

## Governor Harry H. Woodring, Correspondence Files, Box 19

### Section 17, Pages 481 - 510

These folders contain correspondence subject files with Governor Harry Woodring. Subjects covered are financial aid requests, foreign affairs, governor's messages, and interstate commerce.

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## Governor Harry H. Woodring, Correspondence Files, Box 19

COPY

STATE OF KANSAS  
OFFICE OF THE GOVERNOR  
TOPEKA

October 24, 1931

Mr. Thomas W. Butcher, President  
The Kansas State Teachers College  
Emporia, Kansas

My dear Doctor Butcher:

Many thanks for your extremely generous letter of October 15. I cannot tell you how much I appreciate your approval of my Alma speech. Your commendation is most heartening to one in my position at a time when it is especially good to know one has such backing.

With continued good wishes, I am

Very truly yours

Harry H. Woodring  
Governor

## Governor Harry H. Woodring, Correspondence Files, Box 19

THE KANSAS STATE TEACHERS COLLEGE  
OF EMPORIA

OPENED IN 1885 AS THE KANSAS STATE NORMAL SCHOOL

OFFICE OF THE PRESIDENT

October 15, 1931.

*a generous  
reply  
H H W*

Hon. Harry H. Woodring,  
Governor of Kansas,  
Topeka, Kansas.

My dear Governor Woodring:

It is not too much to say that your speech at Alma recently deserves a place in the curriculum of the schools. Clear, forceful and fearless it rises to the level of statesmanship. Financial conditions in the state and out of it are regrettably bad but you have not been stampeded and this is to your credit.

With best wishes, I am

Very truly yours,

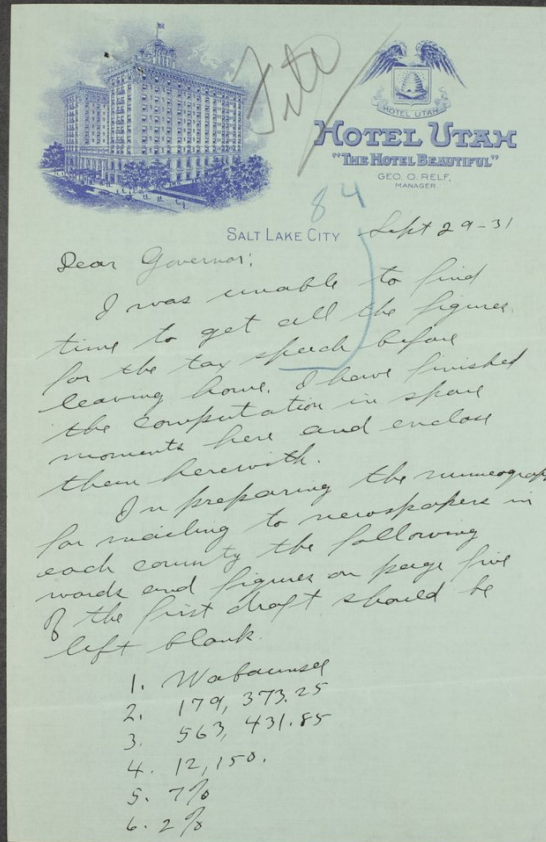
*Thomas W. Butcher*

Thomas W. Butcher, President.

BH

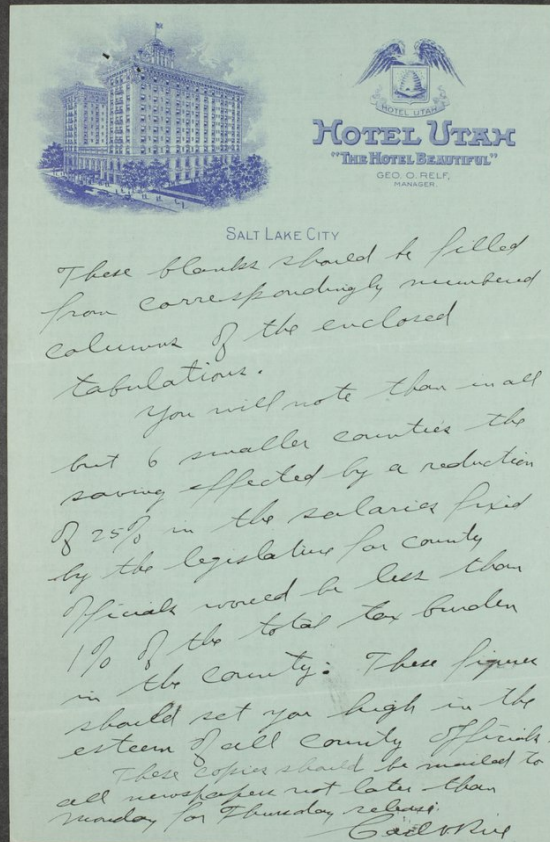


## Governor Harry H. Woodring, Correspondence Files, Box 19





## Governor Harry H. Woodring, Correspondence Files, Box 19



## Governor Harry H. Woodring, Correspondence Files, Box 19

WESTERN UNION TELEGRAM

*Day letter*

Topeka, Kansas, October 29, 1931

Hon Harry H Woodring

Care W H L Pepperell

Concordia Kansas

64

substitute for  
Reference Concordia address ~~state cut time~~ and first paragraph and  
substitute ~~following~~ QUOTE ~~During the past few weeks we have heard and read much of demands for lower taxes and for a special session of the legislature to bring about relief from the present economic situation and especially for the purpose of reducing expenses of government in Kansas STOP I take it bankers still are interested in the tax situation and certainly they are interested in governmental expenses and their relation especially to general prosperity STOP At the outset let me state that so far as the executive office is concerned it has received many times more letters messages and personal calls from those who oppose a special session than from those who favor it at this time PARAGRAPH This is especially true since the so-called taxpayers meeting which was held at Topeka two weeks ago at the behest of individuals whose sincerity of purpose is questioned by many STOP Since that meeting I have received literally hundreds of letters many from men who were in attendance urging me not to call a special session and expressing the opinion that it would and could do nothing to relieve the present situation STOP The feeling among these interested taxpayers and citizens is that it only would be an added burden for the general property of Kansas to carry at a time when governmental expenses are being cut to a minimum UNQUOTE~~

On ~~the~~ press copies include page eight and destroy last two pages

F E McMillan

Chg. to Governor's Office



## Governor Harry H. Woodring, Correspondence Files, Box 19

Governor Woodring

ALUMNI LOYALTY CUP PRESENTATION  
Between Halves K U-K S C Game  
Lawrence.

84 Feb  
Students, alumni and friends of the University of Kansas  
and of Kansas State College of Agriculture and Applied Science:

It is my duty and pleasure today to present the Governor's Cup to the winners of the Alumni Loyalty Contest carried on last April and May between the Alumni Associations of our two largest state institutions of learning. To the Kansas Aggies goes the glory of victory. Congratulations to them.

I am told that because of the difference in numbers of the two alumni bodies the K U Association gave the State College organization the privilege of counting contributions to their student loan fund in addition to support of the operating costs of their association.

The State College alumni gathered in altogether \$5,063 during this contest and that excelled the record of the University alumni for that period by \$344.

This fall the K U Alumni Association is sponsoring an effort to increase the University student loan fund and has met with such generous response that almost \$10,000 has been added to the fund since September 1.

But touchdowns after the game is ended do not count. The Aggies get the cup signifying victory which they have earned and which they should prize dearly.

I take a great deal of pride in the loyal and sane spirit displayed by the alumni of both our great state schools. Wherever I have met them they have reflected the training and inspiration they have gained <sup>in class rooms</sup> at the feet of their honored teachers, while



## Governor Harry H. Woodring, Correspondence Files, Box 19

mingling with fellow students on the campuses, ~~xxx~~ in solving their problems in the laboratories, and through participation in the games and sports. I have seen this intelligence and enthusiasm translated into effective service for community, state and nation.

I hope and trust that the alumni of both these schools will continue to keep in touch with and to support their alma maters through their Alumni Associations.

## Governor Harry H. Woodring, Correspondence Files, Box 19

STATE OF KANSAS  
OFFICE OF THE GOVERNOR  
TOPEKA

COPY

October 28, 1931

Mr. Leslie E. Wallace  
Larned, Kansas

Dear Les:

Many thanks for your letter of October 24 and the carbon copy of Vernon's speech. But the fact is, his speech was copied largely after my Alma address which I gave him for this occasion. What I do appreciate is that Bill Vernon would and did say it.

With continued good wishes, I am

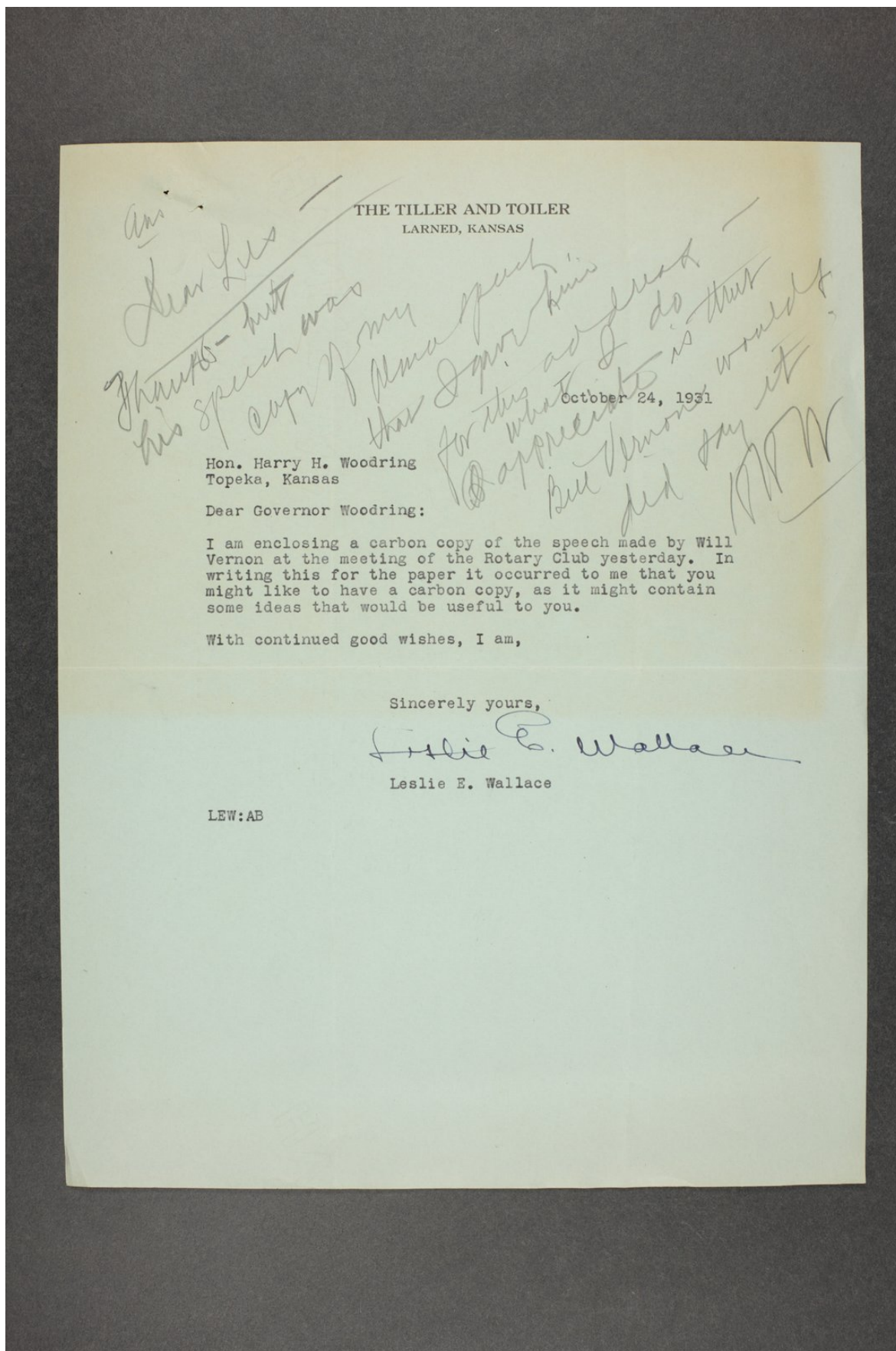
Very truly yours

Harry H. Woodring  
Governor





## Governor Harry H. Woodring, Correspondence Files, Box 19



THE TILLER AND TOILER  
LARNED, KANSAS

Hon. Harry H. Woodring  
Topeka, Kansas

Dear Governor Woodring:

I am enclosing a carbon copy of the speech made by Will Vernon at the meeting of the Rotary Club yesterday. In writing this for the paper it occurred to me that you might like to have a carbon copy, as it might contain some ideas that would be useful to you.

With continued good wishes, I am,

Sincerely yours,

Leslie E. Wallace

Leslie E. Wallace

LEW:AB



## Governor Harry H. Woodring, Correspondence Files, Box 19

W. H. Vernon, member of the Kansas House of Representatives from Pawnee county, was the speaker at the regular meeting of the Rotary club at the Larkin hotel last Friday and advanced reasons why it would be useless for Governor Harry H. Woodring to call a special session of the legislature to deal with depression problems, as demanded by Ex-Governor Jonathan Davis and Ewing Herbert.

"I see no reason for a special session of the legislature," Mr. Vernon said. "No good whatever can come from it."

Mr. Vernon reviewed the growth of taxation in Kansas in the last fifty years. He said the per capita tax had advanced from \$6 to \$50 since 1880, and that the cost of government in Kansas had increased from \$8,000,000 annually for all purposes to \$92,000,000 in 1928. In the meantime the population of Kansas has increased from 1,000,000 to 1,800,000.

~~XXXXXXXXXX~~ Pointing out that a special session of the legislature could accomplish absolutely nothing in the matter of reducing taxes, Mr. Vernon said:

"We are paying \$800,000 annually for salaries in the state of Kansas. Some of these salaries are fixed by the constitution and couldn't be changed no matter how many special sessions of the legislature there might be. Some are elective officers whose salaries couldn't be changed during their terms of office."

## Governor Harry H. Woodrington, Correspondence Files, Box 19

2.

This means that approximately \$300,000 in salaries are fixed and could not be altered in any way by a legislative session. This leaves \$500,000. ~~THESE~~ The most enthusiastic of these gentlemen are calling for a reduction of 25 per cent in salaries. That would mean a total reduction of \$125,000. They want a special session to do this. If you are paying taxes of \$1,000 on personal property, this cut in salaries would reduce your taxes ~~precisely~~ precisely five cents. That's what the reduction would amount to and all it would amount to. They talk also of abolishing boards and commissions, although they never say what boards and commissions. Many of these boards and commissions not only are self-supporting, but they pay money into the state treasury. Do you want to abolish something that makes money for the state?

"Some are calling for a special session of the legislature for the purpose of reducing city taxes. The reduction of city taxes lies with the city government. The legislature might adopt legislation curtailing your fire and police and health departments, and restricting their activities. Of course you do not want this done. Besides, if your fire protection is curtailed, your insurance rates would immediately advance. Do you want the legislature fixing the salaries of your school teachers. You wouldn't want the legislature to say how much you shall pay your school teachers, of course. That is purely a local matter. In the matter of reducing county taxes, you wouldn't want the legislature to meet to reduce county taxes. This is wholly in your own hands, in the hands of the county commissioners, who can abolish boards, ~~and~~ ~~discharge~~ discharge employees, reduce salaries. Why should you ask the legislature to meet in special session to do the job of the county commissioners?" *SCF*

"Some of these gentlemen are saying real estate is assessed too high."

*and to junior*



## Governor Harry H. Woodring, Correspondence Files, Box 19

3.  
What is to be gained by decreasing the valuations of real estate and increasing the rate of taxation. I say to you without any reservation whatever that the cost of the administration of government is almost at a minimum for the desired and necessary efficiency. I doubt if you could make many cuts that the people generally would approve.  
"We have made our own tax bed and we shall have to lie in it. The great bulk of our taxes we have levied upon ourselves, at home, locally. Whatever is done must be in the direction of the future. One of the most effective weapons of reducing future taxation, to my mind, would be the passage of a law which would restrict voting on bond issued to property owners exclusively. In this way we could prevent the accumulation of future large bonded indebtedness. But we have got to pay for the bonds we already have contracted.  
"The legislature, of course, might reduce the gasoline tax and then we wouldn't have any roads. We couldn't keep up the maintenance on what we have. Do you want that?  
"Do you realize that only \$5.96 out of every \$100 in taxes is collected for state purposes? That is a purely insignificant amount. The rest of the \$100 is levied locally. It is not our state, but our local taxes that are troubling us. Already in Kansas the salaries of our state servants are far below those of other states of the union. We are already niggardly in paying our public officials, including our county officials.  
"I repeat a special session of the legislature would not prove to be a panacea for any of our ills. *Those who are in the lead in advocating it have asked to grind.*"  
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## Governor Harry H. Woodring, Correspondence Files, Box 19

STATE OF KANSAS  
OFFICE OF THE GOVERNOR  
TOPEKA

COPY

84

September 10, 1931

Mr. Belmont Farley, Assistant Director  
Division of Publications  
National Education Assoc. of the United States  
1201 16th Street  
Washington, D. C.

Dear Mr. Farley:

Replying to your letter of August 26, permit me to say I will be pleased to lend my support to the American Education Week to be observed November 9 - 15, 1931. I will also take pleasure in making public at the proper time such a proclamation as you suggest.

Very truly yours

Harry H. Woodring  
Governor

*sent copy of statement 10/1/31*



## Governor Harry H. Woodring, Correspondence Files, Box 19

THE NATIONAL EDUCATION ASSOCIATION  
OF THE UNITED STATES  
1201 SIXTEENTH STREET  
WASHINGTON, D. C.

August 26, 1931

*Ans  
OK  
JH*

Honorable Harry H. Woodring  
Governor of Kansas  
State House  
Topeka, Kansas

Dear Mr. Woodring

American Education Week will be observed November 9-15, 1931. Not for many years have the schools so needed the appreciation and cooperation of the people who depend upon them for the education of their children. In order to bring about this cooperation during the early part of what promises to be as trying a year for the public schools as it is for industry and finance, we are urging each state and community to place more than usual emphasis this year upon American Education Week. American Education Week has been observed ten years under the sponsorship of the United States Office of Education, the American Legion, and the National Education Association. The participation of members of local Legion posts, the cooperation of parent-teacher associations, business men and women's clubs, churches, the newspapers and the radio have helped to make it a success.

One of the first steps in statewide observance has been the support of the governor of the state in some kind of proclamation. Inclosed are copies of such statements from the governor's offices in the states indicated. If after conferring with your state superintendent of instruction you deem it advisable to do so, we hope you will give this event your special attention this year.

With appreciation for your interest in education,

Cordially

Division of Publications  
Joy Elmer Morgan, Director

BF:FM

*Belmont Farley*  
Belmont Farley, Asst. Director  
Division of Publications



## Governor Harry H. Woodring, Correspondence Files, Box 19

National Education Association  
Belmont Farley

August, 1931

### PROCLAMATIONS ISSUED BY STATE GOVERNORS FOR AMERICAN EDUCATION WEEK - 1929

#### State of North Carolina

##### A Message to North Carolina Teachers and School Patrons:

I commend and welcome the observance of American Education Week, November 11-17, as an opportunity for new dedications to the service of North Carolina's youth, this commonwealth's most valuable asset. The vast majority of children get their first and last scholastic training and equipment in the public schools; and, therefore, the constant aim must be - and shall be - to make these schools efficient and sufficient for the childhood of the state. May we continue to look forward with increasing hope to the dream of the immortal Aycock when every person in the confines of this State shall be able to read and write in the Mother tongue!

But I seek more than this. I would have you keep in mind always the harmonious development of the individuals who comprise the citizenship of this State. In this bulletin I note a decided attempt to promote and disseminate information about our State. This appears to me to be especially worth while because I believe in North Carolina. I am proud of her past. I glory in her history and cherish her fine traditions. I am confident of the greatness of her present and optimistic for her future. I would cling to her ideals. I would preserve her from the fratricidal strife of classes and see her happily welded into a great and growing civilization - welcoming the dawning of a greater day and the building of a finer State. I look forward to the splendid development of her manhood - to the crowning day of her childhood.

I, therefore, urge the preservation of the North Carolina spirit - the comradeship and fellowship of all the men, women, and children of this great family we are pleased to call North Carolina.

Faithfully yours,  
(signed) O. MAX GARDNER  
Governor of North Carolina

September 10, 1929.





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Proclamations - page 2

State of Washington

Proclamation of Education Week  
November 11-17, 1929

Whereas, November 11 has a double significance to the people of Washington, representing the fortieth anniversary of the admission of our state into the Union, and also representing the tenth anniversary of the signing of the Armistice, which closed the World War, it is especially fitting that these two events be brought to the attention of all school children and the citizens of the state of Washington by appropriate exercises.

Furthermore, it seems especially important at this time to call upon the common schools throughout the state to consider seriously the need of further realization of democratic ideals, to consider in the light of collective judgment the need for the improvement of our people in the art of self-government, to measure with greatest significance our obligation to childhood and to home.

-- Governor Roland H. Hartley

-----

State of South Dakota

Proclamation

Under the sponsorship of the American Legion and the National Education Association, the custom has become quite thoroughly established to set aside a week each year to be known as American Education Week, the purpose of which is to acquaint the public with the actual work of the schools, their ideals, their achievements and problems.

THEREFORE, in accordance with this established custom, I, W. J. Bulow, Governor of the State of South Dakota, do proclaim the week of November 11th to November 17th, as AMERICAN EDUCATION WEEK and urge that during this time exercises which will aid in making better citizens and in promoting the welfare of our nation, be conducted in the various schools and that special emphasis be placed upon the seven cardinal objectives of education, which are: Sound Health, worthy home membership, mastery of the tools, technics and spirit of learning, faithful citizenship, vocational effectiveness, wise use of leisure, and ethical character.

During this week designated as American Education Week, each child should put forth an added effort to show his appreciation for the privilege of free schooling, by a good spirit and hearty endeavor. It should instill within every teacher a desire to do, to the best of her ability, that which will be for the welfare of the children of this generation. It should give to the parent a better understanding of the duties of parenthood, especially its part in the education of children, and to the citizen a deeper and broader conception of the school, the institution which is the foundation of our government.

DONE AT THE CAPITOL, in the city of Pierre, this 10th day of October, 1929.  
BY THE GOVERNOR:

B. R. Danielson,  
Assistant Secretary of State

W. J. BULOW,  
Governor

## Governor Harry H. Woodring, Correspondence Files, Box 19

Proclamations - page 3

### PROCLAMATION

by the

GOVERNOR OF THE STATE OF TEXAS

TO ALL TO WHOM THESE PRESENTS SHALL COME:

The American people are dedicated to the ideal that every boy and girl shall have a fair start in life. The free public school system is America's greatest contribution to this ideal. The highest success in this great undertaking requires the intelligent cooperation of all.

American Education Week affords a time for a rededication and deeper understanding of the significance of the school in the life of the child, the community, the state, the nation, and the world. It offers a time for the measuring of our achievements and our needs in the light of our present system.

THEREFORE, I, DAN MOODY, GOVERNOR OF THE STATE OF TEXAS, in accordance with the custom obtaining throughout the United States do hereby designate November eleventh to seventeenth as EDUCATION WEEK, and request our citizenship to properly observe the same. The following program for the week has been suggested:

Armistice Day, November eleventh;  
Home and School Day, November twelfth;  
Know Your School Day, November thirteenth;  
School Opportunity Day, November fourteenth;  
Health Day, November fifteenth;  
Community Day, November sixteenth;  
For God and Country Day, November seventeenth.

IN TESTIMONY WHEREOF, I have hereunto signed my name officially and caused the Seal of State to be impressed hereon at Austin, this the fifteenth day of October, A. D. 1929.

BY THE GOVERNOR:  
(signed Matt L. Saunders  
Asst. Secretary of State

(signed) DAN MOODY  
Governor of Texas



## Governor Harry H. Woodring, Correspondence Files, Box 19

Preprinted from  
THE JOURNAL of the National Education Association  
October, 1931

American Education Week 1931

### American Education Week 1931

THE ELEVENTH ANNUAL American Education Week will be observed November 9-15. The program will be sponsored as it has been for a decade by the United States Office of Education, the American Legion, and the National Education Association.

Not for many years have the schools so needed the support which comes from understanding and appreciative cooperation. In hundreds of communities during American Education Week, teachers will begin or improve plans to interpret to the public the aims, needs, and achievements of the schools.

The schools belong to the people. They are an expression of the hopes of the people for the future of their children and of the nation.

The responsibility for the schools does not belong to any special class; it rests upon all the people. The schools shape the life of tomorrow and it is as important for citizens generally to share in this responsibility as it is for them to participate in government and public order. If all citizens are to have a part in shaping tomorrow's world thru education they must not only be informed; they must be inspired to take an active part.

A continuing, day-by-day program of educational interpretation *informs* the public. A period each year devoted to the cooperation of all citizens in plans to promote educational progress provides for the *participation* of the public. American Education Week is an appropriate time for this participation. Thruout the nation the attention of citizens is focused upon the schools. The press, the radio, the pulpit, and platform—great forums of public opinion—evaluate the educational opportunities which American children enjoy, and turn the thought of the public toward means of making these opportunities richer for the individual and more effective in national life.

During American Education Week the doors of thousands of schoolrooms are open. Citizens are especially invited to

inspect the work of the schools this week when, by special arrangement of school programs, more can be seen in less time

#### AMERICAN EDUCATION WEEK

November 9-15, 1931

General Topic: What the Schools are  
Helping America to Achieve

Monday—In Economic Progress  
Tuesday—In Child Health and Protection  
Wednesday—In Citizenship and Loyalty to Law  
Thursday—In Improvement of Rural Living  
Friday—Thru a Higher Level of Intellectual Life  
Saturday—Thru the Enrichment of Adult Life  
Sunday—Thru High Ideals of Character and Home Life

Additional material to be used in planning American Education Week programs may be obtained from the Division of Publications of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C.

than upon the casual visits of other seasons of the year.

In the schools themselves pupils, teachers, and school officers define more sharply the aims of education and critically test the extent to which they have been achieved. Achievements are exhibited and discussed by faculty and patrons together. Community clubs, parent-teacher associations, and other organizations of serious purpose discuss education; their members inspect the schools.

There are many agencies in every community bearing upon the mental, physical, and moral welfare of children. The school, the home, the church, the theater, the radio, the public health service, a host of growing juvenile organizations—every institution, service, individual or collective activity of the community makes a difference in the way we think and feel and act. Each has some effect

upon health and happiness and upon the complete development of useful citizens.

The American Education Week program has an integrating function. It ties together in an effective way the efforts the whole community is making to achieve the seven cardinal objectives of education—sound health, worthy home membership, skill and interest in learning, citizenship and world goodwill, vocational effectiveness, worthy use of leisure, and ethical character.

The 1931 program is selected by the sponsoring organizations to place emphasis upon topics of vital and wide interest. The schools have an important part to play in economic progress. Education creates demand and furnishes the vocational skill with which to satisfy it. It helps the individual to plan a life enriched by health, wholesome recreations, and ability to appreciate and create the beautiful things of life, in spite of the limitations of monotonous machine production.

The schools play a fundamental role in child health and protection. They keep alive ideals of good citizenship even in times of economic and political stress. A common education for all the children of all the people unifies national life.

The rural schools are meeting the problem of educating a new generation for a new day on the farm. A higher level of intellectual life, advancing standards of living, high ideals of character and home are achievements which the schools are helping the nation to attain.

*What the schools are helping America to achieve* is an inspiring general topic for a program designed to renew the devotion of the American people to education as a foundation for democratic government and to arouse their interest and cooperation in the still more effective work of the schools. The contributions of education to life grow out of the hopes of the people for the future of their children. During American Education Week these hopes are expressed.

THE AMERICAN HOME is still an educational institution. A revolution in home economy has relegated many former functions of the home entirely to outside hands. Specialists bake the bread once prepared in home ovens; power machinery has displaced the fire-side spinning wheel and loom; the commercial laundry has made the kitchen washtub a memory of days that are rapidly passing. We are happy to release some of the drudgery of the oldtime home to specialized hands, but we cannot delegate, without further thought, the training of our children to even the most trusted professional group. The home cannot forget this responsibility. Parents need frequently to visit the schools and to confer with the teachers of their children. In the process of education, home and school must work together. American Education Week is a nationally accepted period for special emphasis upon such cooperation. Its year-by-year observance in hundreds of American communities is bringing home and school together in the solution of common problems. It helps keep the home alive to its educational responsibilities.—Willis A. Sutton, president of the National Education Association.





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American Education Week 1931

### The Press Interprets the School

**Education for Worthy Home Membership Aim**

In order that closer cooperation may be created between the parents and teachers of the city to foster good fellowship and to bring home and school together for the betterment of the child, a parent-ent-teacher association has been organized in the city of Huntington. The organization is national in scope.

**EDUCATION WEEK TO BE OBSERVED**

**"Know Your School" Theme for Wednesday**

Wednesday is designated as "Know Your School Day" in the National Education Week program planned by the American Legion and the National Education Week.

**Health and Safety Friday School Topic**

"Education for Health and Safety" is the topic for Friday in the National Education Week program. The American Legion and the National Education Week are sponsoring a series of articles each week of Armistice Day, telling of the progress of the war.

**PUPILS DOING PART OF WORK**

**Safety Patrols and Monitors at City's Grades**

**35,000 Leaflets Issued Describing Open School Week**

**PARENTS EVINCE GREAT INTEREST IN SCHOOL'S WORK**

**SCHOOL CHILDREN ENTERTAIN PARENTS**

**Schools Of State To Observe Special Educational Program**

**NEW YORK TIMES 487,000 VISITED CITY SCHOOLS**

**Thursdays Is "School Opportunity Day"**

**WILSON PUPILS SCORE HIT AS PARENTS' HOSTS**

**Scholars Present Skits as Clashes of Education Art Exhibit**

**EDUCATION WEEK AIDED BY LEGIONNAIRES**

**To Be Observed From November 11 to 17 Throughout the Nation**

**Parents See Displays in Classrooms**

**Dads Excel Mothers On School Quiz**

**Fathers and Mothers Who Pay All the Bills See Where Their Money Goes on Visit to School**

**RALEIGH, Nov. 9.**—Beginning tomorrow and ending next Sunday the observance of American Education week will be held throughout the state.

**Grade Teacher Writes of Work Schools Are Doing to Bring About Fuller Lives Through Education**

**By FLORENCE E. HESS**

The twentieth century is often spoken of as the machine age. Automatic machinery is fast replacing the work of human hands. Within a century, the working day has been

**School Bell Rings Tonight For Parents of High School Students**

**KIWANIS OBSERVE EDUCATION WEEK**

**Superintendent, Principal, Teachers Observe National Week**

**Parents, Teachers Cooperate In Schools**

**Schools Provide For Leisure Activities**

**Health And Safety Sought By Schools**



## Governor Harry H. Woodring, Correspondence Files, Box 19

American Education Week 1931

### The Teachers Interpret the School

**SEATTLE PUBLIC SCHOOLS BULLETIN**

**KNOW YOUR SCHOOLS**

Regular Day Schools  
9 high schools  
4 intermediate schools  
81 elementary schools

AMERICAN EDUCATION WEEK—FRIDAY

*A Message to Father and Mother*

THE FLORENCE NIGHTINGALE JUNIOR HIGH SCHOOL, N.

**American Education Week**  
**BERKELEY PUBLIC SCHOOLS**

American Education Week is observed each year during the week that includes

**NORTH CAROLINA PROGRAM FOR AMERICAN EDUCATION WEEK**

NOVEMBER 11-17

STATE OF DELAWARE  
DEPARTMENT OF PUBLIC INSTRUCTION

**Facts for Education Week**

**EDUCATION WEEK PROGRAM**

NOVEMBER 10-16, 1930

November 10 Enrichment of Human Life  
November 11 Patriotism and World Understanding  
November 12 The Schools of Yesterday  
November 13 The Schools of Today

**American Education Week**

NOVEMBER TENTH TO FIFTEEN 1929

**Your Child and**

Some Hints to

Arrange the breakfast hours so that there is at home or to school.

Encourage punctual attendance, not to interfere.

**Health and**

One of the Objectives

**Facts and Figures**

Interpreting Education in Alabama

for

**EDUCATION WEEK**

November

What Education Week Means

To the Child

**The School Index**

AN EXPONENT OF THE CINCINNATI SCHOOL SYSTEM

VOL. XVII. Every Friday of the School Year. CINCINNATI, OHIO, NOVEMBER 21, 1930.

**SAN DIEGO CITY SCHOOLS**

Bulletin of American Education Week

VOLUME IV. FRIDAY, NOVEMBER 7, 1930

**GREETINGS FROM THE BOARD**

The Board of Education cordially invites San Diego citizens to visit our public schools whenever possible, but especially do we stress this invitation

**What the Schools Do For Leisure**

Introduce young people to

STATE CAPITOL

**AMERICAN EDUCATION WEEK**

EACH COMMUNITY adapts the American Education Week program to local needs. States publish for distribution to the public during this week special bulletins explaining their legislative programs for school purposes, the administration of state school funds, expenditures for teaching service, school supplies, and buildings. They point out what the schools help the state to achieve in government, citizenship, wealth, and character. Cities and individual schools issue printed or mimeographed pamphlets portraying the activities of the local schools, what they teach, how they teach, and the results achieved.



## Governor Harry H. Woodring, Correspondence Files, Box 19

American Education Week 1931

### The Schools and Economic Progress

WITHOUT EDUCATION America would still be what it once was—a partially inhabited wilderness of primitive people, prey to disease, exposure, and hunger—enemies against which ignorance offers no defence. With universal education the very name America has become a synonym for economic progress.

The schools are an indispensable aid to economic advance in providing even the most meager fundamentals of an education. They would have repaid their cost in money many times if they had done nothing more thru the years than to teach people to read. The most alluring advertisement will not make a savage a good purchaser. Without the ability to read there would be no newspapers, magazines, or books, no written or printed communications on stocks, markets, mining, agriculture, opportunities for travel, and the thousands of other economic activities depending upon systematic information of the public for their success.

The wheels of industry and transportation turn more smoothly each minute because of even a few basic abilities taught in the schools. Imagine the chaos which would immediately result if everyone should suddenly become unable to read "Stop" and "Go" signs, safety cautions, highway markers, package labels, or banknotes! Business was still in its infancy when taverns were forced to use pictures for signs and men made marks instead of signing their names.

Universal education makes possible stable government, without which no business or industrial venture can be safely undertaken. An efficient monetary and credit system, accepted weights and measures, the practises of bargaining and exchange have their basis in an understanding of simple mathematical processes that are learned in every school.

The schools teach the future workman health habits which make him a better producer over a longer period. They uphold high standards of honesty and integrity without which business is impossible. They teach respect for the ownership of property upon which our eco-

nomie scheme is based. They teach respect for law and order which are essential to the peaceful conduct of business.

THERE ARE other standards of greatness besides vastness of territory; and other forms of wealth besides mineral deposits or agricultural exuberance. Though every hill were a Potosi, though every valley, like that of the Nile, were rank with fatness, yet might a nation be poor in the most desperate sense—benighted in the darkness of barbarism, and judgment-stricken of Heaven for its sins. A state has local boundaries which it cannot rightfully transcend; but the realm of intelligence, the sphere of charity, the moral domain in which the soul can expand and expatiate, are illimitable—vast and boundless as the omnipresence of the Being that created them. Worldly treasure is of that nature that rust may corrupt, or the moth destroy, or thieves steal; but, even upon the earth, there are mental treasures which are unapproachable by fraud, impregnable to violence, and whose value does not perish, but is redoubled with the using.—Horace Mann, secretary, Massachusetts Board of Education, 1837-1848.

Thru guidance programs the schools help young people find the occupations in which they can render effective service to business and industry and in which they themselves may find prosperity and happiness. The schools train youth in the fundamental vocational skills. They inspire with ambition to achieve. They lay the basis for invention in industry and for the vision that leads to more economical and just standards of business conduct.

Rapid economic progress is impossible without a high grade of professional service. The professions of medicine, law, teaching, engineering, and the ministry have their origin in the laboratories and libraries of our educational institutions.

The schools have only begun to contribute to economic progress when they create conditions under which business and industry can operate, when they have inspired youth with the desire to serve, and have taught the fundamental skills of service in making a livelihood at trades and professions. The schools contribute

more largely still to national prosperity by furnishing intelligent consumers of the products of industry and business.

The wants of the savage are few and so simple that he can usually provide for himself. There is no place for industry and business among a people who live in huts of grass, dress in skins, and cook their food on hot stones. Education increases and refines wants. Specialized services soon develop to satisfy these wants. Thruout history the arts of civilization have been achieved to a degree proportionate to the intelligence and education of the people. Archeologists find traces of libraries when they unearth a market place. Education and business have always gone hand in hand. The commercial development of the United States parallels the evolution of its school systems.

Great undeveloped fields for American industry lie at home to compensate for our waning foreign markets. There are still millions of people in America who have few of the comforts and conveniences and none of the luxuries of modern life. In several states there is an average of four or five persons to each telephone in service. In others there are as many as 25 persons to each telephone. There is a similar ratio between the number of miles of highway, the number of automobiles, bathtubs, radios, pianos, pictures, books, and hundreds of other articles, large and small, that are marks of convenience and cultivated taste. There is also a noticeable difference in the consumption of the barest needs of life. These citizens will not enjoy these needs and luxuries until greater educational opportunity inspires the demand for them and creates the skill and earning power with which they may be provided. Upon the schools the nation depends for the permanent foundations of greater material prosperity and happiness.

Educated citizens earn more, spend more. Increased educational opportunity is a good business investment. A prosperous nation cannot be built upon the incomes of the ignorant nor upon the simple wants of the uneducated.

THE SCHOOLS are responsible in large degree for the great prosperity that has blessed America from the earliest days. Advances in culture and in standards of living are due in great part to advances in education made thru the schools, and these advances have led to a great increase in the consumption of goods of every conceivable kind . . . Production, too, has been increased by education. The complex system of industry which produces the greatest variety of goods required by our complex civilization must have for its successful operation a great body of trained, educated, adaptable workers.—William J. Bogan, superintendent of schools, Chicago, Illinois.



## Governor Harry H. Woodring, Correspondence Files, Box 19

American Education Week 1931

### The Schools and Improvement of Rural Living

THE ONEROOM RURAL SCHOOL played a basic role in early America. It kept alive the ideals of learning in days when physical power meant more than mental training in the art of making a living. The log school of the pioneers was a social and cultural center in which young and old met in the goodnatured rivalry of the singing school, the spelling bee, and the debating society. Its meager curriculum of reading, writing, and arithmetic trained our early leaders for their tasks in agriculture, in market place, and in legislative hall. Its stern discipline exacted obedience to the rules of good behavior and exhorted youth to respect the laws of God and man. The log school instilled ideals of honesty and integrity and devotion to common welfare. In these schools boys and girls acquired ambition to achieve and to serve. They learned to appreciate our great national heroes and gave their allegiance to American ideals. Thru the years the education provided by these schools has been the nation's strongest bond of loyalty.

Today there are more than 161,500 oneroom school buildings in the United States—more than 60 percent of the nation's schoolhouses. They are still playing as vital a part in the national life as meager support will permit.

The concentration of population and wealth in urban centers has enabled the schools of the cities to offer an educational opportunity far superior to that which farm children enjoy. Longer terms, better qualified teachers, safer and more sanitary buildings, a wider variety of courses, larger libraries, better equipped laboratories are found in our city schools. One of the first comments of foreign visitors is an expression of astonishment at the wide gap between our excellent city schools and our country schools.

Because 30 percent of our population lives on the farm, a fair start in life for rural boys and girls is a matter for the concern of all American citizens. Unified, permanent national development depends upon equalization of educational

opportunity. Steps to equalize educational opportunity have already been taken by a number of states thru a more

#### THE FARM

**The Best Home of the Family  
Main Source of National Wealth  
Foundation of Civilized Society  
The Natural Providence**

This inscription, profoundly significant of the wide recognition of agriculture in the life of the nation, is carved in stone over the entrance to the Union railroad station in Washington, D. C., almost under the shadow of the dome of the national Capitol.

While the United States has rapidly developed industrially, 30 percent of its people still make a living in agriculture and the whole nation depends upon the farm for food. Many great leaders in American life have come from the soil. Good farm schools and good farm homes increase both the material and human resources of the nation.

equitable distribution of the cost of supporting schools. Justice to all the children of America waits upon the interest of all the people.

Progress in rural education depends in an important way upon the training and vision of the county superintendent. In 25 states these rural superintendents are elected by the people instead of being chosen by a board of education constituted to examine the qualifications of candidates or applicants for the position. Frequently, superintendents find themselves in charge of as many as 150 teachers scattered thruout a whole county, with no assistants, not even clerical help. The almost total absence of effective supervision in rural schools is readily understood. *In urban districts there is an average of 83 supervisors for every 100 schools; in rural districts there is an average of only six supervisors for every 100 schools.*

Many of the teachers of these oneroom schools are poorly prepared to do without

the help of trained supervision. More than one fourth of them, according to a recent survey of the United States Office of Education, have not attended college more than six weeks. The average length of the rural school term is seven and one half months; city schools average a nine-months term.

Thus the farm boys and girls really go to elementary school only six and two thirds years, while city children have the advantage of eight years. It costs an average of \$130 a year to give a city child a year's schooling; the rural child must get along on \$75.

In many ways farm boys and girls must face a handicap in getting a fair start in life. They walk long distances to school, farm chores frequently make home study impossible, a high-school education often means living away from home.

There is a brighter side to rural living. There are good homes on the farm, homes unbroken by the employment of parents or children in factory or office. Farmers live in their homes. Each home member contributes his share of time and labor to supply home needs. Close comradeship of parents and children thru the years makes a difference in ideals of unselfishness, independence, honesty, and virtue, with which it has ever been the happy lot of good homes to inspire childhood. An understanding of nature, a love of freedom, a spirit of selfreliance fostered by the spaciousness of open fields, frankness, and fair dealing are characteristics of rural people.

From the agricultural districts the cities have for years drawn many of their leaders. The great present need is for leaders of farm life. Agriculture is in the midst of a revolution as significant as the industrial revolution. The whole machinery of agricultural production and farm economy is being made over. This transition calls for the best talent the nation has ever produced at any time for any purpose. This talent will come from the farm. It will be discovered and trained in farm schools.

THE FUTURE rural home and the future rural life should be the most attractive home and the most attractive life of all the ages, a home the child leaves with regret and returns to with outstretched arms, a home of plenty—fields, flocks, orchards, gardens—of beauty and grace, where intelligence, hospitality, culture, and happiness abound. The folks who feed and clothe the nation and furnish the revivifying blood of our urban population are entitled to no less. It is on the way.—C. B. Smith in *The Country Life of the Nation*.



## Governor Harry H. Woodring, Correspondence Files, Box 19

American Education Week 1931

### The Schools and Child Health and Protection

A PRINCIPAL TASK of the modern school is to lay the foundation for physical resistance to the increasing health and safety hazards of an industrial age. Crowded cities make precautions against disease epidemics more necessary each decade. The fast-moving machinery of manufacture and transportation, the widespread industrial use of inflammable chemicals, explosive gases, and poisonous drugs take a heavy toll of the ignorant and careless. The feverish haste of the modern world is a wearing strain upon physical and mental fiber which our pioneer forebears did not have to undergo. Indoor living, improper foods, irregular habits of eating and sleeping are frequently inescapable demands.

That men live longer and better is due to increasing knowledge of the science of health and the cooperative services of medicine and education in preventing and curing disease. The schools teach hygienic habits of living. They instruct youth in the dangers of narcotics, alcohol, and other poisons. More healthful clothes, more comfortable and better ventilated homes, cleaner streets and better planned cities are the results of education in sanitation.

The schools provide corrective exercises for physical defects. Many schools are equipped with medical and dental clinics to minister to needs as soon as they are discovered. Trained nurses detect disease before it reaches an advanced stage. Special type buildings are provided for crippled children, special care is given to the blind, open-air classes are organized for the anemic and tubercular, programs of mental hygiene promote the development of sound minds. Undernourished children are aided in maintaining a balanced diet. School lunchrooms furnish wholesome foods. Home economics classes teach the proper preparation of food for the home and the care of the sick. Courses in civics emphasize community sanitation and health. For superstition and neglect the schools have substituted a demand for

skilled medical attention in the care and prevention of illness.

Modern school buildings provide healthful housing. They safeguard against ac-

THE PASSION of American fathers and mothers is to lift children to higher opportunities than they have themselves enjoyed. It burns like a flame in us as a people. Kindled in our country by its first pioneers, who came here to better the opportunities for their children rather than themselves, passed on from one generation to the next, it has never dimmed nor died. Indeed, human progress marches only when children excel their parents. In democracy our progress is the sum of progress of the individuals—that they each individually achieve to the full capacity of their abilities and character. Their varied personalities and abilities must be brought fully to bloom; they must not be mentally regimented to a single mold or the qualities of many will be stifled; the door of opportunity must be opened to each of them.  
—President Herbert Hoover.

cident. They protect children from fire. They afford abundant light and air. They are kept clean and sanitary. They are equipped with facilities which promote personal cleanliness. They have gymnasiums and playfields for systematic play and exercise. Thru the age of most rapid physical development the schools, at every turn, provide a healthful environment, maintain healthful habits, keep children well in the present and lay the basis for healthy minds and bodies thru-out life.

The schools protect not only against the ravages of disease, but against the dangers to sound health from commercial

exploitation. The American child is kept in school until he is mature enough to take his place in wage-earning ranks. He is aided in the selection of an occupation to which he is fitted because of his ability and interest. He is taught the fundamental skills of a trade or is introduced to the lengthy process of preparation for a profession.

The schools protect childhood from dependency and delinquency. They encourage high ideals of personal achievement and public service, training skillful hands and alert minds for economic success and financial independence. They provide morally clean surroundings for children who otherwise might find associations among the idle and vicious. The schools promote high ideals of home life and fortify childhood against the high-power impact of new forces which are developing in our civilization.

One of the most significant contributions of the schools toward the protection of childhood from delinquency may be found in improved training for leisure. A revolution in domestic economy has removed from the management of the home many of the chores which occupied the free time of the sons and daughters of our forefathers. It is easy to spend these extra hours in commercialized amusements or recreations of doubtful value. As a substitute for entertainment in which participation is merely passive, the schools develop interest and skill in creative tasks. They inspire appreciation for the world's best literature, painting, and the other arts.

In the development of our national resources, in hopes for the future of the race, children are first. The White House Conference on Child Health and Protection called by the President to consider the welfare of childhood has completed two years of labor. The epoch-making findings of this Conference will enable school and community, state and nation, to begin a program of education and correction which will coordinate every agency in an effort to give every child in city and country a fair start in life.

OUR PROBLEMS and the future of our country are in the schoolrooms of America today. In them are the future presidents of our country as well as the racketeers. Every one of the elements of our future population is to be found there right now—the gamblers, the insane, the criminals, the prostitutes, as well as the business men and women, the lawyers, the physicians, the statesmen, the ministers, the laborers of the future, and, more significant than all, the mothers and the fathers of the days ahead. We can now say that we have the problem surrounded. It is there in our schoolrooms. It is within the joint responsibility of the home and the community, operating in immediate contact with the child.—Ray Lyman Wilbur, Secretary of the Interior.



## Governor Harry H. Woodring, Correspondence Files, Box 19

American Education Week 1931

### Planning a Program

**P**LAN FOR AN EFFECTIVE American Education Week program will provide for the participation of the entire community—teachers, school officials, pupils, parents, and other citizens.

The chief school officials will usually take the lead. The first step is the appointment of a responsible committee which may be known as the American Education Week Committee. It should be selected as early as possible. Plans should be made well in advance. Outlines of these plans should be in the hands of representatives of every school and every community organization.

The American Legion, service clubs, parent-teacher associations, literary societies, fraternal, church, and young people's organizations will take part. Ask these groups to appoint committees to cooperate with the general American Education Week committees. Suggest to them programs which will be of most help to the schools and most consistent with the aims of the groups themselves.

Keep the local newspapers informed of progress from the start. Their support will arouse the interest of the community. Ask clergymen to direct the thoughts of their congregations to education during this week from the pulpit, thru special programs, and church bulletins.

Announce American Education Week on posters in store windows, street cars, and on billboards. Enlist the help of the art and printing departments of the schools. Write to the Division of Publications of the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C., for three-color illustrated announcement posters at low cost. Announce American Education Week in school newspapers, school bulletins, publications of the Chamber of Commerce, local hotels, and other advertisers' pamphlets carrying news items. Prepare a special booklet for distribution to parents during the observance of the week. Ask the mayor of your city and the governor of your state to issue a proclamation call-

ing the attention of the public to American Education Week as an appropriate occasion to recognize what the schools are helping city, state, and nation to achieve.

Plan exhibits of school work, display

**E**DUCTION IS a total community responsibility. It is not the sole business of a corps of principals and teachers, nor is the formal school the only agency in the educational process. While educators may lead the way, they cannot go far without the support and cooperation of other agencies in the community which are influencing the lives of the children . . . In working with the community we must not forget the influence of the newspaper . . . We bring the schools to the people also by having certain open days and open nights when parents and other citizens may visit the schools, see the classes in operation, observe our methods of instruction, and become acquainted with principals and teachers. Approximately 50,000 parents of Philadelphia school children visited the schools during American Education Week last fall as a result of the offer of this opportunity to them.—Edwin C. Broome, president of the Department of Superintendence of the National Education Association.

slides and films in theaters, arrange for addresses of teachers before local organizations, display books in public libraries. Plan local radio programs. Arrange for citizens to hear the nationwide broadcasts sponsored during American Education Week by the National Education Association, the American Legion, and the U.S. Office of Education. These radio programs include addresses by nationally-known educators and other important leaders in American life. Write to the Division of Publications of the National Education Association for an announcement of speakers and exact time of programs. Write to the editors of religious, trade, fraternal, and service club publications that circulate in your community, asking them to carry announcements of American Education Week.

#### What State Departments Can Do

Take the lead in developing a statewide program adapted to the needs of the state.

Issue bulletins of school facts important in their states.

Invite the governor to designate the week by proclamation.

#### What the Superintendent Can Do

Address the teachers in advance on the purposes of American Education Week.

Take the lead in developing a city or county-wide program.

Arrange with the Board of Education to take official action approving the observance of the week.

Make addresses before local organizations. Coordinate thru his office all plans for the week.

Write letters to local organizations inviting them to participate in the program.

Publish for distribution to citizens a booklet on "Hometown Education Facts."

#### What the Principal Can Do

Arrange for committees from the school to cooperate with general committees.

Provide reference books, pamphlets, etc., constituting a special library on American Education Week for all workers.

Issue special invitations to parents to visit the school.

#### What Teachers Can Do

Visit the homes of their students.

Exhibit and demonstrate school work.

Serve on committees.

Talk before community organizations.

#### What Pupils Can Do

Demonstrate class work.

Prepare school exhibits.

Talk before school assemblies and community groups.

Make posters.

Have special programs at meetings of school clubs.

#### What Parent-Teacher Associations Can Do

Urge "Every home to entertain a teacher during American Education Week."

Get "Every parent in a school American Education Week."

Hold meetings to discuss school objectives and achievements.

Invite other civic organizations to have special programs.

Scores of other plans for the participation of teachers and others may be found in *Things To Do American Education Week*, from which the above suggestions were taken. This bulletin may be obtained from the Division of Publications of the National Education Association.

**T**HERE IS a tendency for all social institutions to lag behind the industrial progress of a people. The only remedy for this lies in keeping the people themselves informed. In the small state of Rhode Island within a period of five years Henry Barnard found it necessary to hold eleven hundred meetings and to make fifteen hundred addresses. Nevertheless, this campaign put Rhode Island schools in step with Rhode Island progress. American Education Week affords every community an opportunity to consider its school situation, take stock, and plan for the future.—William John Cooper, U. S. Commissioner of Education.



## Governor Harry H. Woodring, Correspondence Files, Box 19

American Education Week 1931

### Helpful References and Material

EVERY SCHOOL, under the direction of the principal or a committee of teachers selected for the purpose, will wish to provide a library of materials which can be made available to teachers, pupils, and parents for use in planning the program for American Education Week and in preparing addresses and writing articles. The following publications are especially selected because of their availability, their economy, their usefulness for the immediate purpose and for continued reference in the school library.

The Division of Publications of the National Education Association prepares helps for American Education Week, among which are:

*Things To Do American Education Week*—This mimeographed bulletin outlines the complete program of the week with suggestions for the cooperation of every appropriate community agency. It lists hundreds of references to books, magazines, and specially prepared materials helpful in preparing addresses and writing articles. It describes plans of committee organization that have proved successful in many communities. It lists plays, pageants, poems, and exercises that may be used in assembly or classroom American Education Week. This bulletin is rich with suggestions that may be adapted to any community. *Things To Do American Education Week 1930* was duplicated in its entirety by one state department of education and a copy presented to every city and county superintendent in the state. The price of *Things To Do American Education Week* is \$1.

*American Education Week Posters*—Fourteen thousand posters were printed in 1930. The supply was exhausted before the observance began. An excellent means of interpretation, economical of time and money. Cost per set, \$1.

An American Education Week announcement poster, artistically illustrated in color, may be obtained in quantities from the Division of Publications at low cost. These posters may be obtained on bristol board with selfsupport to dis-

play in windows, or on lighter stock for use on bulletin boards.

*The School Home of Your Child*—A four-page message to send into the homes

#### WHAT THE COMMON SCHOOLS HAVE HELPED AMERICA TO ACHIEVE

- [1] Rapid rise to national greatness.
- [2] Realization of democratic ideals.
- [3] Quick conquest of a vast frontier.
- [4] Widened opportunity for new citizens from overseas.
- [5] The highest place ever accorded women.
- [6] The ability to create, manage, and staff efficiently, large-scale production.
- [7] The noblest standard of living ever realized over a large area.
- [8] The highest level of intellectual life ever attained by the common people.
- [9] Steady improvement in the art of self-government.
- [10] Appreciation of the significance of childhood and the home life.

during American Education Week. More than 50,000 of these have already been distributed. Cost, 100 copies, \$1.25; 1000 copies, \$9.

*Research Bulletins*—Publications of the NEA Research Division contain invaluable material for addresses and articles on such subjects as the ability of state and nation to support the schools, teachers salaries, tenure and retirement systems, school laws in the several states, old and new methods of taxation for schools. Cost, 25 cents each. Discounts for quantities.

Your library will help you compile sources of information. Suggested material for each day, selected from the lists of *Things To Do American Education Week*, follows:

Monday—*What the schools are helping America to achieve in economic progress.*

National Education Association Research Division. *The Schools and Business*. Price 20¢. Discounts for quantities. A valuable booklet to place in the hands of one hundred of your leading business men.

Committee on Public Information, North Carolina Education Association. *Education in 1900 and Now*. Raleigh, N. C.

NEA Research Division. *Investing in Public Education*. 8:166-220. Price, 25¢.

Tuesday—*What the schools are helping America to achieve in child health and protection.* White House Conference 1930. The Century Co. Paper 50¢. Cloth \$2. This epoch-making Conference called by President Hoover is just publishing its findings. They may be obtained in book and pamphlet form for study in clubs, classrooms, and parent-teacher associations.

Wednesday—*What the schools are helping America to achieve in citizenship and loyalty to law.*

Diemer, George W. and Mullen, Blanche V. *Pupil Citizenship*. World Book Co. 1930. 339p. \$2.16.

Almack, John C. *Education for Citizenship*. Houghton Mifflin Co. 1924. 287p. \$2.

Moore, Clyde B. *Citizenship Through Education*. American Book Co. 1929. 320p. \$1.40.

Thursday—*What the schools are helping America to achieve in improvement of rural living.*

Morgan, Joy Elmer. "Rural Life and the Rural School." In *Journal of the NEA*, 20:1, Jan., 1931, p10.

Anderson, J. T. "The County Superintendent." In *Journal of the NEA*, 20:1, Jan., 1931, p9.

National Education Association, Department of Rural Education Bulletin. *Special Problems in the Education of Rural Children*. Feb., 1931. Price, 25 cents.

Friday—*What the schools are helping America to achieve thru a higher level of intellectual life.*

Fisher, Dorothy Canfield. *Why Stop Learning?* Harcourt, Brace, 1928. \$2.

Gray, William S. "Enjoyment of Good Literature." In *Journal of the NEA*, 20 : 3, March, 1931, p89.

Walker, J. E. "Hamilton County's Answer to Illiteracy." In *Journal of the NEA*, 19:2, Feb., 1930, p62.

Saturday—*What the schools are helping America to achieve thru the enrichment of adult life.*

Dean, Arthur. "The Enrichment of Adult Life." In *Journal of the NEA*, 20:2, Feb., 1931, p55.

"The Leisure of Tomorrow" [Editorial]. In *Journal of the NEA*, 19:1, Jan., 1930, p1.

Suzallo, Henry. "The Use of Leisure." In *Journal of the NEA*, 19:4, April, 1930, p123.

Sunday—*What the schools are helping America to achieve thru high ideals of character and home life.*

Anderson, A. Helen. "Methods in Character Education." In *Journal of the NEA*, 20:1, Jan., 1931, p11.

Germane, C. E. and Germane, Edith Gayton. *Character Education: a Program for the School and the Home*. Silver, Burdett, 1929. \$2.80.

THE National Education Association urges the continued observance of American Education Week in the belief that every citizen should be kept informed upon the work and needs of the schools. The Association appreciates the cooperation of the American Legion and other organizations in the development of this permanent, worldwide movement.—Resolution adopted at Atlanta, 1929. ¶The National Education Association urges the continued observance of American Education Week.—Resolution adopted at Columbus, 1930.



## Governor Harry H. Woodring, Correspondence Files, Box 19

STATEMENT OF GOVERNOR HARRY H. WOODRING ON NATIONAL EDUCATION WEEK. (For release Sunday, November 1)

84

Education is the shibboleth of all true Americans. Our public school system is the foundation of our democratic form of government. The largest item in our budget of public expenditures is our school tax. So it is meet and proper that we have a designated week in which to devote special attention to education. Such a week has been observed for the past ten years under the sponsorship of The National Educational Association, United States Office of Education, and The American Legion. This year the date is the week of November 9 - 15, and we bespeak a hearty, sympathetic, understanding cooperation of parents, pupils, teachers and school boards to the end that something worthwhile shall result. ~~Not~~ trite, hackneyed adulation of education in general, but a definite, deepened purpose to get a fair measure of return for our heavy investment, with special emphasis upon the home schools, which minister to 430,000 Kansas children, compared to approximately 25,000 young people who attend state and private colleges. The need of the times is not so much reduced salaries as better teachers and better results, so that a fixed purpose may be instilled into the minds of the young to become really educated; not merely a routine of text-book drilling that will enable them to "get by," to make a passing grade, but to attain the fundamental knowledge that makes a better and more patriotic citizen, a more intelligent voter -- a foundation upon which to build a more useful life. Independent thinkers, not echoes or parrots, should come out of our schools, linked with moral fiber, strength of character, and loyalty to the high traditions of Kansas.

With ~~half~~ one and a half million people taking home studies afforded by our universities -- more than double the number attending the higher institutions -- added to the other multitudes profiting by the farm extension courses, and with the great field opened by the radio, bringing the homes into direct contact with the best minds of state and nation, if the rising generation gets its just dues through the public schools, we shall have the best educated, best informed people as a whole ever known on earth. So again we commend an earnest, thoughtful observance on the part of all of our people of the national Education Week as set apart.

## Governor Harry H. Woodring, Correspondence Files, Box 19

STATE OF KANSAS  
OFFICE OF THE GOVERNOR  
TOPEKA

COPY

84

November 2, 1931

The Beloit Gazette  
Beloit, Kansas

Gentlemen:

I am exceedingly sorry your telegram of October 22 was misplaced and that I overlooked sending you an advanced copy of my Beloit speech. I carried your message home in some papers and it became lost until I found it yesterday. We did not have the speech ready until just before I left for Beloit and I carried a copy with me for you, but I did not see anyone representing the paper.

With kindest personal regards, I am

Very truly yours

Harry H. Woodring  
Governor



## Governor Harry H. Woodring, Correspondence Files, Box 19

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*Sorry your misplac'd telegram carried home in some paper & was neglected. - However carried a copy to Beloit with me for you. I did not see anyone there.*

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## Governor Harry H. Woodring, Correspondence Files, Box 19

*Benson*  
all right as minister  
Poor administrator of the business part

Rev. Amos Bickner  
Sept - K.H.S. -  
600 Washington Ave



## Governor Harry H. Woodring, Correspondence Files, Box 19

MORRIS A. BEALLE  
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### PLAIN TALK

MAGAZINE

927 15th Street, N. W.  
Washington, D. C.

October 29, 1931

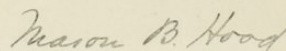
Hon. Harry Woodring,  
Governor,  
Topeka, Kans.

My dear Governor:

PLAIN TALK will shortly inaugurate a monthly series entitled THE BEST AMERICAN STATE. We would appreciate it, if you will have your press agent, or ghost writer, write under your signature an article of say 1,000 to 2,000 words telling why your commonwealth is the best American state.

We plan to print one of these stories each month and it will be a case of first come-first served, so we hope your ghost writer will get your story in at an early date.

Very truly yours,



Mason B. Hood  
Editor.