

Rob-
Mt.
onan
City,
Girls'
lem.,
Co-
Lib-
Elida
ghts,
Maple
rant;
St.,
ntral.
azel-
holm,
exas,
Port
High,
t, St.
ized;
Sr.
lony,
Pleas-
estead
hools,
hools,
elford
River-
arker
gham,
Long-
orter;
High,
ediate,
Wilson
d
erling,
Mer-
o. 45,
High
s, Sr.
Vichita
entral,
Field,
Hyde,
tinson,
Stan-
Rice
chools,
Comb,
eager;
Wash-
n
ghland
Landis
& Main
, Part
Three
ng
, Bax-
Clyde,
ckland,
s, Cen-
High;
osevelt
Schools,
Twp.;
Schools,
tevens,
Andrew
er Voc.
Central,
Hunt-
ille, S.
Dixon
n., Sr.
Elem.
e A-12]
ATION

The *Journal* of the
NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES



MOONLIGHT ON THE WATERS

AT *Atlantic City*

SEE PAGES 42-45

February 1938

A Complete Reading Series

The Friendly Hour Readers

LEAVELL—BRECKINRIDGE—BROWNING
FOLLIS

In the early books the vocabulary is built up more slowly and more thoroughly than in other series, the break in the vocabulary coming between grade four and grade five.

During the first year no page carries more than three new words. In the second grade the maximum is four.

The reading matter, fresh and appealing to children, develops social attitudes as well as personal character and imagination.

The units in the lower grades provide a rich background of purposeful activities. In the upper books they serve as introductions to whole fields of reading and social activities.

*in Sympathy with the
Social Studies*

THE SERIES

FRIENDS AT PLAY—Pre-Primer . .	\$.16
BEN AND ALICE—Primer	.60
PLAYMATES—Book One	.64
INDOORS AND OUT—Book Two . .	.68
FRIENDS TO KNOW—Book Three .	.72
TRAILS OF ADVENTURE—Book Four	.80
THE WORLD'S GIFTS—Book Five .	.88
WINNING OUR WAY—Book Six . .	.88
WORKING AND DREAMING—Book Seven	.92
LIVING AND SERVING—Book Eight	.92

Each with Workbook and Teachers' Manual

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta Dallas San Francisco

A READING PROGRAM

For the Primary Grades

1. Each unit in the basal books—a true unit of integrated subject matter developing one center of interest.
2. Supplementary Pamphlets, with *both vocabulary* and *content* correlation, which extend and enrich understanding.
3. A complete program of science and social studies concepts.
4. A complete development of reading skills, habits and attitudes.

THE UNIT-ACTIVITY READING PROGRAM

by NILA BANTON SMITH

SILVER BURDETT COMPANY

New York

Boston

Chicago

San Francisco

Between Editor and Reader

"THE MOVEMENT [toward vocational education] has reached the point where every U. S. city must soon decide whether it will teach its boys and girls cultural subjects or teach them to use their hands." This statement is quoted from *Life* for December 13, 1937, circulation over a million and a half. The introduction which contains this statement is followed by a pictorial presentation of the fine work in vocational education which is being done in the Frank Wiggins Trade School, Los Angeles. It is a clear implication that the schools must make a choice between the vocational and the cultural and that the choice should be on the vocational side. That is false reasoning and it is not the position taken by leaders of vocational education in Los Angeles, as I know them. It is the kind of reasoning that has been followed in Italy and Germany. Cultural and vocational education are equally necessary and not mutually exclusive. There are many graduates of vocational schools today who cannot get or hold jobs because they are weak on the cultural side. American civilization has not stalled because of lack of manual skill, but because its tastes, attitudes, insights, and flexibility have not been sufficient to meet the adjustments required by new conditions. By all means let us have vocational education—the best that can be provided—for people who wish to take such courses at any time in their lives, but to offer such education to the exclusion of broad cultural development is to cheat the individual and to lower the general standard of life. In the end such a policy would increase rather than diminish unemployment. Were I a teacher or leader in the field of vocational education, I should use all the influence I could command against any such narrow program of over-specialization.

The Journal goes to all members of the National Education Association

The payment of \$2 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive THE JOURNAL. The payment of \$5 instead of \$2 entitles an active member, in addition to the privileges of the \$2 membership, to receive the Research Bulletins and the Annual Volume of Addresses and Proceedings. The payment of \$100 gives the privileges of the \$5 active membership for life. Subscription to non-members is \$2 per year; single copies, 25 cents. Advertising rates on application. Please report at once any change of address, giving old as well as new address. THE JOURNAL is a member of the Educational Press Association of America. Published monthly, except June, July, and August, by the National Education Association of the United States, 1201 Sixteenth Street, N. W., Washington, D. C. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

The Journal

JOY ELMER MORGAN, *Editor*
H. A. ALLAN, *Business Manager*

of the
NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES

VOLUME 27
NUMBER 2

CONTENTS FOR FEBRUARY 1938

Teaching Economics to Children	EDITORIAL	33
She Changed the Mind of a Nation	ROBERT F. WAGNER	35
Carroll County's Conservation Project		37
Working with Nature	STUART CHASE	38
The Wandering I. Q.	THOMAS R. HENRY	41
Down to the Sea in Ships	BELMONT FARLEY	42
Program for Atlantic City		44
Teaching thru Activity Units		
	EFFIE M. DOWNER AND NATALIE LUCCOCK	46
Achievements in Professional Advancement		48
The Teacher and National Wealth	FREDERICK M. HUNTER	49
The Supreme Court and Subscription Books		51
What Is Personality?	JOSEPH TAUSEK	52
Building Character in Birmingham	CHARLES B. GLENN	54
Community Beautification, a School Project	MILDRED SANDISON	56
History Vitalized thru Creative Writing	A. ESTELLE BELT	59
For Secondary-School Workers		61
Notes and Announcements		62
Honor Roll of the NEA		63

The articles herein printed are the expressions of the writers and not a statement of policy of the Association unless set by resolution

Published by the NATIONAL EDUCATION ASSOCIATION of the UNITED STATES
1201 Sixteenth Street, N. W., Washington, D. C.

CAROLINE S. WOODRUFF, *President* WILLARD E. GIVENS, *Executive Secretary*
J. W. CRABTREE, *Secretary-emeritus*

Directors of Divisions

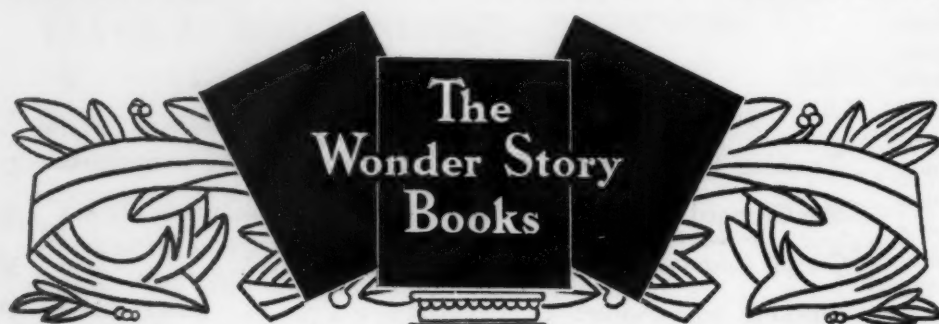
Accounts & Records	Mary J. Winfree	Publications	Joy Elmer Morgan
Business	H. A. Allan	Research	William G. Carr
Classroom Service	Agnes Winn	Associate Director	Frank W. Hubbard
Field Service	Charl Ormond Williams	Rural Service	Howard A. Dawson
Membership	T. D. Martin	Secretary's Office	Harriett M. Chase

Secretaries of Departments Located at NEA Headquarters

Deans of Women	Kathryn G. Heath	School Administrators	S. D. Shankland
Elem. School Principals	Eva G. Pinkston	Supvs. & Dirs. of Instr.	Mary F. Hazell
Secondary School Principals	Director, Discussion Group Project		Walter E. Myer

AGAIN A REVELATION AND A REVOLUTION

ANOTHER TREMENDOUSLY SIGNIFICANT
DEVELOPMENT IN PRIMARY READING



...to be shown for the first time at the Atlantic City meeting of the American Association of School Administrators, February 26 to March 3 . . . in Booths E 24 and E 26.



ROW, PETERSON & COMPANY
EVANSTON, ILL. • NEW YORK • SAN FRANCISCO

Announcing the New Yearbook

The American Association of School Administrators
.. YOUTH EDUCATION TODAY ..

Off the press—February 15

.. DEALS WITH:

Needs of Youth	Creative Citizenship
Youth Organizations	Guidance in the Regular Schools
Personal Relationships	Adjustment of Out-of-School Youth
Broadening Horizons of Youth	

512 pages

Discounts on Quantities

\$2.00

The American Association of School Administrators, Formerly the Department of Superintendence, 1201-16th St., N. W., Washington, D. C.

Announcing NEW PUBLICATIONS

STUDIES IN PROSE AND POETRY, a complete literature program for Grades 7 to 12.

Ready now:

A Junior Anthology

Book One	\$1.48
Book Two	1.56
World Literature	1.64

A High School Anthology

Literary Types	\$1.80
----------------------	--------

In preparation:

American Literature.
English Literature.

★ ★ ★

OUR DEVELOPING CIVILIZATION, a series of social studies textbooks based on history.

The Story of Ancient Times, the history of mankind from pre-historic days to the fall of the Roman Empire—written on a fourth grade level. \$1.00

The United States of America, written specifically for upper grades and junior high school with emphasis on the causes and effects of the great events of American history. \$1.68

In preparation:

The Middle Ages
The Background of Modern Nations

★ ★ ★

THE MERTON-McCALL READERS, Pupil-Activity Textbooks, are a series of basal readers combining textbook and workbook features. Beautifully illustrated in four colors.

Bob and Jane	\$0.36
At Work and Play	.40
From Day to Day	.44

In preparation:

Books for Grades 3 to 6.

★ ★ ★

A COMPREHENSIVE TEST PROGRAM, a complete, well-rounded testing program for use in Grades 3 through 9. Each of the tests is packed in packages containing 25 tests, one manual and scoring sheet with norms.

Intelligence Test
Comprehensive Achievement Test
Educational Background Questionnaire
School Practices Questionnaire

Write for further information

Be sure to visit the Laidlaw Booth, E-27, at Atlantic City

L A I D L A W B R O T H E R S

Chicago New York San Francisco
Dallas Atlanta

5

Y,
les

48
56
64

80

A-
xt-

he
ric
re
00

a,
es
sis
at
58

a-

S,
es
k
ly

6
0
4

o-
t-
h
c-
al

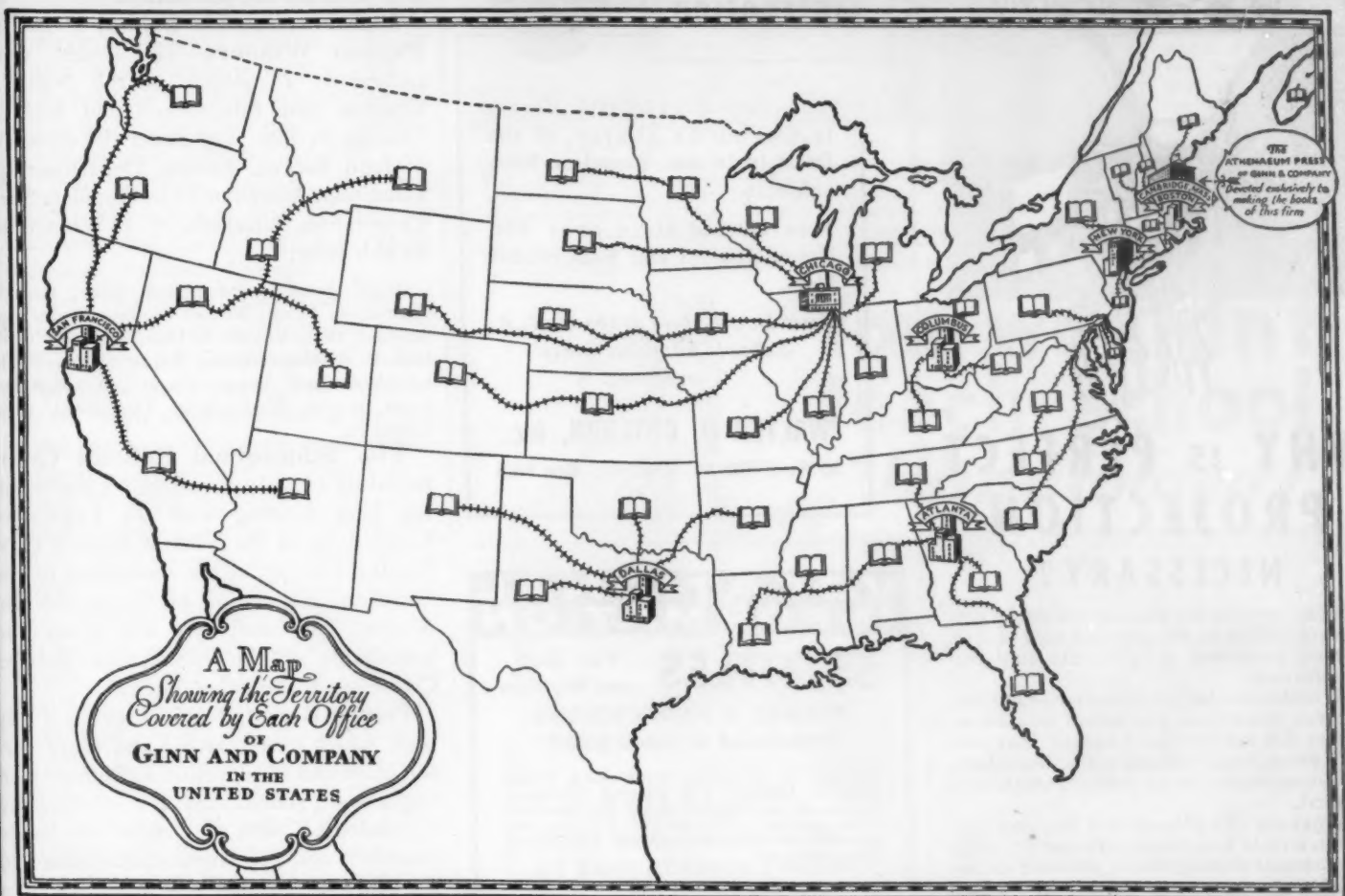
t
-

,

.

ON

Serving . . . and Drawing from the Country



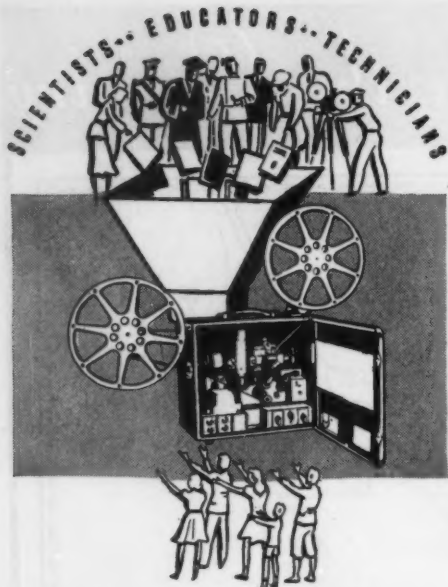
**The best of talent and materials from all sections of the country combine
to make the best possible textbooks for use all over the country**

Tons of wood pulp from the far West go into the paper from which Ginn textbooks are made. Bales of cotton from the sunny South help to make the cloth and thread. Machinery for printing and binding comes from the Eastern and Central States. All sections of the country contribute the materials and equipment necessary for the building of our textbooks, which may be rightly called American-made.

From 46 states and the District of Columbia come Ginn and Company authors, reflecting the educational point of view of all sections of the country.

Add to this seven offices strategically placed to serve, with representatives residing in every part of the country, trained in the field of education, and you have a picture of nationwide cooperation which only a large manufacturing and distributing organization can offer.

GINN AND COMPANY



WHY IS PERFECT PROJECTION NECESSARY?

● Prime reason for the success of the motion picture as an educational tool is that, properly presented, it holds the students' full attention.

To realize to the full this value of motion pictures, projection and sound must be so perfect that eyes are not fatigued, that ears catch every word without conscious effort, that interruptions in presentation are avoided.

To get out of a film all that has been put into it, a truly fine projector must be used. Commercial studios which produce industrial films almost unanimously insist that their films be reproduced with the one projector that will present them at their best—the Bell & Howell Filmosound.

Bell & Howell, makers since 1907 of Hollywood's preferred professional ciné-machinery, build equipment as fine mechanically and optically as can be produced by the best craftsmen in this field. Naturally such equipment costs somewhat more originally, but those who buy it find that the small difference represents a definitely lengthened projector life and a freedom from the upkeep bills that make cheaper construction more costly in the end.

"NEW HORIZONS," a recently published booklet, will familiarize you thoroughly with the new teaching tool, the educational motion picture... with its nature, its applications, its values, the technique of using it effectively, and the experiences of educators who are using it. Send the coupon for your free copy. Bell & Howell Company, Chicago, New York, Hollywood, London. Established 1907.

WRITE FOR A COPY

BELL & HOWELL COMPANY
1854 Larchmont Ave.,
Chicago, Ill.

Please mail: ☐ "New Horizons";
Complete information on ☐ Filmosound
Projectors, ☐ Silent Filmo Projectors. JNEA 2-38

Name
Position
School
Address
City State

BELL & HOWELL

AUDIO-VISUAL Instruction



The vast GUTLOHN library is the world's source of the finest in 16 mm. Sound-on-Film subjects.

Free catalog lists over 900 Entertainment and Educational films.

Visit Booth H-38 at the N. E. A. School Administrators Convention.

WALTER O. GUTLOHN, Inc.
35 West 45th St., Dept. A-2, New York

VOCATIONAL INFORMATION

55 TITLES For Men and Women TRADES & PROFESSIONS Published October 1937

For use in Guidance, Counseling, Social Science, Library, and general reference. Prepared on student level by teachers collaborating with people actually engaged in the occupation about which they have written.

Answers the very questions students want to know—educational requirements, salaries, promotions, advantages and disadvantages—extensive bibliographies. Sent to any school or library on approval. May be returned if they fail to meet your requirements.

Complete set of 55 Monographs—\$16.50. Quantity orders at lower prices.

Order a set today.

MORGAN DILLON & CO.
5154 NORTH CLARK ST., CHICAGO, ILL.

BALOPTICONS

A B & L Balopticon will prove the most economical as well as the most efficient means of teaching visually. There is a B & L Lantern Slide or Opaque Balopticon for every still projection purpose. Write for a catalog. Bausch & Lomb Optical Co., 684 St. Paul Street, Rochester, N. Y.



Bausch & Lomb

[Cont. from page 62]

Pan American Day is to be observed April 14, 1938. Write to the Pan-American Union, Washington, D. C., for a list of free helps for the celebration.

1937 Nationwide School Printing Project Winners—The leaflets were judged at a meeting of the National Graphic Arts Education Guild held in Chicago in July 1937 under the direction of John Backus, director, Department of Education, American Type Founders Sales Corporation, Elizabeth, N. J. Winners of awards were:

Grand honor awards—Jason Miller, Garfield Highschool, Akron; William Gardner, Highschool, Ashland, Ohio; Eugene L. Hills, Waltham Trade School, Waltham, Mass.; Edgar Snook, Highschool, Ashland; Eugene Coscia and Albert DeLucia, George Westinghouse Highschool, Pittsburgh, Pa.

The Educational Policies Commission recently announced a forthcoming joint meeting with the Legislative Commission of the NEA at Atlantic City, Sunday, Feb. 27, at the convention of the American Association of School Administrators. The conference will be open to consultants of the Educational Policies Commission and other guests.

Henry Barnard—Now here is a tiny book which every teacher and every person interested in education and others who ought to be, should read; it is a biography in condensed form of a man who made enormous and permanent contributions to the cause of common school education in America. The full title is *Henry Barnard, An Introduction*. By Ralph C. Jenkins and Gertrude Chandler Warner, it is published by the Connecticut State Teachers Association in Hartford. . . . It is a brilliant book and the hero is a real hero.—William Lyon Phelps.

Safety Education will be the topic of the 1940 Yearbook of the American Association of School Administrators. President Charles B. Glenn announces that the commission which will prepare this volume will consist of:

Supt. Henry H. Hill, Lexington, Ky., chairman; Supt. Homer W. Anderson, Omaha, Neb.; General Secretary William H. Bristow, National Congress of Parents and Teachers, Washington, D. C.; County Supt. J. E. Bryan, Birmingham, Ala.; Supt. H. M. Ivy, Meridian, Miss.; Supt. Charles H. Lake, Cleveland, Ohio; Amos E. Neyhart, in charge of Driver Training Programs, American Automobile Association, Washington, D. C.; Supt. James M. Spinning, Rochester, N. Y.; Vicepresident Albert W. Whitney, in charge of education, National Safety Council, New York, N. Y.

The American Association for Health and Physical Education, an NEA department, organized last summer by a merger of the American Physical Education Associa- [Cont. on page A-31]

[Cont. from page A-28] tion and the NEA Department of School Health and Physical Education, will hold its next annual convention in Atlanta, Ga., Apr. 20-23. Experts in school health, physical education, and recreation from all parts of the United States will appear on the program. Headquarters will be at the Biltmore Hotel. In addition to the national meeting, which will include the Southern district, the following district meetings will be held by this department: Eastern, Atlantic City, Apr. 6-9; Midwest, Chicago, Apr. 6-9; Central, Minneapolis, Mar. 30-Apr. 2; Southwest, Salt Lake City, Apr. 14-15; Northwest, Spokane, Apr. 5-6.

The National Association of Deans of Women, a department of the NEA, will meet at Chalfonte-Haddon Hall in Atlantic City, Feb. 23-26. President Harriett M. Allyn announces that at the joint formal banquet of this department and the National Association of Principals of Schools for Girls, on Feb. 24, Mrs. Mary Agnes Hamilton, one of England's most distinguished women, will speak on the subject, "Women—Are They Pulling Their Weight?" Marjorie H. Nicolson and Merle Curti will speak on Feb. 23 on the subject, "Educated Women of One Hundred Years." The University Section of the department, under the chairmanship of Mrs. G. B. Franklin, will discuss those questions relating to their work which were indicated most important by a questionnaire sent to University deans. The Secondary-School Section, under the chairmanship of Margaret Anne MacDonald, will hold a panel discussion of "The Function of Guidance in the Modern Secondary School."

A comment on the January JOURNAL—May a close neighbor and ex-teacher, gone back to amateurism in education, congratulate you on "The Future of Our Country" (p8-20)? I went thru the Russian Revolution; I'm just back from the island paradise of Bali and beyond; I know the peace of dawn in the desert and the jangle of the telephone hyphenating an idea. Propaganda for this or that has rattled off my thick hide for years. But such attention as you give to "The Future of Our Country"—incomparably blessed, unaccountably depressed, and decidedly worth living in and bettering—is A No. 1 material. I'll let professionals furnish this year's adjectives. But as for me, I hope *Readers Digest* and every other kind of digestion will enable our people to assimilate the good in your survey. More power to the NEA!—Maynard Owen Williams, writer, National Geographic Society.

The Department of Elementary School Principals will hold two general sessions, a break- [Cont. on page A-32]

You cannot afford—your pupils cannot afford—their homes cannot afford—NOT to know the beautiful

Perry Pictures

They cost only **TWO CENTS EACH** for 30 or more—size $5\frac{1}{2} \times 8$. A smaller size, $3 \times 3\frac{1}{2}$ —**ONE CENT EACH** for 60 or more. Bird Pictures in colors, 7×9 —**THREE CENTS EACH** for 20 or more.



A Helping Hand *Girl with Apple* *"Can't You Talk?"*
order or check. Or order assorted as you like. Or 60 or more of the $3 \times 3\frac{1}{2}$ size at One Cent Each.
Teach Language, Literature, History, Geography and Picture Study with the Perry Pictures.

Also, 400 Miniature Colored Pictures at One Cent and Two Cents Each, for 60 cents' worth or more. A free sample picture and lists of subjects Free to teachers giving grade and school and mentioning this magazine.

The Perry Pictures Company, Box 4, Malden, Massachusetts

CATALOGUE of 1600 small illustrations for 15 cents in coin or stamps. Ask about "Our Own Course in Picture Study."

FEBRUARY BIRTH-DAYS. Washington, Lincoln, Longfellow, Lowell, Dickens. 30 pictures, no two alike, $5\frac{1}{2} \times 8$, of these men, their homes, etc., for 60 cents in stamps, money



You wouldn't teach school "Blindfolded!"

—But That's the Very Way Thousands of Thoughtless Teachers Face the Future

You can't afford to be blind to the risks of your profession. Statistics show that each year one out of every five teachers loses time due to sickness, accident or quarantine. These misfortunes strike at the most unexpected times and usually, it seems, when one is least prepared to meet them. To assist teachers over these rough financial spots T.C.U. was organized by teachers for teachers 38 years ago. By thousands of teachers joining this organization, the risk of each is shared by all at a cost so low that no teacher can now afford to be without T.C.U. Protection.

You, Too, Will Welcome the "Check That Cheers"

You will find T.C.U. always prompt, fair and sympathetic in time of need. We believe that help given quickly is doubly valuable. For that reason all checks in payment of claims to T.C.U. members are sped on their way by fastest air mail. This is just one of the many services T.C.U. renders, making teachers feel so comfortable under the T.C.U. Umbrella.

Mail the Coupon Today

You owe it to yourself to get all the facts about T.C.U. protection—now. The low cost of as little as a nickel a day makes it advisable, in your own interests, that you mail the coupon now. No agent will call.

Teachers Casualty Underwriters
669 T.C.U. Building, Lincoln, Nebr.

All These Benefits Are Yours at a Cost of Less Than a Nickel a Day

\$50 a Month when you are totally disabled by confining sickness or accidental injuries (including automobile accidents).

\$50 a Month when you are quarantined and your salary has stopped.

\$25 a Month for illness that does not confine you to the house, but keeps you from your work. In addition, hospital and operation benefits.

\$333 to \$1000 for major accidents, or for accidental loss of life.

Double these benefits for travel accidents sustained in railroad, street car or steamboat wreck.

Policies paying larger benefits will be issued you if you so desire.

ALL CHECKS SENT BY FASTEST AIR MAIL

FREE INFORMATION COUPON

To the T.C.U., 669 T.C.U. Building, Lincoln, Nebr.

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name _____

Address _____

(This coupon places the sender under no obligation)
NO AGENT WILL CALL

Weber Costello Company
of Chicago Heights, Illinois

Announces

The Reality Series of Political-Physical Maps

with a

World Map on a New Projection

*The Series Edited by
Miss Edith P. Parker*

First Showing of the New World Map

Booths D-23, 25, and 27

N.E.A. School Administrators Convention

Atlantic City, New Jersey

February 26 to March 3, 1938

VACATION POSITION OPEN

\$200.00—\$300.00 Per Month

Expenses Guaranteed To One Who Qualifies

WE are looking for several thoroughly experienced women teachers with special qualifications, for summer vacation positions in our field organization. We are advertising this far in advance because we are looking for key people who do not ordinarily answer advertisements but who would be interested in a vacation position that will pay successful applicants from \$500.00-\$750.00 for the summer plus a highly profitable and enjoyable experience.

Ten teachers we selected for similar work last summer averaged \$344.00 each for the month of August. The leader of the group earned \$595.87 in August, \$1240.34 for the vacation period.

Successful applicants must be women between the ages of 27 and 40, have at least 3 years' Normal School or College training with 3 or more years of teaching experience. Those whose teaching experience has been in the social studies or the sciences, or who have had experience with new type curriculum work will be given preference.

Please write at once stating age, education, teaching experience, business experience if any, the date your school closes, length of time you can work, and whether or not you are free to travel. Personal interviews will be arranged with those selected. All applications will be kept confidential and will be acknowledged.

F. E. COMPTON & COMPANY

Compton Building, 1006 N. Dearborn St., Chicago, Illinois

[Cont. from page A-31] fast, and a banquet during the convention of the American Association of School Administrators, Atlantic City, Feb. 26-Mar. 3. President Mason Stratton has prepared an excellent program for the Monday afternoon session, with Paul Hanna and Edgar Doudna as speakers. The Tuesday afternoon program will be in charge of the Atlantic City and New Jersey elementary principals. These sessions, the breakfast Monday morning, and the banquet Monday night will be held at the Traymore Hotel, headquarters for the Department. On Sunday afternoon, the host principals will entertain visiting principals at a tea in the Crane Building. The Feb. *National Elementary Principal* will carry complete details.

Reservations are now being made for the Second Annual Conference on Elementary Education, sponsored by this Department, to be held at New York University, July 1-15, 1938. Accommodations are being made for only 250 persons; the first to register will be given preference. Send to headquarters for an application blank.

The World Federation of Education Associations has established a travel bureau at its Washington headquarters to encourage travel by teachers for better international goodwill and to provide finances so that the WFEA may carry on its important work. The cost of the tours is being kept low to enable as many teachers as possible to travel. Foreign travel arrangements thru this bureau will present expert, interested travel service to the teacher. Write to the World Federation, 1201 16th St., N. W., Washington, D. C., for information.

FLASH!—Superintendent John A. Sexson of Pasadena, Calif., has been elected President of the American Association of School Administrators for 1938-39, according to announcement made, as *THE JOURNAL* goes to press, by President Charles B. Glenn and the Executive Committee. Mr. Sexson is the first president to be elected by the preferential mail ballot. He will take office Mar. 15, 1938.

New NEA Publications

Deliberative Committee Reports of 1937, an annual compilation by the Educational Policies Commission, is now available in published form. Copies can be obtained free upon request to the Secretary, 1201 16th St., N.W., Washington, D. C.

The *Ninth Yearbook* of the Department of Classroom Teachers, "Fit to Teach," will come from the press this month. It deals with the various factors, both in school and out, that have a direct influence on the personal and mental health of the teacher. Price, \$1.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33½ percent. Send orders to the NEA, 1201 16th St., N. W., Washington, D. C.

quet
frican
, At-
ident
ellent
ssion,
na as
gram
y and
These
ning,
ill be
arters
noon,
siting
ding.
ncipal

or the
entary
ment,
, July
being
rst to
nd to
nk.

luca-
ed a
head-
ers for
o pro-
carry
of the
many
travel
resent
o the
ration,
D. C.,

hn A.
elected
tion of
accord-
e JOUR-
rles B.
ce. Mr.
ected by
ll take

ons

937, an
Policies
ed form.
t to the
on, D. C.
ment of
ll come
with the
at have
mental

lications
99 cop-
percent.
N. W.,

ATION

T

ide
lat
sch
ch
thi
att
It
no
m
rie
th

hu
U
to
cle
pe
ou
gr
ha
tic
co
of
pr
us
co
W
en
te
pe
th
st
be
m
ne
H

ri
to
m
la

v

TEACHING ECONOMICS to CHILDREN

THE GROWTH of experience begins with earliest infancy and is continuous. The stuff out of which ideas and purposes spring is accumulated whether the child is at home, in school, or on the street. As soon as the child becomes conscious of wanting things and begins to press for them, his attitudes are a factor in the economic life. It is in recognition of this that advertisers now seek to exploit and violate the child mind, taking advantage of his inexperience and even setting his will against that of his parents.

Our economic life has its roots in human need and in our sense of values. Up to a certain point real need is likely to determine our expenditures. Food, clothing, warmth, and shelter are imperative needs. Beyond the imperatives our sense of values is always in the background, working its way in taste and habit. What can be done in the education of children to make them careful consumers? To develop in them a sense of values? To establish in them an appreciation of money and its responsible use? To prepare them to make a worthy contribution to the common welfare? We believe much can be done by teachers and parents who will keep the matter on their minds and emphasize important points as the child is ready for them, in language which he can understand. No school curriculum should ever be allowed to get in the way of this common sense curriculum dealing with the needs of life as the child grows into them. Here are a few possibilities:

First, let the child understand that his right to enjoy the fruits of civilization is to be earned by doing his part to help maintain civilization. Teach him that labor—a share in the world's work—is

something to seek and to enjoy, that thru it he establishes himself in the brotherhood of man. Give him no money to spend until he has performed an equivalent in labor. This may seem a bit severe at first, but I know of no home which has followed that practice without having excellent results. Plan work about the home so that the child may learn to do his part regularly and well. Let the parent reserve tasks for the child even when it would be easier for the parent to do them himself. Let the teacher talk with parents about these matters.

Second, let the child share in the financial problems of the family. Let him have a part in forming judgments and making choices. It is a tremendously impressive thing to a child who lives largely in a world of impulse to listen to an elder summarize and weigh carefully the points bearing on all sides of some plan which is under consideration. It is a challenge to his powers to realize that he will be expected to add his contribution. It is in such simple situations as this that the feeling for democracy is born.

Third, encourage the child to be careful of his possessions and to take pride in them. As soon as he can, let him keep a record showing the cost of what he uses. This can be fostered in the school by having each child make a list of all his things, showing the cost of each and its probable length of life. The list can be expanded to include larger items such as a house, an automobile, a radio, various pieces of furniture, and the like. This can be repeated year after year with growing interest until in the higher

grades it expands into a well-rounded system of family bookkeeping and financial planning.

Fourth, develop in the child a strong curiosity to know the sources of everything he uses—the processes by which they are grown or made; how they are distributed; why they cost what they do; how they are measured; what the standards of quality are; how he may know that those standards are maintained. Once this habit is thoroly established, the child will have a lifelong interest in the world about him, much nearer his welfare than most of the trivialities with which adults now occupy their minds.

Fifth, discuss advertising. Let children put themselves in the advertiser's place and consider the temptations to which he is liable. Have them bring samples of ads, both honest and dishonest. Teach them about the work of the Federal Trade Commission. Have them write to the Commission, Washington, D. C., for facts about its work. Teach them how to avoid being misled or overwhelmed by advertising. Two good rules are:

[1] Never make an important purchase without keeping the matter under consideration for at least one day. By this practice it is possible to avoid the domination of the salesman.

[2] If feasible, ask several persons about their experience with the article you consider buying.

Sixth, to develop a sense of values have children make lists of things in common use, classifying them under four heads—necessities, comforts, luxuries, harmful products. Even within each of these groups the child might arrange items in their order of importance. Emphasize in this connection that food for the mind is as important as food for the body.

Seventh, teach the cumulative effect of small expenditures constantly repeated—soft drinks, chewing gum, candy, picture shows, and the like. Let the children see how this seemingly small drain amounts to huge totals over a period of years—enough to send one to college or to buy a home. This is a good opportunity to develop the time sense and to inculcate ideas of thrift; to awaken the powerful motive of a life purpose. There is a false doctrine sometimes preached by people with something to sell to the effect that thrift is no longer needed in a machine age of abundance. The exact opposite is true. If people are to have money to finance “plenty” they must learn to save and manage well.

Eighth, discourage instalment buying, which is bad for the individual and devastating for the economic life of the country. Show how auto finance companies charge interest amounting to 12 percent. Point out how such rates encourage salesmen to unload products onto people who are poor risks, thus adding to the burden which must be carried by responsible people. Discuss the loan shark and his ways of operation. Show how debt keeps one always behind and clogs the channels of business recovery and advance by absorbing in the form of interest money which should go into a higher standard of living. Note occasions that sometimes justify debt—sickness, needed education, essential working tools, a home to live in. Show how these can be financed by cooperative banks known as credit unions.

Ninth, strike hard and constantly at gambling in all its forms. Character goes out the window when one develops an appetite to have something for nothing. Slot machines, punch boards, numbers, bets on races, stock market speculation impoverish and weaken the people. The gambling spirit has its roots in such simple things as playing marbles for keeps, putting small sums on bridge games, and other practices which are often tolerated or engaged in by good people who do not understand their effect on children and even on adults.

Tenth, show how the dollar is one's economic ballot which affects the management of economic affairs in much the same way as one's political ballot affects government affairs. Fool expenditures create fool industries; wise expen-

ditures, desirable industries. The power of the consumer is supreme if exercised on a wide scale. Every buyer is a patron. If standards are low, it is because the consumer passively accepts what is offered him. Is the average newsstand a credit to the intelligence and taste of our nation? Who keeps dirty and trivial periodicals alive? The buyer!

Eleventh, note the power of the parasitic industries, particularly tobacco and liquor. Show their cost to the individual and the nation. Note that they form life-long habits, enslaving the users. Call attention to the huge sums which these industries spend for advertising so that they dominate the policies of great national periodicals. Have the children analyze their methods of dishonest advertising. Have the children keep a scrapbook of auto accidents in which drinking is a factor. Note how the parasitic industries destroy wealth and character and create a burden of poverty, incompetence, and crime which the whole community must help to bear. According to the American Business Men's Research Foundation, in 1935, workers on relief in New York State spent a total of \$45,000,000 for beer and distilled liquors, instead of using it for food and other necessities.

Twelfth, consider safe ways of saving. Get from the post office and the United States Treasury free literature on postal savings and on U. S. savings bonds. Note that 3 percent interest is now about the maximum for the safest investments. Above that point, risk increases rapidly. Study the Federal Social Security Act and corresponding laws in your state. Write to the Social Security Board, Washington, D. C., for full information. Note that social security measures encourage spending by lessening the amount which the individual must save to protect against a wide variety of possible emergencies.

Thirteenth, consider life earnings in relation to lifetime planning. Daily wages, weekly, monthly, or even annual income are often highly misleading. A recent book is invaluable in this field. It is *Life Earnings in Selected Occupations in the United States*, by Harold F. Clark, 408p, published by Harper and Brothers, New York. Young people in highschool and college can be encouraged to make similar studies covering conditions in the local community.

Fourteenth, consider with the children what might be called local economics. The neighborhood is the larger family, and like the family its budget must be balanced or it will become bankrupt. Have children set down the principal ways by which money comes into the community and ways thru which it goes out. Thus they can build up a sense of whether the community is going backward or forward and form some estimate of the opportunities which it is likely to provide in the future. Note that the greatest wealth of the community is in its people—their health, purpose, skill, and character. Show how communities with the best schools have an advantage over communities with poorer schools.

Fifteenth, discuss war in its relation to the standard of living. Show how it impoverishes peoples and even the whole world, diverting to death and destruction the man power and materials which might otherwise be used for homes, education, security for the aged, health, parks and playfields, and the other good and wholesome things of life. Consider causes of war and ways in which these can be removed. Write to the Foreign Policy Association, 8 West 40th Street, New York City, for material on this subject.

Finally, teach the child that humanity comes first; that nothing is worth doing which does not help people; that one who makes his living by injuring others is to be condemned; that one earns his place in the great brotherhood of humanity by doing his part; that the individual cannot advance if the general welfare is not promoted; that the future should be better than the past; that money, property, and government are but instruments thru which people seek to enrich and ennoble humanity. Love, goodwill, cooperation, consideration and respect for others are the foundations of economics.

Teaching—not law, war, politics, or industry—is the real dynamic of human advance. Man stands above the rest of creation by virtue of his mind, which by wise teaching is awakened, matured, enriched, and ennobled. Teachers who keep close to the people, who concern themselves constantly with the purposes and conditions of human life will realize the importance of the seemingly little things in the child's growth.

—JOY ELMER MORGAN.

—SHE CHANGED *the* MIND of a NATION

Do you know that less than eighty years ago—*A man could give away his wife's children, even an unborn child?*

No married woman had a legal right to any money she earned?

No woman unaccompanied by a man was admitted to a restaurant or hotel?

No married woman could own anything?

No married woman could collect damages to her person or reputation?

Only one obscure college admitted women?

No woman in the world could vote or hold office?

Every woman who holds a good job; every woman who goes to college; every woman lawyer, doctor, professor, scientist; every woman released from an intolerable marriage bond; every mother who has power to protect her children; every woman who votes—owes it in large part to the woman whose amazing life-story Rheta Childe Dorr tells in *Susan B. Anthony, the Woman who Changed the Mind of a Nation*.

In the introduction to her book, published by Frederick A. Stokes Company in 1928, Mrs. Dorr states: "It is to men as well as women that I have wanted to present Susan B. Anthony as a warm and living, faulty, but human and dynamic personality, for men also owe her a great and lasting debt. In the weak and helpless, dependent women of her youth Susan saw something worse than mere chattels of men; she saw a burden that had to be lifted from the shoulders of men. She loved liberty for itself, and she gave her life as much to free the slave owner as the slave."

Senator Robert F. Wagner

ASK A few moments of the Senate's time to pay a birthday tribute to a great woman of America, who lived the major portion of her life in the state of New York.

Abraham Lincoln and Susan B. Anthony were the two representative champions of freedom during the nineteenth century. One of them was born on February 12, 1809, to a poverty-stricken fam-

ily in Kentucky. The other was born on February 15, 1820, to more comfortable circumstances in South Adams, Massachusetts. One freed the colored man from physical slavery. The other liberated the white woman from a bondage that was both physical and spiritual.

Every schoolboy knows the life of Lincoln—knows by heart his early adversity, his homely wit, his majestic vision, his wisdom, his humanitarianism, his self-control, and his divine statesmanship. But why has Susan Anthony been a comparatively unheralded figure? Certainly the grace and majesty of her stature deserve more than a casual tribute.



Courtesy, D. A. R. Magazine

MISS ANTHONY'S LAST PHOTO

It must be that her battle to secure fair treatment for women is not yet completely won. It must be that the unjust discrimination of the everyday world has crept into the tomes of history. But the record will be revised. Already the constantly intensifying appreciation of this unique woman indicates that the cause to which she devoted her life is gaining strength every day, and that she is still recognized as its peerless leader.

Neither Lincoln nor Miss Anthony lived to see their work completed. While the war ended before the President's death, the kind of peace that he sought was long delayed. Likewise, Miss Anthony left the scene fourteen years before the adoption of the 19th Amendment. But tho the full effect of their influence was postponed, it was none the less real. Our more perfect Union is due to the kindness and sagacity of Abraham Lincoln. The suffrage of women is due to the indomitable will of Susan B. Anthony.

During her entire career, Miss Anthony swam against the tide of public sentiment, and was buffeted by every pride and prejudice. She was mocked at by men, and scorned by the very women she desired to help. As she tramped thru the bitter snow in her house-to-house campaigns, mothers whose very children were subject to paternal authority alone, met her with the rebuke that they had "all they wanted." When almost sixty years of age, Miss Anthony responded to an unexpected tribute with these sad words:

"I am not accustomed to demonstrations of gratitude or of praise. I don't know how to behave tonight. Had you thrown stones at me, had you called me hard names, had you said I should not speak, had you declared that I had done women more harm than good and deserved to be burned at the stake; had you done anything or said anything against the cause I have tried to serve for the last thirty years, I should have known how to answer, but now I do not. I have been as a hewer of wood and a drawer of water to this movement. Whatever I have done was done because I wanted to see better conditions, better surroundings, better circumstances for women."

The problems of the 19th-century woman were created by the gradual disappearance of the frontier. In the days of the covered wagon, the discrimination of the common law had had a merely theoretical significance. The pioneer wives who rode, farmed, and fought beside their husbands cared not a straw for their legal status. All were equal in fact during the hardships of a stirring advent in empire-building.

But the growth of the industrial system brought these legal inequalities into the center of everyday life. The operation and expansion of the factory system, whether in the form of tangible wealth or jobs, became the characteristic of our economic society. When women became wage earners, a new and vital significance attached to the fact that married women had no right to the money they earned, that they could not dispose of property without their husbands' consent, that they could not enter business independently or entertain contractual obligations, that they had no voice in the decision whether their children should work or play.

Of course, these disabilities, economic in their origin, received the apologies of professional chivalry. Women were deemed too refined to enter restaurants alone, to talk in public, or to sue for damage to their persons or reputation. They were to be protected from the free contacts of a college education. They were not to be contaminated by jury service or office-holding. The genuine equalitarianism of the pioneer was giving way to the sickly chivalry of the superior towards the lowly.

Susan B. Anthony protested against



Robert Wagner, noted student of labor problems, is United States Senator from New York

this corruption of our original traditions with every fiber of her pioneer stock. And because she was a pioneer, she knew no course but action. She did not write one of the satiric romances that cloistered lady novelists had produced to prove their intellectual virtues. She did not become a drawing-room wit. After the first fifteen years of mature life, she abandoned even the comparative obscurity of the classroom. She became an active and militant public worker in the interest of womankind.

To this task Miss Anthony brought superb qualifications: A physical stamina enabling her at seventy-four to speak in sixty counties during a single suffrage campaign; a stern personal integrity that caused her to labor six years paying off the debts of her liberal newspaper; a courage equally oblivious to physical danger and public disapprobation; a progressive ardor that age could not cool; a sense of responsibility that knew no ultimate authority but her conscience and her God.

While Susan Anthony had the pioneer soul, her mind was responsive to every development of the industrial era. In 1853, at the Teachers Convention in Rochester, New York, she insisted upon being heard where no woman had been heard before. And when she came to be heard, it was to insist that women should receive equal pay for equal work. In addition to this, Miss Anthony constantly advocated the eight-hour day, and she started the development of women's trade unions. No one realized better that women were entering the economic world, and that if they were not free there, they could be free nowhere.

These deeds should not be obscured by Miss Anthony's better-known activities directed toward obtaining the vote for women. True it is that the quest for the suffrage brought her before every session of Congress from 1869 to 1906. But Miss Anthony gravitated instinctively toward the ballot just because she re-

garded that as the one sure means of protecting women's rights. With that avenue of expression barred, she felt that all was lost; with that avenue opened, she felt that all would be gained. Such was her faith in a democratic form of government.

At the same time, it is clear that Miss Anthony valued liberty not only as a means but also as an end. She regarded the opportunity to register sentiment upon public affairs as a good in itself, as an imperative necessity to preserve the dignity and maintain the development of the human race.

A large portion of the ideals for which Susan B. Anthony strove have become actualities. Women have gained the franchise. They have won golden spurs of distinction as authors, explorers, aviators, dramatists, lawyers, judges, professors, and college presidents. They are serving in the highest branches of our public service.

But Miss Anthony's program will not be entirely completed so long as women continue to wear the badge of inequitable treatment in industry. Too frequently, even today, are they forced to struggle for recognition which should be accorded as a matter of right. Women in many places remain subject to wage discriminations, and if they insist on equal wages for equal work, they are the last to receive jobs when prosperity quickens and the first to lose them when depression sets in. Complete economic justice must be added to the political and social emancipation which women now enjoy. Without it, the form is present, but the substance is lacking.

All but the most short-sighted perceive that this reform is essential to the welfare of every group. Men do not benefit when their wives or mothers are forced to work at depressed standards tending to drag everyone down to their own level. Men do not benefit when democracy is applied on a 50 percent basis.

Susan B. Anthony realized all these things. She was not the champion of women alone. She spoke for all those who associate human development with human freedom. Her memory will be revered by all who believe that men and women have a common destiny on earth which can be fulfilled only on a basis of equality. [This tribute to Susan B. Anthony was paid by Senator Wagner in the U. S. Senate last February.]

Carroll County's CONSERVATION PROJECT

This illustrates a kind of project that should be going forward in every county in the United States and would be going forward if someone in the county would put to use powers of leadership now dormant. The major glory of this project is not merely that it turns wasting land into park and playground, but that thru actual experience it turns young people's minds toward the common welfare at a time when people must learn to seek the common good or go down together. Leaders of tomorrow will come from such schools.

A YEAR AGO J. Earl Evans, county superintendent of Carroll County, Missouri, and his teachers heard Stuart Chase deliver his address on "Rich Land, Poor Land" before the Missouri State Teachers Association convention at Kansas City. The address was a thrilling portrayal of what has happened to the natural resources of the United States. Chase's picture of man-made droughts and floods, of dust storms, of shrinking lakes, of lowered water-levels, of eroded hills, of lost forests and vanished grass lands, his portrayal of a fertile, hospitable homeland rendered barren and forbidding, made all the thousands of teachers who heard him shudder at the destruction wrought by ignorance and greed. Perhaps most of them resolved to put a new emphasis on intelligent conservation in their teaching. The probability is strong that many merely shrugged their shoulders, thought "What's the use?" and soon forgot the picture.

But J. Earl Evans and the Carroll County teachers didn't forget. The reason why they acted differently may have an explanation in the fact that Superintendent Evans is different. He is not a typical pedagogue, if there is such a thing. . . . Books are not his hobbies, tho he has made notable progress in building efficient libraries in the schools of his county. He is as wellknown among the foxhunters of Missouri as he is among the schoolmen. He loves good horses and has owned some which boast a proud

ancestry and which illustrate the results of a master hand in their care and education. In short, he's a son of the outdoors, to whom a landscape is a poem and a wooded hill a symphony.

To this county superintendent, Stuart Chase's lecture was a challenge to action. He said, "Carroll County schools will do something about it." He realized, of course, that what they did would be a small thing in relation to the whole but he knew that a start is the first essential of accomplishment.

What has been done—The teachers of the county were interested and under Mr. Evans' leadership this interest was made active. He knew the spot of his county which needed the influence of a conservation project most. He got an option on the forty acres which could best serve as the center of the project. He took the action in promoting and securing the cooperation of WPA to begin work, and now he and his teachers are not the only ones who are interested. Every school child and the whole public knows about Mandeville Park and something of its aims and purposes.

The outlines of his procedure and material progress are simple. The option on forty acres of land was secured at a price not much in excess of what was paid the government for it a hundred years ago. Its location was suited to his purposes—in the center of the county, accessible, and almost equidistant from Carrollton, Braymer, and Chillicothe, in an area that may well become a large government project of conservation. The

land itself is adaptable to public gatherings and private picnics. Half of it is heavily wooded and contains a natural amphitheater capable of accommodating several thousand people. Half of it will be a lake, a drought-resisting project, now well under construction. The tract is divided into 120 lots which will be sold to school districts, the proceeds going into development. This gives to each district a concrete interest. The prices vary according to size and desirability of location from \$15 to \$150. The deed is to the county superintendent and his successors in office.

The dedicatory exercises were held October 3, 1937, and four or five thousand people were present. A rodeo moved onto the premises a week later and divided the proceeds with the Carroll County Teachers Association. Thus a project is under way. It has interesting possibilities of development. Dedicated to conservation, it will continue to function as an example of using without consuming, of enjoying without destroying, and of developing while in use. Ten years from now it will be more attractive and more useful than today, and in the meantime, because of it, thousands of people will have conserved in their own hearts an interest in the good earth, and will have learned something of it as a trust to be used and improved.

What Earl Evans is doing in Carroll County offers the suggestion of a project for every county. Certainly no group is better qualified to inspire an interest in conservation than the teaching group. Their training, their purpose, and their heart are for the benefit of tomorrow. Tomorrow needs an inheritance from today which has not been wasted by ignorance or made useless by satanic greed.

—This article is from the journal of the Missouri State Teachers Association, *School and Community*, Nov. 1937. Those who are interested in reading Stuart Chase's address, before the National Education Association, on conservation will find it in *THE JOURNAL* for Sept. 1937, p173-75. Before starting a project similar to that carried out under Mr. Evans' leadership in Carroll County, Missouri, teachers will wish to read Stuart Chase's book, *Rich Land, Poor Land*, published by McGraw-Hill. See also "Working with Nature," p38-40 of this issue of *THE JOURNAL*.

IN 1933, with the coming of the Tennessee Valley Authority and the Mississippi Valley Committee, regional planning passed out of the realm of theory into tangible operation. The demand for it grows. Bills are before both houses of Congress. What kinds of things are involved in regional planning?

A woman in California recently wrote me a letter. She had been reading my book, *Rich Land, Poor Land*, and wanted to tell me what was happening where she lived.

Her home is 100 miles east of the Pacific Coast in the high Siskiyou. Until a few years ago the annual migration of salmon up the mountain streams was an awesome sight. In late February or March they would begin to run. The East Fork and the South Fork of the Salmon River rise in the high mountains at 7000 to 8000 feet, and then come down thru the Klamath Forest. Up these two big streams and their icecold tributaries the salmon came—in millions—to spawn. During this season the Indians would smoke a supply of salmon and have food for all the ensuing year. Palefaces, too, had all they could eat.

Then the power companies began putting in dams. A dam without a proper fish ladder was constructed at the forks of the Salmon River. The salmon could not pass by, and in a few years they stopped coming at all. The Indians lost their food supply. The Forest Service tried to save the situation, but the power crowd was too much for them.

In May of 1937 a large power company shut off the water at its dam in the Klamath River. Every night during the spawning season the water was held above the dam. As a result, the river below was choked with struggling, gasping salmon. People went to the river to pick up the dying fish for food. Armed guards warned them off. So the fish died there in the shrunken river, died by the tens of thousands, and rotted, and spread a dreadful stench over the valley. Next year there will be fewer salmon in this river; in a few years there will be none.

William Vogt of the Audubon Society sent me his recent study on the devastation of wild life caused by senseless draining of swamps and marshes. He tells of a journey by William L. Finley thru the lower Klamath region in 1905. Mr. Finley paddled in an old trapper's

WORKING WITH



boat down the stretches of the tule-lined river. He came upon vast colonies of ducks. He saw bittern, rail, snipe, killdeer. He found flocks of ring-billed gulls, night herons, great blue herons, cormorants, grebes, terns, and pelicans. The marshes were white with the nesting multitudes.

These shallow lakes and wide bordering marsh lands were the chief waterfowl nurseries of the Pacific coast. Malheur Lake in this region was strategically located for migrants. Snow geese and wild swan, leaving their feeding grounds in the far North, would drop down here after a thousand-mile flight. Hungry and tired they would rest and feed for several weeks before taking off for the other half of their long flight south.

Now the snow geese and the wild swan do not come any more. The water supply of the lake has been shut off. Lower Klamath Lake and its surrounding marsh lands—85,000 acres of waterfowl homes—are only a memory. The region has turned to a desert waste of dry peat and alkali. Over large stretches the peat has caught fire and burned to a depth of two or three feet, leaving a layer of ashes into which the traveler sinks to his knees. "One of the unique features in North America," says Mr.

Vogt, "is gone. The destruction of such a museum of living birds is a crime against our children." It is more than that. Not only has the nesting ground been vastly lessened, but the lower water table has poisoned the food supply of the remaining birds. Meanwhile homesteaders, who hoped to prosper on some of these swamp lands after the great expense of draining them, now know that they were the dupes of speculators. "They are anxious to sell out so that they can move to productive lands where they can make a living."

Not long ago—to jump 3000 miles to the East—I climbed Mt. Carrigain in New Hampshire. From its summit one looked into the East Branch wilderness, once the last great area of virgin forest in the state. The lumber companies have hacked their way thru now. A spindly, ragged second growth is all that is left of those great pines, spruces, and hemlocks. The big rains of 1936 filled the streams with yellow ridges of sand and gravel.

The lumber was cut up in a town at the base of the mountain. The huge mills and the houses of the town are rotting away. Perhaps twenty people live in this ghostly community where 2000 once lived. Competent foresters tell me that had the exploitation of this wilderness

NATURE

By
Stuart Chase

*Writer and lecturer—"a
Connecticut Yankee at the
court of public opinion"*

been planned, the town would still be full of people, for the timber could have been cut forever, a perpetual resource.

In the October 1937 *Survey Graphic*, Kinsey Howard gave us a vivid picture of the slow strangling of the city of Great Falls in Montana. The town depends, you recall, on the refineries of the Anaconda Copper Company. The refineries depend on electric power. The power depends on the Missouri River—"Old Muddy." Old Muddy depends on a terrain which will release water to him slowly. That terrain has been gashed and eroded from over-grazing, fire, forest slaughter, over-plowing. Dust storms whirl over Great Falls. Old Muddy becomes increasingly unreliable as a power source. See how these resources are locked together—copper, power, stream flow, grass, forest, soil.

One dips one's hand into the resources of any state in the Union to find parallel examples. To give an over-all picture, we are informed by the National Resources Committee that at least one-half of the original fertility of the American continent has disappeared thru water and wind erosion, and mining the soil for crops. Water erosion grows like compound interest. As the gulleys cut down, they cut back. For ten acres of good land which tumble in this year, fifteen may tumble next year.

What are we, or our children, going

to swap for automobiles, washing machines, and electric iceboxes when we have nothing below our feet to offer in exchange? When our fish and birds lie dead, our topsoil has run to the ocean, black drifts cover our barns, the pasture grass has been uprooted and destroyed, the rivers no longer run, and the forests are charred and rotted stumps?

It is interesting to know that already some ten million Americans have lost their resource base in land, water, or mineral deposit, and have nothing to exchange. So they go on relief. One does not see why their ranks should not grow as compound interest grows. For every field gullied, a man gullied.

Fortunately as a people we have decided to try to balance our accounts with nature. At a rough estimate more than a million men and women are at this moment devoting their working hours to the task. Elsewhere I have called this army the Land Guard. They include members of the Forest Service, the Soil Conservation Service, the CCC, the PWA, the WPA, the Farm Security Administration, the Biological Survey, the Reclamation Service, the National Resources Committee, the Rural Electrifica-

tion Administration, the revised triple-A, the TVA, state and local conservation projects, and many private organizations such as the Audubon Society and the American Forestry Association. This work is often magnificent in detail but lacks coordination. Only the TVA has tackled a whole region.

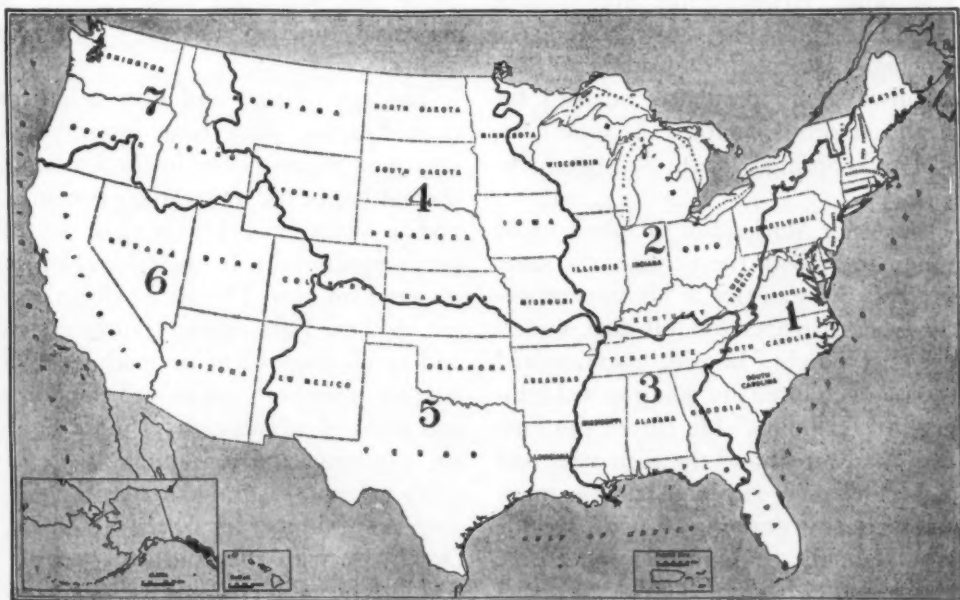
The TVA has taken the watershed of a great river traversing seven states, and is attempting to restore the resource base of an area four-fifths the size of England. It is popularly regarded as a power project, but first-hand observations have convinced me that its major objective is to help the people of the Tennessee basin maintain a viable region; to check flood, drought, erosion, one-crop farming, and the spread of tenantry; to build up soil, forest, grass, tree crops, local industry, and diversified agriculture. It is our greatest demonstration in regional planning.

The TVA has so stirred the imagination of other sections of the country that the administration is presenting to Congress a bill to apply its methods over the nation, divided into seven great regions. In each region a definite group is to be charged with the study of the resource base, and with formulating methods to maintain it. The map on this page outlines the proposed seven districts. Observe how they cut across state boundaries. Why? Because the great river basins which determine the areas do not recognize state boundaries or even the Interstate Commerce clause. These are regions designed by nature, not by man.

In 1937 Senator Norris introduced S-2555 into Congress. Section I reads: "It is the purpose and policy of this act to develop . . . plans, projects, and activities for . . . navigation, the control of floods, the reclamation of public lands, . . . to conserve the water, soil, and forest resources of the nation, to stabilize employment and relieve unemployment, and . . . to promote the general welfare of the United States."

Sooner or later we shall certainly have regional authorities to help us work with nature. What general resource principles should guide the several authorities if, as, and when they are set up? If you were sitting on one of these boards, what would you vote for first?

The National Resources Committee in its monumental reports under Morris L. Cooke, outlines the general principles



Courtesy, Survey Graphic

for all regions, with a wealth of supporting material. Your aim, Mr. Regional Administrator, is to hold soil, water, wild life, cover crops, at par; to turn over the land to the oncoming generation in at least as good condition as you found it. It is your job to make your section of America a healthy, vital, attractive homeland which your children can earn a living from and enjoy. To accomplish this assignment you must build dams and reservoirs; control swamps, marshes, bird life; keep the salmon running; check erosion by terracing and contour plowing; halt overgrazing; keep annual timber cut below annual growth; work for diversified agriculture; prevent nitrogen and phosphorus from leaving the soil faster than they are returned by fertilizer. The techniques are already available for your use.

For resources underground—coal, petroleum, iron, copper, natural gas, and the rest, you cannot stop a drain on the capital fund, but you can *cut down the rate* of that drain. How? By fostering the substitution of hydro-electric power for coal and oil power where feasible, by fostering the use of scrap metal and the use of minerals which are abundant in the earth's crust—like aluminum—in place of minerals which are rare—like copper.

Now as to local problems. The first task is to find out what you've got. Call in the geographers, the ecologists, the biologists, and the engineers, and draw up a careful inventory of the region. What are average rainfall, range of temperature, natural forest cover, grass cover, marsh lands, water table levels, bird and fish life? What crops are already grown and how good is the soil for them, and they for the soil? What grazing animals are bred? What are the mineral resources, power sites, navigation possibilities, harbors?

A study of human resources is also essential. How fast is population growing? What diseases are prevalent? What are the depressed areas and why? What skills and trades have been developed? What is the racial admixture? Are the Finns building any of their famous co-operative centers? What groups really give a damn about natural resources, and how may they be encouraged to work harder?

There are three further factors, Mr. Administrator, which need careful ex-

ploration before you venture to give too much advice:

[1] What assets has the region in terms other than food, clothing, and shelter? How about scenery, sunshine, recreation possibilities, health centers? Such "services" are a very important part of the resource base. They have excellent exchange value, especially since the motor car has made mobile the whole population of America.

[2] How large a part of the physical resources of your region is being drained to other regions with inadequate return? Are you giving away ten beef cattle for one pair of shoes; ten bushels of wheat for a loaf of cellophaned bread?

[3] What are the possibilities in the light of biochemistry and agrobiolgy of making your region more selfsufficient? There is a point where centralization and interdependence can be overdone. We seem to have reached that point long since. A little sturdy regional independence is very much in order.

Let us consider these three topics a little more carefully.

We must be careful of the oversimplified notion that resources consist only of things which can be mined, cropped, pumped, trapped, or otherwise handled for fabrication and sale. The major resource of Florida is not phosphate rock or orange orchards, but *winter sunshine*. The major resource of New England used to be soil and forest, but today it is scenery—mountains to climb, lakes to paddle over, white ocean beaches, and rocky headlands. Many other areas where scenery and recreation are a major resource come to mind—Southern California, Arizona, the Adirondacks, the Great Smokies, Puget Sound, the Michigan lake country. Certain sections meanwhile are peculiarly adapted for health resorts—Saratoga, Atlantic City, Colorado Springs, Warm Springs, Asheville.

Governor Marland of Oklahoma told me in 1934 about the riches of his state. He had the statistics at his fingertips—the wheat, corn, cotton, oil, coal, minerals. "Yet tonight," he said, "two hundred thousand children are going to bed hungry in Oklahoma." He cursed the East and Wall Street and the men who had picked up these riches at bargain rates, and were now draining away the wealth of Oklahoma, giving little in return. Many studies have been made of counties and regions in the deep South where

much goes out and little comes back to desperate tenant farmers. It is clearly your task as a member of the regional authority to find out how much serious blood letting of this nature is going on.

A natural region should strive to be as selfsupporting as resources permit. Why should people in Portland, Maine, buy lumber from Portland, Oregon, with a long, costly haul across or around the continent, when north a few miles is one of the finest natural timber regions on the planet? The timber resources of Maine have been gutted but they can be built up, and in the end they will pay good dividends to New England.

Here is Dr. W. O. Willcox with his amazing formulas for finding and achieving the maximum yield of any plant that grows. Dr. Willcox has shown in his *Nations Can Live at Home* how Italy, at a fraction of the cost of the Ethiopian campaign, could have got most of what she went after in Ethiopia, right from the Italian peninsula.

With cheap, abundant power, and almost any kind of organic material—corn shucks, pulp wood, saplings—it is presently going to be feasible—it is already possible—to build up from primitive organic bricks many varieties of raw material now imported at great labor and expense. These processes can give us regional selfsufficiency with a vengeance. Transport of bulk goods can drop to a fraction of its present total. Vast establishments now manufacturing for a national market may no longer be able to compete with small local establishments. Megalopolis, the great city of the machine age, will then have fulfilled its historical function and may pass into limbo.

The age of coal and iron made for centralization, dangerous interdependence, vast roaring cities in the lowlands, the gutting of the hinterland's resources, and an ominous undermining of the nation's equilibrium. It made for colonies, imperialism, war. The age of cheap electric power, light alloys, biochemistry, and agrobiolgy turns in another and a happier direction—more independence and regional selfsufficiency; more light, air, sunshine, and a restoration of nature's balance.—Abridged from the Anniversary Number of *Survey Graphic*, Dec. 1937, with the courteous permission of the editor, Paul Kellogg, and Stuart Chase.

The Wandering I. Q.

THOMAS R. HENRY

Staff Correspondent of The Washington Star

A CHILD may change from a high-grade moron to a genius in a few years.

Current conceptions of the stability of the I. Q., to which great significance is attached in most school systems, were torn to shreds before the psychological section of the American Association for the Advancement of Science here today by Dr. Beth I. Wellman, professor of psychology at the University of Iowa.

For the past twenty-five years the intelligence quotient, or ratio of the grade a person makes on a standardized test with the grade made by the average person of the same age, has been widely accepted as a measure of the inborn intelligence. It might go up or down a few points with changes in environment, psychologists have held, but not materially.

Children grouped on I. Q.—The normal I. Q. has been approximately 100. An I. Q. of 40 or 50 denoted feeble-mindedness. Above 100 was interpreted as meaning superior mental ability. A child making 140 or above was considered a "genius." It has been held that intellectual capacity was almost as fixed a quality with an individual as color of the eyes or the hair and perhaps a matter of inheritance. Children have been grouped in schools on this assumption—bright and dull, slow and fast.

Dr. Wellman told of experiments which make mincemeat out of this idea of a "mystical intelligence." She gave the cases of five children. One had an I. Q. of 89 at three, of 149 at ten, and of 132 at thirteen. Another started at 98, moved up to 167, and fell back to 143 at twelve years of age. Another moved from 98 to 153 in ten years. These were all ordinary children, whose intelligence increased to that of geniuses. A fifth child with an I. Q. of 124 at three had moved up to the supergenius class of 165 at ten. At twelve she leveled back to 154.

These children are not exceptional

examples, Dr. Wellman said. The only thing done to raise their intelligence was to start their education early and put them in an especially stimulating school. Conversely, she told of a three-year study at the University of Iowa of children's sinking from normal to feeble-minded after being placed in an institution where they got no individual attention and were regimented.

Change in I. Q.'s—The Iowa experimenters found that the amount of change in the I. Q. varied directly with the radicalness of the change to which the child was subjected, and also was progressive with them. While the effects were general, some children showed much more resistance to the effects of change than others.

WHEN the teacher is faced by a specific individual pupil who is experiencing difficulty or definitely failing, and who needs assistance, a mere knowledge of the I. Q. alone is often next to useless. No one who claims expertness in mental measurements has ever held the contrary at this point; rash claims (as well as unfair charges) have been largely the contributions of amateurs. The I. Q. does not reveal will power, physical strength, or preference in jewelry; some critics of intelligence tests seem to have felt that it should. An obtained pupil I. Q. cannot compensate for teacher ignorance about marks and marking; to base an achievement mark on the I. Q. is to miss entirely the point and to penalize pupils who do better than the teacher "guessed" they would. Some pupils with relatively low I. Q.'s succeed, and others with high I. Q.'s fail.—Ernest W. Tiegs, dean of University College, Los Angeles, in *Progressive Education* for Dec. 1936.

The facts uncovered, Dr. Wellman said, lead to the necessity of adopting a functional view of intelligence. "The only alternative," she continued, "is to believe in what I prefer to call a mystical intelligence. It is mystical because nobody has ever demonstrated that it really does exist. According to this mystical view, intelligence is something which the individual possesses, but which, for some unexplained reasons, does not come forth in behavior of actions.

"Those who believe in this mystical or 'real' intelligence appear to believe also that it does not change. In our data, where each succeeding test yields a higher I. Q. than the preceding one, we run into difficulties in applying this concept because we never know when we have gotten the real I. Q. The highest value is not reached until the child is grown up. Then all the tests up to the last must be rejected because they are no good. This involves discarding as worthless thousands of tests that have been laboriously accumulated for the last fifteen or twenty years."

Sees some value in tests—Dr. Wellman herself still believes that the intelligence test has some value in education. It actually does measure the intelligence of a child at a given time, she said, and, provided the environment does not change, has practical predictive value. Few children actually do undergo a radical change in environment.

Startling report by associates—Dr. Wellman's report today followed an equally startling report yesterday in the same field by her associate at the University of Iowa, Dr. Harold M. Skeels.

He studied 147 waifs taken from their own parents and placed in foster homes. Both the fathers and mothers were, for the most part, of low grade intellectually. Nearly 40 percent of them, it was determined by intelligence tests, have I. Q.'s below 80, close to the level of feeble-mindedness. Only 13 percent were slightly superior to the average.

The children were placed in superior homes. Not a one was below normal in intelligence after a period of adjustment. Sixty-five were intellectually superior. Forty-one were on the genius level.

There was no relationship whatsoever between the intelligence of the children and the intelligence of their parents, Dr. Skeels reported.—From the *Washington, D. C., Star* for December 30, 1937.

*They that go down to the sea in ships,
that do business in great waters;
These see the works of the Lord,
and His wonders in the deep.*—PSALM CVII, 23; 24.



FROM the high windows of the boardwalk hotels, the Atlantic City conventioner gazes across an expanse of horizon-bounded sea. To some who hold communion with this visible form of nature, it is only a "gray and melancholy waste." To others—restless souls—the tumbling waters bespeak the ageless energy of the universe. The rhythmic pounding of the surf is the pulse beat of the world. On the ocean's shoreline life began. Back again to its savage arms thru countless centuries it has beckoned life to high adventure; and it is a landlubber indeed who hears the "call of the off-shore wind" without faint stirrings of the spirit that has prompted bold men to answer that call, from the days of the Viking fleets to the days of the China Clippers, which also "do business in great waters."

The sea was among man's first great enigmas; there is no reason to believe that she will not be among the last—"her menaces swift as her mercies."

When and why man first took to the sea is shrouded in mists more dense than those that cover its waves—the mists that belong to the dawn of history. The Chinese, inveterate first-claimers, include the origin of navigation in their own early history; but if they did use ships extensively, they never chronicled voyages of much consequence.

The tale of the sea's real conquest begins in a story of human vanity and a shellfish. The economic royalists and political dictators of Greece and Rome affected purple. The Phoenicians were willing to furnish it, at a price. Tyrian purple became the most famous dye of the ancient world. The open boats of the Phoenicians, each propelled by a large square sail, scoured the shores of the Eastern Mediterranean for bigger and better mollusks of the variety which yielded a colorless liquid that smelled

like garlic and which, under the magic of soap and sunlight, turned first green, then blue, and finally the color accepted as *la dernière mode* for magisterial toga borders and the habiliments of those who had might and right.

But the Phoenicians came to look beyond the lowly mollusk as a source of income and adventure. They founded Carthage, and reckoning their courses by the stars, left the coastline for the trackless main. They plowed thru the Pillars of Hercules, touched the shores of the Aquitanians and Celts, and visited the Britons. They pushed down the coast of Africa, and from their journeyings arose the myths and legends, the fears and superstitions that charmed and cowed for centuries the hearts of sailors.

What men knew that wasn't so about the sea would have filled many volumes long before Columbus and Vasco da Gama and John Cabot and Ferdinand Magellan began to disprove the maps of a Greco-Egyptian school teacher named Ptolemy, by sailing right over the edge of the world, where the hissing waters drowned each night the fiery orb of day, and coming back home alive with tales of strange lands and strange peoples.

THE American Association of School Administrators holds its 68th annual convention in Atlantic City, N. J., February 26-March 3, 1938.

Those who once quailed before the anger and mystery of the sea accepted its challenge. They beat their way against the headwinds that whipped around the Southern Capes, and steered a precarious course thru the ice floes in search of a Northwest Passage that was never found. They ran their prows into uncharted harbors until they knew the shape of the world and what lay upon it. Then they turned their minds to the wonders beneath the deep—wonders that are yet but little known.

Magellan is said to have made the first



. . . *O the blazing tropic night,
when the wake's a welt of light
that holds the hot sky tame,
And the steady fore-foot snores
through the planet-powdered floors
Where the scared whale flukes in flame!*

*Her plates are scarred by the Sun,
dear lass,
And her ropes are taut with the dew,*

*For we're booming down on the old trail,
our own trail, the out trail,
We're sagging South on the Long Trail—
the trail that is always new.*

. . . *Then home, get her home,
where the drunken rollers comb,
and the shouting seas drive by,
And the engines stamp and ring,
and the wet bows reel and swing,
And the Southern Cross rides high!*

*Yes, the old lost stars wheel back,
dear lass,
That blaze in the velvet blue.*

*They're all old friends on the old trail,
our own trail, the out trail,
They're God's own guides on the Long
Trail—the trail that is always new.*

—RUDYARD KIPLING

recorded effort at measuring ocean depth when he was becalmed in the Pacific. He threw over a hand sounding line several hundred fathoms long. Finding no bottom, he wrote in his log that he had discovered the deepest part of the ocean. Men are still discovering it, with somewhat more exact research methods, and with instruments of convenience and precision that would have astounded Magellan and his compeers. With the Sonic Depth-Finder, which measures distance from surface to bottom by the length of time it takes sound to travel to the ocean floor and back, recordings can be made continuously while a vessel is in motion. An accurate map of the ocean floor waits only upon time and patience.

The most famous of all sounding ships was *H.M.S. Challenger*, which spent from 1872 to 1876 surveying the oceans. The leisureliness of its studies can be understood from the fact that its sounding device, operating at the greatest depths, weighed 750 pounds. The results of the *Challenger's* work are recorded in fifty huge volumes which it took the scientists twenty years to write, and which are the texts of oceanography.

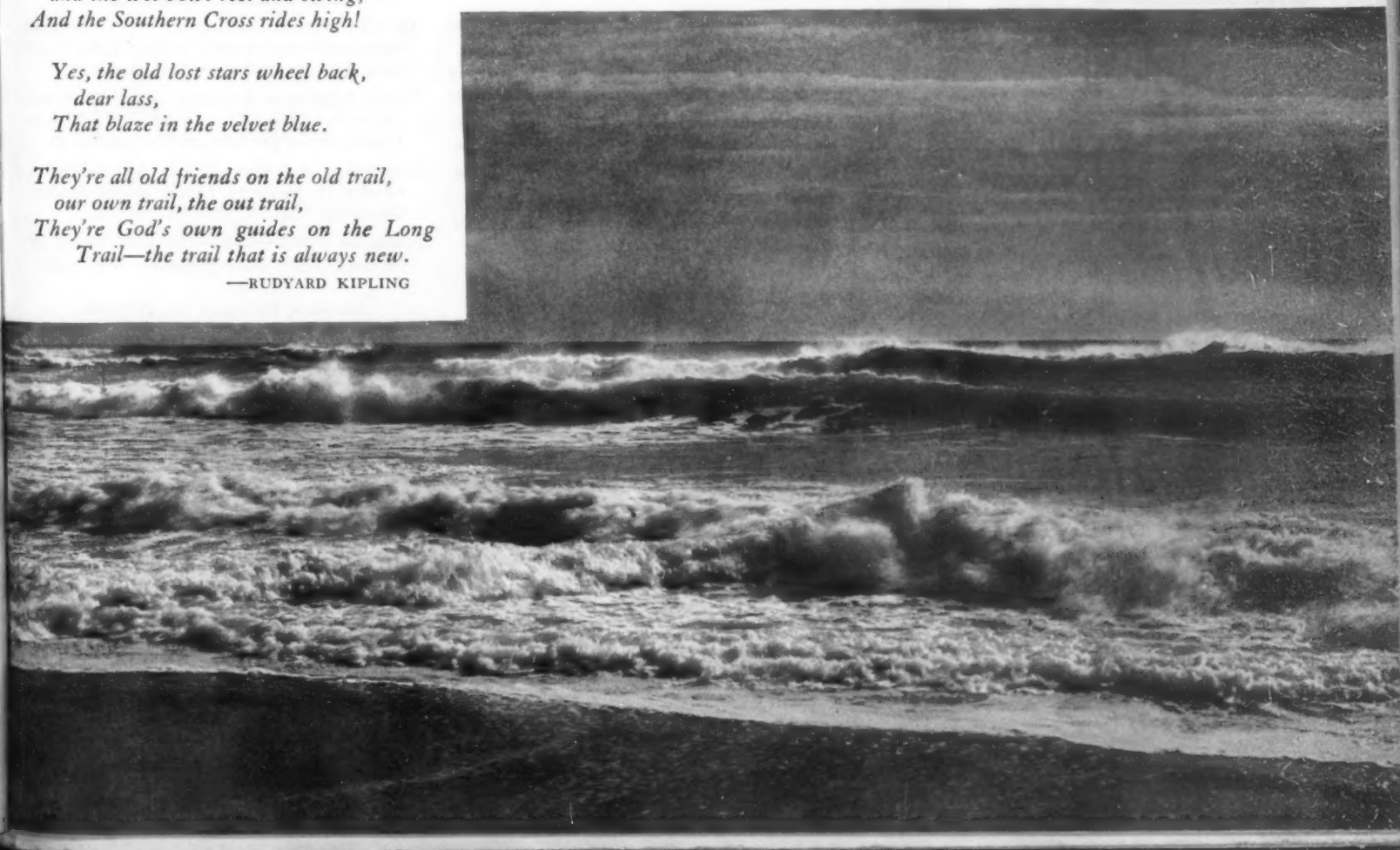
The ghostly sails and nameless terrors of the ocean's surface, witnessed by sailors of long ago, are no more weird and fantastic than the creatures which William Beebe and his tribe of fishermen

who trawl the dark caverns of the deep actually bring forth today. Minute organisms of strange names and stranger shapes; astonishingly beautiful living things that may be plant or animal; misshapen creatures of perpetual night; huge monsters of unbelievable size and strength which thrash thru frigid waters that move in currents responding to unknown forces, and gleam with eerie light that seems to come from nowhere; then too, the barren wastes of the deepest floor, the Red Clay deserts of the ocean, almost devoid of living things—these are among the wonders of the sea.

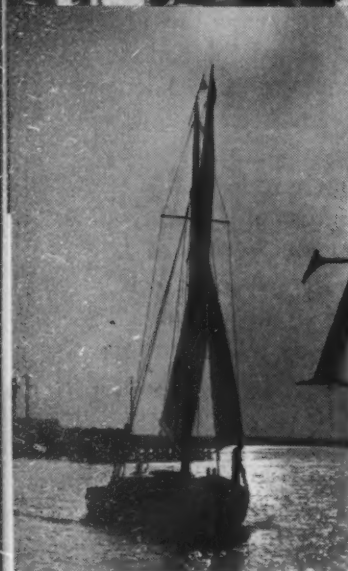
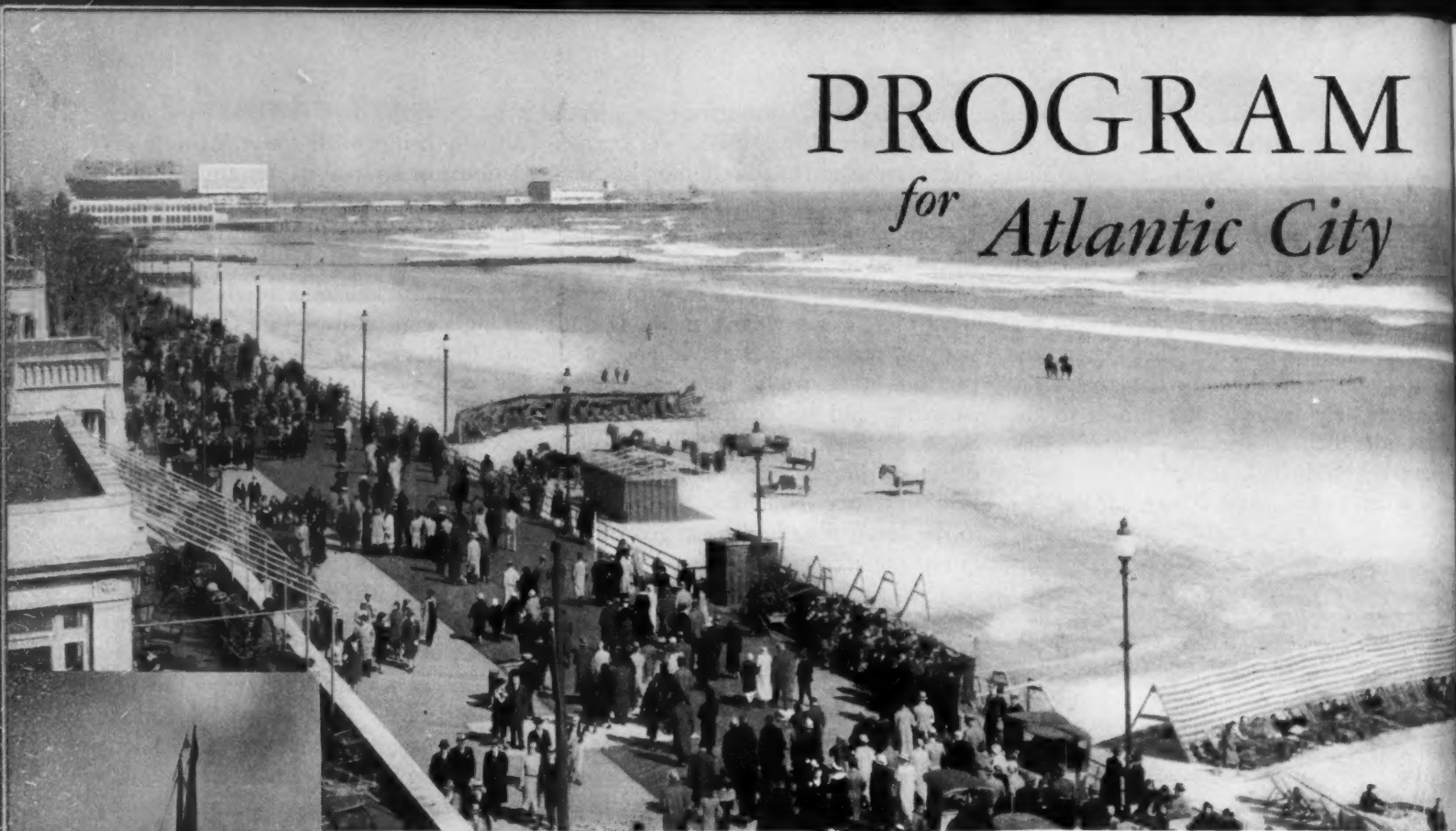
But it is the trembling surface of Ocean, in all its moods, that beckons to men of ships and shore. Life on the waves is a thing apart. Sailors are a race . . . caught in the magic spell of the sea.

"Gentlemen," says Sinbad the Sailor, "you long without doubt to know how, after having been shipwrecked five times and escaping as many dangers, I could resolve again to tempt fortune and expose myself to new hardships. *I am myself astonished at my conduct when I reflect upon it.*" Sinbad's reply to his own question is the answer of all the courageous men who have the murmuring cry of the sea in their ears and the love of its swells in their hearts—the answer of those "that go down to the sea in ships. . . ."

—BELMONT FARLEY



PROGRAM for *Atlantic City*



TENTATIVE *General Sessions Program for the 68th Annual Convention of the American Association of School Administrators, Atlantic City, February 26-March 3, 1938.*

Saturday, February 26—All Day

Registration and exhibits in the Atlantic City Auditorium

Saturday, February 26, 2:00 PM

Ceremonial Opening of the Exhibits

Presiding—Charles B. Glenn, superintendent of schools, Birmingham, Ala.; president, American Association of School Administrators



CHARLES B. GLENN, superintendent of schools, Birmingham, Ala.; president, American Association of School Administrators.

Address of Welcome—Honorable C. D. White, mayor of Atlantic City

Response—Earle F. Opie, Chicago Heights, Ill.; president, Associated Exhibitors

Raising of the Flag—Singing of "The Star-Spangled Banner" by Dora Davies Williams, soprano

Sunday, February 27, 3:30 PM

Vesper Service

Presiding—Charles B. Glenn, president of the Association

The Barton Harp Quintet of the Philadelphia Music Club, Maryjane Mayhew Barton, *director*

Invocation—Reverend Henry M. Edmonds, Independent Presbyterian Church, Birmingham, Ala.

The Westminster Choir, John Finley Williamson, *director*

Truth and Poetry—William Lyon Phelps, Yale University, New Haven, Conn.

"Battle Hymn of the Republic"

Benediction—Dr. Edmonds



WILLIAM LYON PHELPS of Yale University will deliver the Vesper Service address Sunday afternoon, February 27.

Sunday, February 27, 8:00 PM

Presiding—J. W. Ramsey, superintendent of schools, Fort Smith, Ark.; second vicepresident of the Association

Program to be presented by the National Broadcasting Company

Monday, February 28, 9:00 AM

Presentation of Gavel—Arthur S. Chenoweth, superintendent of schools, Atlantic City

The Challenge to Complacency—A. J. Stoddard, superintendent of schools, Denver, Colo.; chairman, Educational Policies Commission

Federal Relations to Education—Floyd W. Reeves, chairman, Advisory Committee on Education, Department of the Interior, Washington, D. C.

Presentation of Honorary Life Membership to Charles H. Judd—by Payson Smith, Harvard University

Facing the Future—Charles H. Judd, head, Department of Education, University of Chicago

Monday, February 28, 2:15 PM

Discussion Groups—First Session

Division I—Education for Adjustment

Ben G. Graham, superintendent of schools, Pittsburgh, Pa., *chairman*

Division II—Vital Relationships

Jesse H. Mason, superintendent of schools, Canton, Ohio, *chairman*

Division III—The Improvement of the Public Schools

George C. Bush, superintendent of schools, South Pasadena, Calif., *chairman*

Division IV—The Expanding Program of Industrial Education

J. W. Ramsey, superintendent of schools, Fort Smith, Ark., *chairman*

Division V—The Curriculum

J. C. Cochran, superintendent of schools, San Antonio, Tex., *chairman*

Division VI—Youth Problems

E. E. Oberholtzer, superintendent of schools, Houston, Tex., *chairman*

Monday, February 28, 4:30-6:00 PM

Reception for new members—Ambassador Hotel

Monday, February 28, 8:00 PM

Presiding—Caroline S. Woodruff, principal, State Normal School, Castleton, Vt.; president, National Education Association

Music—Atlantic City Public Schools, John H. Jaquish, *director*

The Public School in Our Democracy—E. W. Butterfield, state commissioner of education, Hartford, Conn.

A Word on Education—Helen Keller, American Foundation for the Blind, New York, N. Y.

Tuesday, March 1, 9:00 AM

"Youth Education Today"—The 1938 Yearbook

Youth and Education—E. E. Oberholtzer, superintendent of schools, Houston, Tex., chairman, 1938 Yearbook Commission

Occupational Adjustment—Edwin A. Lee, director, National Occupational Conference, New York, N. Y.

Forum on Youth Problems

John W. Studebaker, U. S. Commissioner of Education, Washington, D. C., *chairman*

Richard D. Allen, assistant superintendent of schools, Providence, R. I.

Homer W. Anderson, superintendent of schools, Omaha, Nebr.

Homer P. Rainey, director, American Youth Commission, Washington, D. C.

Goodwin Watson, Teachers College, Columbia University

David E. Weglein, superintendent of schools, Baltimore, Md.

Dr. Edwin A. Lee
Superintendent E. E. Oberholtzer

Business session—Reports of committees, nomination of officers from the floor

Tuesday, March 1, 2:15 PM

Discussion Groups—Second Session

Tuesday, March 1, 8:00 PM

Good Neighbor Program

Canada—Music and dances symbolic of Canada

Address—(Speaker to be announced)

PRESIDENT JAMES B. CONANT of Harvard University, who will address the General Session on Wednesday morning, March 2.



Mexico—Music and dances symbolic of Mexico
Address—His Excellency Francisco Castillo Nájera, Ambassador from Mexico, Washington, D. C.

United States—Music and dances symbolic of the United States

Address—Honorable Francis B. Sayre, Assistant Secretary of State

Wednesday, March 2, 9:00 AM

Teacher Education—George F. Zook, president, American Council on Education, Washington, D. C.

Teacher Welfare—Orville C. Pratt, superintendent of schools, Spokane, Wash.

College Education in a Democratic Society—James B. Conant, president, Harvard University

Wednesday, March 2, 2:15 PM

Discussion Groups—Third Session

Wednesday, March 2, 6:00 PM

College dinners

Wednesday, March 2, 6:30 PM

Friendship Dinner

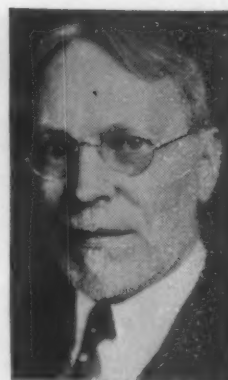
Elaborate plans are under way for this event which is to be in the beautiful Ballroom of the Atlantic City Auditorium. Only once before has such a dinner been held directly under the auspices of the Association. Plates will be laid for over two thousand guests. Among the attractions scheduled is the Detroit Schoolmen's Club Chorus.

Wednesday, March 2, 10:00 PM

Ice Carnival

Immediately following the Friendship Dinner, a dazzling ice carnival will be held in the huge Arena of the Atlantic City Auditorium. Professional stars will present beautiful and difficult

CHARLES H. JUDD of the University of Chicago will receive honorary life membership in the American Association of School Administrators.



skating acts. After the Ice Carnival, the rink will be open to all for skating. Those who prefer to dance will find an orchestra awaiting them in the Auditorium Ballroom.

Thursday, March 3, 9:00 AM

The Next Step in American Education—Frederick M. Hunter, chancellor, State System of Higher Education, University of Oregon, Eugene

Shall the People Control Their Schools?—George D. Strayer, professor of Educational Administration, Teachers College, Columbia University

Public Relations—John A. Sexson, superintendent of schools, Pasadena, Calif.

Report of the Committee on Resolutions—Nicholas Bauer, superintendent of schools, New Orleans

Report of the Board of Tellers—Milton C. Potter, superintendent of schools, Milwaukee

Thursday, March 3, 2:15 PM

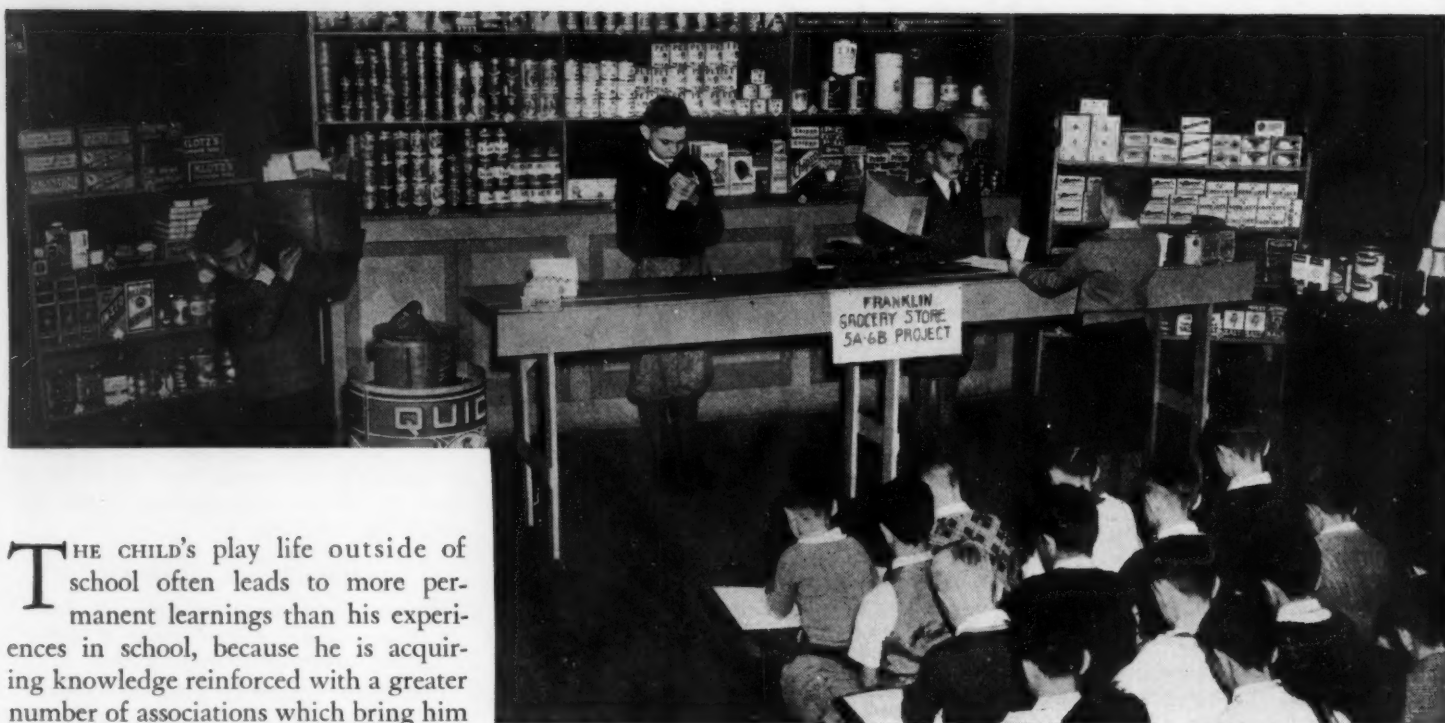
A program featuring discovery and adventure, with Rear Admiral Richard E. Byrd and Editor John H. Finley of the *New York Times* participating.

Hotel Reservations can be secured thru A. S. Chenoweth, chairman, Housing Bureau, 16 Central Pier, Atlantic City.

Convention Headquarters, general sessions, registration, exhibits, post office, and press room will be in the Atlantic City Auditorium.

Railroad Rates—With the general lowering of rates more than a year ago, special convention rates were discontinued. On some railroads, however, roundtrip winter tourist tickets are available. Consult your local ticket agent.





Courtesy, New Orleans Public Schools

THE CHILD's play life outside of school often leads to more permanent learnings than his experiences in school, because he is acquiring knowledge reinforced with a greater number of associations which bring him emotional satisfaction. It is this same type of experience that must be provided for him in the schoolroom. For example, a common out-of-school activity is playing store. Primary teachers frequently use this play interest as a successful device in teaching number combinations and making of change. Adopted by the teacher as an activity unit, its highest educational value is the emphasis on social relationships. Conversation and courtesy necessarily become a part of the activity. The child's use of reading, writing, spelling, and arithmetic becomes purposive. It is only thru such real life situations that we provide adequate learnings.

The alert teacher is constantly on the look-out for leads in the children's experiences that will provide opportunities for social living. Since the child lives in a constantly expanding social environment, the teacher must provide for a variety of social experiences in the community. Visits in the neighborhood for the younger children and farther afield for the older children will help to enlarge their horizons. As a result, the child feels himself a part of an inter-related community.

How may a unit develop?—The teacher, some child, or a group of children may be responsible for introducing it. The beginning is usually a shared responsibility. A starting point might be a review of summer activities thru a hobby exhibit. An interest in the evolution of boats might grow from an in-

terest in motor-boat races. This is where pictures, a movie, a collection from a museum, a trip may be most needed.

From all such leads the teacher should select the theme which she thinks would be of greatest interest and value to the majority of the group. She should make an invoice of available material from which information is to be drawn.

Little children are usually interested in their immediate environment; therefore, a study of city helpers such as the fireman, the policeman, the milkman, and the postman answers a need. For older children such topics as the markets, water supply, milk supply, housing, transportation are rich in possibilities.

In the event that no common interest is apparent, pictures, books, trips, or exhibits will furnish suggestions. Some of the best leads may come from the geography assignments. On the fifth-grade level, for example, there are innumerable possibilities in connection with the study of early American life. The unit may start with early French trading-posts along the waterways and follow the development of these trading

posts into frontier villages. This would open up for the children the whole cultural life of early America.

After trips around a metropolitan area, children on the sixth-grade level would benefit by contrasting life in a modern city with life in ancient Greece and Rome. With children in rural communities, the emphasis would be on ancient and modern methods of agriculture and irrigation.

Often it is advisable to start an activity with one group of children, say the most able readers. They should be encouraged to make reports to the whole class from time to time regarding their findings. As a rule, this will be enough to stimulate the rest of the class. Frequently the slowest readers prove themselves most efficient at practical matters such as arranging exhibits.

Where only a few children show lack of active interest in an activity, they should be given regular assignments on the subjectmatter basis, but the teacher should be alert for opportunities for them to make minor contributions. If after this first experience with

Teaching thru ACTIVITY UNITS

By

Effie M. Downer

Assistant Professor of Education,
Wayne University,
Detroit, Michigan

and

Natalie Luccock

Supervising Instructor,
Wayne University

the topic the children show no desire to continue, it would be best to drop it and select another, unless there is fresh material available for the purpose of re-stimulating interest.

Is there any one type of teaching procedure best adapted to activity teaching?—No. The scope of the unit and the maturity of the children will decide the method used. The purpose of the activity often influences the procedure and the selection of subjectmatter. For example, if the activity is to culminate in a play, it will call for reading for information, learning to write plays, to dramatize, and to design costumes and scenery. It will also utilize special talents of children. If it is to culminate in an exhibit, it will require reading for information, a possible visit to a museum, and the exercise of art and constructive ability in order to make their ideas clear to others less well-informed.

The teacher should plan definitely as the activity advances, continually making an invoice of available material and references. The plans should be sufficiently flexible to allow for modification and change of emphasis. Recent courses of study may still furnish the core of subjectmatter, but it is the teacher's responsibility to enrich this subjectmatter by furnishing supplementary experiences such as trips, contacts with authorities, pictures, reference material on the reading level of the group. Where possible, the children should be held responsible for assisting in gathering this material.

What place have the tool subjects in a unit?—Facts are as useful today as they ever were. In our present world it is not the accumulation of knowledge but the use made of it that is important. Thru studying by means of activity units, the child uses his tool subjects both in acquiring his knowledge and in sharing it. The remedial work in reading, English, spelling, and hand-

writing should grow out of work on the activity. Definite drill periods should be arranged for children giving evidence of such needs. Arithmetic should be included if it logically belongs in the activity. The elementary teacher should be more concerned with the development of number concepts than with the solving of arithmetic problems. Opportunity will be afforded in most of the activity for much incidental arithmetic.

An illustration of the use of the tool subjects is offered in the following unit based on camping experiences: This activity in a B-4 grade started with the reading of "Three Boys Go Camping," published by the Michigan Department of Conservation in cooperation with the State Department of Public Instruction. The story itself furnished stimulating reading and was supplemented with other suitable material. Interesting reports of actual camping experiences formed the basis of the oral English work. Some of the most interesting reports were written and furnished reading material for the slower group. This also proved to be an incentive for good handwriting. A large list of supplementary spelling words grew out of this. Constant reference to a large map of Michigan, made the geography of the state real to the children. At one time or another during the activity practically all the resources of the state were considered. All of the processes required in the usual B-4 arithmetic were reviewed in connection with figuring the expenses of the trip. The reading difficulties incidental to problem solving had previously been cared for because the children had read the story and were familiar with all the words.

What are the possibilities of enriching the activity program thru the use of the expressive subjects?—The freedom of the activity program offers extended opportunities for the development of the special talents of the children. The greater use made of the expressive subjects, the richer their experiences. Many schools now have auditorium facilities which offer a fine opportunity for the culmination of activities. A study of early colonial life brought into an auditorium for culmination would result in the dramatization of scenes from a colonial school and household and social activities. An increased appreciation for colonial art, architecture, music, litera-

ture, and even costuming would result.

What provision should be made for teacher conference periods?—In schools where the work of several teachers is included in the activity there must be opportunities for conferences. In many schools principals arrange these conference periods. In schools where there is a specialization of subjectmatter it is an advantage for the teacher to be able to observe occasionally the children at work in their special fields. From such visits she may acquire leads for the expansion of the activity.

How long should an activity unit last?—There is no prescribed time for its duration. It certainly should not outlive the children's interest. One activity may last a week; another, a semester. The latter may not necessarily be a part of every day's work. Lag of interest does not necessarily mean loss of interest. The stimulation of fresh material may result in renewed enthusiasm. An activity may take a direction different from that anticipated in the beginning.

What are the advantages of teaching activity units?—Children are called upon continually to meet new situations, in which new knowledge, attitudes, and habits are needed. Each changing situation presents its problems demanding study, thought, critical judgment, and evaluations. Activity units are designed to meet these new demands. Each learning situation becomes a problem-solving situation in which cooperation, self-direction, and critical thinking are developed. The acquisition of knowledge becomes more purposeful and the tool subjects more functional because there is a felt need.

Activity units also provide for the continuity of interest so often lacking in day-by-day teaching and furnish leads to the other allied interests. The units provide an enriched curriculum for the brighter children and offer stimulation for the slower ones. Every normal child can do some one thing well. Group approval often acts as a tonic to both bright and dull children by stimulating self-respect and encouraging effort.

Perhaps the greatest value of the activity unit is in the growth it provides for the teacher. She is often obliged to enter new fields of knowledge and interest in attempting to meet the children's needs. The classroom thus becomes a learning situation for everyone involved.

ACHIEVEMENTS IN PROFESSIONAL ADVANCEMENT

The Financing of Education

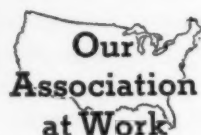
THE NATIONAL EDUCATION ASSOCIATION has for nearly three quarters of a century taken an active part in efforts to secure adequate school support based on sound methods of financing. It has recognized that the financing of education is a matter of paramount public concern since the kind of education offered to the children of the United States depends largely upon the amount and the use of funds available for this purpose.

FACT-FINDING SERVICE

Facts are necessary for the intelligent promotion of sound and liberal financing of the public schools. The National Education Association, thru its Research Division, has become a source of school finance information for the profession and the public alike. It distributes this information thru its *Research Bulletins*, issued five times yearly, and other publications. The Research Division receives and answers inquiries from lay and professional groups and serves as a clearinghouse for facts on state practice in the financing of schools.

A continuing series of statements describing the school finance systems operating in the individual states is edited by the Research Division and published under the title *School Finance Systems*. Each of these statements has been prepared by some authority familiar with school finance conditions in his state.

The first bulletin issued by the Research Division after its establishment in 1922 dealt with problems of school finance. This bulletin, entitled "Facts on the Cost of Public Education and What They Mean," presented data on teachers' salaries, the principal item of school expenditure, and compared total education costs with estimated national income and federal tax collections. It was a forerunner of a series of research bulletins issued biennially dealing with facts on school costs. The latest of these was published in January 1937, under the title "Financing Public Education."



MEASURES OF THE ABILITY OF STATES TO SUPPORT SCHOOLS

The Research Division of the National Education Association was among the first to demonstrate the need of federal aid for education on the basis of statistical measures of the financial resources of the states. John K. Norton's study, "Ability of the States to Support Education," published in January 1926 was a pioneer in this field. A more recent study of "The Efforts of the States to Support Education as Related to Adequacy and Ability" by Lyle W. Ashby was also published as a *Research Bulletin* in May 1936. Both of these studies indicated that certain states were financially unable to support a school program equal in cost to the average in the nation.

REFERENCE SERVICE ON SCHOOL FINANCE LEGISLATION

An important part of the State School Legislative Reference Service maintained by the Research Division consists of the collection and dissemination of information on school finance legislation. Annual summaries of school legislation introduced in state legislatures are issued. A review of school revenue legislation in the years 1929-1933, inclusive, was published as a *Research Bulletin* in January 1934.

LEADERSHIP IN NATIONAL EMERGENCIES

To meet conditions prevailing toward the end of the World War the National Education Association and the Department of Superintendence appointed in February 1917 a "Commission on the Emergency in Education and the Program for Readjustment during and after the War." Among its other activities the Commission conducted an extensive investigation of teachers' salaries. It also presented to Congress in the fall of 1918 the Smith-Towner Bill, calling for federal aid to education. The Association has sponsored measures calling for increased participation by the national government in the support of public education, in each successive Congress since that time, including the Harrison-

Fletcher Bill, which is now pending in Congress.

The brunt of the recent economic depression, from 1930 to 1934, was borne to a greater extent by the schools than by any other public function. The Joint Commission on the Emergency in Education was appointed by the National Education Association and the Department of Superintendence in 1933 "to inquire into the difficulties, financial and otherwise, which the schools were encountering and to take action to end these difficulties." The research facilities of the Association were made available to the Commission and studies of various phases of the problem were conducted by the staff.

In August 1933 the Commission called a conference at Columbia University to discuss school finance policies. This National Conference on the Financing of Education issued a report containing recommendations based on their deliberations and drafted a "School Finance Charter" which has been widely used by lay discussion groups and in highschool and college classrooms.

EDUCATIONAL POLICIES COMMISSION

The Educational Policies Commission appointed in 1935 was charged with the responsibility of developing a longtime program for education, including a plan for adequate financing of schools. Pronouncements issued by the Commission have included statements of policy concerning the relationships of federal, state, and local governments as it affects school financing and the necessity of protecting the fiscal independence of schoolboards. A report which emphasizes the importance of an educated citizenry in stimulating the production and consumption of economic goods is now in preparation.

INTERPRETATION OF SCHOOL FINANCE PROBLEMS TO THE PUBLIC

The National Education Association thru its publications and the work of its various divisions has contributed to a better understanding of school finance conditions and problems, on the part of the general public. Its weekly radio broadcast is frequently devoted to a discussion of some phase of the school finance situation and numerous posters, leaflets, and special bulletins have been prepared which present school finance facts in a form which has an appeal to lay groups.

The Teacher and NATIONAL WEALTH



Frederick M. Hunter

*Chancellor, Oregon State
System of Higher Educa-
tion, Eugene, Oregon; and
Past President, National
Education Association*

THE TEACHER is a wealth producer. This is particularly true in a democratic society. Teachers in America have not thought of themselves and their work as intimately related either to an increase of the total wealth of the people or an increase of wealth for the individual members of society. Together with the American public, the members of the teaching profession continue in the blindness of economic illiteracy.

The most pointed evidence in support of the doctrine that teaching greatly affects the creation of wealth is afforded by the difference in levels of living between illiterate and highly cultivated populations. In societies where great masses of people are uneducated, the natural resources of the land remain undeveloped; the population is poverty-stricken, exploited by coercive power of the dominant classes; and starvation or subsistence levels of living prevail. Teachers more than others, not merely for their own welfare as members of a profession, but in the interest of the cause of democracy, must understand this evidence and their own proved relationship to it.

At least four basic requirements, set forth by our ablest economic analysts as the essential economy of our democratic society, place an unmistakable mandate upon the schools. These are:

The quest for new levels of living—Even in our own democratic society a great chasm exists between the quality of homes of the highest levels of living and those upon the lowest plane. Between the standards of the luxury class and the subsistence class should lie our

goals of education. During the past century and a half of development, a standard of living regarded as a model for the world has been developed in our best urban homes. Yet in the slums of industrial centers and in backward farm areas, poverty holds millions in shackles and reduces the standards of life and, consequently, the demands for produced wealth, to the levels of serfdom. Could we by some magic process raise the level of living in this multitude of homes even moderately, say 25 or 50 percent, the demand for consumers' goods, consequently for capital goods, consequently for produced wealth, would be increased by billions of dollars. In every act of teaching there should be a consciousness of the relationship between the teaching profession and the enhancement of human productive power and the improvement of our levels of living.

The creation of greater power to produce by the masses of workers—With ten million unskilled workers in the United States, one of the principal tasks of the teaching order is obvious. Experts point out that from two to three million of these are capable of being trained to become skilled craftsmen. The economists maintain that the average skilled worker produces at present \$1400 in usable wealth annually, while the output of the unskilled worker is but \$745 annually. Thus by a properly organized system of vocational education and by the creation of a general consciousness on the part of the public that such a step would be profitable, the addition to the total wealth of our population by this means alone would amount to more than \$1,300,000,000 annually. We have as a stimulus the comparison of our own situation with that of the populations of

China and India where 80 to 90 percent of the total labor supply is unskilled, where levels of living are always upon the most meager subsistence basis, and where a slight drought produces a famine which sweeps millions into starvation. An intelligently organized program of vocational education, both thru the schools and thru industry itself, and the development of a national consciousness that this would be profitable to all members of society, should be a recognized goal of teaching.

A greater output from the natural resources of the nation—Harold F. Clark in a recent monograph, *The Economic Effects of Education*, uses a striking illustration in presenting this third essential principle. He says:

"Assume that in a given society farmer Jones raises rye; farmer Smith raises wheat. Further assume that the wheat farmer can produce twice as much food as the rye farmer. If you teach farmer Jones how to grow wheat and thereby enable him to do so, you increase the total production of the country. This must be true because, by assumption, the man growing wheat produces twice as much food as the man growing rye.

"If the lack of free schooling keeps some persons in our society from being where they would produce the largest amount, providing the free education which would enable the persons to move to the occupation where they can produce more will increase the total income of society. This process should continue until the cost of the additional training equals the value of the additional output."

How greatly a nationwide program by which each state thru education and the applications of science to the soil, to the forests, and to other natural resources of the state in like proportion, could affect our national wellbeing and the level of living of all individuals, can be comprehended when we recall the average low level of farm income for the country. That this should be a conscious aim of our educational program there can be no doubt.

The broadest spread of the output of production by increased purchasing power thru sharing of profits and lower prices resulting from mass production—Recently some of the ablest economists have delved into the forces operating both before and during the depression, and have sought to apply practical experience and scientific method to this

question. In *Income and Economic Progress*, H. G. Moulton of the Brookings Institution, points out:

"If we are to achieve the goal of satisfactory standards of living for everyone, the first requirement is to increase progressively the total amount of the income to be divided. Only as the aggregate national income increases from 80 billions a year to 100 billions, to 150 billions, to 200 billions, will the goal of a high standard of living for everyone be attained. . . . The broad highway along which continued economic progress must be sought is the avenue of price reduction. When this road is followed, the benefits of technical improvements are conferred automatically upon all divisions of the population."

These four basic principles of present-day political economy have evolved from the bitter experiences of our people as they have struggled with the tragic economic dislocations and catastrophes of the past generation. The principles are not wholly new; but formulated as they are by careful research scientists, they have unusual weight. Their worth depends upon how thoroly they are absorbed into public consciousness, and how completely the governmental and institutional procedures called into action to make them operative, are implemented. This is dependent largely upon the economic education of our people as a whole and especially our youth.

If teaching is to be significantly influenced by consideration of these four potent factors in our national economy, we must recognize and avoid certain plausible fallacies.

Fallacy number one: Most of the nations of the world practice progress by revolution. Sometimes the revolution is fairly peaceful. Sometimes it is accompanied by a reign of terror. Within our day we have had examples of both kinds. But revolution is always an abrupt change in the existing order with tragic results in both personal and national processes. A chief characteristic of truly democratic peoples is that they have learned how to change from one level of progress to another by peaceful means. With them education, consequent development, and an acceleration of the evolutionary process become the rule. Here in America this has become the habit of living. But all do not recognize this fact, and some groups attempt to adopt the philosophies of nations politically much more backward in their thinking than ourselves. Impatience leads to an advocacy of revolution. The evidence from the peoples

where revolutionary methods prevail is unmistakable—always the masses of the people suffer. . . . The lesson without argument draws a conclusion in favor of education as against revolution.

Fallacy number two: A tendency prevails in public thinking to hold that some magic exists in legislative enactment. Both nationally and locally the American people have gone wild in this belief. In many of our states we have piled law upon law, with the hope that our social troubles could be solved and an improved regime of society be instituted by the power of a legislature or the edict of an executive. Wise, carefully considered, scientifically supported legislation can be a great help. Courageous and far-visioned executive leadership is an indispensable essential of a democratic society in its struggles toward progress. But no legislation can transcend the general information of the people as a whole, especially in the solution of economic problems. The final answer is to be found in the enlightenment of our people.

The institutionalized education of the nation has for its task the maintenance of this understanding of democracy and the creation of a universally enlightened comprehension of its economic problems. What, then, should be the program of the American teacher in his relationship to American democratic society?

The program of education—[A] The members of the teaching profession must be convinced of certain principles essential to the democratic system:

[1] A democratic organization of society is inevitable where the thinking of a people is untrammelled. This is supported by presentday experiences of the peoples of the world and by all of the evidence drawn from history.

[2] An essential characteristic of democracy is emphasis upon the individual and his welfare as the aim of all social organization and a consequent program of ever-widening humanitarianism.

[3] Democratic society is characterized by peaceable methods of cooperation and progress, as contrasted to revolutionary methods of progress.

[4] Each citizen in a democratic society assumes a responsibility for the quality of the government and the institutional program maintained.

[B] The members of the teaching profession must come to a substantial agreement and a universally recognized understanding of the specific objectives of education in American democracy. The influence upon American education of the so-called "cardinal principles

of education" issued by the Commission on the Reorganization of Secondary Education about two decades ago has been immeasurably great. Just now the Educational Policies Commission, created by the NEA and the American Association of School Administrators, has moved to attempt a restatement of recognized objectives.

[C] The profession must come to realize its unity so far as responsibility and a sound program supporting the ideals of democracy are concerned. This does not mean the unification of the profession into a political party or pressure group, but into an effective nationwide leadership with ideals and a consciousness of both responsibility and a program to meet it.

[D] The teaching profession and finally the public must be possessed of a full quota of scientific knowledge of the nature of our population, its trends, its component elements, and its characteristics and qualities.

[E] Teachers and thinking public must cease to be economically illiterate and become conscious of the means of attaining the higher levels of living which will finally mark the achievement of the ends of democracy in the universal welfare of the individuals composing it.

[F] A teacher-training program must eventuate, with a central purpose, to produce teachers of the broadest vision and highest culture.

The platform above proposed relates the teaching profession intimately to the development of a national economic program. If it be contended that we have tried education here as in no other nation, let doubters remember that America has only now begun a program of universal education. Among our adult population of 76,000,000, thirty-five million still are without as much as an elementary education; 64,000,000 adults are as yet not equipped with a highschool education; while more than 72,000,000 have failed to have the benefits of a college training. Yet these citizens have placed upon them the responsibility for wrestling with the problems of democracy. It might be worth the effort for the American people seriously to attempt such a program as that proposed above, from the standpoint of material prosperity if for no higher purpose.

The Supreme Court and Subscription Books

THE UNITED STATES SUPREME COURT in November rendered a unanimous decision, condemning the fraud and deception of the "give-away" plan as used by certain subscription books publishers. The decision in this case—Federal Trade Commission against the Standard Education Society of Minnesota and the Standard Encyclopedia Company of Illinois—has particular interest for school people.

The "give-away" plan has taken such forms as the following:

Publishers of a certain encyclopedia offer sets of books as "gifts to a few selected people" with the understanding that the recipient pay a certain amount for a reference service, yearbooks, and the like, whose value is represented as being five times the price charged. As a matter of fact, the cost of this extra service is the approximate selling price of the encyclopedia. The recipient of the "gift" signs a card of acceptance and also signs cards addressed to his friends, recommending the encyclopedia.

A similar practice, which victimizes school children, their parents, and principals of their schools, is that which provides that when fifteen sets of a certain encyclopedia are purchased by parents in the community, a free set is presented to the school. A gift page in volume one of each set given to a school lists the names of purchasers who have contributed toward this special set. The salesman is advised to obtain from the principal a letter recommending the set as "the most usable encyclopedia," or asserting, "I wouldn't have anything but the Blank Encyclopedia in my home."

Thus thru what amounts almost to bribery, endorsements are secured from school principals. This tends to make impossible the obtaining by the public from school authorities of an honest and unprejudiced opinion on the value of any educational work. Rather than promoting the sale of books on their merits, this practice results in the virtual boycotting of products of publishers who do not give sets away. It opens the way for continual harassing of busy school administrators by publishers of useless books.

This matter of selling practices has

long been under discussion in the subscription books trade. Thirteen years ago at a conference between the Subscription Book Publishers Association and the Federal Trade Commission, resolutions were passed condemning as unethical certain editorial and selling policies. In 1931 the Subscription Book Committee of the American Library Association met with the publishers of subscription books and adopted a code of practice, which was later affirmed by the NRA agreements. (Feb. 1935 JOURNAL, p61.)

The Federal Trade Commission has several times issued its cease and desist orders against publishers who used questionable schemes in selling. In the case against the Standard Education Society it had given cease and desist orders against ten different practices and had petitioned the United States Court of Appeals to enforce the ruling. This petition was heard by Judge Learned Hand in New York, who upheld the "give-away" method.

By this method the Standard Education Society of Minnesota and the Standard Encyclopedia Corporation of Illinois were giving away a ten-volume encyclopedia on condition that the recipient should subscribe to a ten-year supplemental loose-leaf service at \$69.50. Since the \$69.50 actually covered both the original price of the encyclopedia and the supplement, the Federal Trade Commission maintained that the public was being deluded by the offer. Judge Hand disposed of this complaint by saying:

"We cannot take seriously the suggestion that a man who is buying a set of books and a ten years' 'extension service' will be fatuous enough to be misled by the mere statement that the first are given away, and that he is paying only for the second. . . . Such trivial niceties are too impalpable for practical affairs."

This decision of Judge Hand's gave a serious setback to the development of ethical selling practices. Consequently the recent Supreme Court decision, reversing Judge Hand's decision, is especially gratifying to the many business houses which have avoided this type of sales campaign and which have for years upheld the FTC in its efforts to maintain fair practices.

The Supreme Court decision—opinion read by Justice Black—says:

"The fact that a false statement may be obviously false to those who are trained and experienced does not change its character nor take away its power to deceive others less experienced.

"There is no duty resting upon a citizen to suspect the honesty of those with whom he transacts business. Laws are made to protect the trusting as well as the suspicious.

"The best element of business has long since decided that honesty should govern competitive enterprises and the rule of *caveat emptor* (let the buyer beware) should not be relied upon to reward fraud and deception.

"It was clearly the practice of respondents thru their agents, in accordance with a well-matured plan, to mislead customers into the belief that they were given an encyclopedia, and that they paid only for the looseleaf supplement. . . .

"Certainly the Commission was justified from the evidence in finding that customers were misled. Testimony in the record from citizens of ten states—teachers, doctors, college professors, club women, businessmen—proves beyond doubt that the practice was not only the commonly accepted sales method for respondents' encyclopedias, but that it successfully deceived and deluded its victims."

This decision of the Supreme Court is important in that it establishes a precedent for future decisions and upholds the action of the FTC. However, the decision will not stop unethical practices. As the *Publishers' Weekly* for Nov. 20, 1937, points out:

"The book trade will recognize that such a decision from a federal court emphasizes the necessity for continual watchfulness on the part of the public and by the Subscription Book Committee. . . . These cease and desist orders of the Commission have only individual application and new selling schemes, which by slight variation avoid this exact decision involved, will be devised and put forward. Every selling plan of this sort develops a corps of canvassers trained to sell by such schemes and a continuing fight must we waged to keep such plans from appearing."

Fair trade practice can be established only by developing a strong public opinion resulting in concerted action of all groups and organizations which can influence the book-buying public.

By

JOSEPH
TAUSEK

Author of "The True Story of the Gettysburg Address," Mr. Tausek lives in Washington, D. C. He believes that personality is the expression of human character thru speech and bearing.



From "All the Children: 38th Annual Report of the Superintendent of Schools, City of New York"

What Is Personality?

PERSONALITY! What magic there is in that single word! Its very mystery has made it one of the most used and abused, as well as one of the most exploited, words in the English language. How to develop a winning personality, notwithstanding the elusive qualities that authors and lecturers attach to it, has been made the subject of a flood of books during recent months. But the reader, after a vain search for the meaning of this desirable goal of human attainment, like Omar, usually comes out thru the same door which he entered.

How many verbal crimes are committed in the name of personality! It is so commonly and indiscriminately used as to be applied to almost every conceivable subject, animate and inanimate, often without an iota of relevancy. There are books about *Personality of Animals*, *Personality of Plants*, *Personality of Insects*, *Personality of the House*, *Personality of Cities*, and even *The Man Who Changed the Pineapple's Personality*! These are a few typical illustrations of the misconception of the meaning and nature of personality. While it is true that some animals are capable of imitating certain human characteristics, or that the personality of an individual may be reflected in the planning and furnishing of a house, or that a city may be so distinctively planned and organized

as to set it apart from other cities and give it individuality, they cannot be said to be endowed with personality.

What, then, is this compelling human force that we call personality, that plays so vital a part in all our relations, that causes some men to succeed and others to fail, that is not developed by more than one in ten thousand?

We get very little light from those who specialize in personality. They tell us, in effect, that personality is the sum of our habit dispositions. A moment's reflection will tell us that this is an excellent definition of character. "Sow an act, and you reap a habit; sow a habit, and you reap a character," is an old axiom. William James put the case aptly when he said that we are "mere bundles of habit." But an individual may possess a very strong character and still have a weak personality; or he may have a pleasing personality and be a scoundrel.

For the moment, then, let us say that character is all that we *do* and *are*, and that personality is all that we *appear to be* and *appear to do*. It is thru what a person appears to be that we instantly judge his character the first time we meet him. It is because personality is the point of contact between ourselves and our fellow beings that it is one of the most vital factors in our lives. We get our first impressions of those

with whom we come in contact in two ways: First, from their bearings, which may be said to include general appearance, facial expression, posture, manners, mannerisms, gestures, clothing, gait, and any other quality or characteristic which comes within our vision; second, from their speech, that is, their tone, enunciation, choice of words, pronunciation, and their thoughts as they are expressed in words. In other words, it is thru his personality, thru his speech and bearing, thru what we see and hear of him, that the individual *tells* his character. *Personality is the expression of human character.*

The cover of a book does not tell us the wealth or poverty of thought that is hidden within its pages. To know its substance, its character, we must open it and read it. In this way alone can we measure the character of the man. His appearance may or may not be a true index, but he must speak; "he must unfold himself," as Carlyle says; he must let us read what is written on the pages of his mind, if we are to know the real man. Deeds are the key to a man's character; speech is the key to his personality.

The origin of the word, personality, gives us an interesting clue to its meaning. It is derived from the Latin *persona*, the mask worn by an actor in ancient times to tell the character he was impersonating. The word is to this day, therefore, admirably suited to its purpose, for while many people change their masks to assume a character not their own, appearing to be what they are not, it is thru the mask they wear naturally, their characteristic personality, that they are known by those who see and hear them on the stage of life, where "one man in his time plays many parts." Learning to play efficiently the part to which nature has assigned us should be a chief aim of our lives. It is only by playing our parts well; by learning how to act and how not to act; by learning when to speak and when not to speak and what to say and what not to say, that we shall win the great prizes of life.

It may be said that a man may be a villain and still have a pleasing personality. He is like "a rosy-cheeked apple with a wormy heart." But the villain is an exception with which we are called upon to deal only at rare intervals, just as we seldom meet a superior personality. The counterfeit may pass for a time, but he cannot escape being found out. Then there are those who, for want of any innate attractive qualities, affect all sorts of mannerisms of speech and bearing, such as speaking loudly so as to appear forceful, or straining to speak sweetly, or crooking their little finger in every movement of the hand so as to give an impression of gracefulness, only to make their speech insipid and their movements ridiculous and at the same time accentuating the very defects they strive to conceal. The man or woman who establishes the rule to be natural as the first principle in the development of his or her personality cannot fail.

The effective way to develop a commanding personality is to develop the power of expression or speech. The most important form of human behavior is speech. All the character and knowledge that we build will be of little avail unless we are able to express them. We can do so only by learning the language in which we live and work. How often we see one man or woman, thru the power of speech, magnetize an

entire company. Thru the force of their personality, these people are, by common consent, given the center of the stage.

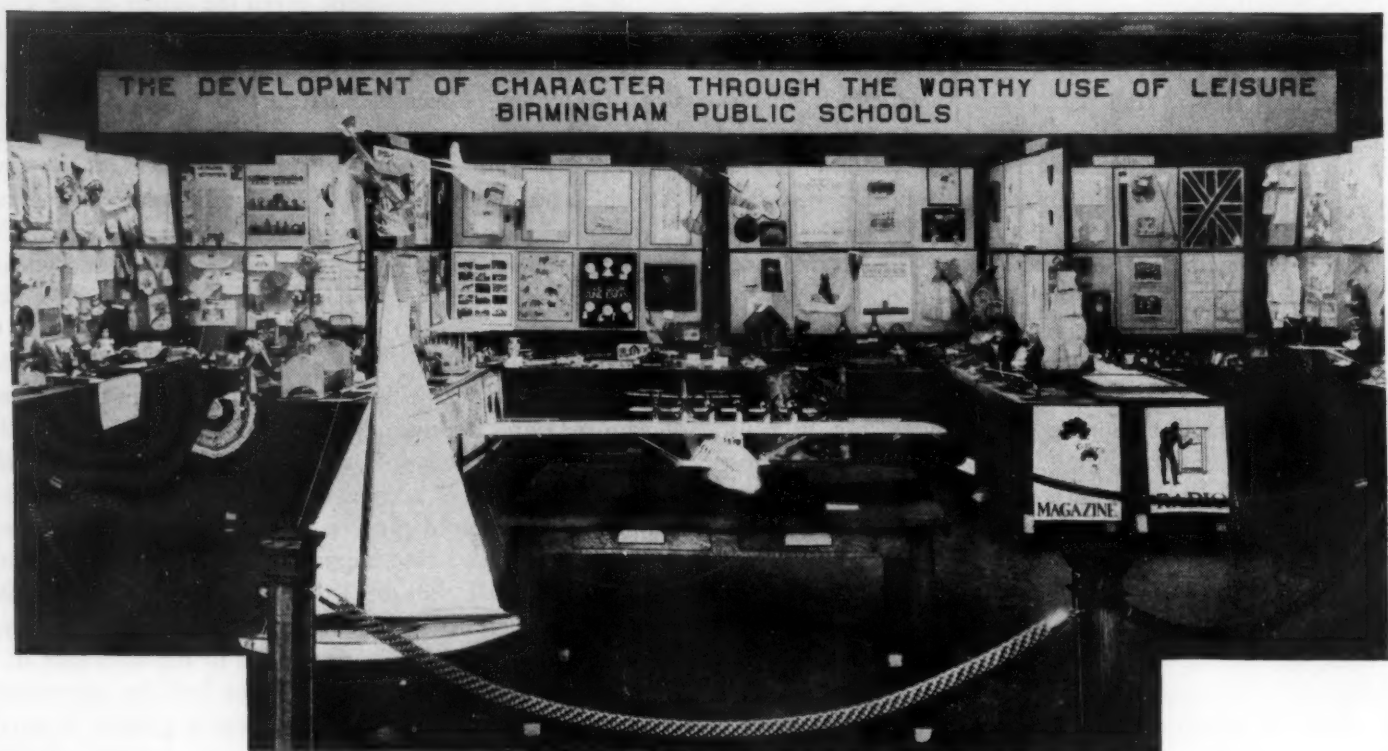
There is not a human problem that must not finally be solved by thought and expressed in words. The world moves upon the wings of speech. Each new day the nation avidly listens to what its leaders in every walk of life have to say and their pronouncements become the order of the day. "Syllables govern the universe," said Lord Coke. The speech of the physician is often more tonic than his medicine. The speech of the salesman in the marketplace turns the wheels of industry in the factory. The success of any social enterprise can be no greater than the sum of effective speech of its members.

If but a small fraction of the time we spend in the pursuit of vain pleasures or in reading worthless literature were devoted to the study of words, to the cultivation of our speech, and to the reading of carefully chosen books, we would accomplish the threefold purpose of improving our character, our personality, and our happiness. It is especially true of many women that they regard artificial adornment as the chief end of their lives. Having bought so much "beauty," they obliterate it all in a single breath, in the utterance of a single word. That which for a moment had the appearance of being golden shows itself to be merely gilded. A small part of what women spend in buying painted masks, applied to the culture of the voice or to selfcultivation in English for a few weeks, would enrich their personality with enduring charm and beauty.

How often we hear the wrong word spoken, or the right word mutilated, with humiliating effect upon the speaker, who becomes the object of silent, if not open, ridicule; or hear people affect words they have heard others use, in such a way as to show clearly that they are wholly unconscious of their meaning. They are the Malaprops of society. In the same way, many of us will read book after book and pass over crucial words without understanding their meaning, thus breaking the chain of thought in which every word is an important link. The use of words with whose meanings we are not familiar is an unfailing sign of a shallow mind and a weak personality. So, too, slovenly speech and the use of slang are unmistakable signs of a limited intelligence and the stamp of vulgarity. The use of slang is the substitution of the language of the street for the language of the living-room. By our choice of words we classify ourselves instantly in the social and cultural scale and tell our environment, our character, our mental stature, and whether we are coarse or refined. In a word, personality simply tells what kind of person we are; it is the expression of our *selves*.

I cannot do better than to quote the words of Henry James in an address to the graduating class at Bryn Mawr College years ago. "All our employment of constituted sounds, syllables, sentences, comes back to the way we say a thing, and it is very largely by saying, all the while, that we live and play our parts. I am asking you to take it from me . . . that the way we say a thing, or fail to say it, has an importance in life that it is impossible to overstate—a far-reaching importance, as the very hinge of the relation of man to man."

BUILDING CHARACTER



IN BIRMINGHAM

Charles B. Glenn

EDITORIAL NOTE—*The building of character thru the schools is a challenge to every teacher and administrator. One school system which is approaching this problem directly and persistently is that of Birmingham, Alabama. Under the leadership of Dr. Charles B. Glenn, superintendent of Birmingham schools and president of the American Association of School Administrators, an effective character education program is going forward. The following story of the Birmingham plan is taken from Superintendent Glenn's writings. A most interesting account is found in a booklet published by the Birmingham Board of Education, entitled "Something Better for Birmingham Children."*

IN THE BIRMINGHAM PLAN of character development, we have felt that the school should consciously set up opportunities for the practice of the virtues taught by home and church. Or better still, that the school endeavor to create an atmosphere in which character normally and naturally develops. Every teacher knows that the most potent factor determining the conduct of children is the atmosphere or the spirit of the school. You may admit an undisciplined pupil to a school where there is a fine spirit and the chances are that the pupil will fall in line with the rest.

Is it possible by wise planning to create a wholesome atmosphere in a school? We think so; at least the atmosphere may be improved. The plan calls for the adoption of a slogan each year, around which the curriculum of the year centers. The first slogan, selected in 1923, was the Development of Charac-

ter thru Health. There followed in succession Sportsmanship, Work, Beauty, Thrift, Courtesy, Nature Study, Leisure, Wonder, Service, Cooperation, and Selfreliance. Having completed the twelve slogans corresponding to the twelve grades of the school, the series begins again with the first slogan—Health.

Every effort is made to enlist the interest and cooperation of the entire city. Local papers place their columns at the disposal of the board of education; clubs and civic organizations request speakers on the slogan; ministers refer to it from their pulpits. Everybody plays the game with the children.

[1] *Health*—The Birmingham schools, at the outset of their character program, put the health of all the children first. Increased attention was given to school lunchrooms. The percent of underweight children was reduced. All children

were scheduled for physical exercise as regularly as for reading. In an effort to measure results, the board of education found fewer absences and a more cheerful and optimistic attitude on the part of all.

[2] *Sportsmanship*—The following year the president of the board offered a loving cup to the school manifesting the highest spirit of sportsmanship during the session. A committee of citizens acted as judges; visited the schools; observed the conduct of pupils in classrooms, lunchrooms, in assembly, in the corridors, and at play; attended the interschool athletic contests and observed the conduct not only of the team but of the student spectators.

[3] *Work*—In all schools opportunities were found, sometimes purposely created, for pupils to work. Many tasks hitherto left to janitors and maids were taken over by pupils. In one highschool the boys removed the tops from old or abused desks, and smoothed and revarnished them in the shop. In the elementary schools cards were sent to parents on which they were requested to grade children on home duties and return the report to school.

[4] *Beauty*—People in an industrial city are in danger of losing sight of the value of the esthetic. This slogan brought many attractive pictures and statues into the schools. School lawns, shrubs, and flowers were better kept.

[5] *Thrift*—The next year's slogan resulted in special effort to conserve school supplies, and to care for textbooks which are furnished by the city. In many schools 100 percent of the children were depositors in school savings accounts.

[6] *Courtesy*—In each of these slogans, effort was made to measure results. In this one much difficulty was found. No act in itself is courteous; it must be sincere. Nevertheless the Department of Tests and Measurements set up a measure of courtesy. Children were called to the office. The office door was closed. Did the child knock or enter without knocking? The principal was busy. Did the child interrupt him or wait? These and many other observations were made and checked.

[7] *Nature study*—Children in the schools learned to protect and provide for birds and other harmless forms of animal life. Classroom pets afforded object lessons in humane treatment of animals, and nature was recognized as the handiwork of God which the student learned to notice, to admire, and to revere.

[8] *Worthy use of leisure*—Thruout the schools a study was made of the interests and hobbies of children and encouragement was given them to pursue the worthwhile ones in leisure time. Near the close of the session an exhibit of children's hobbies was held in the public library.

[9] *Wonder*—In this scientific age young people are in danger of becoming complacent and prosaic. Scientists know, however, that we are but on the threshold of knowledge. We want youth to retain the invaluable curiosity that knows no satisfaction. The purpose of the slogan for this year was to cultivate this priceless faculty.

[10] *Service*—Since the community was in the midst of the economic depression, children were called upon to help bear the load. All must serve. Thru the emphasis given in the schools this service became a joy.

[11] *Cooperation*—The slogan for the following year was a further emphasis of this same thought. Every effort was made to get children to see the value of working together, and opportunities to do so were provided.

[12] *Selfreliance*, the final slogan, was chosen as perhaps the crowning objective of the character development program. Teachers were encouraged as far as possible to fade out of the picture, to let the child walk alone.

These slogans proved to be varied, interesting, and effective. The yearly change of emphasis is cumulative, for an effort is made to retain the good results of the preceding years with additional zest in activities inspired by the new slogan. As the oak each year adds another ring to make a larger, stronger tree, so each year's slogan builds and carries on the good results of the preceding years.

Photos from "Something Better for Birmingham Children"

Pupils at Lee School building character's arch





Photo by U. S. Forest Service

COMMUNITY BEAUTIFICATION

—A School Project

A New England roadside. Are you developing in your students an appreciation of the beauty in your own locality?

Closely akin to the problem of conservation which Stuart Chase vividly presents on pages 38-40 is that of community beautification. To aid schools in developing civic beautification programs, the following material has been gathered together by Mildred Sandison of the JOURNAL staff. We shall appreciate hearing from other schools carrying out activities in this important field.

TOWN PLANNING

THE IGNORANCE—and consequent apathy—of adults about their own towns is proverbial. Haphazard development, ugliness, ill health, and bankruptcy have been the fruits of this ignorance. The practical thing is to make sure that it will not be perpetuated. If the next generation is trained to acquire—selfeducationally as far as may be—a firsthand knowledge which will enable it to answer three questions (*What is my town for? How am I going to develop it? How am I going to pay for, and manage it?*) then, and only then, shall we have citizens familiar with the principles on which real values can be conserved and handed on.”

These are the words of Mrs. Charles Sumner Bird of Massachusetts. As a part of the George Washington Bicentennial in 1932, Mrs. Bird asked the highschool stu-

dents of Norfolk County, Mass., to participate in a Town Planning Contest called the Game Plan. Pupils were asked to draw plans showing what their town might and ought to look like one hundred years from now. A. C. Jones, superintendent at Walpole, Mass., states that in his school “the English department criticized and helped with the writing of the stories which accompanied the plans. The history department was the source of material dealing with the past history of the town, its traditions, industries, commerce, transportation, communication, population. The mathematics department assisted in the preparation of charts and graphs showing past growth in activities of various kinds and probable future trends in population growth. The art department gave essential help in preparation of the drawings and in treatment of details of the plans. . . . Pupils learned more about their town

than they would have in any other way. We made town planning an integral part of our course in community civics.”

The enthusiasm with which the town planning idea was received—by Massachusetts civic leaders as well as schoolmen—led the sponsors to form the New England Town Planning Association. This organization will upon request send suggestions and helps to any school desiring to introduce its students to town planning. Write to the New England Town Planning Association, 50 Congress Street, Boston, Mass., for a booklet, *Town Planning for Schools*, which gives suggestive study units and projects.

FROM MARGUERITE H. BURNETT, director of curriculum development, Wilmington, Del., comes the course of study used in Wilmington schools as a social studies unit for grade 9-B. The course, called “Problems of Community Living,” covers such major problems as: Why is it important that a community be carefully planned in the beginning? How have people in other civilizations planned their communities? How has housing today become a national as well as a local problem? How does the community aid its young people to become selfsupporting citizens? Why do people try to make their communities healthful places and how do they do this? Why is the problem of leisure time a more important one today than it has been in the past? What provision did other civilizations make for leisure time of the people? How is the problem of safety being met in our community? How do the people of Wilmington handle their municipal affairs thru shared responsibility?

The scope of content for each major problem is outlined in detail. For example, the first problem covers: Reasons most American communities were not systematically laid out by their founders; results; factors that influence the choice of a site for a community; factors stimulating a move for systematic city planning; elements in city planning; benefits derived

from planning; results of lack of planning; elements of an attractive community; difficulties; agencies. Activities suggested for developing this problem are:

[1] Prepare a scrapbook on "My Community as I Should Like It." Include drawings, kodak views, clippings, pictures.

[2] Explain by drawings the laying out of streets by checkerboard plan, diagonal plan, spiderweb plan.

[3] Draw a plan of Wilmington with streets, recreation facilities, reservoirs, public buildings, market.

[4] Make a list of the elements of beauty one finds in Wilmington, as well as the elements which are ugly. Can any of the latter be remedied?

[5] Find out what Wilmington has done about city planning.

[6] Draw up a set of regulations which might be used in laying out a new city. These should consider parks, street width, and all other factors which go to make up civic beauty.

[7] Debate the question, "Resolved: That the height and location of business buildings is the problem of the individual owner and not the community."

[8] Read to find out what other communities in the U. S. are engaged in city planning. Collect material on Radburn, N. J.

[9] Invite an architect or engineer into the class to speak on city planning.

[10] Make a list of the most common illnesses in Wilmington and see what relationships can be found between these and civic conditions such as housing.

[11] Find pictures of modern architecture and decide whether you would like to live in these houses.

I KNOW of no way in which the schools of Utah can dedicate their services more effectively than in community planning, especially as it affects our buildings and landscaping of our homes and public places." With these words L. R. Humphreys, state supervisor of agricultural education in Utah, begins an excellent article on "Community and School Planning" in the *Utah Educational Review* for March 15, 1937. Mr. Humphreys makes a point which applies to states other than Utah when he says, "We have inherited in our state a wealth of native plant materials with which to landscape and decorate our dwellings. Too often we seek in distant areas for plants and shrubs not too well suited to our climatic conditions, and ignore the wealth of beautiful decorative shrubs available in our canyons and on our mountain slopes."

Mr. Humphreys stresses the fact that "gardening, landscaping, home and com-

munity improvement have an important place in the training of the child in our schools. Every child should become identified in some way with the growing of flowers and shrubs and the part they play in beautifying the surroundings of the home and public places. The school and the community flower show provides an ideal activity for student participation and the development of community interest. Someone in the school should have the responsibility for the holding of a flower show during the first two weeks of September. . . . Every community should have a garden club. The community garden club provides an opportunity for the integration of all community efforts in beautification and general improvement."

SCHOOLGROUNDS

LET'S GO TO THE PARK is the title of a profusely illustrated book by Raymond C. Morrison and Myrtle E. Huff (Wilkinson Printing Co., Dallas, Tex., 1937) which should be in the library of every school. In the chapter, "Schoolgrounds as Parks," the authors describe the development of Fort Worth, Tex., schoolgrounds into model parks and playgrounds:

"Schoolgrounds which were ample for the purpose have been landscaped with shrubbery and pleasant walks, playfields of all kinds, quiet nooks for outdoor classrooms and nature study, and an outdoor amphitheater. In other instances, where the grounds were inadequate for school needs, more land has been added, making possible both increased school facilities and a public recreation-center for after school and evenings.

"Where new buildings are under construction, the landscape architect and the building architect have cooperated in locating the building and in designing the grounds to fit the design of the building. For example, the outdoor gymnasium is placed near the indoor gymnasium.

"Walks are planned to give easy access to the building and thus eliminate paths across the lawns. A bicycle court with racks does away with the damage resulting from parking wheels in shrubbery-beds. Playgrounds are substantially fenced to guarantee protection to the children using them, and the fences are masked on the exterior with shrubbery-beds.

"With a well-defined plan, carefully conceived, any schoolground can be transformed into a place of beauty, and every community can have at hand a park providing recreation for one and all."

Locating these rust-producing shrubs is a good school project

THE JOURNAL of the National Education Association for May 1935 carries an article, "A Rural Community Beautifies Its School," telling how the grounds of Oakwood School at Cottonwood, Utah, were changed from an unsightly, uninviting appearance to one of much beauty. Lack of funds, limited labor, a weedy rock-strewn yard constituted some of the difficulties facing school and community leaders. The solution came thru careful planning; cooperation of the entire community; donation of work by patrons and pupils (this included the hauling off the schoolgrounds of 263 tons of rock and gravel and the hauling on of 607 tons of soil and clay); and adaptation of improvements to existing conditions—for instance, the transforming of a junk pile into a rock garden. Beautification of the school—which is now a community center—has served as an inspiration to the improvement in appearance of other public buildings and of homes. Perhaps the outstanding value is the community pride which has been developed.

WRITING in the *Sierra Educational News* for May 1937, Ruth Kearney, a seventh-grade teacher in the Ramona (Calif.) Union Elementary School, describes a civic beauty project. Her pupils formed a city called "Beacon Point," elected a mayor and commission, transformed the rows of desks in the room into city blocks, called each desk a home with a number. Special departments were formed, one of the most active of which was the Civic Beauty and Park Department. Miss Kearney says, "These industrious workers have done much to beautify the grounds by planting trees, flowers, and plants. One day was designated as 'Clean-Up Day.' All of the citizens brought hoes, rakes, shovels, buckets, from home and did much to beautify the grounds. The playground division of the park department took charge of games during recreation days." Miss Kearney feels that "this project has given the class greater training in municipal government; taught students



many worthwhile occupations; increased their ability at public speaking; improved the appearance of the rooms and grounds; taught student discipline; and improved the civic morale of the children."

TREES

LINCOLN HIGH SCHOOL in Takoma, Wash., and Roosevelt High School in Seattle have engaged in a reforestation project for several years. Frank Jones Clark, vice-principal of the latter school, tells about this worthwhile program:

"Each spring students in these two high schools, under direction of the Forest Service and other interested agencies in the state, go up into the hills and plant little seedlings on logged-off and burned areas, thereby making possible a new potential forest whose beauty in a few years will be enjoyed by thousands and in the years to come may furnish the basis of a new supply of raw products. Already ten thousand trees have been planted in five different years, and most of them are growing gloriously. The boys are planning, under government supervision, to put in some improvements in the area for which they are assuming some responsibility.

"Very little is required for this project. First, a location favorable for planting, devoid of trees and accessible to the public. Second, the cooperation of the government in obtaining trees and tools and supervision for the planting. Third, an organization within the school to set up the plan, furnish the transportation, and provide the supervision for eating and sleeping of the workers if an overnight trip is involved."

Mr. Clark is adviser of the Minute Service Boys Club of Roosevelt High School, the Seattle group which makes the annual reforestation trip. Mr. Clark describes the 1936 reforestation trip of fifty boys as follows:

"Two thousand trees were planted early Saturday morning in rows eight feet apart. Most of the boys marked their first planting by means of metal markers which they had devised.

"The boys worked in pairs, one boy handling the mattock and the other boy placing the trees. Instructions were given on the matter of the tree planting, boys being counseled to find real soil and to be careful in placement of the tender root shoots. 'Heeling in' was another essential part of the process in which the boys were instructed. The planting job consumed three hours, after which the boys were turned loose for scouting expeditions."

Two hundred feet of moving pictures were taken of this trip to be used to develop interest in other schools. Posters

were made by the art classes of Roosevelt High School to encourage observance of forest regulations. A six-foot model of the reforestation project area was constructed by the Minute Service Boys to stimulate interest. In connection with the 1937 trip, the Minute Boys prepared a manual of information, "Be Conservation Conscious," which was issued to Roosevelt students.

What these two high schools in the state of Washington have been doing, many high schools could do. Washington is not the only state with "miles and miles of devastated areas which might well be planted and cared for by some interested group in a high school."

THE JOURNAL OF ARKANSAS EDUCATION for January 1937 carries an account of how Pawheen School, Mississippi County, Ark., became interested in trees and developed a unit beneficial to pupils and community. The teacher, Elva Hodges, evaluates the project, which lasted seven weeks, by stating: "The children learned to identify and classify the common local trees and gained much specific knowledge about trees. The interest in trees greatly stimulated community interest in forest preservation. The campus was improved by planting new trees and pruning old ones, in which activity the whole district participated. School and community were brought into closer relation. Patrons sent bark and twigs; men gave logging information gladly. Checkup tests showed splendid results as to how well the children retained subjectmatter. A new respect for forest rangers and the national conservation program was gained. Civic pride in the community was greatly stimulated."

PAUL R. HANNA, in his book, *Youth Serves the Community* (D. Appleton-Century Co., 1936) has a chapter called "Youth Contributes to Civic Beauty." One of the two dozen cases cited is the following:

"Trees and their care figure largely in the work of the Home Beautification Bureau of the Future Farmers of America at Maryville, Mo. . . . As part of their annual contest, they planned a campaign of home beautification and improvement, and asked their adviser to appoint a committee of impartial adults to take pictures and notes of all homes in the community before the contest and again at the culmination. After the discussion of the problem of home improvement, the following suggestions were made:

"Keep the grass cut. Plant shrubs and flowers. Repair and paint buildings and fences. Grade and gravel drives and walks. Name the farm and erect signs bearing the

name. Keep weeds mowed around lots and buildings. Prune and mend trees. Set out shade trees. Plant hedges. Remove rubbish. Repair gates.

"Each boy took stock of his own premises and, finding what resources were at his command, enlisted the cooperation of his parents. They studied the possibilities of beautification at a small expenditure. The 'clean-up' came first with the removal of rubbish and the cutting of grass and weeds. Some of the boys scoured the woods for ornamental shrubs and shade trees, discovering varieties unknown to them. They observed each other and consulted experienced farmers. Their activities attracted much attention in the neighborhood. In many instances, neighbors contributed seeds, bulbs, cuttings, and implements. One of the discoveries made by the boys which immediately came into common use was the fact that the ordinary buckbrush made an effective hedge. Hedges of this brush soon became the fashion, replacing broken-down fences and adding a note of seclusion and interest to the whole area."

ROADSIDE DEVELOPMENT

IN THE GEORGIA EDUCATION JOURNAL for May 1937, Hubert B. Owens suggests the following study projects for grammar or high school grades wishing to carry out a roadside development program:

Investigate legal matters involved for state to condemn land for highway purposes.

Investigate legal status of signs and billboards erected on private property adjoining the highways; on highway right-of-way.

Investigate cost of bank sloping, sodding, reducing depth of ditches.

Designate roads in local community with outstanding scenic qualities suitable for a project.

Compile list of property owners.

Make survey of existing signs and billboards, unsightly sales stands, filling stations, etc., and give recommendations as to what local community might undertake toward their elimination or improvement.

Compile lists of native trees, shrubs, and vines which will thrive along the roadsides.

Study the "formal" and "naturalistic" types of landscaping from the standpoint of suitable roadside planting.

Investigate traffic safety value of sloped banks. Make a study of how traffic safety should influence the landscaping of the highways.

Locate on map and visit when possible completed roadside development projects in Georgia and nearby states.

HISTORY VITALIZED *thru* CREATIVE WRITING

A. Estelle Belt

*Sixth-grade teacher, Brookland
School, Washington, D. C.*

"FIRST IN WAR, first in peace, first in the hearts of his countrymen."

These words which sum up Washington's place in American history are familiar to all school children. To most of them, however, Washington remains the austere figure depicted by the portrait painter. Rarely do their experiences stimulate the creation of a real man of flesh and blood.

One week before Washington's birthday, it was suggested in a faculty meeting that a Washington assembly be held in which all of the intermediate grades would participate. Since our class was the most mature group in the building, we were given the task of arranging the program. The building was canvassed to ascertain the contribution each group was planning to make. The proposed selections were then written upon the board for the group to scan. It was noted immediately that the program was too heavily weighted with patriotic songs and poems.

A member of the group suggested that our class write and present a play about Washington in order to add variety to the program. Another member rejected this suggestion on the grounds that the remaining time was far too short to write a play, make costumes, paint scenery, and rehearse the lines, and suggested that we prepare a minuet as our feature on the program. Another child who had recently participated in a broadcast suggested that we accept the idea of writing a play, but that we present it as a radio sketch. This proposal appealed to the group. The advantages of such a plan were apparent. The need for costumes and scenery was obviated. Lines need not be memorized; a few rehearsals would serve to secure a smooth-running production.

The chief problem to be solved was how the interest of the audience could be held without the aid of colorful costumes, scenery, or the movements of the actors. The children decided that these disadvantages might be minimized if:

[1] The incident chosen to be dramatized were presented in such a vivid way as to arouse the imagination of the audience.

[2] The characters enunciated with more than usual care and made their voices express the emotion implied by the words.

[3] Sound effects were devised to augment the words spoken and to create the desired atmosphere.

With enthusiasm the group read all available texts, listing, as they read, incidents in the life of Washington which would reveal qualities of character that would explain the high esteem in which he is held. The following incidents were listed for their dramatic possibilities:

The battle with the colt; Washington, the surveyor; Washington's dangerous mission; Washington and Braddock; the capture of Trenton; the dreadful winter at Valley Forge; Betsy Ross and the flag; Lord Fairfax hears the news of the surrender of Cornwallis; Washington at the Constitutional Assembly; Washington receives the news of his election; Washington takes the oath.

Each child then chose some one incident to dramatize. Before writing a word he read every available reference on the incident he had chosen in order to become thoroly saturated with the facts relating to that particular incident. When completed, each sketch was read aloud to the group for criticism and suggestions. Most of these first efforts were written in story form rather than in play form. When only the conversation was read, the accounts were meager and lacking in color. Some time was spent in showing how the same facts could be given thru conversation among the players.

The group was next asked to read an account in a reader of an incident in the

life of Washington and to compare it with an account in the history text concerning the same event. They were to note likenesses and differences, tell which of the two accounts they preferred, and be ready to defend their choice. Both accounts stated that Washington after enduring many hardships accomplished the mission entrusted to him by the governor. The reader, however, by a wise choice of vividly presented incidents, so stimulated the imagination of the group that they too suffered from fatigue as they plowed with Washington thru the deep snows, suffered his chagrin at the desertion of his Indian guides, and ducked with him to escape the bullet of a treacherous guide.

That night on one of the radio programs a scene was presented from "Valley Forge," a successful play of the previous season. Philip Merivale enacted the role of Washington. Several of the children listened in and described the performance to the rest of the group the next morning. The playwright's vivid picturization of the horrors of that winter was compared with the account in the text and the children began to get an understanding of the problem dramatists face when transforming facts secured thru research into emotion-stirring conversation.

The sketches were rewritten, each child trying to incorporate the principles which had been brought out in our discussions. Next, groups were formed of children who had chosen the same incident to dramatize. A composite sketch was written using the best bits of plot and conversation from each skit. Each skit chose a secretary to serve as proof-reader, correct grammatical and spelling errors, and prepare a copy of the revised sketch for presentation to the class. Each group then presented its sketch and received suggestions as to ways in which the sketches could be improved by stating an idea more clearly or in a more interesting manner. Places where sound effects could be used were noted and experiments were begun to discover how the desired effect could be best obtained. Since we could not monopolize too much of the assembly time, several of the sketches had to be eliminated.

Every child in the room participated in this activity and vitally contributed to

the success of the venture. Children who had ability in creative writing prepared the sketches; others who read well orally were chosen to interpret the lines. Boys who were skilful in making mechanical devices served as sound-effect men. Children gifted in music formed a glee club and selected, arranged, and presented appropriate music. The rest of the group became alternately the army on the march or the shouting mob. The activity promoted growth in research techniques and developed the ability to present ideas clearly and vividly. That it developed an appreciation of the part played by Washington in the development of our nation and made him live is evidenced by a remark made by a child as he left the assembly hall. "This is the first time I've understood why Washington is called the father of our country."

The Capture of Trenton

SCENE I—*At Washington's camp*

WASHINGTON—Gentlemen, at sunset we cross the Delaware River for a surprise attack upon Trenton.

SCOUT—Our spy reports that the Germans that King George has hired are planning to celebrate Christmas tonight with a feast.

GENERAL KNOX—It's bitter cold out, sir. Snow is beginning to fall. The river will be hard to cross because of the chunks of ice.

WASHINGTON—All the better for our plans! They will not expect us. General Knox, you will go ahead at once and see that the boats are ready. Then row across to the other side and direct us to the landing place by shouting. We must not lose any men in the storm.

Forward, march.

Those bloody tracks made by the men as they march thru the snow make me sad, but the suffering is for a worthy cause. No matter how hard the wind may blow or how fast the ice may rush, we will not fail. We will win because we are fighting for liberty.

SCENE II—*At the Delaware River*

SECOND SOLDIER—The boats are ready, sir.

WASHINGTON—Into the boats, men . . . (pause) All together now. Pull! Pull! Pull! Pull! General Knox is on the other side. He will guide us in the right direction.

FIRST SOLDIER—We'll never make it in this storm. It is so dark, I cannot see my hand in front of me.

SECOND SOLDIER—The cold goes right thru a man's body.

THIRD SOLDIER—Look! That chunk of ice is going to hit us. Pull, men, pull . . . (pause) That was a close one. The bottom is still in the boat, but two of our oars are broken.

GENERAL KNOX—This way . . . This way . . . This way. Pull to the right.

FIRST SOLDIER—We've made it.

WASHINGTON—Good work, men. Only nine more miles to Trenton. Forward, march!

SCENE III—*At the German quarters at Trenton.*

OFFICER—We shall soon have the Old Fox in the bag. General Cornwallis has his clothes all packed and is ready to return to England. Forget about war tonight, men. Good night and a merry Christmas.

FRITZ—I bet Washington is angry because he is losing the war. Well, we won't have to worry about him tonight.

HANS—You're right. Anyone that tries to cross the river on a night like this is a fool, not a fox.

FRITZ—I wonder what the folks at home are doing?

HANS—They are probably having a lot of fun around the Christmas tree. Carl, give us another tune. . . . (music—"Tannenbaum") . . . Let's fill the mugs once more before we go to bed. . . . (pause) To our luck in the war.

SOLDIERS—Yah! Yah! Merry Christmas! Good night! Merry Christmas to you!

SCENE IV—*Several hours later*

HANS—Fritz! Wake up! What is that noise I hear? Is it thunder?

FRITZ—No, it is gun fire.

OFFICER—Quick, men. Up! Man the guns. The Americans have surrounded us.

GERMAN GENERAL—Stop firing. We are trapped with one thousand men. We must surrender. I will go out and meet Washington . . . (pause) General Washington, here is my sword. You are a great general. I see now why you are called the Old Fox.

AMERICAN SOLDIER—We have won. Hardly any of our men were killed. Three cheers for Washington.

SOLDIERS—Rah! Rah! Rah!

Washington Takes the Oath

SCENE I—*The route leading to New York*

WASHINGTON—Officer, I am ready to start on my journey to New York for the inaugural ceremonies.

OFFICER—Very well, sir. The troops are waiting to escort you. Look at the throngs

of people lining the road to see you pass by. They certainly must believe you will make a good President.

WASHINGTON—I hope, my man, that they will always feel that way about me.

OFFICER—Sir, I think they will always respect and love you. I know the men who served under you in the army do.

WASHINGTON—Thank you. Officer, I dearly love this little creek with the bridge over it. It is so beautiful and quiet here. I have not crossed it since the years when we were battling for our country's freedom.

OFFICER—Look at that party of matrons and young girls strewing flowers in your path. Listen to their song of welcome. (music—"Hail, Columbia") Sir, we are now opposite New York, on the west side of the North River. Here comes the committee chosen from both houses of Congress to escort you to that beautifully equipped barge. The barge will carry you across to the New York side. Then you will be taken to the Federal Hall where you will take your oath of office.

WASHINGTON—The people have made me very happy by their warm welcome.

SCENE II—*Outside the Federal Building*

MARY—What a crowd! The people are pushing so. They are stepping on my toes. I can't see a thing.

MOTHER—Your big brother will hold you up, won't you, Bob?

BOB—Why, of course. Up you go!

MARY—Now, I can see President Washington. He is riding a prancing white horse. Children are throwing flowers in his path. Now, he is dismounting. He has entered the Federal Building. Look! He is coming out on the balcony.

MOTHER—Hush, dear.

LIVINGSTON—Are you ready to take the oath, sir?

WASHINGTON—I am ready.

LIVINGSTON—Do you solemnly swear that you will faithfully execute the office of President of the United States, and will to the best of your ability, preserve, protect, and defend the Constitution of the United States of America?

WASHINGTON—I solemnly swear that I will faithfully execute the office of President of the United States and will to the best of my ability, preserve, protect, and defend the Constitution of the United States of America . . . So help me God.

MARY—Look, mother, he has bent over to kiss the Bible. To think that I have seen the first President of the United States inaugurated!

MOTHER—Yes, dear. What a story you will have to tell your children.

LIVINGSTON—Long live Washington.

CROWD—Rah! Rah!

For Secondary-School Workers

This feature, if found useful, may become a monthly page. The plan is to list only brief items—sources of material, ideas, and facts of interest. THE JOURNAL will appreciate suggestions from readers for this page.

DEVELOPMENTS IN EDUCATIONAL METHODS is the title of Chapter X of the U. S. Office of Education's Biennial Survey of Education for 1934-36. The areas dealt with in this bulletin are guidance, measurement, character development, museum service, radio and motion pictures, and school library service. This chapter can be had separately for 10¢ from the Superintendent of Documents, Washington, D. C. Ask for United States Office of Education Bulletin 1937, No. 2. Stamps will not be accepted in payment for U. S. government publications.

REPORT OF THE INQUIRY ON COOPERATIVE ENTERPRISE IN EUROPE, 1937, is the title of a 321-page report of a special commission appointed by President Roosevelt, available for 65¢ from the Superintendent of Documents, Washington, D. C.

SAVING OUR SOIL is the title of a 10¢ pamphlet available from the Public Affairs Committee, 8 West 40th Street, New York, N. Y.

TWO CONSERVATION FILMS have been produced by the Resettlement Division of the Farm Security Administration. One of these, *The Plow That Broke the Plains*, was produced some time ago and shown commercially. It is now available for schools and colleges from the Resettlement Division. A more recent title is *The River* now being shown thruout the country in commercial theaters. After its commercial contract run, this picture will also be available to schools.

A CLEARINGHOUSE of information and activity "on visual problems as they relate to general education" is being developed by the American Council on Education, 744 Jackson Place, Washington, D. C., thru a grant from the General Education Board.

RADIO—Teachers who have not already done so will wish to tune in on the weekly broadcasts of the National Congress of Parents and Teachers built around the general theme "Youth in a Modern Community." Programs are broadcast over the blue network of the NBC at 4:30 PM every Wednesday.

The *New Republic* carries a helpful column each week entitled "What's on the Air?"

"Radio Script Exchange" is a service of great value to schools sponsoring radio programs. Complete information may be secured from the Office of Education, Interior Department, Washington, D. C.

NEBRASKA'S UNICAMERAL LEGISLATURE: ITS OPERATION IN NEBRASKA is the title of a pamphlet by Galen Saylor and others. It is available from the Nebraska State Teachers Association, Lincoln, Neb., 35¢.

THE POWER WITHIN is the title of a new 2-reel silent motion picture film showing the history and operation of the modern internal combustion engine. This is a recent addition to the Bureau of Mines Film Library, which now has over 4000 reels. Copies in either 16 or 35 millimeter size are available upon payment of transportation costs. Address Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh, Pa.

STOP GULLIES—SAVE YOUR FARM is the title of a 35 mm. film strip of 62 frames which can be purchased thru the office of Cooperative Extension Work, U. S. Department of Agriculture, Washington, D. C., at 65¢.

STORIES OF AMERICAN INDUSTRY is the title of a 100-page handbook consisting of broadcasts over the Columbia Broadcasting System on the history and development of such industries as paints, furs, coal, rubber, and about 20 others. Available for 10¢ from the Superintendent of Documents, Washington, D. C.

PUBLIC AFFAIRS PAMPHLETS is the title of an excellent list of more than 600 free or inexpensive pamphlets dealing with current social and economic problems. Send 10¢ to the Superintendent of Documents, Government Printing Office, Washington, D. C., and ask for *Public Affairs Pamphlets*, Bulletin #3, 1937, Office of Education. This is the best list of its kind.

"MUST THE HIGH SCHOOL SURVIVE?" is the title of a stimulating article by Philip W. L. Cox in the Nov. 1937 issue of the *Educational Forum*.

THE STAND TAKEN by Principal C. E. Herring of Central Highschool, Oklahoma City, against gambling is to be commended. According to the Nov. 1937 *Oklahoma Teacher*, "Herring is a mathematician and he figured out for himself the futility of trying to beat the average slot machine or gambling device. In addition to taking a firm stand against gambling in or about the school, he has given a concrete demonstration of the methods used to fleece the amateur gambler. He brought some of these devices into the highschool auditorium, had a number of the boys of the school work these machines while others kept tab, and let them demonstrate to their own satisfaction that they cannot win. Schools all over the state have been confronted with this proposition. Mr. Herring has attacked it with courage."

BURNING CANDLE, a volume of poems by pupils of the Arsenal Technical Schools, Indianapolis, is a collection representative of thousands of poems written by students who have attended "Tech" from the fall of 1912, when the school was founded, thru the spring of 1936. The book is sold by the Arsenal Technical Book Store, Indianapolis, for \$1 plus 15¢ postage.

ONE OF THE OLDEST HIGH SCHOOL buildings in the country today has been saved by Atwater Kent Foundation of Philadelphia which has purchased it for a museum. The building which housed the Franklin Highschool was erected in 1825. Opening on April 6, 1826, to 304 pupils the courses offered with the enrolment in each were: English, 300; French, 153; Latin, 105; Greek, 35; Spanish, 45; German, 20; elocution, 300; geography, 240; drawing, 231; and all of them mathematics.

IN MANY A CLASSROOM the uplifted hand is still a mute symbol for the petition, "Please, teacher, may I speak?" Notwithstanding the lip service given to a more genial philosophy of education and the virtual disappearance of some of the sterner practices of a rigid, heel-clicking type of discipline, many teachers still prefer to *require* that pupils and students ask permission to speak or move in the classroom. No doubt it represents an unheeded persistence of an outmoded tradition, but such a demonstration of subservience is certainly antagonistic to the spirit and purposes of modern education. —Warren R. Good in *School of Education Bulletin*, University of Michigan.

A HOME-MANAGEMENT class restricted to boys, and a course called "Man and His Automobile," are two new classes at Central Highschool, Peoria, Ill.

Happiness

Who seeks afar for happiness

Will find it not.

It stands a guest unheeded at thy very door
today,

Open thine eyes to see,

Thine ears to hear,

Thy heart to feel,

The call for touch of human sympathy;

In answering this there enters

And close beside thee sits

The guest thou soughtst in vain afar.

—CAROLINE S. WOODRUFF

President, National Education Association

"Our American Schools," Wednesday evening, 6:00 PM, EST—January programs were devoted to Federal Aid to Education. Schedule for this month:

Feb. 2—Federal Aid to Education—All children of the nation are citizens. The federal government extends educational advantage to only a few of them, but expects full performance of the duties of citizenship from all.

Feb. 9—Federal Aid to Education—The report of President Roosevelt's Advisory Committee on Education.

Feb. 16 — Some Unusual Schools — Where school children go to school by boat. An American school in Canada supported in part by American taxes and attended by Canadian children. A school on a railroad train.

Feb. 23—"Twenty Million Acres"—How General Wm. H. H. Beadle saved the school lands of South Dakota. Dedication by South Dakota officials of a statue to General Beadle in Statuary Hall of the U. S. Capitol.

Mar. 2—Educators in Conference—Highspots from the 68th annual convention of the American Association of School Administrators which meets in Atlantic City, Feb. 26-March 3.

As THE JOURNAL goes to press, word has come of the sudden death on December 28 of E. M. Carter, secretary of the Missouri State Teachers Association. Mr. Carter was one of the pioneers among the secretaries of the reorganized state associations which first provided fulltime secretaries to serve the educational interests of the state. He had been a member of the NEA for thirty years.

The Responsibility of Education in Building World Citizenship is the theme President Woodruff has chosen for the New York City convention, June 26-30. In this connection, if you have any suggestions on the following questions, will you please send them to Willard E. Givens, executive secretary, 1201 16th St., N. W., Washington, D. C.: [1] What constitutes world citizenship? [2] How can education develop it?

NOTES and ANNOUNCEMENTS



W. A. Bass, commissioner of education for Tennessee, has become superintendent of schools, Nashville, Tenn. J. M. Smith, former assistant commissioner, has assumed the office vacated by Mr. Bass.

The National Council of Education will hold two sessions in Atlantic City. The Monday afternoon meeting will be a discussion led by William H. Kilpatrick on "Democratic Leadership in School Management and Administration." Tuesday afternoon there will be an address by Carter V. Good on "Educational Progress during the Past Year" to be followed by discussion from the floor.

The School Masters' Rotary Club, NEA, will have a joint luncheon with the Atlantic City Rotary Club, Wednesday noon, Mar. 2, at the Traymore Hotel. This organization is composed of Rotarians with classification "Education" from every section of the U. S. Edgar G. Doudna of Madison, Wis., will speak on the subject "A Schoolmaster Looks at Rotary." S. T. Neveln, superintendent of schools, Austin, Minn., is secretary-treasurer. The price of the luncheon is \$1.50 per plate. Tickets will be on sale at Convention Headquarters and at *The Nations Schools* Booth. The sale of tickets will close Tuesday at 4:00 P.M.

1937 Nationwide Highschool Cartoon Project Winners—Judges were H. M. Talburt, *Washington Daily News* cartoonist; Walter E. Myer, director, Civic Education Service, Washington, D. C.; and Lyle W. Ashby, assistant director, Division of Publications, NEA. Winners were:

Grand honor awards—Eugene Foss, Mission Highschool, San Francisco; Robert O'Neil, George Washington Highschool, San Francisco; Harry Esamann, Arsenal Technical Schools, Indianapolis; Edward Delbuch, Mission Highschool, San Francisco; Anna Williams, Balboa Highschool, San Francisco.

Again the flag salute decision—The Jan. JOURNAL contained a note reporting the decision of a federal judge in Pennsylvania ruling that children whose religious beliefs forbid them to salute the American flag cannot be expelled from the public schools for failure to do so. The de-

cision involved the "Jehovah's Witnesses" sect. On Dec. 13 the U. S. Supreme Court refused to review a decision of the Georgia courts which had upheld the action of the Atlanta schoolboard in suspending a pupil who refused to salute the American flag in school exercises. The pupil, a twelve-year-old girl, was a member of "Jehovah's Witnesses." As the matter now stands, authority seems to rest with the states, with the possibility of each state's pursuing a different policy.

The Department of Art Education of the NEA will meet on Mar. 2 at the Ambassador Hotel, Atlantic City. The theme of the program will be "art in the education of youth." The morning session will consist of two speakers and a forum emphasizing art activities in junior and senior highschools and colleges. Following a luncheon at 12:15, there will be a speech on the national program for art, followed by a forum discussion on the furthering of art in the schools.

From the Japanese Education Association the following telegram was received at NEA headquarters on Dec. 29, 1937: "Shocked by unfortunate sinking of American Gunboat *Panay* teachers of Japan join in expressing their profound sorrow over this tragic incident and wish their American colleagues to know how deeply concerned they have been and of their earnest sincere hope that the bulwark of unbroken friendship since advent of Commodore Perry shall not be undermined." Secretary Givens arranged to have the telegram read that evening as a part of the NEA radio program, "Our American Schools." He also sent a copy to the Secretary of State with an expression of appreciation for the admirable way in which the Japanese situation has been handled.

The 1938 Commencement Packet prepared annually by the Division of Publications, NEA, is built around the reports of the National Education Association *Committee on Social-Economic Goals of America*. It also contains summaries of outstanding 1937 graduation programs of schools thruout the country, a pageant on the Constitution, and other helpful suggestions. This packet is now ready for distribution at the cost price of 50¢.

A cosmopolitan club has been organized this year at Union Highschool, Phoenix, Ariz. The purposes are to promote friendliness and sociability among the students of different nationalities and to increase appreciation of various nations. Each of the charter members represents a different nationality. [Cont. on page A-28]

The Spirit of Life Members—"I assure you that I am delighted to become a Life Member of the National Education Association. It has been a thing I have wanted to do for a long time. It signifies my permanent interest in the cause of public education. If at any time I may be of service in the fight to guarantee the rights of American childhood or to aid the cause of the Association, please be sure to command me."—Thomas Ferrell, associate professor of education, Eastern Kentucky State Teachers College, a new NEA Life Member.

New Life Enlistments

THE TOTAL NUMBER of Life Members enrolled in the National Education Association prior to January 1 was 5889. The following Life Members have been reported since the list was published in the January JOURNAL.

CALIFORNIA—R. B. Walter, Stanley A. Ward, Mary F. McDonald Whitecotton, Herman P. Winn
FLORIDA—Robert H. Terry
KENTUCKY—Doctor Thomas Ferrell, Alfred L. Kress
MAINE—Benjamin H. Varney
MINNESOTA—Ellen M. Anderson
MISSOURI—Bethel Corder
NEW YORK—Dr. Samuel M. Levenson
NORTH CAROLINA—Elmer H. Garinger
OHIO—Emerson H. Landis, J. Pearce McMullen, Dick Smith
PENNSYLVANIA—Ulysses Grant Couffer, H. A. Heintzelman, John F. Kenny
SOUTH DAKOTA—Harry T. Jensen
WEST VIRGINIA—Charity Johnson, Kenneth W. Shaffer

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their 100 percent enrolment in the National Education Association since the list was published in the January JOURNAL.

TWENTY YEARS

COLORADO—Pueblo, Danforth
NEW JERSEY—Bridgeton, South Ave.
WISCONSIN—Madison, Lowell

NINETEEN YEARS

COLORADO—Denver, Perry; Pueblo, Minnequa
MISSOURI—Sedalia, Mann

EIGHTEEN YEARS

CALIFORNIA—Piedmont, Piedmont Public Schools, Beach, Havens, High, Wildwood
ILLINOIS—Decatur, Roach; Moline, Lincoln, Willard
MASSACHUSETTS—Brookline, Pierce
MISSOURI—Sedalia, Sedalia Public Schools, Broadway, Jefferson, Smith-Cotton High, Washington, Whittier
NEBRASKA—Lincoln, Bancroft, Capitol, Everett Jr. High, Hawthorne, Hayward, Whittier Jr. High, Willard
NEW YORK—Mount Vernon, Penn
WISCONSIN—Fond du Lac, Fond du Lac Public Schools, Bragg, Cleveland, Franklin, Grant, Jefferson, Lincoln, McKinley, Roosevelt Jr. High, Sr. High, Vocational, Washington, Wilson

SEVENTEEN YEARS

ARIZONA—Tucson, Drachman, Dunbar Jr. High & Elem., Miles, Ochoa, Roosevelt
ILLINOIS—Maywood, Lincoln, Washington; Moline, Logan
IOWA—Sioux City, Floyd
MAINE—Portland, Butler, Chapman, Clifford, Emerson, Heseltine, Peaks Island, Saunders, Shailer, True
MASSACHUSETTS—Belmont, Cheney; Brookline, Run-
kle; Springfield, Homer St.
NEBRASKA—Lincoln, Belmont, Elliott, Hartley, Park, Randolph, Saratoga
NEW YORK—Schenectady, Mann



SIXTEEN YEARS

ARIZONA—Tucson, Mansfield Jr. High, Mission View, Pascua, Roskrige Elem., Roskrige Jr. High, Sr. High, University Heights
CONNECTICUT—East Hartford, Union
ILLINOIS—Decatur, Oglesby; Moline, Central Jr. High, Deere Jr. High, Garfield
IOWA—Sioux City, Bryant, Cooper Elem., Crescent Park, Emerson, Everett, Franklin, Hunt, Lowell, McKinley
MASSACHUSETTS—Beverly, Farms
MICHIGAN—Grand Rapids, Sibley
NEW YORK—Mount Vernon, Columbus
OHIO—Lorain, Hawthorne Jr. High, Whittier Jr. High
PENNSYLVANIA—Upper Darby District, Cardington-Stonehurst, Fernwood, Garrattford, Primos
VIRGINIA—Lynchburg, Roane
WYOMING—Casper, Lincoln

FIFTEEN YEARS

CALIFORNIA—San Jose, Gardner, Hawthorne
DELAWARE—Wilmington, Public No. 21
ILLINOIS—Decatur, Roosevelt Jr. High; Maywood, Garfield, Irving, Melrose Park; Moline, Ericsson, Irving, McKinley, Roosevelt, Sr. High
INDIANA—Fort Wayne, Jefferson; Huntington, Huntington Public Schools, Central High, Lincoln, Mann, Riley, State St., Tipton
IOWA—Council Bluffs, Longfellow; Sioux City, Riverview
MAINE—Caribou, High; Portland, Morrill, Oakdale, Vaughan St.
MICHIGAN—Grand Rapids, Madison
MINNESOTA—Minneapolis, Harrison
NEBRASKA—Lincoln, Lake View, Prescott
NEW JERSEY—Hammon, Magnolia
NEW YORK—Binghamton, Jefferson, Laurel Ave., Nightingale, Wilson
OHIO—Lorain, Irving Elem., Irving Jr. High, Longfellow Elem., Longfellow Jr. High; Zanesville, Zanesville Public Schools, Cleveland Jr. High, Garfield, Grant, Hancock Jr. High, Jackson, Lash High, Lincoln, McIntire, Madison, Monroe, Munson, Norval Park, Pioneer, Roosevelt Jr. High, Sheridan, Westview, Wilson
VIRGINIA—Lynchburg, Biggers

FOURTEEN YEARS

CALIFORNIA—San Jose, Grant
COLORADO—Denver, Barnum, Bromwell, Ebert, Fairmont, Montclair, Steele, Stevens, Thatcher, Twenty-fourth St., Wyatt, Wyman; Englewood, Hawthorne
DELAWARE—Delmar, Public; Wilmington, Public No. 5, Public No. 9, Public No. 22
IDAHO—Idaho Falls, Eagle Rock, East Side, Riverside
ILLINOIS—Jacksonville, Lafayette, Franklin, Jefferson, Prince Jr. High, Washington; Moline, Moline Public Schools, Carr, Grant, Manual Arts, Special Teachers & Supervisors
INDIANA—Fort Wayne, Forest Park, Hamilton; Hammond, Franklin; La Porte, La Porte Public Schools, Central Jr. High, Lincoln, Maple, Park, Riley, Sr. High, Washington; Michigan City, Jefferson
KANSAS—Kansas City, Kansas City Public Schools, Abbott, Alcott, Argentine High, Attucks, Bancroft, Barton, Bryant, Central, Central Jr. High, Chel-

sea, Columbian, Cooper, Douglass, Dunbar, Emerson, Fiske, Franklin, Garrison, Grant, Hawthorne, Hudson, Ingalls, Irving, Kealing, Library Bldg., Lincoln, Longfellow, Lowell, Maccochaque, Mann, McKinley, Morse, Northeast Jr. High, Northwest Jr. High, Park, Parker, Phillips, Prentiss, Prescott, Quindaro, Riverview, Rosedale High, Roosevelt, Snow, Stanley, Stowe, Summer High, Twain, Ware, Washington, Whitmore, Whittier, Willard, Wyandotte High & Jr. College
MAINE—Portland, Garvin, Libby, Lincoln Jr. High, McLellan, North, Presumpscot, Roosevelt, Sherman St. Kindergarten, Walker Manual Training, West, Willard
MARYLAND—Queen Anne's Co., Queen Anne's Co. Public Schools, Barclay, Centerville Elem., Centerville High, Chester, Church Hill Elem., Church Hill High, Crumpton, Grasonville, Price, Queen Anne, Queenstown, Stevensville Elem., Stevensville High, Sudlersville Elem., Sudlersville High, Tri-County High
MASSACHUSETTS—Everett, Hale; Melrose, Whittier
MICHIGAN—Adrian, Jefferson, Lincoln, McKinley Primary
NEBRASKA—Lincoln, Lincoln Public Schools, Bethany, Clinton, Huntington, Irving Jr. High, Jackson High, Lincoln High, Riley, Sheridan, Special Teachers & Supervisors, Twenty-sixth & O Sts., Van Fleet
NEVADA—Washoe Co., McKinley Park Grammar
NEW JERSEY—New Brunswick, Livingston; Rutherford, Lincoln, Sylvan
NEW YORK—Binghamton, Edison, Lincoln, Longfellow, Washington
OHIO—Columbus, Fairwood Elem., Fourth St.; Cuyahoga Co., Beechwood, Brathenahl, Fairview High, Garnett, N. Royalton, Olmstead Falls, Solon; Lorain, Lorain Public Schools, Fairhome Elem., Garden Ave. Elem., Garfield Elem., Lincoln Elem., Lorain High, Oakwood Elem., Special Teachers & Supervisors
PENNSYLVANIA—Chester, Morton; Clearfield, Fourth Ward, Jr. High; Palmerton, Palmerton Public Schools, Delaware, Franklin, Hazard, Palmer Jr. & Sr. High, Special Teachers & Supervisors
VIRGINIA—Lynchburg, Wyatt
WYOMING—Sheridan, Central

THIRTEEN YEARS

CALIFORNIA—San Jose, Wilson Jr. High
COLORADO—Denver, Alameda
DISTRICT OF COLUMBIA—Washington, Polk
FLORIDA—Daytona Beach, Seabreeze High
GEORGIA—Atlanta, Whiteford
IDAHO—Idaho Falls, Idaho Falls Public Schools, Central, Emerson Elem., Emerson Primary, Jr. High, Sr. High
ILLINOIS—Evanston, Dewey; Jerseyville, Jersey Twp. High; Watseka, Watseka Public Schools, North Side, South Side
KENTUCKY—Louisville, Field
MAINE—Portland, Allen, Staples, Summit St.
MASSACHUSETTS—Beverly, Cove; Newton, Eliot, Stearns
MICHIGAN—Adrian, Adrian Public Schools, Garfield, Jr. High, Sr. High; Grand Rapids, Auxiliary for Exceptional Children
NEW JERSEY—Asbury Park, Bond St., Bradley, High; Atlantic City, Boys' Vocational, Brighton Ave., Camden, Northeast; East Orange, Washington
NEW YORK—Binghamton, Continuation, Dickinson, Directors Office, East Jr. High, Eldredge Park, Franklin, Hamilton, Health Education, Open Air, Roosevelt, West Jr. High; Oneida, N. Broad; Rye, Grammar
OHIO—Cincinnati, Girls' Commercial Vocational High; Columbus, Avondale; Lima, Central High, Emerson, Faurot, Franklin, Garfield, Irving, Jefferson, Lincoln, Longfellow, Lowell, Mann, McKinley, Roosevelt, Washington, Whittier
PENNSYLVANIA—Montgomery Co., Abington Twp. Public Schools, Elm, Glenside-Weldon, High, Highland, Jr. High, McKinley, North Hills, Overlook, Park, Roslyn; New Kensington, New Kensington Public Schools, First Ward, Jr.-Sr. High, Second Ward, Third Ward; York, York Public Schools, Burrows, Central, Franklin, Garfield, Hartley, Howard, Jackson, Jefferson, Madison, McKinley, Noell, Hanna Penn Annex, Hanna Penn Jr. High, William Penn Annex, William Penn Sr. High, Pine St., Princess St., Ridge Ave., Ross, Smallwood, Stevens, Wilson
TEXAS—Houston, Wilson

TWELVE YEARS

ALASKA—Santa Barbara, Montecito Union Elem.
ARIZONA—Tucson, Tucson Public Schools, Borton, Davidson, Davis, Hughes, Menlo Park, Safford Jr. High
CALIFORNIA—Los Angeles, Cienega
COLORADO—Denver, Asbury, Byers Jr. High, S. Denver High, University Park
CONNECTICUT—Bristol, Bingham
ILLINOIS—Decatur, Dennis, French, Garfield, Gastman, Hill Jr. High, Oakland, Riverside, Ullrich, Warren; East St. Louis, Signal Hill
INDIANA—Fort Wayne, Hanna Elem., Rudisill; Michigan City, Michigan City Public Schools, Central, Eastport, Elston, Elston Jr. High, Elston Sr. High, Garfield, Marsh, Park

MAINE—Portland, Reed
 MASSACHUSETTS—Beverly, Jr. Manual Training; Winchester, Washington
 MICHIGAN—Dearborn, Salisbury, Southwestern; Pontiac, Crofoot
 MINNESOTA—Minneapolis, Cavell
 NEW JERSEY—Asbury Park, Asbury Park Public Schools, Bangs North, Bangs South; Atlantic Co., Mill Road; Bridgeton, High, Irving Ave., Monroe St.; Carney's Point, Pershing; Hightstown, Primary; Ventnor, Oxford Ave.
 NEW YORK—Schenectady, Brandywine Ave.
 OHIO—Columbus, Crestview; Lima, Lima Public Schools, South Jr. High, South Sr. High.
 PENNSYLVANIA—Braddock, Braddock Public Schools, Carnegie, Copeland, Hamilton, Henning, High; Camp Hill, Camp Hill Public Schools, High, Lincoln, Schaeffer; Chester, Washington; Clearfield, Clearfield Public Schools, Market St., Sr. High, Third Ward; Delaware Co., Aston Twp. Public Schools, Chelsea, Clifton Heights Public Schools, Clifton Heights Elem., Clifton Heights Jr. & Sr. High, Crozerville, East Lansdowne Borough, Edgemont Twp., Essington, Folcroft Borough, Franklin, Glen-Nor Jr.-Sr. High, Glenolden Borough, Lester, Lima, Lincoln Ave. Elem., Lower Bank, Lower Chichester, Marcus Hook Elem., Marple-Newtown Joint High, Marple Twp., Media Borough Public Schools, Media Elem., Media High, Norwood Borough, Parkmount, Parkside, Ridley Park High, Roosevelt, Sandy Bank, Sharon Hill Public Schools, Sharon Hill Elem., Sharon Hill Jr. & Sr. High, Springfield Twp. Public Schools, Springfield Central, Springfield Jr.-Sr. High, Tinicum Twp., Trainer Borough, Tome St. Elem., Upland Borough, Village Green, Wallingford Elem., Washington Ave. Elem.; Gettysburg, Gettysburg Public Schools, High, High St., Lincoln, Meade; Upper Darby District, Bywood, Drexel Hill; Wayne, Elementary

ELEVEN YEARS

ALABAMA—Birmingham, Barker
 CALIFORNIA—Anaheim, La Palma; San Diego, Central
 COLORADO—Denver, Adams St., Baker Jr. High, Bryant-Webster, Evans, Grant Jr. High, Lake Jr. High, Stedman, Teller
 FLORIDA—Daytona Beach, N. Seabreeze Elem.; Palm Beach Co., Kelsey City
 GEORGIA—Atlanta, Georgia Ave.
 ILLINOIS—Decatur, Centennial Jr. High, Durfee, Grant, Lincoln, Pugh, Washington; River Forest, Lincoln, Roosevelt, Washington
 MAINE—Portland, Long Island
 MASSACHUSETTS—Everett, Hancock; Medford, James; Melrose, Coolidge, Ripley, Winthrop
 MICHIGAN—Dearborn, High, Whitmore-Bolles
 MINNESOTA—Minneapolis, Audubon
 MISSOURI—Kansas City, Knotts
 NEW JERSEY—Alloway, Township; Atlantic Co., Northfield Public Schools, Mt. Vernon Ave.; Ridgefield Park, Lincoln
 NEW MEXICO—Albuquerque, Field
 OHIO—Cincinnati, Chase; Columbus, Hubbard Ave.; Lockland, Lockland Public Schools; Piqua, Bennett Elem., Bennett Jr. High, North St. Spring St., Staunton St., Wilder Elem., Wilder Jr. High
 PENNSYLVANIA—Bradford, Fifth Ward, Fourth Ward, Hobson Pl., Sr. High, Sixth Ward, Third Ward; Dormont, Kelton Ave.
 TENNESSEE—Knoxville, Lincoln Park
 UTAH—Logan, Logan Public Schools, Benson, Ellis, Jr. High, Sr. High, Webster, Wilson, Woodruff
 VIRGINIA—Richmond, Arents
 WYOMING—Casper, Roosevelt; Sheridan, Coffeen Ave.

TEN YEARS

ALABAMA—Birmingham, Martin
 CALIFORNIA—San Jose, Hester, Trace
 COLORADO—Denver, Cheltenham, Colfax, Sherman, Smiley Jr. High
 HAWAII—Hawale, Oahu, Kaaawa
 ILLINOIS—Decatur, Decatur Public Schools, Sr. High; Gurnee, Warren Twp. High
 INDIANA—Indianapolis, Willard
 KANSAS—Merriam, Shawnee-Mission Rural High; Topeka, Quincy Elem.
 MICHIGAN—Dearborn, Dearborn Public Schools (Dist. No. 7), Lindbergh, Oxford; Flint, Durant
 NEW JERSEY—Montclair, Inness Jr. High; Pitman, Kindle, Walls
 NEW YORK—Ithaca, Central, East Hill, Fall Creek, Health, Sherman, South Hill, St. John, West Hill
 OHIO—Piqua, Piqua Public Schools, Favorite Hill, Sr. High, South St., Special Teachers & Supervisors
 PENNSYLVANIA—Middletown, Central Grammar
 WYOMING—Casper, Willard

NINE YEARS

ALABAMA—Valley Head, High
 ARIZONA—Phoenix, Jr. College, Union High
 CALIFORNIA—San Diego, Franklin, Garfield, Jackson
 COLORADO—Denver, Beach Court, McKinley, Moore, Smedley, Swansea; Gunnison, Gunnison Public Schools, County High, Grammar, Jr. High
 CONNECTICUT—East Hartford, Center, Silver Lane, South Grammar
 DELAWARE—Eastern New Castle Co., Minquadales, Odessa, Rose Hill; Elsmere, Oak Grove; Western New Castle Co., Stanton

GEORGIA—Atlanta, Opportunity
 HAWAII—Kekaha, Kana, Kekaha
 ILLINOIS—Maywood, Maywood Public Schools, Roosevelt, Stevenson; River Forest, River Forest Public Schools, Willard
 INDIANA—Michigan City, Riley
 MAINE—Portland, Open Air
 MASSACHUSETTS—Whitman, Dyer
 NEBRASKA—Lincoln, College View High, College View South
 NEW JERSEY—Bridgeton, Bank St.; Ventnor City, Ventnor Ave.
 NEW YORK—Mount Vernon, Hale
 NORTH CAROLINA—Durham, Holloway St.
 OHIO—Ashland, Ashland Public Schools, Arthur St., Grant, High, Lincoln, Osborn, Pleasant St.; Clinton Co., Clinton Co. Public Schools, Adams Twp., Blanchester Twp., Chester Twp., Clarksview-Vernon Twp., Cuba, Jefferson Twp., Liberty Twp., Martinsville, Mt. Pleasant, New Antioch, New Vienna, Reesville, Sabina, Wayne Twp.; Columbus, Garfield Elem., Shepard; Lake Co., Roosevelt
 PENNSYLVANIA—Middletown, Susquehanna

EIGHT YEARS

ARIZONA—Tucson, Carrillo, Safford Elem.
 CALIFORNIA—Claremont, Elementary; National City, National City Public Schools, Central, Highland Ave., Lincoln Acres, Sixteenth St., Sixth Ave.; Stockton, Jefferson
 COLORADO—Denver, Ashley, Ellsworth, Lawrence St.; Fowler High, Park Elem.
 CONNECTICUT—East Hartford, Woodland
 DELAWARE—Eastern New Castle Co., Eastern New Castle Co. Public Schools, Del. City Elem., Eden
 FLORIDA—St. Petersburg, Child's Park
 GEORGIA—Atlanta, Inman Park
 ILLINOIS—East St. Louis, Mannors
 INDIANA—Dunkirk, Dunkirk Public Schools, Sr. High, Sutton; Indianapolis, Public No. 64
 MASSACHUSETTS—Beverly, Ryal Side; Southwick, Consolidated
 MISSISSIPPI—Drew, Drew Public Schools
 NEVADA—Clark Co., Manual Arts; Lander Co., Austin Public Schools; White Pine Co., McGill, Ruth
 NEW JERSEY—Bridgeton, Jr. High
 NEW YORK—Clinton, Clinton Central Public Schools; Ithaca, Boynton Jr. High
 OHIO—Chillicothe, Central, Southern, Western; Homerville, Homer Twp.; Oregon Twp., Wynn Elem.
 OREGON—Rainier, Grade No. 13
 PENNSYLVANIA—Carbon Co., East End, Hauts, Jr.-Sr. High, Mauch Chunk Township Schools, New Columbus, West End; Dauphin Co., Halifax Boro; Montgomery Co., Cedar Road; New Kensington, Martin, Valley Heights; Summit Hill, Summit Hill Public Schools; York, Arch St.

SEVEN YEARS

ARIZONA—Tucson, Government Heights
 CALIFORNIA—Calwa, Elementary; Riverside, Magnolia; San Diego, Muir; San Jose, Mann; Siskiyou Union High District, Happy Camp High
 COLORADO—Denver, Ashland, Boulevard, Eagleton, Elyria, Rosedale; Fort Collins, Laurel St.
 ILLINOIS—Du Page Co., Wooddale Public District No. 7
 MAINE—Brewer, Brewer Public Schools, Dirigo, Excelsior, High, Kingsbury, N. Brewer, Page, Sargent, S. Brewer, Whiting Hill; Portland, Bethel Kindergarten, Peary Kindergarten
 MASSACHUSETTS—North Attleboro, Towne St.
 MICHIGAN—Dearborn, Edison
 MINNESOTA—Minneapolis, Lyndale
 MISSOURI—Kansas City, Allen Grade, Harrison, Meserve
 NEBRASKA—Lincoln, Havelock Central, Norwood Park
 NEW JERSEY—Camden, Starr; Highland Park, Franklin High
 NEW MEXICO—Hot Springs, Hot Springs Municipal Schools
 NEW YORK—Endicott, Johnson; Irondequoit, Seneca; Ithaca, Atypical; Poughkeepsie, Franklin; Rochester, Laureton Grammar; Upper Nyack, Public
 OHIO—Ashland, Central; Columbus, Douglas Elem.; Sandusky Co., Sandusky Co. Public Schools; Zanesville, McKinley, Special Teachers & Supervisors
 PENNSYLVANIA—Montgomery Co., W. Norriton Twp.; New Kensington, Fifth Ave., Fourth Ave., Mount Vernon, Parnassus Jr. High; Tioga Co., Knoxville Borough, Lawrenceville Borough; York, Davis Jr. High, Duke St., Smith Jr. High, Roosevelt
 VIRGINIA—Richmond, Bellevue
 WEST VIRGINIA—Shinnston, Grade
 WISCONSIN—Superior, Bryant

SIX YEARS

CALIFORNIA—Anaheim, Mann; San Jose, Hoover Jr. High, Longfellow; Sunnyvale, Elementary
 COLORADO—Denver, Central, Columbian, Franklin, Milton, Reynolds, Steek
 ILLINOIS—Decatur, Special Teachers & Supervisors, Wilson Jr. High; Lebanon, Lebanon Public Schools, Community High, Grade; Riverside, Riverside-Brookfield High; Springfield, Enos

INDIANA—Fort Wayne, Hoagland, Miner, Smart
 IOWA—Council Bluffs, Gunn, Rue
 KENTUCKY—Louisville, Dolfinger
 MAINE—Portland, Cliff Island
 MASSACHUSETTS—Acushnet, Howard; Holden, Chafins Grammar; Rutland, High
 MISSOURI—Kansas City, Border Star, Hamilton, Nelson
 NEBRASKA—Lincoln, Havelock Sr. High
 NEVADA—Clark Co., Boulder City Public
 NEW JERSEY—Camden, Davis; Leonia, Elementary; Princeton, Elementary
 NEW YORK—Endicott, Broad St., Endicott, Washington; Johnstown, Irving St.; Mechanicsville, Public No. 4; Penn Yan, Chestnut St.
 OHIO—Chillicothe, Eastern, Mt. Logan; Columbus, Burroughs, Michigan Ave.; East Cleveland, Prospect; Lake Co., Perry Public; Willoughby, Andrews for Girls; Youngstown, Sheridan
 PENNSYLVANIA—Lansdale, Lansdale Public Schools; Lansdowne, Lansdowne Public Schools; Montgomery Co., Ambler Borough Public Schools, Ambler High, Ardsley Elem., Black Horse, East Greenville Borough, Forest Ave., Ivy Rock, Limerick Twp., Mattison Ave., Plymouth Twp. Public Schools, Plymouth Consolidated, Red Hill Borough, Towamencin Twp., Trappe Borough, Upper Hanover Twp., Whitemarsh Twp.; Tioga Co., Mansfield Sr. High; Whitehall Twp. District, Whitehall Twp. Dist. Public Schools, Cementon, Egypt, Fullerton, Hokendauqua, W. Catasauqua, W. Coplay, Whitehall High, Whitehall Jr. High

FIVE YEARS

ALABAMA—Birmingham, Seventeenth Ave.
 CALIFORNIA—Los Angeles, Ninety-second St.; Riverside, Lowell; San Anselmo, Red Hill
 COLORADO—Aurora, Community; Denver, Berkeley, Gove Jr. High, Lincoln, Washington Park; Englewood, Englewood Public Schools, Jr. & Sr. High, North Elem.; Golden, Golden Public Schools, Central, High; Pueblo, Bessemer, Columbian, Edison, Lake View
 DISTRICT OF COLUMBIA—Washington, Seaton
 ILLINOIS—Aurora, E. Aurora High; Elmwood Park, Elmwood Park Public Schools, Elmwood, Mills
 INDIANA—Evansville, Baker, Delaware, Reis, Roosa; Indianapolis, Foster, Whittier; Mongo, Springfield Twp. High; Rushville, Gregg; Sullivan, Central
 IOWA—Council Bluffs, Dodge, Eighth St., Franklin, Washington
 KENTUCKY—Richmond, Eastern Kentucky State Teachers College
 MAINE—Portland, Cummings, Jackson, Leland, Monument St., Riverside, Woolson Ungraded Rooms
 MASSACHUSETTS—Beverly, Centerville, McKay
 MICHIGAN—Detroit, Ruthruff; River Rouge, Visger
 MISSISSIPPI—Vicksburg, Vicksburg Public Schools, Carr Central High, Clay St., Speed St.
 MISSOURI—Kirkwood, Keyser
 NEVADA—White Pine Co., Co. High No. 3
 NEW JERSEY—Glen Rock, Byrd; Madison, Central Ave.; Manasquan, Manasquan Public Schools, Elementary No. 1, Elementary No. 2, High; New Brunswick, Hale; Pitman, Pitman Public Schools, High, Special Teachers & Supervisors, Summit Ave.
 NEW YORK—Mechanicsville, Mechanicsville Public Schools, Jr. High, Public No. 1, Public No. 2, Public No. 3, Sr. High; Poughkeepsie, High-First Year
 OHIO—Akron, Pfeiffer; Chillicothe, Chillicothe Public Schools, High, W. Fifth St.; Cuyahoga Co., Butternut Ridge; Delphos, Franklin; Lake Co., Longfellow, Wickliffe Village
 PENNSYLVANIA—Chester, Lincoln; Mechanicsburg, Mechanicsburg Public Schools, Arch St., Jr. High, Sr. High, Simpson St.; Nanticoke, Nanticoke Public Schools, Centennial, Garfield, Hanover, High, Jr. High, Lincoln, McKinley, Pulaski, State St., Washington St., W. Main St.; Norristown, Roosevelt; Tioga Co., Jackson Twp., Wellsboro Borough Grade, Wellsboro Borough High, Wellsboro
 SOUTH DAKOTA—Sioux Falls, Beadle, Longfellow, Riverside, Whittier
 TEXAS—Dallas, Bowie; Houston, Cooley
 UTAH—Juab District, Juab District Public Schools, High, Levan, Mona, Nephi Central, Nephi Jr. High; Salt Lake Co., Granite Jr. High
 VIRGINIA—Lynchburg, Miller
 WISCONSIN—Beloit, Hackett; Superior, Franklin, Itasca
 WYOMING—Laramie, High

FOUR YEARS

ALASKA—Sitka, Territorial
 CALIFORNIA—Los Angeles, South Park; San Diego, Balboa, Brooklyn, La Jolla Elem.
 COLORADO—Denver, Alcott, Emerson; Fort Collins, Franklin, LaPorte Ave., Washington
 DISTRICT OF COLUMBIA—Washington, Buchanan, Gales, Military Rd.
 FLORIDA—Miami, Buena Vista Elem.; St. Petersburg, Mt. Vernon Elem.
 GEORGIA—Atlanta, Harris, Jones
 HAWAII—Hamakua, Maui, Hamakua, Honolulu, Jefferson
 ILLINOIS—Antioch, Grade; Champaign, Champaign Public Schools, Columbia, Gregory, Howard, Lawhead, Lincoln, Marquette, Sr. High, South Side
 [Cont. on page A-34]