which alone lies our hope for future years.

In reading that book, I was reminded of a story that Mr. Wilder told me some years ago when we were at college in the University of Chicago. Mr. Wilder had just published that earlier novel called, *The Bridge of San Luis Rey*. You may remember that story has to do with a bridge across a chasm in ancient times, in a certain South American country, that collapsed at an inopportune moment. Well, Mr. Wilder told me that an engineer, a proud professor of facts, came to him and complimented him very highly upon his novel, but closed his compliment by saying, "Of course, Mr. Wilder, just to keep the record clear, there never was a bridge across that canyon where you put it. It doesn't make much difference, I suppose, but as a matter of fact, you got your bridge across the wrong canyon." Mr. Wilder said, "I'm surprised. I thought I looked very carefully. I think there was a bridge across that canyon."

"No," the engineer said, "there was no bridge there. Believe me, maybe you're a hell of a good novelist but you're not an engineer. I know what I'm talking about."

Wilder said, "I think there was one."

The engineer put his fist down and said, "Listen to me! I'm not asking you, I'm telling you! There never was such a bridge there."

Wilder said, "I brought my fist down as hard as he did and I said, 'Now, Mr. Engineer, you listen to me. I'm not asking you, I'm telling you! There was a bridge across that canyon. I know, because I built it!'" [Laughter]

Ladies and gentlemen, all of the important bridges that have ever been built in this world have been built, not by men of facts, but by men of imagination, men who had the patience to apply the creative processes of their own culture and to reawaken in other cultures, when these are at their knees as their victims through war, the genius of the people themselves.

I had my own lesson in the spirit that I would be ashamed to confess if it were not so true, and I had not so greatly needed this lesson in Japan. I had the priceless privilege, as a philosopher, of preparing for the Education Commission, a study of the background of ethics on which we can safely resume, in Japanese elementary schools, where they teach them as we do not, the teaching of ethics and morals, as they call it. I had no idea that we could make Japan over now or ever. That was not my error. My error was of a deeper sort.

I suppose that by training these little dwarf trees that the Japanese culture, and by grafting on certain ideas, if we took twenty-five years, we might see leaves of a little different color, and perhaps fruit of a little different flavor fifty years from now. But beyond that, not much.

In the light of that, I said, "What we need to do in Japan is to recognize that ethics anywhere in the world are primarily a matter of etiquette. All ethics are 95 percent good manners."

It has been said that the Japanese have the best manners of any people in the world. What we need to do is to make those manners available for a democratic culture, and there is one little trick only which we need to do. It is perfectly all right to bow to one another and it is perfectly all right to bow to the emperor, but it is not democratic when all the bowing goes one way. I said, "Make the emperor bow back, as deeply as his subject bows to him, and you will have better democratic ethics than we have in America," where we think that we show ourselves as equal by talking loudly in public, and show ourselves free by chewing gum everywhere. [Laughter] You don't have to be rude in order to be democratic. You can also be good-mannered.

Well, I went on to develop this thesis as the basis for Japanese ethics, which they already had. Make their manners work both ways and you have a good basis for ethics.

I had an interesting lesson in this—to interrupt my story. Two days before I left Japan, a reporter for a great Chicago newspaper came to my room. He looked completely exhausted. I said, "Have you been dissipating again?" He said, "Yes, but not in the way you think. For God's sake, give me a drink so I can get my courage back. I want to tell you something about the emperor."

Well, General MacArthur had told me about the emperor's renouncing his divinity in his famous speech. It is one of the funny stories I know but I shan't take the time to tell it. I will tell you a story about the emperor instead.

Well, I got him a drink, and he said, "General MacArthur sends this poor little guy out at least every other day on an eight-hour shift, learning how to be democratic. But they're going to kill that little fellow. Here I am, a perfectly strong man, and I'm just a complete wreck from having followed him for one day. He has to go everywhere, he has to bow to the people everywhere, he has to converse with them. I've just come back from a pathetic interview that he had in a Japanese hospital. They made him go down and speak to every wounded Japanese soldier. They made him talk with them. And all he knew to say was, 'where are you from? What is your name?' He said it as democratically as he could, but he couldn't think of anything else to say."

Well, this business of building their ethics upon their manners, as I say, was a good prescription. I had finished writing it and it had the approval of my fellow commissioners when one of the most surprising things of my life happened through our commission there. We received a long, handwritten letter. I think there were thirty-eight pages to it, in beautiful English script, identified as coming from a war criminal colony, since it was written on Sugamo Prison stationery, although not one word was said about being in prison. This letter began, as all of their communications did, in a very friendly and deferential manner. It said, "I see you have come over here to help us out, and I hope that you will be able to do something. Japanese education certainly needs help. I know you won't have time to travel very far in Japan as you are here only a month. I want to share

with you some observations I made when I was imperial minister of education in Japan some years ago, especially in the back country of Japan."

He said, "As I am myself a city man, I thought as so many people think, that Japan is an industrial country. It is industrial only on the fringe. When I began to get back into the Japanese villages where the people really live and where the remains of our culture still exist, why, we aren't industrialized at all. We are a handcraft people. All the world knows that we have certain artistic impulses, and I think all the world admits that we are capable of doing artistic things, even when we make them useful. That sense of artistry which the Japanese have about their work, about the humblest things they do, is a mighty solid foundation on which to rebuild Japanese education."

I said I was quite ashamed of myself, because I know that more precious than anything else in the repertoire of morality is that little word, "skill." I know that it keeps us out of more trouble, that it makes us more useful, that it comes more nearly to integrating our own personality into a semblance of a functioning whole than any other single trait in the world. And I know, having written a book a while ago about it, that if you want to make a good man or a good woman and you are allowed to give him only one thing, give him skill; give him the ability to do something so well that he would pay for the privilege of doing it if he could not get paid for doing it.

As I say, I know all that, but I had forgotten it completely. I left it out of my prescription for Japanese ethics. The moment that this letter came I read it, and I went back and asked permission to redo my study on the basis of Japanese ethics, putting this at the very core of our recommendations with reference to a solid foundation for the revival of Japanese culture—not on our level, but on the Japanese, for in America, there are some drugstore academicians like the Robert Maynard Hutchinses, like my chief at Chicago, who have got so above the humble business of skill that a vocation is anathema in our world.

My colleagues, when the hour strikes in America that we do not see that the humblest skill in which men make a living is the deepest cultural material in our national life, when we get so sophisticated that we think that culture has to have some other object more noble than the processes of life on which and by which we live, that day America will be sunk and we might as well have the atomic bomb kill us because we will already be dead when that hour strikes.

No, the capacity, the ability to marry our minds and our muscles in the functioning of mechanical skill, this business of being able to make out of our lives the wherefor out of the whereof by which we live—this offers us our greatest possibility.

I have come home from an adventure abroad with a renewed appreciation of the humble roots of the life of culture. That word ought never to be used by men who don't understand that what it means is a mantle of imagination spread over common people, common objects, and common processes by which we live. The poverty of power, the power of poverty,

the potency of patience for imaginative recovery on a given cultural level—these are the lessons which I would bring home to you, and I would bring them home in the hope that in America still we may learn to live for what we are willing to die for, so that we will not have to die for what we are not willing to live for.

I journeyed from my native spot
Across the south sea shine,
And found that people in hall and cot
Laboured and suffered each his lot
Even as I did mine.

Thus noting them in meads and marts
It did not seem to me
That my dear country with its hearts,
Minds, yearnings, worse and better parts
Had ended with the sea.

I further and further went anon,
As such I still surveyed,
And further yet—yea, on and on,
And all the men I looked upon
Had heart-strings fellow-made.

I traced the whole terrestrial round,
Homing the other side;
Then said I, "What is there to bound
My denizenship? It seems I have found
Its cope to be world-wide."

I asked me: "Whom have I to fight,
And whom have I to dare,
And whom to weaken, crush, and blight?
My country seems to have kept in sight
On my way everywhere."

SEVENTH GENERAL SESSION

Wednesday Morning, February 25, 1948

USING AUDIO-VISUAL MATERIALS OF INSTRUCTION IN THE CLASSROOM

A DEMONSTRATION OF 16 MM. SOUND FILM AND RELATED MATERIALS

Directed by

WALTER A. WITTICH, DIRECTOR, BUREAU OF VISUAL INSTRUCTION,
UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN

Participants

JUNIOR HIGH SCHOOL SOCIAL STUDIES CLASS, ATLANTIC CITY, NEW JERSEY

PRESIDENT HUNT: Demonstrations in classroom technics have always proved popular on our convention programs. This morning, with the assistance of the members of the social studies class of the Atlantic City Junior High School (with whom he has worked only a relatively few hours), Dr. Walter A. Wittich, Associate Professor of Education and Director of the Bureau of Visual Instruction at the University of Wisconsin, is going to present suggestions for using audio-visual materials of instruction in the classroom.

Prior to his present university assignment, Dr. Wittich served as director of research, curriculum director, and elementary school principal. We welcome both Dr. Wittich and his class to the platform at this time, confident of an interesting and worthwhile experience. Dr. Wittich, and the boys and girls.

MR. WITTICH: Good morning! It is a great pleasure to have the opportunity of telling about one's major interest to a group of persons in whose hands lies this tremendous responsibility of developing our No. 1 resource—our boys and girls—and if we will learn from that opportunity we will do the best kind of a job for you that we are able to accomplish.

I want to warn you at the outset, however, that we are going to try to influence you—influence you in the direction of accomplishing a growing reestimate of the type of environment that we are working in, the kind of environment to which we are exposing these young learners who come under our care.

As a teacher, it is my continuing purpose, year after year, to attempt a constant perusal of all teaching materials, in an attempt to create a learning environment which will really live and which will really be meaningful to these young learners. I don't want to be guilty of oversimplification, but if we can describe our teaching responsibility, it would be largely this: to create a learning environment in which, and in reaction to which, our youngsters can become so well aware of their environment—their social environment, their natural environment—that we hope they will be able

to accomplish a better reaction to their environment than their adult predecessors have.

Certainly, that is our goal. Certainly, it is open to scrutiny because our record has not been too good. If we examine the trend of curriculum change in the last three hundred years, and if we can dignify that learning experience of the sixteen and seventeen hundreds with "curriculum," we can see that while we began with a rudimentary experience of becoming aware of our immediate environment, that environment which encompassed the local village or the valley and the New England town, if we compare that to the task which is confronting us today, well, there is no comparison. The responsibility for learning about our environment, for becoming aware of our environment, is tremendous today.

We as school teachers can no longer claim for ourselves that ability which once was claimed, that is, that the educational process is merely an interchange of personality relationships and character relationships. It is more than that today. Those former things are just as important, of course, but it is more than that today.

We need tools of instruction, we need means of capturing this environment we seek to understand, in every means, so that with all possible reality it can be brought into every classroom in the land.

Just one word about reality. We can take a cue from the modern educators—and I speak specifically of Pestalozzi and Herbart, who said, respectively, that the only effective learning is that which is accomplished in the presence of reality. Herbart said, "We learn only in terms of our past experience." We can take a cue from those two utterances and say that, unless we create realistic learning opportunities for our young children, we cannot be sure of the impressions which they carry with them.

Realistic learning opportunities—and what do they include? Today, we label those learning opportunities, the opportunities of audio-visual experience, the field trip in the primary grades, learning in the midst of the environment, well-illustrated textbooks, pre-primers and primers which are beautifully illustrated with the realities about which the stories speak, good slides of the environment we are studying, good film strips of the environment we are attempting to understand, good motion picture documentaries which capture slices of reality, capture cultural patterns, capture the means through which nature unfolds its wonders, through which man has captured and bent the environment to his use. Those are tools of reality, those are the kinds of learning tools and equipment that we must have.

This morning, we are about to approach a typical sixth-grade learning situation in the social studies area. These boys and girls do not know as yet what they are going to study. They have to be told—purposely. They have just completed a unit of work in the social studies on Hawaii. In the course of their further exploration into outlined areas of their environment, we will this morning—and this is new to them—study a unit of work on China. We are going to begin this by attempting to establish an understanding of that cultural pattern. We are going to attempt to



Mr. Wittich and participating pupils

explore the problems that these people have, the problems which Chinese children have, which they solve in ways possibly different from the way we meet these same problems, but nevertheless they attempt to solve them in their own ways.

We will speak about what some of the new tools for learning include, which we would like to make a part of this classroom environment. Now, obviously, we need say nothing about the inadequacy of attempting a good classroom environment in a situation such as this. We will say no more about that. I have promised the boys and girls, however, that as their teacher, I will do my best for them and, in return, they have willingly conceded that they will try to do their best for us.

Without further delay, therefore, this group of youngsters comes to us from the Brighton School. They are sixth-graders. I met them for a while yesterday morning. I got to know their names and they got to know me. Their teacher, Miss McHale, is an extremely capable teacher and I hope that I may do as well with this as she would do. Their principal, Mrs. Surtees, has given us every cooperation and help in bringing them to us as you see them—all shined up and polished and eagerly awaiting this experience in uncovering a new vista of understanding. We will now proceed with the demonstration.

Boys and girls, will you take your places, please? Will you take your seats? Francesca and Edith and Donald and Pauline, would you please see that each boy and girl at your table gets one of these lesson plans, please? You can get them right here.

On your way in [addressing the audience], you should have been handed one of these outline lesson plans. I know our propensity as school persons to take notes and I assure you that it will not be necessary to bother with any note-taking, because the plan is all right here. And may I say that this plan is one which will produce results in terms of learning accomplished? We will say more about the specifics of that later,

Boys and girls, this morning I told you that we were going to begin the study of a new unit of work. We are going to begin the study of China. Yesterday, when I left you, I told you that we weren't going to do anything about this and I wasn't quite accurate with you a moment ago, with the exception of one thing. I asked you to do one thing. Who can recall it?

JANE: You told us to bring in articles about China.

MR. WITTICH: Articles about what, Jane?

JANE: China.

MR. WITTICH: Yes. Did you notice the children had been putting some of those articles on the center of the bulletin board? You see, I arranged the rest of that bulletin board because, as a good teacher, I will constantly be accumulating illustrative materials from newspapers, magazines, and other sources, and putting together a file of mounted pictures which will illuminate the subject area that we currently have under consideration. That is my job as a teacher. However, I will get help from the boys and girls and you see we have already begun our bulletin-board accumulation of related materials which will help us guide our studies.

China—what do we want to know? What do we know? What are we curious about when we begin thinking about China? What comes to mind? What would you like to know about it?

CLAIRE: I would like to know about the traveling in China.

MR. WITTICH: Travel and transportation in China? Do we have a problem like that, that we call travel and transportation? Do we worry about that in this country?

RONALD: Well, sometimes we do.

MR. WITTICH: Certainly, if we want to get anywhere, we do, don't we? Well, is it strange, then, that over in China they have to be concerned with travel and transportation? Is it?

RONALD: No, it isn't.

MR. WITTICH: Well, I should say not. They are not so strange to us, then. They simply happen to have one problem that is just like ours, a travel and transportation problem, don't they? Well, we will use that as one of the things we are searching for, then. What else would you like to know about China?

BILL: I would like to know about the surface.

MR. WITTICH: I am not sure I understand that. The surface? Can you help me at all?

JANE: Well, he means what kind of ground they have, and soil.

MR. WITTICH: Oh, I see! You mean the land surface, Bill?

BILL: That's right.

MR. WITTICH: Yes, I should have understood that. What difference does that make? Are you just telling me about a problem that you think you ought to be interested in, or does that really make a difference?

FRANCESCA: Well, you have to have good land and soil to plant crops.

MR. WITTICH: What difference does it make to a people if they have good crops or not? Does it make any difference?

ALLEN: Food.

MR. WITTICH: Tell us a little more about that. That is such a blunt statement.

ALLEN: Well, if they have good soil to plant their crops, they get food for their people.

MR. WITTICH: Good soil, good food. What difference does that make to people?

JANE: You have to have food to live.

MR. WITTICH: Yes, and we are apt to live a little more pleasantly if we have good food and enough of it. Certainly, that is a problem. Isn't it interesting, boys and girls, that one of the first things we are always fascinated with is what people eat? Could it be that you are interested in eating? Could it be? [Laughter]

If you could see this young lad, you would know that he is very interested in eating. [Laughter]

Now, we mentioned transportation, and we are curious about food, how it is grown. Donald, what else are you interested in?

RONALD: Well, I'm curious about the occupations.

MR. WITTICH: Oh, yes, about the occupations. What difference does that make?

RONALD: If the Chinese want to make a living, they have to work.

MR. WITTICH: They certainly do and, upon what kind of work one does, depends what kind of a living he usually has, doesn't it?

RONALD: Yes.

MR. WITTICH: Now, I am surprised that some of you haven't thought about—well, maybe I had better not help you. Let's see what else we can decide. Edith?

EDITH: Well, I am interested in sports.

MR. WITTICH: Is that so? Is anybody else interested in sports? Joel?

JOEL: Well, I would like to know about the sports and see if they are anything like ours.

MR. WITTICH: I have a hunch that the boys and girls over there are interested in sports. We will have to find out, though, just as Joel said, what sports they are interested in and see how they compare with ours.

JACK: I would like to know what kind of houses they have and if they are like ours.

MR. WITTICH: I see. That is an important thing to know about, the way people shelter themselves, is it not? Well, let's think a moment now. What have we decided we are interested in discovering? About transportation, how people get from one place to another; how they grow their food, what food they eat; what occupations their parents are engaged in. You want to know about sports, don't you, Joel and Edith; and Jack was curious about shelter, the houses in which they live, the type of houses, compared with ours.

EDITH: I wonder if their schools are like ours.

MR. WITTICH: Oh, yes. I was wondering a moment ago who would mention schools. You are interested in schools. I don't imagine that the schools are anything like ours. What were you going to say, Leonore?

LEONORE: Well, I would like to know about their clothing.

MR. WITTICH: That's very good. You are interested in their clothing, I suppose particularly what little girls over there wear?

LEONORE: Yes.

MR. WITTICH: Yes. Now, boys and girls, I want to tell you—and, incidentally, tell all of you—that, if we all recall the yearbook of the Elementary Principals Association of about 1937 or 1938, we had discovered that what young people are primarily interested in is what other young people are interested in—young people. And haven't we just borne that out right here? So, logically, as we approach this new study, we have set up certain purposes and certain interest areas which are going to be challenging to these young people.

Now, we want to know all of these things and we should spend more time on it, but how can we find out? What ways do we have of finding out? Let's suppose that we would do a little dreaming now; let's just make believe. What would perhaps be the best way of finding out the answers to all of these questions?

DIANE: Well, if we could go to China.

MR. WITTICH: If we could go to China. I wish we could. Maybe some day we can. If we want to go down to the electric company here and study it, we could, couldn't we? But as yet we can't go much farther than that. Some day, maybe, we will be able to go ourselves in stratoliners, won't we? Wouldn't that be wonderful? That would be the firsthand, real way of learning. How else can we find out if we can't go there?

EDWARD: I think the second-best thing would be to have a movie on it.

MR. WITTICH: I see. Did anybody influence you? [Laughter] Well, we will not divulge any of the background to that, although there really wasn't any. Certainly through motion pictures, because we can send the camera to any part of the world and document the things we want to see and bring them right back here to Atlantic City, can't we? How else can we find out about these things?

RONALD: We could read about China in our geography books.

MR. WITTICH: Certainly, and we want to have lots of good books, and you have good books in your desks, haven't you? That is another source. We will always want more and more books. Besides the words in those books, what do you like to see in those books?

PUPIL: We like some pictures.

MR. WITTICH: Yes, we would like to see pictures, so that we can really observe the things we are reading about. We want our books well illustrated. How else can we find out?

PUPIL: We could ask a person who has been there.

MR. WITTICH: We could ask if anybody lives in our neighborhood who has ever been in China. Do you suppose we could ask them to come in and talk to us? That might be a good idea, might it not? You see all the different ways of finding out—through pictures, through words, through motion pictures, through having persons come in who have visited the country. Do you suppose I, as your teacher, might know a little bit about

it? Yes, and if I do know anything about it—and I should if I am your teacher—then I should bring out the most interesting things that I can discover.

Now, I have done just that. You know, I studied a long time on this unit on China, boys and girls, and I put down some of the things that I thought would be interesting to you, so will you look on the first page—incidentally, we are going to read and we are going to do art work, we are going to put together a bulletin board, we are going to do many things, and we are even going to do as Ed said—see a film about children of this land. But before we do that, I still want to tell you some of the interesting things I have discovered. Let's look at this.

Will you read to yourselves, and we will go through this. "China is the largest country of the world—it has the oldest civilization. Almost one-quarter of all of the people of the world live in China. When we say China, we mean the land where the Chinese people live. The Chinese Republic includes China and the lands along its border—Mongolia, Tibet, Sinkiang, and northern Manchuria."

We had better get ourselves a little accustomed to that idea. Where is China? Leonore, will you go to the map and show us just where China is located?

LEONORE: Yes, sir.

MR. WITTICH: And, Diane, will you go along to make sure that Leonore is on the right track? How many of you knew this about China, that China is just one part of this country that we sometimes call Greater China? Now, in terms of what we have just said, is Leonore correct? Where is China? Show us again. Look, everyone. Joe, come on over here and help.

JOE: I would say it was just around here.

MR. WITTICH: Why?

JOE: Because it looks as though there is a border.

MR. WITTICH: Yes. We also said that there is China proper, and then there are border countries. Are we all clear on that? You see, it tells us right here. That is one of the things I thought was so interesting for you to know. Sit down, Leonore and Diane, and thank you.

Let's go through that again because we weren't quite certain about that. China is a land where the Chinese people live, but the Chinese Republic includes China and the lands along its border. You see, Joe went up and showed that the border lands lie—to which direction? To which direction do they lie, Frank?

FRANK: North.

MR. WITTICH: North, yes. They lie largely north and also—Bill?

BILL: They also lie west.

MR. WITTICH: That is correct; they lie to the west. Well, let's see what else we have. You see how important it is to know where we are going? We have to decide just exactly which country it is, so we will be more accurate in thinking about these people in terms of the place where they live.

Now, let's go on. The people who live in these border lands speak their own languages, have their own customs, and are not Chinese. That is really telling you what we are not going to study. China is China, and that is the thing we are going to study, boys and girls. "China is divided into the north and south by the Central Mountains." Let's look over here for a moment [indicating map]. Here we have China. This is the place where the Chinese people live, the north of China, as Jane told us. The north is divided from the south by the Central Mountains. South China is warm. There is plenty of rainfall. It is like Florida or Mexico. North China is colder. There is less rainfall. On the Manchurian plains, the weather is like that of the prairies of Montana—something like the weather we have had here this week, too. China is a farming country. Four out of every five Chinese are farmers. In this film we will see how a Chinese family lives near the ancient village of Kwan Shin, located in a fertile plain of western China.

Who thinks he can locate that fertile plain of western China? Bill, do you want to go over and try to locate it—the fertile plain of western China? That is where this family of people live. It would be right in here, wouldn't it [indicating on map]? Now, you see where we are going to go on this first field trip. We are not going to go to China, but we will try to bring China here.

Now, let's find out something about the people we will see there. We decided where they live, what kind of climate they live in. They are in a farming community, in a valley, in western China.

In China, the family is important. If there is money enough, the family will stay together because the Chinese boy is taught that it is right to keep the family together, and the Chinese girl knows that when she marries she will join her husband's family.

What happens in this country when a girl gets married? What happens to the family relationship, Francesca?

FRANCESCA: Well, the girl goes with her husband's family.

MR. WITTICH: In this country?

FRANCESCA: No, in China.

MR. WITTICH: You straighten it out, then. In China?

FRANCESCA: In China, the girl, when she gets married, joins her husband's family.

MR. WITTICH: Now, that has happened once or twice in this country, too, hasn't it? But it isn't the rule. It usually doesn't work that way, does it? Usually in this country, a new home is established, isn't it? Did you have something you wanted to say?

NORMAN: In this country, when they get married, they go off and have their own home.

MR. WITTICH: That's right. We had already decided that, but that's good. Ron, have you something to say?

RONALD: I was going to say what Norman said.

MR. WITTICH: I see. All right. Harold, did you want to say something?

HAROLD: When a girl marries a man in this country, her last name is the same as his.

MR. WITTICH: Yes. In that respect, they are alike, are they not?

PAULINE: In this country, nowadays, there are not many houses that are available and they have to live with either the parents on the mother's side or the father's side. [Laughter and applause]

MR. WITTICH: Pauline is a very observing young lady. We are learning a new custom in this country, aren't we? You remember, we wanted to study customs. I don't think this one will last, though, do you?

What have you heard about the appearance of the Chinese people, boys and girls? What is the outstanding characteristic? What about the way they appear? What have you observed?

ELINOR: Well, their skin is different from ours and mostly their eyes slant.

MR. WITTICH: Oh, is that right? I think I have found something that will interest you, then, because their "skin is really brown, and a folded eyelid makes their eyes look slanted." Did you know that, Leonore? You nodded your head.

LEONORE: No.

MR. WITTICH: You didn't know that. You see, it just gives them that appearance. It is really not so.

The Chinese farmer usually wears blue cotton trousers and a coat which takes the place of a shirt. The rich Chinese usually can be recognized by his long silk robe with embroidered design.

Now, boys and girls, those are some of the interesting things that I thought you would like to know. I dug those out for you. We are now going to see some of these people, to look in at this family and to try to find some of the answers to the questions we wanted to stress. Before we do that, though, let me ask you something. When Miss McHale says, "Boys and girls, we are going to read from Chapter IV, page 76, in your book," does she just say, "Open your books and begin reading"? Fred?

FRED: No, she doesn't. She tells us what page to turn to.

MR. WITTICH: Yes, but in addition to that, does she tell you anything else, or does she just let you get started reading?

EDITH: We discuss it first and then we pick out the hard words and we learn them.

MR. WITTICH: Good enough! Because it makes a difference, doesn't it? What else might you do before you get into that reading assignment?

JOEL: Well, she gives us certain things to look up.

MR. WITTICH: All right. Miss McHale tells you what to be alert for, doesn't she? Why, certainly. Sometimes we call that an assignment, don't we? That is exactly what we are going to do as we observe this film. We are going to be very careful about knowing in advance what we are searching for. That will make us more efficient, won't it? So just as you do when reading an assignment in your textbook, we will apply those same ideas to looking at any new information or finding out about any new thing.

Somebody mentioned a moment ago that they also looked up hard words.

Who was that? Edith? Well, I can't imagine what difference it makes; why waste all that time looking up words before you get started on your subject? Claire?

CLAIRE: If you don't know the meaning of some of the words, it might be an important thing in China and you won't know what it is or what it means.

MR. WITTICH: You think you might learn a little more about it. Yes.

BARBARA: You won't get the right idea of the sentence.

MR. WITTICH: And what difference does that make?

RONALD: Well, you wouldn't know what the story was about if you didn't know what the words meant.

MR. WITTICH: Yes. Every time you run into a new or difficult word in your reading—now, let's see if we are doing this right. Sometimes when you are reading and you bump into a new word that you don't know—now, be very honest with me—what have you sometimes done? Or what do you sometimes do? I don't know if we are going to get the right response here or not.

EDITH: Well, sometimes we skip over it. [Laughter]

MR. WITTICH: You skip over it? Do any of the rest of you skip over a hard word? All of them! Yes, I think all of us would admit that we have done that, many times. But that isn't the way to learn, is it, what we really should know. What should we really do, Rosemary?

ROSEMARY: We should look it up in the dictionary.

MR. WITTICH: Yes, we should find out the meaning. And where would you turn to look? Where would you find it? You have already told me. Tell me again.

ROSEMARY: In the dictionary.

MR. WITTICH: That's right. Is that what you were going to say, Richard?

RICHARD: Yes.

MR. WITTICH: Fine. Now, this is just another means, you know, another way of looking it up in the dictionary, is it not—a film? Now, as I studied this film—and I told you that as your teacher, I spent a lot of time working on the things which I want you to study—I discovered several words here that I thought might give you trouble. Let's look at this first one. I wonder if all of you know how to pronounce that?

LEONORE: Ahb-a-cus.

MR. WITTICH: Well, that's a good try.

JOEL: Ab-a-cus.

MR. WITTICH: Yes, that's right. What is that? How many of you know? What do you know about that? Look at all the words we would have skipped! Twenty-eight of them we would have skipped. All the same word, of course! Nobody knows. All right, let's open the dictionaries. Come on, open them up. What does it say? "A counting device." Do you see it there under A, or AB? "A counting device used by the Chinese on which numbers are counted mechanically with beads." Right there, isn't it, for all of you to read? What were you going to say, Ron?

RONALD: Don't mothers usually give those to the babies that they have, to learn, sometimes?

MR. WITTICH: Yes. I think you might be thinking of some of the play things that we use in this country to decorate cribs.

NORMAN: That's what I was going to say. When I was little, I used to have a lot of them in my play pen.

MR. WITTICH: Yes. Now you know where they really came from, don't you? And when you see somebody counting with one of these devices, you will know what it is. You are in a better position now, aren't you?

What is the next one? "Characters," and we talk about Chinese characters. What does that mean, Allen?

ALLEN: It means queer individuals. [Laughter]

MR. WITTICH: That, by all means, is the contemporary meaning, is it not? Well, it is a good thing that we studied that word, a very good thing. What else might it mean, Leonore?

LEONORE: Well, it might mean that they use them to write with.

MR. WITTICH: These queer characters, you mean? [Laughter] Instead of the letters of the alphabet, what do the Chinese use to write or to read, to make up words? Speak out yourself, young man, go ahead.

RICHARD: They have a different kind.

MR. WITTICH: A different kind of what?

EDITH: They use signs.

MR. WITTICH: They look like signs, don't they? We will see these signs or symbols in the film. These are the things that make up the words, so when they talk about characters, we will know they don't mean queer individuals, won't we? We will mean these things that they use instead of the letters of the alphabet. Boys and girls, do you see how important it is to study some of these tricky words before we go into a new learning experience? Do you think it is worth the time? I have a hunch that it is, because we straightened out Allen here and we straightened out one or two other people.

Look at the rest of these words quickly. Are there any others that need special study? Is there anything you want to inquire about?

FRED: Rickshaw.

MR. WITTICH: Ed, help him out.

EDWARD: A rickshaw is something that a Chinese laborer pulls, and they are pulled around by a man, like a taxicab in America, only he pulls it.

MR. WITTICH: We are getting a little tangled up in our words here, aren't we? It is a conveyance, one of those transportation things that Richard was asking about. It is a means of getting a person from one place to another. We will watch for that word, as we see the film. Do you have a question, Ron? What is your question? On what word?

RONALD: I think the word "shrine."

MR. WITTICH: What is another word for shrine?

RICHARD: It would be a temple or a place to worship.

MR. WITTICH: Something that we worship at? Yes, a shrine is a small, churchlike thing. We will see it in this film. Leonore?

LEONORE: "Lute."

MR. WITTICH: Do any of you know what that is?

RONALD: Well, it could be jewels or something like that. [Laughter]

MR. WITTICH: You are thinking of loot that could be something somebody steals, aren't you? But this is a different kind of lute.

JOE: A musical instrument.

MR. WITTICH: Yes, it is a musical instrument and it looks something like—do any of you know?

RONALD: A flute?

MR. WITTICH: No, it sounds like "flute" but it doesn't look like it. Look in your dictionaries. Do you see the illustration? It looks something like a violin. In the last resort, we go back to that dictionary.

Do you see how important it is to get these verbalistic symbols untangled [to the audience]? And have we a right to proceed with a study of a new area of content until we have established at least a feeling for the symbols which identify new concepts of information? That is the eternal problem of the classroom teacher—to provide readiness situations on the basis of which valid comprehension or understanding may be created in terms of hieroglyphs that we refer to as words, the trickiest things in the English school or in any school, for that matter. We have illustrated it right here. We haven't the right to proceed beyond this stage until we first have cleared up some of these barriers to comprehension—vocabulary barriers, if you please.

Now, we will get back. We could spend some more time studying these words, but we will simply say that you must go to your dictionaries and look up the rest of these words and straighten out these meanings for yourselves. A moment ago, we talked about going into a new subject area, with a warning for the most important ideas and things to look for. Well, this is just the same way now, boys and girls. Here are some of the important things that we are going to watch for as we visit this village of Kwan Shin. Let's look at them.

"1. Describe the home life of the Chinese family that you see in the film." You see, that goes back to Donald's question. He wanted to know how they lived, didn't he?

Look at the next one: "What food do the Chinese children eat, how is it prepared, and how is it eaten?" That goes back to Leonore's question. Wasn't it yours? Francesca's, that's right.

"What do the people in and near Kwan Shin do for a living?" Then, "What are the differences between farming methods in China and in America?" You look through those, boys and girls, because we are going to pay our first visit to these people in China now. We are going to see them and, so that you can do a better job of observing, you will see on what points you are going to concentrate. Read those through to yourselves and study them for just a moment.

Are we all ready to begin now? We know what we are looking for, don't we? We have solved some of those hard words that we are going to hear used. We have learned a little bit about these people. And now,

this is our first and most important experience—to discover all about these people in the village of Kwan Shin, their children, who live in that western plain of China, in China proper. Are we all set? You will have to keep your eyes and ears open now and be just as observing as you can. Francesca, will you turn out the lights, please? Ed, will you go over and start the projector, please?

[The film *Children of China* was shown, with the following commentary.]

Nestled in the broad, fertile plain of western China is the ancient village of Kwan Shin. It is early morning, but already the day's activities are getting under way. A farmer from an outlying district drives his noisy flock of ducks to the Kwan Shin village market. Porters with squeaky wheelbarrows make their way along roads nearby, to market with grain, to market with pigs, pigs that swing from shoulder poles. Produce and people, barrels and rickshaws, move along roads that lead to the village.

For centuries, ornamental gates which mark the entrances to Kwan Shin have witnessed the round of village life.

This morning, as on countless other mornings, porters trudge along with their creaking shoulder poles, bearing the goods of commerce, bearing well-to-do passengers in swaying sedan chairs. Men with burdens on their backs, others leading herds of goats, pass along the narrow streets. After the quiet of the night, the village comes to life.

Shops, boarded up while the village slept, are now opened wide for trade again as customers come along. Once more, goods are displayed as buyer and seller bargain. Shops that deal in household goods and shops that offer vegetables begin once more to serve the needs of customers from the village. Through the day, the hand-held scale will weigh out many a purchase and, in a nearby lumber yard, the saws will hum until darkness falls.

Among those having early morning errands in the village is old grandfather Lee, long a well known farmer of Kwan Shin. His farm on the village outskirts no longer needs his labors. The lands owned by the Lee family through the centuries are now farmed by grandfather Lee's son. Already, in a garden patch beside the family household, Lee Wing Kwan, the eldest son, is carefully tending the soil. And as part of the preparation for the morning meal, Mai Ling, a sister-in-law, draws water from a well. Like all water used for drinking, it will be boiled and perhaps made into tea.

Meanwhile, in the kitchen, the wife of Lee Wing Kwan busies herself over a large iron kettle. Using charcoal for fuel, she has prepared a large quantity of steaming rice. There are many mouths to feed in the Lee household. Her son, Lee Shu Ming, will want a good meal before he leaves for school. Just now, he is finishing the long and careful brushing of his teeth that starts off every day. The washing of his hands follows next, as he stands before a basin of water from the well.

His sister and a cousin, having already finished dressing, play with baby brother; tending the little Oli Yung is one of sister's regular tasks, though she is often gladly assisted by grandmother Lee who sits close by, proudly knitting a little jacket for her grandson.

But now, as sister-in-law Mai Ling brings in some dishes she has prepared for the morning meal, the group assembled for breakfast are ready to begin. Now, the chopsticks go into action. Everyone helps himself from the dishes of vegetables placed in the center. Sister and brother, mother and father, aunt and uncle, all hold rice bowls in the left hand and chopsticks in the right. As they eat, there are frequent pauses for sips of tea from cups that are filled and filled again.

With breakfast over, farmer Lee leads his water buffalo from the stall for the day's work in the rice fields. His brother and helper take up their farming tools,

and the three men, together with their faithful buffalo, proceed to the family lands. On their way, they pass a small shrine, housing local gods of the fields.

Meanwhile, Shu Ming and his sister, Mai Ling, have started off to school. On the way they call for a friend. "Are you ready, King Chun?" "In a minute, Shu Ming."

And now, joined by their friend, King Chun, the children proceed to school. They make their way through the traffic of the village streets, swinging along with their school books. Entering the school grounds, other boys and girls of the village are also arriving for class. They are proud of their school, the children of the village; proud, too, of their Boy Scout and Girl Scout uniforms. To these organizations, almost all the children belong, though not everyone wears his Scout uniform to school.

When all have entered the classroom and have taken their places, lessons proceed. Reading is the first on the schedule for today. Mai Ling takes out her reader, which contains stories teaching the importance of loyalty to parents. From these stories, King Chun is first to read. While he reads, his father, a wealthy silk merchant of the village, calculates his accounts with an abacus. While this girl reads, her father, an honored miller of the village, grinds grain with ancient stones. While this lad reads, his father, a musical instrument maker, is busy with his work. The wooden parts for lute, violin, and flute, he shapes by hand with greatest care.

But the fathers of most of the children are farmers, like the father of Shu Ming and Mai Ling. Here he plows his fields, while his brother works nearby, breaking up the clods of earth with a hoe, and making ready for planting.

As the day wears on mother Lee makes her way to the field, bringing a pot of tea to her husband; for father Lee, as with other farmers, the workday is long and a refreshing drink of the hot thirst-quenching liquid is most welcome.

In the afternoon, grandfather employs a scribe to write a letter to a friend. Grandfather Lee never learned to write, but his grandson is more fortunate. Writing is one of the first things Shu Ming is taught in school. Here, for the children to copy, the teacher writes "Shung Wan," meaning Middle Kingdom, the Chinese name for China.

Shu Ming is more fortunate than grandfather, too, in sharing in the play program at the modern school. Likewise, the girls learn body-building games which their mothers never played, games Mai Ling enjoys.

In the late afternoon, both schoolyard games and classroom lessons are over for the day. Boys and girls file out of the gate, some to work, some to play. With school over, King Chun thinks it would be nice to play checkers but Shu Ming wants to go swimming. There is an easy way to decide—the game of stone, scissors, and paper. King Chun wins, and checkers it will be. In one of the dimly lighted rooms off the courtyard of the Wan home, the friends take up their game. Perhaps in this game Shu Ming will win.

And now, toward evening, grandfather leisurely makes his way through the village, back to the Lee home. It has been a pleasant day, with many friendly chats. Now, too, farmer Lee leads his buffalo back to the stall after a long day's work in the fields. Before little Oli Yung is put to bed, there must be good-nights to grandfather and grandmother Lee.

Now, in the evening, farmer Lee, who does the buying for the family, makes a purchase of salt. Mother is once again at her stove, preparing the evening meal for her family. To the children seated in the darkening courtyard come the strains of a neighbor's violin as he looks out over the ancient village toward the mountains that loom beyond.

MR. WITTICH: Well, boys and girls, we have begun our study. This is our first chance to read about China, to be there, to see how these families live. Now, what about these questions we were curious about? Have you found some of the answers? Let's talk about some of the answers that we

found. Who has something that he feels is very interesting, that he would like to say?

JANE: There are sports. They play checkers and some other games, too.

MR. WITTICH: Yes, they do. Did you find out anything else about sports? Let's see, Edith and Joel were concerned about sports, weren't you?

JOEL: Well, one of the boys wanted to go swimming, and I don't know the game they played, but then they played checkers.

MR. WITTICH: That's right. Edith?

EDITH: I saw some girls jumping rope when they were in school.

MR. WITTICH: Yes, just as you jump rope. But the important thing is this, that those children, just like you, are interested in sports, are they not? They have their own sports, to be sure, but many of them are like yours. What else did you discover that was interesting to you? Jack?

JACK: I saw them jumping around, covering a stone. That was a sport.

MR. WITTICH: Yes, but let's talk about something else now besides sports. Is there anything else you were interested in?

BARBARA: I learned some of their occupations. I found that most of them were farmers but there were silk merchants and many other kinds of occupations, some things like ours.

MR. WITTICH: Some like ours, and some that didn't look quite like ours; isn't that right? But, again, the important thing is that they, too, have occupations, some of them like ours, as Barbara said, and some of them unlike ours. In many ways, in sports and in occupations, they have the same problems and the same interests we have. But they solve them a little differently, don't they?

NORMAN: At nighttime, they usually play their instruments.

MR. WITTICH: Yes, that one that we had the big argument over. What was the name of that, Fred?

FRED: Violin.

MR. WITTICH: No. You see, we are conditioned by our past experiences, are we not? We learn in terms of our past experiences.

JOEL: That was a lute.

MR. WITTICH: Yes, it was a lute, wasn't it? So we see that they have a love for music just as we have. Their instruments may look a little different, but their basic love for music seems to be there. What else did you discover?

EDITH: I found that their school is much like ours, but they read and write differently.

MR. WITTICH: Yes. The main thing is, again, that they have schools. They are interested in becoming informed, aren't they? They do it a little differently, though. I don't think, Edith, you could read that book, could you? Could you read it, Leonore?

LEONORE: No, I couldn't. They read backwards. They start from the back of the book instead of from the front.

MR. WITTICH: Could you read their writing?

LEONORE: No.

MR. WITTICH: Do you think they could read yours?

LEONORE: No.

MR. WITTICH: Do you think they could understand a picture of your school here in Atlantic City if they saw it?

LEONORE: Yes.

MR. WITTICH: Yes, I think they could, too. Sandra?

SANDRA: I didn't know that they had Girl Scouts and Boy Scouts, too.

MR. WITTICH: Well, apparently they do. Do you think they have them all over China?

SANDRA: Not all over.

MR. WITTICH: Well, we would have to find out, wouldn't we? We would have to do some more studying.

Now, boys and girls, we have been talking over some of the interesting things that we have seen, but let's be a little more businesslike about it. Let's search ourselves and see how good a job we did on learning the things that we set out to find out. Let's look at this first one:

"Each morning, farmers from the outlying districts bring to the village market such things as——?" Now, let me see. Look at that. How many of you have the answer? There are some of us who are still apparently in doubt. Such things as——?

JOEL: Grain.

RICHARD: Pigs.

FRANCESCA: Ducks.

EDWARD: Goats.

MR. WITTICH: Yes, we saw quite a few of the things that they brought to market. Let's look at the next one:

"The farmers bring their goods to the village of Kwan Shin in——?" What kind of transportation do you remember, Richard?

RICHARD: Well, they have these things that they put over their shoulders.

MR. WITTICH: Does anyone recall the name of that?

HAROLD: Shoulder poles.

MR. WITTICH: That's right; shoulder poles. And what other conveyance? There was another thing there.

BARBARA: Rickshaws.

MR. WITTICH: Did they bring their produce to the market in rickshaws?

ALLEN: No, in wheelbarrows.

MR. WITTICH: Yes, wheelbarrows. Leonore?

LEONORE: Packed over their backs.

MR. WITTICH: Yes. They had all means of conveyances, didn't they?

RONALD: I saw a buffalo there with grain on his back.

MR. WITTICH: Yes, I believe I recall seeing that, too. Many means of carrying things about. Now, let's look at the next one:

"The shops of the village of Kwan Shin have glass fronts just as stores in this country do." Is that true or false?

RONALD: False.

MR. WITTICH: Yes, they didn't have them at all. What were those fronts made of, Richard?

RICHARD: They were made of wood. Every night they would put them

over the shop and every morning they would take them off, to sell their produce.

MR. WITTICH: Yes, they would board up the shops in the night, would they not? Look at the next one:

"The two village shops of Kwan Shin which you saw in the film sold——?" Now, let me ask you, how many of you know the answer? Let me see. Well, that's peculiar. You all saw the film, didn't you? What do you do, boys and girls, when you have read something in your book and find you haven't all the answers? What do you do, Sandra?

SANDRA: You do it over again.

MR. WITTICH: Oh, my goodness, that's a boring thing to have to do, isn't it? It's not? You mean if you are really interested in finding out, you don't mind that? Really now!

EDITH: No.

MR. WITTICH: Certainly, if we are really interested in discovering things, we won't mind that.

We are on question 4, and we have gone through only three of these and I noticed that some of you did not discover all of the information that you saw here. It was here all right, but apparently it went a little too fast or perhaps you were looking at something else. But the important thing is that we are only down to No. 4 and there are some of you who are a little puzzled about some of these things. What does Miss McHale ask you to do when you are looking for something in your textbooks and you haven't been able to find it? What does she ask you to do?

BARBARA: She asks us to look it over again.

MR. WITTICH: I see; and she probably says, "Barbara, you go right back to your place and look through that page, and when you find the answer, you put your finger on it and you bring it right up here and show me." Did she ever say that to you? In other words, you do it again, don't you, until you have it?

Well, here we are; question No. 4. We have already got to the place where all of us are sure of what we are going to do. What can we do about it? Rosemary?

ROSEMARY: We see the picture over again.

MR. WITTICH: Oh, you wouldn't want to see that picture again! Would you want to see that again? [General agreement] Were you interested in seeing it? You wouldn't mind studying it again? Well, boys and girls, that is exactly what we are going to do. If we go through these, we will discover that there are many things that we have not discovered or not learned, and just as you already have done in other learning situations, we are going to do it here. We are going to take another look. The next time, what might be a good idea? As we go through these questions, what might be a good idea for each one of us to do?

EDWARD: We will look at the questions while we are seeing the picture and see if we can find the answers to them.

MR. WITTICH: Which questions?

EDITH: The questions on this sheet.

MR. WITTICH: All of them, Leonore?

LEONORE: No, just the ones you don't know.

MR. WITTICH: Yes. It becomes an individual job now, doesn't it, each of us with his own task to do? We are going to go through this and discover just what each of us needs to do and then we will do it.

RONALD: One of us could have the question No. 1 and everybody else could have one, and we would find the answers.

MR. WITTICH: You mean just look for one question out of the whole bunch?

RONALD: Yes.

MR. WITTICH: That would be a very convenient way to do it, wouldn't it? [Laughter] That would be a very simple way to do it, but do you think it would do you as much good?

RICHARD: Dr. Wittich, I believe I know the answer to No. 4.

MR. WITTICH: Well, that's fine, and all of you are going to have a chance to answer them, because right now we are going to get ready to study this once more. But we are not going to take the time to do that right here. What I am interested in knowing now is what you think we ought to do about knowing more about this subject, China. What other things do you think we ought to do? That is one way of getting the information, isn't it, from the film? What other things might we want to do?

FRANCESCA: We could read about China and make a booklet with interesting pictures in it.

MR. WITTICH: Where would you go to read about China? Where in your school town at Brighton can you go?

FRANCESCA: In the library.

MR. WITTICH: Certainly. Who wants to be a member of Francesca's committee to make up this notebook of interesting facts about China that the rest of us would like to have? All right, Eddie and Barbara and Claire and Pauline. What else could we do?

JANE: We could draw pictures about China.

MR. WITTICH: You would like to work on our chart, wouldn't you? Now, you told me that was a chart on trade, didn't you? And when we discover all of the interesting things about trade in China and transportation in China, we are going to extend that chart. Jane, you are going to be the chairman of that art committee, are you not?

JANE: Yes, sir.

MR. WITTICH: Who wants to work with Jane on that? All right; Frank and Diane and Allen. What else can we do? We are planning now for next week, aren't we?

FRED: We can make a booklet on sports.

MR. WITTICH: All right. Who else would like to work on sports? Joel and Richard and Ron. That will be our sports committee. Where do you go to find information on that, Fred?

FRED: In the textbooks.

MR. WITTICH: Yes. We will consult our textbooks. We may not find it there, though. Where else may we go?

EDITH: We could go to the encyclopedias.

MR. WITTICH: All right, and we can refer to this film again, possibly, too.

RONALD: We could get it at the downtown library in Brighton.

MR. WITTICH: Yes. You see all the sources of information we have? And, boys and girls, I am going to tell you something else. We have a very fine set of slides on Chinese life that we are going to see next week, and we have a very good film strip that we are saving for next week, because we want to know a little bit more about China before we study those slides and film strips. We want to discuss the contents of those things leisurely, and before we can discuss the contents of those slides and pictures, we have to know a little bit about what we are talking.

Now, here we have it. We have begun our planning for next week. We are going to set up these committees. We are going to complete this bulletin board. We have a bulletin board committee working. Our map study committee is going to continue finding out interesting things on the map. We are going to work with the project. We are going to complete our art correlation. We are going to find out about these booklets on sports, housing, and transportation. We have our jobs pretty well cut out, haven't we?

You see, this is our first impression. We have established our readiness, and now we know the things about which we are going to continue to study. Did you hear the bell? O.K., that's as far as we will go this morning. We have our work all cut out, and we'll start in the first thing in the morning, as soon as our study hour is over.

Boys and girls, you have been a splendid class. I just want to tell you that before you go. [Applause]

While the boys and girls are going out, I have just one or two reactions that I would like to leave with you.

Today, we are confronted with the necessity for creating a classroom learning situation which is unprecedented. As teachers, we have the responsibility for the future development of these greatest of our resources—the children of this nation. Among these youngsters are going to be the persons who will sit on our security council in the future, who will work out our trades and our pact relationships with other countries. To them, we must be sure we convey information about the peoples and the cultures of the world in terms which they will not misunderstand, which they will not misinterpret.

Superintendents, you have given us fine schools. They are things of beauty to behold and they are equipped efficiently. Superintendents, you have given us the best salaries that we as teachers have ever received. But please go further than that. Give us sharp-edged cutting tools with which to meet this responsibility of tomorrow. We need the best materials through which to make these classroom environments real—real to the extent that through their graphic presentation, through their vividness, through their interest, we can communicate the realities of our natural and social environment to these, our young learners of today, the adults of tomorrow.

in whose hands the future of this democracy lies. Thank you kindly for your attention. [Prolonged applause]

PRESIDENT HUNT: Demonstrated this morning has been the truth of the Chinese proverb that a picture is worth a thousand words. In that demonstration, we have seen a very skilful teacher at work. We have seen a skilful teacher utilizing the keenness, perception, the understanding, and the interest of a typical group of boys and girls.

You have already expressed to those girls and boys and to their truly inspired teacher, Dr. Wittich, your appreciation. You, in turn, I know, would have me voice appreciation to Dr. Potter of the Atlantic City school system, the principal of the building from which these boys and girls come, and Miss McHale, whose ability as a teacher likewise was demonstrated this morning—our appreciation for their cooperation. This has been a very worthwhile and very significant convention experience for all of us. [Applause]

HOW GOOD ARE THE NEW TOOLS FOR TEACHING?

LYMAN BRYSON, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY; COUNSELOR ON PUBLIC AFFAIRS, COLUMBIA BROADCASTING SYSTEM, NEW YORK, NEW YORK

PRESIDENT HUNT: Here in annual convention, we have been concerning ourselves with the expanding role of education. Happily, we have new devices and new technics to help us meet that new and enlarged responsibility. To think with us this morning on the subject, "How Good Are the New Tools for Teaching?" is Dr. Lyman Bryson, Professor of Education, Teachers College, Columbia University, and Counselor on Public Affairs of the Columbia Broadcasting System.

Known throughout the radio world as a moderator of the popular program, "The People's Platform," Dr. Bryson's competence in the field he assumes with us transcends that particular tool. Versatile, able, scholarly, but, withal, human, a consistent pioneer and an esteemed and respected teacher is Dr. Lyman Bryson, whom I am happy to present to you at this time. Dr. Bryson.

MR. BRYSON: I suppose I don't need to call to your attention, ladies and gentlemen, that it is extraordinarily difficult to follow on any program a performance such as we have just been watching. As I understand my task, I am to give you a fairly cool appraisal of what these tools really are and what we can do with them. What we have had this morning needs to be analyzed a little bit because it has been three things, not only one.

It has been, of course, a demonstration of the new tools, done extraordinarily well. It has been an example of fascinating expert teaching, with a bunch of very bright kids. And then, in addition, it has been dealing with very interesting subjectmatter.

I think sometimes when we think about these tools, we are inclined to confuse the various things that we are dealing with. For instance we confuse the subjectmatter with the tools, because undoubtedly these tools do expand

in quite notable ways the subject-matters with which we can deal. Also, because enterprising and intelligent teachers are likely to be interested in new tools, we sometimes confuse the expertness and personality of the teacher with something that the tools have added. The tools, nevertheless, do add something. Our business is to find out, in so far as we can at this stage of their development, just what the tools can do.

When I speak of new tools, I am thinking of all the pictures and print that can be brought to us now, because pictures and print are comparatively cheap. You can give every child a great deal more printed matter than you could have done a few years ago. You can give him all kinds of current materials which you couldn't have done a few years ago. You can bring him the advantages of motion pictures and presentations, and, although we did not have it here this morning, you can use broadcasting.

I am going to talk about those things as well as I can, but I want to make one or two warning statements in the beginning. There is no miracle in a device. There is no substitute for teaching. There is no substitute for the contact of mind with mind. There is no miracle in education except the miracle of education itself: that children do learn, and that we in our eager and sometimes expert but more often clumsy way seem not to get too much in the way of their learning. These new devices are tools, not ends in themselves. I don't know any way to make that more emphatic than it ought to be made.

You know that over long generations of teaching, books have been taken as ends in themselves. Books never were. They, also, were tools. And yet, you know teachers who think that if you can get a child's nose into a book, no matter what goes into the child's head, no matter what comes out of the child's mouth when you ask him a question, or goes down on paper when you give the child some kind of a test, the end has somehow been reached because the child's nose was put into the book. That is making the mistake of not realizing that the book, too, is a tool.

These new things are tools also, to be used exactly as books are used, and every one of them has its own special purposes and its own special capacities and its own special value. I would like to look at them first inside the classroom, because the new tools do a good deal to expand the child's world, and we would be failing in our duty as teachers or as guides to these children in their way toward adult life if we thought that their classroom experience was the only one that helped.

In the first place, you have to begin with the fact that the psychologists have established pretty thoroughly now that some children are not natural readers. Some children not only do not ever learn to read, but some children do not really read with pleasure and advantage even after they have learned up to the limit of their capacity. The world is full of people who read only if they have to, and that is not only because some of them have been badly taught.

If you want evidence of that sort of thing, you get it not in the classroom but outside, in studying the ways of public opinion and the ways that people have their minds made up for them. We have discovered in broadcasting, for instance, that there are certain kinds of people who will never read

anything beyond something which is quite—well, let's say lively, which is explicitly close to something in which they know they are interested—women who will turn to a newspaper, for instance, to read about clothing or about cooking or about one of their neighbors, or men who will open a newspaper and read about business or one of their neighbors or about sports. But neither one of them will ever turn to an article on politics, to an article on books, to anything that has to do with thought or art or anything that is creation or anything that is demanding, anything which puts their personalities into gear for higher effort. They just don't get that stimulus out of print.

And yet, some of these same people will listen to broadcasts that are fairly difficult, that are quite thoughtful, that do discuss current affairs reasonably well. They may listen, be stimulated, and go off and argue about it with somebody else. In other words, it is not that they are impervious to stimulus of that kind. Words stimulate them; but not words put down on paper. Only the words they hear.

We know that there are people like that, but I don't believe that it is any excuse for us not to teach people to read because some people don't like reading. That isn't my point at all. My point is that some people just appear to be psychologically not readers and not open to that kind of training in any high degree.

Right at the beginning, you have to put down to the credit of the new devices that the people who are not readers will get out of these other things the acquaintances, stimuli, and meanings that they will never get out of the printed page. Some of them, even further than that, will get something out of a picture that they can never get out of words. Nothing that any teacher says to them, nothing that they read, will ever mean quite as much to them as what they can see for themselves.

And it is even more complicated than that. I was talking the other day to a friend of mine, a psychologist who has spent his life studying the meanings of words, counting the meanings of words, trying to find out how many meanings each word has in how many people's minds and thoughts, and one of the things which has struck him, he says, as he has studied young people, is that we are often deceived by the fact that a child can repeat a dictionary definition. It deceives us into thinking on that account that the child can really use that word.

What happens, according to this psychologist, is that the child gets, in a very early acquaintance with such a complicated symbol as a word, some meaning, some dim meaning, perhaps only one of the many meanings that that word can have, and then, as experience goes on, the child adds more and more depth of meaning, complication of meaning, variety of meaning, to that same word. What the word means to the teacher and what the same word means to the child are at first very different things. But the child struggles toward the same richness and complication of meaning which the teacher has in the beginning.

If you want to see how that process works, all you have to do is remember what went on up here a few minutes ago, for which I was no more prepared than anybody else. The word "lute" was mentioned, and one boy, quite properly, said that was jewels or something that a robber gets. That is one

meaning for the sound "loot." There is no reason for supposing that he should right off distinguish between those two sounds since they are spelled differently and pronounced the same. And another child thought that "character" was somebody who didn't behave the way he should—a bad character, a queer character—instead of a symbol on a piece of paper.

I remember a child in my own family once who was listening to a broadcast which I had been studying very carefully, a broadcast on science, because we had been having some argument as to whether or not that particular broadcast was too difficult for children of certain ages. I am a great optimist about children. I always credit them with more brains than I have myself, and generally I am right. [Laughter]

I thought that the children were understanding this broadcast. Well, one child in my family, who at that time was only eight, was listening to this broadcast. It was a scientific show, about diseases, and she was completely absorbed. She obviously was having a very good time, and you would have said, if you had watched her, that she was getting a great deal out of the broadcast. But we made a mistake. We asked her a question. We said, "Is it clear?" She replied, "It's been pretty clear up to now, but I'm a little bit puzzled because I thought that malaria was the Queen of England." [Laughter]

I told you that this was a child in my own family, as much as to say it was a very bright child. And yet, it was natural for a child of that age to confuse the word "malaria," which sounds a good deal like Maria, and then mix the disease, "malaria," with the name "Maria," and so on. In her busy little mind, she had gone off on a completely wrong track and was working it out, probably with prodigious feats of logic and intellect that we couldn't match, but coming out with a completely wrong conclusion.

That sort of thing goes on in a child's mind all the time. It goes on in your classroom, it goes on in the playground, it goes on in the child's wandering among books and pictures in the library, it goes on everywhere that the child is, the slow business of getting the mistakes straightened out, of getting these thin, superficial meanings deepened and enriched, getting some substance behind the symbol that is so difficult, that challenges and stimulates the child but has to be understood. Understanding takes time.

Two processes are speeded up, they are made better by these tools. You can catch the nonreaders. You can help the child clear up all the early superficial meanings that he attaches to words.

Another thing that happens in the classroom is, for the most part, just old-fashioned teaching. In this one is confined to the stimulation of one sense alone—the sense of sight. We used to train the child to see; that is about all we did train him to do. There is an old tradition—as a matter of fact, it goes back to the best of all authorities; it goes back to Aristotle—that somehow the eye is a superior sense. And I am not saying that it isn't. It is a very efficient sense, and when somebody tells us that we get more with our eyes than we do with anything else, there is no disputing it. There is no way of telling. Undoubtedly, we learn a good deal with our eyes. But if our eyes are not supplemented by other sharpened and trained senses, they are not going to be satisfactory instruments for living in the world in which we live today.

A child growing into the present world is growing into a world of kaleidoscopic and confusing sights and most extraordinary and confusing sounds. Stimuli are flung at the child now with a richness, a complication, as never before. It will probably get worse, not better, as time goes on. We have to train children to live in a world in which their eyes and their ears are assailed every day, wherever they turn, with all kinds of demands and stimuli, and, if you want to use that ugly word, all kinds of propaganda, and an untrained ear, an uneducated ear, is a very dangerous thing to be abroad in the world, even if the front of the same head is equipped with well educated eyes, because the child is going to hear as well as see.

If educators helped children develop their sense of touch, that would help, too. They do that somewhat. Look at what happens to these children here in this classroom. They are not only looking at a map; they are manipulating a map with their fingers, they are making maps. They are doing things; they are getting kinesthetic experience along with just looking at things.

You know without my repeating it to you, for you have heard it so often, that the child's mind responds to all these sensory experiences, is enriched and strengthened by all of them, not just simply by seeing something and recognizing it. That, after all, is a very small part of experience—just to see something and recognize it. And yet, when we used to tell a child to read something and then tell us what it meant, all we really were doing was telling the child to look at something and recognize it when he saw it again and give a dictionary definition for it. You cannot use these new tools without going beyond that simple and superficial contact between the child and his experience. You must enrich and broaden, if you use these tools.

Children do not live only in classrooms. They live outside of classrooms, and I don't think there is any teacher in this room or any teacher in this organization, and I doubt if there is a teacher in the United States now, who thinks for a moment that our responsibility for the lives of these children in the civilization in which they live is ended when they walk out of the classroom or off the school grounds. You know that is not so. We have to teach them in the light of the kind of experience they are going to face and the kind of a world in which they are going to live.

As I said a moment ago, they are going to live in a world in which they will be assailed by sights and sounds that are confusing, distracting, overstimulating, and they are going to have to learn to make their way. Take the fact that the child—I don't know how many hours in your town, it is too many perhaps, in your own opinion—but the child goes regularly to a motion picture theater. He goes to a place for entertainment. The people who made those pictures made them to entertain, and for the most part they are not concerned with any other value except entertainment. Most of the motion picture people of the United States have expressly repudiated any purpose or any concern or any responsibility except to be entertaining.

Well, entertainment is a good end in itself, but there are different kinds of entertainment, and entertainment has more than one effect upon a child. Children who go to the motion pictures, as almost all children do, are going to respond in terms of what they have learned, what kind of character—not Chinese characters, but characters—they are building; what kind of dis-

crimination they have been taught to exercise, and a teacher who teaches with the new tools has a way of teaching solid, substantial, logical, and beautiful ideas that can be expressed in a motion picture, that the motion picture people will have to provide if the public is discriminating enough to ask for them.

You are creating in the classrooms the public of the future, and the civilization of the future depends absolutely on the public of the future—its tastes, what it will accept, what it will refuse, what it will like, what it will dislike, what it will reject, what it will loathe, what it will be enthusiastic about. The new tools enable you to do that in ways that were never open to you before.

I shall have to say here that I do not believe that we have in the past done as good a job even in teaching to read for beauty and significance as we might have done. I can't say, although I wish I could, that we ought to do with the new tools as good a job as we have done with books, because I don't happen to believe that we have done any too good a job with books. What I am saying is that we ought to do with the new tools a better job than we have ever done with books.

I am quite willing to specify that, because it is not a pleasant fact. If you study the circulation of the public libraries of the United States—and these figures have been assembled for a great many typical places—if you study the circulation figures, you will find that for the typical public library in a typical town, somewhere between 35 and 40 percent of all the circulation of books is reading done by high-school students on assignment.

Presumably, when high-school students are sent to a library to read, they are sent to read something worth reading. They are in that way getting their acquaintance with great poetry, with great fiction, with great thought, with the kind of books that have illuminated men's minds and stirred their souls, the kind of references and records of the past which make our civilization. Presumably that is why they go. While they are still in high school, they continue to go.

Our theory has always been that if we introduce them to these books while they are in school, when they get out of school, they will go on reading those books. Unhappily, the statistics don't bear that out, and the reason they don't is because that figure of 35 to 40 percent of the reading in public libraries done by high-school students does not change. It has been like that for years. If, when the high-school students joined the adult population, they went on reading, that proportion would have to go down steadily, and it does not. When they join the great adult world, they tend to stop reading the great books.

I am pointing this out because, in the first place, it is a fact that every teacher ought to be reminded of frequently, and, secondly, because I want to make it perfectly clear, as I did in the beginning, that the tool is not a substitute for anything. The tool is not an end in itself. If you get the child into the library and get him to reading the books, that doesn't mean that he has been stirred and illumined to a point that will make him go on for the rest of his life, thinking great thoughts in the company of great authors. It doesn't seem to work that way. What we have got to do with the new

tools is to learn to use them, not only as well as we have used books, but better.

They give us new chances to do new things and better chances to do the old things, and we have got to learn to do them better because it is when the child is out of school, in the afternoon and on his holidays and when he grows out of school into the adult world, that our responsibility carries over. Our responsibility to keep him doing what? Learning, yes. Learning intentionally, on his own power; because he has learned that learning is fun.

If I had to say the one thing that gives me the most enthusiasm about the kind of thing that we saw here this morning, I would put it like this: that it is perfectly evident that those young people up here on the platform this morning were having a good time. It isn't only that they were enjoying putting on a show for you—I think they did enjoy that and they would be less than human if they did not. It was astonishing to me that they were as little self-conscious as they were. I would be much more self-conscious if I had to sit up here and answer questions that somebody asked me. They were astonishingly poised and self-controlled. They got a certain pleasure out of doing this for you, but they would be getting pleasure out of it if you weren't here, if they were alone with their teacher. It may be that, by some blessed chance, at last we have found some way of making learning in the classroom so much fun that a child will go on with it into his adult life; he will not think of doing anything but going on learning, because learning is something that he likes to do.

That is a far better motive, a far stronger motive, for what we call adult education than some of the others that we have. These new tools do make the classroom a livelier, a brighter, and a more stimulating place, and in that way they help us to carry over into adult life things that need to be carried over.

I can't help saying something about the subjectmatter of what we saw this morning, because I think that although you could use those tools for other subjectmatter not nearly so stimulating and fascinating, you can do this kind of subjectmatter better with the new tools than you can in any other way, and that is of immense importance because the subjectmatter that we had this morning is of great importance to the world.

I don't know how many speeches have been made in this convention and last year's convention, or will be made next year, about the need for creating in the minds of children some kind of friendliness for the children of other countries. I want to say a word about that because I think it is a very special problem. I don't think it is nearly so easy as we sometimes think.

I happen not to believe that you can establish peace in the world merely by acquainting the people of one civilization with the people of another. I just don't think it is that simple and easy. As a matter of fact, there is nothing in history to support the idea that if we knew all about the people of other countries we would be friendly with all of them. That is just one of those easy answers to a difficult question that we are prone to fall into.

As a matter of fact, some of the friendliest feelings that we have toward foreign countries are toward countries about which we know absolutely

nothing. It is more complicated than one thinks. When you do look at it historically, you have to take this into account, that the two countries in Europe which have known most about each other, from childhood on up, through every level of society, every degree of cultivation, the two countries that knew most about each other through all of the eighteenth and nineteenth centuries in Europe were Germany and France. They studied each other's books, they studied each other's languages, they looked at each other's pictures, they listened to each other's music, they went to each other's theaters, they traveled back and forth for generations. And all during that time, they were having the most enthusiastic wars.

What is wrong with that picture? They knew each other. They even knew the best of each other, not just the worst. I say they knew each other's pictures and music and plays and opera, and they read each other's books and they studied each other's philosophy and science and language, and they hated each other just the same, or they fought their wars, at any rate. Perhaps they fought wars without hating each other. At any rate, they fought.

And, you see, I am bringing that up because, as I say, we fall into the easy fallacy of thinking that if we just expand the knowledge of other countries, there is going to be general friendliness. What about the real knowledge between us and Japan before Pearl Harbor? Didn't we have Japanese art all over our houses? Didn't we have books in all of our schools about how quaint the Japanese children were? Didn't we talk about Japanese life as pleasant and charming, and so on and so on? Of course, when we got the Japanese into this country, we didn't treat them so well, but that was something different. Then they ceased to be images on a screen and became real human beings, and we behaved very differently.

Now, my friends, I have no easy answer to substitute for another easy answer; I have been trying to insist that there is no easy answer to this problem. But I am sure of certain things. I am sure that whatever else we find out about how to make children peaceful, friendly, resistant to war propaganda (we might as well put it in those flat terms—resistant to war propaganda), if we expect peace, we have got to use a great many devices. Above all, we have got to give them friendly images of other people, and, whatever else we do, whatever wisdom we can find, whatever we can learn, to build a safer world, we have still got to give them these friendly images. That is the basis. We cannot leave them in complete ignorance.

I don't think it is safe to suppose that we will always love people about whom we know nothing whatever. We may love them and we may not. We have to give the young friendly images of all strangers. I suspect—and this may surprise you a little bit—that we would do better to give them a lot of images of a lot of different people, about which they don't get very clear ideas, than to give them a profound knowledge of some one other country. That may strike you as rather bad education; it depends on what your education is for.

Why do we give children a knowledge of the rest of the world? Because knowledge is worth something for its own sake? Yes, I believe that. Any knowledge which is the truth is worth something for its own sake. But if we

are doing it for the specific purpose of giving these children a friendly attitude toward the rest of the world, giving them a knowledge of other countries, I suspect that we would do better if we gave them a not too profound or searching analysis of each country.

My reason for thinking that is this: I suspect what we want in the minds of our children is an attitude of interest, of friendly sympathy toward any kind of strangeness, the idea that strange people are friendly human beings, not to break down the idea that they are strange but to associate with that strangeness the idea of friendliness; the idea that they are human like us, even though they are strange; that the world is full of all kinds of people and that they are all people. They are in truth very different from us. But in spite of the fact that they are not like us, they are persons, they are human beings, they are people with whom we can be friends. Anything that will leave in the child's mind a strong conviction that you can be friends with strangers is worth more than any knowledge of a particular country or a particular civilization.

I believe that the kind of thing that we did here is far more likely to bring about that kind of attitude than a profound knowledge which is based upon some other, shall we say, more searching and scholarly study of the books.

The brilliant demonstrator, Professor Wittich, said he hoped that some day you could load all these people into an airplane and take them to a place. Well, after a good deal of experience in living in foreign countries, I should say, yes, let's do that. But let's get them away quick. Let's take them for a few hours and bring them back home.

They say if you are going to write a book about a place, you must be there either one day or your whole life. If you are there one day, you have a quick impression and you can tell everybody all about it. You have no doubts. You have not learned enough to have any doubts. If you are there for more than a day or two, you begin to have doubts and you begin to find complications. You had better spend your whole life there in order to find out what the people are really like.

Personal contacts? Yes, wonderful! In that you see something we are talking about a good deal on a higher level. We are talking about sending students to Europe and we are talking about bringing students here, and that is wonderful, too, provided we are very careful about where those students go and what kind of experiences they have, and that we keep them from substituting a second patriotism for a first, so that they have two kinds of chauvinistic nationalism instead of only one. That is not so unlikely as you may think.

I have studied a great many young people who have gone abroad. Before they went abroad they were passionately nationalistic for America and you would have said, "Well, the thing to do for those children is to send them abroad and let them find out that there is another great country." You send them to France, for instance, and they come back and they have found that there is a second great country. They now know about France and the United States. And are they now cosmopolitan, internationalist, friendly toward the other countries? No, they are less so than when they went, be-

cause they now love America and hate all of America's enemies, and they also love France and hate all of France's enemies, and that means they hate nearly everybody except France and the United States. I am not joking. I am talking about the most careful studies. In fact, I spent this summer studying just this on behalf of Unesco, and that is what we found out.

These things are not simple. They are extraordinarily complicated. What we want to do is to create in the minds of young people a steady, firm, unassailable belief that a person can be different from me and still be good; that a person can be strange and still be human; that a person can read from the back end of a book to the front if he wants to and still express thoughts that are worth expressing—not that you would want to do that yourself, but that you don't feel that the person who does it is somehow alien to you. It destroys the sense of alienness and strangeness and the fear that goes with it. The new tools will help with that because the new tools make it possible to give a child a tremendous sweep of experience—superficial, yes, but what I am saying is that superficiality in these matters may be one of the advantages, not a disadvantage.

Let's look at the thing as it is. You may not always get the same kind of solid knowledge, repeatable in an examination, that you can get by some other method, but you can get a kind of knowledge which in the long run may be more valuable to you in shaping attitudes and in making character and that, after all, is the most important thing.

I said a while ago that if we could make as much as possible of school life like this—amusing, exciting, stimulating—to children, it would have an effect upon their lives when they go out into the world. I want to say a little something more about that great world.

In the first place, I have a conviction that the next phase of democracy is a phase which was anticipated far more than we remember by the men whom we look back upon as the fathers of our democracy. I could quote from Walt Whitman, writing nearly a hundred years ago; I could quote from John Quincy Adams, writing longer ago than that; I could quote from de Tocqueville, the great Frenchman who came here and seemed to understand us better than we have ever been able to understand ourselves. I could quote from all of them to this effect: that the progress of democracy as exemplified in the United States more than anywhere else in the world is going to go through certain phases; that first, what is necessary for men is to get political freedom and to establish it, to make it unassailable, knowing that when they got it, they could begin to take it for granted. And then, after they had political freedom—and I am quoting from John Quincy Adams almost verbatim—after they got political freedom, they would conquer the material forces of their world, they would get prosperity. After they understood politics, they would understand economics, and they would understand economics because they had to get a world in which every man could have a decent chance at a reasonable prosperity.

And then, after they had done those two things, after they had got political freedom and industrial control or, if you like, a political democracy and an industrial democracy, then they would go on to something else, and each one of these people that I mentioned gave it a different name. They all meant

the same thing, because they all knew that democracy was an idea about government, a concept for organizing society which means something like this: that the end lies in the human being, in the personality, and not in the public or in public business or in government or in solving public problems. This is something that we need to tell ourselves over and over and over again, because we tend to forget it and, in forgetting it, we lose the thing that is most precious to us—the very essence of our democracy.

They did not believe that men should solve their own problems only because when men solve their own problems, they are likely to solve them wisely. They did believe, and it is true in the long run, that you can take your chances with the general public will, the general public opinion, as against anything else. They believed that. But that wasn't the end. We tend to think it is, but it is not the end. The end is something else. They knew, when they said it, each in his own way, that the reason for having us solve our own problems is because we are better people when we solve our own problems, whether or not we solve them wisely. It is what it does to us, to our human personalities, to be geared into great enterprises, to be faced with great problems, to have to make great decisions. That does something to us. We are the end of democracy, not the government, not the country, but the people that make it up.

Now, in our classrooms—and I don't know why I think it necessary to remind teachers of this—we generally do that. I should think one of the two or three essential things about Professor Wittich with his extraordinary teaching up here was that he was making an end of the student and not of the thing to be learned. Teaching is a verb that takes two objects. You can teach a subject and you can teach a child. It is always better, of course, on these levels if you remember that you are teaching a child. He never forgot that. He was not doing the things that would get most quickly over the subject-matter. I am not even sure, my friends, that he was doing the things that would get things most quickly into their heads. I am not sure that he was. I think it could be demonstrated. I think I could take those children myself—and I am not a good teacher on that level, if on any, but I think I could take those children and, in a much quicker way, give them all the facts that he gave them and make it possible for them to regurgitate them just as accurately and perhaps even more quickly, without having had any effect at all upon their mind and character, but getting the facts into their heads.

That was not his purpose. His purpose was to give them a certain experience that made them, almost measurably before your eyes, better human beings. That is what good teaching is.

My friends, democracy is a teaching government. Democracy is essentially organizing the world so that everybody has to be the best man that he can be, every minute, all the time. It demands of you that you be the best. That is what democracy is, not to get public questions settled best, but provide men with the experience of settling great questions for themselves.

What all of these people have stated, what they have said over and over again, is the principle that one has to come back to because it is the most basic idea in our lives today. It is that when we have political freedom, political democracy, when we have conquered the material world and have

something like economic democracy, then we go on. We find that we enrich our lives, to use a phrase—and I don't know any better one—we find that we add to the political democracy and the economic democracy what we can call a cultural democracy, a democracy of civilization.

What does that mean? It means that we want a world in which every man who has any creative powers in him—and I don't believe there is a man or woman in the world who has not some—will live in such a stimulating environment, so full of chances for him to be himself, that all of his creative powers will be brought to full fruition for his own sake and for the sake of all the rest of us.

That means that we must cultivate differences, that we must not be afraid of strangeness in our own environment any more than we are in the rest of the world; that we must cultivate the creative power of differences; that we must nurture people to be themselves. But democracy goes on beyond freedom and beyond security, to greatness—greatness for men and women, greatness in their own patterns, greatness to the limit of their own powers.

We cannot reach that by any tricks or devices, but the new tools on the classroom level, on the college level, can be expanded throughout life. The new tools, the cinema, cheap print, broadcasting, can bring the greatest drama, the greatest ideas, the greatest music, the greatest things that are in the world into practically every home in our country. It is possible. It is almost realized. Yet, the purpose of that is not the device itself, but to bring, into every home in our country, every possible chance and every possible stimulus to make for greatness in every home. And you start there in the classroom by giving the child a chance to be his own best self.

We can't do that if we substitute tricks for teaching. There is no substitute for the teacher; it has still got to be the teacher. We can't do that if we forget—and this may seem to you like taking back something I have said—that to be great, we have got to know not only the experience of our time but also the experience of the past. We cannot let ourselves be enticed by these devices to give up the great things that there are in books. Above all, we must not be caught in these devices by substituting the spectator role for doing the thing yourself, and that I think is the greatest temptation of all. It is far more important that the children cut out something and put it up there on the wall or make a drawing than it is that they watch a motion picture, because although the motion picture is a wonderful stimulus and should be used for that purpose, somebody else did that, whereas they themselves made the things that went up on the wall.

If we remember those things, if we remember that you cannot put a trick in place of the teacher, that you cannot let the children become just watchers of the ingenuity of the adults, if we remember that the children must do things for their own sake and for themselves, then these new tools are not miracles, but they are helpers.

And I believe that a good teacher is entitled to the best help he can get. The modern tools are a real help, and to support that—what shall I say? That prayer that I heard when I was standing in the wings? Give us everything else that we want and give us good clean tools, and then give us the grace not to think that the tools are going to do our work for us.

EIGHTH GENERAL SESSION

Wednesday Evening, February 25, 1948

PROGRAM BY THE ASSOCIATED EXHIBITORS
OF THE NATIONAL EDUCATION ASSOCIATION

ASSOCIATED EXHIBITORS SCHOLARSHIP FUND

R. E. STEWART, NEW YORK, NEW YORK; PRESIDENT, ASSOCIATED
EXHIBITORS OF THE NATIONAL EDUCATION ASSOCIATION

CHAIRMAN STEWART: Ladies and Gentlemen: It is my privilege to bid you a cordial welcome to this twenty-second annual program of the Associated Exhibitors of the National Education Association, and it is our hope that what you will see and hear will be pleasant and that its memory will live with you for a long time.

For many years the Associated Exhibitors have searched for some way to serve, other than by an evening of entertainment, the interests of American education and, more particularly, the American Association of School Administrators. Many plans have been proposed and considered but all, save one, have been discarded for one reason or another. The survivor was a scholarship, and when it was proposed a little less than a year ago to your worthy executive secretary, Dr. Worth McClure, he suggested a modification which, I am happy to report, met with unanimous approval of the firms that make up Associated Exhibitors.

There is a syllogism that seems to be appropriate. Teachers are in short supply, if I may use that expression, and the supply will probably become shorter before it improves. Potential administrators are drawn from the ranks of teachers; therefore, administrators will be in short supply.

Some endeavor to develop administrative material seemed appropriate. It is our hope, therefore, that the Associated Exhibitors Scholarship Fund of at least \$1000 annually for graduate study by an individual selected by a committee of school administrators will be as useful as it is our pleasure in making it available. This grant is made without any strings attached. Associated Exhibitors shall have no part in selecting the individual who is to receive it. The selection will be made by a committee of your own members.

Education is an obligation of every citizen. You are the active administrators of education. We are not qualified to do that job: yet, perhaps we can contribute toward the development of one whose ability might otherwise be denied to you administrators.

Dr. Hunt, I present to you, in abstract form at the moment but I assure you it will take final shape and size when you are ready for it, the Associated Exhibitors Scholarship Fund in the hope that it will help in the development of an individual who one day may follow in your footsteps. [Applause]

PRESIDENT HUNT: Mr. Stewart, Members of the Associated Exhibitors of the National Education Association, My Fellow Members of the Ameri-

can Association of School Administrators, Ladies and Gentlemen: In behalf of the American Association of School Administrators, I am happy indeed in the privilege of accepting from the Associated Exhibitors of the National Education Association this scholarship grant. Its proffer is but another milestone along the very happy highway of travel which the Associated Exhibitors of the National Education Association and the American Association of School Administrators have traversed together.

We are deeply appreciative of this grant, and it is my privilege to assure you in behalf of the Executive Committee of our Association that the selection of the recipient will be carefully made, for, at a time when the American Association is giving serious consideration to the professionalization of the superintendency, this comes as a very fine gesture, a very fine indication of the cooperation that has long characterized our two associations. And so, in behalf of our membership, Mr. Stewart, I want to tell you of the appreciation that we feel.

Probably from the platform of our convention a year hence, we will be able to report to this group the progress that has been made in furthering the study of the superintendency in terms of a well-deserved recipient which this grant makes possible. We thank you and, in thanking you, we express again our appreciation for the delightful friendships and associations that have characterized our joint endeavor in serving the girls and boys of our great nation. [Applause]

PRESENTATION OF THE AMERICAN EDUCATION AWARD TO PAUL G. HOFFMAN

CHAIRMAN STEWART: Of the various functions of our Board of Directors, among the most important is selecting each year the individual who shall receive the American Education Award.

About ten days ago, Paul Crabtree and I had the pleasure of calling on Mr. Paul Hoffman. During the course of the conversation, in referring to this evening, I asked Mr. Hoffman whether there was anything special that he wanted me to say in introducing him. He said, "No, make it short. Just say 'Here's Hoffman.' " But he merits more elaborate treatment than that.

A man is not selected because of the way he parts his hair, nor for his politics, nor for his religion, nor for many other reasons, but rather for what he has done for education and therefore for humanity. A man cannot be judged by what he will do, for no one can foretell the future. Yet, what he has done is frequently an index to what he is likely to do.

I hope it will not embarrass Mr. Hoffman for me to tell you that what he has done up to now was pretty well scrutinized. He was looked up in *Who's Who*, and I might add, for the benefit of those who have not read his biography, that, in that publication, beyond the considerable space he occupies, it is quite impressive for the substantial achievement it reflects. Not all of life's decisions are as easy as choosing between black and white. More often, they are like choosing between shades of gray. Yet, as between our guest of honor and the other candidates, the choice was as easy as between two opposite colors.



*Herold Hunt looks on as R. E. Stewart presents
American Education Award to Paul G. Hoffman*

In making this award in the past, various fields of endeavor have been recognized—education, science, athletics, music, social service, art, among others—so it seemed appropriate to recognize an individual identified with the science of industry. Our guest of honor is an individual whose emphasis has been on business without sacrificing the arts and the sciences which so influence business. His position among the nation's industrial leaders and the university degrees accorded him attest to this.

Again with the hope that it will not embarrass him too much, let me read to you the words that constitute the citation: [See page 149.]

Mr. Hoffman, it is a pleasure to present to you the Associated Exhibitors American Education Award for the year 1948. [Applause]

ACCEPTANCE OF THE AMERICAN EDUCATION AWARD

PAUL G. HOFFMAN, PRESIDENT, THE STUDEBAKER CORPORATION

I deeply appreciate this award but am astonished at receiving it. The fact that I am being so honored is, to borrow a phrase from Will Rogers, "a signal triumph for illiteracy." I am not a Ph.D., as most of you are; in fact, I never got through college. The teaching staff of the University of Chicago, after one trying year, concluded that there was no point in attempting to educate me.

The teachers of the University of Chicago are not the only educators who have dealt with me in a somewhat distressing manner. Like most mem-

TO PAUL G. HOFFMAN

*Industrialist, Patron of Education, Educator, Author,
Citizen*

IS PRESENTED

THE AMERICAN EDUCATION AWARD FOR 1948

Young in years yet mature in thought.

Champion of the new while a respecter of the old.

Seeker after truth, through research, in industry as well as in education.

Embodier and personifier of that rare combination that dwells in the realm of realism without sacrificing idealism.

Striving ever toward the proper balance between industry and education to the end that each complements as well as implements the other.

America, young and old, is indebted to him for his work in fostering University Centers for the study of Traffic and Safety problems.

Known best perhaps, up to now, for his vision and conception of what America needed in the post-World War II era which took shape in the Committee for Economic Development which he helped organize and now directs as its chairman.

Patron of formal education as trustee of a college and of a university, chief executive of a great industrial corporation, an author, an understanding and loving husband and father, with vision for the future that always reflects a proper balance between the altruistic and the practical, with the courage to express that vision and the drive to bring it to pass, a composite of America's ideal man of business.

The above is the wording on the illuminated manuscript presented to Paul G. Hoffman by the Associated Exhibitors of the National Education Association February 25, 1948

bers of the human race, I accumulated during my first fifty years a number of prejudices which I cherished. They were dear to me. For example, the mere fact that a man was a professor was enough to convince me that I had no time for him. And how I detested economics—that dismal and highly theoretical science!

Well, as fate would have it, I became involved in the activities of the Committee for Economic Development in 1942 and found myself surrounded by professors of economics. What a tragedy that turned out to be! because it wasn't long before it became apparent, even to me, that the professors were filled with useful knowledge, which meant, of course, that one of my cherished prejudices was rudely shattered.

As for economics, there again, when I learned something about it, I discovered that it is neither a dull nor a remote science. It is exciting and pervasive. It affects not only how people make their living, but how they think, how they work, and how they live. There went another prejudice.

But that's not all. The professors insisted that sound research is quite different from looking for information to support one's preconceived ideas. Real research, they said, must bring out all the facts—not just part of them. It demands that you *face* all the facts before you draw any conclusions. Such a procedure is disturbing to one's peace of mind.

Perhaps the mental turbulence stimulated by the professors has been worthwhile. Indirectly it led to the award I have just received. I'll treasure it all my life. But directly it resulted in certain discoveries about economics that I would like to pass on to you.

The first thing I discovered is that there is a close relationship between our political freedoms (such as freedom of speech, freedom of assembly, free voting) and economic freedom (such as freedom to choose one's job, to buy what you want when you want it, to start a business enterprise, to make profits or go broke). When economic freedom increases, political freedom increases. When economic freedoms fall, political liberties go down with them.

The second thing I found out is that an economic system should not be judged by statistics alone. The only valid basis for judgment is how it affects people. What does it do *for* them, and what does it do *to* them?

When I ask what it does *for* people, I want to know what it does for them materially. Do they have enough to eat? The right kind of food? Do they have a comfortable place to sleep? Do they keep warm? Do they have bathtubs, shoes, automobiles, radios, milk—and all the things that make up a decent standard of living?

When I ask what it does *to* people, I want to know if it gives people a chance to grow. Do they have a stimulating life? Are they happy in their work? Do they feel important to the scheme of things? Do they get along with each other? Do they get a chance to read? Can they worship in freedom? Do they get a chance to hear music, and to create music? Is the creative impulse stifled, or is it given free rein? Answers to questions like these tell the value of an economic system.

If you measure our American economic system by its effect on people, you

will find it ranks high. This is not a new discovery, but something we are becoming increasingly aware of. Since the turn of the century America has enjoyed the most rapid production and accumulation of wealth in the history of man. Whole new industries, employing millions of men, have sprung up in fields undreamed of by my grandfather. There are radios, movies, automobiles, airplanes; you can mention dozens of others. Our standard of living is the envy of the world. More important, as a people we have been extraordinarily blessed by the freedom we have enjoyed and by the chance given us to grow intellectually, socially, and spiritually.

But while progress to date under our system has been good, we are far from realizing its potentialities. Again this is not a startling discovery, but a fact that we should keep continually in mind. Too many of our people have not fared well enough. Too many of our people have not had enough opportunity for growth and development. Among those who have not fared well enough are our teachers and school administrators. Compared with what they have given, they have gotten less than any other group. That is an inequity that should be corrected forthwith. I am delighted to report that American business, through the Advertising Council, has already contributed more than one million dollars of advertising to promote adequate public support for our schools.

From the standpoint of the over-all operation of our economy, the one great problem which must be solved is that of the boom-bust cycle. Our progress toward material prosperity has been spectacular but erratic. The great task which confronts us is that of achieving what Dr. Jacob Viner calls unregimented stability while still retaining the living, dynamic productiveness which is the backbone of our system.

It is to that task I hope you will devote accelerated interest. You can contribute to it most significantly through the promotion of economic literacy. We must become better informed quickly. We dare not, and I am quoting from John Stuart Mill, "leave great questions to be fought out between ignorant change on the one hand and ignorant opposition to change on the other."

We are faced here and now with questions, some clearly of great moment, others seemingly of little importance. Oftentimes, however, the wrong answer even to little questions may start chain reactions with big consequences. I am not exaggerating when I say that your political freedom—and that of your children—may depend upon the right answers to questions like these: Does unemployment compensation strengthen our free economy? Will a government guarantee of "jobs for all" put our free society in danger? Is control of the volume of bank credit a proper function of government? Is it the responsibility of the government to help control the general price level? On the other hand, can the government in peacetime successfully carry out a program for controlling specific prices, rationing, allocation, and wage-freezing?

My eagerness to get you really excited about promoting economic literacy is sharpened by a knowledge of the tremendous results educators *can* achieve when once they swing into organized action. I am thinking now about highway safety, in which I have been interested for many years.

The National Education Association a few years ago established the National Commission on Safety Education, a group of distinguished school people representing all levels of instruction. The Commission has given active leadership to such programs as driver training, research, safe pupil transportation, and others. Its work already has produced impressive results. Within the last month, we celebrated a new milestone—the fatality rate per hundred million vehicle miles in 1935 was 16.4. In January of this year, it dropped to 8.2—a reduction of just 50 percent.

It is going to be no simple task to realize on the potentialities of our American economic system, but we can (if we will get on with it) make an age-old dream of man come true within the next twenty-five years. We can practically abolish poverty. We can come close to creating conditions which will give every man, woman, and child in America not only *equal* opportunity, but *sure* opportunity for growth materially, intellectually, socially, and spiritually.

Ladies and gentlemen, I thank you for the honor you have accorded me.

FRED WARING AND HIS PENNSYLVANIANS

CHAIRMAN STEWART: The next item on our agenda is one to which we have all been looking forward with pleasure, I am sure. While a student of architecture at Pennsylvania State College, Fred Waring, his brother Tom, and two other classmates gathered frequently in the Waring home to play music purely for pleasure. It is from that initial endeavor that the Waring organization, now in its thirtieth year, grew.

Fred Waring is a product of the public school system and has contributed more to music appreciation than meets the eye, for in his summer activity at Shawnee-on-Delaware he is plowing back into our own public school system the experience he has gained in thirty years. There, teachers may learn how he conducts rehearsals and they have access to his vast music library. His appointment as trustee of Pennsylvania State College was not a gesture but rather because of what he has done for the profession.

Ladies and gentlemen, it is my pleasure to present Fred Waring and his Pennsylvanians. [Applause]

[For program announcement of music and entertainment by Fred Waring and his Pennsylvanians, see page 235.]

NINTH GENERAL SESSION

Thursday Morning, February 26, 1948

PRESENTATION OF PAST-PRESIDENT'S KEY TO HEROLD C. HUNT

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

MR. SEXSON: Honored Guests, Members of the Association, Friends: The members of this Association, its officers and committees recognize that we cannot, as an association nor as individual members of an association express to President Herold C. Hunt the full measure of our appreciation for this inspiring program, for the events of this week, and for the accomplishments of this year during which he has been president of our Association. But we do wish, in conformity with the custom which the Association has followed for years, to present to President Hunt a key which is a symbol of our appreciation and which we hope will recall to him the events of this year.

The key carries upon one side the seal of the Association and upon the other his name and the years of his presidency.

On behalf of the Association, President Hunt, I take great pleasure in presenting this key to you. [Applause]

PRESIDENT HUNT: Dr. Sexson, to you and, through you, to the membership of our American Association of School Administrators, I express very deep and heartfelt appreciation of this gift. I can assure you all that this key will be indeed cherished, and will be worn with affection that is born out of happy association with the members of our great organization. It will also serve to recall the privilege that is mine as a member of the Association and the great honor and distinction that you have conferred upon me to select me as your leader during this past year. I want to express, therefore, that appreciation which I feel so keenly, and to tell you that the discharge of the responsibilities of the office of president of the Association has been delightful in every way, made so by the full measure of your cooperation, your interest, and your loyalty.

I would particularly express appreciation for the contribution of our very able executive secretary, Dr. Worth McClure, and his loyal staff, who during the year have contributed so much to the success of the Association, increasing our membership by more than thirteen hundred new members, carrying out the mandates of last year's convention, bringing together, for a two-day session, presidents and administrative officials, concerning ourselves, as we are at the moment, with the professionalization of the superintendency—just all that by way of very quick and hurried review, that I might indicate where the full measure of appreciation is due.

Thank you again for the honor that you have accorded me. [Applause]

WE NEED THE WORLD VIEW

PEARL S. BUCK, NOBEL PRIZE WINNER AND PRESIDENT, THE EAST AND WEST ASSOCIATION, NEW YORK, NEW YORK

PRESIDENT HUNT: Since 1941, one of the world's most popular and beloved authors, recipient of the Pulitzer and the Nobel Prize awards, has served as president of the East and West Association, and in that capacity has been directing a consistently purposeful life to the achievement of world understanding.

"Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed," the preamble of Unesco reminds us. Understanding is a prerequisite for building the defenses of peace. To help us with that understanding, Pearl Buck is with us this morning. Her challenging topic is, "We Need the World View." I am happy to present to this convention Pearl Buck.

MISS BUCK: President Hunt, I feel properly humble this morning in approaching a group such as you, who are professional, about a subject in which I cannot be professional. What I have to say this morning will be of a composite nature, and I must warn you of that in advance.

I have never been through our American school system. My first approach to it was only at college age and that is rather advanced, you will grant. My education, such as it was, was achieved by the combined efforts of a very painstaking mother, a Chinese school, and an old Confucian scholar, so when I speak of our American school system, as I shall do today, from the point of view of the world, I shall have to speak of it as someone who has lived quite by chance most of her years abroad and whose acquaintance with the school system here is as a mother rather than any more active participant, though that is occasionally very active, I can assure you. [Laughter]

I hope you will excuse what I have to say if it seems to you too frank, but that is the only way that I know how to talk, and it seems to me that it is the only way that really is worthwhile spending time on, either to talk or to listen, in these tumultuous days.

I hope you will want me to talk today with complete frankness about education in our country. I take it that we are met here in a spirit of earnest desire to find out what can be done to educate ourselves and our children to be the sort of people who can carry on with competence and content the life that will give to everyone the maximum of freedom and happiness. We talk very much of democracy and I am reminded of a letter which I had last year from a young and unknown man in Japan. He wrote me: "I wish that I could visit the United States. Perhaps then I could find the answer to my question: What is democracy? Here we are taught much of democracy but we cannot see it and we do not know what it is."

Of course, if he came here, he still would not see what it is or know its meaning. We have a democracy undoubtedly, but it is nebulous. It is in the air rather than in practical terms. The average American has feelings of resentment and anger when he is ordered around, when he is told to shut up, or when he finds that, without being told, he *is* shut up by powers against

which he feels helpless. He knows that he has rights but he cannot always get them. Some Americans can never get them. Last summer I was working on a job with a distinguished American who happens to be a Negro. Whenever I said, "In our country . . ." she always stopped me firmly. "Please say *your* country," she said. "Your America and mine are two entirely different ones. You can walk any streets safely, but I have to hasten to tell who I am, the wife of a famous man, before I can be safe."

Yet even these Americans, who never know the safety of a true democracy or, let's say a full democracy, breathe in the air of democracy. It makes them restless and sometimes bitter, but it is the American air. Should this young Japanese come here, he too would breathe our democratic air, and finding it in his lungs he would finally come to see what democracy could be.

I do not propose today to give a talk on democracy or on racial equality. I use democracy merely as an example. It is in the air, our children breathe it in, they hear it talked about. The test of any system of education is how nearly it brings together practice and theory. The failure in our education is that practice and theory continue far apart. This is the fundamental reason—and I speak at this moment as a mother of school children—why our people have come to distrust education, teachers, books, schools. This is the reason why they have taken refuge in facts, in bare technical skills, in the study of machinery rather than of philosophy, in barren and childish ways of occupying their leisure time instead of discovering the real joys of being alive. The only value that they see in school and in education is when they get a better job by it—and make more money. In the recent ice storm a lot of my trees were damaged. I had to pay a man two dollars and a quarter an hour to clear away broken branches. He was barely literate. I doubt if he could read anything much beyond a fifth-grade reader. What practical rewards has school to offer that man? I should say none. If the law for compulsory education were removed in this country, our schools would be emptied. We would see trade schools spring up, teaching nothing but skills. Movies and radio would take the place of books entirely. Literacy would disappear, except for a very few men and women who are incorrigibly interested in learning, in spite of school. In a large and well-to-do suburb of one of our great cities, among the graduating class of the whole high-school system, only four pupils last year signified their interest in becoming teachers. It is not just that teachers are ill paid. It is that the whole business of education offers slight rewards.

We are beginning to wake up to this situation. There has been much talk and some practice of raising teachers' salaries—and they should be raised—but the real problem in our education will not be solved merely by having highly paid teachers. Indeed, the resentment of the people is likely to mount against education even further when they see they must pay more for something of which they think little enough already. The basic reason why teachers' salaries have remained so low is that our people do not think much of what they get for their money. I realize that political graft and corruption rob the schools. But I know, because I hear people say, that the costs of education are already too high for what our children are getting. I think

they are. I have had five children in the grade schools and high schools and the cost is too high for what they have got. The children are fairly typical—some of them have average brains, some of them are very brilliant children—like their friends. Too few children find in any school a real introduction to education—that is, an introduction such as to lead them to want to read any more or learn any more. They, too, see no rewards in the school system. It is something that has to be gone through with—compulsory. My sympathies go to the teachers of the American children, but they are with the children, too. The average classroom seems to me too often to be a place of infinite boredom for both teachers and pupils.

What makes boredom? If you watch people you will find the answer simple enough—anybody is bored when he is compelled to spend his time on something that has nothing to do with his real interests, that is, with life as he lives it—or when he is not led to new interests which he could not find alone. You cannot teach people who are bored. If they learn by force, in the hope of escaping you, then they forget immediately what they have learned.

I had a letter from a man in India during the war which said: "I asked a young American G.I. what is the meaning of your flag, what the stars and stripes and colors signify. He said, 'I don't know what they mean, but it is the best flag in the world.' It astonished me that he knows his flag means something good, but doesn't know what."

The young American's heart was right enough, but history had passed over his head, not through it. Undoubtedly he had been told what our flag means, probably he had saluted it thousands of times and had even made pledges to it. But he did not know what it means. He did not remember. That same young American probably doesn't read anything except comics, and a mystery magazine or so, and newspaper headlines. He has ruled out of his consciousness everything that makes him remember long hours of boredom, when he had to apply himself to dull tasks under an overworked or dull teacher. I am speaking of the average, not of the exceptional classroom. I am speaking of the average public school in country or town or city. Boredom is its atmosphere. And since youth, the period of learning new interests, passes, boredom continues to be the inner atmosphere of too many of our people.

This atmosphere of boredom is well expressed in our modern literature. I am an inveterate reader as well as an incorrigible writer, and I had rather read a good book any day than try to write one. But it is hard to find a good book. Too often I go back to old ones in sheer despair. Yet my interest is not in the past—it is in the present. I know that never in human history have there been times like ours. Without doubt this century, this decade, this year almost, is the most stirring, the most rich in potentialities for good and evil, the most exciting of all history. Whole peoples are in ferment, waking to a world life, with all their ancient life still rich in them, all their color and costumes and customs bright with variety. Tremendous human experiments are taking place. England, the land of earls and dukes, has gone socialist. But the blood of earls and dukes is still there and England's socialism is something amazing, a compound of yesterday and tomorrow, making

a conflicting, contrasting today. Japan is beginning a new era. China is struggling in transition. India's feet are set upon a glorious path. Africa is stirring. Italy and France are soberly shaping their new life. Greece is divided. In every country in the world, including our own, exciting events and possibilities entice the mind and the interest.

But the books which our young men and women today are writing give no sign of this new world. The old themes are dressed up sometimes in new semblances—the pretty girl who sleeps with the hero for a night or so may now be a Burmese girl or an Indian girl or a Japanese girl—but it is the same old story. Getting drunk, getting a girl, not knowing what else to do with himself—this is the general theme of the novel of today. *That Winter*, a current best-seller, is the perfect example of the mood. Well written, technically skilful, but empty—empty! Our education has produced people who have the skills, the know-how, as we like to put it—but not the content, not the know-what. I am appalled at the depths of cynicism in our hearts.

One may say it is a result of the war. I say it is the result of ignorance. The evils and oppressions of war do not produce cynicism in well-educated persons. They produce revolt and rebellion and plans and active work to make war impossible. Cynicism is the refuge of the ignorant or the escapist, and our education has produced a generation of cheap cynics. "What can I do about it?" is the common wail. But a person educated says firmly, "I can do something about it." And the next step is to say and mean it, "I will do something about it."

What is the purpose of education? It is not just to teach skills. It is not just to provide know-how. Today skills and technics, divorced from social interest and world responsibility, produce cold young scientists who are quite willing to be murderers. Nothing is more glorious than science when it is dedicated to the benefit of the human race; nothing is more horrible and more dangerous than science for science's sake. I am angry every time I hear scientists rail at our people because we do nothing, they say, to stop the third world war. They describe to us the horrors of that war, the madness of the split atom, the utter destruction potent in the germs now being cultivated for war, the annihilation possible through poisonous gases waiting to be released. But I say, why are you, scientists, making these things? We are not making them—you are. Why do not you defy the army and the navy and the government who bid you make these weapons? When these destructive forces are made, will not evil men use them? Science has destroyed far more human life than it has ever saved, not because science is evil, but because it is only an instrument, a know-how—and all depends upon the person who has the know-how. Know-how can kill every human being on the earth.

The horrible truth which faces Americans today is that we have educated two generations of men—mainly men—in skills and technics and know-how, and we have not educated their minds or their hearts. Childish, undeveloped, spiritually illiterate, these men, who were little boys in our schoolrooms, are grown up to have the strength of men, without the wisdom and the mercy and the goodness which men must have if they are to be happy in themselves

and blessed by others. Today the peoples of the earth fear and hate America because of these men—young American men lording it over conquered nations, ignorant of the very peoples whose destinies they control! Ignorance and cruelty, drunkenness, sexuality in the crudest, most raw sense—this is the common opinion which the peoples of the world have of us. I know, for this is what those peoples tell me. I wish that every one of you, in the most solemn soberness, could hear what other peoples really think of the boys who have been sent to those countries from our schools. There are noble exceptions—but they are exceptions. These crudities go straight into the highest places of our government.

Are our people worse than others? No, we are not. As fine human material is here as is to be found anywhere in the world. Our babies are wonderful. Their blood is the fruit of all peoples, they have the values of their origins, they are physically sound and mentally bright. They grow tall and strong, they are agile and athletic, they love sports and games, they are gay and humorous and frank. They are also selfish, arrogant, and inclined to cruelty. They do not see that they have any responsibilities to humanity. They are engrossed in pleasure.

Not long ago I was asked to come and see a motion picture, a documentary which had been made in order to show how young people can work together, regardless of race and creed. I went and watched on a screen a group of some fifty or a hundred young people in a town make a recreation center for themselves. They took an old warehouse, furnished it, and made it an interracial center for play. That was fine. I like people to have a good time and I was glad to see that they let all young people come there—that is, all the young school children. I saw only that group. Where the others were, I don't know. That wasn't in the picture. But what impressed me as I watched the picture was the childishness of the whole concept. In other countries, I asked myself, what would these young people of sixteen, seventeen, eighteen be doing? Well, in China they would be speaking for the freedom of their people from corrupt officials. They would be trying to get other people out of jail. They would be running the risk of jail and death for themselves. They would be sharing the burden of support for their families. They would be passionately concerned with national welfare—with the policy of U.S.A. toward China, for example. In Japan, I suppose young people of that age are trying to learn what the Americans want them to do. But in the Japan I knew they were concerned with liberty, with free speech, with revolution against a government growing despotic with militarism. In India young men and women are thinking in terms of livelihood, of what they can do in the shaping of their country. In England and Europe young people are not children any more at sixteen. They might be slightly ashamed if a motion picture were taken of them concentrating on no more than a dance hall. They love to dance, they'd like the hall—but it seems a small affair.

It is a small affair. In that town where the young people made a recreation center for themselves, there was a great deal that would have interested them had they known about it. Race prejudice they dealt with in a small

way in their center, but it did not affect the rest of the town. Why did they not consider what was really going on? Churches do not allow Negroes to come in; it is hard for Negroes to get jobs. Real estate areas are restricted. Did it matter that for a few years of their lives, in that town, Negroes could go to a recreation center? Was this fundamental? Was it anything even to talk about? I think not, except as it was an introduction to the whole problem in that town. Yet segregation is only one problem in the town. There is the matter of poverty. The town is big enough to have slums. But why slums? There is always a reason for slums. Immigrants, unskilled labor, drunkenness—all these make part of the environment of these young people, which they considered none of their business. How much less is the world their business?

In the town of which I spoke a little earlier, where only four graduates of the high-school system wanted to be teachers, an interesting thing has taken place. Thirty men who had been teachers before the war found themselves practically starving. One of them told me: "I had four children, and my salary was twelve hundred a year. I figured I had nothing to lose." These young men started a campaign for higher salaries for teachers. Twenty of them were intimidated by politicians and gave up. The ten, not so much out of courage, they said, as despair, decided that things couldn't be worse for them whatever they did, and they went on. They joined the AF of L. They disclosed local graft, one-tenth of which would be enough to double salaries for all teachers. They appealed to citizens and found friends among them. They were successful. I was talking with one of the older teachers only a week or so ago and she said: "When I began to teach forty years ago my salary was four hundred dollars. What I get now would have seemed fantastic. It still seems so, I think, to have one's salary suddenly doubled." Now those teachers feel they must make good. They must be worth the raise. They want to do a job not only in the school but in the community. They are beginning and making plans for still more to come. They will be better teachers for having undertaken a job in the community. One reason why our children do not know they have responsibilities to other people is because teachers have not felt those responsibilities, either. They feel overworked; they are often overworked. But you know what overwork really is? It is doing the thing which bores you. I defy anybody to be overworked when he or she is doing a job which contents and inspires because it improves human life.

Students and teachers, their time is alike crowded with activities, so that they have no strength or inclination left for real activity—real participation in life, real attack on those problems of human welfare which are so fascinating because they can be solved. There is no problem in the world today, or in our home towns, which cannot be solved if we have the will to solve it. It takes struggle, it takes organization, perhaps, but it takes determination in any case. It takes courage to defy the individuals who fatten on unsolved problems and do not want them solved. It takes courage to risk losing one's job in order to do the real job of teaching.

What is the real job of education? It is so to teach the young that they

see their relation to the community, which today is the world. Let them see and understand the poverty, the illiteracy, the problems which confront most of the world's people. So teach them that they grow up convinced that it is their responsibility to solve world problems because they *can* be solved. Share with young people the information which we have on these problems and let them discover, with guidance, whether what we know is enough and if not, what are the fields of our ignorance? Stimulate them to realize that they can widen knowledge for all of us. Help them not to grow up stupidly thinking that ours is the best flag without knowing why it is—and if it is. Help them to grow up knowing that they can make the world good. We blind our children with nationalism; we stunt their minds with indoctrinations instead of stimulating their minds to think and act in world terms. We isolate them from the possibility of understanding and enjoying other peoples by teaching them the arrogance of our own superiority, without even giving them the wisdom to inquire into this so-called superiority to see if indeed it is true. We are only one among many peoples. There are others who have lived thousands of years longer than we have. Our young men and women went from our schoolrooms to China and India, to Egypt and Africa, and came back without having seen anything because they had not been taught to see. Their minds had stopped growing; their eyes were already closed. If we make the life of the world the life of the children we teach, if we refuse to stupefy them with the narrow prejudices of their local community, we may lose our jobs. But I promise you one thing—there will be an end to boredom for everybody. The old dreary grind of teaching as it is now done will be gone. We would have the joy of seeing our classrooms full of young people who want to learn—because such learning has results.

I would ask every teacher—what is your own attitude toward the world today? Is it one of hopelessness? Is it one of unconcern—none of your business what happens in Washington or in India or in Argentina or London? Do you just grind away in your schoolroom and ask no questions even about your home town? If so, please stop teaching—please do something else, anything else! This attitude must not be given to others, and it will be—even if all that is taught is just grade arithmetic! The teacher's state of mind, indifferent, escapist, uninterested in the world and its peoples, will permeate his teaching. He will make arithmetic horribly dull and the children won't understand that fractions and decimals have anything to do with them—and then they can't understand them. And please don't teach history, the most exciting story of all, the story of mankind. Please be a waitress in a restaurant or go into a factory, but don't teach children. And if it is science you teach and you don't care about the world and its peoples, then please stop—for it is most dangerous of all to teach science without caring what science can do to people. That sort of teaching has produced the cold young scientist who developed the atom bomb without asking when and where it was to be used, who is developing disease germs and poisonous gas and liquid fire and jet propulsion weapons without asking, without caring, what is to be done with them. I had rather see my sons illiterate

peasants in China, their daily life the tilling of soil and the reaping of harvests, than to see them taught science in our schoolrooms without caring how science is to be used. They will be happier as illiterate peasants and the world will be happier if they are illiterate peasants. The cold young scientist today with all his supreme skills and his magic know-how is doomed to be either unhappy or depraved. If he has any humanity, he is secretly terrified for he does not know how to stop the infernal machine of science or how to insist that its ends be used for good. If he has seared his heart so deeply that he does not care how science is used, then he is depraved, even as Hitler was depraved. Gandhi told Vincent Sheean, only a few days before his assassination, that *means* and *end* are the same thing, and one cannot be separated from the other. I will quote you what Vincent Sheean says of that conversation.

I considered that our war against Hitlerism was a righteous war in the sense of the Gita but Gandhi declared there was no such thing as a righteous war, that the means determines the righteousness, that nonviolence is the law of life and that all else is death. I inquired here how completely he identifies the means with the end. He said they are the same thing and no difference between them can be made. There can be no good end achieved by bad means. Means, he said the next day, naturally precede the ends in a temporal sense but means are not to be distinguished from ends in nature.

This separation between means and end is, I believe, the root of our failure in education. We have taught our young people means, but we have given them no ends. Our education has been in the *how*, but not in the *for what*. We have not considered what sort of a person we produce by such means as we use. It is true that means cannot be distinguished from the end. What modern man and woman are, we have made them by the means we have used in educating them. There is the same inexorable relation between means and end as there is between cause and result.

You will protest at once that the child is not only the concern of the school. He is also the product of home and church and community. Well, let us see! Church must be eliminated, I think, for the average child spends almost no time in the church, and the church is fairly remote from his life. Community, too, generally speaking, pays him little heed. For the first eighteen years of a child's life, after he is seven, most of his time is in school and in the home—or motion picture theater. Of his waking time, most is in the school. His evenings when he is tired, his two days of the week-end, into which he tries to crowd all his real interests, these leave little time in which the parents may do their work. What has not been accomplished before he is seven depends in the main upon the school. Chinese parents have long understood this and it became the habit of centuries that when the son was of school age the parents took him to the teacher and there was a little ceremony of giving the child to the teacher, who was thereafter responsible not only for his mental education, but for the development of his character.

I have been both parent and teacher, and I wonder if you realize with what fear and hope the parents see their children given into other hands than their own. Of course, there are unworthy parents who are glad to

get rid of their children for a certain number of hours every day. But most parents deeply love their children and are troubled for them, and they grieve when they see the children unhappy and restless and rebellious about school. So many hours to be spent at something they hate. Surely something is very wrong.

There is something wrong. The first step for reform in our schools would be the separation of the school from community politics and prejudices. I know I am saying something which will sound impossible to you, on first thought. You will tell me that a group of local men make up the school board and in their hands lies the choice of teachers and perhaps even of schoolbooks. If they are narrow and bigoted—as they often are—if they see no meaning in education except the mere ability to read and write and figure, what can the teachers do?

They can stop teaching! Better not to teach at all than to teach what suits the narrow bigoted local group of old men. Better to let children grow up illiterate than to teach them the wrong things—wrong, if teachers know they are wrong and go on teaching them in order to hold their jobs. How soon the minds and hearts of the young know when their teachers fail them! With what cynicism do they come to the schoolrooms! How meaningless is what they learn there, in terms of character and personality and growth! The ends of education fail because the means are wrong.

Only the brave should teach, only the men and women whose integrity cannot be shaken, whose minds are enlightened enough to understand the high calling of the teacher, whose hearts are unshakenly loyal to the young, whatever the threats of the old who are in power. There is no hope for our world unless we can educate a different kind of man and woman. I put the teacher higher than any other person today in world society—in responsibility and in opportunity. Only the brave should teach.

Only those who love the young should teach. Teaching is not a way to make a livelihood. The livelihood is incidental. Teaching is a vocation. It is as sacred as priesthood; as innate a desire, as inescapable, as the genius which compels a great artist. Indeed, a true teacher is a priest and he is an artist. If he has not the concern for humanity, the love of living creatures, the vision of the priest and the artist, he must not teach. Teachers who hate to teach can only have pupils who hate to learn. A great and true teacher thinks of the child, he dreams in the child, he sees his visions not in himself but in the flowering of the child into manhood and womanhood. He thinks of the child first and always, not of himself.

It takes courage to be a teacher, and it takes unalterable love for the child. Then what?

Then I should like to see the child's life in school made more suited to him. He leaves his home hurriedly in the morning, sometimes traveling a long distance on foot or by bus to reach school. He is hustled with a crowd of other children into a bare and often ugly schoolroom which may be too cold or too hot, the air dry and stifling. A tired and often nervous woman or an irritable, discontented man is in complete power over him all day. The child sits at dull and unpleasing tasks which he only partially understands.

He has to make a grade and he is haunted by failure. He has to contend with schoolmates who may torture him because they feel themselves tortured somehow by life. He eats his lunch in a hurry and works again. He is always all day long in the midst of a crowd. He cannot be alone for a moment except when he goes to the toilet and the teacher is suspicious of him if he asks for that too often. He is constantly in an atmosphere of suspicion and hurry and harassment. It is late when he gets out and he has the trip home to make, and his few remaining hours of daylight are clouded by the knowledge that he has homework to do yet at night. I tell you, I think the average day of the average child in our average school is simply horrible and unbearable, and I wonder that they can endure it at all. The life of the businessman in his office is infinitely easier and so is the life of the woman in her home. They at least have some freedom, some solitude, some moments in which to be themselves. ●

You will say this is all negative—what would I suggest instead? Well, negative criticism is the beginning of constructive criticism. One has to know that an existing condition is not good before one can think about how to change it.

Sometimes when I see a schedule of a school I feel it is certainly for the benefit of the teacher and not of the child. The school day is time-wasting for the child and it wears him out. It consumes his young life. I say again, the wonder to me is how the average child tolerates the conditions under which he has to spend so many hours of his life every day and still maintains his health and his reason. Yet he is expected to develop and grow! But I still put first the teacher. Teachers should be examined for their fitness to be with children. Many of them will pass with honors, but many will fail—those who have degraded teaching to a stop-gap, a way to make a living, unmarried women whose minds are really on getting married and not on teaching the children. I would like to have every teacher of children married. [Applause] We will never have a better system of education than the teachers themselves can make. It takes a person of intelligence and sensitivity to be a teacher—and more than that, it takes a profoundly loving heart. People who are high-tempered and self-centered, even though they may be intelligent, ought not to be teachers. They may do well at other work, but they should not be near children.

Those teachers who pass with honors ought and must then be treated with honor. They should be highly paid, and they can be, for they will be worth more money. They can do more work than the person who doesn't really want to teach. Moreover, people will be more willing to pay well when they know their children have really good teachers. People are willing to pay anything for what truly serves their children's needs. They are discouraged only by paying for what doesn't seem to help very much anyway. But these good teachers must take their place in the community as leaders. They must have concern for humanity. They must have integrity and energy, so that parents and children, seeing them, will respect them. I am appalled by the lack of respect that parents and children alike have today for the average

teacher. It ought to make every superintendent, principal, and teacher take thought for himself.

Only when these reforms are secure, the school free to educate, the teachers fit to undertake education, can the curriculum then be attacked and scrutinized. That in itself is and should be the theme for a different paper. I can only say that I believe that much more use must be made of human material in our curriculum than is done today. The emphasis for the coming age is on human understanding. It was for that reason that I founded the East and West Association, which brings to our American communities citizens from other countries that they may see you and that you may see them, that the children can meet them, so that when they think of India, it isn't a space on a map, but it is a face, a human face, and a human voice. We have neglected the human being as part of the material of our curriculum.

One reason why the children today are so bored in school is that they are faced with such mountains of facts that they can only survive by escape. They learn the very least required and they are right in doing so, for no human mind can possibly hold all the facts that the average child is supposed to know by the time he gets to high-school graduation. And why should he know these facts? Facts can be found in books at any time they are wanted. What the child should be taught is, first, how to discover what it is he wants to know, and then where to find that information. In a nutshell, this is the whole means of education—to teach a child how to widen his interests and second, where and how to find the information he needs as his interests grow.

Every child has profound and intimate interests. They may be connected with his home, with his problems, with his playmates and his neighbors, or with his pleasures. Whatever they are, the true teacher leads the child beyond his immediate environment. He teaches the child that the town is his home, not just the four walls under whose roof he sleeps and eats, and if the town, then the nation and the world, because the problems and interests which are his are human and are shared with him by all humanity. The end of such education is the man and woman "at home in the world." Nothing less than the world view can satisfy the man and woman of today, for it is only the world view which can give depth and content and the meaning to modern life. Machines have made all parts of the world accessible to our bodies, and a new and revived education must make mind and heart ready for world living, world understanding, and world responsibility—the world citizen. Widen the horizons, you who are true teachers of the young, and you will find no more boredom in your classrooms or in your own hearts.

Time fails me today to discuss, as I would like to do, the material which we should teach our children and the arrangement of time so as to devour the least of their life. The hours of a child's life are precious. They are the learning hours, and the fewest possible should be spent upon a wooden seat inside a room. None should be spent in boredom—not one!

Now, in closing, the real responsibility, of course, for a thoroughgoing

basic change in education, and in producing this new kind of teacher, and preparing this new kind of material rests upon the administrators and the planners in our schools. You, and others like you, must take the initiative. I ask you first to search your own hearts and discover what is your own feeling toward children and teachers. Do you think first of all of the children, of what they are learning, and of what they should learn? Or are you—I know you are busy—absorbed in the organization into which teachers and children must fit? If one has to put organization first, teachers will inevitably become second-rate, and children will inevitably become rebellious and uneducable. The only atmosphere in which education can bear fruit is that of freedom combined with order, and the whole based upon security.

Who will make these reforms? Who indeed? Only the brave, only the inspired, only the determined. Reforms are always made at a cost—but not so dear a cost as it is not to make them. A few individuals may have to pay higher, but others will follow after them and take up the banner anew. There must be some among you who are brave enough to begin the liberation of education from the local and from the inept. Then begin, I beg you, and others will follow your leadership. Parents will follow you for parents are deeply anxious these days. They love these children who are growing up so cold and callous and ignorant. They know something is wrong—something is very wrong.

The word “teacher” is a great word. In the East, where wisdom has always been revered, a wise man is called Teacher. It is the highest term of respect and when it is used, all look and listen to hear what the Teacher will say. The greatest hunger of the human soul is still to learn wisdom, to find goodness. In our country something of the glory has passed from that word Teacher. Let it be restored.

AMERICA MUST CHOOSE

MARQUIS CHILDS, COLUMNIST

PRESIDENT HUNT: A phenomenon of the American newspaper is the columnist. “Washington Calling,” under which caption the pungent paragraphs of our next speaker appear daily in more than one hundred and fifty newspapers from coast to coast, is one of the most widely known of all syndicated newspaper columns. You will, I am sure, be pleased to meet and to hear Marquis Childs, the gifted and provocative analyst. He speaks to us this morning on the subject, “America Must Choose.” Mr. Childs.

MR. CHILDS: Mr. Chairman, Ladies and Gentlemen: The noted editor, Douglas Freeman, who is also the biographer of the great American, Robert E. Lee, is fond of telling a story of a little Southern courtroom, crowded and hot, in which a rather dull and tedious civil case was in progress. The young counsel for the defense—it was one of his first important cases, or he thought it was—had gone a long way back. He had gone back as far as Magna Carta and was slowly and rather boringly working his way up

to the issue of the case. The judge nodded, dozing a little, and the young counsel said, "I trust your honor is following this important argument." The judge roused and said, "Yes, young man, I'm following you but if I could find my way back alone, I wouldn't go a step further." [Laughter]

I sometimes think that that is a little bit the way we have been as Americans in this incredibly complex, difficult, and troubled world—that if we could find our way back, we would do it if we possibly could. We would go back to a past which, of course, never really existed, except in the nostalgic afterglow that we give it.

But now I feel that the American people have come to a decision. I think the transformation of public opinion that has occurred during the past year is a very extraordinary thing. Those of us in this business of mine—analyzing and occasionally risking a prophecy (a great risk in these days)—I don't think any one of us a year ago would have prophesied the degree to which public opinion has come to accept the necessity for American participation in world affairs, on a scale never before dreamed of.

Of course, that is not true of all of us. Some of us still keep trying to go back to that past that never existed. Among them is my friend, Colonel McCormick. I say "friend" advisedly because I rarely go through Chicago without trying to see the Colonel, on the third floor of that extraordinary Gothic tower that he inhabits. He is my favorite character in fiction. [Laughter] I really can't believe that when I hear him talk, he exists. It has been said that the Colonel has one of the best minds of the early sixteenth century. [Laughter and applause] That date being a little late in time, perhaps nearer the feudal period would be better. But in spite of his great power, and his very real power in that area, I think the Colonel is an exception.

Now, the decision we have come to may be more or less a passive decision, rather than the kind of active resolution that Miss Buck was talking about so movingly—the decision to which people come out of real understanding—but at least it is a recognition of the position that America occupies in the world today, of the fact that we in this country have the greatest accumulation of technological and productive power that the world has ever seen; that never before was there such a concentration of power; that our power is not merely greater than that of any nation, but greater than any combination of nations possible in the world today.

And then there is the corollary fact; there is the fact that the power which, over a period of a hundred to a hundred and fifty years, carried out the task of order-keeping is now in process of bankruptcy and liquidation. I refer, of course, to Great Britain.

Now, we have disapproved of many of the methods of order-keeping that the British followed. They have been, particularly at the end of the nineteenth century, the methods of imperialism, of colonialism. But the fact is that that task of order-keeping was done in the world. There was stability in the world. Now, instead, you have great vacuums in which there is no order, in which there is increasing deterioration, chaos, and disintegration.

No one would propose that we use the technics of order-keeping that Great Britain has used. No one would propose that we go back to imperialism and colonialism. But our responsibility is clear. As I say, I believe an overwhelming majority of the American people have come to recognize that, and I think one significant bit of evidence is that the opposition to the European Recovery Program in Congress today recognizes that fact and recognizes it so decisively that they do not undertake a frontal attack on that program. There is a strong core of the old isolationism, a strong residue; there are men who have not changed their point of view and who are still in the halls of Congress, but they realize this general acceptance and so they do not attack frontally. I think in a way it might be a healthier thing if they did. I think the issue might be clearer.

I should like to talk to you briefly about two ways in which I am afraid this decision of the American people can be circumvented, unless all of us, as alert citizens, prevent it—not, mind you, by frontal attack, not by an out-and-out assault, but by two indirect methods.

No. 1 is this: by paring down the amount to be appropriated, so that it will be merely a bread line, or merely a relief proposition, merely a little leaf-raking for Europe, merely enough to keep them from starving to death, which, of course, is not the goal of the very great American who happens to be Secretary of State today, George C. Marshall. The goal of the Marshall Plan is rehabilitation and reconstruction in the area of the world most vital to American interests, in the area of the world where those things in which we all believe still are the root of the society.

The time is very short, and the shortness of the time is reflected in the headlines every day. It is reflected in the tragedy of Czechoslovakia. We have waited a very long time to make up our minds, to come to this resolution, and now, I hope that we are going to go through with it in sufficient scope and magnitude. It is something that has never before been contemplated in the world.

You know, when the Foreign Relations Committee, under the very able chairmanship of Senator Vandenberg, announced the amount of the program they had agreed upon after long hearings, after a great deal of study by several committees, including, above all, the Harriman Committee and its very thorough analysis, they came out with a figure of \$5,300,000,000, and Senator Taft, in that wonderfully quick way of his, promptly said, "Well, we must cut that by at least a billion dollars." I don't know how he arrived at that figure of a billion dollars. I don't know how he set that. But it seems to me a hazard if we arbitrarily set such a figure.

Now, perhaps that figure can be cut. There is nothing sacred about it. But I think that one of the very great dangers is that those who want to defeat this program will do it in that way, and by cutting it too far, we shall get what Senator Taft chooses to call Operation Rathole. The surest way to get it is to adopt merely a breadline program.

In this connection, I am going to speak about the program for China. I know that you had Congressman Judd here before you and that he advocated a program of at least a billion to a billion and a half dollars for

the Chinese government. Mr. Judd is a man of great zeal, but I want to disagree with Mr. Judd. I simply want to say this, which I believe is the point of view of Secretary Marshall, that our resources in this country, our resources for ourselves and for the aid of the rest of the world, are very definitely limited, and we must bring those forces to bear where they will be of the greatest effectiveness, and there are some people who are talking about this Chinese aid program who do not have the faith and the conviction and the zeal of Mr. Judd but who are talking about it merely because they want to be in opposition or perhaps, even with less honesty, because their real motive is to defeat the European Recovery Program.

In cynical Washington, I have heard the Chinese program described as a tip or a bribe, if you will, to the Republican Party or certain people in the Republican Party to get them to vote for the Marshall recovery program. I think one danger is that the half billion dollars recommended by Secretary Marshall will be taken out of the European Recovery Program.

Well, by economy, false economy, is one way to defeat that magnificent endeavor that we, the American people, have launched upon, and a second way, and an equally grave way, it seems to me, is if we insist upon attaching conditions to the recovery program as it finally emerges from Congress which will make it impossible for European governments, independent governments, to accept the program, and I want to talk particularly about one of those conditions; that is, to say that no country accepting funds under the European Recovery Program may carry out any further nationalization or socialization.

I think that such a condition would be fatal to the recovery program, to make it absolutely impossible and unworkable. There is interesting evidence to that end.

When he was in London last year, Representative Christian Herter, who I think is one of the most conscientious and hard-working members of Congress, went to see three leading conservatives—Winston Churchill, Lord Woolton, and Anthony Eden—and he asked them all the same question: "What would be the effect on you as a Conservative Party, on your party and on England, if such a condition were attached to the bill?" They all said, although they were interviewed separately, almost the same words: "Well, of course, we do not believe in socialization any more than your Republican Party, and yet, we tell you that if the bill contained that provision in its final form, we would not be able to support the recovery program, desperately as we know England needs it, because our people would regard that as an attempt to dictate to us here at home, you see."

We Americans must remember that we are dealing with sovereign people, with people with a long and complicated political history, a long cultural history, from which, in the last analysis, all our cultural strains come, too, and we must remember to make mature political distinctions and to realize above all that the communism of Eastern Europe, the communism that destroyed almost the last vestige of democracy in that great, proud country, Czechoslovakia, is quite a different thing from the socialism of Scandinavia, Great Britain, and Western Europe. But the socialism of Great Britain

intends, and has as one of its goals, to keep and preserve the freedoms that we treasure here in this country and that come out of the long history of British parliamentary government.

Now, they are not sure they can do that. I put a question to Sir Stafford Cripps when I was in London in October. I said, "You have a certain degree of control over your economy. You feel you had to go halfway. You have extended rationing, you have kept price control. You have taken these steps in peacetime. Do you think you can make this work without going the rest of the way around the circle?" And I was very struck by what he said. He said, "You have put the vital question that concerns all of us, whether or not a free society can continue to exist under control. I think it is the vital question for all of us today, because we in this government feel that we cannot exist without these controls, and yet, we realize that they jeopardize certain of our freedoms, they encroach upon the basic freedoms that we treasure here in Great Britain."

Well, that is a responsibility of all of us as world citizens, to try to come to political maturity, and to understand these distinctions that are so important for us in the world today.

Further, we have a very important responsibility this year as American citizens, because we are making a decision this year. We are in the midst of one of those quadrennial election contests that come around whether it is peace or cold war or hot war, or what it is. You know, I didn't really quite realize that we were in an election year until I was in New York the other day and I saw a friend of mine in Wall Street. You know how cynical most Wall Streeters are, and when the market is quiet, they haven't much to do so they stand around those trading posts and they tell each other stories, and very often those stories get out on the brokers' wires all across the country. It wasn't until I heard this cynical story the other day that I really got that campaign feeling. It took me back to 1936 and 1940 and those other years.

It was a story about three great American presidents, George Washington who couldn't tell a lie, Franklin Delano Roosevelt who couldn't tell the truth, and Harry Truman who couldn't tell the difference. [Laughter]

That is a very cynical Wall Street story, the kind of story, I say, that we heard in 1936 and 1940. I haven't come here to you today to pass any political judgments. That is not my function. I simply want to say this to you, that Harry S. Truman is a much better president than we, the American people, deserve, considering the fact that we have ceded so much of our political power, ceded so many of our inalienable rights to the bosses and the professional politicians [applause], considering the fact that we are an apolitical people, a nonpolitical people, if you will.

Now, it is quite understandable. I talked to a group of young people from Europe the other night, brought over here for the Herald Tribune Forum, and they had spent about a month in this country. Perhaps some of you have encountered them because they have gone to a number of our schools. I must say that they were disturbed and very shocked to find out how little interest there was among young Americans in our political sys-

tem, in our politics, the kind of thing that Miss Buck spoke about so movingly.

Well, we tried to tell them, we tried to give them some little idea of why that was—the fact that we had come here to a great, rich continent, and that as a practical, pragmatic people, we moved across that continent, doing a practical, day-to-day job, converting that continent into a great, rich, productive center, and so we thought we didn't have time for politics or we thought politics wasn't very important.

But even as I said those things, I remembered back to a moment in Europe in 1943, and I would like just for a moment to tell you about that. When I was in Stockholm, Sweden, in May of 1943—as you know, the Swedes remained neutral during the war, and so their country was a kind of window to which you could go and look, in a sense, into the enemy country—I shall never forget a long talk I had with an observer for the Swedish government, who had made repeated trips to Germany throughout the war. He had just come back from an extended trip into Germany, and he had seen many of the people whom he had known over a period of twenty or twenty-five years, and above all, educators; above all, people in the universities, cultivated, presumably responsible people.

I said, "What are they saying today? What are these Germans, who should have known better, saying?"

"Well," he said, "you know, it's a striking thing, the uniformity of what they tell me. They are intelligent, they are world citizens, they listen to foreign broadcasts, and they know at this point that Germany is defeated; they know that the end is coming sooner or later. And they are saying this: 'Well, you know, we can't understand how we let this madman take us over. Yes, we do know, really. We know that we never thought politics was important. We know that we thought it was something for a second-rate people. We thought it was something contemptible, for a lower-class people. But now we see that because of that attitude, we have delivered ourselves into the hands of a madman who will bring about our destruction.' "

And I could not help but think, as I heard that, of the echoes of that very expression that I had heard here at home.

It brings me up to what I really want to say to you today, and that is, it seems to me, that we and above all you, with your responsibility in the educational world, are going to have to face political realities very soon, because there is almost no time left. I think we are going to have to face them far more sternly than we ever have before. Whether or not we will, I don't know. Above all, we are going to have to measure our instruments of political operation that function alongside the instruments of our economic operation and, above all, to realize, to analyze honestly, what the relationships are.

I would like to say one specific thing, and I think that is that we are going to have to end the idolatry—and I say idolatry deliberately—of our Constitution and of our system of government as the greatest and the only and the best in the world. You know, at one time in this country, we had

some very great political minds and some very great political thinkers, who gathered in the city of Philadelphia in 1787 and drafted a very great document, the Constitution of the United States, a very great charter of government. But those men who gathered there did not regard it as an end-all and be-all and the final sum of proven knowledge. In fact, if you look through their papers and, above all, if you read the letters and records of that great American, Thomas Jefferson, with his creative political imagination, you will see that those men considered or contemplated that the American people would frequently revise and amend the Constitution. It was a document of flexibility, it was a growing, living document, not a document to be kept under glass and to be seen every once in a hundred years when a Freedom Train goes around the country. It was a growing thing.

In that connection particularly, it seems to me that we are going to have to consider one of the phases of our government, that seems to me to put us under a very grave handicap, when we, as the most powerful and presumably the most responsible nation in the world, must make quick decisions with some degree of unity. That is the fact that in one out of every three instances, the divided powers of our government are not only divided between legislative and executive, but the legislature happens to be in control of one of the major parties and the executive in control of the other, and when that happens, the consequence is just about stalemate, as we have seen for the past year and a half, and as we saw in the tragic days of poor Mr. Herbert Hoover, from 1930 on.

It is not the wickedness of one party or the other party or the wickedness of one politician or another politician. Last spring, I heard Mr. Hoover make an off-the-record speech at the gridiron dinner. One of his listeners was Mr. Truman, and it was a very remarkable speech for Mr. Hoover, who has suffered deeply and felt deeply, because it had some humor in it and it had some compassion in it. He looked over to Mr. Truman, down at a table a few places, and he said, "I know what you are going through, and I salute you for taking it the way you do. You have my deep sympathy. I will simply say this to you. The worst has not yet come." [Laughter] Mr. Hoover, of course, was thinking of the election year in which we now are.

Now, I think that that is something that we are going to have to change in some way. You may recall that after the November 1946 election, when the Republicans gained control of both houses in Congress, one of the ablest younger leaders of the Senate, Senator Fulbright of Arkansas, proposed that President Truman resign and that he be replaced, by a mechanism which is perfectly possible under our system, by a Republican president, so you would have the two houses, the two branches of the government, in coordination and harmony.

Now, I am sure that Senator Fulbright knew that Mr. Truman would not resign, but I think he wanted to dramatize what was going to happen to this country under conditions of near stalemate, when it is almost impossible to get a decision, when the two houses are divided. I think we are

going to have to think about that very seriously in terms, perhaps, of a Constitutional amendment, or perhaps merely in terms of recognition of the fact that under our Constitution a president can resign, and if you look again at the papers of the founding fathers, both Madison and Jefferson contemplated that perhaps very often a president would want to resign.

Well, that is only a very small point, one point which I think is of immediate importance and concern to us. I think we should be very frank and measure the efficacy of our form of government, that brings under the Constitution these fixed four-year elections, against the parliamentary system of government, as to the advantages and disadvantages of both.

I don't think I will violate any confidence to tell you that an intelligence report came to the State Department the other day, describing a very secret talk made by a communist leader in Eastern Europe to a group of key communists from all over Europe. This speaker was talking about America, and in effect he said this: "Now, for the next nine months, America will be so torn and divided by the election campaign that it will be all but impossible to come to any important decision, and therefore I say to all of you that the next nine months are vital, and that is the time when we must go out and sabotage the objectives of America in Europe."

That is how keenly aware the enemy is, and I use the word "enemy" deliberately, of what our system means in terms of division and conflict and confusion in these quadrennial years.

When I was trying to overcome this miserable cold the other day or perhaps forget about it, I was reading a life of Mark Twain. Mark talks about his winter in Washington. He didn't think much of Washington and the politicians, and he had one sentence in his book in which he says, "Whiskey goes into the committee rooms in demijohns and comes out in demagogues." [Laughter] I think there has been some improvement since Mark Twain's day. I think there are far fewer demagogues. I think they may be slicker, they may be a little more subtle, but I think there are far more sincere and honest men in Congress today. I think the fact that we have two men of such stature as Marshall and Senator Vandenberg is the only real warranty, the only real assurance, that we will get the agreement that we hope to get on an effective Marshall Plan.

You know, perhaps it is one of our American characteristics to throw brickbats at our politicians, to throw dead cats, and particularly at this time, when this year rolls around. Perhaps we overdo it. Perhaps we are too harsh. I know that that is, perhaps, the fault of some of us who write too often, as I do, and perhaps speak too often. We have some statesmen as well as politicians, or perhaps I should say statesmen plus politicians, or politicians plus statesmen, in our recent history, and in closing, I would like to talk about one of them. I refer to Colonel Henry L. Stimson, a man now, I think, of venerable years, who has given his country very great service in his lifetime.

Perhaps you don't recall it, but when he was Secretary of State under Mr. Hoover, Mr. Stimson foresaw very clearly the course of world events. He understood very well what the Japanese warmongers meant.

He understood very well the direction of the Japanese war lords. Perhaps you do not recall that in 1931, as Secretary of State, Mr. Stimson tried resolutely to stop Japanese aggression at that early stage. He tried, even though we were not members of the League of Nations at that time, to use the League of Nations, or to use that machinery. But the world, tragically, was not ready. Great Britain was not ready. The old game of balance of power, power politics, was still too important. The United States was not ready. And so that gallant effort and that, unfortunately, forgotten effort of Mr. Stimson's failed.

And then, of course, as you know, Mr. Stimson was Secretary of War in the summer of 1940, all through those long, terrible, difficult years of the war, although he was a man then not young but late in life.

And now, the other day, he put together what I think is the ablest statement of American foreign policy and the American position in the world today. He put it forth in *Foreign Affairs*, which I am sure you know, that very able magazine of amalgamation and comment to which such distinguished men as Stimson contribute. He made it clear with great lucidity, above all, that it is not a question of a Marshall plan, two Marshall plans, a four-year plan or a five-year plan, or whatever, but a continuing responsibility that goes along with our great power in the world today, and that that power can be wisely used or it can be misused or it can be used not at all, in which case, if that happens, in my opinion, our kind of civilization goes and goes by default.

In closing, I would like to read the last paragraph of what Mr. Stimson has to say, because I think it sums up so well where we stand today. He says this:

The issue before us today is at least as significant as the one we finally faced in 1941. By a long series of mistakes and failures, dating back over a span of more than twenty years, we had, in 1941, let it become too late to save ourselves by peaceful methods. In the end we had to fight. This is not true today. If we act now, with vigor and understanding, with steadiness and without fear, we can peacefully safeguard our freedom. It is only if we turn our backs in mistaken complacency or mistrusting timidity that war may again become inevitable.

I commend that to you. Thank you very much!

TENTH GENERAL SESSION

Thursday Afternoon, February 26, 1948

THE READJUSTMENT OF EDUCATION TO THE ATOMIC AGE

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PRESIDENT HUNT: We welcome to our final platform program this afternoon a distinguished scientist and scholar, Dr. Gerald Wendt. No program topic of our entire convention is more significant than the one he has been assigned, and there is no one more capable of discharging that responsibility. Harvard-educated, Dr. Wendt was for a time with the U. S. Bureau of Mines, taught at Rice Institute and the University of Chicago, served in the Chemical Warfare Division during World War I, worked for a while in the commercial field, and then turned to teaching. He served as director of science and education at the New York World's Fair and as editor of *Chemical Reviews*, an internationally known scientific journal. Former science editor of *Time* magazine and consulting editor of *Life*, *Fortune*, and the *March of Time*, Dr. Wendt is now editorial director of *Science Illustrated*. He speaks to us this afternoon on the subject, "The Readjustment of Education to the Atomic Age." Dr. Wendt.

MR. WENDT: Mr. President, Members of the Association, Ladies and Gentlemen: Today, I do wish that I had the gift of tongues, because I speak for a large group of very articulate research men in this country, at least a hundred thousand, I suppose, who have done so much to change America that they are themselves frightened by the prospect.

I have long since ceased to be a research man, but for twenty years I have watched with growing concern the ever widening gap between the world of the scientist and the world of ordinary people. At last, since that day at Hiroshima, I have seen the public awaken to the need of action and to the realization that in its results science is the most powerful force acting on society today. Now everyone knows that it can no longer be ignored. Today I have the privilege of addressing the one group which is in a position to do something about it and is aware that there is much to do.

Even before the war, it was obvious that the continuous advance of science was a challenge to us. The new products—automobiles, planes, the radio, television, and electricity itself—proved irresistible to the younger generation. The new inventions entered our homes and our lives; they changed our living standards and social habits. Their ultimate consequences went far beyond mere materials and gadgets and changed our attitude toward our neighbors, toward other nations, toward the universe, and even toward religion. It seemed impossible to foresee the broad social consequences of the new inventions and even more impossible to understand the science from which they sprang. Yet it was obvious that from the

laboratories came social change at an ever increasing rate. It was absurd and dangerous to allow so great a force to act upon us when that force was but vaguely understood by ordinary people, by teachers and lawmakers, by bankers and businessmen, and even less by scientists. Long before the war there were frequent discussions of the need for readjusting education so that science would be better integrated into our national culture.

Then came the bomb. Somehow that eruption of atomic forces focused all the puzzlement about science and the power of the wartime inventions into one appalling blow. There has never been so great nor so sudden a revelation of the power of science and technology. Now we know that it is not only industry and economics that undergo revolutions at the hands of science, but also the fate of nations.

The first effect of the bomb was to end the war. This was good, but all subsequent effects have been bad. The worst consequence was that wave of fear which is still reverberating around the globe. It undid in an instant the greatest good that science had done for us. Our ancestors were accustomed to fear, for they did not understand their world. The unknown forces of nature were very close to them. With the gradual growth of science they came to understand the materials and forces of the universe and achieved that confidence in the mastery of nature, which was the outstanding characteristic of the early years of this century. Then suddenly, in the closing months of 1945, they learned fear again—fear of the very atoms of which the earth is built, fear of science which could go so far in releasing this incredible power, and also fear of the United States which controlled that power and had shown itself ruthless in its use. That combination of fears is still the greatest single factor in the international political situation.

Since fear is almost always fear of the unknown, the only cure for it is knowledge. This is why Mr. David E. Lilienthal, chairman of the United States Atomic Energy Commission, said early this month that only with greater knowledge and understanding of atomic energy will we be "less likely to be . . . scared by shadows, or stumble—or be pushed—without knowing what we are doing, into some desperate finality" involving the use of atomic weapons. Said he: "For people are the most important fact about atomic energy. What goes on in people's minds—and in their hearts—is even more important in determining the fateful future than what goes on in the atomic energy laboratories. . . . The people must know; the people as a whole must come to understand the essentials of this new world into the outer reaches of which science has brought us so suddenly."

ATOMIC ENERGY

Let us examine this new world briefly. In the first place, it is safe to say that, aside from this one eruption of the bomb, the atomic age is not yet here and that further consequences of atomic research are some years in the future—far enough to enable us to prepare for them. It is also safe, I think, to say that there will be no atomic war for at least ten years, possibly twenty. *We* shall not start such a war and the only possible aggressor

cannot start one with his present weapons. Indeed, he cannot start one until he is producing atomic bombs at a much greater rate than we are, and has accumulated a stockpile that is much larger than ours, and is certain that he has such an advantage over us. In spite of the fact that there are no scientific secrets in this field, the engineering and industrial problems to be solved are of such magnitude that many years will elapse before any possible enemy can be adequately armed. Thus we have at least ten years, probably fifteen, possibly twenty, during which the infant United Nations can be molded into a world organization strong enough to prevent war. That must be done. Meanwhile, the danger of atomic war is not one of the factors that needs to be considered today.

On the other hand, the peaceful uses of atomic energy are not far off and must enter our calculations immediately. Right now at Oak Ridge and elsewhere the fierce atomic explosive is being tamed into a useful fuel which will release its heat and power at any desired rate and in a useful engine. Within five years—perhaps less—such engines will be at work, at least in propelling naval ships and perhaps in industry. Before this fuel can compare with the ordinary fuels in cost, a vast expansion of its production must be achieved, but there is good prospect that this can happen within ten years, so that by 1960 or so we may have industrial power from atomic fuel at a cost less than that of coal or oil. Its uses will still be limited to large industrial installations because of the fatal rays that the atomic explosive produces and which require the enclosure of atomic engines within six-foot walls of steel or concrete. Just possibly this problem too can be solved by, say, 1975 so that atoms can be changed into energy without giving off fatal rays. In that case, small atomic engines for planes and automobiles and household uses may evolve. That day may never come, but it is safe to say that the atomic age will not be mature before 1975.

What can we predict of life in those days? Not much. This is so great an advance that it can be compared only with the discovery of America by Columbus—and certainly in 1492 no one could possibly have predicted what would result from the voyage of Columbus. It would also have been impossible then, with the best or worst of intentions, to exaggerate the consequences. It is equally impossible to predict or to exaggerate now.

I cite just one example of the kind of thinking which the age demands. If the atomic engines are simple and the atomic fuel becomes cheap and plentiful, we can look forward to an enormous development of the western half of the United States and a shift of industry and population from this eastern seaboard and the Great Lakes to that part of the country which lies well west of the Mississippi and has everything needed for prosperity and happy life except water and power. When atomic fuel is cheap, it will be easy to transport in one airplane enough atomic fuel to equal millions of tons of coal or oil and thus to bring unlimited stores of cheap power to any point on the earth, certainly to any point in the United States. With plenty of cheap power, water can be brought long distances. In that case, a multiplication of the population of the western states is not only possible but probable. Far from being an exaggeration this thought will, in the year

2000, seem a very feeble effort, indeed, to visualize one of the many incalculable features of the atomic age.

When I thus postpone the atomic age to the year 1975 or even 2000 A. D., I am postponing it forever for myself and for many of you. Yet the children in our charge now will be here then. Life expectancy has been greatly increased through the advances of wartime medicine, by sulpha drugs and penicillin, so that it is now close to seventy-five years. Even the year 2000 is only fifty-two years off. Most of the youngsters now in our schools and under the age of twenty-one will be here then. It is our task to train them now for life under conditions which we cannot foresee.

CHANGE IS CERTAIN

My first point, therefore, is that we must not train them for the world as it is now. It will not stay like this very long. Nor can we, of course, train them for the unknown conditions that they will meet in the closing years of this century. Our only recourse is to educate them to the inevitability of change. Change is a part of the order of nature. There was a time when there was no United States, no human race, no earth. In the course of time all we now have has come to pass through a constant process of change. It was a slow process in the days of our ancestors; nothing much happened in a single century. But now we have 100,000 scientists in the laboratories of this country alone, spending about one billion dollars a year on research for the very purpose of changing the way we live. Let no one be surprised if change results and let no child grow up without being conditioned to change. It is the surest thing that they will find in the years to come. It is the cruelest indictment of our education that we not only fail to prepare for future changes but often even fail to take into account changes that have already happened.

But I can be more specific about some of the changes that are ahead.

In the first place, medical science is advancing faster than ever before. Recently a new drug, chloromycetin by name, has shown the power to destroy a virus. This is radical news because all our best drugs, good as they are, have attacked only bacteria and left the virus diseases untouched. This new drug has led medical research men to the hope of a day when both bacteria and viruses shall have been eliminated and the human body will be free of attack from the outside—except by engines of man's device. This means a still longer life expectancy for the children. It means a marked increase in the elderly population, so that when these youngsters grow up, we shall have twenty or twenty-five million people above the retirement age living a life of leisure. An even greater hope is the conquest of the diseases of decay, diseases of old age such as cancer and heart ailments, which are already becoming alarmingly prevalent—for the reason that people live long enough to encounter them instead of yielding earlier to germs.

Another definite prospect is the further shrinkage of the world and the bringing of all nations into close contact by planes and probably by international television. Already we cannot ignore events in India, China, and Africa. When our children grow up, what happens there will be as near as what happens now in Canada or in the Mississippi Valley.

A third great change will come from the increasing use of electronic instruments to improve on the human senses, indeed to replace them. The microphone is an electronic ear and is in every respect better than the human ear. The electronic eye, or photo-cell, is far more sensitive than the human eye. It can see in the dark and it can see and act a thousand times faster than the human eye. With radar we can see two hundred miles in the black of night and through dense fog or clouds. In the "variable time fuse," also called the "proximity fuse," we have an instrument for feeling the presence, or absence, of an object within several hundred feet, a range much longer than that of the human arm and fingers. Thus, for hearing, seeing, and feeling, electronic instruments are more sensitive, have a wider range, a longer reach, are more reliable, more tireless than the human senses. In combination with such electronic calculators as radac they can figure a course of action and achieve full and instantaneous control of machine operations. So far the senses of smell and taste have not yet been superseded. But we do have machines to control machines and we face, within the next few years, a second industrial revolution in which we shall substitute electronic controls for human senses and brains, precisely as we substituted the power of steam and coal for that of human muscles a century ago.

TIME TO LIVE

My interest is not so much in these items of technical progress as in what they will do to us. My plea is that they should not come upon us unexpectedly and without preparation, for then they will surely destroy us as atomic energy has come close to doing. We must foresee and prepare.

The net result of atomic energy, electronic controls, and longer life—to mention only these few imminent forces—is the ability to produce more and more things with less and less labor and therefore to give more and more people time to live. A machine is a device for doing more work in less time. Heretofore we have always wanted more work done and have used machines for doing it, but I suspect the day is almost upon us when we shall use the machines in our factories as women use machines at home: not to produce more goods than we need, nor dollars either, but having enough of both, we shall use the machines to earn what is more precious than more things or more dollars, namely, time. I suspect that this present age of emphasis on materials and on power is a passing stage and that we shall soon take our earnings from the machines in time instead of money.

This is just one more stage in the liberation that science has already achieved for us. It has freed us from famine and poverty, from cruel diseases and pitifully short lives. Now it promises to free us even from tending the machines and from much work. To put it another way, science has been a democratic influence. Silk stockings and fur coats were once the privilege of royalty. Books and music were only for the nobility. Now, thanks to science and mass production, these are shared by all. The one remaining perquisite of the aristocracy is leisure and that, too, will become the broad privilege of democracy before our present children are mature.

Obviously, this would be a catastrophe if it came suddenly and if we were

as unprepared for it as we are now. Therefore, the greatest challenge to education today is to find those values which make life worthwhile and to prepare our children—not for the conditions of previous centuries, when everybody had to work all the time just to stay alive, but for the late twentieth century when most of us can use the machines for that mean job, and can use our days to make life rich.

RESEARCH IN HUMAN AFFAIRS

I have been speaking so far only of the advances in those fields of knowledge which are now popularly identified with science. These are the natural sciences which deal with matter and energy, their combinations in medicine, and their by-products in modern industry. But this is far from the sum of human knowledge. We shall have many other advances in our knowledge and our power in fields which are not now recognized as scientific. They, too, need some consideration and foresight. In general, they constitute the field of human and social affairs. These fields of knowledge have not advanced to the status of science because the methods of improving knowledge that have been so successful in the physical sciences have not been widely applied to them. There are two excellent reasons for this—and for the resulting gulf between human affairs and what we call science.

One reason is the natural logic and sequence of the sciences and the fact that science is still young. We had to study astronomy in order to learn the fundamentals of mathematics. We had to have mathematics before the forces of nature could be mastered in what we call physics. The understanding of energy, in turn, was needed in order to fathom the changes of matter that constitute chemistry. They in turn had to precede biochemistry and physiology. Only recently have we reached the point of going on from there to the study of nerves and brain action. Now, at last, we have some basis for the scientific study of psychology and human behavior. It could hardly have come sooner.

But there is a separate historical reason for our delay in understanding man. It was much safer during the early and violent years of history to study the stars and rocks and atoms than it was to study man. For centuries the dissection of the human body after death was forbidden as a blasphemy on God's handiwork. It is only recently in man's history that we have learned that the blood circulates and the heart pumps it; it is even more recently that we have learned that we need oxygen, and have learned the function of the lungs. Meanwhile, people died by the millions, like flies, for the lack of a science of medicine. Today we have that science. We no longer punish people for being sick nor try to "drive out the devils" from them. In fact, we have reached the point of treating the insane humanely and recognizing mental disease, too, as preventable and curable by the methods of science. We are almost at the point of treating alcoholism as a mental ill instead of as a sin or even a crime. If the ancients had not been so prejudiced and opinionated about their knowledge of man, we should have reached this

stage long ago. Then there would not be the present gap between human affairs and "science."

Still in the future lies the further extension of sound knowledge to the study of human groups, of nations, and governments. Then we shall know just how vain and prejudiced men can take charge of whole nations and drive them to disaster against their wills. Such questions need answers now. There is no time to lose.

SCIENCE AND RESEARCH

And so I would like to suggest a closer examination of what is meant by science. The college president who said recently that science has no cure for human and emotional ills was, of course, right if—when he said science—he meant physics and engineering. But he was wrong if he meant by science what that word means to most scientists. That is not knowledge itself; it is the ability to investigate and to solve problems. In short, it is not science at all, but research.

I propose to you that it is imperative to mark well the distinction between science and research. Science is a body of sure knowledge, of facts and principles, which can be written down in books, which can be used for good or ill, and which have been achieved by careful research. Research is something else. It is a method of investigation, of finding the facts, of deducing the principles. It is often called the "scientific method," but it is not limited to the field of science. Strictly speaking, it is not a scientific method at all. It is a research method, a logical, intellectual method, a human method of study. It results in the knowledge we call science. If the research method is applied to the study of man, then we shall have a science of man. If it is applied to society, then our knowledge of society will also become sound and sure as physics is. This does not mean that physics or chemistry or even mathematics can contribute to the understanding of people or society. It does not mean that the research method, which has been so successful in giving us our present science, can be equally successful in giving us knowledge in the fields where we are ignorant and where momentous decisions are still, perforce, made on the basis of power, ignorance, and guesswork or on the basis of rumor and misinformation or, all too often, on habits and inherited prejudices.

This understanding of the nature of research and of science is the second important point in what I have to say. Unless it is understood, we cannot adjust education to the needs of the years to come.

THE TRAINING OF SCIENTISTS

On the basis of these concepts and prospects, it remains for me to sketch some details of the necessary readjustment of education. I cannot, of course, prescribe a program for I am not a schoolman and my present function as an educator is restricted to the all-too-casual stimulation of adult minds. Yet, I probably can state the challenge somewhat more specifically for your further study.

There are two rather distinct aspects of the problem. One is the training of future scientists; the other is the training of future citizens.

The world situation is such that the first problem is already receiving anxious attention. It is obvious that the failure to eliminate war means that training for a future war must remain part of our task. The overwhelming lesson of the past war is that a very high degree of specialized technical training will be needed for hundreds of thousands in the army and that a very large amount of the highest quality of scientific research will be required both before and during the next war. Every plan of the military authorities and in our universities includes the optimum and maximum use of highly trained scientists and engineers. With the start that we already have and with the execution of such plans, we have some assurance that we need not cope with an enemy who is better equipped scientifically than we are.

Even without war, it is apparent that international political and economic competition will continue and that the desperate world situation will demand the best and the most that we can supply with all our natural resources plus our scientific manpower. The training of superior scientists must therefore continue. It must include not only the physical scientists, but also the biological, medical, mental, and even social specialists. The vital part of their training must come in their last years of study in college and university. The first problem of the schools which you represent is thus the selection of the boys and girls who will go on for such training. The aptitude for scientific research and for engineering is not restricted to any social status or locale. The experience of the army and of the veterans now in college shows that the requisite aptitudes are found throughout our population. The identification of the youngsters who are suited to scientific training, therefore, requires that all our children be given contact with science and be given the opportunity to follow it to whatever degree is congenial. This in turn will usually mean the provision of scholarships or other school aids so that valuable candidates will not be lost and so that the choice will not be made on any other basis than that of aptitude and ability. Furthermore, there are many sciences, and specialization in the right one should only follow ample exposure to all the sciences. Until reliable psychological tests are devised and universally adopted, a broad program of experience in science is essential.

The second problem in the training of these specialists is that of time. If the general phases of education are to continue through fourteen grades before specialization is possible, then their training, including graduate study, cannot be completed until the age of twenty-four or twenty-five. This is obviously too long a period considering that adolescence begins ten years earlier, before the age of fourteen, and that senility sets in all too soon. These biological benchmarks are set and cannot be adjusted to the demands of education. It is education that must be adjusted to them. Undoubtedly, this means that we must somehow provide for a condensation of the general training at least for those who will go on to become specialists, so that the present content of the first two years of college will be reached a year or two earlier.

This would be provided under the wiserecommendation of your Educational Policies Commission for the year-round operation of the schools.

It is obviously impossible to prepare for today's complex world in the same time that was required for the simple world of our fathers. Originally the summer months were needed for child labor, and education, on the farms. Those days are gone forever, yet we waste one-fourth of those early years in bondage to an ancient habit and allow physical maturity to come long before mental maturity has been achieved. Time being priceless, even in youth, it must be better invested.

The third and most difficult problem is the need to provide more and better trained science teachers and far more and better equipment in the science laboratories in our schools. At the recent meeting of the National Education Association in Cincinnati, Dr. Morris Meister, president of the National Science Teachers Association, accused the schools of still using scientific equipment which was purchased twenty-five or thirty years ago and which cannot possibly provide a scientific education for the atomic age. In order to modernize the laboratories, Dr. Meister proposed that \$500,000,000 be spent on equipment at once with an additional \$50,000,000 annually for materials and renewed equipment. This is more than five times the present rate of expenditures. In view of the vast threat that is inherent today in a scientifically illiterate nation, his figure seems not unreasonable.

Equally important and more difficult is the provision of adequately trained science teachers. The sudden demand for science instruction during the past few years has inevitably led to the assignment of poorly trained, indeed often of untrained, teachers to the science classroom. No one would defend this except as an emergency measure, yet I doubt whether the magnitude of the task is fairly understood. To provide the requisite number of good teachers means a revision of the teaching in both teachers colleges and universities. For it is not enough that a teacher of science should know the facts of his science; he must also know the methods and understand the attitude and spirit of research. As I said a few minutes ago, the facts of science are a very different thing from the method of research thinking. Facts can be taught; scientific thinking must be learned. Good scientific training does not depend on the word of authority, whether it be of the teacher or of the book. It depends on an attitude of mind and on experience gained from realistic and individual experimentation.

As your school programs develop in these directions, America can lay the basis of education so that the universities and technical schools can develop the experts who are needed for the atomic age in war or in peace.

THE EDUCATION OF CITIZENS

For the training of *citizens* of the atomic age, including the experts, much broader considerations are involved. The primary purpose must be to develop a population that will use its knowledge and its power over nature for the good of the country and of humanity, a citizenship which will not be overwhelmed by the great social forces that are inherent in new forms of transportation and communication, nor even by atomic power, but will understand and benefit by each new triumph of knowledge over ignorance.

This means, first of all, that the curiosity and the impulse to explore that

are in all children must not be stilled by the voice of authority. We are all born scientists. The young child explores his world with the same curiosity and the same methods that are the basis of all research. He cannot, of course, repeat for himself all the experience of the race that brought us our present knowledge. He must learn from others. But in a scientific age, or in any age, it is essential that the natural urge to exploration, experiment, and self-education be kept alive. Only thus can research in all its aspects become a part of our culture. Only thus can we escape from the bondage of error and prejudice that we have inherited from innocent but ignorant ancestors.

This can best be done by encouraging the original and creative work of the youngsters in all sorts of extracurricular but intellectual activities, such as field trips in nature study and in science clubs. Here again your Educational Policies Commission is wise in recommending the use of Saturdays for a planned and integrated program of such activities. Where they exist today they have proved of enormous value. But they have usually been provided only through the devotion of teachers who have voluntarily given of their own time to them. When teachers have—quite understandably—been unwilling to make this sacrifice, the children have missed a golden opportunity. It is high time that such teaching be recognized as a normal and proper, indeed an essential, part of the teaching load. It is desirable in all the arts of living, such as music; it is indispensable in the teaching of science, because only thus can the vital research spirit be kept alive.

If this objective is achieved through a wholly new outlook in the teaching profession, it will not seem as difficult as it now does to relate scientific discovery to our daily lives and to understand that each significant advance starts a train of consequences that may begin in engineering and go on through industry to economics and thence to politics, national affairs, social conditions, and even to the fundamentals of philosophy. We are today unprepared for atomic energy because we have thought of such discoveries as isolated and of interest only to the experts. It is a colossal example but there are thousands of lesser ones that keep surprising us when their consequences show up in our homes, on the international stage, or in the heads of our children.

This is merely to say that the advances of science can never be isolated no matter how little interest they arouse in our present uninformed populace. We can expect, I hope, that America's isolation from the world of science will be ended by World War II, precisely as our isolation from the other peoples of this planet was ended by World War I. In that case, the knowledge of science and the appreciation of the research method will permeate all our subjects of instruction, as the knowledge and understanding of the rest of the world have already become a part of all schooling and indeed of all American life.

These then are two essentials of education for the atomic age: to understand that science is sure knowledge and that such knowledge is power, while uncertain knowledge, or a little knowledge, or ignorance, is a dangerous thing, and to understand that sure knowledge is the result of sound research. If these two have been achieved, we can go on. Instead of dreading inevitable changes in our way of life, we shall welcome them for we

shall know that changes are not forced upon us, but can be brought about for good purposes. Change can become beneficent progress. One can sympathize with those people today who are always in favor of progress, provided there is no change. The two words are not identical and, while change is certain, progress is sometimes questionable. If we recognize that this is a changing world, we shall not be caught unawares and, if we understand the social power of science, change can be so molded that it be progress.

In that case, we shall even welcome research in the human and social sciences. A well educated generation will not assume that the great books of antiquity contain any more certain knowledge of psychology or of sociology than they contain of chemistry or of physics. Nor will it take for granted that the habits and prejudices of parents, or of teachers, necessarily express immutable wisdom. Instead they will apply the tests of experience and experiment; they will look to the facts instead of to tradition and lore. What we now call science may solve no human problems, but from the success of science we can safely predict sound progress in human relations as soon as it becomes respectable to apply the methods of research to them.

If this be the broad situation, I must be specific for a moment and remind you of the conclusions which form the practically unanimous opinion of the science teachers of America as expressed in the National Science Teachers Association. I can speak for them in listing the following points.

1. The days when education could omit instruction in science are gone forever.
2. An adequate program in science must begin in the first grade and continue through each year of school life.
3. An adequate program of science instruction for all grades has been developed by the experts. The publishers of school textbooks have cooperated fully to produce modern and effective science texts and other printed aids to learning. Visual aids for science instruction are steadily increasing in number and improving in quality.
4. The state of the world is such that we face a crisis. Perhaps the primary problem is to provide, without delay, an educational program that will make science work for the benefit of man and not for his destruction.

THE LEVELS OF LIFE

In closing, you will permit me to look beyond the present crisis into the future a bit. There remains for consideration what shall be done about the outstanding problem of the atomic age, the age of ample cheap power, the age of electronic instruments and thinking machines. We are unprepared for such an age because throughout the centuries, and even now in vast areas of the earth, the all-consuming problem is just how to stay alive. But in America almost everyone already has some leisure and will soon have much more. The problem is essentially what to do with time if we all—all 140,000,000 of us—are really to have time to live.

For the first few years the problem may not seem difficult, for it is obvious that most people will turn at once to recreation. The first adjustments will be easy. When improved agricultural methods released so much labor from the farms that 20 percent of our population now suffices for food production while 80 percent was required only a century ago, those who were released from agriculture went into industrial production. When mechanization of industries doubled production per man-hour, the released

labor went into the service industries such as were provided by the automobile. With a further reduction in industrial labor, it is now apparent that there will come a great boom in the recreation industries. These include sports and games of all kinds, entertainment such as theater, movies, radio and television, a great increase in travel and vacationing, probably a development in hobbies of all kinds, and certainly an extension of education at all levels and all ages. Every one of these broadly recreational industries has already shown a marked spurt since the war and every one is already certain of further expansion.

In passing, I note the conviction throughout the educational world that the present crowding of our schools and universities will continue. The President's Commission on Higher Education has recently reported that 30 percent of the number of persons between the ages of eighteen and twenty-one are now enrolled in colleges, which is nearly double any previous enrolment. The total number is 2,300,000. Yet the commission goes on to state that twice that number, 4.6 million should be enrolled in our colleges by 1960. I cannot here go into the implications of such a vision, but it is obvious that education at all levels, including adult education, will be greatly stimulated and the profession of teaching will be much expanded.

So much can be foreseen. But it is also easy to see that when the mass of our people are materially comfortable and earn respectable livings through the productive power of more and better machines, their additional time cannot be spent wholly in recreation, in its general sense. We shall want more of life than play. And so the question becomes: What would people want of life if they had time to live? This is hardly a question that a scientist can answer since present science is limited to improving the conditions of life and cannot yet set any values for the content of life. In these closing remarks, therefore, I speak not as a scientist, but as a teacher and an editor and I express only my personal thoughts.

It seems to me that life is lived on four distinct levels and I should like to mention them to you because each of them, in my mind, is a separate educational objective. The first, the lowest level if you will, is utility. Whatever we do in life we must have some usefulness to earn a place in society and most of our past and present education is addressed to achieving this usefulness.

The second level is one that, for want of a better word, has been called culture. This seems to consist of a broader understanding. It includes an appreciation of the usefulness of other spheres of life and of other professions. It includes also the ability to transmit to those in other fields of action an understanding of one's own. A chemist, for instance, can hardly be called cultured unless he has some understanding of agriculture, of teaching, of music, of the ministry, and in addition is able to convey to those in these other fields the meaning of his own specialty. It is for living on this level that most students go to college, though there is little reason why this should not be achieved in secondary school.

The third level requires a higher degree of competence, of experience, and of training. Again, for lack of a better word, I call it devotion. It is commonly achieved with a master's degree in the early years of graduate work

or, even better, by the trial and error education that comes from seeking one's proper niche in the vast structure of society. When it has been achieved, and only then, we can take pride and joy in our work. It is usually impossible to convey that feeling to others for it is an inner thing that comes only with the right choice of lifework and success in it. It is often long delayed in life and one of the great challenges to education and to psychology is to assist young people to find their fitting lifework as early as may be.

Living on these three levels is not rare and education for them is not hard to find. But the fourth level has so long gone unrecognized that it is rare and often accidental. It seems to me that if we are to have more leisure in the future the recognition of this topmost level and the need of it in every human being must be universally recognized.

Above utility, culture, and devotion is the level of creation. No man or woman can feel that his life is full or even satisfying until the need for creative effort has found expression. It may and probably should come in one's chief field of work. The painter who can create new values is an artist. The chemist whose researches are creative has the same reward as has the artist. Research is to science what art is to painting, what composition is to music, what poetry is to writing. All are the creative aspects of useful lives. The farmer finds his chief joy in being a part of the great creative process of nature. The housewife who is a homemaker is creative. Even the serving of the family dinner may be a work of art.

Fortunate are those who can express their art in their job. For millions of others our machine civilization makes the job a routine and these must find their creative work in other directions. There is no need to bewail the days when a fine craftsman put his heart into the making of a table or a pair of shoes—only to sell them in order to eat. There is nothing today to prevent that same man from earning his living by tending a machine and then expressing himself still in artistic handiwork. Such creations today are seldom sold, but are valued in the better living of the craftsman and of friends who receive his gifts. Far from suppressing such craftsmanship the machine encourages it with time and income. If such creation has little recognition in our culture today, it is because our concept of culture is inadequate. It is a secondhand thing. It consists of knowing and talking about the creative work of others. Any valid culture for the masses of our people must be based on the respected use of the hands for the process of creation. When that is achieved, we can look forward to an artistic renaissance.

This then is my final challenge to the schools of America: Science has given us the power and will give us the leisure that liberates us from exclusive concern with utility and perhaps a secondhand culture. Science has given us materials and mechanism enough to make a comfortable and healthy life possible for all. It stands ready now, if properly used, to give us much more and to permit full, satisfying, creative life for healthy minds. To this end education must raise its sights and include in its objectives throughout all the years of school the stimulation of creative power in all fields. If the research instinct is kept alive, we shall achieve understanding of men and of nations, as well as of nature. If the creative instinct is kept alive, we shall, all of us, achieve beauty. The time to start is now!



President Hunt hands gavel to President-Elect Goslin

CLOSING CEREMONIES

PRESIDENT HUNT: At this time, I would express again appreciation for the privilege that has been mine in serving you this year, and particularly the pleasure and happiness that has been afforded me through the association with members of the Executive Committee. It has been a pleasure that I shall long remember and always cherish. To my associates on the Executive Committee of the American Association I express appreciation for the fellowship of the year and for the many, many indications of cooperation that they have constantly and continually given.

It is my happy privilege at this time to present to you the new president of the American Association of School Administrators, who, by virtue of the provisions of our Bylaws, will take office on March 15th. He is by no means a stranger to this Association. We have felt his power and his influence for a long period of time. It was he who directed that very masterly report of the Planning Committee which he chairmanned under the presidency of Henry Hill, and the implementation of which is affording this Association a considerable amount of satisfaction in watching the development of a constructive professional program.

It is my pleasure to present to the convention at this time, and to hand him the symbol of office, the gavel of the Association, the President-Elect, a man who will bring us a dynamic and courageous and fearless leadership. Superintendent Willard Goslin of Minneapolis, Minnesota. [Applause]

PRESIDENT-ELECT GOSLIN: Superintendent Hunt, Members of the Texas Delegation, and the few others whose train has not left [laughter]: I have had a magnificent experience in American education, ranging all the way from a barefoot boy in a village school to a sixteen-year-old schoolteacher

in a schoolhouse so far back in the woods that the only way you could get to it was to walk or ride a horse, to an attempt to be superintendent of schools in one of the great burly cities of this country. I have been hired and fired, I have been promoted and demoted, I have been booed and applauded, I have been cussed and defended. I have sampled American education at as many sides as I was able to find, and at no time along the way has there been a moment of such mixed feelings of humility and pride as is my share at this particular time.

I have great ambitions for this organization. I believe, as I believe few things, that the men and women who are superintendents of schools in America will have more to do with the destiny of this nation through the era which has just been outlined for us than any other group of people in this nation. I am aware of the strength and the opportunity which is ours at the local level, where we serve our various American communities. I covet through this organization an opportunity to place together the strength and imagination and the power for good which we represent in our local communities and bring them to bear on the American scene. Therefore, I shall look forward to working with Worth McClure, the members of the Executive Committee, and particularly shall I look forward to working with you, every hour I can spare during the next year, in seeing whether or not we can plan and extend and strengthen American public education as a bulwark of American freedom and democracy through the activities of this organization.

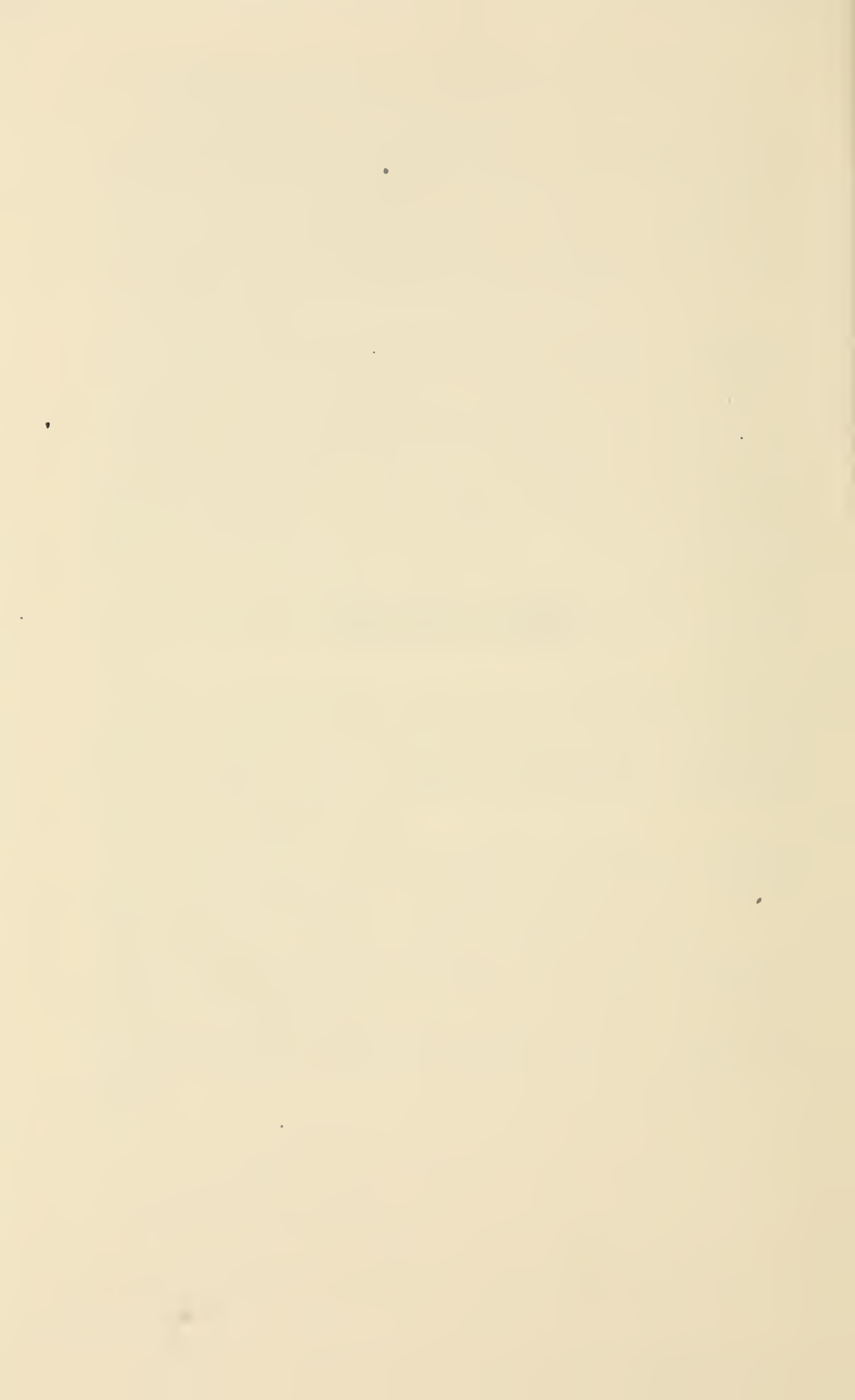
I hope we can meet and plan together at the state and regional level, so that we can build the channels, we can establish the understanding, we can develop the programs, we can marshal the strength which is really behind us, so that those of us who are designated the administrators of American education can contribute, as we must contribute, to this nation and its program in the years which lie ahead.

I am deeply conscious of the honor and the tribute which you have extended to me. I hope I am equally aware of the responsibility and the opportunity which are involved. I can only say to you, in the simplest of words, I shall do my best, and thank you very much indeed. [Applause]

PRESIDENT HUNT: Thank you, President-Elect Goslin. The implementation of your expressions of vision, of courage, of determination, will assure the success of your administration, and in that administration all of us will be happy and privileged indeed to play any part you may direct us to play.

I now have the responsibility of declaring the Seventy-Fourth Annual Convention of The American Association of School Administrators adjourned.

Official Records



ANNUAL REPORT OF THE EXECUTIVE SECRETARY

To the President, Executive Committee, and Members:

In accordance with the provisions of the constitution the annual report of the activities of the American Association of School Administrators is presented herewith. It covers the period from January 1, 1947, to December 31, 1947.

AASA AND THE WAR YEARS

When the American Association of School Administrators met in Atlantic City on March 1-6, 1947, it was the first national convention since the Association met in war-darkened San Francisco in February 1942. The five years intervening had seen the shadow of advancing dictatorship deepen and then recede. The 1943 national convention scheduled for St. Louis was abandoned at the request of federal authorities. Adapting itself to the exigencies of the situation in 1944, the Executive Committee took the Association to the members by holding five regional conferences, extending from coast to coast. War conditions tightened, however, and by 1945 even regional conferences, though framed and scheduled, were canceled like others of similar character by the Office of Defense Transportation. In 1946 regional conferences were held in New York, Atlanta, Chicago, and Kansas City.

The knack of capitalizing difficulties is one mark of good administration. In discovering the value of regional conferences, the Association capitalized its war experience. Peak memberships were achieved in 1944 and 1946—the regional conference years. The professional benefits of regional conferences with their smaller audiences, informal atmosphere, and opportunities for personal contacts were reflected in the recommendation of the Planning Committee that regional conferences continue to be held at least once every three years.

The war years hampered the convention program of the Association badly. It would have been doubly unfortunate had the other two major features of Association service—publications and research—been interrupted, but they were continued with notable success. Every year saw the publication, on schedule, of a noteworthy professional yearbook. The Educational Research Service expanded its service to subscribers and gained in numbers from 489 in 1942 to 668 in 1946.

The dwindling of American hotel resources is another revelation of the war years which may influence the Association's future program more profoundly than may at first appear. During the war years relatively few hotels were built. Following the war, continuing scarcities of labor and materials and high building costs combined to hold hotel construction in check. More recently sharp increases in operating costs have added their discouragement to prospective hotel construction. In the meantime, hotel properties have continued to deteriorate and some former class "A" have now become class "B." Consequently, while auditorium facilities are now becoming available, the continuing strictures on the number of sleeping

rooms are likely to limit severely for some years the number of cities which will be able to entertain large national conventions satisfactorily.

THE 1947 NATIONAL CONVENTION

The announcement in May 1946 of a national convention to be held in Atlantic City, March 1-6, 1947, was, therefore, no routine matter. The prospect had been under hopeful discussion by President Henry H. Hill and the Executive Committee for several months. The invitation came from the only city in the United States whose hotel and auditorium facilities were sufficient to house a national meeting of AASA. Appropriately for the times, President Hill chose as the convention theme: "Education and the Development of Human and National Resources." Ten general sessions and thirty-three afternoon discussion groups were scheduled. The official program and the general sessions addresses were printed in the 1947 *Official Report*.

PLANS FOR THE 1948 CONVENTION

When the Executive Committee held its special meeting following the close of the convention on March 6, 1947, for the purpose of receiving invitations for 1948, only one satisfactory invitation was received. Again Atlantic City was the only city able to guarantee adequate facilities for a national meeting. Philadelphia extended an invitation for a regional conference. San Francisco could guarantee only half the required number of hotel rooms. Members of the Executive Committee reported that their canvass of various state breakfast groups had revealed a heavy preponderance of interest in a national meeting in preference to regional conferences for 1948, even if the Association might have to take the unprecedented step of meeting in the same city two years in succession. NEA business manager, H. A. Allan, reported upon the prospects for a successful exhibit if the 1948 convention should be held in Atlantic City. Following discussion, it was voted to authorize President-Elect Hunt and Secretary McClure to negotiate with Atlantic City for the holding of a national convention February 21-26, 1948.

President Hunt immediately launched plans for the 1948 convention under the theme: "The Expanding Role of Education." The timeliness of the theme and the excellence of his program were evidenced by record attendances at both general sessions and discussion groups as well as by the texts of the principal addresses and the Official Program which are printed elsewhere in this volume.

THE EXECUTIVE COMMITTEE

The constitution of the Association provides for an Executive Committee of seven members including the president, the first and second vicepresidents, and four members chosen by election who serve for four-year terms.

May Meeting—The Executive Committee met on May 8, 1947, in the National Education Association building in Washington, D. C. Members present were: Herold C. Hunt, Kansas City, Missouri, president; Alfred D. Simpson, Harvard University, Cambridge, Massachusetts, second vicepresident; Irby B. Carruth, Waco, Texas; Hobart M. Corning, Wash-

ington, D. C.; George E. Roudebush, Columbus, Ohio; Paul Loser, Trenton, New Jersey. Also present were Worth McClure, executive secretary, and Mrs. Gladys Harlow West, chief clerk.

Educational Research Service Personnel—Salary benefits in the Educational Research Service were authorized as follows: Miss Virginia H. Stephenson, chief of the Educational Research Service, reclassification from Grade B-4 to Grade B-3 with a double increment totaling \$240 effective June 1, 1947; Mrs. Anne Brown of the staff of the ERS, a double salary increment totaling \$120 effective June 1, 1947.

Administrative Service Personnel—Referring to the cooperative arrangement under which the operating profits from the exhibits at the annual conventions of the American Association of School Administrators are shared equally with the National Education Association and in return the NEA pays the salaries of the secretarial and clerical staff in the AASA administrative office, Secretary McClure advised that he intended to recommend to the executive secretary of the NEA, salary adjustments as follows: Mrs. Gladys Harlow West, chief clerk, American Association of School Administrators, reclassification from Grade B-3 to Grade B-2, with a double salary increment totaling \$240 effective June 1, 1947; Miss Macie D. Templeman, administrative assistant in charge of membership records, American Association of School Administrators, reclassification from Grade C-3 to Grade B-4 with a double salary increment totaling \$240 effective June 1, 1947. The Executive Committee endorsed the recommendation.

Cooperation with State and Local Associations—In line with the recommendation of the Planning Committee for "the extension of the Association's services and activities through the establishment of working relationships with local and state organizations," it was voted to hold a two-day conference of presidents of state and local groups of school administrators during the summer at some central location, the Association paying 50 percent of the delegates' expenses. The secretary, in cooperation with the president, was authorized to make necessary conference arrangements.

Teacher Recruitment—In accordance with the recommendation of the Planning Committee that the Association initiate "a nationwide program of teacher recruitment in cooperation with other major professional and lay groups," it was voted to cooperate with the National Education Association in its program of teacher recruitment.

Professionalization of the Superintendency—It was voted to endorse the recommendation of the Planning Committee to initiate "studies and programs looking toward further professionalization of the superintendency through improved training programs, refined standards of selection by boards of education, and fuller and wider participation in the activities of the profession," and in this connection to authorize the president to appoint such committee or committees as he deems wise.

Educational Research Service Subscription Fee—In accordance with the recommendation of the Planning Committee for an increase in the annual subscription fee of the Educational Research Service, the fee was raised from \$25 to \$35 on all subscriptions renewed or entered, to become effective after August 31, 1947.

Teacher Certification—The recommendation of the Planning Committee for “reciprocity in teacher certification between states on the basis of comparable preparation” was presented by Secretary McClure. It was voted to refer the matter to the National Education Association with assurances of the Committee’s keen interest in the problem and willingness to cooperate. The president was authorized to appoint a committee to cooperate with the National Education Association.

Code of Ethics—Consideration was given to the recommendation of the Planning Committee to prepare “a code of ethics, supplementary to that of the National Education Association, for school administrators.” It was voted to continue the matter on the agenda awaiting completion of studies already under way in this field.

Planning Committee Temporarily Continued—Secretary McClure referred to the fact that the Planning Committee had recommended two amendments to the constitution and bylaws of the Association—one increasing the annual dues from \$5 to \$10 and the other giving the Executive Committee authority to hold regional conferences or a single national convention at whatever date or dates it deems advisable. Since these amendments were to be acted upon by the 1948 convention, it was voted to request the Planning Committee to hold itself available until the end of the 1948 convention for the purpose of assisting the Executive Committee in securing the adoption of these amendments.

Atlantic City Convention Contracts—Secretary McClure was authorized to sign contracts for holding the annual convention of the Association in Atlantic City, February 21-26, 1948.

Adoption of the Budget—The executive secretary submitted the following budget for the calendar year 1947:

Balance, January 1, 1947.....	\$15,432.81
Estimated receipts for 1947.....	77,650.00
Total to account for, 1947.....	\$93,082.81
Less estimated expenditures for 1947.....	77,650.00
Probable balance, December 31, 1947.....	\$15,432.81

The above budget was adopted, subject to changes made necessary by the initiation of projects authorized by the Executive Committee.

National Institutional Teacher Placement Association—The application of the National Institutional Teacher Placement Association to become allied with the American Association of School Administrators was approved.

Conservation Education—The president and secretary were authorized to appoint a representative to serve on the National Commission on Policies in Conservation Education of the Isaac Walton League of America in response to an invitation from the National Commission.

Commission on Cooperation in Teacher Education—Secretary McClure reported that for some years the American Association of School Administrators has had two representatives on the Commission on Cooperation in

Teacher Education—one representative from the membership of the Association with a three-year term of office and one ex officio representative from the Executive Committee with a one-year term. The president was authorized to fill the vacancy in the office of ex officio representative.

1950 Yearbook—Consideration was given to a suitable topic for the 1950 yearbook of the Association. Among topics discussed were: textbooks and other instructional tools; the status of the superintendent of schools; public relations; and salaries, with special emphasis on the relationship of salaries to competency. The president and secretary were requested to study the possibilities for the 1950 yearbook and to submit recommendations at the next meeting of the Executive Committee.

Discussion Groups—Consideration was given to possible topics around which discussion group programs for the Atlantic City convention might be built.

General Sessions—President Hunt asked for suggestions for speakers on the general sessions program of the Atlantic City convention.

September Meeting—The Executive Committee met September 13 and 14, 1947, in the National Education Association building in Washington, D. C. Members present were: Herold C. Hunt, Chicago, Illinois, president; Henry H. Hill, George Peabody College for Teachers, Nashville, Tennessee, first vicepresident; Alfred D. Simpson, Harvard University, Cambridge, Massachusetts, second vicepresident; Irby B. Carruth, Waco, Texas; Hobart M. Corning, Washington, D. C.; George E. Roudebush, Columbus, Ohio; Paul Loser, Trenton, New Jersey. Also present were Worth McClure, executive secretary; and Mrs. Gladys Harlow West, chief clerk.

Conference of Presidents and Revised Budget—Secretary McClure reported that plans were under way for the conference of presidents of state and regional associations of school administrators authorized by the Executive Committee at its meeting on May 8, 1947. The conference was to be held in St. Louis, October 19-20, 1947. Mr. McClure submitted an agenda for the meeting which was approved. Since at the May 8 meeting the Executive Committee voted to pay one-half of the travel expense of the participants in the conference, the budget of the Association for the calendar year 1947 was revised to include an expenditure of \$2100 for the conference of presidents and to include an increase of \$2420 in the income of the Educational Research Service occasioned by raising the annual subscription rate of the Service from \$25 to \$35—the financial statement being summarized as follows:

Balance, January 1, 1947	\$15,432.81
Estimated receipts for 1947	80,070.00
Total to account for, 1947	\$95,502.81
Less estimated expenditures for 1947	80,070.00
Probable balance, December 31, 1947	\$15,432.81

Associated Exhibitors Scholarship—The Executive Secretary presented the offer of the Associated Exhibitors of the National Education Association to provide annually a scholarship of about \$1000 for a graduate stu-

dent who is preparing to become a school administrator. It was voted to express appreciation to the exhibitors for the offer and to recommend that the selection of the candidates be made by the Associated Exhibitors rather than by the Executive Committee, the Executive Committee functioning only in an advisory capacity. Mr. Hill, Mr. Simpson, and Secretary McClure were appointed to work with the Associated Exhibitors on the project.

Shankland Memorial—Secretary McClure read a communication from Superintendent John E. Wade of New York City submitting a joint recommendation of himself and N. L. Engelhardt that a committee be appointed to prepare a suitable memorial to the late S. D. Shankland, former executive secretary of the Association. It was voted to act upon the suggestion.

Music—Code of Ethics—Consideration was given to a code of ethics approved jointly by the Music Educators National Conference and the American Federation of Musicians as the outgrowth of a conference in Washington on July 22, 1947, in the office of Congressman Carroll D. Kearns, at which the two organizations as well as the American Association of School Administrators were represented. The code is for a period of one year. It was voted to approve the code in principle and to instruct the executive secretary so to advise the executive secretary of the Music Educators National Conference.

Audit Committee—President Hunt announced the reappointment of the following to serve on the Audit Committee: Superintendent Evan E. Jones, Port Chester, New York, chairman; Superintendent D. R. Rice, Mentor, Ohio; and Superintendent B. L. Smith, Greensboro, N. C.

Tellers—President Hunt announced the appointment of the following on the Board of Tellers: Superintendent E. L. Ackley, Johnstown, New York, chairman; James F. Redmond, Principal, Horace Mann School, Teachers College, Columbia University, New York, New York; and Superintendent W. T. Rowland, Lexington, Kentucky.

Resolutions Committee—President Hunt announced the appointment of Superintendent Philip H. Falk of Madison, Wisconsin, as chairman of the Resolutions Committee.

School Building Exhibit—Consideration was given to plans for a school building exhibit at the Atlantic City convention which might be tied in with the 1949 yearbook commission now working in the field of school buildings. Appointment of a committee to organize the exhibit was left in the hands of the president.

Open Meeting of the Executive Committee—It was decided to hold an open meeting of the Executive Committee at the Atlantic City convention on Tuesday morning, February 24, at 11:00 o'clock.

Atlantic City Convention Program—Consideration was given to the program for the Atlantic City convention and a schedule was worked out following the general outline of previous national meetings with ten general sessions and three afternoons devoted to discussion groups.

Discussion Groups—Atlantic City Convention—From the list of topics for the Atlantic City convention discussion groups suggested by the Executive Committee at its meeting, May 8, 1947, and from the list compiled from report blanks furnished by the Advisory Council of the Association,

the Committee selected about thirty topics around which to build meetings and also possible chairmen to organize the meetings.

Professionalization of the Superintendency—Following up the action of the Executive Committee at its meeting, May 8, 1947, endorsing the recommendation of the Planning Committee to initiate "studies and programs looking toward further professionalization of the superintendency," Secretary McClure submitted a tentative outline for a project in this field. It was the consensus of the Committee that the scope of the project should be considerably larger than that of the yearbooks of the Association and that it would probably be necessary to secure funds from one of the foundations. Pending the results of an approach to the foundations, it was decided to postpone selection of a topic for the 1950 yearbook with the thought in mind that if it were not possible to finance the larger study, a modified study could be presented in the yearbook. The following people were appointed as an informal exploratory committee to assist in securing a grant from one of the foundations: President Hunt, Mr. Hill, Mr. Simpson, Mr. Corning, Secretary McClure, and John K. Norton, Teachers College, Columbia University.

Convention Exhibit Appraisal Committee—Mr. H. A. Allan, business manager of the National Education Association, who is in charge of the commercial exhibit at the convention, came into the meeting on invitation of Secretary McClure and reported on arrangements under way for the exhibit. It was decided to appoint a convention exhibit appraisal committee—a group of some 150 to 200 members of the Association who would examine and appraise the exhibit. President Hunt appointed Superintendent Burr J. Merriam of Framingham, Massachusetts, as chairman of the committee. He also requested Mr. Allan and Secretary McClure to select and appoint the committee members.

Educational Policies Commission—Informal discussion developed a consensus of the Committee that the Educational Policies Commission should be continued but not enlarged.

The Executive Committee adjourned to meet jointly immediately thereafter with the NEA Executive Committee to discuss the continuance of the Educational Policies Commission. Members of the NEA Executive Committee present were: Glenn E. Snow, president; Pearl A. Wanamaker, junior past-president; Ivan R. Amerine, first vicepresident; Edgar G. Doudna, chairman of the Board of Trustees; Gertrude McComb, treasurer; Martin P. Moe; Corma A. Mowrey, L. V. Phillips, and Beulah Keeton Walker. Also present were: Willard E. Givens, executive secretary; Harriett M. Chase, chief assistant to the secretary; and William G. Carr, secretary of the Educational Policies Commission.

The Committees unanimously decided to continue the Educational Policies Commission. It was voted that the membership of the Educational Policies Commission be composed of sixteen elected members and four ex officio members to be chosen as follows: A representative to serve a four-year term from each of the NEA Departments of Classroom Teachers, Elementary School Principals, Secondary-School Principals, and Higher Education. Twelve members elected by joint action of the Executive Com-

mittees of NEA and AASA each to serve a four-year term on a rotating basis. The president and executive secretary of the National Education Association as ex officio members. The president and executive secretary of the American Association of School Administrators as ex officio members.

It was voted that no elected member of the Commission shall be eligible for immediate reelection but an elected member shall be eligible for reelection after having been off the EPC for one year or more. The United States Commissioner of Education is to be invited to attend all meetings.

The following functions of the EPC were approved:

1. The Educational Policies Commission shall prepare, publish, and disseminate, from time to time, statements of proposed policy regarding the conduct of education in the United States, and its international relationships.
2. The Commission shall prepare before April 1 of each year a list of the current major educational problems, together with recommendations dealing with these problems. These lists and recommendations shall be communicated without publication to the Resolutions Committee of the National Education Association, and resolutions committees of the affiliated state education associations and of the NEA departments for their information.

It was decided that:

1. The Commission shall elect a chairman and a vicechairman from among its own members. The chairman and the vicechairman shall serve in these capacities until the expiration of their respective terms of office.
2. The Steering Committee of the Commission shall consist of the chairman of the Commission, the executive secretaries of the NEA and AASA, and two other members elected by the Commission.
3. The executive secretary of the National Education Association shall nominate an individual to serve as the secretary of the Educational Policies Commission and the Commission shall vote upon the confirmation of the nomination.
4. The secretary of the EPC shall serve during the pleasure of the Commission.
5. The secretary of the Educational Policies Commission shall recommend to the executive secretary of the National Education Association the members to serve on his staff.
6. Funds for the operation of the Commission shall be provided by the National Education Association and the American Association of School Administrators, in such amounts and proportions as their respective executive authorities may determine. In addition, the National Education Association may, by action of its Executive Committee and on the recommendation of the EPC, solicit and receive funds from other sources to help with the work of the Commission.

ASSOCIATION FINANCES

There are at present two major sources of income for the Association. One is the annual membership fee. Another is the revenue from convention exhibits. Other sources of income are the sale of publications and the Educational Research Service. The Association's fiscal year 1947 ended with a regular-fund balance of \$9,472.94. This compares with the 1946 balance of \$15,432.81.

The net income from exhibits at the national meetings is divided equally between the American Association of School Administrators and the parent National Education Association on the basis of a long-standing agreement. The active work of organizing and managing the exhibits is done by

MEMBERSHIP BY STATES FOR THE YEARS 1942-1947

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

State	1942 San Francisco	1943 No con- vention	1944 Regional meetings	1945 No con- vention	1946 Regional meetings	1947 Atlantic City
Alabama.....	50	48	85	80	83	82
Arizona.....	28	34	38	33	33	34
Arkansas.....	29	27	37	47	50	43
California.....	1,214	254	244	246	264	282
Colorado.....	62	57	73	65	80	72
Connecticut.....	67	57	94	75	109	119
Delaware.....	18	17	26	21	28	28
District of Columbia.....	67	65	73	63	78	86
Florida.....	20	24	30	26	34	31
Georgia.....	49	45	150	78	123	99
Idaho.....	12	13	27	20	18	17
Illinois.....	273	270	483	321	468	366
Indiana.....	96	95	140	115	147	145
Iowa.....	86	79	128	90	130	108
Kansas.....	82	76	180	113	254	141
Kentucky.....	39	35	52	44	57	50
Louisiana.....	37	36	38	39	41	45
Maine.....	20	17	28	26	33	29
Maryland.....	60	55	77	61	77	91
Massachusetts.....	138	150	202	180	202	224
Michigan.....	175	175	334	249	370	341
Minnesota.....	93	88	120	104	116	106
Mississippi.....	37	34	43	37	48	57
Missouri.....	128	119	223	169	247	218
Montana.....	20	22	22	19	20	18
Nebraska.....	45	41	52	50	59	49
Nevada.....	4	4	4	4	4	5
New Hampshire.....	25	25	39	30	47	37
New Jersey.....	212	206	276	237	293	338
New Mexico.....	23	19	21	18	22	29
New York.....	319	319	414	365	475	525
North Carolina.....	55	50	89	72	98	92
North Dakota.....	18	15	20	15	15	19
Ohio.....	187	175	253	226	286	310
Oklahoma.....	45	41	72	53	115	73
Oregon.....	38	27	53	40	48	39
Pennsylvania.....	279	274	391	319	403	466
Rhode Island.....	32	29	40	37	39	44
South Carolina.....	30	29	71	51	92	62
South Dakota.....	18	14	22	21	26	20
Tennessee.....	28	30	55	48	58	65
Texas.....	229	191	275	230	321	326
Utah.....	31	23	30	25	35	36
Vermont.....	22	21	28	51	56	59
Virginia.....	56	51	76	72	81	83
Washington.....	35	34	141	84	87	86
West Virginia.....	40	36	53	50	60	53
Wisconsin.....	106	102	184	139	180	158
Wyoming.....	13	11	14	15	20	19
Alaska.....	.....	1	3	2	.....	2
Argentina.....	.....	1	.....	1	1	1
Bahamas.....	1	.....	.....	.....	.....	.....
Brazil.....	.....	.....	.....	.....	.....	1
Canada.....	11	11	14	11	12	15
Canal Zone.....	.....	.....	.....	.....	1	2
Guam.....	1	.....	.....	.....	.....	1
Hawaii.....	3	3	3	3	2	5
Honduras.....	.....	.....	.....	.....	.....	1
Liberia.....	.....	.....	.....	.....	1	1
Mexico.....	1	1	1	1	1	1
Philippine Islands.....	2	.....	.....	.....	3	2
Puerto Rico.....	5	4	3	2	2	3
Total.....	4,814	3,680	5,644	4,593	6,053	5,860

The 1947 count includes 5,670 members who paid dues for the year 1947, 17 honorary members, 172 life or twenty-five-year members, and 1 six-year member. New membership effort will be reflected in 1948.

the NEA Business Division. Revenues derived by AASA from exhibits during recent years are as follows:

1938—Atlantic City.....	\$19,441.51
1939—Cleveland.....	20,293.10
1940—St. Louis.....	18,900.98
1941—Atlantic City.....	22,666.62
1942—San Francisco.....	13,349.96
1943—(No meeting)	
1944—Regional Conferences.....	10,991.17
1945—(No meeting)	
1946—Regional Conferences.....	13,764.45
1947—Atlantic City.....	22,793.30

The statement of receipts and expenditures which follows covers the calendar year 1947. It includes some preliminary expenses for the 1948 convention and all items of general expense. All bills were paid at the end of the year. Receipts for 1946 amounted to \$70,499.24 and in 1947 to \$82,987.75. The operating balance of \$9,472.94 compares with a balance of \$13,280.20 at the end of 1944 and \$18,551.84 at the close of 1941. A detailed statement regarding the Permanent Educational Research Fund is given later in this report.

REGULAR RECEIPTS DURING CALENDAR YEAR 1947

Annual dues, 5,670 members, for year 1947.....	\$28,350.00	
Interest—Permanent Educational Research Fund..	1,211.80	
Yearbooks sold.....	12,459.39	
Atlantic City exhibit.....	22,793.30	
Educational Research Service.....	17,599.50	
Net adjustments.....	573.76	
Total receipts.....		\$82,987.75
Balance January 1, 1947.....		15,432.81
Grand total.....		\$98,420.56

REGULAR EXPENDITURES DURING CALENDAR YEAR 1947

Atlantic City Convention:

Registration.....	\$ 853.18
President's expense.....	271.89
Secretary's expense.....	257.15
Group meetings.....	512.22
Expense for speakers.....	2,402.52
Publicity, projection, stage hands, etc.....	980.84
Resolutions, Advisory Council.....	374.10
Music.....	1,728.00
Friendship Hour.....	524.00
Official Programs.....	1,678.11

Total Convention expense..... \$ 9,582.01

General Expense:

Salaries, administrative unit	\$16,948.11
Printing 10M Twenty-Fifth Yearbooks	11,278.06
Printing 7½M Official Reports	3,333.95
Printing Research Bulletins, 5 issues	1,966.61
Other printing	3,285.54
Reprinting 4M Twentieth Yearbooks	2,000.00
Postage, express, and stationery	6,868.25
Mimeographing, multigraphing, typing, etc.	2,035.89
Telephone and telegraph	802.31
President's expense	329.96
Secretary's expense	958.36
Executive Committee expense	2,064.21
Audit Committee	177.41
Board of Tellers	157.42
Planning Committee	1,109.82
1948 Yearbook Commission expense	2,686.56
1949 Yearbook Commission expense	1,453.49
Banking fees, etc.	93.42
Educational Research Service, salaries	9,021.59
Educational Research Service, publications and miscellaneous	4,608.46
Retirement fund	1,485.30
Supplies and equipment	508.56
Educational Policies Commission	2,000.00
Atlantic City convention, advance expense	718.53
American Council on Education	100.00
Conference of state presidents	706.53
Shankland deferred salary	600.00
Printing <i>From Sea to Shining Sea</i>	1,524.96
Membership promotion	407.35
Miscellaneous expense	134.96

Total general expense	\$79,365.61
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Total expense for the year	\$88,947.62
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Balance December 31, 1947	9,472.94
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Grand Total	\$98,420.56
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PERMANENT EDUCATIONAL RESEARCH FUND

The idea of a permanent fund which should yield an annual income to finance important studies in education on a nationwide basis dates back to the Boston convention in 1928 when it was voted to appoint a committee to make plans for creating such a fund. The committee set its goal at one million dollars. Depression conditions starting in 1929 just as the

campaign was getting under way, however, caused its postponement and since then conditions have not warranted resumption. A number of ten-year endowment insurance policies payable to the Association in the amount of \$250 each were taken out. Some members took \$100 life memberships or raised substantial contributions by other means. The last of the insurance policies matured in 1941. Receipts from life memberships during 1947 amounted to \$225. The principal amount of the fund now totals \$33,851.62.

Since the establishment of the fund, the average annual income rate from investment has decreased. For example U. S. Treasury Savings Bonds, Series G, now pay $2\frac{1}{2}$ percent interest which may be compared with an average income rate of slightly over 5 percent when the fund was first established.

The Board of Trustees of the National Education Association reports assets in the investment account to the credit of the AASA Permanent Educational Research Fund on December 31, 1947, as follows:

	<i>Par Value</i>	<i>Book Value</i>
U. S. Treasury $2\frac{7}{8}\%$ Bonds due 1955-60.....	\$ 150.00	\$ 150.00
U. S. Treasury $2\frac{3}{4}\%$ Bonds due 1956-59.....	3,000.00	3,092.28
U. S. Treasury $2\frac{1}{2}\%$ Defense Bonds, Series G, due December 1953.....	6,000.00	6,000.00
U. S. Treasury $2\frac{1}{2}\%$ Defense Bonds, Series G, due November 1954.....	500.00	500.00
U. S. War Savings $2\frac{1}{2}\%$ Bonds, Series G, due September 1955	400.00	400.00
U. S. Savings Bond $2\frac{1}{2}\%$, Series G, due April 1957	500.00	500.00
U. S. Savings Bonds $2\frac{1}{2}\%$, Series G, due Jan- uary 1958	3,000.00	3,000.00
U. S. Savings Bonds, $2\frac{1}{2}\%$, Series G, due April 1959	2,800.00	2,800.00
U. S. Savings Bond, Series F, due May 1957....	100.00	74.00
U. S. Savings Bond, Series F, due January 1958	100.00	74.00
U. S. Savings Bond, Series F, due June 1958...	100.00	74.00
U. S. Savings Bonds, Series F, due September 1959	300.00	222.00
Newport News City Street Improvement and Sewerage Construction Bonds, $5\frac{1}{2}\%$, due 1950	11,000.00	11,285.00
Portsmouth Virginia, Waterworks Bonds, 5%, due 1948	3,000.00	3,160.51
Port of New York Authority, 3% Bonds, due 1976	2,000.00	2,017.50
City of New York Corporate Stock, 3%, due 1980	500.00	498.75
Cash on hand.....		3.58
Total		<u>\$33,851.62</u>

THE PLANNING COMMITTEE REPORT IN ACTION

As recorded in the 1946 *Official Report*, the virtually unanimous endorsement of the report of the Planning Committee by the 1947 convention marks an important development in the Association's history. Executive Committee action taken during 1947 has served to activate the Planning Committee's recommendations in several important particulars, including the following:

1. Closer liaison with state organizations of school administrators was advanced by the conference of presidents held at St. Louis, October 19 and 20.
2. A project for the further professionalization of the superintendency of schools at city, county, and state levels was outlined. This project is aimed at doing for the profession of school administration something akin to what the American Medical Association did a generation ago for the improvement of standards and practice in the medical profession.
3. Membership promotional efforts resulted in enrolment of over 1300 new members.

THE CONFERENCE OF PRESIDENTS

The Executive Committee moved promptly to carry out the Planning Committee's first recommendation for closer working relationship between the Association and state organizations of administrators. Following action at its meeting on May 8 and 9, 1947, in Washington, President Hunt invited the presidents of state organizations of city and county superintendents of schools to meet with him in St. Louis on October 19 and 20. In order to facilitate the attendance of as many presidents as possible, the Executive Committee voted that the American Association of School Administrators should bear one-half of the travel expenses of the state presidents. Invitations were extended to organizations in every state, with the exception of two where no organization existed. President Herold C. Hunt presided at all sessions of the meeting; Chairman Willard E. Goslin of the Planning Committee and the Executive Secretary assisted.

Following general discussion, the conference was organized into five working committees whose reports were considered and adopted. Included in the actions of the conference was a strong endorsement of the Planning Committee's report with special reference to immediate efforts toward further professionalization of the superintendency of schools, and with emphasis upon continued consultation with state organizations of school administrators. Approval was voted of the Planning Committee's proposals for extension of Association services and increase of dues, and for strong initiative of school administrators in securing adequate support for public education and in promoting desirable working relationships within the teaching profession. Also endorsed were regional meetings at least once every third year and appointment of school administrators by lay boards as against popular election. Telegrams supporting federal aid legislation were sent to President Truman and leaders of both parties in the Senate and the House.

PROJECT ON THE SUPERINTENDENCY OF SCHOOLS

Following appointment of a special subcommittee by President Herold C. Hunt at the September meeting of the Executive Committee, proposals for a fundamental project on further professionalization of the superintendency of schools were formulated for submission to a foundation. As outlined by the subcommittee the project includes (1) research, and (2) promotional action. Its progress would be directed by a national commission of recognized stature assisted by a competent professional staff.

Extensive research activities will be necessary in order to bring to light such things as present requirements for certification and licensing of school administrators by the several states; the offerings of higher institutions of learning for the preparation of school administrators; and the standards by which trainees are selected. Also investigated would be issues involved in the relationship of boards of education and superintendents of schools; the administrative structure of state, county, and city school systems; and working conditions of school administrators, including salary and tenure.

Research is regarded, however, as but the necessary preliminary to recommendations for improvement and subsequent promotional activities in which it is planned to invite both lay and professional groups to participate. Since the Association's resources are not adequate for the financing of so comprehensive an undertaking, application will be made for foundation grants.

MEMBERSHIP PROMOTION

The 1947 effort for membership promotion, which by March 15, 1948, had resulted in 1355 new members, was organized on an invitational basis. Beginning in June, a few superintendents in each state were requested to extend invitations to a few of their nonmember colleagues to join the American Association of School Administrators. They were also asked to suggest other members who might be requested to assist in the invitational effort. Informational literature and membership application blanks were supplied. The response to the executive secretary's initial letters was highly gratifying. By August, several hundred members of the Association had been requested to participate on this basis and the enrolment of new members had begun. Utilizing the experience thus accumulated, suggestions were made in the October *School Administrator* for the participation of the entire membership in the invitational effort. Results of the wide participation were evident in the large number of letters received in the executive offices from participants and in the continuing flow of membership applications.

One of the most gratifying features of the undertaking was the pleasure expressed by nonmembers who received invitations to join their national association. It appears that a good many had been interested in doing so but had never been presented with an opportunity. Acknowledgment for the successful effort should be made to the entire Association membership and to the clerical staff of the executive offices, particularly those in the membership division, for the fidelity with which they remained at their desks during the summer in order that the heavy volume of correspondence occa-

sioned by the active participation of several hundred school administrators might be promptly handled.

MEMBERSHIP AND REGIONAL MEETINGS

Approval of regional meetings for 1949 by the Executive Committee lends itself to extensive membership promotion. The previous history of the Association shows record membership peaks in 1944 and again in 1946, the two years in which regional conferences were held in lieu of the single national meeting. It is important, therefore, to capitalize the regional meetings of 1949 for membership promotion. One way to do this would be for a membership committee to be established early for each regional conference. This committee should undoubtedly be organized with the assistance of the presidents and the executive committees of the several states who are likely to be served by each regional conference. It is believed that the invitational method may continue to be used together with emphasis upon membership and regional conference attendance when state association meetings are being held.

THE EDUCATIONAL POLICIES COMMISSION

Reorganization of the Educational Policies Commission by joint action of the executive committees of the National Education Association and the American Association of School Administrators in order to heighten its effectiveness as the spokesman for American public education is one of the most significant developments of 1947. Details are printed on pages 197-98.

Beginning with such early pronouncements as *The Unique Function of Education in a Democracy*, continuing with more recent ones like *Education and the People's Peace*, *Education for All American Youth*, and *Education for All American Children*, just off the press, the Educational Policies Commission publications have been extremely influential in voicing the tone and spirit of American education.

EDUCATIONAL RESEARCH SERVICE

Since 1923 the American Association of School Administrators and the NEA Research Division have cooperated in maintaining the Educational Research Service. This Service undertakes to provide on a systematic basis information which experience has demonstrated is of great practical utility to school boards, superintendents of schools, and schools of education and libraries in institutions of higher learning. It also answers requests for special assistance when desired.

On September 1, 1947, the annual subscription fee—which, in spite of increased services, had remained at \$25 since 1923—was of necessity raised to \$35. Indications are that the number of subscribers will reach 725 during 1948, as compared to 40 in the year the Service was established.

Many large city school systems, colleges and universities, state education departments, and other state and national agencies are listed among ERS subscribers. It is encouraging to note that a number of smaller school systems, which in general are unable to support research departments of their

own, are now availing themselves of the benefits of the Educational Research Service.

During 1947 the Educational Research Service issued the following circulars:

- 1. Teachers' Salary Schedules in 168 School Systems in Cities 30,000 to 100,000 in Population, 1946-47
- 2. Teachers' Salary Schedules in 411 School Systems in Cities 10,000 to 30,000 in Population, 1946-47
- 3. Teachers' Salary Schedules in 82 School Systems in Cities over 100,000 in Population, 1946-47
- 4, 6, 8, 11. Education in Lay Magazines
- 5. Basic Salary Schedules for Principals in Regular Day Schools and Special Schools in 68 School Systems in Cities over 100,000 in Population, 1946-47
- 7. Winning School Support at the Polls—Some Practical Suggestions from Successful Campaigns for School Bonds and Special Tax Levies
- 9. Questionnaire Studies Completed—Bibliography No. 18, 1946-47
- 10. Professional Credit for Travel.

In addition, many hundreds of letters requesting information on current administrative problems were answered during the year. Nearly 100 publications were sent to subscribers. They included, besides the above circulars, the yearbook and Official Report of the American Association of School Administrators; the *Special Salary Tabulations* and the *Research Bulletin* of the NEA Research Division; bulletins of the Department of Elementary School Principals, the Department of Classroom Teachers, and the National Association of Secondary-School Principals and selected publications of other agencies.

EDUCATIONAL RESEARCH SERVICE SUBSCRIBERS
AND INCOME FROM SUBSCRIPTIONS

Year	Number of subscribers	Cash receipts from subscribers
1	2	3
1924.....	40	\$ 525.00
1925.....	131	2,555.00
1926.....	177	3,325.00
1927.....	213	5,790.00
1928.....	245	6,225.00
1929.....	271	6,362.00
1930.....	323	8,112.50
1931.....	338	8,100.00
1932.....	324	7,443.75
1933.....	319	7,514.58
1934.....	346	8,496.75
1935.....	359	8,714.56
1936.....	369	9,254.17
1937.....	408	9,887.82
1938.....	445	10,800.44
1939.....	445	10,460.42
1940.....	468	11,662.50
1941.....	483	11,888.75
1942.....	489	11,968.75
1943.....	558	13,145.93
1944.....	598	13,973.75
1945.....	656	14,710.00
1946.....	668	15,782.50
1947.....	658	17,599.50

PUBLICATIONS

The Association's publications during the year 1947 included the Official Report, the Twenty-Fifth Yearbook entitled, *Schools for a New World*, and an administrators handbook on intergroup education, *From Sea to Shining Sea*. Nine issues of *The School Administrator* were mailed to the membership in 1947 keeping them informed of the activities of the Association and presenting in concise form news of interest to administrators.

The Official Report of the first national meeting since 1942, which was published in April, carried the principal addresses delivered before the ten general sessions of the Atlantic City convention. Also included in this volume were the official records of the American Association of School Administrators for the year 1947 and the annual report of the executive secretary.

Schools for a New World, the 1947 yearbook, was distributed to members in February. Originally planned on the subject of the postwar curriculum, the theme was changed after the advent of the atom bomb, to the job of education in the new world born at Hiroshima. The keynote emphasized throughout the book is that education must be appraised in terms of the difference which it is able to make in developing human and economic resources.

Because it was felt that there is today a fundamentally greater demand for education, the 1948 yearbook was written on the theme of the expanded and enriched school program. This volume, entitled *The Expanding Role of Education*, outlines the essential features of such a program, covering the extension of educational opportunity to more people, and the inclusion of areas of experience and types of service now found only in the "twilight zones" of accepted practice. Of particular interest is the yearbook commission's estimate that an eight billion dollar annual budget will be required on the basis of 1948 purchasing power to provide an adequate program of education for an America that wills to remain a free America. Ways and means in terms of personnel, school buildings, and finance are critically discussed. Members of the commission are as follows: Herold C. Hunt, general superintendent of schools, Chicago, Illinois, chairman; George A. Bowman, president, Kent State University, Kent, Ohio; L. G. Derthick, superintendent of schools, Chattanooga, Tennessee; John R. Emens, president, Ball State Teachers College, Muncie, Indiana; B. M. Grier, superintendent of schools, Athens, Georgia; Paul B. Jacobson, dean, School of Education, University of Oregon, Eugene, Oregon; Earl S. Johnson, associate professor of the social sciences, University of Chicago, Chicago, Illinois; Lawrence B. Perkins, Perkins and Will, Architectural Engineers, Chicago, Illinois; S. D. Shankland, secretary emeritus, AASA, Washington, D. C. (Deceased May 27, 1947); Maycie Southall, professor of elementary education, George Peabody College for Teachers, Nashville, Tennessee; and Terry Wickham, superintendent of schools, Hamilton, Ohio. Ivan A. Booker, assistant director of the Research Division of the National Education Association, served as commission secretary and editor.

Work is already well under way on the 1949 yearbook which will deal

with school buildings and equipment. Appointed by President Henry H. Hill, the commission consists of the following: W. T. White, superintendent of schools, Dallas, Texas, chairman; Homer W. Anderson, superintendent of schools, Newton, Massachusetts; Charles W. Bursch, chief of the division of schoolhouse planning, State Department of Education, Sacramento, California; Paul L. Essert, Teachers College, Columbia University, New York, New York; Ray L. Hamon, chief of the school housing section, U. S. Office of Education, Washington, D. C.; T. C. Holy, director of the bureau of educational research, College of Education, Ohio State University, Columbus, Ohio; John W. Lewis, assistant superintendent of schools, Baltimore, Maryland; W. D. McClurkin, professor of school administration, George Peabody College for Teachers, Nashville, Tennessee; Paul W. Seagers, professor of education and school building consultant, Indiana University, Bloomington, Indiana; Howard Dwight Smith, architect, Ohio State University, Columbus, Ohio.

Prepared by the Commission on Intergroup Education, *From Sea to Shining Sea* was distributed to the membership in September. The travel expense of the Commission was borne by the National Conference of Christians and Jews, with printing costs paid by AASA. This handbook had gratifyingly wide circulation, sales being sufficient to cover printing expense. Appointed early in 1946 by the president of the American Association of School Administrators, the Commission on Intergroup Education was composed of the following: Charles H. Lake, special consultant to the board of education, Cleveland, Ohio, chairman; Will C. Crawford, superintendent of schools, San Diego, California; Earl A. Dimmick, superin-

YEARBOOKS OF THE ASSOCIATION

Year	Title	Number copies printed	Cash sales of all yearbooks for the year
1923	The Status of the Superintendent.....	3,200	\$ 142.45
1924	The Elementary School Curriculum.....	4,500	1,364.13
1925	Research in Constructing the Elementary School Curriculum...	11,000	4,707.65
1926	The Nation at Work on the Public School Curriculum.....	16,000	8,467.94
1927	The Junior High School Curriculum.....	11,000	8,844.57
1928	The Development of the High School Curriculum.....	10,000	9,830.58
1929	The Articulation of the Units of American Education.....	11,000	7,842.51
1930	The Superintendent Surveys Supervision.....	11,348	10,603.43
1931	Five Unifying Factors in American Education.....	11,572	8,375.87
1932	Character Education.....	12,000	10,053.94
1933	Educational Leadership.....	8,000	4,922.85
1934	Critical Problems in School Administration.....	7,000	5,021.13
1935	Social Change and Education.....	9,000	7,844.99
1936	The Social Studies Curriculum.....	14,000	9,128.17
1937	Improvement of Education: Its Interpretation for Democracy..	9,000	6,965.99
1938	Youth Education Today.....	11,000	6,789.56
1939	Schools in Small Communities.....	9,000	5,483.96
1940	Safety Education.....	11,000	8,894.92
1941	Education for Family Life.....	9,000	7,411.29
1942	Health in Schools.....	12,000	9,563.43
1943	Schools and Manpower—Today and Tomorrow.....	9,500	5,816.95
1944	Reprint of 1942 Yearbook.....	2,000	.....
1944	Morale for a Free World.....	8,000	5,359.19
1945	Paths to Better Schools.....	9,000	5,554.53
1946	School Boards in Action.....	12,000	10,104.69
1947	Schools for a New World.....	10,000	12,459.39

tendent of schools, Pittsburgh, Pennsylvania; John H. Dyer, superintendent of schools, Scranton, Pennsylvania; John S. Herron, superintendent of schools, Newark, New Jersey; Charles D. Lutz, superintendent of schools, Gary, Indiana; Julius E. Warren, superintendent of schools, University City, Missouri; Warren T. White, superintendent of schools, Dallas, Texas; and Garnet C. Wilkinson, first assistant superintendent of schools in charge of colored schools, Washington, D. C.

Four issues of the *Research Bulletin* of the National Education Association were mailed to members during the year as follows:

1. Salaries of City-School Employees, 1946-47
2. The Legal Status of the Public-School Teacher
3. Analysis of Single Salary Schedules
4. Statistics of State Progress in Public Education.

Other mailings made from time to time in 1947 included such items as: American Education Week materials; the AASA platform; the classified list of educational publications; *And Proudly Serve . . . as a Principal*; *Let's Teach Driving*—a preview of the administrator's guidebook; and *Unesco and You—A Six Point Program*.

THE AUDIT COMMITTEE

The books and accounts of the American Association of School Administrators are audited twice each year. In June, certified public accountants make a complete examination of the finances of the National Education Association, including all its departments. The constitution of the American Association of School Administrators also requires that a committee of three members of the Department shall audit the accounts at the close of each fiscal year. The constitution further provides that its fiscal year shall correspond with the calendar year.

The report of the Audit Committee for the year ended December 31, 1947, appears elsewhere in this volume. The members of the Committee are Superintendent Evan E. Jones, Port Chester, New York, chairman; Superintendent D. R. Rice, Mentor, Ohio; and Superintendent B. L. Smith, Greensboro, North Carolina.

AMENDMENTS TO THE CONSTITUTION AND BYLAWS

Recommendations of the Planning Committee included amending the Constitution and Bylaws for an increase of annual dues from \$5 to \$10 and legalization of regional conferences by granting authority to the Executive Committee to fix the time and the place or places for annual meetings. This latter proposal required an amendment to the constitutional provision fixing the fourth Sunday in February as the opening date for the annual meeting. At the 1947 convention necessary amendments were presented in writing and were adopted by vote of the membership at the 1948 convention.

ADDITIONAL PUBLICATIONS

The Planning Committee recommended that the Association look forward to other publications as well as yearbooks. There has been increasing evidence, both in the form of happenings in the field and in suggestions made by members, of the need for printed materials attractively done in pamphlet form on issues currently confronting superintendents and boards of education.

For example, there is lack of information on the part of some boards of education as to what are the most intelligent procedures to be followed in selecting and appointing a superintendent of schools. There have also been requests for a concise handbook to be supplied to board of education members for their information on the functions of the board and its individual members, and the board's relationship to the superintendent of schools.

The secretary believes it might be feasible to have manuscripts prepared on such topics as the foregoing, under the supervision of competent authorities, and distributed to the membership. Possibly the Association should eventually initiate a pamphlet series which should feature timely topics and provide the membership with readable materials for both lay and professional use.

It is believed that now is a good time to consider the recommendation of the Planning Committee for other publications besides the yearbooks. The publications suggested should be attractive in format and very concise in form. They should be relatively inexpensive when printed in quantity. Although distributed to the membership as a part of Association service, they should also be available for sale at nominal cost. They would not take the place of the regular yearbooks. Either they might focus upon certain aspects of other Association publications, such as portions of the 1946 yearbook which could be sharpened in a handbook for board members, or they might treat topics entirely outside the scope of yearbook studies, as desired. By referring readers to the previous yearbook for more extended treatment of the topic, pamphlets related to yearbook sources would enhance rather than detract from yearbook sales.

ONCE AGAIN—FORMATIVE YEARS

The year of 1947 was one of first steps and of exploration. It was also one which yielded gratifying progress and favorable omens for the future. The executive secretary is grateful for the advice and the unfailing assistance of the retiring president and the members of the Executive Committee. President Goslin's familiarity with Association problems and policies through his chairmanship of the Planning Committee is of great value at this particular time.

To the unsung hundreds of members, including officers, who participated actively in the invitational membership effort, the Association and the profession owe a debt which should be acknowledged in these official records. Theirs is one of those intangible contributions which do not lend them-

selves to weights and measures but are perhaps even more permanent and enduring than those which do.

I desire to register here also our indebtedness to the executive office staff. As stated last year it is being developed around three experienced and devoted individuals. Two members who were transferred from the temporary to the permanent roll last year have more than justified expectations. High standards of efficiency have been set because it is necessary to build as permanently as possible.

There are many evidences that the time is ripe for a carefully planned expansion of Association services. The enthusiasm of the state presidents at St. Louis, the warm response to the membership effort, the large audiences greeting convention speakers in discussion groups as well as general sessions, the fact that every state except one now has some kind of state organization of administrators—these are unmistakable signs of the times.

This communication has suggested some possible next steps and sketched some future lines of development. Membership promotion is greatly to be desired, but promotion without basis in values received will not long be successful. That is one reason why two-way grassroot contacts like the Advisory Council and the conference of presidents are so important in these formative years.

The expression “formative years” serves to emphasize the fact that the Association once again has come to a formative period in which the directions of its growth may determine its character for a generation. To keep in mind, as we plan afresh, that the goal is not the mere aggrandizement of administration but the realization of the greater vision of what able leadership of schools can mean in building a securely free America, stronger and more freedom-loving than ever before, is the paramount duty of us who bear official responsibilities. Any other approach would carry within itself the seeds of its own defeat.

Respectfully submitted,

WORTH McCLURE,
Executive Secretary.

REPORT OF THE BOARD OF TELLERS

WASHINGTON, D. C., JANUARY 10, 1948

Results of the Final Preferential Ballot for the Office of President of the American Association of School Administrators, a Department of the National Education Association of the United States

We hereby certify that the results of the final preferential ballot for the office of president of the American Association of School Administrators for the year beginning March 15, 1948, as provided in Article V, Section 1, of the Constitution, are as follows:

<i>Nominee</i>	<i>First choice votes received</i>	<i>Second choice votes received</i>	<i>Third choice votes received</i>
1. JOHN L. BRACKEN	655	800	710
2. HOBART M. CORNING	415	731	843
3. CLAUDE V. COURTER	509	707	947
4. WILLARD E. GOSLIN	1348	935	538
5. ALFRED D. SIMPSON	597	351	486

The total number of ballots cast in this final election was 3556, of which 32 ballots were invalid.

By applying the formula for counting the ballots in accordance with the instructions of the Atlantic City convention in 1938, as recorded on page 189 of the *Official Report* of that convention, the totals are as follows:

WILLARD E. GOSLIN *			
1348 first choice votes x 3	4044		
935 second choice votes x 2	1870		
538 third choice votes x 1	538		
Total		6452	
JOHN L. BRACKEN		HOBART M. CORNING	
655 first choice votes x 3	1965	415 first choice votes x 3	1245
800 second choice votes x 2	1600	731 second choice votes x 2	1462
710 third choice votes x 1	710	843 third choice votes x 1	843
Total		4275	3550
CLAUDE V. COURTER		ALFRED D. SIMPSON	
509 first choice votes x 3	1527	597 first choice votes x 3	1791
707 second choice votes x 2	1414	351 second choice votes x 2	702
947 third choice votes x 1	947	486 third choice votes x 1	486
Total		3888	2979

In accordance with the above results, we hereby officially certify and announce the election of Willard E. Goslin as president of the American Association of School Administrators for the year beginning March 15, 1948.

Respectfully submitted,

E. L. ACKLEY, *Chairman*
JAMES F. REDMOND
W. T. ROWLAND

REPORT OF THE BOARD OF TELLERS

ATLANTIC CITY CONVENTION

February 25, 1948

To the President, Executive Committee, and Members of the American Association of School Administrators:

We hereby certify that the election of officers of the American Association of School Administrators, a department of the National Education Association of the United States, was held this day and conducted in accordance with the provisions of the Constitution and Bylaws.

The following received the highest number of votes cast and were elected:

Second Vicepresident for One Year, Beginning March 15, 1948

ALFRED D. SIMPSON, Associate Professor of Education, Harvard University, Cambridge, Massachusetts

Member of the Executive Committee for Four Years, Beginning March 15, 1948

IRBY B. CARRUTH, Superintendent of Schools, Waco, Texas

The total number of ballots cast in this election of officers is: 1442.

The retiring president, Herold C. Hunt, General Superintendent of Schools, Chicago, Illinois, by provision of the Constitution automatically becomes first vicepresident for the ensuing year.

The results of the balloting on amendments to the Constitution and Bylaws of the American Association of School Administrators, conducted this day, are as follows:

DUES—To amend Article III of the Bylaws to read: *The dues of this Association shall be \$10 per year for both active and associate members, and shall be paid annually to the Executive Secretary.*

For the amendment 676. Against the amendment 522.

ANNUAL MEETING—To amend Article VII of the Constitution to read: *The annual meeting of this Association shall be held at such time and place or places as shall be determined by the Executive Committee of the Association.*

For the amendment 1110. Against the amendment 98.

The total number of ballots cast in the vote on amendments is: 1216.

Respectfully submitted,

E. L. ACKLEY, *Chairman*
JAMES F. REDMOND
W. T. ROWLAND

RESOLUTIONS

REPORT OF THE RESOLUTIONS COMMITTEE ATLANTIC CITY CONVENTION

Adopted February 26, 1948

Sherwood Dodge Shankland—With sorrow we note the untimely death on May 27, 1947, of Sherwood Dodge Shankland, Executive Secretary Emeritus of the American Association of School Administrators. He is endeared to all of us by his faithful performance beyond the call of duty, his clear decisions, his tough resiliency in the face of doubts and difficulties, his thoughtfulness, and his friendship. He brought distinction and honor to his profession. Truly he was a man who did justly, loved mercy, and walked humbly with God. We shall always honor the memory of this fighter for the boys and girls of America.

1. **Preservation of democracy through education**—Our free public schools lay the foundation for our American system of government. We believe that schools have an obligation to teach the rights, privileges, and responsibilities under the American constitutional system. Pupils, teachers, and administrators should cooperate to make the school a continuous experience in democratic living.

2. **National security**—We reaffirm our belief that adequate preparedness is necessary for national security. We again urge that the federal Congress, in developing plans to meet the security needs of the nation, use existing civilian institutions in promoting programs with youth which will result in their improved physical and mental health, scientific knowledge, civic responsibility, technical skill, and the development of other attributes which will lend strength and stability to the nation. We believe that any necessary military training as such should be so scheduled and conducted as to provide a minimum of interference in the normal educational and vocational life of the youth involved.

We also urge that Congress, in providing national security, give thoughtful consideration to the development of an effective intelligence service; scientific research and development; and industrial mobilization; as well as effective military, naval, and air striking power.

3. **World understanding**—We urge that schools emphasize the need for world understanding, made the more necessary by recent social and economic change and scientific achievements. There should be developed, through knowledge and practice, the attitudes of neighborliness, mutual respect, and cooperation with recognition of the contributions of all peoples of the world.

4. **United Nations**—We declare ourselves in favor of charter amendments to enable the United Nations to enact, interpret, and enforce world



COURTESY NATION'S SCHOOLS

Resolutions Committee

law to prevent war. We urge that all schools provide for systematic factual instruction about the United Nations, its structure, purposes, and accomplishments; and that the World Organization of the Teaching Profession be granted consultative status by the Economic and Social Council of the United Nations.

5. **Unesco**—We pledge our continued support of the effort of Unesco to bring the aids of science, education and culture and all the means of modern social institutions to bear upon the problems of world peace. We wish to see greater emphasis on efforts to remove ignorance, fear, and hatred by a more concerted attack at their source—the individual human mind.

Schools should designate a member of the staff as the Unesco relations officer so that information about Unesco and methods of cooperating with the program will be available to the entire teaching staff.

We recommend that the State Department provide for the administrative separation of its activities in connection with Unesco from its information services abroad.

6. **Teacher exchange among nations**—We approve the exchange of teachers among nations as a significant influence toward international understanding. We believe the continuation and extension of this program will promote the kind of intercultural appreciation which is essential to world peace, and we urge that sufficient funds be made available to enable the cooperating federal authorities to service this activity adequately.

7. **Education in occupied countries**—We commend efforts to provide educational programs in the occupied countries which will promote a democratic way of life. We recognize the opportunities and responsibilities of our nation in rebuilding and redirecting these programs. We

urge that the United States government provide an adequate staff; and that the public schools and other educational institutions be encouraged to grant leaves of absence to educators who are needed for this essential work. We further urge that the United States government and private agencies be encouraged to provide funds to bring selected educational personnel of the occupied countries to the United States to study educational methods and administration.

8. Atomic energy—The advent of atomic energy presents an unprecedented challenge. The very unpredictability of what this new knowledge and these new instruments of power may bring makes it doubly imperative that education provide an adaptable social philosophy so that a truly democratic society may make atomic energy the servant, not the master, of mankind.

9. Conservation of natural resources—Our nation, once rich in practically every resource needed for human comfort, is now faced with critical shortages and diminishing supplies of many essential materials. In the interests of our national welfare and prosperity, we urge our schools to cooperate with regularly constituted conservation agencies in developing practical conservation programs that will help our people to conserve, develop, and use wisely the resources still available.

10. Teachers' salaries—We recommend a basic minimum annual salary for professionally trained teachers of at least \$2400 and for professionally growing teachers a maximum sufficient to retain the highest teaching ability.

11. Teacher preparation—We urge that requirements for minimum qualifications of teachers in all states be raised to four years of professional preparation in colleges and universities which offer approved teacher education courses. We recognize the need for in-service improvement programs which rise from the cooperative efforts of teachers and administrative and supervisory personnel, utilizing all available resources.

12. Cooperative planning by administrators and teachers—We recommend the further development of strong professional organizations of teachers—local, state, and national. We believe that such organizations, through cooperative planning, make a real contribution to the general good of public education, and we advocate a continuing policy of interaction between school administrators and others of the educational profession.

13. Boards of education—We recognize that men and women who serve on boards of education render a most important public service. The time and energy they devote to the welfare of children and to the future of America are unsurpassed by any other public bodies. We urge social and civic minded groups and individuals in every community to use appropriate means at their disposal to recognize the importance of the board of

education, to see that men and women of unquestioned integrity and ability are chosen as members, and to express their appreciation for the civic contribution of these faithful and patriotic public servants.

14. Continuity of the educational program—We reaffirm our faith in universal free education through Grade XIV. The entire program should be considered as a unit for the continued development of children and youth.

15. Radio in education—We recognize the value of radio and television in education. We commend the efforts of broadcasting companies to provide socially approved programs for children and adults. We condemn the dramatized crime productions prepared for the listening of children.

16. Reorganization of school districts—Public demands for educational opportunities adapted to a wide range of needs together with increased costs of operating schools make it imperative that every school district be an efficient operating unit. We urge the people of every state to give serious attention to the reorganization of local school districts into larger administrative units with sufficient resources and pupils to provide economically adequate educational opportunities for all.

17. School housing—We call attention to the critical situation regarding school housing. There is scarcely a community in the nation without need for rehabilitation and new construction. We stress the need for state and federal assistance to local districts for capital outlay purposes but recommend that boards of education proceed at once with school construction using available local funds in order to avoid a serious breakdown of adequate school services for this school generation.

18. Public funds for public schools—We believe the American tradition of separation of church and state should be most vigorously and zealously safeguarded. We reassert the right of special interest groups, including religious denominations, to maintain their own schools as long as such schools meet the standards defined by the states in which they are located. We believe that these separate schools should be financed entirely by their supporters. We therefore oppose all efforts to devote public funds either to the direct or to the indirect support of such schools.

19. Federal aid without federal control—We are pledged to a program of public education which offers equal opportunities for all. The realization of such a program is the shared responsibility of the local community, the state, and the federal government. The Association reaffirms its support of federal aid for public elementary and secondary schools without federal control. Legislation of the type represented by the present draft of S. 472, now pending in Congress, would establish this principle and

would immediately assist in alleviating the educational crisis in many states. We therefore strongly recommend the immediate passage of this legislation and in furtherance of this objective we pledge our total support.

20. National board of education—We recommend the establishment of the U. S. Office of Education as an independent, adequately financed agency; and that its services be directed by a national board of education, composed of citizens not associated with the educational enterprise in a professional capacity, and appointed to overlapping terms by the President of the United States with the consent of the Senate. The functions of the national board of education should be defined by Congressional act and its members should serve without salary. We further recommend that the national board of education be empowered to select and appoint a professionally qualified U. S. Commissioner of Education as its executive officer.

21. Platform of AASA—We endorse the Platform of the American Association of School Administrators adopted March 5, 1947. We especially recommend closer relations and possible affiliation with the local and state organizations of administrators and the state education associations; the expansion of the services of this Association and the extension of representation and meetings on a regional basis; and the increase in dues to provide an income adequate to finance advanced costs and to provide increased service.

22. Appreciation—The American Association of School Administrators expresses appreciation to:

—Herold C. Hunt for able leadership as president during the past year. We welcome Willard E. Goslin as our new president and assure him of continued united support.

—Committees and commissions of the Association, and Executive Secretary Worth McClure and his staff, for loyal and efficient service.

—Frank W. Hubbard and the research staff of the National Education Association for a job well done.

—Superintendent Floyd H. Potter and the staff of the Atlantic City schools for their many courtesies to the convention.

—The Associated Exhibitors of the National Education Association for their contribution to the success of the convention.

—Atlantic City convention authorities for excellent arrangement.

—The young people of the musical organizations, and their directors, who added so much to the enjoyment of the program.

—Local and national press, radio, and other agencies of public information for their intelligent and generous cooperation.

Philip H. Falk, *Chairman*

T. C. Bird

Darrell R. Blodgett

Lionel J. Bourgeois

Wesley A. Deneke

A. Bruce Denniston

Clyde A. Erwin

M. C. Gallagher

George D. Hann

Abel A. Hanson

Horace M. Ivy

W. F. Johnson

William R. Odell

W. E. Peik

D. R. Sheldon

William S. Taylor

A. C. Van Wyk

Kirby P. Walker

Frederick W. Whiteside

Charles W. Willis

R. H. Wilson

Fred D. Wish, Jr.

REPORT OF THE AUDIT COMMITTEE

WASHINGTON, D. C., JANUARY 19, 1948

Dr. Herold C. Hunt, President

American Association of School Administrators

Chicago, Illinois

DEAR DR. HUNT:

The Audit Committee of the American Association of School Administrators, a Department of the National Education Association of the United States, submits to you the following report:

The Committee has gone over all records in the office of the Department and has checked all vouchers and all canceled checks and has made a careful examination of all of the special accounts and funds of the Department. The audit includes all vouchers for expenses, records of bank deposits and withdrawals, and the accounts of the permanent funds of the American Association of School Administrators. This committee examined and checked on the books the list of securities certified by the Executive Secretary and the Business Manager of the National Education Association, a complete list of which is printed on the following pages.

GENERAL FUND

The distribution of receipts and expenditures was as follows:

Total receipts for 1947	\$82,987.75
Balance January 1, 1947	15,452.81
Grand total	<u>\$98,420.56</u>
Total expenditures	88,947.62
Balance on hand December 31, 1947	<u>\$ 9,472.94</u>

The balance on hand December 31, 1947, which is \$9,472.94, represents a decrease in the balance of the Association amounting to \$5,959.87. The decrease in balance may be accounted for by the increase in operating costs and the expense of holding the conference of state presidents.

The report of the audit committee of last year indicated that there was a separate fund appropriated by the National Conference of Christians and Jews, Inc. and earmarked for the work of a commission on intergroup education. During the current year this commission completed its work with the publication of a handbook entitled *From Sea to Shining Sea*. As a result the fund was closed out.

PERMANENT FUND

Assets on hand January 1, 1947 (Book value)	\$33,626.62
Receipts—Life memberships	225.00

Assets as of December 31, 1947	\$33,851.62
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The income from the permanent fund during the year was \$1,211.80, which was used, as is required, for educational research.

The Committee is pleased to report that the office staff is installing, as of January 1, 1948, a new system of accounting with the counsel of a certified public accountant in accordance with modern practice.

The Committee desires to express its appreciation for the cooperation and helpfulness of the Executive Secretary and of his office assistants.

Respectfully submitted,

EVAN E. JONES, *Chairman*

D. R. RICE

B. L. SMITH

Certificate of List of Securities

WASHINGTON, D. C., DECEMBER 12, 1947

This is to certify that the undersigned, Edgar G. Doudna, Chairman, Board of Trustees of the National Education Association, and H. A. Allan, Business Manager of the National Education Association, on December 12, 1947, examined and checked the securities of the Permanent Educational Research Fund of the American Association of School Administrators, a department of the National Education Association of the United States, in the safe deposit vaults of the American Security and Trust Company. Said securities, after detachment of currently due coupons, are as follows:

- | | |
|--|----------|
| 1 U. S. Treasury Bond, 27/8%, due 1955-60, in the denomination of \$50.00 with coupons attached payable March 15, 1948, and semi-annually thereafter and bearing the following serial number: 80293-C..... | \$ 50.00 |
| 1 U. S. Treasury Bond, 27/8%, due 1955-60, in the denomination of \$100.00 with coupons attached payable March 15, 1948, and semi-annually thereafter and bearing the following serial number: 179195-E | 100.00 |
| 3 U. S. Treasury Bonds, 23/4%, due 1956-59, each in the denomination of \$1,000.00 with coupons attached payable March 15, 1948, and semi-annually thereafter and bearing the following serial numbers: 23814-D; 22088-J; 10695-E..... | 3,000.00 |

11	City of Newport News, Va., Street Improvement and Sewerage Construction Bonds, 5½%, due December 1, 1950, each in the denomination of \$1,000.00 and each with coupons attached payable June 1, 1948, and semi-annually thereafter and bearing the following serial numbers: 54; 55; 56; 57; 58; 132; 133; 134; 135; 136; 150.....	11,000.00
3	City of Portsmouth, Va., Waterworks Bonds, 5%, due December 1, 1948, each in the denomination of \$1,000.00 and each with coupons attached payable June 1, 1948, and semi-annually thereafter and bearing the following serial numbers: 1277; 1279; 1280.....	3,000.00
2	Port of New York Authority Bonds, 3%, due December 15, 1976, each in the denomination of \$1,000.00 and each with coupons attached payable June 15, 1948, and semi-annually thereafter and bearing the following serial numbers: 41540; 41541.....	2,000.00
1	City of New York Corporate Stock for transit unification, 3%, due June 1, 1980, in the denomination of \$500.00 with coupon attached payable June 1, 1948, and semi-annually thereafter and bearing the following serial number: D-2367.....	500.00
6	U. S. Treasury Defense Bonds, Series G, 2½%, due December 1953, each in the denomination of \$1,000.00, without coupons, bearing the following serial numbers: M-301030-G; M-301031-G; M-301032-G; M-301033-G; M-301034-G; M-301035-G.....	6,000.00
1	U. S. Treasury Defense Bond, Series G, 2½%, due November 1954, in denomination of \$500.00, without coupons, bearing the following serial number: D-452124-G	500.00
4	U. S. Savings Bonds, Series G, 2½%, due September 1955, each in the denomination of \$100.00, without coupons, bearing the following serial numbers: C-1924840-G; C-1924841-G; C-1924842-G; C-1924843-G ..	400.00
1	U. S. Savings Bond, Series G, 2½%, due April 1957, in the denomination of \$500.00, without coupons, bearing the following serial number: D-1800332-G	500.00
1	U. S. Savings Bond, Series F, due May 1957, in the denomination of \$100.00 accrual, bearing the following serial number: C-1389704-F...	100.00
1	U. S. Savings Bond, Series F, due January 1958, in the denomination of \$100.00 accrual, bearing the following serial number: C-1528442-F	100.00
3	U. S. Savings Bonds, Series G, 2½%, due January 1958, each in the denomination of \$1,000.00, without coupons, bearing the following serial numbers: M-4303189-G; M-4303190-G; M-4303191-G.....	3,000.00
1	U. S. Savings Bond, Series F, due June 1958, in the denomination of \$100.00, accrual, bearing the following serial number: C-1561731-F	100.00
2	U. S. Savings Bonds, Series G, 2½%, due April 1959, in the denomination of \$1,000.00, without coupons, bearing the following serial numbers: M-5583745-G; M-5583746-G.....	2,000.00
1	U. S. Savings Bond, Series G, 2½%, due April 1959, in the denomination of \$500.00, without coupons, bearing the following serial number: D-2605108-G	500.00
3	U. S. Savings Bonds, Series G, 2½%, due April 1959, in the denomination of \$100.00, without coupons, bearing the following serial numbers: C-4731093-G; C-4731094-G; C-4731095-G.....	300.00
3	U. S. Savings Bonds, Series F, due September 1959, each in the denomination of \$100.00, accrual, bearing the following serial numbers: C-1639415-F; C-1639416-F; C-1639417-F.....	300.00

EDGAR G. DOUDNA, *Chairman, Board of Trustees, National Education Association of the United States*

H. A. ALLAN, *Business Manager, National Education Association of the United States*

THE CONSTITUTION AND BYLAWS

The American Association of School Administrators

A Department of the National Education Association of the United States

*As Amended at New Orleans, Louisiana, February 1937,
and at Atlantic City, New Jersey, February 1948*

CONSTITUTION

ARTICLE I—NAME

The name of this Association shall be the American Association of School Administrators, a department of the National Education Association of the United States.

ARTICLE II—OBJECT

The object of this Association shall be to maintain and elevate the professional and ethical standards of the teaching profession in general and its administrative and supervisory service in particular, and to promote activities which will look toward the accomplishment of the following objectives: to assist its members to understand the development of American culture in its relationship to education; to assist its members to develop an understanding of the fields, services, and responsibilities of education; to achieve a unified professional strength for the improvement of education; and to place before the public the facts and viewpoints which will lead to an intelligent appreciation of the work of the schools.

ARTICLE III—MEMBERSHIP

SECTION 1. Memberships in the American Association of School Administrators shall consist of active, associate, life, and honorary.

SECTION 2. All persons shall be eligible to active membership who are members of the National Education Association, and who are engaged in supervisory and administrative positions—namely, state, county, and city superintendents, and associate, assistant, and deputy state, county, and city superintendents, and supervisory and administrative officers in city and county school systems exercising the functions of associate, assistant, or deputy superintendents; all state and national officers of educational administration; the heads of teacher-training institutions, colleges, and universities having departments or colleges of education, the heads of these departments or colleges of education, and professors of school administration or supervision in these institutions.

SECTION 3. All members of the National Education Association who are actively engaged in any phase of school work may become associate members of this Association by paying the regular membership fee, and shall

be entitled to all the privileges of this Association except the right to vote and hold office.

SECTION 4. All members of the National Education Association who have been engaged in supervisory or administrative positions as defined in Section 2 of this article, and who have retired from such service, may have the privilege of honorary membership in this Association upon recommendation of the Executive Committee.

SECTION 5. All members of the National Education Association who are eligible to active membership in the American Association of School Administrators shall become life members of the Association upon the payment of a membership fee of \$100, which may be made in ten equal annual payments, or upon securing a contribution of \$250 to the Permanent Educational Research Fund, which may be paid in five equal annual installments. All such contributions and life membership fees shall become a part of the Permanent Educational Research Fund. Life members shall be exempt from the payment of all other membership fees in the American Association of School Administrators, and shall have all the rights and privileges of active members.

SECTION 6. The Executive Committee shall have power to pass upon the credentials of all applicants for membership, in accordance with the provisions of the preceding sections of this article.

ARTICLE IV—OFFICERS

SECTION 1. The officers of this Association shall be a President, a First Vicepresident (who shall be the retiring President), a Second Vicepresident, an Executive Secretary, and four members of the Executive Committee who, with the other officers of this Association, with the exception of the Executive Secretary, shall constitute the Executive Committee.

SECTION 2. The President and Vicepresidents shall hold office for the period of one year, from March 15 following their election.

SECTION 3. The Executive Secretary shall be selected by the Executive Committee for an indefinite period.

SECTION 4. Members of the Executive Committee shall hold office for four years, commencing March 15 following the date of election, one member retiring each year. At the first election the member receiving the largest number of votes shall serve for a term of four years and the others for three, two, and one years, respectively, according to the number of votes received.

ARTICLE V—ELECTION OF OFFICERS

SECTION 1. The election of the President shall be conducted by mailing an annual preferential ballot to all active members of the Association. The primary preferential ballot shall call for three nominations, designated as

first, second, and third choices. The names of the five persons receiving the highest number of votes in this primary preferential ballot shall be submitted in a final preferential ballot, on which active members shall again indicate their first, second, and third choices. The primary ballot shall be mailed on or before October 1 and returned not later than midnight of October 21. The final ballot shall be mailed not later than December 1 and returned not later than midnight of December 21. The person who receives the preferential plurality in the final ballot shall be declared elected by the Executive Committee. On or before February 1 the Board of Tellers shall officially certify and announce the results of the election.

SECTION 2. The procedure for the election of officers other than the President shall be as follows: Nominations shall be made from the floor at the conclusion of the general session held on the morning of the third day of the annual meeting.

SECTION 3. Method of balloting—The membership cards issued by the Executive Secretary of the Association to the members shall be provided with a detachable stub, to be exchanged for a ballot.

Suitable places for the balloting shall be provided and announced in the official program. One of the ballot boxes shall be at the main entrance to the auditorium in which the general sessions are held.

The ballot boxes shall be open for voting from 11 A. M. until 6 P. M. on the fourth day of the annual meeting.

Those candidates receiving the highest number of votes for the respective offices shall be considered the choice of the Association, and declared elected.

SECTION 4. Announcement of the results of balloting—At the last regular business session, the President shall call for the report of the Executive Secretary, announcing the result of the ballot cast for the several officers of the Association. In case of a tie vote, the Executive Committee shall cast lots to determine the successful candidate.

SECTION 5. The Board of Tellers, the Executive Committee, and the Executive Secretary shall be in charge of the entire procedure of balloting for all officers.

ARTICLE VI—STANDING COMMITTEES

The standing committees of this Association shall consist of a Resolutions Committee, an Audit Committee, and a Board of Tellers of three members. Other committees may be authorized by the Executive Committee or the Association from time to time.

ARTICLE VII—ANNUAL MEETING

The annual meeting of this Association shall be held at such time and place or places as shall be determined by the Executive Committee of the Association.

ARTICLE VIII—AMENDMENTS

This Constitution may be altered or amended at any annual meeting by two-thirds vote of the active members present, the proposed amendment having been submitted in writing at the previous annual meeting.

BYLAWS

ARTICLE I—DUTIES OF OFFICERS

SECTION 1. It shall be the duty of the President to preside or to arrange for presiding officers at all meetings and in conjunction with the Executive Committee to prepare programs for the annual meeting of the Association; to appoint all committees not otherwise provided for. He shall be chairman and a member of the Executive Committee, and shall call meetings of this Committee whenever he deems it necessary, or whenever he is requested so to do by a majority of the members of the Committee. He shall perform all other duties appertaining to his office.

SECTION 2. In the absence of the President, the Vicepresidents shall preside in turn. In case of vacancy in the office of President, the Second Vicepresident shall at once succeed to the office of President.

SECTION 3. The Executive Secretary shall keep a complete and accurate record of the proceedings of all meetings of the Association and all meetings of the Executive Committee; shall conduct the business of the Association as provided by the Constitution and Bylaws; and in all matters not definitely prescribed therein be under the direction of the Executive Committee, and in the absence of direction by the Executive Committee, shall be under the direction of the President. He shall receive all moneys due the Association and transmit them monthly to the Executive Secretary of the National Education Association; shall countersign all bills approved for payment by the Executive Committee or by the President in the interval between meetings of the Executive Committee. He shall have his records present at all meetings of the Association and Executive Committee. He shall keep a list of members of the Association and shall revise said list annually. He shall be Secretary of the Executive Committee and custodian of all property of the Association. He shall give such bond as may be required by the Executive Committee. He shall submit an annual report to the Executive Committee at each annual meeting. At the expiration of his term of office he shall turn over to his successor in office all money, books, and property of the Association. He shall serve during the pleasure of the Executive Committee.

ARTICLE II—DUTIES OF COMMITTEES

SECTION 1. The Executive Committee shall assist the President in arranging the annual program. It shall fix the place of the annual meeting.

It shall select an Executive Secretary for an indefinite term and fix his salary.

It shall authorize the appointment of special commissions for investigation and research. It shall determine the amount of money to be expended in such investigations, but in no case shall it incur debt. It shall determine what departments of the National Education Association and what other educational organizations shall be invited to hold meetings with this Association.

SECTION 2. The Resolutions and Audit Committees and the Board of Tellers shall be appointed by the President and shall make their reports at the next annual meeting succeeding their appointment.

ARTICLE III—DUES

The dues of this Association shall be \$10 per year for both active and associate members, and shall be paid annually to the Executive Secretary.

ARTICLE IV—VACANCIES

All vacancies occurring in any office other than that of President shall be filled by the Executive Committee.

ARTICLE V—RULES OF ORDER

Robert's Rules of Order shall govern in all business meetings of this Association.

ARTICLE VI—AMENDMENTS

These Bylaws may be amended at any annual meeting of this Association by a majority vote of the members present, the amendment having been submitted in writing at the previous annual meeting.

GENERAL PROGRAM

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

A Department of the National Education Association of the United States

OUR POLICY—The American Association of School Administrators endorses no individual or group of individuals or any sentiment expressed by any speaker or other participant in its programs, except by resolution or by motion approved by a vote of its members.

CONVENTION THEME—*The Expanding Role of Education*

CEREMONIAL OPENING OF THE EXHIBITS

Presiding, Herold C. Hunt, General Superintendent of Schools, Chicago, Ill.; President, American Association of School Administrators

ORGAN FANFARE—Lois Miller, Organist, Atlantic City Auditorium

ADDRESS OF WELCOME—Floyd A. Potter, Superintendent of Schools, Atlantic City, N. J.

RESPONSE—R. E. Stewart, New York, N. Y.; President, Associated Exhibitors of the National Education Association

RAISING OF THE FLAG

SINGING OF *The Star-Spangled Banner*—Lois Miller, Soloist

Musicians Balcony Guests: Convention Exhibit Appraisal Committee

SATURDAY
Feb. 21
2:00 P. M.
Exhibit Hall
Auditorium

The Exhibit of Educational Tools

The exhibit of educational materials and equipment is generally esteemed to be one of the most valuable features of the convention. In it are displayed the most complete lines of school equipment and classroom tools that may be found at any time or any place. Members may receive the advice of technical and professional experts on numberless problems of school operation and management.

This exhibit occupies about ninety thousand square feet of space in the Arena of the Auditorium. Three hundred firms and organizations are participating. Displays cover nearly one hundred different classifications of materials and activities.

The American Association of School Administrators and the National Education Association gratefully acknowledge the contributions to educational progress that are made by the participants. The cooperation of the officers of the Associated Exhibitors is also appreciated.—*Visit the Exhibits!*

SUNDAY
Feb. 22
4:00 P. M.
Ballroom
Auditorium

FIRST GENERAL SESSION

Vesper Service

Presiding, Herold C. Hunt, General Superintendent of Schools, Chicago, Ill.; President, American Association of School Administrators

ORGAN PRELUDE (3:30-4:00 P. M.)—Lois Miller, Organist, Atlantic City Auditorium

INVOCATION

The Reverend Arthur J. Blythe, St. James Episcopal Church, Atlantic City, N. J.

THE MONTCLAIR COLLEGE CHOIR—New Jersey State Teachers College, Upper Montclair, N. J.

Dr. Carl F. Mueller, Conductor

Praise to the Lord.....*F. Melius Christiansen*

Adoramus Te.....*Palestrina*

We All Believe in One True God.....*Carl F. Mueller*

Laudamus Te.....*Carl F. Mueller*

IN MEMORIAM

W. Howard Pillsbury, Past President of the Association

THE CHOIR

The Marches of Peace.....*Carl F. Mueller*

Voix Celeste*Alcock*

Dark Cloud (an Egyptian Spiritual).....*R. Deane Shure*

Go Down, Moses (Negro Spiritual).....*Noble Cain*

MY AMERICA IS AT THE CROSSROADS

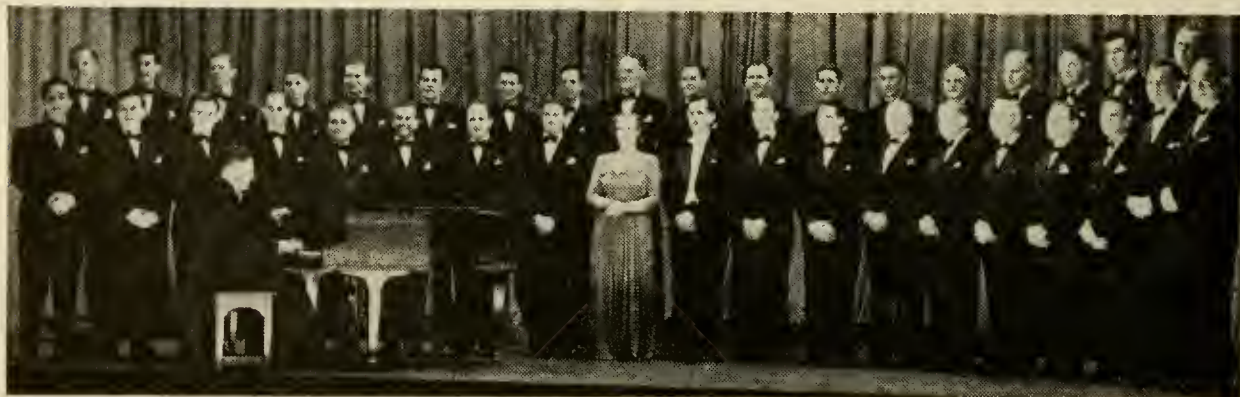
H. Roe Bartle, Scout Executive, Kansas City Area Council, Boy Scouts of America, Kansas City, Mo.

The Star-Spangled Banner—Choir and audience

BENEDICTION

ORGAN POSTLUDE

Platform Guests: Executive Committee and Past Presidents of the American Association of School Administrators; Floyd A. Potter, Superintendent of Schools, Atlantic City, N. J.; John H. Bosshart, Commissioner of Education for New Jersey



WESTINGHOUSE MALE CHORUS

SECOND GENERAL SESSION

SUNDAY
Feb. 22
8:00 P. M.
Ballroom
Auditorium

Presiding, Herold C. Hunt, President of the Association

ORGAN PRELUDE (7:30-8:00 P. M.)—Lois Miller, Organist, Atlantic City Auditorium

WESTINGHOUSE MALE CHORUS

Robert O. Barkley, Director; Rudolf Hanke, Accompanist and soloist; Alice Long, Soprano soloist

To Pennsylvania.....*John R. Fulton*

Ave Maria.....*Bach-Gounod*

Miss Long

The Sawdust Trail.....*Robert O. Barkley*

Vissi D'Arte—from "Tosca".....*Puccini*

Miss Long

Soon Ah Will Be Done.....*William Dawson*

Inflammatus—from "Stabat Mater".....*Gioachino Rossini*

Miss Long

Ye Watchers and Ye Holy Ones

Old German Easter Song.....Arr. Archibald T. Davidson

AMERICA'S EXPANDING INTERNATIONAL ROLE

The Honorable Walter H. Judd, M.D., Member of Congress from Minnesota

THE CHORUS

Stephen Foster Sequence.....Arr. Robert O. Barkley

Serenade.....*Sigmund Romberg*

Louisiana Hayride—from "Flying Colors"...*Swartz-Dietz*

This Was a Real Nice Clambake—from

"Carousel".....*Rodgers-Hammerstein*

This Is My Country.....*Raye-Jacobs*

ORGAN POSTLUDE

Platform Guests: Glenn E. Snow, President, National Education Association; NEA Executive Committee; Educational Policies Commission.



HUNT



PHILSBURY



STEWART



JUDD



BARTLE

MONDAY
Feb. 23
9:30 A. M.
Ballroom
Auditorium

THIRD GENERAL SESSION

Presiding, Herold C. Hunt, President of the Association

ORGAN PRELUDE (9:00-9:30 A. M.)—Lois Miller, Organist, Atlantic City Auditorium

INVOCATION—The Reverend John T. Sheehan, O.S.A., St. Nicholas Roman Catholic Church, Atlantic City, N. J.

THE CONVENTION EXHIBIT

R. E. Stewart, New York, N. Y.; President, Associated Exhibitors of the National Education Association

APPRAISAL OF THE SCHOOLS

By a school board president: THE SCHOOL BOARD'S OPPORTUNITIES
 David J. Rose, M.D., Goldsboro, N. C.; President, National Council of State School Boards Associations

By a parent: A JOB WITH YOUTH

James Lee Ellenwood, Secretary, Young Men's Christian Associations, State of New York, New York, N. Y.

By an editor: NEWSPAPERS AND SCHOOLS APPRAISE THEIR COMMON PURPOSES

Erwin D. Canham, Editor, *The Christian Science Monitor*, Boston, Mass.

Platform Guests: National and State Officers, National Council of State School Boards Associations; National and State Officers, National Congress of Parents and Teachers

MONDAY
11:00 A. M.
Committee
Room 10
Auditorium

RESOLUTIONS COMMITTEE OPEN MEETING

An open meeting of the Resolutions Committee will be held Monday, Feb. 23, at 11:00 A. M. in Committee Room 10 of the Auditorium. Philip H. Falk, Superintendent of Schools, Madison, Wisconsin, Chairman.

All resolutions must be in writing and must be presented not later than the Tuesday morning General Session, thus allowing time for consideration by the Resolutions Committee. In accordance with action taken by the Atlantic City convention in 1938, all resolutions must be available in printed form Wednesday morning in order that they may be acted upon by the convention at the Thursday morning General Session.

MONDAY
2:30 P. M.

DISCUSSION GROUPS

Afternoon discussion groups. For complete programs see pages 237-41.

MONDAY
4:30 to
6:00 P. M.
Ballroom
Auditorium

FRIENDSHIP HOUR

By virtually unanimous request the "Friendship Hour" inaugurated a year ago is to be repeated. President Hunt and members of the Executive Committee cordially invite those attending the convention to join in greeting old and new friends from 4:30 to 6:00 P. M. on Monday in the Ballroom of the Auditorium. Background music. Light refreshments. No receiving line, no formality.

FOURTH GENERAL SESSION

MONDAY
Feb. 23
8:00 P. M.
Arena
Auditorium

Presiding, Herold C. Hunt, President of the Association

ORGAN PRELUDE (7:30-8:00 P. M.)—Lois Miller, Organist, Atlantic City Auditorium

BOSTON UNIVERSITY BAND

Professor Warren S. Freeman, Director; Kenneth Welch, Assistant Director

Prelude, Chorale and Fugue in G Minor.....*Bach*

Folk Song Suite.....*Vaughan Williams*

Three Modern Arrangements for Band...*Herbert W. Fred*

Skip to My Lou

Way-faring Stranger

Fantasy on an American Air

Selections from "Oklahoma".....*Rodgers*

SOPRANO SOLOS with Band Accompaniment

Italian Street Song.....*Herbert*

Ave Maria*Bach-Gounod*

Betty Jane Smith, Soloist

THE BAND

Pigskin Parade—A Medley of College Football Songs

Twirling by Priscilla Cook and Robert Matthews

OUR EDUCATIONAL STAKE IN GERMANY

Herman B. Wells, Cultural Affairs Adviser to the Military Governor of Germany; President, Indiana University (on leave)

SECURITY BELONGS TO YOU

General Omar N. Bradley, Chief of Staff, United States Army

ORGAN POSTLUDE

Platform Guests: Advisory Council of the American Association of School Administrators, Presidents of State Associations of School Administrators.



ROSE



ELLENWOOD



CANHAM



WELLS



BRADLEY

TUESDAY
Feb. 24
9:30 A. M.
Ballroom
Auditorium

FIFTH GENERAL SESSION

Presiding, Herold C. Hunt, President of the Association

ORGAN PRELUDE (9:00-9:30 A. M.)—Lois Miller at the Console

INVOCATION

Rabbi B. Reuben Weilerstein, Community Synagogue, Atlantic City, N. J.

EDUCATION IN A DEMOCRACY—Presentation of the 1948 Yearbook, *The Expanding Role of Education*

Paul B. Jacobson, Dean, School of Education, University of Oregon, Eugene, Oregon; Member, 1948 Yearbook Commission

EDUCATION—AN INVESTMENT IN PEOPLE

Oscar R. Ewing, Federal Security Administrator, Washington, D. C.

BUSINESS MEETING

REPORT OF THE AUDIT COMMITTEE—Evan E. Jones, Superintendent of Schools, Port Chester, N. Y., Chairman

CONSTITUTIONAL AMENDMENTS—Willard E. Goslin, Superintendent of Schools, Minneapolis, Minn.; Chairman, Planning Committee

NOMINATION OF OFFICERS FROM THE FLOOR

Second Vicepresident for one year

Member of Executive Committee for four years

Resolutions—All resolutions must be presented in writing before the close of this session since the Resolutions Committee must complete its deliberations and have its printed report ready for distribution Wednesday morning.

Platform Guests: 1948 Yearbook Commission on the Expanding Role of Education, Audit Committee, Planning Committee

TUESDAY
11:00 A. M.
Committee
Room 10
Auditorium

EXECUTIVE COMMITTEE OPEN MEETING

President Hunt and the Executive Committee will hold an open meeting at 11:00 A. M. Tuesday in Committee Room 10 of the Auditorium for the purpose of receiving the suggestions of members concerning the activities and program of service of the Association. All suggestions as to how the Association may serve the needs of the membership as effectively as possible will be welcomed.

TUESDAY
2:30 P. M.

DISCUSSION GROUPS

Afternoon discussion groups. For complete programs, see pages 241-46.

TUESDAY
6:00 P. M.

COLLEGE DINNERS

College dinners will be held Tuesday evening. Among the sponsoring colleges are Teachers College, Columbia University; Boston University; Harvard University Graduate School of Education; New York University School of Education; Syracuse University; West Chester State Teachers College.

SIXTH GENERAL SESSION

TUESDAY
Feb. 24
8:30 P. M.
Arena
Auditorium

Presiding, Alfred D. Simpson, Associate Professor of Education, Harvard University, Cambridge, Mass.; Second Vicepresident, American Association of School Administrators

ORGAN PRELUDE (8:00-8:30 P. M.)—Lois Miller, Organist, Atlantic City Auditorium

ATLANTIC COUNTY ELEMENTARY SCHOOL CHORUS and ATLANTIC CITY HIGH SCHOOL GLEE AND CHORUS CLUBS

Peter W. Dykema, Professor Emeritus of Music Education, Columbia University, Guest Conductor.

AUDIENCE AND CHORUSES

Come Thou Almighty King.....*DiGiardini*

ATLANTIC COUNTY ELEMENTARY SCHOOL CHORUS

He Shall Feed His Flock—from "The Messiah".....*Handel*

Dona Nobis Pacem.....Unknown 16th Century Composer

When Poppies Close Their Eyes.....*R. M. Spencer*

Fiesta.....Mexican Folk Song

The Sun Worshippers.....Zuni Indian Melody

ATLANTIC CITY HIGH SCHOOL GLEE AND CHORUS CLUBS

The Battle Hymn of the Republic (Fred Waring Series) *Steffe*

AUDIENCE AND CHORUSES

America, the Beautiful.....*Ward*

BUILDING INTERNATIONAL GOODWILL THROUGH TEACHER EXCHANGE

Eva Carmichael, British Exchange Teacher, City Schools, Anderson, S. C.

HOME LESSONS FROM EDUCATIONAL ADVENTURING ABROAD

T. V. Smith, Professor of Philosophy, University of Chicago, Chicago, Ill.

ORGAN POSTLUDE

Platform Guests: Educational Representatives of Other Nations; John W. Studebaker, U. S. Commissioner of Education; Presidents and Secretaries of Allied Organizations



EWING



JACOBSON



GOSLIN



SIMPSON



FALK

WEDNESDAY

Feb. 25

9:30 A. M.

Ballroom

Auditorium

SEVENTH GENERAL SESSION*Presiding*, Herold C. Hunt, President of the Association

ORGAN PRELUDE (9:00-9:30 A. M.)—Lois Miller

INVOCATION—The Reverend C. Robert Pedersen, First Community Church, Margate, N. J.

USING AUDIO-VISUAL MATERIALS OF INSTRUCTION IN THE CLASSROOM—
A Demonstration of 16 mm. Sound Film and Related Materials*Directed by*: Walter A. Wittich, Director, Bureau of Visual Instruction, University of Wisconsin, Madison, Wis.*Participants*: Junior High School Social Studies Class, Atlantic City

HOW GOOD ARE THE NEW TOOLS FOR TEACHING?

Lyman Bryson, Professor of Education, Teachers College, Columbia University; Counselor on Public Affairs, Columbia Broadcasting System, New York, N. Y.

WEDNESDAY

Feb. 25

11:00 A. M.

to 6:00 P. M.

ELECTION OF OFFICERS AND BALLOT ON AMENDMENTSBALLOT BOXES OPEN—11:00 A. M. TO 6:00 P. M.—AT REGISTRATION DESK
AND AT ENTRANCE TO BALLROOM, ATLANTIC CITY AUDITORIUM*Election of Officers*—Ballots may be cast for the following officers:

Second Vicepresident for one year

Member of Executive Committee for four years

PRESIDENT ELECTED BY MAIL.—On January 10 the Board of Tellers announced the election by mail of Willard E. Goslin, Superintendent of Schools, Minneapolis, Minnesota, as President of the Association for the year beginning March 15, 1948.

Amendments—Ballots may also be cast on the following amendments to the Constitution and Bylaws of the Association which were included in the report of the Planning Committee adopted by the Atlantic City convention a year ago.DUES—To amend Article III of the Bylaws to read: *The dues of this Association shall be \$10 per year for both active and associate members, and shall be paid annually to the Executive Secretary.*ANNUAL MEETING—To amend Article VII of the Constitution to read: *The annual meeting of this Association shall be held at such time and place or places as shall be determined by the Executive Committee of the Association.***Service Clubs Luncheons**

Schoolmasters Rotary Club—Wednesday, February 25, at 12:00 Noon in the American Room, Traymore Hotel. Price \$3.15. C. W. Bemer, Superintendent of Schools, Muskegon, Michigan, in charge.

Schoolmasters Kiwanis Club—Wednesday, February 25, at 12:15 P. M. at Hackney's Restaurant. Price \$1.50. Everett C. Preston, 175 West State Street, Trenton, New Jersey, in charge.

DISCUSSION GROUPS

Afternoon discussion groups. For complete programs see pages 247-52.

EIGHTH GENERAL SESSION

WEDNESDAY
2:30 P. M.

Program Presented by the Associated Exhibitors

WEDNESDAY
Feb. 25
8:30 P. M.
Arena
Auditorium

Presiding, R. E. Stewart, President, Associated Exhibitors of the National Education Association

ORGAN PRELUDE (8:00-8:30 P. M.)—Lois Miller at the Console

ASSOCIATED EXHIBITORS SCHOLARSHIP

R. E. Stewart, President of the Associated Exhibitors

The American Education Award

PRESENTATION OF THE AMERICAN EDUCATION AWARD FOR 1948

R. E. Stewart, President of the Associated Exhibitors

RESPONSE

Paul G. Hoffman, President, The Studebaker Corporation

Entertainment

FRED WARING AND HIS PENNSYLVANIANS

featuring

JANE WILSON, *Lyric Soprano*

"UNCLE" LUMPY BRANNUM,

STUART CHURCHILL, *Tenor*

Operatic Baritone

JOAN WHEATLEY, *Ballad Singer*

JOE SODJA, *Electric Guitarist*

DAISY AND HER DANDYLIONS

GORDON BERGER, *Baritone*

JOE MARINE, *Baritone*

LEONARD KRANENDONK, *Baritone*

MAC PERRIN, *Tenor*

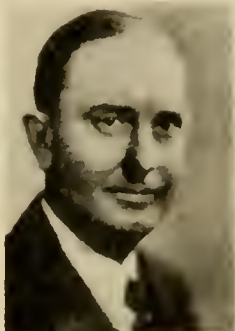
RAY SAX, *Instrumentalist*

VIRGINIA MORLEY and LIVINGSTON GEARHART, *Two-Piano Team*

ADMISSION—This evening members of the American Association of School Administrators and of the National Education Association will be guests of the Associated Exhibitors. General admission by membership badge of the AASA or NEA. Reserved section tickets distributed by member companies of the Associated Exhibitors.



CARMICHAEL



SMITH



WARING



HOFFMAN

THURSDAY
Feb. 26
9:30 A. M.
Ballroom
Auditorium

NINTH GENERAL SESSION

Presiding, Herold C. Hunt, President of the Association

ORGAN PRELUDE (9:00-9:30 A. M.)—Lois Miller

INVOCATION

The Reverend Donald R. Killian, Westminster Presbyterian Church, Atlantic City, N. J.

REPORT OF THE RESOLUTIONS COMMITTEE

Philip H. Falk, Superintendent of Schools, Madison, Wis., *Chairman*

WE NEED THE WORLD VIEW

Pearl S. Buck, Nobel Prize Winner and President, The East and West Association, New York, N. Y.

AMERICA MUST CHOOSE

Marquis Childs, Columnist

Platform Guests: Resolutions Committee, School Building Exhibit Committee, Chairman of Exhibit Appraisal Committee

THURSDAY
Feb. 26
2:00 P. M.
Ballroom
Auditorium

TENTH GENERAL SESSION

Presiding, Herold C. Hunt, President of the Association

ORGAN PRELUDE (1:45-2:00 P. M.)—Lois Miller

INTERNATIONAL SALON ORCHESTRA—Anthony Candelori, Director

THE READJUSTMENT OF EDUCATION TO THE ATOMIC AGE

Gerald Wendt, Editorial Director, *Science Illustrated*

REPORT OF THE BOARD OF TELLERS

E. L. Ackley, Superintendent of Schools, Johnstown, N. Y., *Chairman*

ORGAN POSTLUDE

Platform Guests: Board of Tellers, All Officers of the Association Including Those Newly Elected



BRYSON



BUCK



WITTICH



CHILDS



WENDT

AFTERNOON DISCUSSION GROUPS

of the American Association of School Administrators

Monday, Tuesday, and Wednesday at 2:30 P. M.

MONDAY

Implications of the Armed Services Program

Chairman, Alonzo G. Grace, State Commissioner of Education, Hartford, Conn.; Director, Commission on Implications of the Armed Services Educational Program

**MONDAY
February 23
2:30 P. M.
Committee
Room 1
Auditorium**

PANEL DISCUSSION

A. John Bartky, Dean, School of Education, Stanford University, Calif.

Lionel J. Bourgeois, Superintendent of Schools, New Orleans, La.

M. M. Chambers, Director, Foreign Universities Project of the American Council on Education, Washington, D. C.

Carlyle C. Ring, Superintendent of Schools, Jamestown, N. Y.

Charles R. Spain, Director, Bureau of School Service, University of Kentucky, Lexington, Ky.

DISCUSSION FROM THE FLOOR

The School Board and the Superintendent of Schools

Chairman, Newell D. McCombs, Superintendent of Schools, Des Moines, Iowa

**MONDAY
February 23
2:30 P. M.
Garden
Lounge
Dennis Hotel**

THE SCHOOL BOARD'S RESPONSIBILITY FOR THE STATUS QUO

D. J. Rose, President, National Council of State School Boards Associations; President, North Carolina State School Board Association, Goldsboro, N. C.

A SUPERINTENDENT TAKES A SQUINT AT THE FUTURE

John L. Bracken, Superintendent of Schools, Clayton, Mo.

INTERROGATORS

Merle J. Abbett, Superintendent of Schools, Fort Wayne, Ind.

George D. Hamm, Superintendent of Schools, Ardmore, Okla.

Clyde B. Moore, Professor of Education, Cornell University, Ithaca, N. Y.; Past President, New York State School Boards Association

Harold W. Norman, Executive Committee Member, Illinois Association of School Boards, Chicago, Ill.

DISCUSSION FROM THE FLOOR

MONDAY
February 23
2:30 P. M.
Committee
Room 21
Auditorium

The Superintendent of Schools and the Improvement of Instruction

Chairman, W. C. McGinnis, Superintendent of Schools, Perth Amboy, N. J.

PRESENTATION OF THE SUBJECT BY

Henry H. Hill, President, George Peabody College for Teachers, Nashville, Tenn.

Floyd A. Potter, Superintendent of Schools, Atlantic City, N. J.

INTERROGATORS

Earl H. Hanson, Superintendent of Schools, Rock Island, Ill.

John D. Meade, Superintendent of Schools, Petersburg, Va.

Lyle Stewart, Assistant Superintendent of Schools, Seattle, Wash.

Gilbert S. Willey, Associate Superintendent of Schools, Lincoln, Nebr.

DISCUSSION FROM THE FLOOR

MONDAY
February 23
2:30 P. M.
Room B
Auditorium

Planning the School Building Program

Chairman, W. T. White, Superintendent of Schools, Dallas, Texas

PRESENTATION OF THE SUBJECT

John W. Lewis, Assistant Superintendent of Schools, Baltimore, Md.

INTERROGATORS

W. A. Bass, Superintendent of Schools, Nashville, Tenn.

Herbert B. Bruner, Superintendent of Schools, Oklahoma City, Okla.

William E. Moreland, Superintendent of Schools, Houston, Texas

Ross L. Neagley, Superintendent, Mt. Pleasant Special School District, Wilmington, Del.

DISCUSSION FROM THE FLOOR

MONDAY
February 23
2:30 P. M.
Belvedere
Room
Traymore
Hotel

The Year-Round School Program

Chairman, Stanton Leggett, Supervising Principal of Schools, Elmont, N. Y.

PRESENTATION OF THE SUBJECT BY

Paul Misner, Superintendent of Schools, Glencoe, Ill.

N. L. Engelhardt, Educational Consultant, New York, N. Y.

INTERROGATORS

Harry A. Burke, Superintendent of Schools, Omaha, Nebr.

Caswell Miles, State Education Department, Albany, N. Y.

Virgil M. Rogers, Superintendent of Schools, Battle Creek, Mich.

Henry I. Willett, Superintendent of Schools, Richmond, Va.

Benjamin Willis, Superintendent of Schools, Yonkers, N. Y.

DISCUSSION FROM THE FLOOR

The Superintendent's Role in Intergroup Education

Chairman, Will C. Crawford, Superintendent of Schools, San Diego, Calif.

WHY SHOULD INTERGROUP EDUCATION BE EMPHASIZED?

Julius E. Warren, Superintendent of Schools, University City, Mo.

HOW IS INTERGROUP EDUCATION BEING DEVELOPED?

Charles H. Lake, Consultant to the Board of Education, Cleveland, Ohio

INTERROGATORS

T. C. Bird, Superintendent of Schools, Santa Fe, N. Mex.

John H. Dyer, Superintendent of Schools, Scranton, Pa.

John S. Herron, Superintendent of Schools, Newark, N. J.

Charles D. Lutz, Superintendent of Schools, Gary, Ind.

Garnet C. Wilkinson, First Assistant Superintendent of Schools in charge of Colored Schools, Washington, D. C.

DISCUSSION FROM THE FLOOR***The Superintendent Shares with Teachers and Others in Planning Programs and Policies***

Chairman, Ward I. Miller, Superintendent of Schools, Wilmington, Del.

ISSUES IN COOPERATIVE PLANNING

Willard E. Goslin, Superintendent of Schools, Minneapolis, Minn.

INTERROGATORS

J. W. Edgar, Superintendent of Schools, Austin, Texas

Paul L. Essert, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Mrs. Florence E. Loose, Classroom Teacher, Public Schools, Wilmington, Del.

John L. Miller, Superintendent of Schools, Great Neck, N. Y.

Charles S. Robinson, Assistant Superintendent of Schools, Kansas City, Mo.

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

DISCUSSION FROM THE FLOOR***Problems Ahead in the Vocational Program***

Chairman, Vierling Kersey, Superintendent of Schools, Los Angeles, Calif.

PRESENTATION OF THE SUBJECT BY

William R. Odell, Superintendent of Schools, Oakland, Calif.

Claude V. Courter, Superintendent of Schools, Cincinnati, Ohio

(Continued on page 240)

MONDAY
February 23
2:30 P. M.
Committee
Room 3
Auditorium

MONDAY
February 23
2:30 P. M.
American
Room
Traymore
Hotel

MONDAY
February 23
2:30 P. M.
Committee
Room 20
Auditorium

(Continued from page 239)

INTERROGATORS

J. E. Anderson, Superintendent of Schools, Mankato, Minn.

Samuel E. Fleming, Superintendent of Schools, Seattle, Wash.

Lowell P. Goodrich, Superintendent of Schools, Milwaukee, Wis.

George E. Roudebush, Superintendent of Schools, Columbus, Ohio

DISCUSSION FROM THE FLOOR

MONDAY
February 23
2:30 P. M.
Room A
Auditorium

Report of the President's Commission on Higher Education

Chairman, Paul C. Packer, Chancellor, State System of Higher Education, Eugene, Oregon

PRESENTATION OF THE SUBJECT BY

John Dale Russell, Director, Division of Higher Education, U. S. Office of Education, Washington, D. C.

George F. Zook, President, American Council on Education, Washington, D. C.; Chairman, President's Commission on Higher Education

INTERROGATORS

Homer W. Anderson, Superintendent of Schools, Newton, Mass.

O. C. Carmichael, President, Carnegie Foundation for the Advancement of Teaching, New York, N. Y.

John R. Emens, President, Ball State Teachers College, Muncie, Ind.

Alvin C. Eurich, Vicepresident, Stanford University, Calif.

Ralph W. Tyler, Chairman, Department of Education, University of Chicago, Chicago, Ill.

DISCUSSION FROM THE FLOOR

MONDAY
February 23
2:30 P. M.
Committee
Room 17
Auditorium

Serving the Needs of Atypical Children

Chairman, Herbert C. Clish, Superintendent of Schools, San Francisco, Calif.

PRESENTATION OF THE SUBJECT BY

Frank J. O'Brien, Associate Superintendent of Schools, New York, N. Y.

Norma E. Cutts, Professor of Education, New Haven State Teachers College, New Haven, Conn.; Lecturer in Educational Psychology, Department of Education, Yale University, New Haven, Conn.

INTERROGATORS

T. James Ahern, Superintendent of Schools, Mamaroneck, N. Y.

Helen T. Collins, Director of Curriculum, New Haven, Conn.

Raymond I. Collins, Superintendent of Schools, Manhasset, N. Y.

Katharine L. FitzPatrick, Assistant Superintendent of Schools, Bridgeport, Conn.

(Continued on page 241)

(Continued from page 240)

George Johns, President, Board of Education, San Francisco, Calif.

Lois J. King, Supervisor of Practice Teaching, New Haven State Teachers College, New Haven, Conn.

DISCUSSION FROM THE FLOOR

Citizenship Education in a Divided World

Chairman, James L. Hanley, Superintendent of Schools, Providence, R. I.

PRESENTATION OF THE SUBJECT BY

Harold O. Rugg, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Stanley E. Dimond, Director, Citizenship Education Study, Detroit, Mich.

INTERROGATORS

W. Linwood Chase, Professor of Education, Boston University, Boston, Mass.

William Jansen, Superintendent of Schools, New York, N. Y.

George H. Reavis, Assistant Superintendent of Schools, Cincinnati, Ohio

Elmer R. Smith, Supervisor of Curriculum Research, Providence, R. I.

A. J. Stoddard, Superintendent of Schools, Philadelphia, Pa.

DISCUSSION FROM THE FLOOR

T U E S D A Y

Taxation Problems and the Economics of the Teachers Salary Crisis

Chairman, Gilbert S. Willey, Associate Superintendent of Schools, Lincoln, Nebr.

PRESENTATION OF THE SUBJECT BY

Barton L. Kline, Superintendent of Schools, Beatrice, Nebr.

O. L. Troxel, Professor of Educational Administration; Director, Department of Public Relations, Colorado State College of Education, Greeley, Colo.

INTERROGATORS

Ralph C. Dailard, Assistant Superintendent of Schools, San Diego, Calif.

Earl H. Hanson, Superintendent of Schools, Rock Island, Ill.

Arnold E. Joyal, Dean, College of Education, University of Oklahoma, Norman, Okla.

Newell D. McCombs, Superintendent of Schools, Des Moines, Iowa

DISCUSSION FROM THE FLOOR

MONDAY
February 23
2:30 P. M.
Trimble
Hall
Claridge
Hotel

TUESDAY
February 24
2:30 P. M.
Committee
Room 2
Auditorium

TUESDAY
February 24
2:30 P. M.
Ocean Hall
Marlborough-
Blenheim
Hotel

Education for the Thirteenth and Fourteenth Years

Joint Meeting with the National Council of Chief State School Officers

Chairman, Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, N. C.; Vicepresident, National Council of Chief State School Officers

EDUCATION FOR THE THIRTEENTH AND FOURTEENTH YEARS—*The Report of the Subcommittee of the Planning Committee of the National Council of Chief State School Officers*

J. Cayce Morrison, Assistant Commissioner for Research, State Education Department, Albany, N. Y.; Chairman of the Subcommittee

DISCUSSION FROM THE FLOOR

TUESDAY
February 24
2:30 P. M.
Trimble
Hall
Claridge
Hotel

What Shall We Teach about UN and Unesco?

Chairman, Ivan C. Nicholas, Superintendent, School District of Ladue, St. Louis County, Mo.

WHAT SHALL WE TEACH ABOUT UN?

Walter Kotschnig, Chief, Division of International Organization Affairs, Department of State, Washington, D. C.

WHAT SHALL WE TEACH ABOUT UNESCO?

William G. Carr, Secretary, Educational Policies Commission, National Education Association, Washington, D. C.

INTERROGATORS

John R. Barnes, Superintendent of Schools, Grosse Pointe, Mich.
 Howard Lane, Professor of Education, New York University, New York, N. Y.

Frederick F. Quinlan, Superintendent of Schools, Lake Forest, Ill.
 Mason A. Stratton, Superintendent, Atlantic County Schools, Mays Landing, N. J.

George E. Watson, Superintendent of Schools, Wauwatosa, Wis.

DISCUSSION FROM THE FLOOR

TUESDAY
February 24
2:30 P. M.
Renaissance
Room
Ambassador
Hotel

The Expanding Role of Education—The 1948 Yearbook

Chairman, L. G. Derthick, Superintendent of Schools, Chattanooga, Tenn.; Member, 1948 Yearbook Commission

CRITICAL DISCUSSION OF THE YEARBOOK BY

Mary Titus, Teacher, Cammack Junior High School, Huntington, W. Va.

Ernest O. Melby, Dean, School of Education, New York University, New York, N. Y.

INTERROGATORS

Members of the 1948 Yearbook Commission

DISCUSSION FROM THE FLOOR

New Trends in Health Education

TUESDAY
February 24
2:30 P. M.
Garden
Lounge
Dennis
Hotel

Chairman, Kenneth F. Woodbury, Superintendent, Hudson County Schools, Jersey City, N. J.

FROM THE POINT OF VIEW OF A SCHOOL ADMINISTRATOR

James L. Hanley, Superintendent of Schools, Providence, R. I.

FROM THE POINT OF VIEW OF A SPECIALIST IN HEALTH EDUCATION

Charles C. Wilson, M.D., Professor of Education and Public Health, Yale University, New Haven, Conn.

INTERROGATORS

George E. Beal, Superintendent of Schools, South Portland, Maine

Paul M. Crafton, Superintendent of Schools, Monmouth, Ill.

John P. Milligan, Supervising Principal of Schools, Glen Ridge, N. J.

Floyd A. Potter, Superintendent of Schools, Atlantic City, N. J.

DISCUSSION FROM THE FLOOR***Professionalizing the Superintendency***

TUESDAY
February 24
2:30 P. M.
Room A
Auditorium

Chairman, G. Arthur Stetson, Superintendent of Schools, West Chester, Pa.

PRESENTATION OF THE SUBJECT BY

Harl R. Douglass, Director, College of Education, University of Colorado, Boulder, Colo.

INTERROGATORS

Omer Carmichael, Superintendent of Schools, Louisville, Ky.

Ernest R. Caverly, Superintendent of Schools, Brookline, Mass.

Edgar Fuller, State Commissioner of Education, Concord, N. H.

Paul J. Misner, Superintendent of Schools, Glencoe, Ill.

Edgar L. Morphet, Executive Secretary, Florida Citizens Committee, State Department of Education, Tallahassee, Fla.

Virgil Stinebaugh, Superintendent of Schools, Indianapolis, Ind.

DISCUSSION FROM THE FLOOR***Religious Instruction in the Public Schools***

TUESDAY
February 24
2:30 P. M.
Committee
Room 21
Auditorium

ISSUE: *What responsibilities, if any, should the public schools assume or accept in the field of religious education?*

Chairman, J. B. Edmonson, Dean, School of Education, University of Michigan, Ann Arbor, Mich.

THE VIEWS OF THE CHAIRMAN OF THE COMMITTEE ON RELIGION AND EDUCATION OF THE AMERICAN COUNCIL ON EDUCATION

F. Ernest Johnson, Professor of Education, Teachers College, Columbia University, New York, N. Y.

(Continued on page 244)

(Continued from page 243)

THE VIEWS OF A SCHOOL ADMINISTRATOR

Dwight H. Rich, Superintendent of Schools, Lansing, Mich.

A FEW LEGAL ASPECTS OF THE QUESTION

Madaline K. Remmlein, Assistant Director, Research Division,
National Education Association, Washington, D. C.

DISCUSSION FROM THE FLOOR

TUESDAY
February 24
2:30 P. M.
Solarium
Jefferson
Hotel

How Govern State and National School Contests?

Chairman, Fred L. Biester, Superintendent, Glenbard Township High School, Glen Ellyn, Ill.

STATE CONTESTS

George S. Olsen, Superintendent, Lyons Township High School and Junior College, LaGrange, Ill.

NATIONAL CONTESTS

E. A. Thomas, Commissioner, High School Activities Association, Topeka, Kansas

INTERROGATORS

H. L. Bowman, Superintendent of Schools, Bowling Green, Ohio

John M. French, Principal, High School, LaPorte, Ind.

R. C. Macdonald, Principal, High School, Fulton, N. Y.

George Manning, Principal, High School, Muskegon, Mich.

F. H. Pierce, Principal, High School, Beverly, Mass.

Albert Willis, Executive Secretary, Illinois High School Association, Chicago, Ill.

DISCUSSION FROM THE FLOOR

TUESDAY
February 24
2:30 P. M.
Room B
Auditorium

The Superintendent and Effective Public Relations

Chairman, John L. Miller, Superintendent of Schools, Great Neck, N. Y.

PRESENTATION OF THE SUBJECT BY

Paul R. Mort, Professor of Education, Teachers College, Columbia University, New York, N. Y.

INTERROGATORS

Selmer H. Berg, Superintendent of Schools, St. Paul, Minn.

Arthur F. Corey, Executive Secretary, California Teachers Association, San Francisco, Calif.

Dana M. Cotton, Director of Placement, Graduate School of Education, Harvard University, Cambridge, Mass.

Alonzo G. Grace, State Commissioner of Education, Hartford, Conn.

Ward I. Miller, Superintendent of Schools, Wilmington, Del.

Virgil M. Rogers, Superintendent of Schools, Battle Creek, Mich.

Maude L. Staudenmayer, President, National Association of Journalism Directors of Secondary Schools, Milwaukee, Wis.

DISCUSSION FROM THE FLOOR

The Administrator's Role in Planning for the Education of Young Children

*Members of the Association for Childhood Education and
The National Association for Nursery Education
Are Cordially Invited*

TUESDAY
February 24
2:30 P. M.
Trellis Room
Ritz-Carlton
Hotel

Chairman, N. S. Light, Director, Bureau School and Community Services, State Department of Education of Hartford, Conn.

PRESENTATION OF THE SUBJECT BY

Pearl Wanamaker, State Superintendent of Schools, Olympia, Wash.

John Bracken, Superintendent of Schools, Clayton, Mo.

INTERROGATORS

Ruth Andrus, Chief, Bureau of Child Development and Parent Education, State Education Department, Albany, N. Y.

Edward H. Fuller, Superintendent of Schools, Darien, Conn.

Hazel F. Gabbard, Specialist in Extended School Services, U. S. Office of Education, Washington, D. C.

Frances Horwich, Chairman, Department of Education, Roosevelt College, Chicago, Ill.

Amy Hostler, Dean, The Mills School, New York, N. Y.

Maycie Southall, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tenn.

DISCUSSION FROM THE FLOOR

Reorganization of School Districts and Related Problems

Joint Meeting with the Department of Rural Education

Chairman, Clarence A. Pound, Superintendent, Vigo County Schools, Terre Haute, Ind.

TUESDAY
February 24
2:30 P. M.
Surf Room
Ambassador
Hotel

DEFINING A GOOD SCHOOL DISTRICT

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

HOW SHALL WE OBTAIN A GOOD SCHOOL DISTRICT?

Floyd W. Reeves, Professor of Administration; Director, Rural Education Project, University of Chicago, Chicago, Ill.

INTERROGATORS

Charles E. Brake, Deputy Superintendent, Wayne County Schools, Detroit, Mich.

Elmer L. Breckner, Director, School District Organization and Planning, State Department of Education, Olympia, Wash.

Mrs. Edna E. Lowe, Superintendent, Grant County Schools, Silver City, N. Mex.

Ralph C. Norris, Superintendent, Polk County Schools, Des Moines, Iowa

Ruth Williams, Superintendent, Catoosa County Schools, Ringgold, Ga.

DISCUSSION FROM THE FLOOR

TUESDAY
February 24
2:30 P. M.
Committee
Room 20
Auditorium

Education and Aviation

Chairman, H. B. Bruner, Superintendent of Schools, Oklahoma City, Okla.

AIR POWER AND WORLD POLITICS

Bruce C. Hopper, Professor of Government, Harvard University, Cambridge, Mass.; Special Consultant to General Spaatz

THE UTILIZATION OF AIR TRANSPORT IN EDUCATION

Nickolaus L. Engelhardt, Jr., School Planning Consultant, New York, N. Y.; Former Director, Air-Age Education Research

IN WHAT WAY CAN THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS HELP MEET THE PROBLEMS AERIAL TRANSPORT HAS BROUGHT?

Gill Robb Wilson, Aviation Editor, *New York Herald Tribune*, New York, N. Y.

INTERROGATORS

Lionel J. Bourgeois, Superintendent of Schools, New Orleans, La.

John S. Herron, Superintendent of Schools, Newark, N. J.

Philip J. Hickey, Superintendent of Instruction, St. Louis, Mo.

Carl Horn, Professor of Education, Michigan State College, East Lansing, Mich.

DISCUSSION FROM THE FLOOR

SUMMARIZER

H. E. Mehrens, Chief, Aviation Education Division, Civil Aeronautics Administration, Washington, D. C.

TUESDAY
February 24
2:30 P. M.
Stratosphere
Room
Traymore
Hotel

The Place of Written Examinations in the Selection of Teachers

Chairman, Abel A. Hanson, Superintendent of Schools, Elizabeth, N. J.

PRESENTATION OF THE SUBJECT BY

A. J. Brumbaugh, Vicepresident, American Council on Education, Washington, D. C.

William A. Hannig, Member, Board of Examiners, New York, N. Y.

INTERROGATORS

Herbert C. Clish, Superintendent of Schools, San Francisco, Calif.

Claude V. Courter, Superintendent of Schools, Cincinnati, Ohio

Leo Frederick, President, Chicago Principals Club, Chicago, Ill.

Wilfred C. Hopkins, Director, Division of Examinations, Philadelphia, Pa.

William Jansen, Superintendent of Schools, New York, N. Y.

Vierling Kersey, Superintendent of Schools, Los Angeles, Calif.

William H. Lemmel, Superintendent of Schools, Baltimore, Md.

DISCUSSION FROM THE FLOOR

W E D N E S D A Y

Adult Education and the Community

Chairman, Claude L. Kulp, Superintendent of Schools, Ithaca, N. Y.

ORGANIZING ADULT CIVIC EDUCATION PROGRAMS

R. J. Pulling, Chief, Bureau of Adult Education, State Education Department, Albany, N. Y.

HOW THE SCHOOLS CAN HELP MEET COMMUNITY NEEDS FOR ADULT EDUCATION

Dale R. Rice, Superintendent of Schools, Mentor, Ohio

THE SCHOOL AS A COMMUNITY CENTER

Mark A. McCloskey, Director, Division of Community Education, New York, N. Y.

INTERROGATORS

Paul L. Essert, Professor of Education; Head, Department of Adult Education, Teachers College, Columbia University, New York, N. Y.

Philip H. Falk, Superintendent of Schools, Madison, Wis.

Everett C. Preston, Director of Adult Education, State Department of Education, Trenton, N. J.

G. Arthur Stetson, Superintendent of Schools, West Chester, Pa.

DISCUSSION FROM THE FLOOR

Education for All American Children

Joint Meeting with the Educational Policies Commission, the Department of Classroom Teachers, and the Department of Elementary School Principals

Chairman, A. C. Flora, Superintendent of Schools, Columbia, S. C.

PRESENTATION OF THE SUBJECT BY

William H. Anderson, Principal, Park Hill School, Denver, Colo.

Prudence Cutright, Assistant Superintendent of Schools, Minneapolis, Minn.

INTERROGATORS

R. L. Booker, Elementary School Principal, Public Schools, Mobile, Ala.

Paul Hanna, Professor of Education, Stanford University, Calif.

Marie Ernst, Teacher, Soldan High School, St. Louis, Mo.; President, Department of Classroom Teachers

Lucy A. Lord, Teacher, Massachusetts Avenue School, Atlantic City, N. J.

Mary Titus, Teacher, Cammack Junior High School, Huntington, W. Va.

DISCUSSION FROM THE FLOOR

WEDNESDAY
February 25
2:30 P. M.
Committee
Room 2
Auditorium

WEDNESDAY
February 25
2:30 P. M.
Trellis Room
Ritz-Carlton
Hotel

WEDNESDAY
February 25
2:30 P. M.
Room B
Auditorium

Issues in Federal Aid Legislation

Chairman, William R. Odell, Superintendent of Schools, Oakland, Calif.

PRESENTATION OF THE SUBJECT BY

John K. Norton, Professor of Education; Director, Division of Administration and Guidance, Teachers College, Columbia University, New York, N. Y.

H. M. Ivy, Superintendent of Schools, Meridian, Miss.; Chairman, Legislative Commission, National Education Association

INTERROGATORS

Francis G. Cornell, Director, Bureau of Research and Service, College of Education, University of Illinois, Urbana, Ill.

Ray L. Hamon, Chief, School Housing Section, U. S. Office of Education, Washington, D. C.

Floyd W. Reeves, Professor of Administration, University of Chicago, Chicago, Ill.

Roi S. Wood, Superintendent of Schools, Joplin, Mo.

DISCUSSION FROM THE FLOOR

WEDNESDAY
February 25
2:30 P. M.
Renaissance
Room
Ambassador
Hotel

Meeting School Housing Needs in the Face of Rising Costs

Chairman, Homer W. Anderson, Superintendent of Schools, Newton, Mass.

PRESENTATION OF THE SUBJECT BY

N. L. Engelhardt, Educational Consultant, New York, N. Y.

Clyde Parker, Superintendent of Schools, Cedar Rapids, Iowa

INTERROGATORS

Harry Burke, Superintendent of Schools, Omaha, Nebr.

Harold B. Gores, Assistant Superintendent of Schools, Newton, Mass.

Raymond V. Long, Director, Virginia State Planning Board, Richmond, Va.

James W. Ramsey, Superintendent of Schools, Fort Smith, Ark.

Don C. Rogers, Assistant Superintendent of Schools, Chicago, Ill.

N. E. Viles, U. S. Office of Education, Washington, D. C.

Consultants

Members of the 1949 Yearbook Commission

DISCUSSION FROM THE FLOOR

WEDNESDAY
February 25
2:30 P. M.
Committee
Room 20
Auditorium

Visual Aids to Teaching

Chairman, A. H. Blankenship, Superintendent of Schools, Springfield, Mass.

"THE NEW LOOK" IN EDUCATION

Bruce A. Findlay, Assistant Superintendent of Schools, Los Angeles, Calif.

(Continued on page 249)

(Continued from page 248)

INTERROGATORS

V. C. Arnsperger, Vicepresident, Encyclopaedia Britannica Films, Inc., Wilmette, Ill.

James W. Brown, Assistant Professor of Education; Coordinator, Audio-Visual Services, Syracuse University, Syracuse, N. Y.

Howard D. Crull, Superintendent of Schools, Port Huron, Mich.

Philip J. Hickey, Superintendent of Instruction, St. Louis, Mo.

O. Wendell Hogue, Supervising Principal of Schools, Croton-on-Hudson, N. Y.

Gordon N. MacKenzie, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Max S. Smith, Superintendent of Schools, Niles, Mich.

DISCUSSION FROM THE FLOOR

Relating Teacher Salaries to Competence

Chairman, Arthur E. Pierce, Superintendent of Schools, Wellesley, Mass.

PRESENTATION OF THE SUBJECT BY

Alonzo G. Grace, State Commissioner of Education, Hartford, Conn.

Earl H. Hanson, Superintendent of Schools, Rock Island, Ill.

INTERROGATORS

Herbert C. Clish, Superintendent of Schools, San Francisco, Calif.

Parmer L. Ewing, Superintendent of Schools, Rockford, Ill.

Harry V. Gilson, Associate State Commissioner of Education, Albany, N. Y.

Ralph D. McLeary, Superintendent of Schools, Concord, Mass.

James M. Spinning, Superintendent of Schools, Rochester, N. Y.

Worcester Warren, Professor of School Administration, Boston University, Boston, Mass.

DISCUSSION FROM THE FLOOR

Emerging Issues in Secondary Education

Joint Meeting with the National Association of Secondary-School Principals

Chairman, Charles B. Park, Superintendent of Schools, Mt. Pleasant, Mich.

PRESENTATION OF THE SUBJECT BY

Galen Jones, Director, Division of Secondary Education, U. S. Office of Education, Washington, D. C.; President, National Association of Secondary-School Principals

Ernest O. Melby, Dean, School of Education, New York University, New York, N. Y.

(Continued on page 250)

WEDNESDAY
February 25
2:30 P. M.
Trimble
Hall
Claridge
Hotel

WEDNESDAY
February 25
2:30 P. M.
Vernon Room
Haddon Hall

(Continued from page 249)

INTERROGATORS

- Lowell P. Goodrich, Superintendent of Schools, Milwaukee, Wis.
 Willard E. Goslin, Superintendent of Schools, Minneapolis, Minn.
 Andrew P. Hill, Superintendent of Schools, Stockton, Calif.
 James A. Lewis, Superintendent of Schools, Dearborn, Mich.
 Kenneth Oberholtzer, Superintendent of Schools, Denver, Colo.
 Benjamin Willis, Superintendent of Schools, Yonkers, N. Y.

DISCUSSION FROM THE FLOOR

WEDNESDAY
 February 25
 2:30 P. M.
 Westminster
 Hall
 Chelsea
 Hotel

The Pros and Cons of Universal Military Training

Chairman, Francis L. Bacon, Superintendent, Evanston Township High School, Evanston, Ill.

THE CASE FOR UNIVERSAL MILITARY TRAINING

S. Perry Brown, Chairman, National Security Commission, American Legion, Beaumont, Texas

THE CASE AGAINST UNIVERSAL MILITARY TRAINING

Ralph W. McDonald, Executive Secretary, Department of Higher Education, National Education Association, Washington, D. C.

INTERROGATORS

- L. G. Derthick, Superintendent of Schools, Chattanooga, Tenn.
 Evan E. Evans, Superintendent of Schools, Winfield, Kansas
 Lloyd N. Morrisett, Professor of Education, University of California, Los Angeles, Calif.
 Dwight H. Rich, Superintendent of Schools, Lansing, Mich.
 Maurice J. Thomas, Superintendent of Schools, Rochester, Minn.
 Fred D. Wish, Jr., Superintendent of Schools, Hartford, Conn.

DISCUSSION FROM THE FLOOR

WEDNESDAY
 February 25
 2:30 P. M.
 Ocean Hall
 Marlborough-
 Blenheim
 Hotel

The Functions, Services, and Organization of State Departments of Education

Joint Meeting with the National Council of Chief State School Officers

Chairman, John H. Bosshart, State Commissioner of Education, Trenton, N. J.; President, National Council of Chief State School Officers

PRESENTATION OF THE SUBJECT BY

- Kirby P. Walker, Superintendent of Schools, Jackson, Miss.
 William H. Flaharty, Superintendent, Passaic County Schools, Paterson, N. J.

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(Continued from page 250)

Wayne O. Reed, State Superintendent of Public Instruction, Lincoln, Nebr.

THE THREE-YEAR STUDY OF THE FUNCTIONS, SERVICES, AND ORGANIZATION OF STATE DEPARTMENTS OF EDUCATION—*The Preliminary Report of the Subcommittee of the Planning Committee of the National Council of Chief State School Officers*

G. Robert Koopman, Assistant State Superintendent of Public Instruction, Lansing, Mich.; Chairman of the Subcommittee

DISCUSSION FROM THE FLOOR

The Superintendent's Problems in Intermediate and County School Units

Joint Meeting with the Department of Rural Education

Chairman, W. A. Early, Division Superintendent, Norfolk County Schools, Norfolk, Va.

PRESENTATION OF THE SUBJECT BY

J. E. Bryan, Superintendent, Jefferson County Schools, Birmingham, Ala.

INTERROGATORS

Ellen Hartnett, Iowa State Education Association, Des Moines, Iowa

John C. Reilly, Superintendent of Rural Education, Willimantic, Conn.

Arthur V. Upton, Superintendent, Harrison County Schools, Clarksburg, W. Va.

Paul D. West, Superintendent, Fulton County Schools, Atlanta, Ga.

DISCUSSION FROM THE FLOOR

Educational Possibilities of Radio

Chairman, Charles H. Lake, Special Consultant to the Board of Education, Cleveland, Ohio

PRESENTATION OF THE SUBJECT BY

William B. Levenson, Assistant Superintendent of Schools, Cleveland, Ohio

Franklin Dunham, Chief of Radio, U. S. Office of Education, Washington, D. C.

INTERROGATORS

John S. Herron, Superintendent of Schools, Newark, N. J.

Vierling Kersey, Superintendent of Schools, Los Angeles, Calif.

Virgil Rogers, Superintendent of Schools, Battle Creek, Mich.

DISCUSSION FROM THE FLOOR

WEDNESDAY
February 25
2:30 P. M.
St. Denis
Room
Dennis Hotel

WEDNESDAY
February 25
2:30 P. M.
Room A
Auditorium

WEDNESDAY
February 25
2:30 P. M.
Rutland Room
Haddon Hall

Work Experience Programs

Joint Meeting with the National Association of Secondary-School Principals

Chairman, Terry Wickham, Superintendent of Schools, Hamilton, Ohio

PRESENTATION OF THE SUBJECT BY

Harold J. Dillon, National Child Labor Committee, New York, N. Y.

INTERROGATORS

Melvin G. Davis, Superintendent of Schools, Peoria, Ill.

John G. Kirk, Director of Distributive Education, Philadelphia, Pa.

Jack M. Logan, Superintendent of Schools, Waterloo, Iowa

Charles D. Lutz, Superintendent of Schools, Gary, Ind.

F. L. Schlagle, Superintendent of Schools, Kansas City, Kansas

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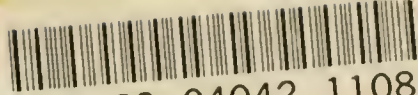
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