A TEXTBOOK EDUCATORS WILL WELCOME

One difficulty in the Paris Pact movement from an educational standpoint was that the information had been so scattered and voluminous that schools found it hard to organize a program regarding the same. This difficulty has now been met by the publication of a textbook on the Paris Pact which educators no doubt will appreciate and welcome. It is a most concise statement regarding the history and operation of the Paris Pact and should be used in all high schools in connection with the history work.

The Paris Pact is a peace-making instrument and it should have a place in the course of study of every high school.

—W. I. EARLY, Principal, Washington High School, Sioux Falls, S. Dak.

THE STORY OF
THE PARIS PACT

For Students of the Higher Citizenship

By

ARTHUR CHARLES WATKINS

Director of the
NATIONAL STUDENT FORUM ON THE PARIS PACT

CONTENTS

FOREWORD
INTRODUCTION, PART I. HON. HENRY L. STIMSON
INTRODUCTION, PART II. HON. FRANK B. KELLOGG
I. HISTORY OF THE PACT
II. THE ORIGINATORS OF THE PACT
III. THE PACT ITSELF
IV. EFFECTUATING THE PACT
V. THE PACT AND THE LEAGUE COVENANT
VI. TESTING THE PACT SIGNATORIES
VII. THE PACT AND GENERAL DISARMAMENT
VIII. CHARACTER EDUCATION FOR THE HIGHER CITIZENSHIP
IX. TEACHING INTERNATIONAL RELATIONS IN THE LIGHT OF THE PACT
X. EXERCISES AND BIBLIOGRAPHY

INDEX

JUDGMENTS OF TEACHERS

An excellent piece of work. I think the volume ought to be in the schools and ought to have a wide circulation. — JAMES T. SHOTWELL, Professor of History, Columbia University, New York City.

I am wishing that it might be read by every high-school and every college student in America and by every one in good citizenship. — ELLIS COMPTON, Professor in the College of Wooster, Wooster, Ohio.

I don't know how you could have done a better job. It ought to be very attractive to all those who are interested in international affairs. History teachers will be able to make very good use of it. — F. L. BACON, Principal, Evanston Township High School, Evanston, Ill.

Valuable material to be studied in connection with American History and Problems of Democracy. — W. A. BASSETT, former State High School Superintendent, Nashville, Tenn.

Excellent for the high-school student as it contains the material we need to supplement our regular textbooks. It ought to find a place in every high school in our land. — O. MYRNAUS, Department of Sociology and Teacher Training, State Teachers College, Maryville, Mo.

THIRD EDITION, 12-mo., 160 pp. (65,000 copies of all editions sold and used).

PRICES: Cloth-covered, 75 cts., postpaid. Paper-covered, single copies, 25 cts., postpaid; special rate on 10 or more copies to schools and study groups, 10 cts. each, plus postage and packing as follows—30 copies, 50 cts.; 50 copies, 60 cts.; 100 copies, $1; 100 copies, $1.75.

NATIONAL STUDENT FORUM ON THE PARIS PACT

532 Seventeenth Street, N. W., Washington, D. C.

THE PARIS PACT
AND INTERNATIONAL
RELATIONS
IN AMERICAN HIGH SCHOOLS
SEVENTH YEAR—1935-36

FRANK B. KELLOGG
ARISTIDE BRIAND

THE TWO ESSENTIAL ARTICLES OF THE PARIS PACT

ARTICLE 1
The High Contracting Parties solemnly declare in the names of their respective peoples that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

ARTICLE 2
The High Contracting Parties agree that the settlement or solution of all disputes or conflicts of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

NATIONAL STUDENT FORUM ON THE PARIS PACT

ARTHUR CHARLES WATKINS, Director
532 SEVENTEENTH STREET, N. W., WASHINGTON, D. C.
COMMISSIONER STUDEBAKER
TO THE
HIGH SCHOOLS

SECRETARY OF STATE HULL has repeatedly said that the Paris Pact is the basis of United States foreign policy. In its renunciation of methods of force and its pledge to use only “peaceful means” in adjusting differences it embodies the fundamental principles of all cooperative living. I am heartily in accord with Commissioner Cooper’s statement, made several years ago, that it is the duty of our schools to teach the principles of the Pact. I support the efforts of the five hundred prominent secondary-school men and women who constitute the Committee in Charge of the National Student Forum to obtain a definite place for this teaching in the social-science program of every American high school. I congratulate the Forum on the remarkable results of its work during the past six years.

J. W. STUDEBAKER
U. S. Commissioner of Education

October 21, 1935.

INTERNATIONAL RELATIONS IN AMERICAN HIGH SCHOOLS

There is now quite general agreement among educators that the study of international relations should be a part of the high-school curriculum. “A modern program of education,” says the “Platform” of the National Education Association, “should include the study of the history, the interests, and the problems of other nations. This study should include such instruments of world understanding as the organizations for international cooperation, the courts for arbitration, and the treaties of peace.”

PARIS PACT FURNISHES GUIDING PRINCIPLES

In American schools the study of international relations logically should begin and proceed in the light of the fundamental principles incorporated in the Paris Pact. As it is the basis of American foreign policy, every situation, episode, and problem should be judged by its standards. Discussion that is carried on in ignorance of the Pact or in disregard of it is sure to be inept and may be positively vicious and harmful. “We think the Paris Pact has a place in the school curriculum,” said Dr. Walter E. Ranger when he was Commissioner of Education of the State of Rhode Island, “first, as a historical fact, and secondly, as it enunciates a progressive principle which should be emphasized in all human relations. Concretely it epitomizes effort to build world peace upon simple fundamental concepts of justice as applicable to international relations as they are to individual relations. If we could make the principle of the Paris Pact part of the life of every American school pupil, we would be sure about America.” It is the duty of the schools to teach the Pact, as the late Dr. William John Cooper said when he was United States Commissioner of Education.

AMERICA’S DUTY OF LEADERSHIP

That the United States should lead in the consolidation of world public opinion in support of the treaty pledging the use only of “peaceful
means" in international dealings is perfectly obvious, for our country was one of the two initiators of the treaty. If there is to be an informed and significant leadership on the part of our country, our official leaders must be guided and supported by an informed and intelligent body of citizens. Tomorrow's citizens and many of the leaders are today in the high schools. America's leadership in the immediate future is to a large degree dependent upon the training given our high-school boys and girls in 1935-36. If students do not learn the principles of this fundamental document in the high school, 80 per cent of them lose their school chance, for they do not go on to college.

BOTH PEOPLE AND GOVERNMENT SUPPORT PACT

The last administration shaped its foreign policy in the light of the Pact and supplemented it with the so-called Hoover-Stimson doctrine of non-recognition of gains made by any nation through methods contrary to the pledges of the treaty. Popular opinion in the United States has been strong in support of the Paris Pact. The press and pulpit have been telling the people a good deal concerning it. For six years the colleges and high schools of the country have been seriously teaching the Pact and its implications to their students. Their leadership has been outstanding. When the Sino-Japanese situation developed in the fall of 1931 and Secretary Stimson began to talk to the people of the country about the Paris Pact, they knew what he was talking about. The present administration early announced its intention of maintaining the policy of the Pact and of seeking to strengthen it by some sort of non-aggression and consultative agreement. Secretary Hull has repeatedly said that the Pact is the basis of American foreign policy and he has kept the commitments of the nations as parties to the Pact in the foreground of the discussions of the Italo-Ethiopian situation.

BY THE PACT 63 NATIONS DELEGALIZED WAR

The Paris Pact, signed by representatives of fifteen leading nations August 27, 1928, officially promulgated as binding July 24, 1929, and since adhered to by forty-eight nations, making a total of sixty-three, is a part of the supreme law of our land and of international law. In this treaty the nations of the world renounced war and the war method and pledged themselves to seek the solution of all international differences only by pacific means. Secretary Stimson has shown how fundamental this agreement is. For the first time in history war is made illegal; a nation that now violates the treaty breaks an international law. In this respect the Pact sets off the present and future from all past history. It would hardly be natural, however, to expect that there would be no violations of an agreement that contemplates so complete a reversal of long-established attitudes and ways of international dealing. Several generations will doubtless be required for the new and higher method to become general and continuous.

THE PACT NOT A "FAILURE"

Violations do not invalidate this international contract. A nation, temporarily controlled by a militaristic and imperialistic party, may disregard the pledge it has solemnly made and thus lose the "benefits" of the treaty—the cordial cooperation of other nations. Or, a nation may set up the claim that its military operations are in self-defense. Such a nation has simply failed to live up to the level of the great agreement. It is sure to receive the reprobation of the rest of the world. The treaty stands as binding upon all parties even in the face of violations. It contains no provision for its abrogation. It was intended to be a permanent document. It was negotiated by the various governments because of the demand of public opinion, according to Secretary Kellogg. Its principles are grounded in the general moral conscience of the race. The peoples of the world have become convinced that the renunciation of war and the war method is a measure of self-preservation. The philosophy of the Pact is the result of the conviction of the peoples; it was mediated, not created, by governments. Since it was negotiated, public opinion has been greatly consolidated behind it in practically all nations but particularly in the United States.

BROAD STUDY AND FREE DISCUSSION TO BE ENCOURAGED

Obviously the Paris Pact should be taught in schools just as Magna Charta and the Declaration of Independence and the Constitution are taught. The study of history "in the making" is often far more interesting to young students than that which is already "made." About the many problems to be worked out in connection with the Pact there
will naturally be differences of opinion among statesmen and citizens and, by the same token, among students, just as there are different views about questions growing out of the Declaration and the Constitution themselves. For this reason the study of the Paris Pact and its application to current international problems should be as comprehensive and many-sided as teachers and students in the high schools can make it with the time and means at their disposal. The discussion of the problems involved should not, however, lead teachers or students to overlook the fact that they are striving to gain a clear and correct understanding of a law to which our Government has given its positive adherence and which it is the duty of our citizens to support.

SEVERAL STATE EDUCATION DEPARTMENTS HAVE ALREADY ANNOUNCED PLANS

Six years ago the Department of Public Instruction in the State of Delaware prepared and furnished a social-science unit on "Mankind's Progress Toward World Peace" to all the high schools in the State. The State Board of Education of Kansas five years ago recommended that every high school in the State include in its curriculum a half-year course of study in international relations and an outline was officially prepared and printed for the use of teachers. Many States include international relations as a unit in the course in civics, problems of democracy, or social problems. New York State makes it a part of the syllabus in history. Some such plan should be adopted by all the States. The objective is a definite and permanent place in every high-school curriculum for the study of international relations in the light of the Paris Pact. Training for citizenship throughout this country should now be brought into accord with the standards of the Pact. It should not continue on the older, lower levels. "The Paris Pact may easily be the dominating document of the Twentieth Century." Teaching it in the schools is helping to accomplish this.

THE FORUM PROGRAM

There are, perhaps, more important questions engaging the various nations of the world today than ever before. Fighting about them will not settle or simplify them; it will only complicate them and make reasonable dealing with them later more difficult. These are all questions which affect the welfare of the people and must ultimately, at least in all democratic countries, be decided by the people themselves. The youth of today will of necessity have to grapple with these problems tomorrow. They can do so successfully only if they are informed and trained. By providing a program for the study of international relations in the light of the Paris Pact the National Student Forum desires to cooperate with the high schools of America. The Committee in Charge which comprises about five hundred high-school principals and teachers, as well as superintendents and supervisors, rests its case solely upon the merits of the program it suggests. This study is naturally and easily correlated with classes in history, civics, and other social sciences. In some progressive schools there is a separate class in international relations.

SCHOOL "PARTICIPATION" PROGRAM

Any junior or senior high school that asks to be enrolled with the National Student Forum, and makes a serious study of the Paris Pact (Project I) by the entire school or by any class or group in the school becomes a "participating" school. In the interest of good citizenship and with a realization that all for which the schools are striving is at stake in these critical days, it is urged that as large a proportion as practicable of the student body shall be given the opportunity to make this basic study of the Paris Pact with its philosophy of cooperation and adjustment by "peaceful means"—the only sane and practicable method of social, economic, and political life in an interdependent world.

The principal and teachers of every "participating" school are invited also to give careful consideration as early in the school year as possible to the desirability of developing additional projects adapted to the various interests of students in different classes and departments of study. The school "honors" program described in a later section is sure to prove helpful in developing this multiplicity of appeal.

PROCEDURE FOR SCHOOL "PARTICIPATION" PROGRAM

For principals who wish their schools to "participate" in the program of study suggested by the Forum the procedure is as follows:

1. The principal designates the teacher or teachers in whose classes or under whose direction the basic study of the Paris Pact (Project I)
is to be done and ascertains the approximate number of students who will engage in the study. This decision may be made at the opening of either the first or the second semester or at any other convenient time. The advantages of definitely determining the plan early in the school year are obvious, but the work may be fitted into the school program any time in either the first or the second semester at the convenience of the principal and teachers.

2. The principal then returns to the National Office of the Forum the enrollment-request card or writes a letter giving the above information and enrolling his school with the several thousand others that each year "participate" in the work.

3. The principal will then receive from the National Office without cost a package of material (including the "Sixth Annual Report of Work in International Relations Done in American High Schools in Cooperation with the National Student Forum on the Paris Pact During the School Year 1934-35"; the textbook for the basic study, "The Story of the Paris Pact"; claim blank for school honors; several outlines for teaching international relations; bibliographies, etc.) for use in starting the work in his school. From this point on the principal adapts all plans to meet his own convenience.

SCHOOL "HONORS" PROGRAM

The competitive principle is not involved in this school "honors" program. It is simply a recognition of different degrees of achievement by schools in providing opportunities to their students for this important citizenship training. Hundreds of schools all over the United States earned school "honors" in the school year 1934-35 and received their certificates. So far as reported, these schools are listed in the "Sixth Annual Report" of the National Student Forum. To be eligible for "honors" a school must have carried out or be in the process of carrying out the basic study of the Paris Pact (Project I) in some one of the ways described under the heading, "School Participation Program," with the use of Watkins's "The Story of the Paris Pact".

1. "Honorable Mention." If, in connection with the basic study of the Pact (Project I), the school administers a test or examination on this work (Project II), and reports its work to the State Chairman, it will be entitled to "honorable mention" and will receive a certificate which the school may frame and exhibit.

2. "Honors." If, in addition to this basic study of the Pact and the test thereon (Projects I and II), the school develops five of the suggested projects (including one of the "specially recommended" projects), and reports its work to the State Chairman, it will be entitled to "honors" rank and will receive a certificate which the school may frame and exhibit.

3. "High Honors." If, in addition to the basic study of the Pact and the test thereon (Projects I and II), the school develops ten of the suggested projects (including two of the "specially recommended" projects), and reports its work to the State Chairman, it will be entitled to "high honors" rank and will receive a certificate which the school may frame and exhibit.

4. "Highest Honors." If, in addition to the basic study of the Pact and the test thereon (Projects I and II), the school develops fifteen or more of the suggested projects (including three of the "specially recommended" projects), and reports its work to the State Chairman, it will be entitled to "highest honors" rank and will receive a certificate which the school may frame and exhibit.

PROCEDURE FOR SCHOOL "HONORS" PROGRAM

1. If, in addition to simple school "participation" (Project I), the principal and teachers decide to work for school "honors," they select as many projects, including Project II, as they believe will help to enhance interest and increase vital information.

2. Either when the decision as to projects is made, or while they are being worked out, or when they are completed, the principal or teachers report their work to the State Chairman (using the claim blank provided for the purpose), and apply for the certificate to which they lay claim.

3. The principal will then receive the appropriate certificate which may be framed and exhibited by the school.

4. All schools whose claims for any "honors" certificates have been granted by the State Chairman before May 1, 1936, will be reported by him to the national Committee in Charge and will be included in the Seventh Annual Report to be issued in June, 1936.

IMPORTANCE OF ENROLLING AND REPORTING

Every junior and senior high school in the United States is invited and urged not only to do the work represented by the school "par-
participation” program, but also to ask for enrollment in the National Office and later to report its work to the State Chairman. This is highly important, because the United States Office of Education and all the State Departments of Education are concerned to obtain accurate statistics as to the extent to which international relations is being taught in American high schools. The National Student Forum hopes to be able to give these agencies accurate and complete information at the end of the school year. Enrollment with the Forum places the school under no obligation whatever except to conduct according to its own plan the basic study of the Paris Pact. In the six years from September, 1929, to June, 1935, approximately ten thousand American high schools enrolled. A million and a quarter students were reported by their principals or teachers as actually doing the work. The record could not be made complete; many more schools that were not recorded are known to have done the work. It is inspiring to teachers and students everywhere to know they are a part of a nation-wide educational movement of vast significance in which hundreds of thousands of other teachers and students are participating. “The Forum has proved its value as a motivating factor,” said Commissioner Cooper.

PROJECTS FOR THE STUDY OF INTERNATIONAL RELATIONS

In considering the use of these projects in the school, principals and teachers should remember not only that the projects are all optional but that the suggestions made with respect to each project are all optional. The entire treatment of each project is to be determined within the school. Schools will probably find it possible to supplement each project with a number of their own ideas.

Required for school “participation”: Project I
Required for all school “honors”: Projects I and II
Specially recommended: Projects III, V, VI, XIII, XXIV, XXVI, XXVIII, XXX, XXXIII, XXXIV, XXXV.

I. BASIC STUDY OF THE PARIS PACT.

Required for School “Participation” and for All School “Honors”

This is the citizenship-training work done by every “participating” school either in a special class or as a unit in a class program or in correlation with the work of classes in history, civics, problems of democracy, current events, other social sciences, English, debate, etc., or in an extra-curricular group. In whatever way the work is planned by the school, Watkins's “The Story of the Paris Pact,” which was prepared for this purpose, will be found to be the most practicable textbook available. Its bibliography suggests important supplementary reading. Working out this project alone constitutes a school a “participant” in the National Student Forum program. This project and Project II are prerequisite to all other school “honors.”

II. EXAMINATION ON “THE STORY OF THE PARIS PACT.”

Required for All School “Honors”

As a separate project and supplementing Project I, some kind of a test on the textbook, Watkins's “The Story of the Paris Pact,” may be prepared by a local teacher or teachers and given to one or more classes that have been making use of the book as a class or group guide. The object is to give the students an adequate opportunity for self-expression on this whole subject. It is optional with the teachers whether the exam-
ination shall be a part of a test in some subject with which the study is correlated and whether ratings shall be issued to the participating students. When this project is added to Project I the school is entitled to “Honorable Mention.” These two projects are prerequisite to all other school “honors.”

III. OUTLINE STUDY OF INTERNATIONAL RELATIONS.

Specially Recommended

The foreign relations of the United States, and particularly during the last six years in which the Paris Pact has been in existence, as well as the general work of the State Department, may be studied in a history or civics class or in connection with one or more other classes or in an extra-curricular group. In this study special attention should be drawn to the influence of trade relations, international debts, and the territorial ambitions of nations in producing the fears and hatreds which have been so powerful in the past in developing the war spirit. A syllabus like that prepared by L. Fletcher Schott, entitled “Outlines for the Study of International Relations,” or that of John Shilling entitled “Mankind’s Progress Toward World Peace” may be used, but the constant aim in the conduct of the study should be to learn the many definite stops the world has already taken in developing peaceful methods of settling disputes and particularly to ascertain the bearing of the Pact upon all subjects and problems that have arisen since it became international law or that are now arising in the international field.

IV. EXAMINATION ON INTERNATIONAL RELATIONS OUTLINES.

As a separate project and supplementing Project III, some kind of a test on the outlines used may be prepared by a local teacher or teachers and given to one or more classes that have been making use of the outlines as a class or group guide. The object is to give the students an adequate opportunity for self-expression on this whole subject. It is optional with the teachers whether the examination shall be a part of a test in some other subject with which it is correlated and whether ratings shall be issued to the participating students.

V. THEME-WRITING ON THE PARIS PACT.

Specially Recommended

Under the guidance of a teacher of English history, economics, or any other appropriate subject, themes on some timely question regarding the principles of the Pact or the development of American foreign policy in the light of the Pact may be written in one or more classes. In preparing students to write on such a subject the textbook, “The Story of the Paris Pact,” recommended in Project I may be used and a special effort should be made by the teachers to demonstrate straight thinking in order to obtain lucid thought and forceful expression in the finished product of the students.

VI. DEBATE ON THE PARIS PACT.

Specially Recommended

Under the guidance of the teacher of debate or some other teacher, a debate on some question regarding the Pact or on the applicability of the Pact to current disputes or those liable to arise between nations may be prepared, a special effort being made to secure clear thought and logical expression. Such a debate may be presented within a class or between classes, within the school or between schools. If in any school it is believed by the teachers that the so-called “panel” method of discussion is preferable to the standard “debate” method, the former plan may be used. It is suggested that in general debates be held “without decision”; but the customary procedure in the local school may be followed. Debating teams that have achieved notable success before the school may be encouraged to appear before community groups or organizations.

VII. DECLAMATIONS AND ORATIONS.

Themes on the Paris Pact prepared in any class may be used by the writers as orations or declamations before a class, group of classes, school assembly, public assembly, local parent-teacher association, or a civic or other community club or group. Students in forensics classes may prepare and present in public original biographies of M. Briand or Mr. Kellogg or they may use M. Briand’s notable speech on arbitration delivered when Germany was admitted to the League of Nations, or one of Mr. Kellogg’s great speeches on the outlawry of war. It would add variety and graphic interest to these programs of public speaking if all kinds of artistic Pact posters available and especially those which have been prepared in the school are hung or exhibited in the assembly room or used in timely connections to illustrate the address.

VIII. STUDENT AMBASSADORS.

Students who have prepared especially meritorious orations describing the Pact, or who have prepared themselves to make effective delivery of explanations of the Pact, or who have been successful in debates, may, under guidance of one or more teachers, form “flying squadrons” from a school to visit other schools or clubs or groups in other communities for the purpose of imparting information and interesting other schools or groups to take up the study, discussion, and understanding of the Pact. Developed with some appreciation of its artistic and dramatic possibilities on the part of teachers and students, the project may be intensely interesting to the participants and of real civic value.

IX. JOURNALISM CLASS ON THE PARIS PACT.

A group of students may be formed in the school, under the guidance of one or more teachers in journalism or English or some social science, to prepare editorials and special articles on the Pact and on current or impending events in relation thereto and have them published in the school paper and in local papers.

X. PLAY OR PAGEANT.

A play or pageant describing or illustrating one or more episodes connected with the progress of mankind toward world peace or with the history of international relations in the light of the Paris Pact, either composed by the students themselves or by others, may be presented by a class or group of students under the leadership of a dramatics or music teacher or any other interested instructor. Events of this kind are sure to be welcomed by local broadcasting studios and in this way may have wide educational influence. Any original play or pageant prepared in the school should be reported to the State Chairman and a copy of the text forwarded to him. Original and successful music features especially should be reported.
XI. ORIGINAL POSTERS AND CARTOONS.

The international character of the fine arts makes an excellent point of departure for the study of international relations. Students in drawing or art classes, under the guidance of one or more teachers, may prepare original posters, cartoons, and maps in pencil, pen and ink, charcoal, oil or water-color, pastel, or any other medium, giving an interpretation of timely themes in the field of international relations with especial reference to the bearing upon them of the Paris Pact. Pictures and models may be made of the buildings in different parts of the world devoted to peace. Students may find it interesting and profitable to prepare pictorial representations of modern devices of warfare, including those developed since the World War, and the potential destructiveness of those devices. The drawings may be used on bulletin-boards. They will make an important and interesting feature of the school or community exhibit on international relations or they may be arranged as an exhibit by themselves. The educational value of such an exhibit may be greatly extended if it is shown in a number of different centers under various auspices.

XII. PRINTED POSTERS OF ORIGINAL DESIGN.

Students in the printing class, under the guidance of the printing teacher and, perhaps, with the advice and cooperation of the English, forensics, social-science, or drawing teacher, may compose in type or have a printing plate made of some original drawing and then print some important material from or relating to the Paris Pact, showing posters, fliers, circulars, or other graphic or decorative forms for distribution purposes. The contributions of different nations to the development of printing and particularly to the designing of type faces and to the improvement of printing processes should be carefully studied by this group. The printed pieces the students produce may be used on bulletin-boards. They will make an important and interesting feature of the school or community exhibit on international relations or they may be arranged as an exhibit by themselves. Local graphic-arts or civic clubs as well as the art departments of neighboring schools will doubtless welcome a special showing of such an exhibit.

XIII. INTERNATIONAL RELATIONS PROGRAMS IN SCHOOL ASSEMBLIES.

Specially Recommended

Under the guidance of one or more teachers a senior-class group or a committee of students studying international relations in the light of the Pact may have charge of a series of school assemblies, presenting orations, declamations, discussions, or debates on the Pact. A play may be prepared and offered, or an informed speaker may be invited, and there may be patriotic music of the non-nationalistic type, such as "America," "America, the Beautiful," and "These Things Shall Be."

XIV. SCHOOL OR STUDENT CORRESPONDENCE WITH SCHOOLS OR STUDENTS IN OTHER COUNTRIES.

Arrangements may be made for schools or students to correspond with schools or students in other countries. Scrapbooks may be made containing the letters received and duplicates of those sent, with illustrations from foreign newspapers, magazines, travel booklets, and other sources. In this correspondence information may be exchanged as to the knowledge students in other countries have of the Pact, its place in the school teaching, and the forms of publicity used in making it known. Copies of the Pact in various languages may be asked for and ex-

changed. Information about school correspondence with foreign schools may be obtained from the American Junior Red Cross, Washington, D. C. Lists of students in other countries who desire to correspond with American students may be obtained by sending 50 cents either to Dr. Sven V. Knudsen, 248 Boylston St., Boston, Mass., or the International Friendship League, 41 Mt. Vernon St., Boston, Mass. (Consideration and discretion should be used by students in gathering materials for scrapbooks. Permanent books or other valuable publications should not be mutilated or disfigured. Tracks, free-hand copies, amateur photographs or photostats of illustrations will often provide the best way of reproducing this kind of material.)

XV. THE POLYGLOT PARIS PACT.

Students in any foreign language class—Latin, Greek, Spanish, Italian, or other—will find it interesting and helpful to prepare translations from the official English or French version of the essential portions of the Pact. In connection with correspondence with foreign students, they may solicit help in perfecting their versions from those who daily speak and read the language in question.

XVI. ALBUMS FOR SCHOOLS IN OTHER COUNTRIES.

Under the guidance of a teacher or teachers, any class or group of students may prepare albums to be sent to schools in some foreign country in which they are especially interested. The albums should contain a friendly letter of greeting, followed by others on the subject of the Paris Pact; pictures of the students, school buildings, other public buildings, streets, exterior or interior views of American homes; samples of seeds and flowers, and pictures of different varieties of trees and plants; in fact, any appropriate material which will suggest or illustrate the solidarity and beauty of life that war would desecrate or despoil. Schools which plan to prepare albums for exchange for albums from the American Junior Red Cross, Washington, D. C., the statement of conditions for exchange before the preparation of the albums is undertaken.

XVII. INTERNATIONAL LANGUAGE.

A group of students, particularly those in language classes, under the guidance of one or more teachers, will find a study of proposed international languages both interesting and useful. The Pact may be translated into an international language and the version made may be circulated among other interested students. Correspondence in an international language about the Pact with students in foreign countries will prove a stimulating experience. A rewarding way of studying an international language is by means of a general language course which uses an international language as a basis. This is regarded by some educators as an enlightening approach to the study of foreign languages. Such a course is available in textbook form and might be considered by the school. General information about international languages and particular information about textbooks and special recognition for those who wish to work out this project may be obtained from the International Auxiliary Language Association in the United States, Inc. (IALA), 415 Lexington Ave., New York City.

XVIII. PERSONAL INTERVIEWS WITH CITIZENS ON THE PACT.

Students who have carefully studied the Pact, particularly those who have analytic minds and some power of clear expression, may prepare themselves, under the guidance of a teacher, to interview individual friends—either young people
outside the school or adults—and discuss the Pact with them. Especially they may
certain the attitudes of the younger and older generations, in the light of the
Pact, toward participation in any future war. It would be especially useful for
the students to discuss the Pact with members of Congress from their districts as
well as with local citizens who are able to interpret the positions of the various
political parties may take with regard to questions of foreign policy affected by
the principles of the Pact. After these interviews the students may make written
and, if practicable, statistical reports to the teacher of the results of their inquiries.
The object is the giving and gaining of information and all spirit of controversy
should be avoided.

XIX. INTERNATIONAL RELATIONS BULLETIN BOARD.

A group of students or a class or a group of classes working international rela-
tions may gather clippings of articles, or pictures, or cartoons having to do with
international affairs and, under the guidance of a teacher or a small committee
of students, arrange them according to some scheme and post them on one or more
school bulletin-boards placed where all the students may read or study them.
Lines might be drawn from certain items of news to the margin of the board
where the essential articles of the Pact would call attention to the applicability
of the Treaty. Clippings from the better current-events periodicals and news
sheets issued for use in schools should constantly be used to correct the nationalistic
bias and color of many daily and weekly newspapers. In large schools, several
such bulletin-boards may be arranged. The clippings should be changed fre-
quently, the used clippings being classified and mounted or preserved in folders.

XX. BULLETIN BOARD FOR PARIS PACT POSTER.

A group of students, a class, or a group of classes, under direction of the prin-
cipal or a teacher, may make a survey of the community to find how many such
public places as schools, churches, libraries, club-rooms, city halls, court-houses,
and post-offices already have a poster of the Pact on display. Having made their
report, they may help to arrange for one or more bulletin-boards for the display of
such a poster giving the preamble and essential articles of the Pact. One or
two of these posters should be displayed in the school building or on the school
grounds. Exercises of unveiling the posters may be arranged and the public may be
invited. If posters are displayed in other public places throughout the village,
township, or city, following the initiative of the school, a real public service will
have been rendered by the school. The Secretary of the Treasury and the Post-
master General have authorized the placing of the Pact posters in places of
business and in two official colors in which they may be obtainable at a nominal cost
from the National Council for Prevention of War, 532 Seventeenth
St., N. W., Washington, D. C. Inexpensive boards or frames may be provided by
the wood-working class.

XXI. GROUP OR CLASS STUDY OF PHILATELY.

Students in any class in the school, with the leadership or advice of a teacher
or an experienced student, may make individual or group collections of postage
stamps and study the geography and history of the countries in which the collec-
tors are interested. Information may be obtained from local stamp collectors, from
philatelic publications and organizations, and from the Philatelic Agency, United
States Post Office Department, Washington, D. C. The intelligent study of philately
and republic by history and operation of the Universal Postal Union—one of
the classic examples of successful international cooperation whose practical benefits
most people enjoy without realizing its significant implications—will be very useful
in laying a foundation for work on international relations in the light of the Paris
Pact. This project may be connected with that for student correspondence with
foreign students. Stamps and information about civic and international education
in various countries may be exchanged.

XXII. IMAGINARY TRAVEL IN OTHER COUNTRIES.

Students in geography, history, civics, current events, or any other interested
classes, under the guidance of one or more teachers, may prepare itineraries and
take imaginary trips in one or more foreign countries in which they are interested,
making notebooks and picture collections. The booklets and folders of travel
organizations and railway and steamship lines will be found very helpful. Such
organizations, if they understand the purpose, will be glad to have their literature
studied carefully and used in this way. If one or more of the students is expecting
to make a study trip in Europe, Asia, Africa, Australia, or the South Pacific,
a study of the geography, history, government, currencies, and literature of
the countries to be visited will prove very profitable. The Director of the National
Student Forum will be glad to give suggestions and advice to any interested teacher
or student who may inquire regarding student travel groups for study and obser-
vation.

XXIII. CRITICAL READING, SEEING, AND LISTENING.

Under the guidance of a teacher or teachers, a group of students may make a
careful and thoughtful survey of current radio programs and movie news as well as
the news printed in the daily and weekly press not only to discover and point
out the indications of military preparedness propaganda but to observe how current
events should be affected by the principles of the Paris Pact. These groups may
make suggestions to local exhibitors of moving pictures, radio broadcasters, and
newspapers editors of ways in which the Paris Pact may be featured. They may offer
to the movie houses projection slides of the Pact made in the school and to
the radio studios programs on the Pact in which non-nationalistic music by student
clubs and orchestras of school and student speakers on training for the higher citizen-
ship will have a place. To the newspapers they may offer articles on the import-
ance of the Pact written from the point of view and expressing the conviction of
thinking youth. They should not fail to send letters or cards commending local
movie, radio, and newspaper people when the notes of international goodwill and
cooperation are struck.

XXIV. ECONOMIC INTERDEPENDENCE OF NATIONS.

Specially Recommended

Students in history, civics, physical or political geography, or other social-science
classes, under the guidance of one or more teachers, may prepare tables, charts, or
sketches for cartoons dealing with some phase of the economic interdependence
of nations, particularly the relation of the local community and its industries to
the entire of supply of raw materials and to the markets of other countries.
Tables and charts of this character have been prepared for all the States and are
obtainable at nominal cost from the National Council for Prevention of War, 532
Seventeenth St., N. W., Washington, D. C. Pictorial charts showing the cost to all
nations and particularly to the United States of the World War—will
be prepared and displayed. The history and importance of international economic,
financial and political conferences should be studied in this connection, the funda-
mental significance of the Paris Pact being kept constantly in view.
XXV. INTERNATIONAL RELATIONS SCRAPBOOKS.

Individual students or a class or group of students, under the guidance of one or more teachers, may make individual scrapbooks or a group collection of current clippings and pictures having to do with international relations over a certain period of time—three to six months—these collections to be arranged, studied, and interpreted in the light of the Paris Pact. Interpretations of the events transpiring may be made in class or in assembly talks or papers either by the students who make the collection or by cooperating students. Results may be printed in the school paper or in the local press. (The same caution as is given under Project XIV should be observed.)

XXVI. INTERNATIONAL RELATIONS CLUBS OR FORUMS.

Specially Recommended

Under the direction of the principal or of one or more teachers who are especially interested and prepared to lead or counsel in the project, one or more international relations or cosmopolitan clubs may be organized in the school for the study and discussion of international relations in the light of the Paris Pact. Different racial groups of the community may well be represented in these clubs. The attitudes, in the light of the Pact, of different members of the forum or of the school toward participation in any future war may be discovered and expressed. In general these clubs should not confine themselves to study and discussion but should adopt some form of expression such as arranging and holding "model" conferences of the Pact signatories for dealing with current issues to which the Pact might be applicable, or assemblies in the League of Nations, or sessions of the World Court, or meetings of the International Labor Office of which the United States has become a member. Another useful activity would be that of imparting the students' information to other groups both inside and outside the school and planning what the young citizens as individuals may actually do to further the cause of inter-racial and community goodwill as well as international understanding.

XXVII. INTERNATIONAL RELATIONS EXHIBIT.

On International Goodwill Day (May 18) or at some other convenient time an exhibit of materials concerning international relations in the light of the Paris Pact, selected from the work in this field done by all departments of the school—particularly the themes of posters, cartoons, economics charts and tables, collections of clippings and foreign correspondences—may be held in the library, the auditorium, a corridor, or a classroom. A museum table might be arranged showing stamps, coins, products, costumes, types of housing, and illustrating the customs and religions of different countries. If the exhibit is made a community, township, or city project, with several schools, public officials, local manufacturers and merchants, and representatives of local racial and national groups participating in its preparation and presentation, a real public service will be rendered by the school. The exhibit may be connected with the school or community forum project.

XXVIII. COMMUNITY FORUMS ON THE PARIS PACT.

Specially Recommended

In many communities adult education is being organized under the supervision of the boards of education and with the assistance and cooperation of public-school teachers. The secondary school is often the logical agency to inaugurate and carry on this work. In New York City adult-education institutes are being organized and operated in this way. In Des Moines community forums, planned and conducted by the school board and the superintendent of schools and dealing with public questions, have been very useful and successful. The investigation and discussion of citizenship problems is an essential department of this adult-education work. In those communities where various nationalities are represented an historical survey of the social and cultural background of these groups could well be made with the object of providing a basis for mutual sympathy, understanding, appreciation, and active cooperation in local affairs and eventually in developing wholesome action in national and international relations. The attitudes, in the light of the Pact, of the different members of the forum towards participation in any future war may be discovered and publicly expressed. Wherever city, township, or county school superintendents and high-school principals, with the cooperation of teachers—especially teachers of social science—and utilizing affiliation with women's clubs, parent-teacher associations, and other civic clubs, develop this year such a project for the understanding by adults of international questions in the light of the Paris Pact, or whatever they encourage such study and discussions in forums already organized, they will be doing a greatly needed and conspicuous public service and will be going a long way toward disarming some of the criticism now being directed at public education.

XXIX. INVESTIGATION OF EDUCATIONAL VALUES OF MILITARY TRAINING IN HIGH SCHOOLS.

Under the guidance of a competent and judicially minded teacher or teachers, with the approval of the superintendent of schools and the high-school principal, a group of students may make a study of the literature on this subject and especially the mature judgments of educational leaders not connected with the propaganda of the promoters of military preparedness. This study should bring out the importance of the work of the schools being brought into accord with the principles of the Paris Pact, which is the law of the land and the United States foreign policy. Wide publicity in the community should be given to the findings of this investigating group.

XXX. INVESTIGATION OF INFLUENCE OF MUNITIONS-MAKERS ON WORLD PEACE.

Specially Recommended

Under the guidance of a competent and judicially minded teacher or teachers, with the approval of the superintendent of schools and the high-school principal, a class or group of students may make an investigation of what is known of these "international racketeers" in the recent facts of the article in the March, 1934, issue of the magazine Fortune, which has been reprinted by the Government Printing Office in Washington, and the testimony before the investigating committee of the United States Senate, beginning in 1934, under the chairmanship of Hon. Gerald P. Nye, United States Senator from North Dakota, will be readily available. The group will be performing a real public service if it finds ways of giving wide publicity in the community to the facts it discovers.

XXXI. INVESTIGATION OF CHARACTER, VALUE, AND EFFECT OF WAR PROPAGANDA.

Under the guidance of a competent and judicially minded teacher or teachers, with the approval of the superintendent of schools and the high-school principal, a group of students may make a careful study of the general trends in one or more of the different countries of propaganda that preceded the World War of 1914-18 and was continued through that period and afterward, the object being not only to discover something of the technique of the propagandists but also to
APPRAISE THE TRUTHFULNESS AND VALUE OF SOME PARTICULAR LINE OR CHAPTER OF THIS PROPAGANDA. IF THE RESULTS OF THIS STUDENT STUDY ARE GIVEN PUBLICITY WITHIN THE STUDENT BODY AND THROUGHOUT THE COMMUNITY IN GENERAL, IN THE INTEREST OF GOOD AND HONEST CITIZENSHIP, A REAL PUBLIC SERVICE WILL BE PERFORMED.

XXXII. INVESTIGATION OF VALUE OF DELIBERATE CONSIDERATION OF INTERNATIONAL ISSUES.


XXXIII. INVESTIGATION OF SINO-JAPANESE RELATIONS SINCE 1931.

SPECIALY RECOMMENDED


XXXIV. INVESTIGATION OF ITALO-Ethiopian RELATIONS.

SPECIALY RECOMMENDED


XXXV. INVESTIGATION OF INFLUENCES DISTURBING TO PEACE IN THE PACIFIC.

SPECIALY RECOMMENDED


XXXVI. ORIGINAL INTERNATIONAL RELATIONS PROJECTS.

It is suggested that in each school, teachers and students develop new projects for ascertaining and understanding the bearing of the Paris Pact in the entire field of international relations, special attention being given to making the projects definite in their objective and concrete, artistic, and attractive in their form. Any original project that has been found interesting and valuable in any school should be described in detail and reported to the National Student Forum to be handed on to other schools. Every such project may be counted for school "honors" by the school that reports it to the State Committee.

HOW THE PROJECTS MAY BE CORRELATED

HISTORY (American, European, Modern, World or Universal)—I, II, III, IV, V, VI, IX, XVII, XIX, XXI, XXIII, XXIV, XXVI, XVIII, XXVII, XXIX, XXX, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

CIVICS—I, II, III, IV, V, VII, VIII, XIII, XV, XIX, XXII, XXIV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

ECONOMICS—I, II, III, IV, V, VI, VII, VIII, XIV, XIX, XXII, XXIV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

PROBLEMS OF DEMOCRACY—I, II, III, IV, V, VI, VII, VIII, IX, X, XII, XIV, XVI, XVIII, XIX, XXII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

INTERNATIONAL RELATIONS OR WORLD PROBLEMS—I, II, III, IV, V, VI, VII, VIII, IX, X, XII, XIV, XVI, XVII, XXII, XXIII, XXIV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

CURRENT EVENTS—I, II, III, IV, V, VI, VII, VIII, IX, X, XII, XIV, XVI, XVII, XXII, XXIII, XXIV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

PHYSICAL OR POLITICAL GEOGRAPHY—I, II, III, IV, V, VI, VII, VIII, IX, X, XII, XIV, XVI, XVII, XXII, XXIII, XXIV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

ENGLISH—I, II, III, IV, V, VI, VII, VIII, IX, X, XII, XIV, XVI, XVII, XXII, XXIII, XXIV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

GENERAL LANGUAGE OR FOREIGN LANGUAGE—I, II, III, IV, V, VI, VII, VIII, IX, X, XII, XIV, XVI, XVII, XXII, XXIII, XXIV, XXVII, XXVIII, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

DEBATING OR FORENSICS—I, II, III, IV, V, VI, VII, VIII, X, XII, XVIII, XXII, XXIII, XXIV, XXXI, XXXII, XXXIII, XXXIV, XXXV, XXXVI.

ASSEMBLY PROGRAMS—V, VI, VII, X, XII, XXIII, XXIV, XXVII, XXXVI.

FORUMS—VI, VII, X, XII, XXIII, XXIV, XXXVI.

DRAWING OR ART—XII, XIV, XVI, XIX, XX, XXIV, XXVII, XXXVI.

PRINTING—IX, XII, XXVII, XXXVI.

MUSIC—XII, XXIII, XXVI, XXVIII, XXXVI.
RECOMMENDED MATERIALS FOR SCHOOL USE

(The National Student Forum is not a publishing agency on a commercial basis. It recommends and furnishes certain books and other publications as a part of its service to the schools.)

PARIS PACT TEXTBOOK

"The Story of the Paris Pact" by Arthur Charles Watkins, of which 65,000 copies have already been used, is the textbook recommended for all high schools and other student groups. It was first issued in 1931 in pamphlet form. In 1932 the New York publishers, Harcourt, Brace & Co., brought out the second (revised) edition in regular textbook form bound in cloth, with a special paper-covered cheap edition. The third edition, revised and brought up to that date, was issued in December, 1934, and is available at 75 cents a copy in the cloth binding and 25 cents in the paper. In quantities of 10 copies or more, schools may obtain the paper-covered edition on a non-commercial basis at 10 cents each, plus postage and packing as follows—10 copies, 30 cents; 25 copies, 60 cents; 50 copies, $1; 100 copies, $1.75. Send remittance with order to the National Student Forum, 532 Seventeenth St., N.W., Washington, D.C.

PARIS PACT POSTERS

Posters in two sizes—28 x 44 inches, 15 cents each, and 12 x 18 inches, 10 cents each—containing the important parts of the preamble and the two essential articles of the Pact, printed in blue ink inside a beautiful red border on white paper, available from the National Council for Prevention of War, 532 Seventeenth St., N.W., Washington, D.C.

FIVE IMPORTANT DOCUMENTS FOR SUPERINTENDENTS, PRINCIPALS, AND TEACHERS

(Special package, one of each, 15 cts.)


THE PARIS PACT IN AMERICAN HIGH SCHOOLS. By Philander P. Claxton. Reprint of an article in the October, 1932, issue of the junior-senior high-school magazine, The Clearing House. 5 cts. a copy. Order from the National Student Forum.


SIXTH ANNUAL REPORT OF WORK IN INTERNATIONAL RELATIONS DONE IN AMERICAN HIGH SCHOOLS IN COOPERATION WITH THE NATIONAL STUDENT FORUM ON THE PARIS PACT DURING THE SCHOOL YEAR 1934-35. 5 cts. a copy. Order from the National Student Forum.


OUTLINES FOR THE STUDY OF INTERNATIONAL RELATIONS


SPECIAL PACKAGE OF MATERIAL

The National Student Forum is in a position to furnish the following six publications in one package at $1.50, postpaid:

"Origin and Conclusion of the Paris Pact," by Denys Myers (40 cts.).
"Arbitration," by Aristide Briand, English translation (15 cts.).
"The Turn Toward Peace," by Florence Brewer Boeckel (50 cts.).
"National Defense," by Kirby Page (15 cts.).
"Dollars and World Peace," by Kirby Page (15 cts.).

CHARACTER EDUCATION LEAFLETS

As all practicable plans for the settlement of individual, national, and international differences by "peaceable means" are grounded pedagogically in a fundamental and scientific program for character education, certain materials (including "Worth-while Objectives of Human Life" and other papers by Milton Fairchild of the Character Education Institution, Washington, D.C., and "The Morality Code" by President William J. Hutchins of Berea College, Berea, Ky., in its revised and verified form) are recommended to each school that enroll. These materials may be obtained from the publishers, the National Capital Press, Washington, D.C. Send 50 cents to the publishers and ask for sample collection of the publications of the Character Education Institution.
WEEKLY INFORMATION ON INTERNATIONAL RELATIONS

Scholastic Corporation, Chamber of Commerce Bldg., Pittsburgh, Pa., publishes:
Scholastic (a magazine of contemporary life and letters for supplementary study in high-school classes in English, history, and other subjects, which each week contains a review of national and international news), $1 for the school year, 50 cts. for one semester.

Highschool (fortnightly for teachers and principals), $1.40 for school year.

American Education Press, Inc., 40 South Third St., Columbus, Ohio, publishes:
Current Events (a national school newspaper), 45 cts. a year.
Modern Problem Booklets (a series of unit studies for social-science classes), 15 cts. each, 10 cts. in lots of 20.

Civic Education Service, 744 Jackson Place, N. W., Washington, D. C., publishes:
The American Observer (for advanced high-school classes), $1.
The Weekly News Review (for lower senior high-school classes), 30 cts.
The Junior Review (for 7th, 8th and 9th grades), 60 cts.
The Civic Leader (for social-science teachers), free to teachers using above publications.

SOURCES OF DEPENDABLE MATERIAL

Factual and illustrative material in connection with the development of the optional projects described in this prospectus may be obtained from many sources. Dependable information may be had from the organizations listed below. In writing, one should not ask for “anything available on the peace movement”; he should state specifically the subject he is interested in and he should enclose 10 cents in stamps or coin for return postage. The prices charged for literature by these organizations are either small or nominal.

Carnegie Endowment for International Peace, 405 West 11th St., New York City.
World Peace Foundation, 8 West 40th St., New York City.
Foreign Policy Association, 8 West 40th St., New York City.
Department of International Justice and Goodwill, Federal Council of Churches, 105 East 22nd St., New York City.
National Council for Prevention of War, 532 Seventeenth St., N. W., Washington, D. C.

FORUM ORGANIZATION AND SUPPORT

NATIONAL COMMITTEE IN CHARGE

The Committee in Charge of the National Student Forum on the Paris Pact is composed of about five hundred State and city superintendents of education, high-school principals and teachers, editors of educational publications, and leaders in educational organizations. The Student Forum is entirely independent of all the organizations with which any of the members of its Committees may be connected. All members of its Committees are acting as individuals and are rendering voluntary service.

STATE COMMITTEES

In each State there is a working committee of superintendents and high-school principals (entirely separate from the State contingent on the national Committee in Charge) which promotes the cooperation of the Forum with the high schools of the State. This Committee receives reports from those schools that work for school “honors” and submits reports to the National Committee in Charge. Each State Chairman will be very grateful for contributions, large or small, from interested persons in his State, to help meet the Committee’s stationery, printing, and postage expense.

ACKNOWLEDGMENT OF COOPERATION

The National Committee in Charge gratefully acknowledges various kinds of cooperation and assistance during the last six years from the Carnegie Endowment for International Peace, the World Peace Foundation, the Foreign Policy Association, the Department of International Justice and Goodwill of the Federal Council of Churches, the National Council for Prevention of War, the National Forensic League, the Michigan High School Oratorical Association, the Civic Education Service, the American Education Press, the Scholastic Corporation, My Friend Abroad, the International Friendship League, The Open Road, and a considerable number of other organizations and individuals.

SUBSCRIPTIONS SOLICITED

The Forum is an educational and entirely non-commercial organization financed by the voluntary contributions of American citizens and organizations that are vitally interested in its objectives. Such contributions are solicited to assist in the printing and postage expenses of the national work. Interested persons are invited to correspond with the Director of the Forum in Washington.
VICE-CHAIRMAN

SIDNEY L. GULICK, Former Secretary, Department of International Justice and Goodwill, Federal Council of the Churches of Christ in America.

DIRECTOR

ARTHUR CHARLES WATKINS, Associate Secretary, National Council for Prevention of War.

MEMBERS OF THE COMMITTEE

ALABAMA

W. L. SPENCER, State Director of Secondary Education, Montgomery, Forum Chairman.
JOHN W. ABERCROMBIE, Assistant State Superintendent of Education, Montgomery.
MARY ENGLAND, State Director of School and Community Organization, Montgomery.
EDGAR L. MORPHET, State Director of Research and Information, Montgomery.
J. S. LAMBERT, State Director of Negro Education, Montgomery.
J. M. BRIASCO, Principal, Handley High School, Roomke.
N. R. BAKER, Principal, Cullman County High School, Cullman.
M. L. BECK, Instructor, Alabama Polytechnic Institute, Auburn.
K. J. CLARK, Principal, Murphy High School, Mobile.
F. M. COOK, Principal, High School, Fairfield.
HALLIE FARMER, Professor of History, Alabama College, Montevallo.
W. C. GRIGGS, Superintendent of Schools, Mobile.
W. G. HAMM, Superintendent of Schools, Huntsville.
C. W. PHILLIPS, Principal, Jones Valley High School, Powderly.
R. C. THOMAS, Superintendent of Schools, Russellville.
J. WESLEY VANN, Principal, Mortimer Jordan High School, Morris.
CLARA L. VERNER, Principal, High School, Tuscaloosa.
L. C. WALKER, Principal, Cossar County High School, Bessemer.

GLADSTONE H. YUELL, Professor and Head of Department of Secondary Education, University of Alabama, University.

ARIZONA

CHARLES A. CARSON, Principal, Senior High School, Tucson, Forum Chairman.
H. E. HENDRINX, State Superintendent of Public Instruction, Phoenix.
A. W. HENDRINX, Principal, High School, Prescott.

E. W. MONTGOMERY, Superintendent, Union High School and Junior College, Phoenix.
E. Q. SNIDER, Principal, Union High School, Yuma.

ARKANSAS

M. R. OWENS, State High School Supervisor, Little Rock, Forum Chairman.
NOLEN M. IRBY, State Supervisor of Colored Schools, Little Rock.
ELMER COOK, Principal, Senior High School, Fort Smith.
V. E. SAMMONS, Principal, Senior High School, Hot Springs National Park.

CALIFORNIA

IVAN R. WATERMAN, Chief, Division of Textbooks and Publications, State Department of Education, Sacramento, Forum Chairman.
VIERLING KERSEY, State Superintendent of Public Instruction, Sacramento.
J. WARREN AYER, Principal and District Superintendent, Moravia-Arcadia-Duarte High School, Moravia.
GEORGE E. BETTINGER, Superintendent of Schools, Alhambra.
O. S. HUBBARD, Superintendent of Schools, Fresno.
GRAYSON N. KEFAUVER, Dean, School of Education, Stanford University.
EDWIN A. LEE, Superintendent of Schools, San Francisco.
WILLIAM A. OTTO, Principal, Roosevelt High School, Fresno.
KIRBY PAGE, La Habra.
A. L. VANDERMAST, University of Southern California, Los Angeles.
JOHNSTON E. WALKER, Principal, High School, Pomona.

CANAL ZONE

BEN M. WILLIAMS, Superintendent of Schools, Balboa Heights.

COLORADO

LILLIAN M. JOHNSON, Chairman, Social Science Department, High School, Colorado Springs, Forum Chairman.
Mrs. INEZ JOHNSON LEWIS, State Superintendent of Public Instruction, Denver.
A. L. CONEBRUCK, Assistant Principal, Bent County High School, Las Animas.
C. L. CUSHMAN, Director, Department of Research and Curriculum, Denver.
LOUISE A. MERRILL, Principal, Byers Junior High School, Denver.

CONNECTICUT

DANIEL HOWARD, Superintendent of Schools Enfield, Windsor, Forum Chairman.
SETH G. HALEY, Superintendent of Schools, West Haven.
FRANK H. JOHNSTON, Bureau of Field Service, State Department of Education, New Milford.
L. W. MILLER, Field Supervisor of Schools, Winnetka.
MARTIN G. PHELANT, Principal, Lewis High School, Southport.
GORDON C. SWIFT, Superintendent of Schools, Waterford.

DELWARE

JOHN SHILLING, Assistant State Superintendent of Public Instruction in charge of Secondary Schools, Dover, Forum Chairman.
H. V. HOLLIDAY, State Superintendent of Public Instruction, Dover.
CAROLINE L. COOPER, Head of Department of History, High School, Wilmington.
GEORGE T. MACKLIN, Principal, Bridgeville Consolidated School District, Bridgeville.
C. W. W. SCHANZL, Superintendent of Schools, Smyrna.
S. M. STOFFER, Superintendent of Schools, Wilmington.
R. L. TALBOT, Principal, High School, Wilmington.
M. CHANNING WAGNER, Assistant Superintendent of Schools, Wilmington.

DISTRICT OF COLUMBIA

J. W. STUDENBAKER, United States Commissioner of Education.
BESS GOODYKOONTZ, Assistant United States Commissioner of Education.
W. D. BOUTWELL, Editor-in-Chief, United States Office of Education.
CARL A. JANSEN, Specialist in Secondary Education, United States Office of Education.
MARY ELISE BRIDGES, Supervisor of Schools, Concord.

EDWARD HYNE, Assistant Superintendent of Schools, New Orleans.

IRENE CLARK, Supervisor of Public Schools, Farmville.

CHARLES E. KERN, Director of Secondary Education, Public Schools, Monroe.

E. A. LANDRY, Principal, High School, Opelousas.

R. W. MAGEE, Supervisor of Public Schools, Bagdad.

R. O. MOON, Supervisor of Public Schools, Thibodaux.

E. L. NEVILLE, Superintendent of Schools, Monroe.

D. H. STRINGFIELD, Superintendent of Schools, Frankfort.

MAINE

HARRISON C. LYSDON, State Agent for Secondary Education; President, Department of Secondary School Principals of the National Education Association, Augusta, Forum Chairman.

BERTRAM G. PARSON, State Commissioner of Education, Augusta.

NELLIE A. LANGE, Director, High School, Lewiston.

NORMA S. LORI, Principal, High School, Portland.

O. S. LUTES, Dean, School of Education, University of Maine, Orris.

LAWRENCE A. FAYES, Principal, High School, Strong.

EVERETT V. PERKINS, Principal, Gray High School, Augusta.

MARYLAND

EARLE T. HAWKINS, Principal, High School, Bel Air, Forum Chairman.

J. M. BENNETT, Wicomico County Superintendent of Schools, Salisbury.

Mrs. EDWARD C. BIXLER, New Windsor.

CHARLES L. KOPP, Allegany County Superintendent of Schools, Cumberland.

L. FLUTCHER SCHOTT, Principal, Montgomery County High School, Rockville.

THEODORE HALSEY WILSON, Instructor, McDonough School, Rockville.

MASSACHUSETTS

REGINALD S. KIMBALL, Superintendent of Schools, North Brookfield, Forum Chairman.

PAYSON SMITH, State Commissioner of Education, Boston.

JEROME BURNIT, State Commissioner of Secondary Education, Boston.

P. J. CAMPBELL, Superintendent of Schools, Boston.

Dexter M. COTTLEHALL, Head of History Department, B. M. C. Durfee High School, Fall River.

CLARENCE H. DEMPSLEY, Superintendent of Schools, Arlington.

PAUL H. KLINKER, Principal, Newton High School, Newtonville.

RALPH W. HASKINS, Principal, High School, Amherst.

ARTHUR E. JENNER, Principal, Yarmouth High School, Bass River.

J. STEVENS KADESH, Superintendent of Schools, Medford.

RALPH A. LAWRENCE, Supervisor of Secondary Education, Greenfield.

STEVEN V. KENDIGEN, President, "My Friend Abroad," Boston.

EDNA MCDONOUGH, Secretary, International Friendship League, Boston.

HARRY B. MARSH, Assistant Superintendent of Schools, Springfield.

A. G. PATTERTON, Vice-Principal, High School, Whitman.

FREDERICK W. PLUMMER, Principal, High School, Northampton.

ANNIE CARLETON WOODWARD, Teacher, High School, Somerville.

MICHIGAN

H. M. ROSA, Principal, High School, River Rouge, Forum Chairman.

PAUL F. YOBKIR, State Superintendent of Public Instruction, Lansing.


E. T. CAMERON, Executive Secretary, Michigan Education Association, Lansing.

KIRBY ERTY, Teacher of History, High School, Ann Arbor.

LEWIS L. FREYBERG, Principal, Senior High School, Ann Arbor.

CHARLES E. LAFURGE, Principal, Central High School, Lansing.


WEBSTER H. PASSENGER, President, Northern State Teachers College, Marquette.

E. R. RICHARD, Principal, Christian High School, Grand Rapids.

O. W. STEPHENSON, Associate Professor of History, University of Michigan, Ann Arbor.

EDITTH THOMAS, in charge of Library Extension, University of Michigan, Ann Arbor.

MINNESOTA

PAUL B. JACOBS, Principal, High School, Austin, Forum Chairman.

JOHN LANGERSON RODEWELL, Commissioner of Education, St. Paul.

H. E. FLYNN, State Director of High Schools, St. Paul.

THEODORE UTNE, State Director of Graded Elementary and High Schools, St. Paul.

D. F. DICKERSON, Superintendent of Schools, Winona.

ELLA A. HAWKINSON, Principal, State Teachers College High School, Moorhead.

FRANK C. KELLOGG, Former United States Secretary of State; Former Judge of the Permanent Court of International Justice at The Hague, St. Paul.

MERCEDESE NELSON, Member of the State Board of Education; Teacher, Roosevelt High School, Minneapolis.

C. R. REED, Superintendent of Schools, Minneapolis.

FRANK G. SCHULZ, Principal, High School, Floodwood.

M. W. VAN PUTTEN, Principal, High School, Aurora.

MISSISSIPPI

B. FRANK BROWN, Superintendent of Schools, Gulfport, Forum Chairman.


S. B. HATHORN, State High School Supervisor, Jackson.

W. C. WILLIAMS, Superintendent of Schools, Greenwood.

MISSOURI

C. MYKKING MEHUS, Teacher of Sociology, Northwest Missouri State Teachers College, Maryville, Forum Chairman.

LLOYD W. KING, State Superintendant of Public Schools, Jefferson City.

CHARLES MYERS, State Superintendent of High Schools, Jefferson City.

JULIAN L. BLOCHER, Assistant Principal, High School, Webster Groves.

GEORGE E. BLACKWELL, Principal, Central High School, St. Joseph.

JOHN N. BOOTH, Chairman, Department of Social Science, Westminster College, St. Joseph.

ARTHUR E. BOSTWICK, Librarian, Public Library, St. Louis.

MRS. BETHLE GORTZ, Teacher, Pijnker Junior High School, Springfield.

LUTHER CROCKETT, Teacher of Social Science, Benton Junior-Senior High School, St. Joseph.

H. H. DIETERICH, Principal, College High School, Maryville.

W. FRANCIS ENGLISH, Principal, High School, Carrollton.

EUGENE FAIR, President, Northeast Missouri State Teachers College, Kirksville.

R. C. FORD, Principal, High School, St. Charles.

V. DON HUDSON, Instructor in Social Science, State Teachers College, Kirksville.

MRS. PAULINE DINGLE KNOBES, Head, Social Science Department, Senior High School, Kirksville.

S. A. KRUSE, Instructor, Southeast Missouri State Teachers College, Cape Girardeau.

UEL W. LAMSON, Secretary General, National Federation of Education Associations, and President, Northwestern Missouri State Teachers College, Maryville.

GEORGE MURGUIER, Superintendent of Schools, Kansas City.

R. D. SHOUBE, Principal, Normandy High School, St. Louis.

SAUL M. STEIN, Principal, Hickman High School, St. Louis.

THOMAS J. WALKER, Editor, School and Community, Columbus.

R. F. WOOD, Instructor in Social Science, State Teachers College, Warrensburg.

MONTANA

J. R. CULVER, Principal, Powell County High School, Deer Lodge, Forum Chairman.

ELIZABETH IRELAND, State Superintendent of Public Instruction, Helena.

J. A. WOODARD, State High School Supervisor, Helena.

H. E. ANDERSON, Superintendent of Schools, Columbus.

M. C. GALLAGHER, Principal, High School, Great Falls.

C. W. GRANDSTY, Superintendent of Schools, Terry.

R. H. HILDE, Superintendent of Schools, Glasgow.

F. H. LIVINGSTON, Superintendant of Schools, Wolf Point.

A. T. PETERSON, Superintendent of Schools, Billings.
NEBRASKA

L. E. HENDERSON, Principal, High School, Beatrice, Forum Chairman.

CHARLES W. TAYLOR, State Superintendent of Public Instruction, Lincoln.


CHARLES A. BOWERS, Secretary, Nebraska State Teachers' Association, Lincoln.

ALBERT A. BREMER, Principal, High School, York.

H. C. MARDES, Principal, High School, Lincoln.

E. R. McMillan, Principal, North High School, Omaha.

VICTORIA NEWMAN, Teacher, Social Science, High School, South Sioux City.

E. RUTH PYRTLE, Former President, National Education Association, Principal, Bancroft School, Lincoln.

NEVADA

ELBERT B. EDWARDS, Head of Social Science Department, High School, Las Vegas, Forum Chairman.

CHAUCHEY W. SMITH, State Superintendent of Public Instruction, Carson City.

CHARLES PRIEST, Superintendent of Schools, Carson City.

NEW HAMPSHIRE

WILLIAM A. MAHONEY, Instructor, High School, Laconia, Forum Chairman.

JAMES N. PRINGLE, State Commissioner of Education, Concord.

RUSSELL H. LEAVITT, State School Agent, Concord.

RAYMOND E. CLAYFILL, Headmaster, High School, Lebanon.

EDWARD A. LORD, Headmaster, Coe's Northwood Academy, Northwood Center.

Mrs. VILLA HALL WIGHT, Boscowen.

NEW JERSEY

B. WOODHULL DAVIS, Supervising Principal, Public Schools, Princeton, Forum Chairman.

HELEN M. BOND, Teacher of History, High School, Plainfield.

A. S. CHENOWETH, Superintendent of Schools, Atlantic City.

RALPH E. BILES, Principal, High School, East Orange.

FLOYD B. HARSHMAN, Principal, High School, Nutley.

GEORGE A. F. HAY, Principal, High School, Ridgewood.

EVERETT W. JETER, Principal, High School, Clarksburg.

L. R. JOHNSTON, Principal, High School, Hackensack.

G. E. PARTCH, Dean, School of Education, Rutgers University, New Brunswick.

WILLIAM A. WETZEL, Former Principal, Central High School, Trenton.

NEW MEXICO

IRVIN P. MURPHY, Superintendent of Schools, Grenville, Forum Chairman.

H. R. RODGERS, State Superintendent of Public Instruction, Santa Fe.

C. H. CONWAY, State High School Supervisor, Santa Fe.

T. C. BIRD, Principal, Senior High School, Hobbs.

J. W. DIEFENDORF, New Mexico State Commission on Secondary Schools, University of New Mexico, Albuquerque.

J. L. GILL, Superintendent of Schools, Belen.

G. V. LANDERS, Superintendent of Schools, Hot Springs.

HELEN E. MARSHALL, Department of Social Science, Eastern New Mexico Normal School, Portales.

G. O. FRYE, Grant County Superintendent of Schools, Silver City.

VERNON O. TOLLE, Executive Secretary, New Mexico Educational Association, Santa Fe.

NEW YORK

W. E. HAWLEY, Principal, Monroe High School, Rochester, Forum Chairman.

Mrs. ELLIS A. BATES, Sixth Vice-President, New York State Congress of Parents and Teachers, Nyack.

ERNEST R. BOYAN, Educational Secretary, World Peace Foundation, New York City.


PHILIP W. L. COX, Professor of Secondary Education, New York University, New York City.

KENNETH M. GOULD, Managing Editor, Scholastic, New York City.

J. F. HUMMEL, Assistant Superintendent of Schools, Syracuse.

FRANCES JEAN KEENAN, Professor of International Relations and International Law, Niagara University, Niagara University P. O.

PAUL A. KELLOGG, Editor, The Survey, New York City.

FRANK W. MASON, Vice-Principal, High School, Saugerties.

PAUL D'ORNOE, President, World Federation of Education Associations; Director, International Institute, Teachers College, Columbia University, New York City.

J. G. PRINCE, Principal, Junior Senior High School, Iton.

WILLIAM E. SEVERIN, Superintendent of Schools, Cortland.


WALTER W. VAN KREK, Secretary, Department of International Justice and Goodwill, Federal Council of the Churches of Christ in America, New York City.

HENRY G. WELLS, Teacher of Social Science, High School, New Rochelle.

WALTER L. WILLIGAN, Teacher of Social Science, Boys' High School, Brooklyn.

NORTH CAROLINA

J. HENRY HIGHSMITH, State Director of Instructional Service, Raleigh, Forum Chairman.

CLYDE A. ERWIN, State Superintendent of Public Instruction, Raleigh.

H. L. THORNE, State High School Inspector, Raleigh.

H. P. HARDING, Superintendent of Schools, Charlotte.

A. B. HURST, Principal, High School, Matthews.

J. H. KNOX, Superintendent of Schools, Salisbury.

HORACE SISK, Superintendent of Schools, Fayetteville.

ELLEN WINSTON, Instructor in Social Science, and Director of Guidance, Needham B. Drought High School, Raleigh.

NORTH DAKOTA

J. H. COLTON, Principal, High School, Minot, Forum Chairman.

ARTHUR E. THOMPSON, State Superintendent of Public Instruction, Bismarck.

JOSEPH B. DAY, Superintendent of Schools, Alamo.

E. C. INGVALSON, Superintendent of Schools, Ellendale.

ELROY H. SCHROEDER, Superintendent of Schools, Grand Forks.

ELMER B. HUBBARD, Commissioner of Education, Grand Forks.

LLOYD G. THOMPSON, Principal, Central High School, Grand Forks.

B. C. B. TIGHE, Principal, High School, Fargo.

OHIO

OSCAR H. WILLIAMS, Dean, College of Liberal Arts, State College, Kent, Forum Chairman.

E. L. BOWSHIER, State Director of Education, Columbus.

L. W. REESE, State High School Supervisor, Columbus.

SARAH A. ALBAY, Teacher, Woodward High School, Cincinnati.

E. A. ARNOLD, Superintendent, High School, Nelsonville.

J. F. BEMILLER, Superintendent of Schools, Gallipolis.

J. LEO HARTMANN, Principal, John Simpson Junior High School, Mansfield.

JOHN A. MILLER, High School, Ironton.

H. C. MINTHICH, Dean Emeritus, Miami University, Oxford.

EDWARD D. ROBERTS, Superintendent of Schools, Cincinnati.

DARRISON M. SAYRE, Managing Editor, American Education Press, Inc., Columbus.

EDGAR G. WELLER, Principal, Roosevelt Junior High School, Springfield.
UTAH

BURTON K. FARNsworth, State Director of Secondary Education, Salt Lake City, Forum Chairman.
CHARLES L. KIDMORE, State Superintendent of Public Instruction, Salt Lake City.
GEORGE S. BATES, Principal, High School, Logan.
F. E. BEECHER, Principal, Beaver County High School, Milford.
MILTON BENNION, Dean, School of Education, and Director, Summer School, University of Utah, Salt Lake City.
ERNST C. GIGGS, Principal, San Juan High School, Blanding.
JOHN Q. BLOOMLOCK, Principal, Weber High School, Ogdens.
C. RAY EVANS, Principal, North Summit High School, Coalville.
GEORGE M. BROWN, Principal, High School, Panguitch.
HAROLD LUNDELL, Principal, Uintah High School, Vernal.
A. M. MAUGHAN, Principal, High School, Richfield.
H. A. PAGE, Superintendent, North Summit School District, Coalville.
GLENN R. SNOW, Principal, High School, Parowan.
A. P. WARRIN, Principal, High School, Pleasant Grove.
MELVIN WILSON, Principal, Carbon High School, Price.
DEVORE WOLFF, Principal, South High School, Salt Lake City.

VERMONT

DANIEL E. DYER, Principal, Craftsbury Academy and Senior High School, Craftsbury Common, Forum Chairman.
FRANCES H. BAILEY, State Commissioner of Education, Montpelier.
WILLIAM W. FAIRCCHILD, Superintendent of Schools, Rutland.
WALTER T. GALLAHER, Principal, High School, Fair Haven.
MARCUS P. GORMAN, Principal, High School, Brandon.
RALPH E. HOWES, Principal, Carr and Barton Academy, Manchester.
JOHN C. HUDEN, Principal, Bradford Academy, Bradford.
ELWOOD P. IRELAND, Principal, High School, Newport.
ROBERT N. MILLETT, Principal, High School, Springfield.
WILMONT PARKER, Superintendent of Schools, Bethel.
N. DRAU ROWE, Principal, High School, Fairfax.
GEORGE R. STACKPOLE, Superintendent of Schools, Winooski.

VIRGINIA

Q. D. GASQUE, Principal, Warren County High School, Front Royal, Forum Chairman.
J. L. BAIL BRUCK, State Supervisor of Public Instruction, Richmond.
W. D. GRESHAM, State Superintendent of Public Education, Richmond.
CORNELIUS S. ADAIR, Former President of the National Education Association, and Principal, Franklin School, Richmond.
Col. JOHN C. ROGGS, Principal, Randolph-Macon Academy, Front Royal.
G. W. GARNER, Principal, High School, Strasburg.
Rev. GEORGE F. MAYO, Principal, Blue Ridge Industrial School, Briston.
JOSEPH H. SALOOG, Superintendent of Schools, Newport News.
MARVIN N. SUTHER, Principal, High School, Bridgewater.
T. C. WILLIAMS, Superintendent of Schools, Alexandria.

GEORGE H. IVINS, Commissioner of Education, St. Thomas.

WASHINGTON

CARL H. FERGUSSON, Teacher of History, Lewis and Clark High School, Spokane, Forum Chairman.
L. M. DIMITT, State High School Supervisor, Olympia.

HENRY M. HART, Principal, Lewis and Clark High School, Spokane.
DAVID M. HARTZ, Superintendent of Schools, Arlington.
W. M. KEHR, Superintendent of Schools, Walla Walla.
John D. MAYER, Principal, John Rogers High School, Spokane.
T. H. MUNCaster, Principal, Union High School, Sodo-Woolley.
John D. HEGESTER, Professor of Philosophy, College of Puget Sound, Tacoma.
RUTH WEST, Head of History Department, Lewis and Clark High School, Spokane.

WEST VIRGINIA

TORLOCK RASMUSSEN, Principal, High School, Grafsen, Forum Chairman.
W. W. TRENT, State Superintendent of Free Schools, Charleston.
A. J. GIBSON, State Supervisor of High Schools, Charleston.
I. E. EVEL, State Supervisor of Negro Schools, Charleston.
G. A. BECK, Assistant Superintendent, Public Schools of Hancock County, Weirton.
J. B. BRUFFEE, Teacher of Social Science, High School, Elkins.
W. E. BUCKET, Principal, High School, Fairmont.
GEORGE H. COLEBANKS, Principal, Demonstration High School, West Virginia University, Morgantown.
S. KEY DICKINSON, Harrison County Supervisor of High Schools, Clarksburg.
J. H. HICKMAN, Editor, West Virginia School Journal, Charleston.
THOMAS H. HORNOR, Principal, Wooly Wilson Junior High School, Charleston.
P. E. KING, Principal, Triadelphia District High School, Oak Park, Wheeling.
KIRKLAND S. MCKEE, Principal, High School, Elkins.

WISCONSIN

JOSEPH F. KRAUS, Principal, High School, Stevens Point, Forum Chairman.
JOHN CALLAHAN, State Superintendent of Public Instruction, Madison.
J. T. GILES, State High School Supervisor, Madison.
FRANK V. POWELL, State High School Supervisor, Madison.
G. W. BANSERMAN, Principal, Junior High School, Waukesha.
HERBERT H. FOSTER, Professor of Education, Beloit College, Beloit.
EARL S. JERAM, Principal, Washington Junior High School, Oconomowoc.
M. O. POTTER, Superintendent of Schools, Milwaukee.
FRED SONTAG, Superintendent of Schools, Birnamwood.

WYOMING

MILFRED D. STIGALL, Superintendent of Schools, Glendo, Forum Chairman.
JACK R. GAGE, State Superintendent of Public Instruction, Cheyenne.
J. L. GOINS, Principal, Senior High School, Cheyenne.
H. H. MOYER, Secretary-Treasurer, Wyoming Education Association, Rawlins.
Mrs. HARRIET K. ORR, University High School, University of Wyoming, Laramie.
ROBERT W. SKINNER, Principal, High School, Sheridan.