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

March 1938



A ST. LOUIS SCHOOL PLAYFIELD

See—100 YEARS OF PUBLIC SCHOOLS IN ST. LOUIS—page 84

English Activities Have Been Extended

THEY now cover the English work of all pupils, beginning with the early years in the elementary school and continuing through the junior high and the senior high school. There is now one continuous and unified series for the entire school system, thus insuring a knowledge of English and a skill in its use which should be gratifying to the teacher of each successive grade.

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Between Editor and Reader

TO LIVE eighty-nine years and still to be well, vigorous, happy, and useful is an achievement which in itself implies considerable wisdom in the art of living. Hugh T. Birch—friend of Horace Mann (see the December 1936 JOURNAL, p269)—whom I visited in his Florida home in January—has earned this distinction. His way of living attaches importance to these things:

The lasting influence of teachers who take a personal interest in forming the character of students. He speaks constantly of his two great teachers—Horace Mann and Edward Orton.

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Faith in the improvability of man thru education.

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The force of time in building up a personal estate and carrying out one's plans.

A man of such vigor that he can bathe daily in the ocean at 89, perform hard physical labor, take an interest in young people, manage his own affairs, and go forward with plans that look far into the future, is like some great work of nature—a living proof of the immense forces which exist within the individual life. The great lesson which everyone needs to learn is to make the most of himself.

It is a good practice for teachers to encourage young people to talk with older people who have done well, in an effort to find the secrets of their achievement. Thru this practice they will discover wisdom, learn to converse, and gather materials for their writing.

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.

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of the

NATIONAL
EDUCATION
ASSOCIATION
OF THE UNITED STATES

JOY ELMER MORGAN, Editor

H. A. ALLAN, Business Manager

VOLUME 27

NUMBER 3

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

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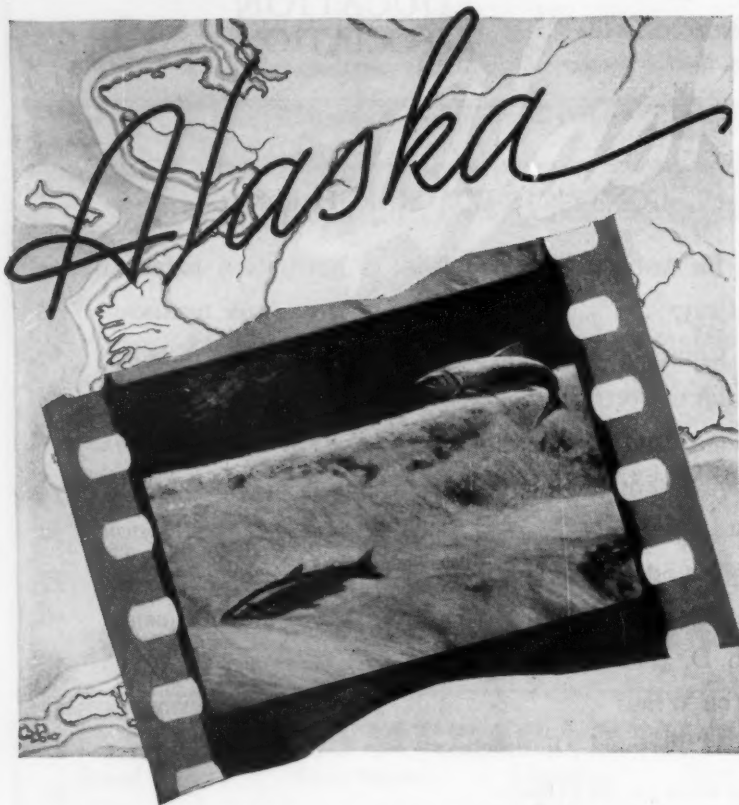
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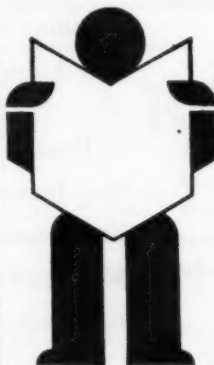
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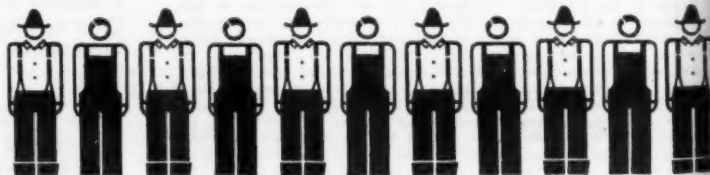
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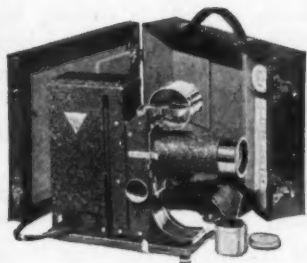
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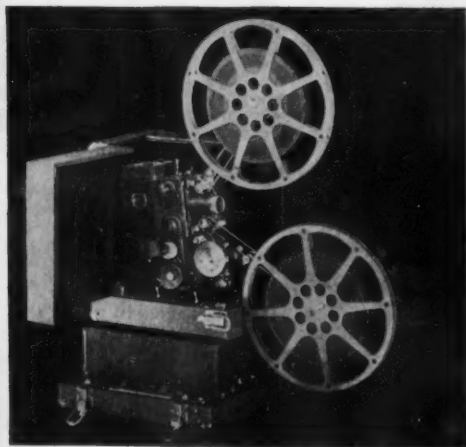
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[Cont. from page 94]

Visual education on a countywide basis—William E. Lee, county superintendent of Smith County, Smith Center, Kans., has an interesting statement in the *Kansas Teacher* for Dec. 1937:

When I first started a "movie" program, people were a bit skeptical about its educational merit; consequently, up to the present it has been necessary for me to finance my own program. This includes the purchase of a projector and the cost of the films. The program has been costly to me, but I feel that it has been profitable to the school children of the county.

There are many industrial organizations furnishing fine pictures free to schools. Their only charge is transportation and many times they pay that one way. Another source was government films from the various departments such as the Department of Agriculture. My third source was from the Bureau of Visual Instruction at the University of Kansas, where for a small enrolment fee I obtained scenic and industrial films.

The program was planned mainly for the elementary schools as the need was greatest there; also, I thought it best to "start at the bottom." In Smith County there are nine city and village schools that have electric current. They were used as centers and the rural schools invited in when the pictures were shown. It has been possible to secure pictures that were adapted to most of the units in social studies, thereby making the school work more interesting and worthwhile.

Last year's program taught me that the pictures could serve more people if I could use them in the country. An enterprising electrician fixed me a 110-volt generator to work on the motor of my

car. It works excellently and now I can take movies to the country schools.

My program for next year is being carefully planned and it seems probable that I will have backing from the county, at least, to pay the expense of films. I am planning to use rental films as well as free films of a scenic and industrial nature which will cover almost any phase of school work.

I have concluded that the county superintendent's annual visit has little value as it now is. Next year I expect to spend the time that I have been using for my visits for group meetings with my teachers and their pupils. From four to nine schools will meet at a designated center for regular movie programs. I expect to spend half a day at each center. After the movies there will be time for a checkup on various classes thru the use of mimeographed tests and group discussion by the teachers. Each teacher probably will be responsible for one demonstration lesson during the year.

For the library of every school and citizen—The complete one-volume edition of *The Federalist*, a set of essays written at the time the federal Constitution was under consideration, has been made available by the National Home Library Foundation, Washington, D. C.

Have you ordered from the NEA a 50¢ packet of material for organizing a Future Teacher Club in your school?

The Christian Science Monitor has recently completed a series of 52 articles on education. In the articles, which covered nearly every phase of education, the NEA was quoted often. The series

was dedicated "to the understanding of education, to a greater concept of its problems and opportunities, to an appreciation of the meaning of teaching, and the contribution of the teaching profession."

A good topic for social studies classes—The O'Mahoney-Borah bill proposing federal licenses for corporations engaged in interstate commerce (see Jan. 1938 *JOURNAL*, p27-28) is coming to the fore in Congress and is likely to become one of the major reforms of this generation. Write to Senator Joseph C. O'Mahoney, Washington, D. C., for material relating to the bill.

West Virginia proposes increase in dues—At its recent annual meeting the delegate assembly of the West Virginia State Teachers Association passed a resolution that if four-fifths of the county teachers associations as units give their approval, the membership dues to the Association for 1938-39 will be \$4. The \$2 increase will be turned over to the executive committee for essential services which can not now be performed on a net membership fee of \$1.50. In West Virginia dues in the State Medical Association are \$10 per year. Dentists pay \$10 a year for local, state, and national dues.

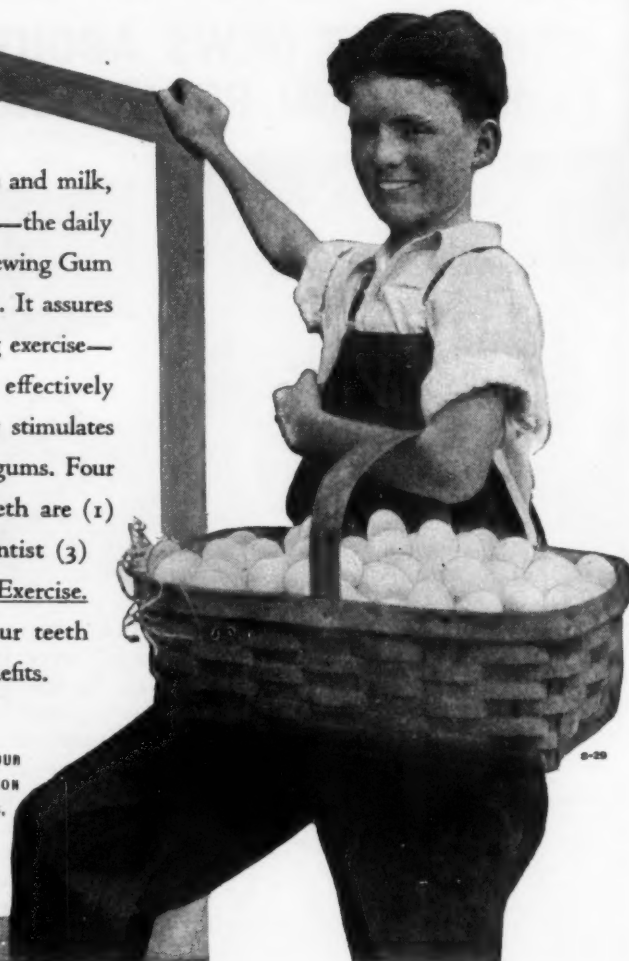
No community can stand alone—Superintendent George E. Brown of Ocean City, N. J., recently sent a letter to each

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teacher of Cape May County in which the following significant sentences appeared:—"The NEA has been working hard for twenty years for tenure, pensions, and better salaries. No state or community can stand alone. New Jersey is profiting by national sentiment. We owe our support to an organization that makes sentiment nationwide for the things we are interested in. Why not send your check today?"

The failure of private medicine to meet the health requirements of the American public has never been more clearly demonstrated than in the preliminary report of the National Institute of Health. After a house-to-house investigation of 740,000 families in 84 cities, the institute found that sickness disabled twice as many persons in families on relief as in families with incomes of \$2000 or more. Individuals in the relief families were disabled, on the average, three times as many days per year as individuals in the upper income groups. The rate of disability among families not on relief but with incomes of less than \$1000 a year was found to be more than twice as high as the rate among families in the highest income category. Yet the latter received 46 percent more care from a physician for each case of illness. Families with incomes of more than \$3000 were twelve times as likely as relief families to have the services of a private nurse in a

case of serious illness. We may assume from these figures that if the same type of medical care were available to the whole population as is now available to families with incomes of more than \$3000 we could cut the amount of illness in this country by approximately 33 percent. This would mean a gain, according to the survey, of approximately 415,000,000 days of health a year, or three and one-third for every person in the United States—a sufficient inducement, we believe, for revitalizing existing efforts to improve our outworn system of medical care.—*The Nation*.

Willis A. Sutton, superintendent of the Atlanta public schools, and past president of the NEA, was honored at a recent dinner given by the Atlanta Principals Club. The program was built upon Dr. Sutton's seven basic principles: Love of the soil; preservation of the American home; appreciation and understanding of the necessity of keeping open the channels of truth; maintenance of a stable but progressive government; the love of beauty; mental and physical health; the consciousness of God in the soul of man. The speakers presented these subjects as exemplified in Dr. Sutton's own life.

Horace Mann stamp recommended—Word has been received as THE JOURNAL goes to press that the Post

Office Department is in favor of including Horace Mann in a series of special stamps honoring eminent citizens, which is being planned for next year. This announcement will be appreciated by the teachers of the nation who during the past year have been celebrating the hundredth anniversary of Horace Mann's appointment as Secretary of the Massachusetts State Board of Education. Many interested persons have been urging such a stamp to commemorate the great services of Horace Mann to the nation. Secretary-emeritus J. W. Crabtree, particularly, has followed the project with sustained interest and effort, in the belief that a special Horace Mann stamp would help greatly in acquainting the people and especially children in the schools with one of America's greatest men.

Tenure is for the child—The [New Jersey State Teachers'] association is engaged in a vigorous campaign in support of tenure. It is making a careful and extensive survey to ascertain the extent of tenure violations and evasions. It is also financing a test case of a Union County teacher who was forced to resign. These activities are along the lines desired by association members, but they carry with them dangers which association members should recognize. Unless both the survey and the test case are [Cont. on page A-52]



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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.

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[Cont. from page A-51] conducted carefully and with discretion, the public will lose sight of the most important single fact about tenure: *Tenure is for the child, not for the teacher.* We know that the child is the loser in tenureless states and communities. The good teacher is sacrificed to politics or prejudices. The teacher lacks a feeling of security and permanency that is essential to good work. The community can never make the teacher feel that she is a part of its social and cultural life when she may be turned away without good reasons. It is because some board of education members and citizens do not understand this that there is a tenure problem at all in our state. More important than any survey or test case is the building up of that understanding.—*New Jersey Educational Review.*

Too much salary—The following item is from the *Washington [D. C.] Daily News* for Dec. 16, 1937: "President Martin W. Clement of the Pennsylvania Railroad had his salary boosted from \$60,000 to \$100,000 Jan. 1 of this year but told the Senate rail inquiry yesterday that the ICC had not objected." If men who occupy responsible posts in business and industry wonder why people lose faith in them and their leadership, they will find the answer in such practices. This man's salary would pay the wages of scores of unemployed workmen with families to support.

The schools of Grandfalls, Tex., serving as a state laboratory school, are revising curriculum and general school setup in grades and highschool. Superintendent John S. White writes that children and parents are enthusiastically responding. Core courses and activity period in highschool, establishment of a 12-grade school, anecdotal records, descriptive note reports, and vocational courses are among the innovations.

Carteret, N. J., adopts a modified single-salary schedule—C. F. Dengler, supervising principal of the Carteret schools, has sent to *THE JOURNAL* the new salary schedule which was adopted in Dec. 1937. The schedule includes the following provisions:

Years of Training	Minimum	No. of Increments	Maximum
Less than 3	\$1200	9	\$2000
3	1300	12	2475
4	1400	15	2900
5	1500	18	3300
6	1600	20	3600

The increments amount to \$75, \$100, or \$125, depending upon the point reached on the schedule, not upon the type of position. Highschool teachers are allowed \$100 per year more than the amounts specified in the schedule. Supervisors,

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The Outlook for America

FOR AMERICA, conditions today are more hopeful than during the early months of 1937 in spite of the recession which may force the nation to face the deeper, longtime realities of its situation, hard tho they may be. One must note at the very beginning a possible exception. The threat of war which casts its shadow over America is too uncertain to be estimated but it is a most serious threat. The issue would seem to be in the lap of the gods, the President, the Secretary of State, and public sentiment. Secretary Hull has shown great ability in handling difficult affairs which formerly would have meant war. Aside from the war situation, we suggest the following favorable factors:

The United States Supreme Court is leaning more toward the people's point of view. Its decision (reversing an earlier decision) in favor of the prudent investment principle of utility valuation opens the way for squeezing out water and lowering rates. Over a period of years, if state and local regulating bodies do their part, this decision will mean many millions of dollars in the pockets of consumers.

In its effort to resist reasonable regulation, predatory big business is fighting a losing battle. Corporation lawyers and public relations counsel are losing influence. Regulating commissions and the courts are more alert to public interest than formerly.

With notable exceptions here and there, government is more efficient and less corrupt than during the 1920's. People generally are more interested in and better informed about civic affairs than a few years ago.

The movement to conserve our natural resources, including the work of the Department of Agriculture, the CCC, and the TVA, has added immensely to the national wealth.

By following a policy of public works for employable unemployed, America has set a higher standard than countries which have resorted to the dole.

Improved conditions are reflected in the increase of the national income from 38 billion dollars in 1932 to 68 billion in 1937. Farm income has increased from a low of less than four and a half billion in 1932 to eight and a half billion in 1937.

Social security legislation—federal and state—is now beginning to pour forth an increasing stream

of financial help to people who would otherwise be in most difficult situations. More than 2 million people are being aided. Pensions averaging \$19 monthly are being drawn by over a million and a half aged. There are 36 million wage-earners enrolled under the old-age benefit plan which becomes operative January 1, 1942. The expenditure of this money adds to the national income.

For private life insurance during 1937 the figures are: Number of policy-holders, 64 million; insurance in force, 110 billion dollars, cash value, 25 billion; money taken in by old line companies thru premiums and investments, 5 billion; money paid to policy-holders and others, 3 billion. Savings deposits reached a total of 50 billion, approaching the all-time high of 51 billion in 1928.

The accumulated savings of the people—perhaps oversavings in many cases—have reached such a huge total that there must be an increasing expenditure for consumers' goods. Under the pressure of this accumulated savings, interest rates are getting lower which will make it easier for people of small means to finance homes.

The schools in spite of cruel depression hardships and the crying need for reform in highschool and college are doing a much better job than at any other period of their history.

The number of highschool and college graduates is mounting at such a prodigious rate that the number of such graduates in the 1940 presidential election may be twice that in the 1936 election. With increasing study of social-economic affairs in many schools, this should make a difference.

The growing movement for tax-supported adult education is bearing fruit worth many times its cost.

Many people who have been expecting too much are coming to realize that advance comes only thru slow hard work.

The 17 million people who have come into active life since 1929 are probably better adjusted to the new conditions than were the 11 million who have died during that period.

The times call for the long-range point of view, increasing participation by the citizen in public affairs, the expansion of tax-supported adult education, and a hopeful attitude.—JOY ELMER MORGAN.

PUBLIC AFFAIRS

HALLGREN, M. A. *Tragic Fallacy*. Knopf. \$4.

A study of American neutrality.

* HUXLEY, ALDOUS. *Ends and Means*. Harper. \$3.50.

"The intellectual libertine has become a holy man. The cynic has turned messiah" in this intensely serious plea for righteousness in means as well as ends. Peace, he maintains, is not to be won by violence or trickery.

PARRAN, THOMAS. *Shadow on the Land: Syphilis*. Reynal. \$2.50.

A worldwide study of the great modern plague and its treatment, with a program for public measures to conquer it in America.

ART AND SCIENCE

* AUDUBON, J. J. *Birds of America*. Macmillan. \$12.50.

The first popular edition of this century-old classic. It contains all and more than all the incomparable pictures of the original, which sells for thousands of dollars, whenever offered.

CHENEY, SHELDON. *World History of Art*. Viking. \$5.

A modernist reviews the world of art, past and present, pointing out the best, according to present-day standards.

HOGBEN, LANCELOT. *Mathematics for the Million*. Norton. \$3.75.

A brave and partly successful attempt to deck out the austere handmaid of the sciences with nods and becks and wreathed smiles. The human and historic aspects of the subject are emphasized.

* VAN LOON, H. W. *The Arts*. Simon. \$3.95.

A competent review of all the arts for the general reader, by a robustly genial author who knows how to speak him fair.

BELLES LETTRES

COLUM, MARY. *From These Roots*. Scribner. \$2.50.

A survey of literary criticism from Lessing's day to our own.

JOYCE, JAMES. *Collected Poems*. Viking. \$2. Fifty lyrics—one-third of them hitherto unpublished in America.

MANN, THOMAS. *Freud, Goethe, Wagner*. Knopf. \$2.

Studies, philosophical and very literary, of three of the distinguished author's compatriots.

MILLAY, EDNA ST. VINCENT. *Conversation at Midnight*. Harper. \$2.

Six men—types—discuss in verse politics, war, fascism, communism. An interesting *tour de force*.

STEVENS, WALLACE. *Man with the Blue Guitar*. Knopf. \$2.

Critics say that much of the best poetry of the year is within the covers of this book.

HISTORY, TRAVEL, DESCRIPTION

CALDWELL, ERSKINE, and WHITE, MARGARET BOURKE. *You Have Seen Their Faces*. Macmillan. \$4.25.

How Southern sharecroppers live. Strong words backed by striking photographs.

* COVARRUBIAS, MIGUEL. *Island of Bali*. Knopf. \$5.

Description of the island and its people with reflections upon what the white man, and his "tourism" are doing to them. Scores of good photographs by the author's wife.

Best[†] BOOKS of 1937

ASA DON DICKINSON

Author of One Thousand Best Books, Best Books of Our Time, Best Books of the Decade, 1926-'35

DICK, EVERETT. *Sod-House Frontier*. Appleton. \$5.

Social history of our northern prairies during the homesteading days.

* LYND, R. S., and LYND, H. M. *Middletown in Transition*. Harcourt. \$5.

This study in cultural conflicts is a sequel to "Middletown," published in 1929. An important book but not a cheering one.

* LYONS, EUGENE. *Assignment in Utopia*. Harcourt. \$3.50.

The story of a New York radical correspondent's disillusionment during six years as an eye-witness of recent events in Russia.

* PAUL, ELLIOT. *Life and Death of a Spanish Town*. Random. \$2.50.

The once idyllic Balearic Islands before and after the coming of civil war.

SOMMERFIELD, JOHN. *Volunteer in Spain*. Knopf. \$1.50.

What happened to a young Englishman during six months with the International Column.

WILLIAMS, A. R. *The Soviets*. Harcourt. \$3.

Eighty-eight controversial questions answered by a sympathetic observer who has kept his head after nine years' residence in Russia.

BIOGRAPHY

CURIE, EVE. *Madame Curie*. Doubleday. \$3.50.

Her daughter tells this story of the laborious life of the great, good, patient woman who with her husband discovered radium.

DELACROIX, EUGÈNE. *Journal*. Covici. \$7.50.

Illustrated by more than 100 reproductions—eight in color—of the author's drawings and paintings. Covers most of the years 1822 to 1863.

GONCOURT BROTHERS. *Goncourt Journals: 1851-1870*. Doubleday. \$3.50.

Intimate picture of literary Paris in the fifties and sixties.

HORTON, PHILIP. *Hart Crane, the Life of an American Poet*. Norton. \$3.

Recital and psychological explanation of the tragic story of a genius—"an admirable poet who lived an unadmirable life."

HOWE, M. A. DEWOLFE. *John Jay Chapman and His Letters*. Houghton. \$4.

Life of a great but unstable American gentleman and scholar, as pictured in his letters, an unfinished autobiography, and the author's text.

* JAMES, MARQUIS. *Andrew Jackson, Portrait of a President*. Bobbs. \$5.

This authoritative and interesting sequel to *Andrew Jackson, the Border Captain* covers the period from the campaign of 1824 to Jackson's death.

KIPLING, RUDYARD. *Something of Myself*. Doubleday. \$2.50.

Together with some dross and not a few mean slaps at the United States, there are nuggets of fine gold here for Old Timers who know and love their Kipling.

ROOSEVELT, ELEANOR. *This Is My Story*. Harper. \$3.

A candid, appealing, friendly, and utterly simple book.

SHEPARD, ODELL. *Pedlar's Progress; the Life of Bronson Alcott*. Little. \$3.75.

Story and appreciation of the philosophic but sadly impractical father of "Louisa M."

* UNTERMEYER, LOUIS. *Heinrich Heine: Paradox and Poet: the Life; the Poems*. 2 vols. Harcourt. \$6.

A competent and sympathetic biography, plus skillful translations of the lyrics and narratives.

FICTION

CLOETE, STUART. *Turning Wheels*. Houghton. \$2.50.

An epic of the Great Trek of the Boers. Starkly frank and realistic.

HEMINGWAY, ERNEST. *To Have and Have Not*. Scribner. \$2.50.

A tale full of drama, excitement, murder, and brutal language.

KAFKA, FRANZ. *The Trial*. Knopf. \$2.50.

This story, a fantastic allegory, has been pronounced a work of genius by some competent critics. *The New Yorker* says it is the year's "most puzzling book."

MARQUAND, JOHN P. *The Late George Apley*. Little. \$2.50.

Satirical novel about the Brahmins of nineteenth-century Boston.

O'FLAHERTY, LIAM. *Famine*. Random. \$2.50.

A moving and exciting tale of the years of the potato blight in Ireland a century ago.

* ROBERTS, KENNETH. *Northwest Passage*. Doubleday. \$2.75.

A story of French and Indians, of bloody tomahawks and scalping knives, of freezing and burning and starving in the America of two centuries ago.

* ROSS, LEONARD Q. *Education of Hyman Kaplan*. Harcourt. \$2.

The irresistible hero goes to night school. *The New Yorker* says that this account of his adventures is the funniest and kindest book of the year.

STEINBECK, JOHN. *Of Mice and Men*. Covici. \$2.

Dramatic novelette about two very crude California ranch-hands. "The surprise success of this year's fiction."

† *Best* here means selected by a consensus of expert opinion as most important and interesting to the average adult American of intelligence. The list which follows is largely a composite of the year-end selections of *The Nation*, *New Republic*, *Time*, *Current History*, and *The New Yorker*, checked by reference to the columns of *The New York Times Book Review*, *Saturday Review of Books*, *Book Review Digest*, *The Booklist* of the American Library Association, and—last but not least—the judgment of the compiler. The starred titles are perhaps the most significant.

What Price CONSERVATISM!

George H. Curtis

Superintendent-Emeritus, Alpena, Michigan, Public Schools

IT IS CONCEDED by many that the public-school teacher cultivates those attitudes that finally result in public opinion. If this be true and the teacher is alert to the welfare of his pupils, we wonder why some obvious reforms are slow in getting started.

"Our accursed spelling"—Despite all the time and effort spent on learning to spell, the average individual knows little about the correct spelling of his native tongue. When we hear a word pronounced, we do not know how it is spelled, and when we see a new word in print we cannot be sure of its pronunciation. Even a knowledge of phonetics is not a certain aid in learning how to spell.

Such a glaring defect in the basis of our educational system has naturally called forth many champions of reform. If these reforms had been heeded by our teachers, English spelling might perhaps be more nearly phonetic. We would have a single symbol to represent a sound and only that symbol for that sound. Then some of the time now worse than wasted on spelling might more profitably be spent on reading, social science, or other important subjects.

The Simplified Spelling Board leads a precarious existence at Lake Placid, New York, trying to carry on with inadequate funds. But the majority of teachers pay little heed to its suggestions. Why have teachers taken this reform so lightly? Probably because of reluctance to change, which would necessitate thinking, the last thing that we voluntarily do in this world.

A world auxiliary language—Within the last half century there have been several attempts to secure the adoption of a world auxiliary language for the benefit of commerce, of international societies, and the like. Volapuk had its day in the eighties. Esperanto and Ido are the present claimants to our attention.

The inventors of Esperanto selected those root words that appeared the greatest number of times in modern languages as the basis of their vocabulary. On this basis they constructed a simple grammar, with a single declension, a single conjugation, and a list of conjunctions and adverbs selected largely from Latin. From the simple rules of this grammar there are no exceptions.

There are now thousands of books translated into this international language. A mastery of it can be acquired in about one-third of the time required by French, German, or Spanish.

Today the radio calls for an international language. We can easily turn our dials to catch Berlin, Paris, or Madrid, but what matters that if we do not understand the language being spoken? If the students of modern nations, most of whom spend two or three years studying English, French, or Spanish, would turn to this world language, soon Esperanto would become the medium of the literary classics of the world. It would become the second language of all educated peoples. What an impetus to world peace! For world peace can come only with world understanding. Why are so few people interested in this needed reform?

Our antiquated system of weights and measures—Our system of weights and measures is not generally accepted and relations between the units are awkward. From the French Revolution, there was evolved the metric system, the most perfect system of weights and measures ever devised by man. The unit of weight is a very definite amount of water measured in cubes of ten units of length under standard conditions of pressure and temperature. The system is so simple that the laboratories of the world adopted it at once, to save time which could more profitably be spent on other things.

A friend of mine, representing a large

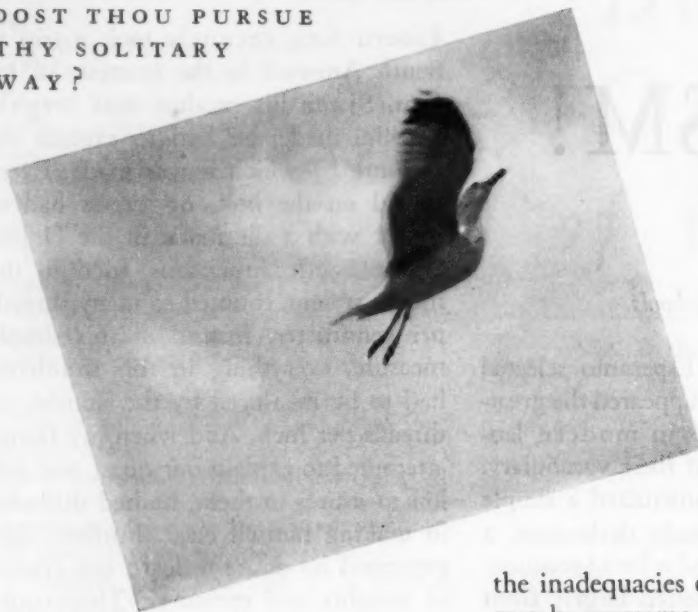
Eastern firm, recently took a trip to South America in the interests of his firm. Since his product was largely machine-made, he had to explain the measure by which it was made. Every thread on the bolts or screws had to be cut with a die made in the United States. South Americans, used to the metric system, counted so many threads per centimeter. Instead of this simple measure, everything in this machine had to be measured by the number of threads per inch. And when my friend attempted to explain our quart and gallon measures to them, he had difficulty in making himself clear. Further, they expressed no desire to learn our system of weights and measures. They could not understand why a great nation like the United States should not use the obviously superior metric system. Tho my friend, upon his return, urged his firm to change to the metric system, it is still using the English system of inches, feet, and yards. Why are so few interested in this obviously needed reform? The junking of all machines used now for delicate weighing is a formidable argument against change. However, once the change were made, the business world would soon recognize its advantages.

World calendar—Our four- or five-centuries-old calendar, a system that calls for an exhibition of higher mathematics to ascertain upon what day of the week a certain date in history occurred, is not very simple. A system of monthly divisions that introduces a difference of 11 percent is not a just one on which to make out a payroll.

When Pizarro landed in South America to despoil that civilization, the inhabitants used a calendar so accurate that it lost only one day in 5000 years. In our 2000 years of tinkering with our calendar, we have done but little better. If we divide 365 days by 13 instead of 12, we get 28 days with one left over, which could be taken care of by making it a New Year's holiday. Then every day of the week would always come on the same day of the month.

Why are so few interested in this reform? Probably because of conservatism, the tendency to keep on doing and thinking what we are doing and thinking now.

WHITHER MIDST FALLING DEW . . .
DOST THOU PURSUE
THY SOLITARY
WAY?



An Introduction to

By CARL JOSEPH TIVEL

Granada School
Alhambra, California

Left, photo used by permission of Nature Magazine; right, a U. S. Forest Service photo, used thru courtesy of American Forests

POETRY is a highly specialized subject and warrants explanation to the most intelligent reader if he is not at home in the field. The most difficult task of the teacher of poetry is to secure the "wantings" on the part of any particular class. Complexity of this task is contributed to by the fact that a teacher, at any particular point in the grade system, is almost certain to inherit a class with a previous mind-set against poetry, due, often, to a lack of appreciation on the part of previous teachers.

Bearing this in mind, I have, in the following course-plan, attempted to start at scratch. In the first descriptions desired, it is not stated that they are to be in poetic form. If poetry cannot win by comparison (tho a prejudiced class requires a somewhat loaded technic), it does not deserve to win.

In this course we develop the thesis that we acquire appreciation of poetry by writing poetry, that we proceed from the general to the specific, that pupil doing is everywhere in the foreground—writing, comparing, discussing, looking, listening, recalling, evaluating, reading for comparative purposes.

The one factor that most needs strengthening is that which is the most evasive and elusive—the creation of pupil *wants* for poetry. Upon the *teacher* and his *enthusiasm* and *grasp* and *contagious appreciation* does the success of "getting pupils to like it" chiefly rest. Without this, any method, no matter how improved, will be largely barren of the desired outcomes; and with it,

the inadequacies of almost any method may be overcome to the extent of achieving many desirable ends.

The plan does not aim at being authoritative. Any teacher may replace the material suggested with that of his own selection. Also, the entire plan, or any section of it, may be drawn out or made more compact, to meet the exigencies of any class or the tastes of any teacher.

The chief questions arising out of this plan ought to be along the line of whether, judged comparatively by procedure commonly existent, it will produce a greater number of pupils possessing a finer appreciation, and not along the line of whether every pupil by virtue of this method will become a poet.

Appreciation is here expressed to Dr. Claude C. Crawford for an outlook resulting in a more functional and less formal method of teaching poetry than that hitherto employed by the author.

LESSON UNITS:

I

Describing most effectively things with emotional qualities: (This unit might easily extend over more than a two-weeks' period.)

[A] Describe the acacia tree which is in the school yard. Then contrast with Joyce Kilmer's description in *Trees*.

[B] Describe the famous picture—*The Man with the Hoe*. Contrast with Markham's treatment of the same subject.

[C] Describe Los Angeles. Contrast with Sandburg's *Chicago*, with Longfellow's *Venice*.

[D] Describe how you feel when suddenly turning the corner you find yourself

confronted by a garden of lovely flowers. Contrast with Wordsworth's *I Wandered Lonely as a Cloud*.

[E] Describe your feelings at the sight of a lone duck cutting across the face of a just-risen moon on a summer evening. Compare with Bryant's *To a Waterfowl*.

[F] Describe how you feel when you see a magnificent sunrise. Contrast with Emily Dickinson's *The Day Came Slow*.

[G] Describe the mottled fish that sweeps away as you look into the pool. Contrast with Amy Lowell's *The Pike*.

[H] Describe how you feel about an ungrateful friend. Contrast with Shakespeare's *Blow, Blow, Thou Winter Wind*.

[I] Describe an old person, one who seems not to belong to this age but to the past. Contrast with Holmes' *The Last Leaf*.

[J] Describe how you feel when you hear the latest results of a war, for example: China vs. Japan, Spain vs. Spain. Contrast with Sandburg's *Buttons*, Meredith's *On the Danger of War*.

II

Describing or relating humorous incidents by means of poetry:

[A] Describe an automobile breakdown so that it makes people laugh. Contrast with Holmes' *The Wonderful One-Hoss Shay*.

[B] Describe an excursion, an outing, a joy ride in such a way as to make people laugh. Contrast with Cowper's *John Gilpin's Ride*.

[C] Write humorous poems. Contrast with Lear's *The Jumbles*; Holmes' *The Height of the Ridiculous*; Carroll's *The Walrus and the Carpenter*.

III

Writing poetry that has as its purpose the changing of a condition or of an intended course of action:

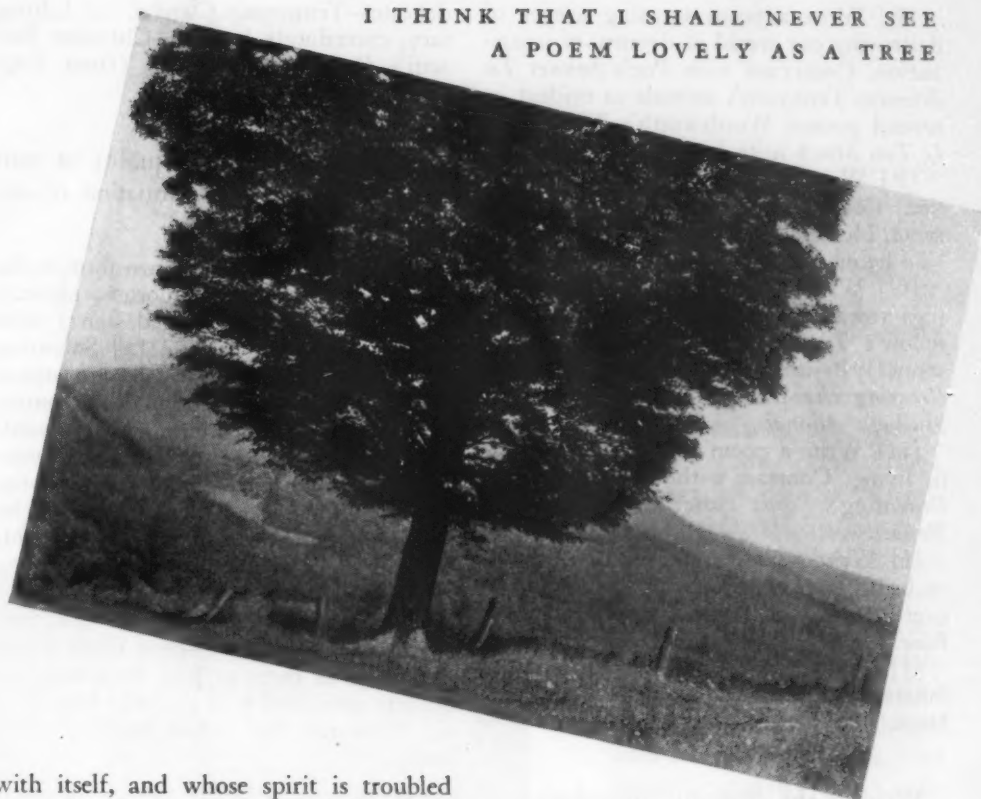
[A] Write a poem intended to prevent the destruction of something you hold dear. Contrast with Holmes' *Old Ironsides*.

[B] Write a poem intended to correct a social condition. Contrast with:

"The golf links lie so near the mill
That almost every day
The little children at their work,
Can see the men at play."

POETRY

I THINK THAT I SHALL NEVER SEE
A POEM LOVELY AS A TREE



[C] Write other poems intended to correct a social condition. Contrast with Henley's *Waiting* (from *In Hospital*); Hood's *The Song of the Shirt*; Elizabeth Barrett Browning's *The Cry of the Children*; Millay's *Ballad of the Harp-Weaver*.

IV

Writing poetry that seeks to interpret other forms of art:

[A] Listen to this *Toccata and Fugue in D Minor* by Bach (electro-orthophonic recording) and attempt to express in words how you feel. Contrast with Browning's *A Toccata of Galuppi's*.

[B] Listen to this violin arrangement of Chopin's *Nocturne in D flat*; express your feelings in words. Contrast with Amy Lowell's *Chopin, Violin Sonata by Vincent d'Indy*, and the first stanza of James Russell Lowell's *Vision of Sir Launfal*.

[C] Listen to Tchaikowsky's *Troika*; express your feelings in words. Contrast with Poe's *The Bells*.

[D] Look at Whistler's picture, *Portrait of My Mother*; express your feelings in words, thinking in terms of your own mother. Contrast with Cowper's *On the Receipt of My Mother's Picture*.

[E] Look at this Grecian urn (a superb picture indispensable) or at this Chinese vase; express your feelings in words. Compare with Keats' *Ode on a Grecian Urn*.

V

Writing poetry that looks deeply into the hearts of other men and women:

[A] Write a poem about someone you sincerely and deeply admire. Contrast with Robinson's *Cliff Klingenhausen*.

[B] Write a poem about a person who had good intentions, who meant well but . . . Contrast with Robinson's *Miniver Cheevy*.

[C] Write a poem to encourage a despairing lover. Contrast with Suckling's *Why So Pale and Wan?*

[D] Write a poem of appreciation, of encouragement for a person who is fighting for the right but who is often misunderstood and reviled. Contrast with Whittier's *To William Lloyd Garrison*.

[E] Write a poem regretting, sorrowing that a great man should take up a poor cause, a wrong cause. Contrast with Whittier's *Ichabod*.

[F] Write a poem expressing the grief, the disquiet that might attach to a great lover of men who sees mankind at odds

with itself, and whose spirit is troubled even after death. Contrast with Lindsay's *Abraham Lincoln Walks at Midnight*.

[G] Write a poem which is supposed to be written by one who is dead and which tells the truth about his life as contrasted with that which is not the truth but which is believed. Contrast with any number of the poems from Masters' *Spoon River Anthology*.

[H] Write a poem, pretending that you are now as old as you will ever be, about your life. Contrast with Landor's *On His Seventy-Fifth Birthday*.

VI

Writing poetry that attempts to show the difference between what might have been and what was, or that shows the importance of everyday decisions on subsequent life:

[A] Pretend that you are very proud and write a poem showing the difference between what you thought would happen and what actually happened. Contrast with Shelley's *Ozymandias*.

[B] Write a poem illustrating how an action of yours may change the destiny of some other person or being. Contrast with Burns' *To a Mouse*.

[C] Write a poem showing how an apparently unimportant decision may affect your subsequent life. Contrast with Frost's *The Road Not Taken*.

[D] Write a poem telling how the loss of one dear to you affected you or might affect you. Contrast with Wordsworth's *She Dwelt among the Untrodden Ways*.

[E] Write a poem illustrating the significance of an opportunity that has slipped by. Contrast with Walter De la Mare's *The Listeners*.

VII

Writing the poetry of sheer imagination, of phantasy:

[A] Write poems of long ago and far away. Contrast with Longfellow's *The Skeleton in Armour*; Aiken's *In Hanging Gardens*; Coleridge's *The Ancient Mariner* or *Kubla Khan*; Branch's *When I Danced with the Great King of Spain*.

[B] Write an imaginative poem that is not "dated." Contrast with Tennyson's *Claribel*.

[C] Write phantasy pieces. Contrast with Lindsay's *The Moon's the North Wind's Cookie*; Blake's *The Tiger*; the Queen Mab speech in *Romeo and Juliet*; Poe's *The Raven*; Poe's *Ulalume*.

VIII

Writing the poetry of idea, of thought: (This unit may last for more than two weeks.)

[A] Write a poem that aims at the prevention of war. Contrast with McCrae's *In Flanders Fields*; Sandburg's *Buttons*; Whitman's *Song of Myself*, Stanza 36; Sandburg's *Grass*.

[B] Write a poem that seeks to express or at least to puzzle over the mystery of life. Contrast with Tennyson's *Flower in the Crannied Wall*.

[C] Write a poem that tries to express the idea of great forgiveness, charity, tolerance. Contrast with Markham's *Outwitted*.

[D] Write a poem expressing faith in God. Contrast with Bryant's *To a Water-fowl*; Dickinson's *I Never Saw a Moor*; Newman's *Lead, Kindly Light*; Clough's *Say Not the Struggle Naught Availeth*; Herbert's *The Pulley*.

[E] Write a poem accusing science of destroying our world of dreams, of imagination. Contrast with Poe's *Sonnet To Science*; Tennyson's attitude as evident in several poems; Wordsworth's *The World Is Too Much with Us*.

[F] Write a poem of doubt, of premonition. Contrast with Dickinson's *Presentiment*; Herbert's *The Collar*; with Hamlet's "To be or not to be."

[G] Write a poem expressing your feelings toward death. Contrast with Longfellow's *Three Friends of Mine* (fourth sonnet); Bryant's *Thanatopsis*; Tennyson's *Crossing the Bar*; Browning's *Prospice*; Shelley's *Adonais*.

[H] Write a poem expressing your joy in living. Contrast with Pippa's song in Browning's *Pippa Passes*; with Millay's *Renascence*.

[I] Write a sentimental poem, intended to bring tears, *not laughter* because it is overdone. Contrast with Field's *Little Boy Blue*.

[J] Write a poem with an artistically inherent moral. Contrast with Emerson's *Days*.

IX

Writing the dramatic monolog:

[A] Write a dramatic monolog (in poetic form), relating how you failed to become famous. Contrast with parts of Browning's *Andrea Del Sarto*.

[B] Write a dramatic monolog portraying your struggle with your conscience on some important life-problem. Contrast with Herbert's *The Collar*.

[C] Write a dramatic monolog in which you are an aristocratic person of great wealth who is now overthrown by the revolt of the downtrodden, as in the French Revolution. Contrast with the type of nobleman in Browning's *My Last Duchess*.

[D] Write a dramatic monolog suggesting the hypocrisy that might exist behind a smiling exterior. Contrast with parts of Browning's *Soliloquy of the Spanish Cloister*.

[E] Write a dramatic monolog telling how you brought the mail safe thru all danger in the Pony Express days. Contrast with *How They Brought the Good News from Ghent to Aix* by Browning.

X

How to improve the quality of your poetry: (The following is not in the remotest degree authoritative. It aims only at getting the idea across by means of example rather than by rule or technical terminology.)

[A] How to suit meter to type of poetry, to thought, to style: [1] Languorous, musical, dreamy—*Evangeline* by Longfellow. [2] Sonorous, powerful, dramatic—Milton's *Paradise Lost*, and Shakespeare's most famous soliloquies. [3] Forward-moving, faster tempo, usually less dramatic—Tennyson's *In Memoriam*. [4] Light, fanciful,

delicate—Tennyson's *Claribel*. [5] Liltng, racy, exceedingly happy—Christina Rossetti's *If I Were a Queen* (from *Sing-Song*).

XI

How to improve the quality of your poetry: (This is a continuation of section X.)

[A] How to suit the stanza form to the idea in mind: [1] Languorous, musical, dreamy—usually many-lined stanza with or without rhyme pattern. [2] Sonorous, powerful, dramatic—usually no stanza form and, with the exception of the sonnet, usually no rhyme pattern. [3] Forward-moving, faster tempo, usually less dramatic—most often a definite stanza form determined by the poet, great variety to be found in the literature of poetry. [4] Light, fanciful, delicate—any amount of stanza variety, most often combines with a line of four major accents. [5] Liltng, racy, usually exceedingly happy—most often found in stanzas of three or four lines and frequently combined with alternate lines having three and four major accents respectively.

XII

How to improve the quality of your poetry:

[A] Alliteration.

[B] Rhyme, internal and external.

[C] Comparisons (figures of speech, metaphors, and the like).

XIII

How to improve the quality of your poetry:

[A] What is meant by a bold, vivid, unforgettable line, or phrase?

[1] The description of the wild tulip as a "thin clear bubble of blood."—BROWNING.

[2] "After life's fitful fever he sleeps well."—SHAKESPEARE.

[3] "The liquefaction of her clothes."—HERRICK.

[4] "Her feet beneath her petticoat like little mice, stole in and out."—SUCKLING.

[5] "The youth lies awake in the cedar-roof'd garret and harks to the musical rain."—WHITMAN.

[6] "With beaded bubbles winking at the brim."—KEATS.

[7] "... The sounding cataract haunted me like a passion."—WORDSWORTH.

[8] "... the cool cisterns of the midnight air."—LONGFELLOW.

[9] "... the cliff That o'er the abrupt gorge holds its breath."—LOWELL.

[10] "... the cliff That beetles o'er his base into the sea."—SHAKESPEARE.

[11] "The flowering moments of the mind drop half their petals in our speech."—HOLMES.

[12] "Was this the face that launched a thousand ships and burnt the topless towers of Ilium?"—MARLOWE.

[13] "Dinted with the silver-pointed pencil, else he only used to draw Madonnas."—BROWNING.

[14] "... My way of life is fall'n into the sear, the yellow leaf."—SHAKESPEARE.

[15] "... death's dateless night."—SHAKESPEARE.

[16] "The purple-dusted butterfly."—MORRIS.

[17] "Will they tie the winds in a tether, put a bit in the jaws of the sea?"—SWINBURNE.

[18] "All round the foul fat furrows reeked where blood sank in."—SWINBURNE.

[19] "While the deep-burnished foliage overhead splintered the silver arrows of the moon."—ARNOLD.

[20] "To warble tunes that nails might draw from slates."—COVENTRY PATMORE.

[21] "She fancies she walks, but her walk skips and dances."—THOMSON.

[22] "As I came through the desert: Meteors ran and crossed their javelins on the black sky-span."—THOMSON.

XIV

One way of listening more critically to poetry of your classmates: (The writing of original poetry of any sort and on any subject satisfying to the student must proceed continuously with sections XIV thru XVI.)

[A] Listen to the original poems read in class.

[B] Secure an anthology of poetry from the library.

[C] Select a poem that most nearly parallels in subjectmatter the class poem you have in mind.

[D] Be prepared to read your discovered poem and compare it with the class poem the next day.

XV

This unit is a continuation of section XIV.

XVI

How to secure more enjoyment from both your own poetry and that of others.

[A] How to improve individual oral reading of poetry (actual reading).

[B] Experimenting in choral reading.

XVII

Attempting to find out if there is any degree of correlation between the subjects and mediums of expression chosen by women poets as contrasted with those chosen by men poets, beginning with a survey of the original poetry written by the class.

[A] Pupil reading and comparing and discussing to the purpose of securing lasting interest in the poetry that is being written *today* as well as in that written in the past.

FIT

to

TEACH

HEALTH IS ESSENTIAL to efficiency of the highest attainable level in almost any line of work. It is peculiarly important for teachers, not only because of the strenuous demands of the classroom on their strength and energies but also because teacher health is the cornerstone of any effective school health program. The *Ninth Yearbook* Committee has made a distinctive contribution, therefore, by analyzing the health problems of teachers and by bringing together an invaluable series of constructive and practical suggestions with respect to the conservation and promotion of teacher health."

In these words, taken from the foreword of the *Ninth Yearbook* of the Department of Classroom Teachers, Emily A. Tarbell, president, emphasizes the timeliness and importance of the study. This practical guide to health has just come from the press and is entitled, "Fit To Teach."

In the preparation of the *Yearbook*, the Committee has interpreted the word, "health," broadly to include not only physical wellbeing, but also mental, spiritual, and social health. The study aims to show: How the school environment and factors outside the school influence the teacher's health; what the responsibility of the community is in the promotion of teacher health; how teachers professional organizations may promote the health of their members; and the duty of teachers colleges not only to familiarize their students with subjectmatter relating to health but also to guide them in everyday living.

On these various subjects a wealth of helpful information from earlier studies has been brought together. In addition, the volume presents a considerable body of original data collected specifically for this study.

In cooperation with the Research Division, the Committee prepared and made use of a series of five questionnaires: [1] An inquiry to classroom teachers dealing with their health problems and health habits; [2] an inquiry to a few

school physicians recognized as leaders in the field of teacher health; [3] an inquiry to presidents of local teachers associations to discover the health promotional activities of such organizations; [4] an inquiry to a selected group of school superintendents; [5] an inquiry to a selected group of elementary- and secondary-school principals.

Nearly 20,000 of the questionnaire forms for teachers were distributed, for the most part, thru the help of presidents of local teachers associations. This inquiry dealt with health status, health habits, and with all school and teaching conditions related to health. Tabulation of the data from these questionnaires serves as the basis for many of the tables and diagrams in the book.

In the chapter, *Health Promotion by Teachers Organizations*, the writer says, "It is not enough merely to recommend that every teacher should be 'fit to teach'; it is an important function of a teachers organization to preserve and improve this fitness." The chapter then indicates some of the steps that have been taken by local, state, and national associations in promoting the health of the teacher,

both directly and indirectly, and calls attention to excellent opportunities which associations have for doing this.

It is pointed out that in the past the attention given to teacher health by organizations has usually come indirectly as a result of efforts to secure other advantages for teachers such as tenure, retirement, adequate salaries, and reasonable sick leave. It is made clear that these

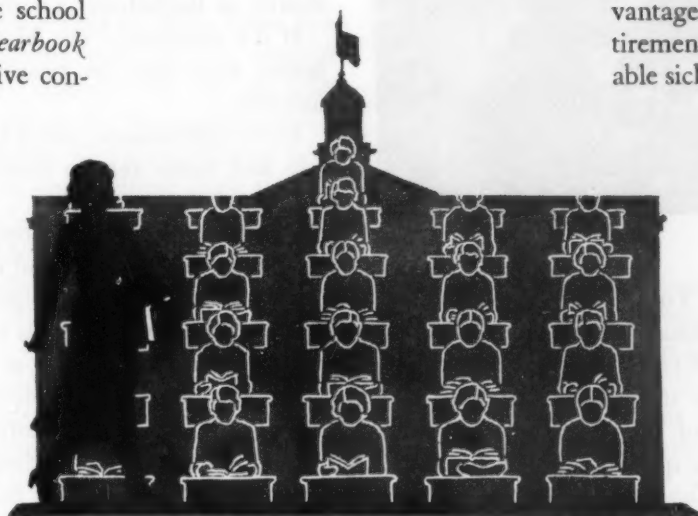
indirect efforts should continue to play the leading role. While teachers associations must assume the major responsibility in campaigns for bringing about better teaching conditions thru tenure and retirement legislation and adequate salaries, they must acquaint the public with the essential facts and help to create a public opinion favorable to the proposals.

Other services discussed thru which an organization may more directly promote the physical and mental

health of its members are: [1] Credit union facilities; [2] group health insurance; [3] purchase of hospital care thru group hospitalization. Replies to the questionnaire show that a large number of local teachers associations already provide one or more of these health services and many other groups are establishing them. Among others mentioned are: An active committee on teacher health, a definite recreation program, a recuperation home, periodic health examinations. One state association subsidizes a "Preventorium for Teachers" in which more than 1100 teachers have had hospitalization at great savings to themselves and to society.

However, when the actual programs of organized groups in the field of health are compared with possible activities it is realized that only a beginning has been made. It is hoped that this *Yearbook* will provide the incentive to organizations to direct their energies toward more effective health programs.

Members of the *Yearbook* Committee are Mrs. Mary D. Barnes, *chairman*, Sara H. Fahey, Mary E. O'Connor, George O. Ross, and Thomas D. Wood.



Drawing from the cover of the Yearbook symbolizing the teacher whose buoyant health is reflected in classroom efficiency

GOING TO

S. Woodruff is planning (details in later issues), there will be "enough" of whatever else you are interested in.

If it's history, you'll recall Henry Hudson, Peter Minuit, and the Indians who sold Manhattan for \$24.

If it's science, there is the Museum of Science and Industry in Rockefeller Center.

If it's astronomy, the Hayden Planetarium will spread before your eyes the heavens of yesterday, today, or tomorrow.

If it's high finance, take a look at Wall Street but perhaps you had better refrain from any fliers on the Stock Exchange.

If it's the theater, the opportunities are unequalled as you see by strolling around between 42nd and 59th streets—everything from grand opera down to trained flea shows.

If it's industry, take your choice of viewing some of the finest working conditions or some that are undesirable.

If it's transportation, ride the subway, the elevated, the double-decker buses, or any other kind of vehicle that human ingenuity has produced. And, of course, somehow or other you will want to go over and under the Hudson via the tubes, the ferries, and the majestic George Washington Bridge.

If it's architecture, take along your favorite liniment to cure your stiff neck after you've gasped and gazed up at the tower of the Empire State Building, the canyons of lower Manhattan, or looked down from the observation towers of Rockefeller Center.

If it's sports, there are three major league baseball clubs and Madison Square Garden.

If it's ocean swimming, there are Jones Beach (slick as a whistle) and Coney Island (with plenty of company).

If it's epicurean, there are restaurants in profusion of every known nationality and type.

If it's sociology, visit the tenements on the lower east side or 125th Street in Harlem and don't miss Chinatown or perhaps a session of night court.

If it's art, there are the Metropolitan Museum of Art and the many other exhibitions and galleries.

If it's natural history, there is the American Museum of Natural History.

If it's churches, there are the Cathedral of St. John the Divine, the Little Church Around the Corner—nobody knows how many teachers may go there (not just sight-seeing)—and others of all creeds.

If it's open spaces—well, you wouldn't go to New York to find them but as a matter of fact you can even find some fairly wide spaces. For on Manhattan Island, Central Park alone covers more than 800 acres, which would make a fair-sized farm in most any section of the West.

Old Sol streaming thru the windows of Grand Central Terminal. Upper—A portion of Manhattan at night—a fairyland of lights



HAVE YOU BEEN to New York City? If not, you've missed one of the greatest shows on earth. No barker is required to tell you so. Seeing is believing.

Richard Burritt recounts the story of "a little old lady who spent her life in the hills of Tennessee. For years she never knew what it was to have quite enough of anything, whether it was stockings or shoes or beaten biscuit and chicken hash. A neighbor boy who loved her dearly grew up and went away to New York, where he made considerable money. He sent for her to come to the East. There came a day when she stood on the seashore and looked out across the Atlantic and back at the incredibly beautiful skyline of New York City. When at long last she could speak, she could only say, 'At last. . . . At last here's something there is *enough of*.'"

When you go this summer to attend the seventy-sixth annual convention of the National Education Association (June 26-30) you'll agree with the lady from Tennessee. Besides the great convention program President Caroline



NEW YORK?

But we must call a halt to this listing of wonders to be seen. The editor says just two pages for this article, and the makeup people demand space for some pictures. So, we can't list all the other things you'll want to see in New York City except one which absolutely is not to be passed up.

You *must* see the boats. New Yorkers claim there is an ocean liner docking every twenty minutes. We wouldn't know about this particular "statistic" but we do know there are always boats. See one of the big ones if you can. Make an inspection trip. Maybe you are planning to sail away after the convention on one of these sleek prowlers of the deep. If not, it's a thrilling sight just to watch one of them leave port, perhaps at midnight with a bright moon beaming and the tugs chuffing away to wrest the giant from the dock. It's a gay, noisy, romantic, unforgettable scene.

After the convention your wandering spirit may lead you to upper New York State with its wonderful vacation land in the Adirondack Mountains or into New England with similarly beautiful areas. Here you can golf or fish or hike or loaf to your heart's content. A trip up the Hudson by boat is always thrilling. Maybe you will visit West Point. Canada wouldn't be far away.

Or, if you are so inclined, you can go to summer school at one of New York City's many institutions of higher education or in Boston or some other city in the northeast. As with other interests and commodities, no matter what kind of an educational opportunity you wish to avail yourself of, it can be found in the New York area.

Good roads from every direction lead to New York City. Ask your local automobile association for maps. If you don't belong to an auto club, write to the travel bureau of one of the major motor fuel companies. These bureaus are equipped to send you a set of maps covering the entire trip. If several teachers travel together by automobile, the trip can be made at a surprisingly low cost. For example, from Omaha, Nebraska, the minimum expense would run about as follows for the round trip for each of four teachers:

Gas and oil (both ways)	\$8
Meals—8 days (both ways)	12
Rooms—8 nights (both ways)	16

Expenses in New York would be approximately as follows:

Hotel—5 days	\$15
Meals—5 days	10
Recreation	10

Thus, for a total of about \$71 an Omaha teacher might

A bit of grass and space at the rear of the Public Library. Upper—Skyline of lower Manhattan as seen across famous old Brooklyn Bridge



take this trip to the convention. Teachers from other cities may make similar estimates.

If you prefer to travel by train, bus, or boat, no difficulty will be encountered in finding facilities.

As to stopping places in the big city, hotel facilities are presented in the advertising pages of this issue of *THE JOURNAL*.

Enroute to New York your plans may take you thru historic Washington or Philadelphia, industrial cities such as Pittsburgh and Baltimore, or historically sacred spots like Valley Forge and Gettysburg—but to tell about these places would be another story in itself.

Of course, you'll have to decide for yourself how you are going to go, how much you will spend, and where you will stay. The main thing is to go. You'll make friends with teachers from other states; you'll hear an outstanding convention program; and you'll see New York. Can you afford to miss it? May the sidewalks of New York feel the touch of your feet in June 1938!—LYLE W. ASHBY



Does STUDENT AID Pay ?

Margaret M. Thomson

*Miller Vocational Schools
Minneapolis, Minnesota*

ELAINE WINSTON's name was appearing with greater frequency on our school's list of absentees. As the social worker of the school, I was responsible for accepting or rejecting her excuses: "My mother was sick and kept me home." "I had a cold." It was also necessary to see that her teachers received her back in their classes with some goodwill, for Elaine was failing as a result of her repeated absences. She worried me for another reason. For a girl not yet seventeen, her cheeks were somewhat too red with rouge; her blue-gray eyes were made too large by the shadow of mascara; and her clothes were not simple or wellchosen.

At last, exasperated and puzzled, I turned directly to her when she handed me one of her stereotyped excuses, and said, "Now Elaine, tell me the real reason why you are absent so much."

She began to cry, and said incoherently, "My father gets drunk and he treats my mother so mean I just can't sleep, and I can't come to school the next day."

After this, Elaine was not absent for several weeks. The next time she was out I went to find her. Her address proved to be an old brick building called a "hotel." No doubt the regulations regarding the number of toilets and kitchenettes per family were not exacting, and many people could be crowded together without breaking the loose laws regulating tenements. A neon sign announcing a beer parlor in the basement shone warmly in the darkness.

I found Elaine in the hall at the common telephone. She was talking in that happy, excited voice a girl uses in making a date. Dates can assume a tremendously important place in the life of a girl of seventeen, especially when they provide her only means of escape from the troubles with which her parents have surrounded her. Elaine accepted my visit as a friendly one. She told me that her absence from school was due to her mother's illness. She felt it her duty to ask me if I wished to see her mother, and I replied that I did. The light in the hallway would not turn on, and she seemed unable to turn on a light in her room. Embarrassment was growing. After all, the source of my request

to see the mother was curiosity, and so I left. Elaine was in school the next day.

It was not many days afterward that Elaine's father came to my office. The girl's story that her father drank was true, and this day had been no exception. He said that he had been a salesman, but that he had been out of work for a few years. One might imagine the man he had been—a jolly fellow who slapped his customers genially on the back and got their orders—at a time when everyone was buying. Now his once easy, confident ego was mortally hurt; the depression had licked him. His clothes, once good, were frayed and soiled; he had lost most of his teeth. He had been a WPA supervisor, but had lost that job, and was now on direct relief. He wanted to know about this aid for students that the government was giving. He had no money with which to buy Elaine's books and school supplies.

The school's rule that the students receiving aid must be passing in their studies should have disqualified Elaine, as she was failing. Altho she had a competent mind, it was never quite functioning in the situation at hand.

Could Uncle Sam stretch out his long arm and try to pull this child out of the slough of the depression? Yes, for few rules are so good that they can't be broken. I could find \$3.60 a month in our student aid budget. I needed someone to help type my letters and school records. Elaine could type and take dic-

tation. Twelve hours of work a month would help me, and the money so earned would buy Elaine her school supplies. So she became a minor employee of Uncle Sam, thru the National Youth Administration.

As Elaine's attendance was not at once perfect, I told her, "Elaine, if I can depend on you, you can be a great help to me. Otherwise, you'll be a nuisance!" She decided to be a help. Altogether, the government paid Elaine \$26.40, and she gave me necessary and reasonably efficient help. Her report card showed all passing marks.

This fall, Elaine returned to school and we put her on a \$6-a-month schedule for twenty hours of work. She is still helping with my records. I am sure that Elaine would have been numbered as one of our "drop-outs" if she had not had financial assistance. And knowing Elaine, I think that her career for a few years would have been as a "fille de joie." Now Elaine has learned to earn money honestly.

This story of a young person who was steadied by being able to see her way thru an impossible financial problem could be duplicated many times over by teachers across the country. Nothing is more gratifying than to see the change that comes over a discouraged child when he is given the chance to shoulder some responsibility and make his way. Today, the vocational school in which I teach has 166 young people on the government payroll. These students are learning something of what it means to run a school, as they help correct papers, keep records, keep in repair library books, wash dishes in the cafeteria, help our janitorial staff, take dictation, and type—I could not list all of the jobs. Many a child is learning that the teacher's day does not end when the students go home.

Since the program of student aid is so important, it seems to me that teachers should ask for its continuance in the federal budget. The program could well become an integral part of every school system. However, the appropriation of funds should allow for the payment of a member of the school staff whose duty should be the supervision of the whole program of work and aid.

The Non-English-Speaking Child

GLORIA HOWATT

Miami, Arizona



THE part played by the teacher in forming the character of the average boy or girl in our American schools is important, but the value of the teacher in the lives of the non-English-speaking children of foreign parents is inestimable.

The immigrants are often made up of the poorer, uneducated class of people who were dissatisfied at home. They came to the United States and found their earning ability much greater than it was at home, low as it may seem to us. They are having a hard time changing their standard of living. Gathered with people of their own race in a colony, where they live as nearly as possible as they did in the Old Country, they feel isolated from others in the community. Soon they realize that by comparison they have very little. They build up a hatred for the American people, ideals, and institutions, and they pass this feeling on to their children.

The native American, on the other hand, does not understand the feelings of the foreigner. He judges him by his home, which is necessarily poor; his habits, which seem peculiar; and his intelligence, which the average American cannot judge since he has few points of contact with him. The American, feeling superior and selfsatisfied, passes this impression on to his children.

In the school where the attendance is made up of mixed nationalities, complications often reach major proportions. There are schools where even the teachers take sides. Still we pretend that we are teaching all future American citizens that all men are created equal, that America is the land of the free and the home of the brave, and that we believe in justice for all. These must sound like empty phrases to many a foreign-born child or a child of foreign-born parents.

The responsibility of changing the situation rests on the shoulders of the teacher. It is a problem which has been overlooked, perhaps because it has seemed unlikely that a teacher would neglect her stated ideals by making a difference in her attitude toward chil-

dren or that children themselves would draw a social barrier. But teachers living in communities where there is a large foreign element know that this barrier exists. They know that it is as important in the present and future of these children as learning to read and write. Many teachers feel at the end of a school term that they have failed because they have been unable to bridge the gap between the two groups of children or between themselves and their children.

A teacher for one of these classes or schools should be chosen with special care. To begin with, she should have those characteristics which tend to make a good teacher, such as kindness, alertness, and enthusiasm. Then she should have an understanding of the race with which she is dealing, its traits and characteristics, prejudices and enthusiasms. She should be tolerant of racial shortcomings and enthusiastic—but not condescending—about racial talents. If, after working with non-English-speaking people for a year, a teacher finds that she has no liking for them, that their problems do not interest her, that their affections do not touch her, she should ask for a transfer.

Should teachers of the same racial descent teach in these schools for foreign children? With such a teacher all feeling of resentment is missing in her relations with her pupils. She is often inspiring to them and can make sailing smoother in her class because she more often has the confidence of the pupils and the support of the parents.

On the other hand, such a teacher is inclined to overlook the traits which keep children of foreign parents foreigners. She often does not notice English spoken with an accent. She is so closely identified with the group that she herself is driven to feel the gap between herself and her people and the rest of the American school system. Consequently she

sometimes does not create the proper link between the foreign child and American life.

All teachers for foreign children should be trained in phonetics and should have as excellent pronunciation and as good enunciation as possible. There are too many children born and reared in the United States who speak English with an accent and their parents' mother tongue with an accent. The teacher need not necessarily speak the foreign language, but she should study it enough to know where a child is likely to have an accent. For example, if she is teaching in the Southwest, she should know that in the Spanish language an initial "S" followed by a consonant is a very difficult sound and that a Mexican child can say "España," but that he finds it difficult to say "Spain." He changes it to "Espain." This is often overlooked at first, and when noticed it is too late to be remedied because the child's speech habits are formed.

The teacher is responsible for teaching the children not only our language, but American standards and ideas. She must teach them the American standard of good taste in clothes. She must teach them to enjoy American entertainments and music. She must give them some knowledge of American people, foods, books, ideas, prejudices, and likings. In short, she must teach them all that American children know when they enroll in the first grade, and she must do it quickly too, because if a child is retained too often he becomes over-aged and drops out of school early.

The child from the average American home is encouraged to become a good citizen. He can depend on his family for understanding, sympathy, and support. But the foreign-born child must sympathize with and support his parents. Because he is young and has learned a little English his parents depend on him to make themselves understood by those they meet. They give him the responsibility of making decisions, and the child turns for understanding and sympathy to the teacher—sometimes the only person he knows who can be approached.



A FORWARD

The old Oregon Trail as it cuts thru the hills out of the Green River Valley. "Names Hill," marked by the white circle, is covered with inscriptions left by pioneers. This historic hill is being preserved by the Wyoming Landmark Commission.

A VAST SUM of money is being spent every year to make our highways safer and more comfortable. Why not spend some time and means to make them more interesting? Why not make a concerted effort to lure speeding motorists to "stop, look, listen" and learn the thrilling epic of America while they travel?

These questions, asked by a speaker at the Oregon Trail Memorial convention in Utah last summer, should be of challenging interest not only to our road commissions, but to our civic service groups and our educational leaders.

Just what is involved in the constructive suggestion that we add interest to our highways? These roads we are developing at such cost follow in the main the pathways of history. Old trails, blazed by the wild animals and deepened by Indians and trappers, missionaries, covered wagon pioneers, the overland stage, the Pony Express, the pioneer freighters, and the cowboys, are largely the same routes as those over which we speed today in streamlined trains, automobiles, and airplanes. Yet there are regions in our land where one can travel for hundreds of miles without ever being apprised of following a historic trail or being told anything of the romance of real history that links with it. Would not our travel be greatly enhanced by having these old trails paralleling our highways attractively and adequately marked? Might not new zest and meaning be added to our trips by developing the "story spots" along these pathways of the pioneers? What better way is there of giving concreteness to history and geography and literature than to linger at such spots and learn firsthand the matchless story of America's making?

Our steamships are crowded every year with tourists bound for Europe. What is the lure that leads them overseas? Not scenery. Our country can more than match the best that Europe has to offer in scenic attractions. It is mainly the "story spots" of the old world which have magnetic power. We all like to linger 'round places where stirring events have taken place either in reality or in the minds of creative writers. Europe is full of these, and the European has been keen to capitalize on this advantage by preserving places of historic and literary interest. The slogan of our commercial clubs, "See America first!" is likely to go largely unheeded until we likewise appre-

ciate and develop our wealth of historical resources. Here is opportunity for businessmen, authors, artists, teachers.

Saving our places of historic moment and creating literature and works of art that portray the spirit and genius of American life and character are, of course, going on every day. In the older sections of our country much has already been accomplished. As a result of patriotic efforts, we have Independence Hall, the Betsy Ross home, old South and North Church, Lexington Green, Valley Forge, Mt. Vernon, Monticello, Fort McHenry, the Alamo, Sutter's Fort, Gettysburg, and other shrines dear to our hearts. Thru our literature and other forms of art we are making many distinctive characters and scenes of American life stand forth. Yet these are but an inspirational beginning in the conservation of our priceless heritage.

Here is an all-American cause that should enlist wholehearted cooperation. Every state and every village and city has played its part in the drama of America and has some "story spot" worth preserving not only for its local but for its larger values. Each community is closely linked with the nation as a whole by one or another of the old trails that spread netlike over all our land. Within every town, within every home, there are relics, old documents, letters, perhaps diaries that preserve firsthand data on the story of America. Among the inhabitants of each part of our country are gray-haired men and women whose memories hold invaluable information, choice stories that make history come to life.

What systematic work is being done by each community toward preserving and putting to real use these basic materials of history and literature and art and education? In how many of our towns and our schools is there a museum? How are school and public librarians helping to gather and make available old manuscripts or other firsthand data for use in vitalizing history? What is being done in each community to enrich the collection of books that portray truthfully and interestingly the story of America's making? To what extent are significant old landmarks and other "story spots" being preserved? Are the life stories of the pioneers that still linger with us being recorded? What has been done toward finding and marking the Indian and pioneer trails that bind each community with other parts of the state and country?

One of the towns in a western state began not long ago to give some positive answers to these questions. The birthday of this place falls on September 13, the day when in 1850 a group of covered wagon pioneers made a settlement there. Some leader in the town started the movement to have an annual celebration of the event. To inaugurate the plan auspiciously a holiday was declared, and a unique

LOOK WITH HISTORY

Howard R. Driggs

*Professor of English Education, New York University, and author of
"Language—A Living Force in Education" in the September 1937 Journal*



program carried thru. The whole community formed a procession and visited various historic spots in the town. The battleground where early settlers and Indians had fought, the sites of the first schoolhouse, the first meetinghouse, the old mill, the corners of the old fort wall, and other places of interest connected with the building of the settlement were visited in turn. At each spot some veteran or a descendant of the pioneers told briefly the story of the place. It was an impressive lesson in local history for all the townsfolk and their visiting friends. More important still was the resolution unanimously adopted that the birthday of the town be commemorated every year with appropriate programs and pageantry; and further, that each year one of the temporary markers be replaced by a lasting and artistic monument. That plan is being carried forward. This same community, thru the daughters of its pioneers, has now a log cabin museum filled with relics. It is preserving also its pioneer adobe schoolhouse as a memorial. The schools are cooperating closely in all these movements.

Another type of leadership, from a national viewpoint, is that being given by the Oregon Trail Memorial Association. This organization, made up of representative Americans who have given of their time, talents, and means to the cause of saving our pioneer trails and our fine American traditions, has already made notable progress in its patriotic service. Thru the cooperative efforts of this national organization with state and local associations and individuals, the Old Oregon Trail and its allied branches are being reclaimed as historical highways. Hundreds of strategic points along these trails are being monumented; a goodly number of city, state, and national historical parks have been established. All these results are most heartening and commendable—but the greater part of the work still lies ahead.

A comprehensive plan of action which invites participation on the part of all has been adopted. The work of making our highways more interesting by marking the old trails, preserving the "story spots," and developing historical parks along them is to be carried forward with the help of our civic and patriotic organizations. The story of our country, taught from an all-American viewpoint and made intrinsic with the courses in history, geography, literature, creative language, art, music, and other subjects, is the part that leaders in education will be glad to sponsor. Libraries should be enriched and museums established to reinforce this phase of the work. Helping to find and to mark the old trails, participating in the summertime activities, making pilgrimages to historic spots, assisting in the protection of the old landmarks and monuments—are all parts that can well be played by our Boy Scouts and allied

organizations. A fourth phase of this plan of action, the preserving of our American epic and our traditions in lasting and artistic forms, naturally falls upon our authors, sculptors, painters, dramatists, and musicians.

At the recent convention of the Oregon Trail Association carrying forward the memorialization of the Pony Express Trail toward completion was made the special work for 1938. Following is the program adopted:

[1] *Pony Express Day, April 3*—Official opening day of the national campaign thru radio broadcasts and other programs, news and magazine releases.

[2] *Memorial Day, May 30*—Pilgrimages by Boy Scout troops to graves of the promoters, the riders, and station keepers of the Pony Express for appropriate ceremonies and decorating the graves.

[3] Completion of the monumenting of all known Pony Express stations along the route. Erection of official national markers at frequent intervals along the trail—this to be done cooperatively by patriotic and civic service clubs, and road commissions.

[4] Reclamation and dedication of various old landmarks, stations, fortresses, and other significant remnants of the Pony Express as memorials to this pioneer fast mail. This to be under the leadership of city and state officials and patriotic groups.

[5] *Pioneer Telegraph and Pony Express Day, October 24*—To be commemorated by schools as the official close of the national celebration.

The Pony Express, it should be remembered, was a national institution. This pioneer fast mail was established in 1860 to help bring the ends of our nation together just as it was on the verge of a war that was to test whether it was to survive as a Union. The trail over which the Express ran was geographically a Western trail; but the patriotic promoters—Russell, Majors, and Waddell—who lost their fortunes in this enterprise, and all the courageous pony riders and station keepers were born east of the Missouri. It is probable that every Eastern state then in our Union had native sons among that band of heroic men.

Closely linked with the Pony Express is the story of our first transcontinental telegraph. With the connecting of the wires from the far West and those from the far East in frontier Salt Lake City on October 24, 1861, the days of the pioneer Pony Express ended. A new chapter in the epic of communication was begun. Our schools will be glad to remember fittingly this historic day. It offers opportunity for stirring programs and pageantry based on the romance of American transportation and communication.

Again the Ph.D.



THE ARTICLE ON "The Ph.D. Superstition" by Dr. John C. Granbery in the December 1937 JOURNAL brought forth a response ranging from hearty approval to intense condemnation. We would first recommend that the reader turn to page 305 of the December JOURNAL for the original article.

"May I trouble you to give me a list of the universities granting the degree of Doctor of Education? I am very much in accord with Dr. Granbery and as I am considering making a try for the doctor's degree I would like to communicate with such schools as you mention," writes one reader.

"The second paragraph of the article contains nothing short of a libel. Of course, it does not name any institution but it very clearly states that if one has enough money he can secure a Ph.D. degree. That is an insult to every institution which offers such a degree," writes another reader.

"You are to be heartily commended for the article in the December JOURNAL," writes the principal of a Colorado junior highschool. "Let's have more facts, more selfcriticism, and less philosophy and patting-ourselves-on-the-back."

Dr. Warner M. Willey, associate professor of education, Western Kentucky State Teachers College, Bowling Green, writes:

"To begin with, such a title as used by Dr. Granbery was unfortunate as there is no such thing as a superstition attached to a learned degree . . . His accusation that 'no special ability is required to take the Ph.D.' smacks of such gross neglect of facts that one is constrained to question the sanity of the author as well as the editor who would approve such an article for publication. It is a wellknown fact in advanced graduate study that the highest educational degree consists of the segregation of special abilities. Does he mean it requires no *special abilities* to meet language requirements and convince deans and committees of special abilities? . . .

"Evidently this author would be a poor adviser for a student writing a thesis as he thinks so little of graduate research and study. He overlooks the fact that many dissertations have passed their eighth edition and are still being used profitably.

"The quest for the M.A. or Ph.D. is the most effective training for independent

thinking known to mankind. Docility is left on the secondary and undergraduate level. . . . Should this article be taken seriously, the readers might be discouraged and disturbed and lose faith in the things that have been accomplished. . . . Are we so disloyal to our work and profession that we shall openly disavow them? Did you ever hear of the holder of the M.D. degree discounting his degree?"

The following comment is from J. M. Valerio, instructor in the Crane Highschool, Chicago:

"I have just finished reading with much interest John C. Granbery's article on the Ph.D. originally published in the *Texas Outlook* for September. This is one of the most timely articles ever written. We seem to be going thru an era of afterschool and vacation courses which take all the spare time and money of most teachers, young and old. There are people who, since they entered the teaching profession, have never left the schoolroom. They are giving their entire time and thought to pedagogy. They read no magazine, they read no book outside of the above subject. They even do not read the daily paper. We used to condemn businessmen who could talk only shop. The average teacher is fast getting in the same boat. . . . The saddest part of all this is that most educational courses may have high-sounding names, but one is a pure repetition of the other.

"Should a teacher stop studying once he gets a job? He should not, but if he must have a Master of Education why not have a course consisting of 20 percent pedagogy, 40 percent subject he teaches, and 40 percent general culture?

"Here the university registrar will ask: 'But if from time to time a teacher does not hand to some institution of higher learning twenty to forty dollars, and if he does not take one of its courses, how can he keep abreast of the new things in teaching?' . . . How does a doctor keep abreast of his science? Trade magazines, new

books on the subject, lectures, visits to outstanding clinics, these are the things that enable him to keep up with his profession. Why can't teachers do the same?"

Dr. F. A. Beu, dean of the Eastern Illinois State Teachers College, Charleston, writes:

"I have no quarrel with the writer of the article 'The Ph.D. Superstition' if he is thinking of 1909 when he received his Ph.D. A thesis published at that time in many major universities would not be accepted as meeting the requirements for an M.A. at those same universities today. If the writer has in mind the requirements necessary for earning a Ph.D. within the last decade at any reputable institution of higher learning, I disagree with the ideas he expresses in nearly every paragraph.

"He says no 'special' ability is required to obtain a Ph.D. degree at any university, that money and time alone are the prime requisites. Surely he must be aware of the general practice of many universities of requiring Ph.D. preliminary examination in which from 20 to 70 percent of the candidates are eliminated, depending upon the institutions and the candidate. Along the same vein he must be cognizant of the fact that many of the people who take a Doctor of Education degree do so by their own admission because they do not wish to meet the foreign language requirements for a Ph.D.

"It would be an easy task to prove to him that college and highschool teachers do continue to write and publish material after they obtain a Ph.D. The idea that research disqualifies people for real teaching is a rationalization on the part of the majority of people who do not have a Ph.D. degree. Research and classroom teaching go hand in hand. Let us encourage research to give us more objective and scientific materials to use in the classroom in order to dispense with the arm-chair philosophy used in too many classes.

"His criticism that a Ph.D. in the biological or physical sciences would not fit one for the teaching of social science is not very constructive. I wonder if our learned friend goes to an eye specialist for the treatment of his eyes or to the general doctor of all medicine found in small villages. . . .

"There is no law on record which forbids 'tired teachers' from attending a summer school in the mountains or on a seashore. Does the author not believe intelligent teachers can combine these two activities, namely going to summer school and securing a much-needed rest?"

Editorial note—There is no group in America that is closer to the life of the people than teachers. There is no group that has both the opportunity and the obligation to record its experience, both its technical and its human experience. And yet the output has been relatively low. THE JOURNAL is greatly interested in teachers who wish to write and who have some aptitude for it, combined with a good sense of values. Every such teacher should be encouraged. Writing is a fine art and like all fine arts requires long selfdiscipline and sustained practice for the best results. The inexperienced writer is likely to underestimate the time and hard labor necessary for good workmanship. This article, written by a JOURNAL staff member, will help to answer questions of young writers.

Why Don't You Write ?

AND BETTY, a problem child sure enough, made the best Mexican murals—

"Our 'Know Your City' project was—"

I was not exactly eavesdropping. But I did feel that the two teachers, my street-car neighbors, deserved an audience, since neither—in her eagerness to tell her own story—was listening to the other. I wanted to ask, "Why don't you write an account of those classroom experiences for publication?"

For a moment I was startled into thinking I had spoken aloud. One teacher said, "You know, I think we ought to get stories like these published."

The other shrugged. "Who would publish them? How would we go about it?"

Here are some suggestions for "going about it":

[1] Ask yourself: Is the subject worthwhile? Will I be making a contribution? If you can answer these questions affirmatively, your task is already half done. You need not write on some such grandiose theme as, "Are the schools saving civilization?" You can probably make a greater contribution thru a homely topic such as, "How our school is solving the attendance problem."

If you answer the questions in the negative, consider Francis W. Parker's statement: "If your work is too poor

to bear the light of day, it is too poor to occupy the time of children." Colonel Parker urged his teachers to write not only because their descriptions of worthwhile classroom activities were helpful for other teachers, but because the writing clarified each author's own thinking and evaluation.

[2] Write the article in a simple, unaffected style. Don't get research-y and technical. Don't crowd your manuscript with quotations and footnotes, but if you do use another's words, be scrupulous about giving him credit.

A good practice would be to use as a model any book by George Herbert Palmer—whose works are almost uniformly excellent—following a technic similar to Franklin's study of *The Spectator*. In *Self-Cultivation in English*, Palmer gives some simple precepts for effective mastery of English as a tool. They are:

[a] "Look well to your speech. . . . We speak a hundred times for every once we write. . . . If a man is slovenly in his ninety-nine cases of talking, he can seldom pull himself up to strength and exactitude in the hundredth case of writing.

[b] "Welcome every opportunity for writing. . . . If a letter is to be written to a friend, a report to an employer, a communication to a newspaper, see that it has a beginning, a middle, and an end.

[c] "Remember the other person. . . . Every utterance really concerns two. . . . Is what I say precisely what I mean? That is an important question. Is what I say so

shaped that it can readily be assimilated by him who hears? This is a question of quite as great consequence, and much more likely to be forgotten.

[d] "Lean upon your subject. . . . When the frightened schoolboy sits down to write about spring, he cannot imagine where the thoughts which are to make up his piece are to come from. He cudgels his brain for ideas. He examines his pen-point, the curtains, his inkstand, to see if perhaps ideas may not be had from these. He wonders what his teacher will wish him to say, and he tries to recall how the passage sounded in the *Third Reader*. In every direction but one he turns, and that is the direction where lies the prime mover of his toil, his subject. Of that he is afraid. Now . . . this subject is not in reality the foe, but the friend. It is his only helper.

[e] "We should do the work and not think about it; do it day after day and not grow weary in bad doing. Early and often we must be busy and be satisfied to have a great deal of labor produce but a small result. . . . An ambitious author is wise who writes a weekly essay for his stove."

[3] Put your first draft aside for several weeks. Then when you bring it out for re-reading, you will be surprised at the improvements you can make. Read it aloud to friends for criticisms and suggestions. Keep a copy of this poem on your desk:

If you've got a thought that's happy,
Boil it down;
Make it short and crisp and snappy,
Boil it down;
When your brain its coin has minted
Down the page your pen has sprinted—
Boil it down.

Take out every useless letter,
Boil it down;
Fewer syllables the better;
Boil it down;
Make it plain, express it
So we'll know, not merely guess it;
Then, my friend, ere you address it,
Boil it down.

Boil out all the useless trimmings,
Boil it down;
Skim it well, then skim the skimmings,
Boil it down;
When you're sure 'twould be a sin to
Cut another sentence into,
Send it on and we'll begin to
Boil it down.

—JOE LINCOLN

[4] Make sure that facts, dates, and names are accurate. Inexcusable errors

discredit your manuscript in the eyes of the editors who analyze its merits.

[5] Type your article, double-spaced, using a not too moth-eaten ribbon. Since your manuscript will be in competition with many others, the more attractive it appears, the better impression it may create. Submit the original, rather than a carbon or mimeographed copy, and retain an extra copy for your own reference.

[6] Study the magazine to which you plan to send your manuscript, so that your style and content will be in harmony with those of the periodical. Probably the editor will tell you the standards which you must meet. THE JOURNAL, for example, in its memorandum for writers, states that it aims to include only material which:

[a] Advances the policies for which the Association stands.

[b] Appeals as far as possible to all JOURNAL readers.

[c] Is clearly written in simple English.

[d] Is accurate in facts cited.

[e] Does not claim more space than the topic justifies in a journal devoted to the whole profession.

[f] Does not cover ground too recently covered by other articles in THE JOURNAL.

[g] Helps to round out THE JOURNAL's treatment of the entire field of education.

[h] Helps to unify the profession in its attitudes and working policies.

[7] Send the manuscript to the editor along with a courteous transmittal letter. Strike a happy medium between the timid soul who writes, "I am enclosing a manuscript which is probably unworthy of publication in your magazine. Just throw it into the waste-basket," and his antithesis who asserts, "Everyone who has read my article has said it is excellent. If you do not choose to run it, please return it forthwith and no feelings will be hurt, as I can readily place it with some other magazine."

Contrast these two letters with the following. Which of the three would most favorably predispose you toward a manuscript you were about to read? "Inasmuch as your magazine is stressing the improvement of reading this year, I am enclosing a brief report of some work we have done in this field in our highschool. I shall appreciate your consideration of this manuscript and hope you will be able to print any or all of it. In case you are unable to



ABOUT THIS TIME I met with an odd volume of the Spectator. . . . I thought the writing excellent, and wished, if possible, to imitate it. With this view I took some of the papers, and making short hints of the sentiment in each sentence, laid them by a few days, and then, without looking at the book, tried to complete the papers again, by expressing each hinted sentiment at length, and as fully as it had been expressed before, in any suitable words that should come to hand. Then I compared my Spectator with the original, discovered some of my faults, and corrected them. But I found I wanted a stock of words, or a readiness in recollecting and using them, which I thought I should have acquired before that time if I had gone on making verses. . . . Therefore I took some of the tales and turned them into verse; and, after a time, when I had pretty well forgotten the prose, turned them back again. I also sometimes jumbled my collections of hints into confusion, and after some weeks endeavored to reduce them into the best order. . . . This was to teach me method in the arrangement of thoughts. By comparing my work afterwards with the original, I discovered many faults and amended them; but I sometimes had the pleasure of fancying that, in certain particulars of small import, I had been lucky enough to improve the method or the language, and this encouraged me to think I might possibly in time come to be a tolerable English writer, of which I was extremely ambitious.

—BENJAMIN FRANKLIN



use the material, postage is inclosed for its return."

[8] If at all possible, send with your article clear photographs adequately labeled. A half dozen glossy photos of the activity you describe—pictures which you have taken inexpensively with your own camera—may render your contribution irresistible to the make-up editor.

[9] Submit your labor of love to only one magazine at a time. Otherwise, if your work is excellent, several editors may decide to use it and you will run into embarrassing difficulties. If, on the other hand, your article is not usable, you will not insure publication by sending it to twenty editors at once.

[10] Do not be discouraged if your

manuscript is rejected. Some interesting and well-written contributions are returned because of overcrowded schedules. What one journal rejects may be exactly what another has been seeking. So try and try again. However, after each roundtrip, improve your material if you can.

[11] Remember that the planning of each magazine issue begins months in advance and that periodicals of large circulation go to press weeks before their appearance. It is expecting almost the impossible to submit a Christmas story in November for publication in a December issue. A staff with a long-time planning policy will be glad to receive a Christmas story as early as January. At any rate, try to send your story in three months ahead of the appropriate date of appearance.

[12] The more timely your article, the more welcome it will be. If you wish to write about the Constitution, the Sesquicentennial is the time of times to do so.

[13] When an editor who is considering your manuscript writes you for information, answer by return mail. Your prompt answer may clear ambiguous points and help to assure the article's inclusion on an early schedule.

[14] After your manuscript is accepted for publication, do not besiege the editor with trivial corrections to be made. This does not preclude your notifying him of important changes necessitated by conditions which have arisen since the article was sent in.

[15] If galley proof or pageproof is sent to you for approval, read it very carefully, make any necessary corrections—remembering that alterations are expensive—and return the proof immediately.

[16] Think twice before telling your friends to watch for your contribution in a certain number—for that issue may appear minus your story. An editor's intentions may be the best in the world when he writes you that he will use your manuscript in a certain issue "if space permits." But an important last-minute adjustment of the schedule may result in the omission of your article. Perhaps it will appear in the very next issue. Meanwhile, why not wait to tell your colleagues until you can "point with pride" to the published product?

—MILDRED SANDISON

Rating Teachers' Personal Effectiveness

MOST TEACHER-RATING SCHEMES fail to include any real measure of the teacher's effectiveness in stimulating wholesome pupil reactions. Many scales list qualities describing the teacher and expect the rater to check the appropriate descriptive phrases. But nowhere in the literature or in practice, have I found a rating scale which requires the person judging the teacher to consider the teacher's direct influence upon pupil reactions. Systematic classroom observation of teacher-pupil relationships has convinced me of the need for including in a comprehensive rating a

BERNICE BAXTER

Director of Instruction for Elementary and Junior Highschools, Oakland, California

specific description of the kind of behavior which the teacher stimulates in children.

The scale below has been constructed to focus attention upon conditions which contribute to the mental and emotional well-being of children as important considerations in teacher selection, and to afford a means for recording observable evidence of the way in which children react to the

teacher whose work is being evaluated.

It is obvious that the use of the scale—which is intended to be used in connection with other measures of a teacher's effectiveness—will require the rater to observe the teacher while in direct contact with children. This very requirement adds to the value of such a scale. Too often ratings are given "in absentia" and are generalizations based upon adult reactions to the personality of the individual being rated. Order of the six factors of the scale is not significant. Directions: Encircle the appropriate rating designation.

I. IN GETTING PUPIL RESPONSE

1	2	3	4	5
<i>Teacher</i> —Genuinely interested in pupils as persons; enthusiastic, vital	<i>Teacher</i> —Dynamic and purposeful; interested in pupil effort	<i>Teacher</i> —Varying from direct interest in pupils to obliviousness of pupils	<i>Teacher</i> —More concerned with routine than pupils; unanimated	<i>Teacher</i> —Apathetic, dull; disregarding pupil purposes
<i>Pupils</i> —Whole-hearted in response (physical and mental alertness)	<i>Pupils</i> —Generally in rapport with teacher	<i>Pupils</i> —Varying from eager responsiveness to wandering inattentiveness	<i>Pupils</i> —Listless, conforming dully; showing little concern for teacher	<i>Pupils</i> —Ignoring teacher; finding interest in each other; noisy and careless

II. IN CREATING FRIENDLY CLASSROOM ATMOSPHERE

1	2	3	4	5
<i>Teacher</i> —Conversational, friendly, and with a sense of humor; seeing pupil point of view	<i>Teacher</i> —Friendly, with an understanding adult point of view	<i>Teacher</i> —Serious, reserved, and exacting; stirring competitive effort	<i>Teacher</i> —Aloof, "talking down" to pupils; impatient with interruptions or digressions	<i>Teacher</i> —Critical, fault-finding, harsh, definitely unfriendly
<i>Pupils</i> —Meeting teacher naturally and freely (person-to-person relationship)	<i>Pupils</i> —Respectful; obedient, willingly conforming	<i>Pupils</i> —Concentrated on own purposes; "touchy," cross acting	<i>Pupils</i> —Intolerant, strained, rude to teacher and each other	<i>Pupils</i> —Sullen, rebellious or deliberately disturbing to each other and teacher

III. IN ESTABLISHING A FEELING OF SECURITY

1	2	3	4	5
<i>Teacher</i> —Encouraging, constructive, stimulating, confidence-inspiring	<i>Teacher</i> —Constructive in guiding pupil effort	<i>Teacher</i> —Overlooking opportunities for "bringing out" weaker pupils	<i>Teacher</i> —Permitting pupils to laugh at mistakes of others or be overly critical	<i>Teacher</i> —Intolerant of mistakes, demanding, critical
<i>Pupils</i> —Willing to try; undisturbed by mistakes; participating generally and with ease	<i>Pupils</i> —Most pupils willingly participating	<i>Pupils</i> —Capable, selfconfident pupils monopolizing opportunities; weaker pupils not responding	<i>Pupils</i> —Uncertain; covering up embarrassment in various ways	<i>Pupils</i> —Afraid to try; self-conscious, restrained; or rebellious

IV. IN EXERTING A STABILIZING INFLUENCE

1	2	3	4	5
<i>Teacher</i> —Equal to varying demands; courteous and poised (voice and manner)	<i>Teacher</i> —Poised but with evident effort	<i>Teacher</i> —Occasionally rushed, impatient and discourteous to pupils	<i>Teacher</i> —Indecisive, uncertain, distracted; torn between several demands	<i>Teacher</i> —Flustered, hurried, rushing; strained, impatient, lacking central purpose
<i>Pupils</i> —Controlling voices; courteous; aware of each other's welfare	<i>Pupils</i> —Generally attentive to own tasks; cooperative with each other and teacher	<i>Pupils</i> —At times undirected; abandoning tasks; whole class noisy and disorganized	<i>Pupils</i> —Impatient with each other; quarrelsome, irritable	<i>Pupils</i> —Using shrill voices; noisy, blustering, selfish, rude; demanding attention

V. IN INSPIRING ORIGINALITY AND INITIATIVE

1	2	3	4	5
<i>Teacher</i> —Original in manner; ingenious, resourceful	<i>Teacher</i> —Motivating work thru the use of interesting devices and aids	<i>Teacher</i> —Using an habitual procedure; possessing typical classroom mannerisms	<i>Teacher</i> —No variation in language; dull, prosaic	<i>Teacher</i> —Wholly lacking in ability to intrigue pupils
<i>Pupils</i> —Responsive to extent of offering ideas eagerly and with enthusiasm	<i>Pupils</i> —Showing interest and willingness to participate	<i>Pupils</i> —Following in routinized way; showing little initiative	<i>Pupils</i> —Bored acting, half-hearted; without purpose or direction	<i>Pupils</i> —Wholly apathetic, dull; a prevalent "don't care" attitude

VI. IN DEVELOPING PUPIL SELFRELIANCE

1	2	3	4	5
<i>Teacher</i> —Entering into pupils' activities without domination; exchanging ideas, encouraging pupil decision	<i>Teacher</i> —Putting pupils "on their own"; guiding and suggesting	<i>Teacher</i> —Expecting pupils to "try for themselves" but over-solicitous; hovering, protective; unwilling to trust pupil judgment	<i>Teacher</i> —In didactic manner, telling pupils exactly each step to take	<i>Teacher</i> —Apart, removed; giving "long distance" directions; demanding conformity
<i>Pupils</i> —Initiating; suggesting ways and means; solving problems	<i>Pupils</i> —Accepting responsibility in terms of teacher's suggestions	<i>Pupils</i> —Over-anxious about results; constantly referring to teacher	<i>Pupils</i> —Relying on teacher; showing little ability to think for themselves; dependent	<i>Pupils</i> —Assuming no responsibility; showing practically no concern for own actions; uncontrolled

Planning the 1938 COMMENCEMENT

ONCE AGAIN the graduation season approaches. Thruout the nation members of senior classes are contemplating the closing days of their highschool careers. There will be nearly a million graduates from public highschools alone in 1938.

For many pupils graduation from highschool will mark the end of their formal education. However, increasing numbers may be expected to go to college. Indeed, we may look forward to an expansion in college enrollments perhaps almost as great as the growth of highschools in the last few decades.

The college of tomorrow may be very unlike the college of the past. We may not even use the term "college" for some of the institutions of the future which will enable young people of college age to use their time and talents profitably for both the individual and society.

It is highly undesirable that human resources at this critical age level should be left to languish indefinitely. In large numbers they are now deprived of both educational and occupational opportunities.

The title of a recent book, *We Move in New Directions*, is literally true. There is the utmost need for having the youth of today adjusted to the fundamental changes coming into our life and to send them out aware of the great underlying trends of our day.

For this reason, it is suggested that the theme for 1938 highschool graduation programs may be built around current problems of concern not only to highschool graduates but with farreaching implications for education generally. Many of these issues have been dealt with in *THE JOURNAL* during the past few years so that a considerable wealth of source materials on subjects suitable for commencement themes will be available to sponsors of graduating classes.

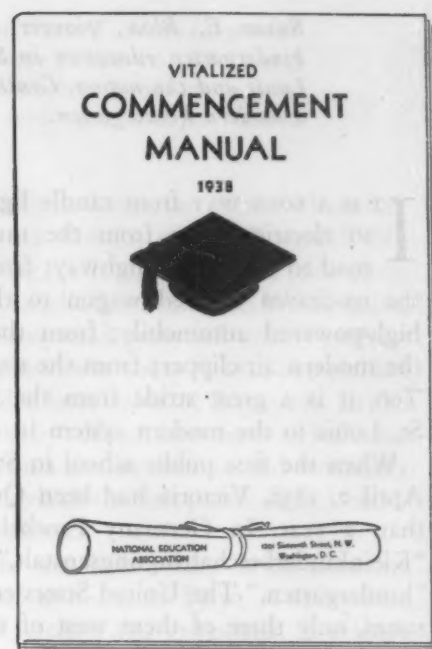
For a number of years the Division of Publications of the National Education Association has encouraged the vitalized commencement movement. In this connection a theme for the graduation program each year has been suggested.

Every highschool, of course, makes its

own decision regarding the theme for its program. However, increasing numbers of schools are using topics which are vital to the graduates and which at the same time serve to make the program a highly effective medium for interpreting the work of the schools.

To assist schools in planning their 1938 programs another in the series of annual commencement packets has been prepared. Among other items, this packet contains a 64-page printed *Manual*. The *Manual* gives considerable space to themes deemed especially desirable for 1938 graduation programs.

But this is not all. Some schools may wish to use other themes. In order to provide a wide variety of suggestions, about 30 selected programs from schools thruout the nation are summarized in the *Manual*. Topics of these programs include safety, highschool of tomorrow, art of living, struggle toward democracy, a day at school, youth, dedication of new building, music curriculum, Supreme Court, school history, community center, and many others.



Attention is also given to the U. S. Constitution Sesquicentennial and other topics as program themes. To round out the materials a rather comprehensive bibliography on commencement programs is included.

The 1938 Vitalized Commencement Packet is available for 50¢ from the Division of Publications, NEA, 1201 16th Street, N. W., Washington, D. C.; cash to accompany orders for \$1 or less.

CONTRASTS IN GRADUATION EXERCISES

The Old Commencement

- Was planned by school officials.
- Consisted chiefly of an "address" by an imported speaker.
- Centered about no special or helpful topic.
- Was identical from year to year.
- Was used chiefly as an opportunity for "preaching" to the graduates.
- Secured the passive interest of the graduates and community.
- Made no effort to interpret the school to its patrons.
- Received no advance preparation.
- Did not utilize the available resources.
- Merely ended another school year.

The New Commencement

- Is planned by the graduates.
- Consists of a program by the graduates.
- Centers about a topic of interest to pupils, parents, and community.
- Is original and attractive.
- Is used as an opportunity for graduates to train themselves for self activity.
- Secures the active interest of the graduates and community.
- Interprets vital school activities to citizens.
- Receives preparation by large numbers of people thruout the year.
- Utilizes the resources of the school, home, and community.
- Makes a large contribution to graduates, school, and community.

—Adapted from *Nation's Schools* for May 1930.

Susan E. Blow, pioneer in kindergarten education in St. Louis and the nation. Center: a modern kindergarten.



IT IS A LONG WAY from candle light to electric lamp; from the mud road to the paved highway; from the ox-drawn covered wagon to the high-powered automobile; from the early river boat to the modern air-clipper; from the town crier to the radio. Too, it is a great stride from the first public school in St. Louis to the modern system in existence there today.

When the first public school in St. Louis was born, on April 2, 1838, Victoria had been Queen of England less than a year. In Germany Froebel was setting up his "Kleinkinderbeschäftigungsanstalt," which he later called "kindergarten." The United States consisted of twenty-six states, only three of them west of the Mississippi River. The country was in the throes of a panic. Young Abraham Lincoln was a member of the Illinois legislature. Oberlin College in Ohio had affronted public opinion by admitting young women. In Massachusetts Horace Mann had begun his crusade for free schools for the public.

The census of 1840 showed that 80 percent of the American people had no education beyond the primary grades and that less than 1 percent had attended college. In Missouri, the "Far West" of that day, the educational level was lower than the general average for the country.

Even in those early days St. Louis numbered among its citizens men and women of culture and refinement from the older civilizations of Spain and France as well as from our eastern seaboard. In 1838, altho the city had few paved streets, no lights, no sewers, no police, and no public conveyance, it had daily newspapers printed in English, French, and German. The town crier was still a familiar figure, foreshadowing the "extra" edition. A population of about 13,000 was spread a mile and a half along the Mississippi River and half a mile west. The levee was the very heart of the city's life, and the boats lined up three deep along the wharf, waiting for a place to land. Traffic moved mostly on water, since incredibly



One Hurdle of Public Schools

bad roads made travel by stage or covered wagon tedious and unsafe.

Until 1838, most St. Louis children were educated, if at all, in private or parochial schools. This was due to the fact that the citizens in general considered education the duty of the home, not of the state. Public schools were foreign to French and Spanish traditions, but American leaders had favored them, and with the wide extension of the suffrage in the Jacksonian Era, they saw that the need for free, universal education was greater than ever. Among the nationally known St. Louisians who advocated public schools in the early days were Auguste Chouteau, co-founder of the city; General William Clark, intrepid explorer of the Louisiana Purchase and governor of Missouri Territory, who died in St. Louis the very year the first



Learning the household arts



A highschool art room

A highschool orchestra





Early Years in St. Louis



William T. Harris, under whose leadership St. Louis schools became one of the great historic systems of the nation

save those lands for public education. Like a Knight of the Round Table setting forth on a quest, he rode alone on horseback 690 miles to Washington, and with the help of Hempstead prevailed upon Congress to make the grant. This land was cheap in 1812 and yielded little income, but it had a later value of \$1,500,000. In the winter of 1836 Mayor Darby rode on horseback to Jefferson City, Missouri's capital, on a similar mission and eventually secured the money with which the first public-school buildings in St. Louis were erected.

The first schoolhouse was a two-story brick structure heated by stoves, erected at a cost of \$3170. It opened on April 2, 1838, with two teachers and 175 pupils. In it there were two separate one-room ungraded schools; the boys' school with its one man teacher on the first floor, and the girls' school with its one woman teacher on the second floor. The entire equipment for each school consisted of one unlettered outline map of the world. Each pupil had to buy his own books and supplies and pay ten dollars a year tuition.

Altho the public schools suffered from lack of funds and scarcity of trained teachers during the first ten years, they were constantly becoming more popular. Dr. Edward Wyman, principal of a famous private school, was sent East by the schoolboard in 1848 to select teachers for St. Louis. In August he returned from Massachusetts with ten women and five men trained in the normal schools established by Horace Mann. A crowd of interested spectators was at the levee when the "Atlantis" docked and the new teachers came ashore. The following year the citizens expressed their confidence in the public schools by voting, for the first time, to tax themselves to maintain them.

In 1853 the first public highschool west of the Mississippi River was opened in St. Louis with a principal, four teachers, and seventy pupils. It was housed on the first

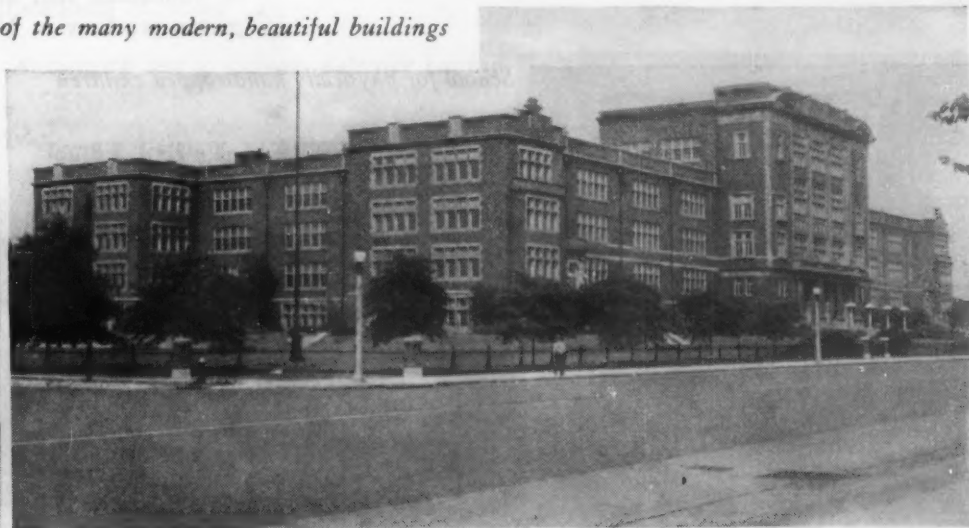
public school was opened; and Thomas H. Benton, Missouri's first senator, whose statue today stands in the capitol at Washington.

Support for public schools was at first derived almost entirely from lands granted by Congress or the state legislature. Edward Hempstead, a Connecticut Yankee elected first territorial delegate from Missouri; Thomas F. Riddick, a transplanted Virginian; and Carolina-born John F. Darby, energetic and progressive mayor of St. Louis, played leading roles in securing funds for public schools.

Thru his office of Land Commissioner, Col. Riddick obtained information by which he might have amassed a huge fortune for himself in land deals, but, sharing Jefferson's belief that a democracy could never expect to remain free if it remained uneducated, he determined to

Beaumont School, one of the many modern, beautiful buildings in St. Louis today

A contrast—an early school building





Elementary-school lunchrooms

At the Educational Museum



Science laboratory



floor of a grade school until the highschool building on 15th and Olive Streets, then near the city limits, was completed. Few can understand the love still cherished by the thinning ranks of these students for *the highschool* which they attended, when going to highschool was counted a privilege and a distinction.

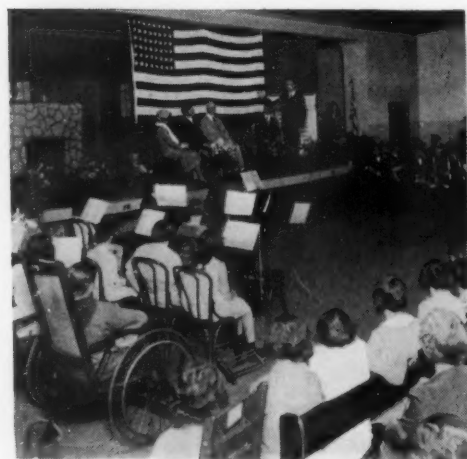
The year 1853 also saw the opening of evening schools with an attendance of three hundred young men instead of the thirty expected. The idea originated with Ralph Sellew, a selfmade business man deeply interested in boys whose economic condition forced them into the factory rather than school. Mr. Sellew gave generously of his time and money for this purpose.

There was notable progress during the years 1857-67 when Ira Divoll, a native of Vermont, was superintendent. A school census was taken, which showed that 8000 children in the city were not attending any school. Eight new schoolhouses were built. Graded schools with one organization and one principal in each building replaced the old system, and for the first time in St. Louis boys and girls were taught together in the same room by the same teacher. The St. Louis Normal School, the first institution of its kind west of the Mississippi River, was opened, with Richard Edwards, a former assistant secretary of the Massachusetts Board of Education, as principal. The public-school library, which later grew into the St. Louis Public Library, was established. In spite of hardships of the Civil War, charging tuition in public schools was discontinued and never resumed. Education of Negroes was begun.

Mr. Divoll had been most fortunate in having as a collaborator, during his whole term, William T. Harris of Connecticut, who had held the positions of teacher, principal, assistant superintendent, and who succeeded to the superintendency when Mr. Divoll was elected state superintendent of schools.

Mr. Harris was the outstanding city superintendent of his day (1867-80) and under his leadership St. Louis was at the front in all movements for improving instruction. He worked out a rational correlation of studies on a psychological basis, and planned an extremely well-organized course of study. His thirteen annual reports were quoted nationally and internationally as models. His interest in education was worldwide and he brought to St. Louis the best that was known and thought. He was the leader of a group of students of philosophy who developed what was known as the "St. Louis Movement" and made St. Louis one of the three philosophical centers in the world. He served as United States Commissioner of Education from 1889 to 1906. He was known as an eminent philosopher, as a deep and clear thinker, as a man of great spiritual energy. His intimate friends loved him for his kind heart.

One of the leaders in the "St. Louis Movement" was Susan Elizabeth Blow, daughter of a distinguished and well-to-do family, who, interested in Froebel's philosophy of education, had attended training schools for kindergarten teachers in New York City and in Germany. In



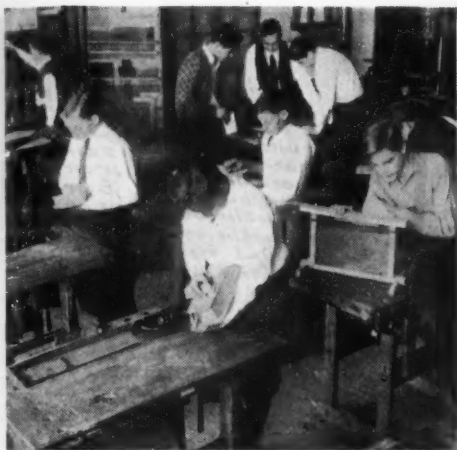
School for physically handicapped children



Sight conservation class

Class at school for the deaf





Industrial arts class



Physical education activities

Chair caning in a "special" school

1873, with the cooperation of Superintendent Harris, she opened in St. Louis the first public-school kindergarten in the United States that endured. Giving her services gratuitously, she directed kindergartens and trained the first kindergarten teachers in St. Louis. Since the attention of educators at that time was focused on St. Louis and all its activities were widely copied, kindergartens sprang up in many parts of the country in both public and private schools.

St. Louis counts as her own another pioneer in education, Professor Calvin M. Woodward of Washington University, the father of manual and vocational education in America, who was called to England to organize the first manual training schools in that country.

Thru the century the public-school system has grown until today it has 157 school buildings valued at millions of dollars. Included are two teachers colleges, two vocational schools, ten high schools, and 143 elementary schools. One teachers college, one vocational school, two high-schools, and 26 elementary schools are for Negroes. Great changes have taken place in equipment, curriculum, and methods during the past hundred years. Many of the buildings are equipped to provide instruction in industrial arts and home economics. Many have auditoriums or assembly rooms. Striving to offer equal opportunity to all, the board of education provides special schools for the physically and mentally handicapped and furnishes free books and material for all. The Educational Museum

each week delivers to the schools thousands of specimens and books to supplement the work of the classroom. Health and safety are matters of prime concern. Art, music, physical education, playgrounds, and clubs of many kinds develop interests for leisure hours. The school is no longer content to stock the mind with facts and knowledges but tries to train the head, hand, and heart so as to develop happy, useful citizens who can think for themselves and play a worthy part in life.

Such change and such growth would have been impossible without the constant efforts and devotion of educators and citizens whose influence still lives and whose lives are a vital influence to greater service.

The present leadership has proved itself worthy of the great heritage of the past. Dr. Henry J. Gerling, superintendent of instruction, met the problems of the depression so that but one cut of 10 percent in salaries was made. This has been restored in full. The payrolls were met promptly; books and materials were supplied; evening schools were maintained; and summer playgrounds were kept going. St. Louis is the only city that pays for its building program from its current receipts and has the smallest bonded indebtedness of any large city in the country. Under such leadership St. Louis looks forward to no sensational innovations but to a steady growth which carries with it change to meet the demands of an ever-changing society.

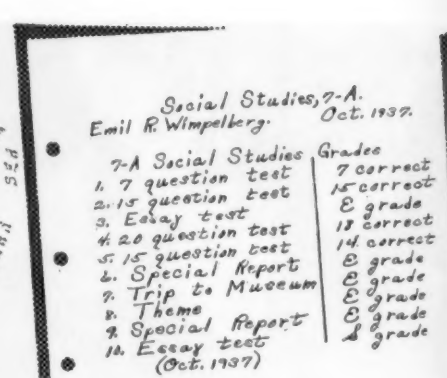
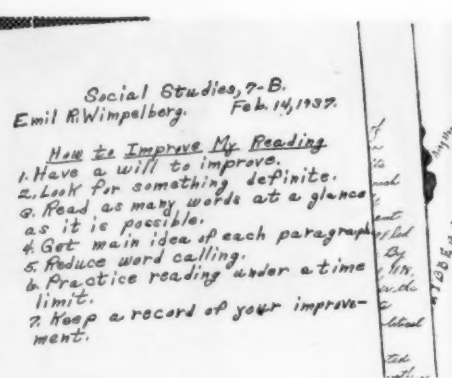
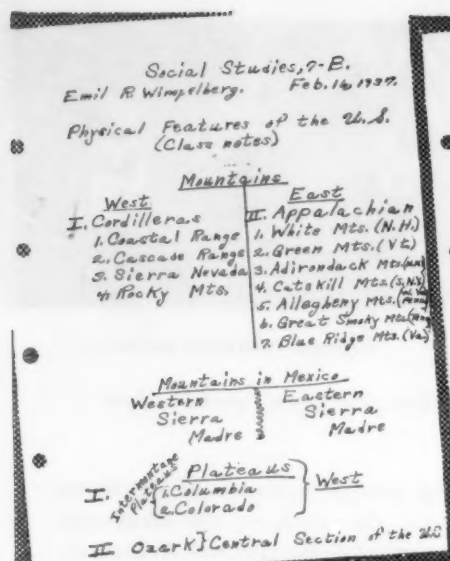
[This material was submitted by a committee: MABEL SEIDLITZ, *chairman*; E. E. McCASLIN; ANNA W. ANNIN.]

Audiometer test to discover defective hearing

Open-air school for colored children

Buses for physically handicapped





Left, hurriedly taken notes; center, carefully prepared notes; right, record of progress

A Practical Social Studies NOTEBOOK

Joe Park

Teacher of Social Studies, Junior High-School Grades, Evansville, Indiana

MANY OF THE leaders in the field of education stress the necessity of teaching the pupil rather than teaching the subject to the pupil. To teach the pupil, the devices and methods used must be practical and of themselves worthwhile. The teachers of social studies are sometimes guilty of imposing copybook work on pupils.

A survey made by the writer tends to show that pupils make use of notebooks which are practical and that the more practical the notebook, the more likely it is to be kept and used by the pupil after the course has been completed.

A survey of two elementary schools of Evansville, Indiana, covering seventh-grade pupils of more or less equal ability, revealed that 124 out of a possible 196 pupils kept their notebooks without any suggestion on the part of the teachers. Seventy-six of the pupils reported having used their notebook for reference during the summer vacation and during the first two weeks of the fall semester. This would lead one to believe that if notebooks are considered worthwhile and useful, the pupils will save and use them.

The question now arises, "How may notebooks be made more practical and more useful?"

A good seventh-grade notebook should contain at least three parts: Hurriedly taken notes; a carefully prepared part; a section in which the pupil may be encouraged to keep a record of his progress and achievements.

The hurriedly taken notes are perhaps the most important part of the notebook. In this section the pupil may

write such material as answers to problems and questions found on study guides, notes taken on supplementary reading, assignments, notes on lectures by the teacher, notes on special reports given by other members of the class, notes on committee reports, notes on current events, and notes on other points the pupil thinks important.

This section of the notebook should be set apart from the rest. This should be for the pupil. The teacher need not place a grade on this section; neither should the pupil be asked to spend long hours recopying this material. He should be taught and encouraged to take his notes in such manner as to save time and paper.

The carefully prepared part of the notebook should be checked very thoroughly by the teacher. No more written work for this section should be assigned by the teacher than she will have time to check. This section is to be the "parlor" of the notebook and should be in neat condition at all times. This part will contain such items as carefully prepared summaries of readings; reports of committees and lectures; maps, charts, tables, diagrams; notes on field trips; lists of important names, dates, and words; lists of suggested readings; and honor work. The latter may be a special project completed for extra credit.

Record of pupil progress—Pupils are

interested in their progress and achievements. One of the best ways for the pupil to know just how he is progressing in social studies is for him to keep a record of his growth. Assuming that progress and growth are the bases for grading, the teacher and her class should clearly understand what shall constitute these bases for measuring. The teacher may suggest ways and means of keeping such records. The pupil may be asked to write down the grades of certain tests, or the score on a vocabulary test, in a space in the back of his notebook. Some teachers may wish to have their pupils keep a chart or graph showing progress made on tests. The matter of record keeping will of necessity have to be worked out by each class and teacher. This plan does not minimize the teacher's task of record keeping. It is merely another way of having each pupil know where he stands.

The three-part notebook has seemed to prove its worth in classrooms where given a fair trial. It would be unwise for the teacher to change to such a plan until she and her pupils understand its real value. The purpose of the three-part notebook is to make notebooks practical and worthwhile. When this ideal has been adopted by the teacher and her pupils, the plan may well be given a chance to prove its worth.

THE JOURNAL'S Annual Roll Call

FOR SIXTEEN YEARS THE JOURNAL has gathered reports summarizing the educational situation. Reports this year contain the most encouraging accounts of educational progress that have come in for the past five years. Letters were sent to three persons in each state, as indicated in the box below. From the replies received, the following facts have been compiled. No report was received from Florida, Mississippi, and New Hampshire.

ALABAMA—For the first time in five years appropriations to education were paid in full, making effective the minimum school program for the first time since it was established in 1935 and giving to hundreds of boys and girls the longest school term of their experience. Teachers are assuming responsibility for the solution of professional problems. The welfare of teachers is improving.

ALASKA—Work on new courses of study is under way. The Territorial Board of Education made available funds for carrying on vocational work under the George Deen Act; a hostile legislature had failed to appropriate for this.

ARIZONA—Salaries have been returned to approximately the predepression level. School funds were materially replenished from payment of delinquent taxes. Teacher load was decreased thru employment of more teachers. School building construction and repairs increased. Teachers showed continued growth of professional interest as evidenced by participation in educational associations. Vocational secondary education and continued study of curriculum problems moved ahead. Highschool graduation and college entrance requirements were liberalized. Radio and visual education were inaugurated. Supervised correspondence study increased. Teachers colleges were authorized to offer work leading to Master's degree. Legislative appropriations were small, leaving a shortage in textbooks for elementary schools, and in operating expenses for the office of state superintendent.

ARKANSAS—Education made substantial progress, including passage of a teacher retirement act, retention of the sales tax thru defeat of two amendments which would have diverted the funds, provision of free textbooks for elementary schools, provision for payment of highschool tuition by school districts, highest per capita state

apportionment of school funds, completion of a survey of local school units with view toward reorganization.

CALIFORNIA—Numerous beneficial laws were passed for the welfare of California schools, among them a minimum salary law, specifying that the minimum salary for any fulltime teachers shall not be less than \$1320 a year; a law permitting the paying of all teachers on a twelve-

month basis; legislation to legalize the formation of the 6-4-4 plan for education, giving six years of elementary school, four of highschool, and four of junior college. Education has profited by the educational conferences sponsored by the California Teachers Association.

COLORADO—The state supreme court ruled that education is a state (rather than local or county) function. The general assembly passed a graduated income tax and allocated the proceeds to support of public schools to take the place of a corresponding amount of property tax for school support. A study of secondary education was inaugurated. Course of study in traffic safety was placed on statewide basis.

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CONNECTICUT—For the first time, the legislature made liberal appropriations for development of Connecticut State College and erection of adequate buildings. For the public schools, there were decreased legislative appropriations and no general laws for educational improvement. Teacher credit unions were extended; complete coverage for all public-school teachers is anticipated by June. In the Henry Barnard centennial year, teacher institutes in the Barnard manner were revived.

DELAWARE—Salaries of all employees were restored to the 1932-33 level. Subsidies were granted to special classes for retarded children. The teaching program was further developed in social studies field. Opportunities for vocational education were broadened, thru the George-Deen Act and state appropriation.

DISTRICT OF COLUMBIA—Inclusion of the District in the benefits of the George-Deen Act for expansion of vocational education will enable public schools to offer additional vocational and trade-extension courses in day and evening schools. Specific federal aid will be granted for courses in trades and industries, homemaking education, and teacher training. Membership increased in the District education association.

GEORGIA—In this "red letter year" the general assembly provided free textbooks for all children in elementary and highschools. A minimum term of seven months for every child is guaranteed thru increased appropriations amounting to more than five million dollars. Teachers are paid upon basis of training and experience. The Georgia program for the improvement of instruction, now in its fourth year, has reached a large percentage of teachers. A state lay board was created by legislative enactment.

HAWAII—The Territorial legislature has provided more teachers, school secretaries and librarians, buildings, repairs to present buildings, and more rural highschools. The single salary schedule is still in the making.

IDAHO—New school buildings have been constructed and old ones remodeled. Gymnasiums, auditoriums, music departments, vocational training departments, and provisions for adult education were included in this building program. A state director of elementary education was appointed by the state department.

ILLINOIS—Of some 12,000 elementary schools approximately 4000 have been given certificates of recognition by the superintendent of public instruction, resulting in decided improvements in the school system. Another achievement has been the beginning of a statewide curriculum improvement program. Another has been the campaign put on by the Illinois Education Association assisted by other organizations to educate the public on the needs of the schools and how those needs could be met with increased state aid.

INDIANA—Educational organizations, in cooperation with the State Teachers' Retirement Fund Board, prepared amendments to the present Indiana state teachers' retirement fund law, which were passed by the general assembly, to become effective July 1, 1939. The new amendments change the years of service from 40 to 35; the annuity from \$700 to \$960; and the earliest years of service when a teacher may retire, from 25 years to 20. The state is to pay four-sevenths of the cost and the teacher, three-sevenths.

IOWA—Progress was made in the following significant areas: Mobilization of lay support for education thru the development of the program of the Iowa Council for Better Education and widespread observance of American Education Week; interest in legislation for teacher retirement and state support; promotion of statewide cooperative program for developing reading skills in the later

elementary grades; extension of uniform financial accounting system to rural districts; enactment of legislation providing for loan or rental of textbooks; emphasis upon instruction in safety, conservation, elementary science, and guidance programs; initiation of committee work in guidance course of study, commercial subjects, alcohol education, library standards, art in teacher-training institutions, and speech education. The annuities bill was defeated in the legislature.

KANSAS—A state aid law was enacted whereby a minimum school program is guaranteed by the state, providing the first indirect tax money ever received by Kansas schools. Authority for selection of textbooks was transferred to the state board of education. Certification laws were revised, raising teacher requirement. This is the second year of the statewide program for improvement of instruction.

KENTUCKY—This year marked completion of the survey by the state department, in cooperation with federal authority, to determine the need for administration changes looking toward a more economic and efficient system of schools and to enable the state department to set up a long-range program. Final steps for establishing a statewide teacher retirement system are up to the legislature.

LOUISIANA—Outstanding educational happenings were: Paying teachers an extra month's salary at close of 1936-37 session; a public statement by the governor that he hopes to see teachers paid twelve months in a year; creation of a division of safety in the state department of education; vigorous attack by school forces upon the problem of training automobile drivers to drive safely; expansion of efforts in supplying library materials to adult population.

MAINE—The legislature in special session added \$200,000 to the state equalization fund, thus accepting in principle the state's obligation to guarantee a minimum educational program for all pupils. Gorham State Normal School was extended to four years of collegiate work for elementary teachers, leading to a degree of B. S. in Elementary Education. Over a hundred communities have partially or fully restored salary cuts. Additional services in physical education, music, home economics, and school nursing are being provided. At the largest annual convention in the history of the teachers' association, committees on tenure and fulltime executive secretary were appointed.

MARYLAND—Legislature appropriated funds for complete restoration of salary cuts in state minimum schedule in effect since 1933. State supervisor of physical education and recreation was appointed. Work went forward on highschool curriculum. Experiments were made in teaching fourth-grade history. Circuit courts were appealed to on constitutional grounds to require certain counties to pay equal salaries to white and colored teachers. The American Youth Commission study of over 13,000 young people in Maryland is focusing the attention of school people upon the problem of adjusting highschool curriculum to needs of all children. Plans are on foot to make the state university more responsible to the interests of all people; the department of agriculture has already been reorganized along these lines.

MASSACHUSETTS—Schools are recovering from effects of the depression. Improvements were made in teacher retirement law. Legislature voted repeal of teachers' oath law, but governor vetoed. The Horace Mann Centennial was well observed. Legislature appointed a special commission to study and report on several important educational proposals. Tax limitation legislation was defeated. Fresh vigor and activity in the state teachers association resulted in a useful year. The department of education inaugurated a program of courses leading to the degree, Master of Education. A de-

partment of physical education was established at Hyannis to train teachers in this specialized field.

MICHIGAN—Teacher certification has been completely concentrated in the state board of education. State aid to public schools has been increased, the total amount now approaching \$43,000,000 a year. The legislature created a teachers' retirement fund, placing the minimum annual annuity at not less than \$600 a year with maximum of \$1200. Radio programs, skillfully prepared, are coming into the schools as supplements to classroom teaching. Of significance in curriculum development has been the inauguration of the Twelve-Year Michigan Secondary Curriculum Study, encouragement of the community school as an institutional type, and cooperative studies of highschool programs in place of inspectorial services from central agencies.

MINNESOTA—Educational legislative accomplishments include: Continuing contract for teachers outside cities of first class; new income tax bill providing added revenue to schools; education appropriation to \$24,803,300 for the biennium; \$150,000 appropriated for transportation of non-resident pupils, the state department of education to establish transportation standards. The state education association had the largest enrollment in its history and an increased field service.

MISSOURI—General assembly appropriated sufficient funds to guarantee for the first time full payment to school districts of the state's obligation to them under the provisions of the equalization law passed in 1931. Other significant developments are: Transportation at public expense of pupils from rural districts to neighboring highschools; erection of new buildings; inauguration of program for closer cooperation between the reorganized state department of education and other educational agencies in the state; publication of revised elementary courses of study.

MONTANA—Enriching the curriculum of Montana highschools by use of supervised correspondence study has been an important educational development and found well adapted to a state with diversified local interests, scattered population, and extensive territory.

NEBRASKA—A new law improving the certification status materially; a legislative council to investigate taxation; a proposed constitutional amendment making the state superintendent a member of the State Board of Educational Lands and Funds were the outstanding legislative enactments.

NEVADA—The two most significant legislative enactments were revision of the teachers' pension plan upon a sounder actuarial basis and submission to the people for action next November of a Constitutional amendment which, if adopted, will permit development of an equalization fund. For the state education association most important advances were election of a continuing body of directors and provision for a permanent secretary.

NEW JERSEY—Thru efforts of teacher organizations, the status of teachers and schools was improved by restoration of contract salaries; passage of a minimum salary law of \$100 per month for all teachers; appropriation of \$1,716,000 for distribution to certain school districts; widespread development of guidance programs in junior and senior highschools together with an attack on the juvenile delinquency problem.

NEW MEXICO—A retirement law for superannuated or disabled employees in public schools was enacted. This is a step toward legislation which will make the future more secure for all school employees. Other important developments were expansion of the state program for improvement of instruction in elementary grades; material raise in requirements for teacher certi-

ates; increased public-school revenues; expansion of vocational program by additional funds thru the George-Deen Act.

NEW YORK—Governor's recommendation for full amount of state aid was unanimously approved by the legislature. A bill was passed, extending tenure to teachers in villages of over 4500 and employing a superintendent of schools. Greatly increased attention was paid to adult education, curriculum development, vocational education, and guidance programs. Many WPA instructors gave individual help in remedial reading and in tutoring backward pupils, thus somewhat offsetting the harmful effect of large classes. Influence of teachers organizations was strongly evidenced, by the passing of a bill relieving teachers from undue legal responsibility for accidents within the school; by the bringing about of merit appointment and proper compensation for certain groups of teachers; by the court overthrow of a local residence law in New York City. In this city, opening of the Highschool of Music and Art and of various trade and industrial schools marked further development of the popular demand for specialized education. New York now has a statewide program of physical education.

NORTH CAROLINA—Salaries on a minimum statewide basis have been restored to within 7½ percent of pre-depression level. The state has put on a program of free textbooks for all children in the elementary grades. Schools are in the fifth year of state support of a complete minimum term of eight months. A large number of local communities have voted local taxes to supplement the state-provided minimum. The legislature appropriated \$25,000 to aid in an adult education program, which is now cooperating with the WPA education program. The vocational education program has been expanded. The governor appointed a commission to determine ways of providing more suitable and adequate instruction for exceptional children. Teachers are actively at work seeking information in regard to tenure, retirement, and other welfare problems as well as those concerned with good teaching.

NORTH DAKOTA—Continuation of the state equalization fund, which at present amounts to about 17 percent of state support, has made it possible to keep every school open, tho financing school districts is difficult. A new highschool course of study was begun thru the cooperation of a state committee and the university with the department of public instruction.

OHIO—Local boards of education were able to meet financial obligations and in many instances teachers' salaries were increased. The state department initiated a program including preparation of highschool and elementary-school manuals. Committees were established to make a study of teacher training and certification. The vocational program was expanded. The completion in 1937 of the study of local school units, sponsored by the U. S. Office of Education, has given Ohio a forward-looking plan of school district reorganization which supplements the school foundation law enacted in 1935.

OKLAHOMA—The legislature enacted a new finance program, assuring more equitable support for schools, increasing state aid and changing the method of distribution, providing for increases in basic salaries, requiring all districts to levy and use at least eight mills of local ad valorem taxes before being eligible to participate in primary aid, and guaranteeing a nine-month school in all districts that make the required local levy. A teacher tenure law, applicable to counties of 100,000 population, was enacted. An amendment permitting enactment of a teacher retirement system will be voted on at the November election. The curriculum has been revised by the state de-

partment. The Oklahoma Education Association has created a policies commission.

OREGON—The most significant educational advancements include inauguration of advanced training requirements for certification of elementary and highschool teachers; authorization of administrative credentials; and the issuance of an excellent teachers' handbook for curriculum study; the inauguration of the statewide and state-supported child welfare clinics held under the direction of the University of Oregon Medical School.

PENNSYLVANIA—A broad advance of the statewide educational program was secured thru epochmaking legislation, including reorganization of districts on a county basis, improved financing, increasing of minimum salaries for elementary teachers, increasing of compulsory school age, lengthening of minimum school term, teacher tenure, transportation, sabbatical leave, increased state appropriation, and new buildings at state teachers colleges. Plans looking toward equalizing assessments are under way. Teacher education requirements have been advanced. New services, especially for the education of handicapped children, were provided in each county. Plans for improved vocational instruction were completed.

RHODE ISLAND—Significant educational developments consist of the further development of all educational standards and teacher certification requirements on a statewide basis; unification of PWA educational programs under direct supervision of the state department of education to the extent of a more effective program in adult education and Americanization; development of a state course of study in safety education from first grade thru senior highschool; and the formulation of a state safety council.

SOUTH CAROLINA—Most significant developments were: An eight-months' school term guaranteed by the state with a minimum salary schedule paid from the state treasury; a school attendance law for the full school term; a law providing that if teachers are not notified by June 1 that they are *not* wanted, they are automatically reemployed for the next year under same terms and conditions they are then serving.

SOUTH DAKOTA—Observance of the Beadle Centennial has given impetus to the public's favorable consideration of school problems and to the organized profession's activities. The state association convention was the largest and best in its history. Following adoption by the electorate of amendments to the state constitution in 1936 providing for removal of term limits to county superintendents and for nonpolitical election of county and state superintendents, the 1937 legislature provided for nonpolitical balloting for these superintendents. The state permanent fund has been further safeguarded by legislation and by a decision of the state supreme court. The percent of revenue derived from the state sales and net income taxes going to school districts was slightly increased. About 150 small schools were closed during the year.

TENNESSEE—Annual state appropriations for public education were increased \$4,544,000 over 1936 appropriation, to be distributed as follows: \$3,000,000 for elementary schools; \$250,000 for highschools; \$100,000 for rural-school libraries; \$450,000 for transportation; \$50,000 for supervision; \$534,000 for higher education; \$160,000 for vocational education. Legislation was enacted requiring two years of college training for beginning elementary teachers. Minimum standards were established for rural elementary schools.

TEXAS—An excellent teacher retirement law was passed. Another significant item of progress was the increasing of the state apportionment from \$19 to \$22 per capita.

UTAH—This year the state has reaped a great educational harvest: A statewide teacher retirement law with immediate prior service benefits at state expense; another junior college at full state expense, with both academic and terminal courses; an improved five-year outline of vocational education; and a very liberal law which allows school districts to introduce adult education if they desire.

VERMONT—The name of the Vermont State Teachers' Association was changed to the Vermont Education Association, with the expectation of increased membership and larger service. A new program of rehabilitation of the handicapped was initiated. Demonstration schools were established near each of the teacher-training institutions. Thirty-five \$100 scholarships were awarded to normal school students. The Vermont school directors have formed an organization for the promotion of school welfare. All highschool principals of the state are attending regular regional meetings. State aid has been restored. There has been steady statewide progress in guidance, health education, and curriculum liberalization in secondary schools.

VIRGINIA—The state board of education has raised the requirements for teacher preparation and certification. Curriculums set up and approved for teachers colleges in the future follow two definite lines of action: those for the bachelor of arts and bachelor of science degrees, directed definitely toward ultimate specialization and research; those leading directly toward the bachelor of arts and bachelor of science degrees in teaching. Apprenticeship teacher training is being emphasized.

WASHINGTON—The enactment of a law fixing teachers' salaries at a minimum of \$1200 per year is the outstanding educational achievement. The effect has been not to lower salaries of teachers receiving more than this but to raise the entire state average. A retirement act was passed which replaces selfsupporting pooling plan of state and local funds with statewide sharing actuarial endowment. The governor is conducting an educational survey thru the Washington Planning Council to help determine future education needs.

WEST VIRGINIA—An aggressive public interest in education manifested itself in a deficiency appropriation for the schools that made a nine-month term possible in nearly all counties; in a slight increase in general state appropriation; and in a demand for more adequate school maintenance and building problems. Programs of study for elementary and highschools, the result of an intensive three-year study by teachers of the state, were published. The constitution of the state education association was revised. A state classroom teachers association was organized with an executive secretary and headquarters office.

WISCONSIN—Significant laws sponsored by the Wisconsin Education Association were enacted: A nine-months' school term to secure state aid; a minimum teachers' salary of \$80 a month in 1938-39 and \$90 thereafter; a minimum of teacher training of two years beginning in 1939-40; state appropriation for support of highschools; increase in elementary-school aids; statewide teacher tenure. The Wisconsin Teachers' Credit Union served a greater number of teachers than in any previous year. The WEA has shown continued growth.

WYOMING—Teacher retirement bill passed the House and died in the Senate. Nevertheless, legislators and other people of the state have become enlightened on the subject of teacher retirement. The Wyoming Education Association is in a period of reconstruction. The equalization fund created by the sales tax has improved the condition of rural and small community schools.

FOR *Secondary-School Workers*

This is the second consecutive issue in which a page by this title has been published. If it appears to be sufficiently useful, it may become a regular feature. Suggestions from readers will be appreciated.

ARE YOU FIT TO TEACH? See page 71. Other new NEA publications are listed on page A-58. See page 83 for commencement ideas.

LITTLE WATERS is an attractively illustrated, interestingly written booklet on soil conservation available free from the Soil Conservation Service, Washington, D. C.

THE EMERGENCY CONSERVATION COMMITTEE, 734 Lexington Avenue, New York, N. Y., will send the following free on request while the supply lasts, but if more than three items are requested, 10¢ must be sent to cover the cost of mailing: No. 68—The Olympic Forests for a National Park; 65—Man's Friend, the Crow; 63—Double-Crossing Mount Olympus Park; 62—Grandeur of the Mighty Tree; 61—Three Seasons at Hawk Mountain Sanctuary; 60—Facing Conservation Facts; 59—Finishing the Mammals; 55—"Framing" the Birds of Prey, 5th edition, revised; 46—Where Do You Stand on the Matter of Shooting? 40—U. S. Bureau of Destruction and Extinction.

CONSERVING OUR NATIONAL RESOURCES is an attractively printed 12-page annotated bibliography of selected references classified as to the more important areas of conservation. It is issued by the American Association for the Advancement of Science with the cooperation of the Enoch Pratt Free Library of Baltimore. If you wish copies write the Permanent Secretary, American Association for the Advancement of Science, Smithsonian Institution Building, Washington, D. C., stating the number you desire.

HIGHSCHOOL STUDENTS throught the country are invited to express their views about school problems and activities in a new monthly magazine, *Student Life*. Of all highschool students, *Student Life* asks: "What of your school? What activities have proved successful? How have you worked out problems?" Thru the pooling of such information and personal views, students may contribute to school improvement. Address *Student Life*, Department of Secondary-School Principals of the NEA, 5835 Kimbark Ave., Chicago.

GEOGRAPHY IN THE ELEMENTARY AND SECONDARY CURRICULA, a new publication of value in curriculum construction, may be secured free of charge from the secre-

tary of the National Council of Geography Teachers by addressing Dr. Floyd F. Cunningham, State Teachers College, Florence, Ala.

OUR CONSTITUTION is the title of a historical pageant issued by the U. S. Constitution Sesquicentennial Commission, House Office Building, Washington, D. C. 10¢.

GOOD REFERENCES ON SUPERVISED CORRESPONDENCE STUDY IN HIGHSCHOOLS is the title of a bibliography by Walter H. Gaumnitz and Martha R. McCabe which may be secured from the U. S. Office of Education, Department of the Interior, Washington, D. C. Free.

RAILWAY LITERATURE FOR YOUNG PEOPLE, a bibliography, may be secured from the Association of American Railroads, Transportation Building, Washington, D. C.

CHILD LABOR FACTS is a 36-page survey of the extent and nature of child employment in the U. S. at the present time which may be had from the National Child Labor Committee, 419 Fourth Avenue, New York, N. Y., for 25¢.

PAN AMERICAN DAY will be observed April 14, 1938. The Pan-American Union, Washington, D. C., has a list of helpful materials available free to teachers who wish to plan programs for this occasion.

CONSUMERS' GUIDE is a bimonthly publication of the Consumers' Counsel Division, Agricultural Adjustment Administration, U. S. Department of Agriculture, Washington, D. C. Classes in consumer education will find it useful.

AMERICAN YOUTH HOSTELS has for its purpose "to help all, especially young people, to a greater knowledge, understanding, and love of the world by providing for them youth hostels, bicycle trails, and foot paths in America, and by assisting them in their travels both here and abroad." The organization is governed by a distinguished group of educators and other citizens. For further information write American Youth Hostels, Northfield, Mass.

HELPFUL GUIDANCE MATERIALS are to be found in a series of pamphlets published by the National Occupational Conference, 551 Fifth Avenue, New York, N. Y. Each pamphlet is "An Appraisal and Abstract

of Available Literature" in a given field of work, the following fields being among those on which the pamphlets have been issued: Aviation, radio, Diesel engines, air conditioning, waiters and waitresses, teaching, pharmacy, photography, motion picture acting, insurance salesman, barbering, and linotype operation. Single copies of the leaflets are 10¢ each.

TECHNOLOGY AND PLANNING—A 32-page pamphlet of the National Resources Committee can be secured from the Superintendent of Documents, Washington, D. C., for 10¢.

HOUSING AND EQUIPMENT OF SCHOOL LIBRARIES is the title of a leaflet by the U. S. Office of Education. Available for 5¢ from the Superintendent of Documents, Washington, D. C.

READING FOR FUN is the title of a booklist recently published in a highly attractive and beautifully illustrated pamphlet of 96 pages. Titles are classified by subjects of interest but not by age or grade levels other than the fact that the simpler works are listed first in each field of interest. Send 20¢ to the National Council of Teachers of English, 211 W. 68th St., Chicago, Ill., for your copy.

HOMEWORK—The average highschool student prefers longer school hours and shorter homework assignments, according to a "survey-at-random" made at East Technical, East, and Lincoln highschools of Cleveland, Ohio. Altho homework is decreasing in grade schools, it still is the nightmare haunting the upper gradesmen. A majority of students at the three schools surveyed said they would be willing to stay longer at school and there complete their homework if long week-end assignments and nightly work were eliminated. Mrs. H. C. Blades of Beaumont, Texas, writes that she "is opposed to the usual type of homework where children prepare any part of their lessons at home." However, she reports trying an experiment "which is proving to be most interesting and valuable not only to the children but also to their parents who are participating." A special homework assignment was given to a social studies class on January 13. On that day and the day before the teacher talked with the pupils about the meaning of the subject to be discussed and gave them a vocabulary which would help them to understand the speakers. The assignment was: "If you have access to a radio, listen to the 'Townhall Meeting of the Air' tonight (Thursday) from 8:30-9:30 over the blue network of the National Broadcasting Company. The subject to be discussed is 'Balancing the Budget.'" Questions were listed for consideration and discussion.

NOTES

and

Announcements

The March JOURNAL goes to press in advance of the winter convention, a report of which will appear in the April issue.

The New York convention—The address of the Hotel Committee for this convention of the NEA has been changed to Room No. 1036, 233 Broadway, New York City. Inquiries or requests for hotel reservations should be sent to this committee.

Horace Mann birthday packet—The Horace Mann Centennial Committee recommends that "Horace Mann's birthday on May 4 be celebrated each year in order that children may learn to honor him as the father of our free schools." A special Horace Mann birthday packet containing new material for schools may be secured from the NEA for 50¢. The 160-page pageant, *Those Who Bear the Torch*, is a feature of the packet.

An Introduction to Poetry—Teachers who use the lesson units on pages 68-70 (used thru courtesy of *The Educational Scene*, in which they will also appear) will be interested in the following:

"Not long ago," writes Alice Lawry Gould of Washington, D. C., "it occurred to me as an interesting experiment to see if I could incorporate into a regular Petrarchan sonnet the list of words which Mr. Wilfred Funk, the lexicographer, had chosen as the ten most beautiful and musical in the English language—lullaby, tranquil, murmur, chimes, melody, glisten, luminous, golden, mist, and dawn. The resulting sonnet was published last summer in the *Christian Science Monitor*. Might it be used in connection with word study, inspiring each student to make his own list of favorite words, or in the study of verse?"

SMALL RAIN

No lullaby is older than the rain:
The small rain falling on the tender grass.
The Hebrew shepherd lad, the Lesbian lass,
Hushed by its tranquil murmuring have lain
And dreamed their dreams. The nations rise and wane,
The destinies of men and empires pass;
But still tonight upon my window glass
Thin chimes tap out their slumber-song again.

I hear it falling, falling thru the night—
The ancient rain that makes the worn earth new—
Knowing that when both rain and night are gone,
Most gently will the fingers of first light
Wake birds to melody, and glisten thru
The luminous and golden mist of dawn.

Teacher internes—The Omaha, Nebr., city schools this year are experimenting with the teacher interne plan. Inexperienced university graduates—six highschool and two grade-school teachers—with teaching certificates, conduct three classes a day, observe, and assist the remainder of the time at a \$3-a-day salary.



IF and AND

If you can think
About your work
As being help
To someone else,
You soon will find
That that alone
Will make your task
A happier one.
And if you add
To each task done
Some little touch
That goes beyond
What is required,
Your work becomes
A thing of art
And leads you out
Into a realm
Where pleasure lives
And drudgery dies.
And this domain
Of artistry
Has ample room
For hope and dreams
And spreading wings
And lilting song,
To make the day
Eternal dawn.

—W. P. KING, editor,
Kentucky School Journal

How one teacher uses THE JOURNAL—While visiting the Elkendier school near Nashville, Ill., the county superintendent, C. A. Reeder, noticed a copy of the NEA JOURNAL lying open on the teacher's desk. He also noticed that the open pages were well marked by notations and underlining. In talking with the teacher, Florence Schaeffer, he learned that she was making considerable use of the magazine articles in THE JOURNAL. Miss Schaeffer was asked to write an article describing how she used JOURNAL materials in her classes. The following from the *Washington County School News Letter* for Dec. 1937 gives briefly some of the things she has done:

I find the NEA JOURNAL not only a very interesting magazine but also an authoritative source of information. Some may be of the opinion that it is to be read and used by only the teacher, but I have found much material that has been useful in practically all the grades.

We have used some of the topics as study units in the social studies while others offer splendid supplementary material for work in the pupil's textbook. I will mention just a few of the many discussions which I think teachers will find helpful in awakening purpose and inspiration in their pupils.

In the September issue we find an article entitled, "Rich Land—Poor Land," which is a study

of waste in the natural resources of America. Every rural pupil should be benefited by this and can apply it in connection with his study of agriculture. Then there is the article on "Alcohol and Narcotic Drugs." We used this with our study of eighth-grade physiology. From this study we concluded that by substituting the words moderation and selfcontrol for the word temperance, and directing our emphasis in character training toward a way of life, we would make more progress. A third article was a discussion on language which makes it a "living process."

The October issue has one article on "Making the Constitution," which alone is worth the cost of the magazine. Pupils can understand and appreciate their federal Constitution much better after they know something of the character of its makers, their proposed plans for a constitution, the great compromise, the amendments, and finally, how even today it is still the framework of the government.

Lastly, "The Life of Horace Mann," in the November number, is so completely expounded that most children will be inspired to pattern after his life of usefulness and nobility and hence become good citizens.

Study Outlines of "Appraising the Elementary School Program," the *Sixteenth Yearbook* of the Department of Elementary School Principals, may be secured for 25¢ from the DESP, 1201 16th St., N. W., Washington, D. C.

Mary C. C. Bradford, the second woman president of the National Education Association (1917-18), former superintendent of public instruction in Colorado, and former president of the National Woman's Suffrage Association, died January 15, 1938, after a brief illness. Mrs. Bradford was a life member of the Colorado Education Association and the NEA and actively took part in the work of the World Federation of Education Associations.

Cartoon project—The Division of Publications of the NEA is sponsoring a Nationwide Highschool Cartoon Project in connection with American Education Week 1938. The plan is to have cartoons drawn depicting ideas suggested by the daily topics for AEW. All entries must be received by June 1, 1938. For complete information address the Division of Publications, NEA, 1201 16th St., N. W., Washington, D. C.

Men teachers—Evidence that the increase in men teachers in the elementary school will continue is found in a present enrollment of 192 men in the elementary teacher training courses at New Jersey state teachers colleges. In 1930 there were but 30. There are now 1014 men teachers in elementary schools of New Jersey organized on the 8th grade plan. In 1928 the number was 860.

Charles A. Bowers—As THE JOURNAL goes to press, a telegram has been received telling of the sudden death on February 5, 1938, of Charles A. Bowers, secretary of the Nebraska State Teachers Association since 1932. His loss will be felt thruout the country. Mr. Bowers, a Life Member of the National Education Association, served as a member of the Department of Superintendence Yearbook Commission which reported in 1937. He was president of the Educational Press Association for 1936-37.

Warning—Circular material, in promotion of reading courses, in which the initials "NEA" appear frequently and conspicuously, apparently is being distributed widely by the National Educational Alliance. Members of the National Education Association are raising questions as to the relationship of this activity to our Association. This organization has no relationship whatever with the National Education Association, and members of our Association are advised not to be misled by the use of the initials "NEA" into believing that the reading courses of the National Educational Alliance are fostered by or have any connection with this Association.

American Education Week 1938—The 18th annual observance of American Education Week will be held November 6-12, 1938. The general theme and daily topics are:

General Theme: *Education for Tomorrow's America.*

Sunday—Achieving the Golden Rule.

Monday—Developing Strong Bodies and Able Minds.

Tuesday—Mastering Skills and Knowledge.

Wednesday—Attaining Values and Standards.

Thursday—Accepting New Civic Responsibilities.

Friday—Holding Fast to Our Ideals of Freedom.

Saturday—Gaining Security for All.

The most successful observances of American Education Week are planned far in advance.

The American Association for Health and Physical Education, the most recently reorganized department of the National Education Association, seeks to coordinate all phases of school health, physical education, recreation, and similar activities of allied organizations so that a broader, richer life may be the normal heritage of every child. The association now encompasses the personnel responsible to school authorities for health education, physical education, and recreation.

AMERICAN ASSOCIATION FOR HEALTH AND PHYSICAL EDUCATION DISTRICTS



During this, the initial year after the reorganization consummated at the summer meeting of the NEA in Detroit, 1937, a publicity program has been launched. The program attempts to give intelligent information regarding the purposes and plans of the organization and its place in the scheme of general education. The American Association for Health and Physical Education can accomplish little unless its philosophy, standards, and organization are applied in each respective locality. Therefore, the publicity committee has asked that each state prepare a poster showing its activities in physical and health education and recreation. These posters are to be displayed by Districts at the national convention of the association. A bulletin is being prepared giving the activities of the association, the details of the convention, and certain interesting facts about the convention city. This bulletin is to be circularized to leading educational people about four weeks prior to the convention.

Let it be understood that no program of promotion or of publicity, as such, is being undertaken. The president of the association, Dr. C. H. McCloy; the national publicity chairman and her steering committee; the presidents of the district associations; and the state chairmen of national publicity are merely attempting to present their efforts to further the school programs of physical education, health education, and recreation. These combined efforts will comprise a nationwide, a districtwide, and a statewide publicity program. The whole year's work will culminate in the national convention in April. There in Atlanta, leaders of national note, directors of health, physical education and recreation, classroom teachers, school nurses, doctors, nutritionists, and numerous other representatives of child welfare organizations will interchange ideas for enriching the lives of children. After this meeting in the Atlanta Biltmore, Atlanta, Ga., April 20-23, these people will carry back to their respective localities, new plans for work gleaned from the experiences of others.—Jessie R. Garrison, chairman, publicity committee.

[Cont. on page A-50]

LIFETIME INCOMES

Income in Selected Occupations in the United States, 1920-1936

Occupation	Present value of average earnings for a working lifetime in dollars	Average earnings in dollars per year	Estimates in percentage of limits within which true figure probably lies
Medicine	108,000	4,850	±20
Law	105,000	4,730	±35
Dentistry	95,400	4,170	±25
Engineering	95,300	4,410	±20
Architecture	82,500	3,820	±40
College teaching	69,300	3,050	±10
Social work	51,000	1,650	±15
Journalism	41,500	2,120	±45
Ministry	41,000	1,980	±15
Library work	35,000	2,020	±25
Public-school teaching	29,700	1,350	±05
Skilled trades	28,600	1,430	±15
Nursing	23,300	1,310	±10
Unskilled labor	15,200	795	±20
Farming	12,500	580	±15
Farm labor	10,400	485	±15

Here is a table which opens a whole new field of education and planning. How much may one expect to receive in a lifetime by working in various occupations? No one knows, but there are some data to show what people have been earning. The figures in this table should not be copied or commented upon until one has read the explanations and statement of limitations to be found in the book from which the table is taken. (*Life Earnings in Selected Occupations in the United States* by Harold F. Clark, 408p, \$5, Harper & Brothers.) This volume is of the greatest importance to guidance workers and to those engaged in social planning. It is notable that thanks largely to the National Education Association the figures for teachers are more accurately known than for any other occupation.

Educational Administration

DR. JAMES E. RUSSELL says that years ago when he first planned to introduce a course in "Educational Administration" at



Teachers College he had difficulty in getting an instructor. The man whom he invited to give the work, an outstanding city superintendent, assured him that there was not enough printed material available in this field to enable him to extend the course beyond a single semester! That was before educational administration had emerged as a significant part of a real profession.

During recent years the work of educational administration has developed so far that in many places public-school superintendents and principals are ranked in the public mind with the leading physicians and judges of the community. Organized cooperation has given school administrators significant professional status.

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Much has been written of the vision with which the founders of the republic sought to encourage schools and the means of education. Realization of their ideals came slowly. It was not until 1865 that a little group of state and city school superintendents organized the National Association of School Superintendents, which five years later became one of the four original departments of the National Education Association.

In the beginning it was a small organization with less than a hundred members in attendance at its conventions. At New Orleans last February the registered attendance reached a total of 10,430 persons. For over half a century the annual conventions of this Department have been a clearinghouse of ideas in the rapidly multiplying fields of educational work. The keenest minds in the profession have contributed to its programs.

The Association, formerly called the Department of Superintendence, began the publication of yearbooks fifteen years ago. Four epoch-making year-

books prepared by the Commission on the Curriculum did much to bring about essential changes in courses of study and the technics for constructing them. Later volumes dealt with vital topics such as character education, supervision, social studies, and educational leadership.

Developing educational policy on a national basis has always been an important aim of the Department. During the dark winter of 1932-33, the need for united action and vigorous leadership in defense of the schools was apparent. The appointment of the Joint Commission on the Emergency in Education by this Department and the NEA was the profession's practical answer to this need.

The Educational Policies Commission, the successor of the Joint Commission, is developing a constructive program for the continuous selfappraisal of the American system of education and is suggesting means whereby improvement of our educational institutions may be more speedily accomplished.

THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

This Department was organized in 1916. Its steady growth both in membership and service has paralleled that of modern secondary schools in this country. During the twenty-two years of the Department's history, enrollment in secondary schools has increased from 1,500,000 to almost 7,000,000. This is by far the largest percentage of youth enrolled in secondary schools in any nation. There are approximately 7000 active members in this Department.

Activities of the Department are extensive. It holds two annual meetings, makes special studies in secondary education, carries on a program of long-range planning in this field, and encourages the organization of local and state groups of secondary-school principals and discussion groups. Its publications include *The Bulletin* and *Student Life*.

Much of the work of the Department is carried on by committees. The reports of the Committee on Orientation, *Issues* and *Functions of Secondary Education*,

published last year, received wide recognition. To implement these reports the Department set up a nationwide program of discussion groups designed to focus attention on the really significant problems in secondary education and to solve these problems cooperatively.

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

This Department is a strong, aggressive, constructive agency working for better things in American education. It was organized in 1921 because the more observant saw that the elementary-school principal was in danger of becoming a glorified head clerk. Should such a tragedy have taken place, development of the individual school as an effective unit would have been retarded.

When this Department was organized, the teaching profession faced serious problems. Cities were growing rapidly; numerous activities were being introduced into the school program; and special supervisors were multiplying. Few books on administration were available, and institutions of higher learning were giving little special training for principals and other administrators.

During the last seventeen years this Department has held 33 national conventions and published 96 bulletins and 16 yearbooks. Today its publications are used by leading institutions offering courses in professional training for administrators and considerable headway has been made toward the certification of principals. In 1928 only 11 states had special certificates for the elementary-school principalship. Thirteen additional states have established these certificates and in 15 these certificates are mandatory.

It is often said that the elementary-school principal holds the most strategic position in the school system. The Department of Elementary School Principals has made great progress because the principals of the nation have taken literally Dr. Winship's statement—"The way to improve the elementary schools of America is first to improve the elementary principals."

Thru their various activities these Departments have been important factors in the development of scientific school administration. Leadership such as they provide is sorely needed in these times of world disorder, national unrest, and social confusion.

IN MEMORY of my late father, U. G. Wheeler, and to show my continued interest and loyalty to the cause of education, I wish to enroll as a Life Member in the National Education Association. My father began his schooling at the age of three and one-half years and gave his entire life of service to the profession of education. He continued in it for forty-five years until he retired at the age of seventy in 1932. During his last eighteen years he was superintendent of schools here in Newton. For many, many years father was a member of the NEA. My own work in the profession is in the capacity of librarian in one of our junior highschools.—Marion C. Wheeler of Newton Center, Mass., a new Life Member of the NEA.

New Life Enlistments

THE TOTAL NUMBER of Life Members enrolled in the National Education Association prior to February 1 was 5898. The following Life Members have been reported since the list was published in the February JOURNAL.

CALIFORNIA—Dan T. Williams
DISTRICT OF COLUMBIA—Karl J. Moser
MASSACHUSETTS—Sarah A. Marble, Marion C. Wheeler
NEW YORK—Adeline Newman
OHIO—Wade S. Amstutz, R. F. McMullen
TEXAS—Mrs. S. W. Weston
WEST VIRGINIA—Catherine S. Morris

Completed Enrolments

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

TWENTY YEARS

CALIFORNIA—Stockton, Lafayette
MISSOURI—St. Joseph, St. Joseph Public Schools, Bartlett High, Benton Jr.-Sr. High, Blair, Bliss Jr. High, Central High, Douglass, Edison, Everett, Field, Floyd, Hall, Hosea, Humboldt, Hyde, Lafayette High, Lincoln, Lindbergh, McKinley Platoon, Musser, Neely, Noyes, Pershing, Roosevelt Jr. High, Sherwood, South Park, Spec. Tchrs. & Supvs., Washington, Webster
OHIO—Columbus, Bellows Ave.

EIGHTEEN YEARS

CALIFORNIA—Long Beach, Fremont
ILLINOIS—Rock Island, Washington Jr. High

SEVENTEEN YEARS

CALIFORNIA—Santa Barbara, McKinley
CONNECTICUT—E. Hartford, Burnside
ILLINOIS—E. St. Louis, Hawthorne
NEW JERSEY—W. New York, Public No. 3

SIXTEEN YEARS

ARIZONA—Phoenix, Phoenix Public Schools, Adams, Capitol, Douglas, Dunbar, Emerson, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, Lowell, McKinley, Monroe, Spec. Tchrs. & Supvs., Stevenson, Washington, B. T. Washington, Whittier
CALIFORNIA—Santa Ana, Roosevelt
PENNSYLVANIA—Bucks Co., Doylestown Public Schools, Grade, High

FIFTEEN YEARS

ARIZONA—Phoenix, Wilson
CALIFORNIA—Long Beach, Washington Jr. High; So. Pasadena, El Centro St.
COLORADO—Teller Co., Dist. No. 1, Cripple Creek Elem. & High, Victor High, Washington
MASSACHUSETTS—Beverly, Brown
MISSOURI—Kansas City, Milton Moore
WYOMING—Worland, Grade



FOURTEEN YEARS

CALIFORNIA—So. Pasadena, Lincoln Park
COLORADO—Pueblo, Dist. No. 1, Bradford, Hinsdale, Irving, Parkview, Riverside, Somerlid, Thatcher Jr. High
ILLINOIS—Dundee, Community High; Elmhurst, Lincoln, Roosevelt; Rock Island, Edison, Grant, Hawthorne, Irving
NEBRASKA—Omaha, Beals
OHIO—Findlay, Detwiler, Donnell Jr. High, Firmin, Glenwood Jr. High, Lincoln, Washington; Logan Co., Logan Co. Public Schools, Bellefontaine Rural, Bokescreek Rural, Monroe Rural, Perry Rural, Quincy, Belle Center, DeGraff, Huntsville, Rushsylvania, Stokes Rural, Washington Rural, W. Liberty, Zane Rural, Zanesfield Rural
PENNSYLVANIA—Pottstown, Pottstown Public Schools, Adams, Buchanan, Franklin, Garfield, Grant, Hamilton, Hancock, Jr. High, Lincoln, Madison, New Grade, Rupert, Sr. High, Union, Van Buskirk, Washington
VIRGINIA—Richmond, John Smith

THIRTEEN YEARS

CALIFORNIA—Davis, Davis Public Schools, Joint Grammar, Union High; Glendale, Muir, Vergudo Woodlands; Long Beach, Mann; Los Angeles, Amelia St., Garvanza; San Francisco, Franklin
COLORADO—Pueblo, Pueblo Public Schools Dist. No. 1, Centennial High, Fountain, Park Hill Jr. High
ILLINOIS—Cicero, Sherlock; E. St. Louis, Longfellow; Rock Island, Franklin Jr. High, Lincoln Jr. High
MISSOURI—Kansas City, Central Jr. High, Greenwood, Ladd
NEW YORK—Westchester Co., Ardsley High (Greenburgh 5)
PENNSYLVANIA—Chester, Harvey, Howell; Kane, Central, Clay St. West Side
TENNESSEE—Memphis, Humes High
TEXAS—Dallas, Sam Houston

TWELVE YEARS

CALIFORNIA—Atascadero, Elem.; Dinuba, Dinuba Public Schools, Jefferson, Lincoln, Roosevelt, Washington; Modesto, Washington; Oakland, Frick Jr. High
HAWAII—Kalaheo, Kawai, Kalaheo
ILLINOIS—Cicero, Burnham, Wilson; E. St. Louis, Jefferson; Elmhurst, Hawthorne
MASSACHUSETTS—Plymouth, Knapp
MISSOURI—Kansas City, Longan
NEW JERSEY—Dunellen, Lincoln, Whittier; Hightstown, Grammar
OHIO—Columbus, W. Broad
PENNSYLVANIA—Clairton, Clairton Public Schools, Fifth St. Grade & Jr. High, Miller Ave., Sr. High, Shaw Ave., Short St., Walnut Ave. Grade & Jr. High; Delaware Co., W. B. Evans
UTAH—Salt Lake City, Garfield
VIRGINIA—Richmond, Oak Grove
WISCONSIN—Kenosha, Columbus; Madison, Emerson

ELEVEN YEARS

CALIFORNIA—Los Angeles, Fletcher Drive, Los Feliz; Modesto, Franklin; San Diego, Central; Santa Barbara, Harding
ILLINOIS—E. St. Louis, Wilson
MASSACHUSETTS—Everett, Hancock
MISSOURI—Kansas City, Foster Opportunity, McCoy
OHIO—Clermont Co., Goshen Twp.
UTAH—Davis Co., Farmington, S. Jr. High, Syracuse; Wasatch Co., Wasatch Co. Public Schools, Central, Charleston, Daniel, Midway, North, Soldier Summit, Wallburg, Wasatch High & Jr. High

TEN YEARS

CALIFORNIA—Long Beach, Longfellow; Los Angeles, Hoover St., Santa Barbara Ave., 28th St.; Pasadena, Jackson; Santa Ana, Edison

ILLINOIS—Cicero, McKinley, Roosevelt; Rock Island, Willard
MISSOURI—Kansas City, Nichols
NEW JERSEY—Camden, Yorkship
NEW YORK—Westchester Co., Hartsdale Elem. (Greenburgh 7)
OHIO—Willoughby, Willoughby Public Schools, Lincoln, Memorial Jr. High, Union High
PENNSYLVANIA—Williamsport, Webster

NINE YEARS

CALIFORNIA—Coronado, Grammar & Jr. High; So. Pasadena, Las Flores
HAWAII—Paauilo, Paauilo
ILLINOIS—Bellwood, Bellwood Public Schools, Grant, Lincoln, McKinley, Roosevelt; DeKalb, Twp. High; Elmhurst, Elmhurst Public Schools, Old Field, Washington; Harvey, Harvey Public Schools, Bryant, Holmes, Lowell-Longfellow, Whittier
NEBRASKA—Omaha, Benson West
NEW JERSEY—Atlantic City, Indiana Ave. Vocational
OHIO—Cleveland, Buhrer
PENNSYLVANIA—Arnold, Arnold Public Schools, Fourth Ave., Leishman Ave., Sr. High, Victoria Ave. Platoon; Williamsport, Franklin
TEXAS—Dallas, Arcadia Park

EIGHT YEARS

ALASKA—Nome, Nome
CALIFORNIA—Claremont, High; Encinitas, Elem.; Fresno, Addams; Glendale, Balboa; Santa Ana, Delhi, Franklin; So. Pasadena, Oneonta; Stockton, Jackson
FLORIDA—Tampa, Seminole
HAWAII—Naalehu, Naalehu
ILLINOIS—Cicero, Goodwin, Grant, Jones; Evanston, Twp. High; Kenilworth, Sears; Rock Island, Denkmann
MASSACHUSETTS—Greenfield, Abercrombie
MISSOURI—Kansas City, Cook, Yates
NEVADA—Pershing Co., Lake Cons.
NEW YORK—Ithaca, Sr. High; Westchester Co., Valhalla Jr. High (Mt. Pleasant 5)
OHIO—Worthington, Worthington Public Schools, Elem., High
PENNSYLVANIA—Bloomsburg, State Teachers College; California, State Teachers College; Morrisville, Morrisville Public Schools, Capitol View, Case, Manor Park, Morris High
WYOMING—Cokeville, School Dist. No. 8

SEVEN YEARS

CALIFORNIA—Long Beach, Seaside; Los Angeles, Annandale; Santa Barbara, Jefferson; Ventura, Mound
ILLINOIS—Elmhurst, New Field
INDIANA—Ft. Wayne, Adams Jr. High; Howe, Scott High; Tell City, Jr. High
KANSAS—Hays, Lincoln, Washington
MASSACHUSETTS—N. Andover, Bradstreet
MISSOURI—Kansas City, Franklin, Garfield, Swinney, Thatcher, Mark Twain
NEBRASKA—Omaha, Fairfax
NEW YORK—Rochester, Ridgewood; Westchester Co., Reynolds (Mt. Pleasant No. 11)
OHIO—Centerville, Washington Twp.
TEXAS—Dallas, Hassell, Lisbon, Rusk
VIRGINIA—Richmond, Chimborazo

SIX YEARS

ARIZONA—Globe, Hill St.
CALIFORNIA—Anaheim, Lincoln; Riverside, Glen Avon; Santa Ana, Hoover, Wilson
ILLINOIS—Bellwood, Wilson; Lebanon, Lebanon Public Schools, Community High, Grade; Rock Island, Rock Island Public Schools, Audubon, Field, Longfellow, Mann, Senior High; Urbana, Lincoln
MISSOURI—Kansas City, Gladstone, Norman, Pershing
OHIO—Oregon Twp., Coy Elem.
PENNSYLVANIA—Arnold, Jr. High; Bucks Co., Hulmeville - Middletown, Langhorne - Middletown, Elem., High, Lower Makefield Twp., Edgewood Jr. High, Wycombe, Solebury; Lansdowne, Lansdowne Public Schools; Montgomery Co., Ardsley Elem., Limerick Twp., Towamencin, Trappe Boro, Upper Salford, Whitmarsh; Newport, Fourth St.; Westmoreland Co., Rostraver Twp. Public Schools, Collinsburg, Darr, Belle Vernon Jr.-Sr. High, Kerr Jr. High, La Grange, Lebanon, Webster
TEXAS—Amarillo, San Jacinto; Dallas, San Jacinto
WISCONSIN—Milwaukee, Cass St. Rotary, McKinley

FIVE YEARS

ALABAMA—Birmingham, Cunningham
CALIFORNIA—Alhambra, Ramona; Anaheim, Citron; Fresno, Lafayette; Glendale, Field; Long Beach, Garfield, Los Cerritos, Whittier; Los Angeles, Griffin Ave., San Pascual Ave.; Modesto, Lincoln; Newport Beach, Newport Harbor Union High; Oakdale, Union; San Luis Obispo, Emerson; Santa Ana, Logan [Cont. on page A-59]