

FRIENDS JOURNAL

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IN THIS ISSUE

***P**ERHAPS the most valuable result of all education is to make you do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly.*

—THOMAS H. HUXLEY

"Imbued with a Better Learning"

. *by Hugh Borton*

History Teaching in a Changing World

. *by Walter H. Mohr*

A Teacher-Training Project?

. *by Edward J. Gordon*

News from Friends Schools

. *by Edwin R. Owrid*

*"From Fear to Faith"—Friends General
Conference, 1958, at Cape May, N. J.*

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Book Review

SPEAKING OF TEACHING. By IRVIN C. POLEY. Foreword by Henry Scattergood and introduction by Edward J. Gordon. Germantown Friends School, Philadelphia, 1957. 120 pages. \$2.50

This delightful volume, so aptly entitled *Speaking of Teaching* and published as a tribute by the school which the author has served with such distinction for nearly a half-century, speaks to the reader with the same keen, heartfelt perception as Irvin Poley in person has spoken to thousands of grateful students, teachers, and parents from 1913 to 1958. This reviewer finds special satisfaction in the every-day philosophy which permeates the pages on which a great teacher has illustrated so richly his faith in, and affection for, people.

The first chapter, "On Ends and Means of Teaching," appropriately enough sets forth a dynamic philosophy of education. Confusion of ends and means, a common fault of educators, is avoided. Irvin Poley is willing that the prestige of the school and his own success as a teacher should not rest on lesson learning alone as the end to be sought. Learning is a means. The end he calls "maturity of personality," to be achieved through a multitude of activities, experiences, and courses—a poetry reading assembly, a choir rehearsal, a ninth-grade class in English, a performance of *Saint Joan*, a French lesson, and so on, all educational tools when in the hands of an artist-teacher. Irvin Poley lists some thirteen characteristics of "a person who has achieved social and emotional maturity." Here one may share his distillation of a wise teacher's experience.

Irvin Poley is not only a devout Quaker, he is also a Quaker educator. He not only practices what he preaches and believes what he teaches, he also expects the same integrity from his associates. The charm of the book lies to a large extent in his abundant use of examples, both serious and humorous.

In no area of his work and influence have educational "outcomes" been more notable than in the field of public speaking and dramatics. For some twenty-five years, members of the senior classes in public speaking have had, in the Malvern Festival, an almost professional experience in participation in assembly-length plays, chosen from the best the theater affords and skillfully cut to fit the time limitations of the school schedule. Such plays as *Our Town*, *Hamlet*, *The Importance of Being Earnest*, *The Devil and Daniel Webster*, and *Death of a Salesman* are typical of the rich fare that the seniors of Germantown Friends School have enjoyed.

Speaking of Teaching is not only a volume for the general reader, but is especially valuable for the teacher who wishes to improve his skill, recharge his cultural batteries, or engage in some soul searching.

The only regret the reader of this book is likely to have is that Irvin Poley has concluded with "Our School Then and Now." What about "The School That Is to Be?"

BURTON P. FOWLER

FRIENDS JOURNAL

Successor to *THE FRIEND* (1827-1955) and *FRIENDS INTELLIGENCER* (1844-1955)

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Editorial Comments

Factual History Books

FEW aspects of education will concern those working for international peace as much as the kind of information which we impart to children and students about other nations. Their past, their conflicts with each other, and all that which vaguely goes by the name of national psychology—these are matters of crucial importance for the shaping of their minds. Literature, art, and music will, by implication or direct information, add life to the teaching of history, but they cannot replace it. They are no more than the decorative bywork that gives color to the factual accounts of events such as history preserves and hands on to the young. Generations of Frenchmen, Germans, Russians, and British—to name only the principal warring nations of Europe—have grown up with distorted (and often ludicrous) opinions and “facts” about each other that were, and still are, firmly built into their minds. Tensions in peacetime and actual warfare are the tragic results of ignorance and prejudice.

Fortunately great progress is in the making, as is evident from Walter H. Mohr's brief survey in this issue, which, we hope, he will supplement at some later occasion. Recently he had an opportunity to interview Dr. Georg Eckert, founder and director of the International School Textbook Institute at Brunswick, Germany, when he visited the United States for a conference with the National Council of Social Scientists. The Brunswick Institute sponsors conferences of historians and history teachers from Western Europe, including Yugoslavia, to discuss common problems. These meetings as well as bilateral conferences between French, British, German, Dutch, Belgian, Italian, and Austrian teachers are unprecedented events, the like of which have never taken place with such a concrete and pioneering purpose in mind as the Institute sponsors. They prepare the way for the writing and publication of fair, objective school-books. Two similar conferences were held between teachers from the United States and Germany in 1952 and 1955. UNESCO is sponsoring conferences with Asian nations; India and Japan are, so far, the most active nations.

There is a good prospect that the children and stu-

dents of tomorrow will acquire a sane view of history and that especially the children of Europe will for the first time in history learn to think in European instead of narrowly nationalistic terms. After World War I Andrew Carnegie's Endowment for International Peace pioneered in this field by arranging for a study of textbooks in the chief European countries. The large teachers organizations of several nations were, however, not consulted, and events after 1933 seemed to prove that the enterprise would need the broad initiative of teachers and the general public. The Brunswick Institute holds great promise in this respect.

When asked about the disillusionments of our time, Paul Valéry, French writer, is quoted as having said, “The future is no longer what it used to be.” As regards the writing of history and teaching the next generation about other peoples, we may indeed congratulate ourselves that the time is fast approaching when the future is no longer what it used to be.

In Brief

Egypt's first DDT production plant, built with help from UNICEF and Technical Assistance, was opened last July. It will produce 700 tons of DDT a year and within twelve months will provide Egypt with all the insecticides she requires for public health purposes.

To date UNICEF has supplied the following amounts of miracle drugs—10,000,000 vials of penicillin used to combat yaws, 20,000,000 tablets of isoniazid for treatment of TB and 325,000,000 sulphone tablets for the treatment of leprosy.

In a national survey of teen-agers' views, the Purdue University Opinion Panel found that a majority of high school students favor wire tapping and the “third degree”; a majority believe the police should censor books, movies, radio, and television; 41 per cent see no reason for maintaining freedom of the press; 34 per cent would deny free speech to certain people; and 26 per cent would allow search and seizure without warrant.

Capital punishment has been abolished in 33 states of the world, including Israel, six states of the United States, and Mexico.

"Imbued with a Better Learning"

Extract from the Inauguration Address at Haverford College, October 19, 1957

By HUGH BORTON

WHAT of tomorrow? I realize that as long as there are inaugurations of college presidents, audiences . . . will be forced to listen to what purports to be the latest and most profound definition and interpretation of "liberal arts education" for the future. It is not my intention to repeat this exercise. . . . In view of a certain uniqueness of each college, it is much more appropriate that we attempt an analysis of what particular emphasis Haverford should give to its education.

Three characteristics, all of which are closely intertwined, immediately come to mind. They are its broad liberal arts base, the personal, individual nature of this education, and the stress placed on moral values. The first characteristic, a curriculum based on a broad liberal arts program of study, is shared by practically all of the institutions represented here. I believe many of you will share my firm belief, based on fifteen years' experience with graduate students in a specialized field, that the undergraduate with the broadest liberal arts base in his training will, as a graduate student, have the best chance to be successful in a field of specialization. It is gratifying to know that the best of our medical schools, many of our leading graduate schools, and an increasing number of executives in industry all consider liberal arts education to be basic.

This is not to say that the liberal arts college can be complacent about its curriculum offerings and its future. On the contrary, it must continually ask itself whether the present offerings are of a type to equip its graduates to understand intelligently events which may erupt in a world in which no part is now isolated or independent of the other.

As for emphasis on the individual at Haverford, which may upon close examination prove to be overrated, it was manifestly easier to create significant personal contacts between faculty and students when the number of students was smaller. But even as the college grew considerably larger, President William Wistar Comfort insisted that education was basically a personal matter, a preparation for life and not the mere accumulation of facts for private gain. Hence it must be based on human contacts.

We do not need man-made satellites or push-button

rockets to bring home the fact that our world is rapidly becoming mechanized. Automation in certain industries has reduced the number of workers to a mere handful, and persons as human beings are forgotten. As our cities grow, our suburbs rapidly turn into sections of larger urban regions. The individual loses his identity and people are thought of in a collective sense or are forgotten. Consolidated central high schools with students counted in the thousands add to the basic impersonality of our present culture. The pressure from all sides to conform to the accepted norm, whether in school, in college, or in adult life, all tend to obscure the individual.

In both national and international affairs, we unthinkingly follow the common advertising practice of using brand names. Large segments of society and of the world are given single labels and the sincere individual who refuses to be counted with the mob is considered at best to be a misfit, at worst to be a subversive. In disregard of the realities around us, we glibly assume that all southerners are opposed to desegregation and that the North is free from racial prejudice. The consistent stand of Henry Ashmore of the *Arkansas Gazette* belies the former assumption and recent events in a neighboring county unfortunately prove the latter to be false.

We have almost forgotten the gracious art of referring to foreigners by the name of their native land but classify them according to blocs, each of which may contain numerous nations with radically different cultural patterns. Thus in our contemporary thinking, persons from abroad belong to huge regions such as Latin America, the Arab world, or Asia. We appear to be either too ignorant or too lazy to distinguish between a Venezuelan and a Brazilian, a Syrian and a Lebanese, an Indonesian and a Filipino. Finally, we make a dichotomy of the world by insisting that everyone is either a Communist or an anti-Communist. Thus our society is fast developing into one in which the individual is made into a stereotype, if not forgotten.

If there is any truth in these charges, if we honestly believe in the worth of the individual, the value of his personal views, and his right to hold them, then we must nurture with all the strength at our command a college where the individual, not numbers, is paramount. We must not let the pressure for mass education materially reduce the ratio of teachers to students. We must strive

Hugh Borton, President of Haverford College, Pa., was formerly Professor of Japanese and Director of the East Asian Institute, at Columbia University. He is a member of Somerville, N. J., Preparative Meeting and Rahway and Plainfield Monthly Meeting, N. J.

to find some way to make the small seminar the common type of classroom. We must see that students have as much opportunity as they wish to contact members of the faculty outside the classroom. Finally, we should keep uppermost in our minds the fact that our greatest task is to assist each student to grow to the best of his ability into an independent, cultured human being. Only then is there hope that the individual will not be devoured by the group.

Finally, another phase of this personal approach to the student should not be overlooked. I refer to an athletic program which permits participation by all students in sports. This Field House, which has just been completed, is a worthy synbol of the college's interest in such a program. Anyone who has competed in intercollegiate athletics as a student, or in an interclass contest, will readily agree that the most cherished memories are those of scoring or helping to score a run or goal in a key game. I am certain that to students sitting here now the swish of a crucial set shot in basketball which they may make from this same floor will resound in their ears far longer than anything that is said on this platform. And I am glad that such is the case. If the aim is true, the coordination perfectly timed, then that student has learned a self-control of which he and his college should be proud.

The world into which future graduates of this institution will be expected to make their way has just this month witnessed the end of the bizarre race between the United States and the Soviet Union to launch the first satellite into outer space. This race was won, as might have been expected if we had not been blinded by our own intellectual arrogance, by the state whose deity is scientific achievement and whose official political philosophy distorts and negates those principles and values which we in the United States treasure. In our feverish efforts to win this race, in our search for security through thermonuclear devices and intercontinental ballistic missiles, we have come perilously close to worshipping this same false god of science and to forgetting the Christian basis of our civilization and culture.

In such a world as this, where moral values we hold

dear are despised or ignored by part of the world and sadly neglected by the rest, this institution should make no apologies nor hide the fact that as a denominational, Quaker college it is interested in the moral as well as intellectual well-being of its students. While this concern may make little noticeable imprint on them, the college should not shirk this responsibility. This is not to infer that either the faculty or students of this college are expected to adhere to the principles of the Society of Friends or necessarily to agree with them.

On the other hand, it is not too much to hope that members of this college community, like many persons before them, will come to understand more fully and to appreciate more deeply the unchanging moral values of life. The beauty of the campus on an autumn morning may have a deep meaning for some. The children playing in the Osage orange tree which William Carvill, the English landscape gardener, planted shortly after the college was founded, the last surviving specimen of the second generation of William Penn's treaty elm which gracefully spreads over the lawn on our central campus, the exotic evergreens on the nature walk, any one of these sights may have special significance to others. A new friendship, a special relationship between a professor and his pupil, may contribute most to another's moral fiber.

It is also not too much to expect that in the weekly assemblies of our entire student body some of the students may profit from their contacts with leaders from various phases of the nation's life or from their talks with outstanding scientists and statemen who constantly visit the campus. Finally, we hold that in our midweek Quaker meeting for worship, students and faculty can learn to delineate and to cultivate the highest moral principles and to see man in his proper relation to his fellow man, to life as a whole, and to God.

These will continue to be our aims. To some they may seem far too idealistic to achieve in a world which is capable of destroying itself. The future may prove such predictions to be correct. But if we are to be saved from our own destruction, if we are to face the future with faith and courage, we must base our individual

THE longer I live, the more difficult do I see education to be; more particularly as it respects the religious restraints that we put upon our children. To do enough and not too much is a most delicate and important point. I begin seriously to doubt whether as it respects the peculiar scruples of Friends, it is not better quite to leave sober-minded young persons to judge for themselves. I have such a fear that in so much mixing religion with those things that are not delectable, we may turn them from the thing itself. I see, feel and know that where these scruples are adopted from principle, they bring a blessing with them, but where they are only adopted out of conformity to the views of others, I have serious doubt whether they are not a stumbling block.

—ELIZABETH FRY

philosophy, our national philosophy, and even our attitude and actions toward the rest of the world on the simple belief in the fundamental worth of every individual. If we succeed in keeping this truth before succeeding generations of Haverfordians, then we will, in fact, have imbued them with a better and higher learning.

History Teaching in a Changing World

By WALTER H. MOHR

THAT diplomacy, international organizations, and peace societies, important as all of them are, cannot by themselves bring about world peace has become increasingly evident since World War I. Secretary of State George Marshall in his speech accepting the Nobel Peace Prize cited the northern and southern versions of the Civil War, pointing out how completely unrealistic both stories were; he concluded that much work would have to be done if history texts and history teaching were to make any significant contributions toward a lasting world peace. He might easily have used as another illustration the Canadian and United States versions of the War of 1812 as presented in the history texts of these adjoining countries.

Late in 1956 the fifth volume of *Das Internationale Jahrbuch für Geschichts Unterricht* ("International Yearbook for History Teaching") was published by the Albert Limberg Verlag, Brunswick, Germany. This publication—regrettably not widely heralded—furnishes documentation of a movement originating in Germany after World War II. The initiative and most of the impetus came from Professor Georg Eckert at Brunswick, although some credit for encouraging it should go to Gerald T. Hankins of England, a notable crusader for international history teaching. The program set up a network of exchanges and criticisms of textbooks, including those of the countries of Western Europe, the United States, India, Japan, and Yugoslavia. It has resulted in a rising consciousness among the history teachers of Europe and elsewhere that their textbooks are sometimes biased and need to be revised in the interest of facts and of better understanding.

An important pilot experiment was made by the Scandinavian countries. They found that some important changes were needed in the history texts of these

now friendly countries if members of the younger generation were to have a true picture of the development of these countries in their relationships with their neighbors. It should also be noted that UNESCO has not only encouraged and supported Professor Eckert's project but has done excellent work in stimulating the review of teaching materials and methods.

A study of the five volumes of *Das Internationale Jahrbuch* is a rewarding experience. Most of the reports and essays are written in German, but some very significant portions are written in English and French, so that the teacher with a reading knowledge of either French or German can get much of value. The volumes contain reports of international conferences of history teachers with the recommendations made by them; suggestions for teaching aids and visual material useful for teaching international understanding; essays on the specific problems of teaching history in the various countries; lectures on such topics as the origin of certain national cultures; reviews of American history texts by German history teachers; reviews of German history texts by English, French, and American history teachers; articles dealing with the organization of history courses in some of the countries; and lists of the important leaders of the international conferences.

The report of the conference of French and German teachers of history at Mainz in October, 1951, gives some idea of the working of these conferences. This meeting dealt with Franco-German relations from 1789 to 1933 as presented in the textbooks of the two countries. Although it is impossible to give a complete summary of the important topics covered at this conference, it is interesting to see how many points of view both sides were willing to change in their texts on such important phases of Franco-German relations as the problem of Alsace-Lorraine, the international policies of Napoleon III and Bismarck, the causes of World War I, and the dictated treaty of Versailles. More important than the changes the group was willing to make in their texts was the spirit of good will and cooperation so evident at this conference. No one would dare to say that the progress which is being made toward a Western European union is caused by the cooperative approach to history teaching, but it might be safe to venture that both movements stem from the same source and are excellent harbingers of the future.

The conference of German and United States history teachers held at Brunswick in May, 1952, was equally successful. It was noted by the American representatives that the German textbooks did not give sufficient weight

(Continued on p. 27)

Dr. Walter H. Mohr, a member of the faculty at George School, Pa., has for a number of years been actively interested in efforts to revise history teaching on an international scale. We hope that the present article may be followed by a supplementary survey at some later date.

Walter Mohr is a member of Germantown, Pa., Monthly Meeting (Coulter Street).

THE COURIER

A Publication of the Friends Council on Education

Winter 1958

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This publication is issued by the Friends Council on Education in an attempt to explore and help shed light on problems common to all who work in the field of education. It is our hope that schools will feel very free to communicate with each other should they seek further elaboration on any activity described.

The Editorial Staff comprises Howard G. Platt, Rachel K. Letchworth, Alexander MacColl, James A. Tempest, Mark F. Emerson, and Edwin W. Owrid.

The Courier includes page 23 to page 27, first column.

A Teacher-Training Project?

By EDWARD J. GORDON

WHAT responsibilities do Friends schools have to American education? What responsibilities do we have in helping to train teachers for the coming crisis? Can Friends schools suggest useful ways to encourage wider acceptance of the idea that all schools should be concerned about the value systems of their students? Do our methods of teaching values have wider application? Where will Friends schools get teachers during the next ten years?

These questions were on the minds of the Friends Council on Education when Burton Fowler, Consultant to the Fund for the Advancement of Education and former Principal of Germantown Friends School, proposed a teacher-training project for the Philadelphia area. Consequently, a committee consisting of Edward J. Gordon, Gertrude M. W. Stokes, Rachel K. Letchworth, Edwin Owrid, and Mary Chapple developed the plan described herein.

Existing programs at Harvard, Yale, and Wesleyan work with public schools and are primarily concerned with getting their students to accept positions in public schools. Phillips Academy in Andover, Massachusetts, has been running

a training project for two years; Saint Paul's School in Concord, New Hampshire, is beginning a program next summer.

The program for Friends schools was presented last April to the Fund for the Advancement of Education in order to get financial support. Since that time our committee has worked on following up suggestions made at that meeting. Our intention was to present a final report, assuming the approval of the Friends Council, at the mid-winter meeting of the Fund.

The project would train prospective secondary school teachers, graduates of liberal arts colleges, by offering internships in six or seven Friends schools and two public schools. It would include for each intern a summer program of two education courses set up especially for this project, and given, we hoped, under the auspices of the Friends colleges in the area. During the school year there would be supervised teaching experience in two different schools, half the year in a public school and half in a Friends

school. At the end of the experience the intern would be accredited to teach in public schools, though he might choose to teach in an independent school.

Is this just another teacher-training program?

We think not. This program should provide ideas

E. NEWBOLD COOPER 1898-1957

E. Newbold Cooper for the past six years served as Chairman of the Friends Council on Education. In the midst of a life rich with an almost unbelievable number of interests and responsibilities, we feel that this was one of his chief concerns.

He saw the Council on Education as a potentially great service organization, international in scope, offering guidance and inspiration to all Friends schools and colleges, as well as to Friends engaged in education anywhere. He saw, too, the whole scene of American education enriched by our research and philosophy, and so, thereby, we would have earned the right to exist. When our vision was not great enough he urged us on.

We will not let that vision fade.

Edward J. Gordon is Chairman of the English Department of Germantown Friends School and Instructor in Education at Harvard and Yale.

on whether a group of schools in an urban area, by banding together, can offer a successful intern program. In this way our schools would be making a useful contribution to American education by showing how any city area might train teachers for the coming shortage. The plan would be equally applicable to other schools: in Phoenix, Denver, or Chicago, for example. It does not have to be limited, as the years pass, to people immediately out of college; it would be useful for training anyone who wants to go into teaching.

The program would not be *better* than what could be supplied by a university; it would be *different*. It attempts to avoid three serious difficulties in most teacher-training projects. It is *centered* on internship; education courses are supplementary, not central. By starting with selected schools, it avoids the serious limitation imposed on universities by the nature of the schools and master teachers with whom they usually have to cooperate. Finally, this program is attempting to work out a new kind of graduate education course more adapted than are the traditional offerings to an intelligent liberal arts graduate. Undergraduate courses in education have managed, in most colleges, to hold to suitable intellectual standards; but many graduate courses have been an insult to the intelligence of the student.

Our emphasis would be on the supervision of the intern's teaching. One of the major problems in existing programs is their relation to the master teachers who have no part in planning the program and whose individual efforts are not coordinated. We hope to bring master teachers into the total planning by holding monthly seminars.

What Have Friends Schools to Offer?

We believe that the philosophy of Friends schools might make a contribution to American education. If a school is to be successful, it must have a high degree of pupil and teacher morale. It must care for more than the intellectual development of the students; their emotional sides are equally important. The result of an educational program must be partially measured by the value system of its products.

The Friends schools offer to interns a philosophy in action. The central belief of the Society of Friends—that there is something of God in every person—means a belief in individual dignity which should further good teacher and student morale. If a person feels that he matters, his morale is to that extent improved. In administration and in student government we proceed on the assumption that each participant has equal importance, that the sense of the meeting is based on unity

of opinion rather than on majority vote, that the conviction of the minority should be given respectful and deep attention, and that all opinion can be gathered into a unifying and workable whole.

The Schools in Practice

The participating schools are committed to strong academic programs. One has been taking part in the School and College Study of Admission with Advanced Standing since the origin of that study, and at least one other school is now participating. Two schools have been doing experimental work in the application of the study of linguistics to the teaching of French, Latin, and English. One school offers interesting junior high science work in anthropology and in geology. About ten teachers have been working with either the School and College Study of Admission with Advanced Standing or the Educational Testing Service, in constructing and evaluating subject matter tests. Coordination of these efforts would provide, we feel, an interesting and stimulating environment for an intern.

How Would the Program Work?

As has been said, the program would include six or seven Friends schools and, in the beginning, two public schools in the Philadelphia area. It would be administered by a Board of Directors (preferably six or seven in number) appointed by the Friends Council on Education, and each public school taking part would be asked to supply an additional member. The Board would in turn select a Director. All final decisions as to courses, entrance requirements, and choice of master teachers would rest with the Board and with the Director.

The Director's duties would include visiting the cooperating schools to evaluate the contribution each school might make to the program. He would select and train those who are to serve as master teachers. He would direct a monthly seminar of master teachers, aimed at an understanding of the program, at creative approaches to teaching and supervision, and especially at examining new developments in the various fields of teaching. These seminars would also include new findings in learning theory. They would presumably be open to beginning teachers in any of the schools and to any other teachers who would like to attend. Visiting specialists in curriculum, in philosophy, and in education would be used.

These meetings, it was hoped, would provoke much discussion of our purposes and means—discussions which, when taken back to the cooperating schools, might form bases for faculty meetings.

The Director, too, would recruit interns and arrange for their housing and occasional social gatherings. He

might, for example, write to recent graduates of the cooperating schools, describing the program and recommending it to them. He should also, of course, make recruiting trips to colleges.

Finally, he should, as often as possible, see interns teach, and discuss the results with the intern and the master teacher. In this way it was hoped that all three people involved would become better critics of the teaching process.

The master teacher, a major link in the program, should ideally possess the following qualifications: he should know the new developments in his field, be a good classroom teacher, be able to criticize the intern constructively, and be flexible. Where would such paragons be found? Nowhere. But the aim of the program would be to help each teacher approach the ideal, and many would.

The master teacher should be the immediate supervisor of the intern and should instruct him in lesson planning, in useful teaching materials, in professional reading, and in evaluation techniques. The Director presumably would help in assembling bibliographical material and making it available to all master teachers. In the monthly meetings of these teachers, movies, tape recordings, and demonstrations would provide material for working on constructive approaches to intern supervision.

The intern should be a graduate of a four-year liberal arts college. He should have such a scholastic record, personal qualities, and emotional maturity as would enable him to be an effective teacher.

Beginning in September, he would be assigned to a master teacher in one school. There he would teach at several grade levels and with at least one other teacher. He should teach no more than three periods a day. At the end of the half year he would move to another school where he would teach during the second half year. In return for these duties he would receive a salary of \$2,000 to be paid by the two schools. This is the one expense that the Fund would not consider carrying.

The intern should see the school as a whole. He should, according to his talents, take part in extracurricular activities, advising and working on publications, dramatics, music, and student government. He should at some time attend such activities as a work camp, the Schwenksville Conference on School Affiliation, the Buck Hill Falls religious conference, the Schools Community Council, Urban Minorities Close-up, a United Nations trip, and Washington seminars arranged by the American Friends Service Committee.

He should attend faculty meetings and, when they are not dealing with private matters, at least one admin-

istrative conference and a school committee meeting. He should see the workings of a whole school.

He should take two courses in education to be arranged for the summer of 1958. During the fall of his teaching the intern would attend, every other week, a seminar on the teaching of his subject field. The Director would coordinate the program. As mentioned earlier, some sessions would be given by those teachers in the participating schools who are doing notable work. Some sessions would be given by college teachers who may have a different view of what might be done.

The Current Status of the Program

In April, 1957, the program as outlined was taken to the office of the Fund for the Advancement of Education. Here various questions were asked, most of which have now been answered, including:

Would the state Department of Education accredit people who have been through the program? We have been assured of temporary certification similar to that offered by other teacher-training institutions in the state.

Will the cooperating schools pay the \$2,000 to an intern? Here is the weakest link in our program. The large majority of Quaker headmasters, in a meeting at Friends School Day, expressed doubts that their schools could supply this money.

EDITOR'S NOTE. This article presents a thoughtful and carefully worked out approach to a desirable goal. It was projected for publication when a conference of the Philadelphia headmasters discussed it and regretfully arrived at the conclusion that the plan could not be put into operation in its entirety in the near future. Because of its underlying philosophy and specific suggestions we are, nevertheless, submitting it to the readers of the *Courier* as a stimulus to their own thinking. Although the Ford Foundation has not expressed interest in a more restricted plan we feel certain that some sort of pilot study based on the original plan will be made soon in the Philadelphia area, probably at first involving only Friends schools.

News from Friends Schools

IN spite of drought in the East and flood in the West, the summer of 1957 was one of growth in the Friends schools of the United States. The school year of 1957-58 promises like growth in point of service, as the following reports from thirty Friends schools, boarding and country day, witness.

ATLANTIC CITY FRIENDS SCHOOL, Atlantic City, N. J., constructed a new business and principal's office. The newest lighting fixtures were installed in the entire building. The science laboratory benefited from new equipment and fixtures.

BROOKLYN FRIENDS SCHOOL, Brooklyn, N. Y., installed a third asphalt tennis court and refurbished the locker room. For the third summer the Little League used the athletic field. A most successful exchange of French teachers was made last year under the Fulbright plan.

DOWNINGTOWN FRIENDS SCHOOL, Downingtown, Pa., remodeled a sun porch to provide a room for third grade. Last June a pageant was held, commemorating the 150th anniversary of the Downingtown Meeting.

FRANKFORD FRIENDS SCHOOL, Philadelphia, Pa., added four rooms to its building. These will accommodate the fourth and sixth grades, provide for a faculty lounge, and permit the office to return to its original purpose. This fall the Philadelphia Psychoanalytic Institute is sponsoring an extension course at Frankford Friends on "Learning Disorders."

FRIENDS ACADEMY, Locust Valley, N. Y., opened its eighty-first year as a day school only. The new gymnasium, with a two-station basketball floor and wrestling room, will be ready in November. Former dormitory corridor space has furnished five new classrooms.

FRIENDS BOARDING SCHOOL, Barnesville, Ohio, acquired an additional farm of eighty acres as well as a valuable registered herd of Jersey cattle. A new science-auditorium building, to be completed by the fall of 1958, will make way for an enlarged library. Last year Kathryn Sidwell, sophomore, won first prize in an essay contest on Peace—a trip to England and a month among English Friends.

FRIENDS' CENTRAL SCHOOL, Philadelphia, made extensive improvements to the upper school arts and science building, science cottage, gymnasium, lower school studio, and lower school building. Mr. G. Raja Gopal will spend three months at Friends' Central as a "Consultant on Asia."

FRIENDS SCHOOL, Alapocas, Wilmington, Del., improved storage facilities for girls' athletic equipment. Mlle Jacqueline Tallard, daughter of the director of the SHAPE school in France, will spend the first four months of the school year here. Her hostess, Mary Gilruth, a senior, will travel to France with Jacqueline after Christmas.

FRIENDS' SELECT SCHOOL, Philadelphia, has launched a \$150,000 building program, the major part of which includes the building of a new gymnasium. Other goals are more classroom space for the lower school, a complete kindergarten unit, new science laboratories, and increases in faculty salaries.

FRIENDS SEMINARY, New York City, installed an entirely new heating plant at a cost of \$25,000. This year a large group of girls plan to serve as nurses' assistants in New York hospitals.

During the summer months at FRIENDSVILLE ACADEMY, Friendsville, Tenn., friends and students in the community painted and cleaned several of the buildings. The boys' and girls' shower rooms were reconditioned. A new water storage tank was purchased. The school's farm was enrolled in the Soil Conservation Service program.

GEORGE SCHOOL, Bucks County, Pa., started work on an additional dormitory sprinkler system. A new faculty lounge was completed to serve as a central social room for faculty and staff. Four faculty members spent a fruitful summer:

William S. Burton at Massachusetts Institute of Technology, William Cleveland at Wilmington College, Richard Lafean at Overseas Work Camp, and Charlotte Blaschke in Germany.

GERMANTOWN FRIENDS SCHOOL, Philadelphia, purchased the John T. Emlen house and grounds on School House Lane. A special development committee, formed from the school committee and other friends of the school, will be concerned with long-term activities, particularly in relation to the physical plant. The school was represented again this year at the Children's International Summer Village.

All parents of students in GWYNEDD FRIENDS' Kindergarten, Gwynedd, Pa., were visited in their homes prior to the opening of school by members of the faculty. Thus the messages of Friends were interpreted to others.

HADDONFIELD FRIENDS' SCHOOL, Haddonfield, N. J., installed a completely new heating system in the main building. The sixth grade room was remodeled after extensive excavation. The Service Club of the school continues its project of supporting two southern schools. The school participates in the released time program of the public school system by supplying a teacher each week to give Quaker instructions to interested children.

LANSDOWNE FRIENDS' SCHOOL, Lansdowne, Pa., paved the kindergarten play yard and the girls' sports area. The exterior of the building was painted, new playground equipment installed, and a new exhaust fan added to the kitchen. Community activities include raising of funds for the School for Retarded Children and the United Fund, as well as taking clothes to the American Friends Service Committee.

LINCOLN SCHOOL, Providence, R. I., opened a new lower school building, added a new study hall to the junior high school, and gave new quarters to the upper school studio. The science wing was given completely modern equipment. Girls of the school attended several seminars on European countries, were active volunteers in several city agencies, and visited Norway through the Experiment in International Living.

A \$32,000 building renovations gave MEDIA FRIENDS SCHOOL, Media, Pa., three brand-new rooms. Parents and friends gave approximately 386 hours of labor to finish the project for the beginning of school. Preschool and primary children make excursions to the local bakery, post office, fire department, pet store, old people's home, dairy, and farms to supplement the academic curriculum.

MOORESTOWN FRIENDS' SCHOOL, Moorestown, N. J., is engaged in a development program which, first, will add a three-story wing to its junior-senior high school. A second step will build a new gymnasium and enlarge the school offices and library. Two visitors from abroad, Ute Theile from the Rudolph-Steiner School, Nuremberg, Germany, and Mlle Christiane Bobée, director of the Girls Elementary School, Bléville, France, will be in Moorestown this year as a part of the School Affiliation Program.

MOSES BROWN SCHOOL, Providence, R. I., started construction of a new science building to house classrooms in chemistry, physics, and biology.

Plans were started at OAKWOOD SCHOOL, Poughkeepsie, N. Y., to construct a gymnasium that will be correlated with

the original Lane Gymnasium to produce an arts and recreation center. Two new housing units, one for the use of the dietitian, were added. A number of students traveled in Europe and South America and attended work camps in Mexico and France.

PACIFIC ACKWORTH FRIENDS SCHOOL, Temple City, Calif., was host for a few days to the High School Caravan work camp of the American Friends Service Committee. The campers installed a watering system and helped to remodel and repaint classroom furniture.

A former adult class and laundry room at PACIFIC OAKS FRIENDS SCHOOL was remodeled to serve as a nursery school playroom. Kitchen, storage, and bathroom facilities for twelve children were provided.

Members of the committee and other volunteers painted the interior of RANCOCAS FRIENDS SCHOOL, Rancocas, N. J. The school building was used by the Methodist Church as a vacation Bible school, and the playground is used throughout the year by children of the community.

SCATTERGOOD SCHOOL, West Branch, Iowa, broke ground for a new main building on July 29. It will provide all food services, a library-study hall, three classrooms, art studio and hobby area, offices and girls' dormitory. Doris Rockwell, from the Costa Rica Community, is a senior at Scattergood.

At THE SIDWELL FRIENDS SCHOOL, Washington, D. C., acquisition of a nine-acre tract of land permits, for the first time in decades, the accommodation of all classes in the school's own buildings on the main campus. This year Sidwell Friends will conduct a campaign to raise funds for a gymnasium and activities building.

New lighting was authorized for all the old building at WESTFIELD FRIENDS' SCHOOL, Riverton, N. J. A parents committee promotes a feeling of oneness by a series of get-togethers initiated by a covered-dish supper.

WESTTOWN SCHOOL, Westtown, Pa., soundproofed its music studio and practice rooms. A new classroom was added to the lower school. A modern recreation room was constructed at the southeast corner of the arboretum. Westtown continues to support work camps in Philadelphia. The school Service Committee will help support a Hungarian student and, next year, sponsor a student from Kassel, Germany.

THE WILLIAM PENN CHARTER SCHOOL, Philadelphia, added a second story to the kindergarten building to provide new quarters for upper school art and music. The woodworking shop was renovated. A refresher course for teachers of science will be given as the sixth annual series of public-service-to-education lectures. The headmaster continues in office as chairman of the Germantown Community Council.

WOODBURY FRIENDS' SCHOOL, Woodbury, N. J., started a \$20,000 addition, to provide two classrooms and basement playroom. The parents group is contributing labor to finish the project. A Meeting-sponsored tea will be held for alumni of Friends schools living in Woodbury and vicinity. An open house is planned, upon completion of the new building, for elementary education leaders of the community and county.

EDWIN R. OWRID, Librarian
William Penn Charter School

History Teaching in a Changing World

(Continued from p. 22)

to cultural developments in the United States. Thus, for example, the literary achievements of Jonathan Edwards, Emerson, Mark Twain, T. S. Eliot; the painting of Frederick E. Church, the Hudson River School, Grant Wood, and Thomas Hart Benton; the music of MacDowell and Stephen Foster as well as the light opera of Deems Taylor, Jerome Kern, and Sigmund Romberg, the sculpture of Daniel Chester French and Augustus Saint-Gaudens; in architecture the Georgian domestic style, the skyscraper, and the work of Louis Sullivan and Frank Lloyd Wright are sometimes neglected or inadequately presented. Furthermore, the texts failed to give a sufficiently positive understanding of democracy and liberty as practiced in the United States, and the continuous interaction between European and United States history was not given sufficient weight (a similar criticism was made of the United States history texts by German representatives). Nor was sufficient recognition given to the multiplicity of cultures composing the United States.

The German representatives raised the question whether the term "Barbarian" rather than "Germanic" invasions of the Roman Empire might not give children a wrong impression. They thought it wise to lay more emphasis on German cultural influences in Europe before Germany became a unified nation; pointed out that insufficient distinction was made between the development of Prussia as a state and the growth of German nationalism; and thought that too much emphasis had been placed on German aggressive actions in the Caribbean regions. There were many other interesting suggestions, but what we have included gives some indication of the nature of the work which was done. Again, there was a very friendly and cooperative spirit in this conference. Statements by some of the American authors of texts which had been reviewed promised that the suggestions made at the conference would be included in the next revision of their texts.

The work of these private teacher organizations will continue, even though some of it has been taken over by UNESCO; we hope that a sixth volume of *Das Internationale Jahrbuch für Geschichts Unterricht* will be available before too long. So far as we can determine the influence of these conferences is being felt in some of the participating countries. In the United States individual teachers and groups such as the excellent Workshop in International Relations conducted by Leonard Kenworthy at Pennsylvania State University during the summer sessions are doing much to emphasize the importance of international education. But in spite of the

significant achievements here and abroad, there is still much provincialism and emphasis on nationalism in the history teaching of many countries. It would be helpful if history and social studies teachers could have more contacts with similar groups abroad. A study of the problems of international education might enliven some of the dull methods courses which are still being given in a few places. A study might also be made of international rivalries and antipathies and their effect on textbooks.

Education has a tremendous responsibility for preparing young people to assume their responsibilities in a world which technology has made into a neighborhood. Younger historians like Geoffrey Barraclough, Toynbee's successor in London, recommend that emphasis be put on universal rather than on national history. This is a challenging program to which much thought should be given. It is evident that the time is past when we can perpetuate ancient tribal arrogance and modern prejudices in our history, language, and literature teaching. Dare we hope that we are witnessing the dawn of a new age?

Friends and Their Friends

Because of lack of space the publication of Samuel Marble's article "Work and Education," projected for this issue of the *Courier*, has to be postponed to a later edition of the *Courier*. Publication of the next *Courier* is planned for March, 1958.

At the ceremony in Flushing, N. Y., on December 27, 1957, opening the first-day sale of the three-cent religious-freedom stamp in honor of the three-hundredth anniversary of the Flushing Remonstrance, the speech of Postmaster General Arthur E. Summerfield was read by his special assistant, L. Rohe Walter, in the Postmaster General's absence because of illness. The talk commented on the fact that in the Flushing Remonstrance "ordinary people . . . fought entrenched officialdom and arbitrary governmental mandate at great risk," upholding the principle of religious freedom re-embodied in our Bill of Rights in the words "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."

The stamp is described and reproduced, with notations on its significance, in "Letter from the Past—168" in our issue of January 4.

"Quaker Faith—A Basis for Action" is the theme of the 1958 Midwinter Conference for Philadelphia Young Friends of high school and college age—fifteen years old and up. The dates are February 1 and 2. Abington Meeting in Jenkintown, Pa., will be host for the conference. Overnight hospitality will be provided in the homes of Abington Friends. Registration begins 9 a.m. February 1.

Allan Glatthorn, Norman Whitney, John Nicholson, and Dorothy Hutchinson will speak on our Quaker faith and the action to which we are called. The speakers and discussion groups will deal with such questions as these: What is the basis of our faith? What sort of action does it call for? What is the message of Quakerism to a hungry, sick, and despondent world? How is this message to be shared? How can we prepare ourselves to live this message? What is the Inward Light? Who is this God who permits so much evil and suffering?

It is hoped that Young Friends from nearby Yearly Meetings will attend. Please write Young Friends Movement, 1515 Cherry Street, Philadelphia 2, Pa.

The Annual Conference for Teachers—those new to Friends education—under the sponsorship of the Council on Education was held for the ninth season on September 3-5, 1957, at Pendle Hill. Those who were to teach for the first time in a Friends school attended. Forty-eight were in residence from twenty schools, and many more joined them for the evening sessions. Eleven Friends were among the group of teachers staying throughout the conference.

Realizing the value of these three days to Friends education, those who were asked to speak or to be panelists usually, if possible, said yes. The strength of the conference therefore was its leadership; the daily periods of worship and cooperative work, the cordial spirit and the simplicity of living at Pendle Hill, contributed a fitting background for the inspiration of the program.

Many people, including Dorothy Hutchinson, Irvin C. Poley, and Rachel Letchworth, offered very helpful advice to this group.

In the realm of something slightly different, William Price, of Media, Pa., spoke on "Character Growth Through Story Telling," illustrating it with a story that fascinated his listeners.

Harold Chance of the Peace Committee was very helpful in guiding the group to understand Quaker Worship: "Life is made of much more than the day-long rush of nonessentials. Life is made up of mountain peaks and stars, of sand dunes and breakers rolling at your feet. Life is made up of prayer and worship and meditation. And back of it all stands God, wonderfully transcendent, wonderfully immanent, the light within."

ISABEL RANDOLPH

From Fear to Faith

Combining spiritual refreshment with physical relaxation, the 1958 biennial Friends General Conference will be held at Cape May, N. J., from June 23 to 30, and will explore the tensions of our time, using the theme "From Fear to Faith."

Among the distinguished speakers already enlisted is the Rev. Martin Luther King, Jr., president of the Montgomery, Ala., Improvement Association.

A Conference highlight will be a panel discussion devoted to Quaker women applying the Conference theme to family life and the devotional life of Friends. Speakers in this session will include Elizabeth Watson of 57th Street Meeting, Chicago, and Dorothy G. Thorne of Wilmington (Ohio) Yearly Meeting, who is also chairman of the American section of the Friends World Committee for Consultation.

Other speakers for the adult section of the Cape May gathering already include Charles A. Wells, editor and publisher of *Between the Lines*; Howard H. Brinton, instructor and director emeritus at Pendle Hill; Charles C. Price, 3rd, professor of chemistry at the University of Pennsylvania; Gilbert Kilpack, director of studies at Pendle Hill; and Dorothy Hutchinson, author and lecturer.

The Senior High School Section of the Conference is now developing a complete schedule of activities for young Friends entering Grades 10, 11, and 12.

Extensive preparations are also under way for the Junior Conference, built around the different theme of "What Is Faith?" Cape May authorities are providing additional facilities to accommodate the four sections of youngest Friends in this portion of the June 23-30 activities: Section A, age three through entering Grade 1; Section B, those entering Grades 2, 3, and 4; Section C, entering Grades 5, 6, and 7; Section D, entering Grades 8 and 9.

As in the past, the program committee for the entire Conference is scheduling long free periods each afternoon for individual and family recreation on Cape May's beaches.

The committee, which is also making plans for a number of interesting round tables and worship-fellowship groups, expects registration for the biennial Conference to exceed the record of 2,500 who attended in 1956.

Coming Events

(Calendar events for the date of issue will not be included if they have been listed in a previous issue.)

JANUARY

11—American Friends Service Committee Public Meeting, in the meeting house, Race Street west of 15th. 10 a.m.: "Foreign Service Review" by Charles R. Read, Associate Foreign Service Secretary, and returned field workers; "This Campus Generation Learns and Serves" by college and project secretaries from several regions.

REGULAR MEETINGS

ARIZONA

PHOENIX—Meeting for worship, 10 a.m., 17th Street and Glendale Avenue. James Dewees, Clerk, 1928 West Mitchell.

TUCSON—Friends Meeting, 129 North Warren Avenue. Worship, First-days at 11 a.m. Clerk, John A. Salyer, 745 East Fifth Street; Tucson 2-3262.

CALIFORNIA

CLAREMONT—Friends meeting, 9:30 a.m. on Scripps campus, 10th and Columbia. Ferner Nuhn, Clerk, 420 West 8th Street.

LA JOLLA—Meeting for worship, 11 a.m., at the Meeting House, 7380 Eads Avenue. Visitors call GL 4-7459.

LOS ANGELES—Unprogrammed worship, 11 a.m., Sunday, 1032 W. 36 St.; RE 2-5459.

PASADENA—Orange Grove Monthly Meeting. Meeting for worship, East Orange Grove at Oakland Avenue, First-days at 11 a.m. Monthly meetings, 8 p.m., the second Fourth-day of each month.

SAN FRANCISCO—Meetings for worship. First-days, 11 a.m., 1830 Sutter Street.

COLORADO

DENVER—Mountain View Meeting. Children's meeting, 10 a.m., meeting for worship, 10:45 a.m. at 2026 South Williams. Clerk, WE 4-8224.

CONNECTICUT

HARTFORD—Meeting for worship, 11 a.m. at the Meeting House, 144 South Quaker Lane. West Hartford.

DISTRICT OF COLUMBIA

WASHINGTON—The Friends Meeting of

2 p.m.: "Supporting United Nations Disarmament Efforts" by Sydney Bailey, Acting Director of the Quaker UN Program; "Keeping Our Service Relevant" by Lewis M. Hoskins, Executive Secretary; "Heritage of Experience" by Henry J. Cadbury, Chairman.

12—Central Philadelphia Meeting, Race Street west of 15th, Conference Class, 11:40 a.m.: Henry J. Cadbury, "The Prophets—Micah and Nahum."

12—Fair Hill Meeting, Germantown Avenue and Cambria Street, Philadelphia, Adult Conference Class, 10 a.m.: Marguerite Hallowell, "Quaker Education."

12—Race Street Forum, at the meeting house, Race Street west of 15th, 3:30 p.m.: Eric W. Johnson, "Communism As Seen at the Moscow Youth Festival and the Warsaw Student Seminar."

14—Lansdowne Friends Peace Committee, in the Lansdowne Friends School Auditorium, Lansdowne Avenue north of Stewart Avenue, 8 p.m.: André Trocmé, Fellowship of Reconciliation, "The Middle East and North Africa."

15—Chester, Pa., Friends Forum, educational motion pictures, in the meeting house, 24th and Chestnut Streets, 8 p.m.: *God of Creation* (astronomy, natural science, and the microscopic world) and *Murrow-Oppenheimer Interview*.

17-19—Friends World Committee for Consultation, Annual Meeting, in the Washington, D. C., Meeting House, 2111 Florida Avenue, N. W., beginning at 5 p.m. Friday. Speakers include Calvin Keene, Errol T. Elliott, Sydney D. Bailey, Kumiko Fukai, Mary Ellen Hamilton, Levinus K. Painter. All Friends welcome.

18—Western Quarterly Meeting, at Kennett Meeting House, Kennett Square, Pa.: 9 a.m., Meeting on Worship and Ministry; 10 a.m., business session; 1:30 p.m., business session, with Richard R. Wood on the 1957 Wilmington Conference of Friends in the Americas. Lunch served.

19—Philadelphia Meeting, 4th and Arch Streets, after the 10:30 a.m. meeting for worship, Clarence Yarrow, Civil Liberties Committee of the American Friends Service Committee, will speak. All welcome.

19—West Chester, Pa., High Street Meeting House, 8 p.m.: William Plummer 3rd, "Meeting Houses of the Philadelphia Area" (illustrated).

19—Central Philadelphia Meeting, Race Street west of 15th, Conference Class, 11:40 a.m.: Henry J. Cadbury, "The Prophet Jeremiah."

25—Chester Quarterly Meeting, at Swarthmore, Pa., Meeting House, 10 a.m.

25—Lincoln School, Providence, R. I., Dedication of the Winsor and Jerauld Science Wing, 3 p.m.

25—New York-Westbury Quarterly Meeting, at the meeting house, 221 East 15th Street, New York City: 10 a.m., Ministry and Counsel (business session); 10:30, meeting for worship and business session; 2 p.m., guest speaker, followed by business session. Luncheon served at the rise of the morning session.

Washington, 2111 Florida Avenue, N. W., one block from Connecticut Avenue, First-days at 9 a.m. and 11 a.m.

FLORIDA

DAYTONA BEACH—Social Room, Congregational Church, 201 Volusia Avenue. Worship, 3 p.m., first and third Sundays; monthly meeting, fourth Friday each month, 7:30 p.m. Clerk, Charles T. Moon, Church address.

GAINESVILLE—Meeting for worship, First-days, 11 a.m., 218 Florida Union.

JACKSONVILLE—Meeting for worship and First-day school, 11 a.m., Y.W.C.A. Board Room. Telephone EVERgreen 9-4345.

MIAMI—Meeting for worship at Y.W.C.A., 114 S.E. 4th St., 11 a.m.; First-day school, 10 a.m. Miriam Toepel, Clerk: TU 8-6629.

ORLANDO-WINTER PARK—Worship, 11 a.m., in the Meeting House at 316 East Marks St., Orlando; telephone MI 7-3025.

PALM BEACH—Friends Meeting, 10:30 a.m., 812 South Lakeside Drive, Lake Worth.

ST. PETERSBURG—Friends Meeting, 130 Nineteenth Avenue S. E. Meeting and First-day school at 11 a.m.

ILLINOIS

CHICAGO—The 57th Street Meeting of all Friends. Sunday worship hour, 11 a.m. at Quaker House, 5615 Woodlawn Avenue. Monthly meeting (following 6 p.m. supper there) every first Friday. Telephone BUTterfield 8-3066.

DOWNERS GROVE (suburban Chicago)—Meeting and First-day school, 10:30 a.m., Avery Conoley School, 1400 Maple Avenue.

URBANA-CHAMPAIGN—First-day school, 10 a.m., worship, 11 a.m., 714 West Green, Urbana. Clerk, Elwood Reber, 77285.

INDIANA

EVANSVILLE—Friends Meeting of Evansville, meeting for worship, First-days, 10:45 a.m. CST, YMCA. For lodging or transportation call Herbert Goldhor, Clerk, HA 5-5171 (evenings and week ends, GR 6-7776).

IOWA

DES MOINES—Friends Meeting, 2920 Thirtieth Street, South entrance. Worship, 10 a.m.; classes, 11 a.m.

KENTUCKY

LOUISVILLE—Meeting for worship and First-day school, 10:30 a.m. on Sundays at Neighborhood House, 428 South First Street. Telephone TWInbrook 5-7110.

LOUISIANA

NEW ORLEANS—Friends meeting each Sunday. For information telephone UN 1-1262 or TW 7-2179.

MASSACHUSETTS

AMHERST—Meeting for worship, 10 a.m., Old Chapel, Univ. of Mass.; AL 3-5902.

CAMBRIDGE—Meeting for worship each First-day at 9:30 a.m. and 11 a.m., 5 Longfellow Park (near Harvard Square). Telephone TR 6-6883.

WORCESTER—Pleasant Street Friends Meeting, 901 Pleasant Street. Meeting for worship each First-day, 11 a.m. Telephone PL 4-8887.

MINNESOTA

MINNEAPOLIS—Friends Meeting, 44th Street and York Avenue South. First-day school, 10 a.m.; meeting for worship, 11 a.m. Richard P. Newby, Minister, 4421 Abbott Avenue South. Telephone WA 6-9675.

MISSOURI

KANSAS CITY—Penn Valley Meeting, 306 West 39th Street. Unprogrammed worship at 10:45 a.m. each Sunday. Visiting Friends always welcome. For information call HA 1-8328.

ST. LOUIS—Meeting for worship, 10:30 a.m., 2539 Rockford Avenue, Rock Hill. For information call TA 2-0579.

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NEW JERSEY

ATLANTIC CITY—Discussion group, 10:30 a.m., meeting for worship and First-day school, 11 a.m., Friends Meeting, South Carolina and Pacific Avenues.

DOVER—Randolph Meeting House, Quaker Church Road. First-day school, 11 a.m.; meeting for worship, 11:15 a.m.

MANASQUAN—First-day school, 10 a.m.; meeting for worship, 11:15 a.m. Route 35 at Manasquan Circle. Walter Longstreet, Clerk.

NEW MEXICO

SANTA FE—Meeting for worship each First-day at 11 a.m., Galeria Mexico, 551 Canyon Road, Santa Fe. Sylvia Loomis, Clerk.

NEW YORK

ALBANY—Meeting for worship and First-day school, 11 a.m. at Y.M.C.A., 423 State Street; telephone Albany 3-6242.

BUFFALO—Meeting for worship and First-day school, 11 a.m. at 1272 Delaware Avenue; telephone EL 0252.

LONG ISLAND—Manhasset Meeting, Northern Boulevard at Shelter Rock Road. First-day school, 9:45 a.m.; meeting for worship, 11 a.m.

NEW YORK—Meetings for worship each Sunday, 11 a.m. Telephone GRamercy 3-8018 for First-day school and meeting information.

Manhattan—United meeting for worship October—April: 221 East 15th Street May—September: 144 East 20th Street Brooklyn—110 Schermerhorn Street Flushing—137-16 Northern Boulevard Riverside Church, 15th Floor—Riverside Drive and 122d Street, 3:30 p.m.

SCARSDALE—Scarsdale Friends Meeting, 133 Popham Road. Meeting for worship, First-days at 11 a.m. Clerk, Frances B. Compter, 17 Hazleton Drive, White Plains, New York.

SYRACUSE—Meeting and First-day school at 11 a.m. each First-day at University College, 601 East Genesee Street.

OHIO

CINCINNATI—Meeting for worship, 11 a.m., 3801 Victory Parkway. Telephone Edwin Moon, Clerk, at JE 1-4984.

CLEVELAND—Meeting for worship and First-day school, 11 a.m., 10916 Magnolia Drive. Telephone TU 4-2695.

PENNSYLVANIA

HARRISBURG—Meeting for worship and First-day school, 11 a.m., Y.W.C.A., Fourth and Walnut Streets.

LANCASTER—Meeting house, Tulane Terrace, 1½ miles west of Lancaster, off U.S. 30. Meeting and First-day school, 10 a.m.

PHILADELPHIA—Meetings for worship are held at 10:30 a.m. unless otherwise noted. For information about First-day schools telephone Friends Central Bureau, Rittenhouse 6-3263.

Byberry, one mile east of Roosevelt Boulevard at Southampton Road, 11 a.m. Central Philadelphia, Race Street west of Fifteenth Street.

COUNSELING SERVICE

of the
FAMILY RELATIONS COMMITTEE

For appointments in Philadelphia telephone John Charles Wynn, MADison 3-8069, in the evening.

For appointments with Dr. Lovett Dewees write him at Glen Mills, Pa., or telephone Globe 9-2474.

For appointments with Dr. Genevra Driscoll telephone WEsh Valley 4-7118 after 3 p.m.

Chestnut Hill, 100 East Mermaid Lane. Coulter Street and Germantown Avenue. Fair Hill, Germantown Avenue and Cambria Street, 11:15 a.m.

4th & Arch Streets, First- & Fifth-days. Frankford, Penn and Orthodox Streets. Frankford, Unity and Waln Streets, 11 a.m. Green Street, 45 West School House Lane, 11 a.m.

PITTSBURGH—Worship at 10:30 a.m., adult class, 11:45 a.m., 1353 Shady Avenue.

READING—108 North Sixth Street. First-day school at 10 a.m., meeting for worship at 11 a.m.

STATE COLLEGE—318 South Atherton Street. First-day school at 9:30 a.m., meeting for worship at 10:45 a.m.

PUERTO RICO

SAN JUAN—Meeting for worship on the second and last Sunday at 11 a.m., Evangelical Seminary in Rio Piedras. Visitors may call 3-3044.

TENNESSEE

MEMPHIS—Meeting for worship each Sunday at 9:30 a.m. Clerk, Esther McCandless, Jackson 5-5705.

TEXAS

AUSTIN—Meeting for worship, Sunday, 11 a.m., 407 West 27th Street. Clerk, John Barrow, GR 2-5522.

DALLAS—Worship, Sunday, 10:30 a.m., 7th Day Adventist Church, 4009 North Central Expressway. Clerk, Kenneth Carroll, Department of Religion, S.M.U.; FL 2-1846.

HOUSTON—Live Oak Friends Meeting each Sunday, 11 a.m. at Jewish Community Center, 2020 Herman Drive. Clerk, Walter Whitson; Jackson 8-6413.

UTAH

SALT LAKE CITY—Meeting for worship, First-day, 9:30 a.m., 232 University Street.

WANTED

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