

MAR 28 1938

The *Journal* of the
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See Atlantic City Convention Report, pages 97-106

PRESIDENT'S COMMITTEE RECOMMENDS FEDERAL AID—Page 107

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Between Editor and Reader

THE FOLLOWING "Ten Positive Commandments" are from *An Introduction to Economic Problems* (Macmillan) by Harold F. Clark, professor in charge of educational economics, Teachers College, Columbia University. Dr. Clark is also the author of a valuable volume for guidance workers, entitled *Life Earnings in Selected Occupations in the United States* [Harper], and is now working with the Educational Policies Commission on a study designed to show the influence on national income of increasingly higher levels of education for the general population.

The Ten Positive Commandments are:

[1] Thou shalt help build a world of plenty for all.

[2] Thou shalt help build a world of beauty for all.

[3] Thou shalt help build a world where work has meaning for all.

[4] Thou shalt help build a world where the burdens of sickness and accident are borne by all.

[5] Thou shalt help build a world of such great productive capacity and equality that no man will envy his neighbor's possessions.

[6] Thou shalt help build a monetary system that will not steal thy neighbor's money.

[7] Thou shalt help build occupational planning commissions that will make it impossible for one occupation to benefit at the expense of others, and that shall use all the people to do all the work.

[8] Thou shalt help build a world of freedom where every man shall have access to sufficient material possessions to live a full life.

[9] Thou shalt help build a world of such productivity that there will be no necessity for stealing thy neighbor's property.

[10] Thou shalt help build a world of such wealth and productivity that man shall not worship material things.

These ten commandments may well be discussed in school classes. If people are to find worthy employment, the standard of living must be raised morally, intellectually, and materially.

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of the

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ASSOCIATION
OF THE UNITED STATES

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

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CONTENTS FOR APRIL 1938

Atlantic City Notes	EDITORIAL	97
The American Spirit	FRANCIS B. SAYRE	98
The Atlantic City Convention	LYLE W. ASHBY	99
Helen Keller's Message to Teachers		105
The President's Committee Recommends Federal Aid		107
Reaching Two Million American Youth	HOWARD W. OXLEY	110
School Consolidation and Teacher Welfare		
	E. N. DIETRICH AND T. C. HOLY	112
Memories of History in New York City	FREDERICK HOUK LAW	114
Keep America Out of War	JOSH LEE	116
Elementary-School Service		117
Highschool Service		118
Your Life in the Making	JOY ELMER MORGAN	119
Teacher Participation in Educational Planning	T. D. MARTIN	121
Education for Tomorrow's America		122
Sixty Educational Books of 1937		123
Radio Activities of the NEA		127
NEA Departments at Atlantic City		127
Honor Roll of the NEA		128

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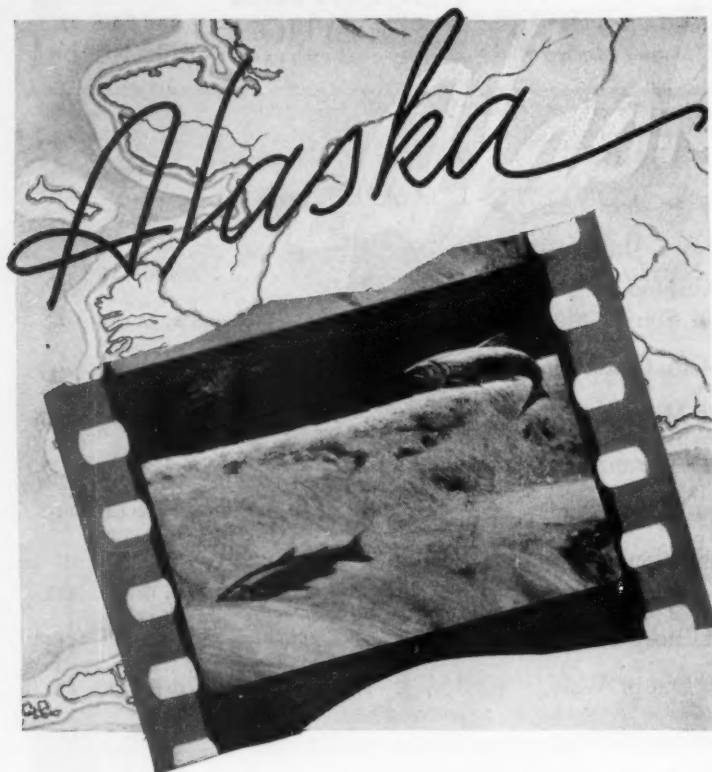
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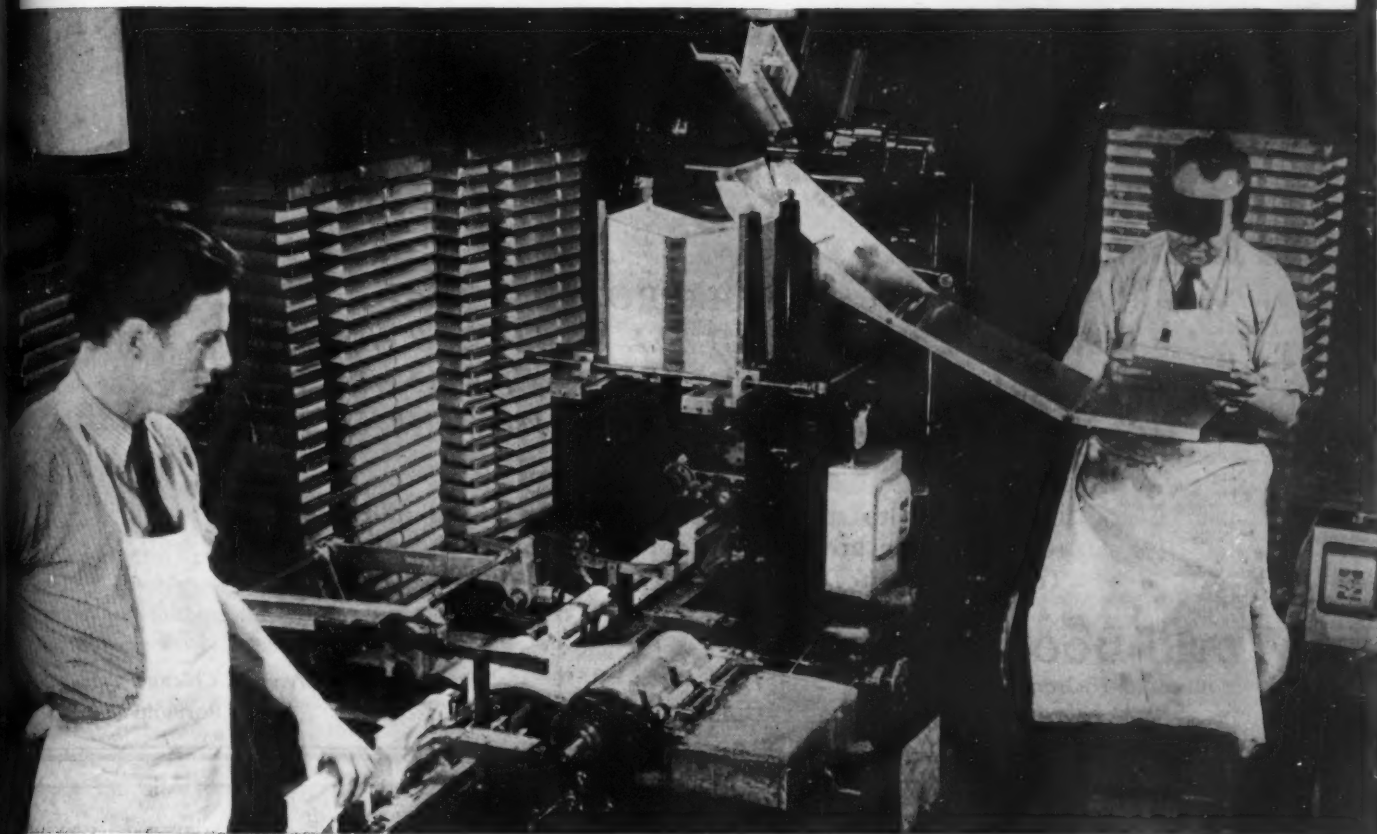


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[Cont. from page 127] April issue of the *Bulletin* of the Department of Elementary School Principals. Available to nonmembers for 50¢.

National Association of Deans of Women, a Department of the National Education Association—This group had the largest registration in its history. Questions uppermost in the minds of deans in colleges as determined by their own reports to the program chairman of the higher education section were among the large number of topics discussed. The problems included: "Excessive Outside Student Employment," "Freshman Orientation," "Courses in Marriage," "Teaching of Social Usage," "Plans for Better Parental Understanding."

A report of the meeting will be found in the first issue of the newly established quarterly, *Journal of the National Association of Deans of Women*, to be published in May.

Department of Rural Education—This Department held several meetings. At one of these the 1938 *Yearbook*, "Newer Types of Instruction in Rural Schools," was presented. Brief chapter

reports on various subjectmatter fields were made by authors. The yearbook is available from the NEA for \$1.

Department of Secondary-School Principals—The first session was a dinner meeting in honor of Charles H. Judd, who spoke on "Specialization, the Bane of Secondary Education." Robert M. Hutchins, president, University of Chicago, discussed "What Secondary Education Should Not Be."

Proceedings of this and other sessions of the meeting are printed in the March *Bulletin* of the Department of Secondary-School Principals, available for \$1 from the Department at 5835 Kimbark Avenue, Chicago, Illinois.

Department of Supervisors and Directors of Instruction—The theme for the meetings of this group was "The Nature and Importance of Cooperation in Democratic Living and in the Development of Instructional Programs." Group meetings were built around nine sub-topics. A report of the meetings of this Department will be found in the April issue of *Educational Method*. Available to nonmembers for 35¢. The *Yearbook* of the Department to be published in

the fall also will be devoted to cooperation in the educational program.

Department of Vocational Education—A session was held in cooperation with one of the group meetings of the AASA.

The National Council of Education at its meeting in Atlantic City had as the topic of one of the principal sessions "Democratic Leadership in School Management and Administration."

Other meetings—Other departments of the NEA holding meetings included Adult Education, Art Education, Supervisors and Teachers of Home Economics, and Visual Instruction.

The NEA Department of Business Education announces the appointment of Thomas F. Ferry as special representative for the Department in Washington, with the title of Director of the District of Columbia. As special representative, he will contact the officials of the National Education Association, the federal Office of Education, and government officials. As director, he will extend invitations to teachers in the District to become actively identified with the Department's program of promoting national business education.

NOTES and Announcements

American Association for Health and Physical Education

☆ To THOSE who attend the convention of this NEA Department April 20-23, Atlanta offers a varied picture. She is a mingling of the old and the new—of peaceful, unhurried Georgia life overlaid with bustling industry and crowded thoroughfares. Even tho the city is the largest in the Southeast and is a center of distribution for over 1000 industries, a feeling of calmness and serenity pervades. Altho progressive, Atlanta has not surrendered the gracious ways of the old South.

Atlanta has contributed much to the cultural life of the South and of the nation. Here are located Agnes Scott College, Georgia Technological School, Georgia Military Academy, Emory University with its exquisitely lovely campus, Oglethorpe University, and more institutions of higher learning for the Negro than are to be found in any other city in the world. The Sidney Lanier Memorial offers fitting tribute to the poet of Georgia. The Wren's Nest, the home of Joel Chandler Harris, creator of Uncle Remus, remains much the same as it was in the days of the writer. Last but not least, Atlanta is the birthplace and the setting of *Gone with the Wind*. The days of the Confederacy and the scars of battle are a constant reminder that Atlanta has suffered as well as prospered. The Cyclo-rama, gigantic painting of the Battle of Atlanta, is so realistic that as the spectator gazes, it seems to melt into the background of Georgia hills. Stone Mountain upon which are carved huge figures of the heroes of the War of Secession is also one of the sights of the city.

The greatest charm of Atlanta, however, lies not in the beauty and the industry of the city, but in the people. Trained in the tradition of easy living, they know how to enjoy leisure. The fourteen municipal golf courses and seventy-two parks and playgrounds are witness to this fact. The climate is delightful—conducive to spending time in the out-of-doors and yet bracing enough to add zest to sports. [Cont. on page A-76]

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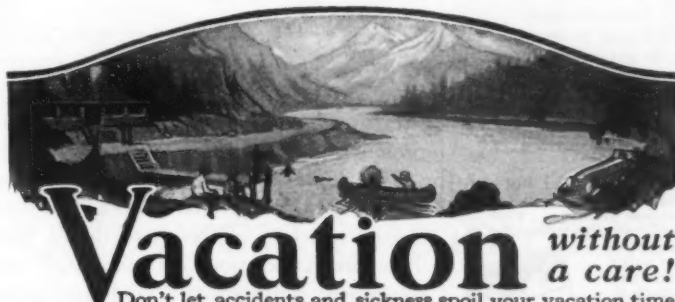
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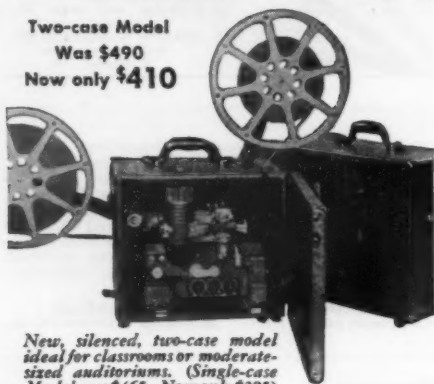


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[Cont. from page A-75]

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Teachers College Officers

☆ AT ITS Atlantic City meeting the American Association of Teachers Colleges elected the following officers for 1938-39:

President, *Frank W. Thomas*, president, Fresno State College, Fresno, Calif.

Vicepresident, *E. C. Higbie*, president, Wilson Teachers College, Washington, D. C.

Member of executive committee, *Frank E. Baker*, president, State Teachers College, Milwaukee, Wis.

Secretary-treasurer, *Charles W. Hunt*, principal, State Normal School, Oneonta, N. Y.

The 1938 Commencement Packet

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Robert C. Moore

☆ MR. MOORE, executive secretary of the Illinois Education Association for twenty-three years, has announced that he will retire from his position on expiration of his present contract, June 30, 1938.

The Illinois Teacher for January 1938 states that "when Mr. Moore was first elected secretary of the then Illinois State Teachers Association, his office staff and equipment consisted of himself and a battered, secondhand typewriter. The members of the association were counted in the hundreds. Today the association has: [1] Over forty-four thousand members; [2] a permanent staff of eight employees; [3] a modern, two-story building, comfortably and tastefully furnished; and [4] facilities and equipment for all of the activities and services of the association. . . . The strength, importance, and present position of the Illinois Education Association are due very largely to Mr. Moore's untiring and unselfish devotion to the cause of public education over a [Cont. on page A-78]

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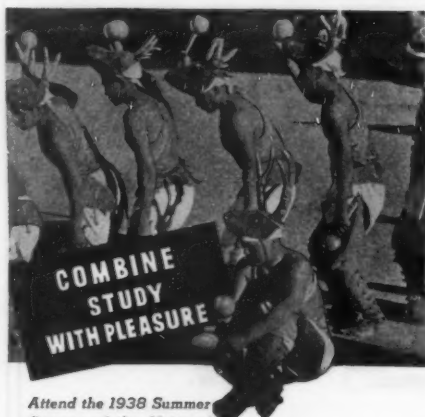
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[Cont. from page A-76] long period of years."

The fulltime secretary for the state association has been the development of the generation now passing from the scene of action. The persons who have given this leadership to our rapidly growing state associations, who have done the best they could in the face of every difficulty and discouragement, deserve the highest honors of a grateful profession.

Officers, Department of Secondary-School Principals

☆ President, Paul E. Elicker, principal, Newton Highschool, Newtonville, Mass.

First vicepresident, K. J. Clark, principal, Murphy Highschool, Mobile, Ala.

Second vicepresident, Oscar Granger, principal, Haverford Township Highschool, Upper Darby, Pa.

Members of executive committee: Virgil M. Hardin, principal of Pipkin and of Reed Junior Highschools, Springfield, Mo.; Truman G. Reed, principal of Lewis and Clark Highschool, Spokane, Wash.; McClellan G. Jones, principal, Union Highschool, Huntington Beach, Calif.; H. V. Church, executive secretary of the Department, 5835 Kimbark Ave., Chicago, Ill.; John E. Wellwood, principal, Central Highschool, Flint, Mich.

Educational Policies Commission

☆ THE COMMISSION'S SUBCOMMITTEE ON Objectives met with directors of curriculum programs from about ten states at Atlantic City, on February 27, to discuss informally the Commission's proposed report on the purposes of education and their attainment.

The semiannual meeting of the Consultants *ex officio* of the Educational Policies Commission, this time jointly sponsored with the NEA Legislative Commission, was held in Atlantic City, Sunday evening, February 27. Approximately 350 Consultants *ex officio* and other guests were present to hear talks by George S. Counts, George D. Strayer, and Sidney B. Hall, the latter chairman of the Legislative Commission. A panel representative of the two commissions also participated.

John W. Withers To Retire as Dean of N.Y.U. School of Education

☆ DR. WITHERS, dean of the New York University School of Education for the past 17 years, will retire next September upon reaching the age of 70 years. Chancellor Harry Woodburn Chase announces that in case a successor is not found before September 1, Assistant Dean E. George Payne will serve as acting dean until an incumbent is named. The School of Education, called the School of Pedagogy when Dean Withers came to New York in 1921, was the first of its kind, in distinction from professorships of education, established as a part of an American university. Dean Withers changed the name to that now in use and instituted a [Cont. on page A-80]

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Inquiries may be sent to:

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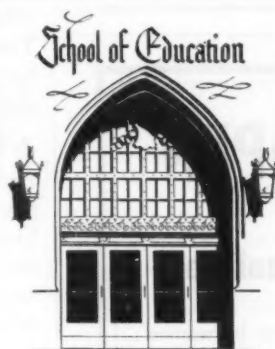
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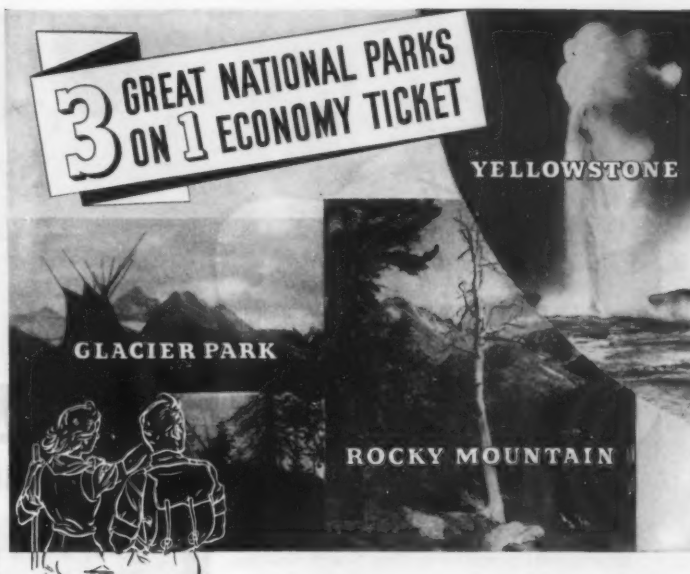
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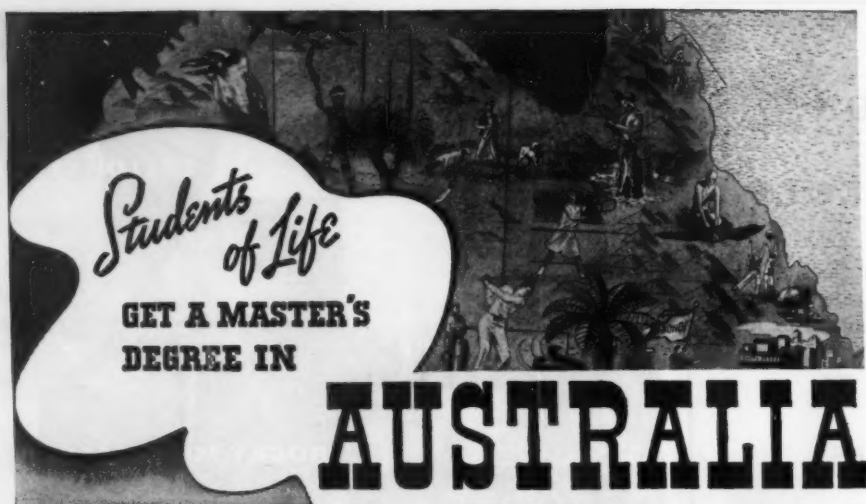
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Successful applicants must be women between the ages of 27 and 40, have at least 3 years' Normal School or College training with 3 or more years of teaching experience. Those whose teaching experience has been in the social studies or the sciences, 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-78] \$3,000,000 program which included a new building, new equipment, a greatly increased instructional staff.

An Adventure in Culture

☆ **HEYBURN, IDAHO**, is carrying out a project worth trying in other communities. In 1932 the Heyburn Parent-Teacher Association held its first art exhibit, all the canvasses coming from Utah and Idaho artists. At the fifth annual exhibit in 1937 there were exhibited 135 canvasses from artists from Montana, Wyoming, California, New Mexico, D. C., Utah, Washington, Oregon, and Idaho. Each year visitors select by ballot a prize picture from the exhibit. This picture and others are bought by the school or presented to it so that the school has a permanent collection of 21 fine pictures, the largest school collection in Idaho. About 4000 visitors from as many as eight states each year visit the exhibit, which extends over a two weeks' period.

The Department of Elementary School Principals

☆ **PRESIDENT MASON A. STRATTON** is rapidly completing arrangements for another splendid convention to be held in New York City, June 25-30, 1938. At this time the Department of Elementary School Principals will have a breakfast on Monday, June 27; a banquet on Tuesday, June 28; and afternoon sessions on Monday and Tuesday. Headquarters for the DESP will be the Pennsylvania Hotel. Make your plans now to attend.

☆ **HEADQUARTERS** has already received 50 applications for the Conference on Elementary Education to be held at New York University, July 1-15, 1938, immediately following the NEA convention. Make your application early, for an attendance of only 250 persons can be accommodated.

Officers, Deans of Women

☆ **BELOW** are listed the officers of the National Association of Deans of Women for the year 1938-39:

President, Harriett M. Allyn, academic dean, Mt. Holyoke College, South Hadley, Mass.

Vicepresident, M. Eunice Hilton, dean of women, Syracuse University, Syracuse, N. Y.

Secretary, Esther A. Dayman, dean of undergraduate students, Mills College, Mills College, Calif.

Treasurer, Gladys C. Bell, dean of women, University of Denver, Denver, Colo.

Executive secretary, Kathryn G. Heath, 1201 16th St., N. W., Washington, D. C.

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Park. Gold dredgers have been visited. Deep-sea fishing excursions have been made to Monterey Bay. The crowning achievement of this unusual organization has been the four weeks spent at summer camp during summer vacation. Dues to the outing club, twenty-five cents a semester, are handled by the club treasurer, a student. Transportation costs are kept as low as possible since school buses and faculty cars are used.—Lester Turnbaugh, principal.

Department of Rural Education

☆ OFFICERS for 1938-39 are:

President, Mrs. Katherine M. Cook, Office of Education, Washington, D. C.

Vicepresident, J. W. Condie, state superintendent, Idaho.

Secretary to be appointed.

Executive Committee: Edwin R. Embree, president, Julius Rosenwald Fund, Chicago, Ill.; Lois Clark, Westchester, Pa.; O. H. Bennett, county superintendent, Cincinnati, Ohio; Donald MacKay, president, New Mexico Junior College, Portales, N. Mex.; May Trumper, state normal school, Geneseo, N. Y.; L. P. Terrebonne, county superintendent, Plaquemine, La.; A. F. Elsea, state department of education, Jefferson City, Mo.; R. D. Baldwin, West Virginia University, Morgantown, W. Va.; S. T. Burns, state department of education, Baton Rouge, La.; Fred C. Fischer, superintendent, Wayne County schools, Detroit, Mich.

New Secretary, Utah Education Association

☆ THE UTAH EDUCATIONAL REVIEW for January-February 1938 reports that B. A. Fowler, former secretary of the Utah Education Association, has resigned to accept a position with the Education Department of the Church of Jesus Christ of Latter-day Saints. Milton B. Taylor, elected last October president of the Utah Education Association, has been appointed by the Trustees of the Association as Mr. Fowler's successor.

Neely Motion Picture Bill

☆ THE NEELY BILL (S. 153) to abolish compulsory block-booking and blind-selling of motion pictures is now on the Senate calendar. Have you written to your Senator, urging that he employ every effort to secure the passage of this important bill?

Department of Supervisors and Directors of Instruction of the NEA

☆ THE FOLLOWING OFFICERS were chosen at Atlantic City for 1938-39:

President, Edith M. Bader, assistant superintendent of schools, Ann Arbor, Mich.

First Vicepresident, Hollis L. Caswell, professor of education, Teachers College, Columbia University, New York, N. Y.

Second Vicepresident, Lucille Nicol, assistant superintendent of schools, New York, N. Y.

Field Secretary, James F. Hasic, professor emeritus of education, 50 Rockland Ave., Yonkers, N. Y.

Officers of the Department, ex officio: Rudolph D. Lindquist, director, the University School, Ohio State University, Columbus, [Cont. on page A-82]



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 City & State _____

[Cont. from page A-81] Ohio; Paul T. Rankin, supervising director, curriculum and research, Detroit, Mich.; Julia L. Hahn, supervising principal, third division, Washington, D. C.

Ralph W. Tyler To Succeed Judd

☆ DR. RALPH W. TYLER, professor of education, and research associate of the Bureau of Educational Research, Ohio State University, has been appointed professor and head of the department of education and chief examiner of the Board of Examinations of the University of Chicago. Dr. Tyler will succeed Charles H. Judd, whose retirement is effective this June.

Discussion Contest on Teacher Retirement

☆ THE FIFTH ANNUAL discussion contest sponsored by the Kentucky Education Association has for its subject this year "Teacher Retirement." It is open to all pupils in grades 7 to 12. Prizes of \$25, \$15, and \$10 will be awarded. Final state winners will speak before the general session of the KEA April 14. This contest not only gives pupils experience in public speaking, but acquaints present and future school patrons with important school problems.

An Important Program

☆ THE COMMITTEE ON LOCAL ASSOCIATIONS of the Utah Education Association is arranging to contact every local group in the state before the first of May. J. W. Thorn-

ton, chairman of the committee, is urging local associations to organize study groups which will acquaint members of the profession and other civic groups with constitutional amendments to be voted on next fall which are designed to improve Utah's educational finance plans.

Crime and the Schools

☆ I HAVE no patience with those who lay the blame for crime conditions upon the schools. We know countless instances of twisted, thwarted young lives where the only wholesome regenerative influence was exercised in the schoolroom.—Sanford Bates, director, Boys Club of America.

Cooperative Buying

☆ COUNTY SCHOOLS in Hennepin County, Minn., were saved \$1657.45 during the last year in a cooperative buying of books and supplies plan, according to Robert E. Scott, superintendent of Hennepin County schools. Sixty schools in the county participated in the plan. Textbook orders were pooled in the county superintendent's office. The books were wrapped and packed for each school district separately but shipped to the Court House by freight. A truck was hired to deliver these packages from the Court House to each school on the first day of school. School supplies were ordered by bid and delivered directly to the schools. [Cont. on page A-84]



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The MILWAUKEE ROAD THE OLYMPIAN THE HIAWATHA



[Cont. from page A-82]

Officers, American Educational Research Association

☆ THE FOLLOWING OFFICERS of this NEA department were elected at Atlantic City:

President, W. A. Brownell, professor of educational psychology, Duke University, Durham, N. C.

Vicepresident, Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, Washington, D. C.

Secretary-treasurer, William G. Carr, director, Research Division, National Education Association, Washington, D. C.

New Facilities for Educational Broadcasting

☆ A NEW CLASS of high frequency broadcast stations have been established to be licensed to organized nonprofit educational agencies for the advancement of their educational work. Chairman Frank R. McNinch of the Federal Communications Commission states that "the Commission regards the establishment of the noncommercial educational broadcast stations as an important step in line with its established policy of encouraging education by radio, and it expresses the hope that the radio facilities now made available solely for this purpose will be used to the fullest extent." According to U. S. Commissioner of Education J. W. Studebaker, the Office of Education is collecting "necessary information to help educational organizations know how to make application for these frequencies and to supply advice on the puzzling problems of equipment, personnel, and programming."

Your Life in the Making

☆ THE TEXT which appears on page 119 is now available in an attractive gift edition. The leaflets may be used as gifts to members of graduating classes, for youth guidance, Boy and Girl Scouts, CCC camps, as enclosures in letters to alumni, and in other ways. The leaflets sell for one cent each in any quantity. No orders for less than 25 copies. Cash to accompany orders for \$1 or less. Order from the NEA, 1201 16th St., N. W., Washington, D. C.

Boys and Girls Week

☆ THE 1938 OBSERVANCE of Boys and Girls Week is scheduled for April 30-May 7. Write to the National Boys and Girls Week Committee, 35 E. Wacker Drive, Room 950, Chicago, Ill., for suggestions.

"The St. Louis Influence"

☆ THE ARTICLE on "One Hundred Years of Public Schools in St. Louis" in the March 1938 JOURNAL interested me very much indeed. I was born in St. Louis in 1865 and knew Miss Blow, Dr. Harris, and Mr. Sel-
[Cont. on page A-86]

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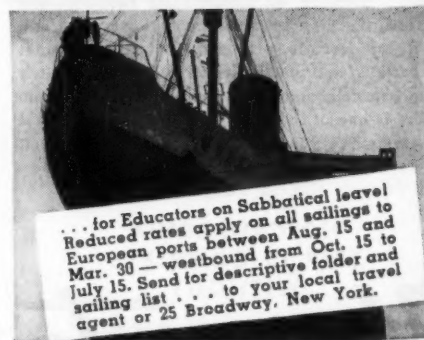
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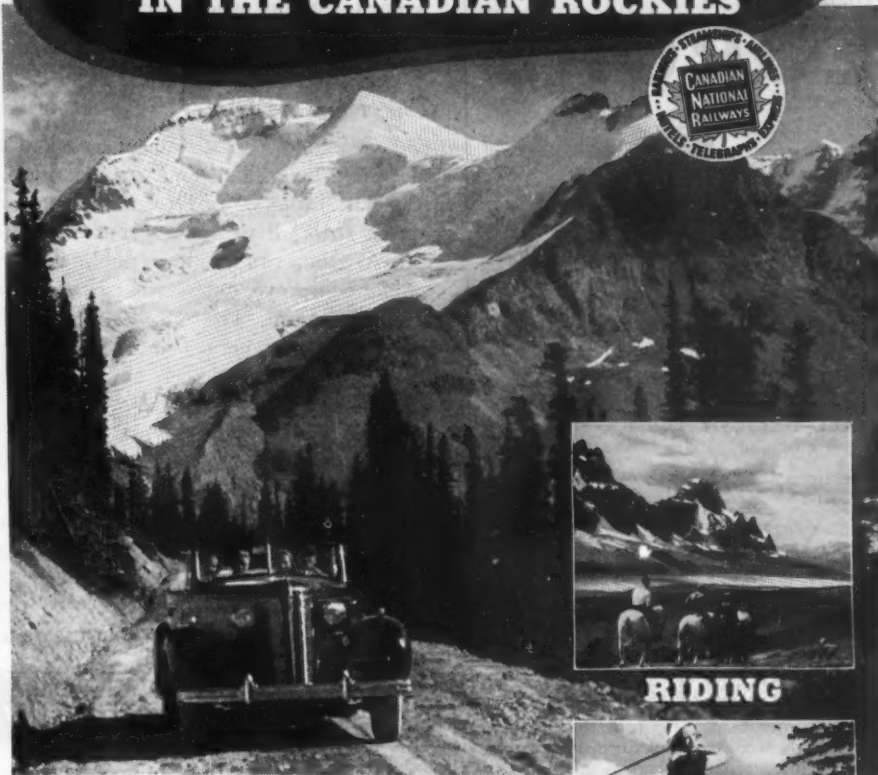
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[Cont. from page A-84] well as many other of the later figures of the system. I think I am right in saying that probably thru Mr. Harris, St. Louis did more to influence the nation in public-school upbuilding than any city in the land. In the course of many years dealing with educational problems, I have met with the St. Louis influence from Boston to the West Coast, and wherever I have met my contemporaries of that period under Harris, I have always found thoroly trained men and women, some of whom are still in the St. Louis system as teachers.—A. A. Berle, Sr., noted author and clergyman.

The Ph.D. Again

☆ I REGRET to see such exception taken to the fine article "The Ph.D. Superstition." [See THE JOURNAL for December 1937 and March 1938.] It was courageous and honest. No group can maintain public esteem, let alone improve, unless it persists in honest self-criticism. The number of Ph.D.'s who cannot even get teachers' positions indicates the quality of their ability. I personally know two Ph.D.'s from "reputable" institutions all of whose work for the degree, including the thesis, was done by their wives. The candidates registered in the seminar and went thru the formality of the examination. THE JOURNAL is becoming more vital with every issue. Teachers are reading and discussing it. Keep up the good work!—From a California member.

NeuNEA Publications

The NEA Research Division has compiled a 39-page mimeographed "Bibliography on Youth Problems." Since the typical contemporary youth student is not an idealistic well-wisher but a person of action who sees a need and seeks a remedy, any bibliography on youth should turn its attention to a comprehensive definition of the generation born since the World War, its problems and their solutions. Omitted, therefore, from this bibliography is the perennial "inspirational" volume dedicated to direct youth to selffulfillment. Also omitted perforce is most of that valuable body of scientific and semiscientific literature concerned with the psychological and physiological development of adolescents of no matter what generation. This list aims only to direct; appended is a list of other bibliographies which offer numerous additional titles, and many of the entries themselves supply reading lists. This bibliography contains 257 annotated references. Price 15¢.

The Review of Educational Research for February 1938, "Psychology and Methods in the High School and College," is a review of research in the psychology and methodology of highschool and college teaching covering the period from January 1934 to July 1937. The February 1938 issue parallels the December 1937 issue, which dealt with psychology and methods in the elementary school. Price, \$1.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33 1/3 percent. Send orders to the NEA, 1201 16th St., N. W., Washington, D. C.

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ATLANTIC CITY NOTES

ATLANTIC CITY is a good place for a convention. Hotel accommodations and meeting places are convenient and abundant. The Boardwalk, like a great outdoor lobby, unites the whole. The salt air from the Atlantic is invigorating and the far horizon over the ocean widens and inspires the mind. Meeting for the first time under the new name—the American Association of School Administrators, a Department of the National Education Association—the superintendents, flanked by their allies in a dozen other fields, held a convention of power and merit.

President Charles B. Glenn of the Department presented a strong program and maintained a high level of inspiration thruout the sessions. The *Sixteenth Yearbook* of the AASA presented at Atlantic City was one of the best in years. Under the title, "Youth Education Today," it strikes an optimistic note. Its frontispiece is used on the cover of this JOURNAL. The *Yearbook* contains the annual report of Secretary S. D. Shankland for 1937, which lists a membership at the end of the year of 4073—an alltime high.

The president of the AASA for 1938-39 is Superintendent John A. Sexson, Pasadena, California, a member of the Educational Policies Commission, an NEA Life Member, and the first president to be elected under the new plan of preferential voting by mail adopted at the New Orleans convention last year.

Programs at Atlantic City were well attended with a good registration from the entire country—over 10,619 registered as compared with 10,430 at New Orleans. Attendance is always much larger than registration. Breakfasts, luncheons, and dinners were popular thruout the week with 2268 at the Friendship Dinner, 1536 at the Exhibitors' Dinner, and more than 500 at several other dinners.

The program covered a wide variety of interests filling an attractive booklet of 72 pages, with 403 convention speakers listed. The Vesper Service on Sunday afternoon featured the Barton Harp Quintet, the Westminster Choir, and William Lyon Phelps, who spoke on "Truth and Poetry." The Exhibit—a major feature of the convention—was superior in size, arrangement, and variety, to any former display.

The distinguished and scholarly service of Dr. Charles H. Judd, who is retiring this year as head

of the Department of Education, University of Chicago, was honored on several notable occasions, including a banquet by the Department of Secondary-School Principals, the American Education Award at the Exhibitors' Dinner, and the presentation of an Honorary Life Membership in the AASA.

The American Association of Teachers Colleges, a department of the NEA, which enrolls 199 teachers colleges, held a two-day meeting under the presidency of L. A. Pittenger, Ball State Teachers College, Muncie, Indiana. The growing departments of Elementary and Secondary School Principals, either of which would make a great convention in itself, held fine meetings. Secretary Eva G. Pinkston of the Elementary Principals reports a membership of 5300, a new high looking toward a goal of 6000. The Department of Supervisors and Directors of Instruction held a prophetic meeting on "Technics of Cooperation."

The major subject of discussion at the convention was the report of President Roosevelt's Advisory Committee on Education which recommended substantial federal aid for general education, a cause to which the National Education Association has given leadership for many years. The report, fortified with abundant facts, substantiates the position which the Association has consistently upheld—that equality of opportunity and a fair start in life for every boy and girl cannot be provided without federal aid.

Dr. Caroline S. Woodruff, who as president of the National Education Association was the overnight guest, at the White House, of President and Mrs. Roosevelt on the eve of the convention, expressed appreciation for the President's interest in education. She reported that Mrs. Roosevelt would preside at the big international meeting of the summer convention to be held June 30 at the New York World's Fair Grounds.

Among things which impressed me most at Atlantic City were the influx of strong new leadership; the power of a great spirit like Helen Keller; an awakening in rural education; a widening interest in adult education; a growing determination to improve the schools and keep them free; and a new sense of direction and faith in the future of American democracy.—JOY ELMER MORGAN.

The American Spirit

To us and to our fathers America has meant wide horizons and spacious life, escape from musty prejudices of bygone eras, a more lively sense of human brotherhood and of the eternal dignity and equality of all human spirits.

What will it mean a generation hence? *That depends upon what our teachers of youth succeed in imparting to the rising generation.* The future of America depends in large measure upon the conception which takes shape under your tutelage in young and plastic minds.

What are the fundamentals of the American spirit which has made our country what it is today and which, if America is to keep true to her traditions and ideals, must in some way be imparted to those who follow us?

First, America must mean tolerance. A nation compounded of almost every national stock, of almost every race, of differing religions, must be built on the cornerstone of tolerance, breadth of understanding, generosity of viewpoint, and largeness of outlook. . . . Today, when racial and ideological intolerance are threatening European civilization, it is of transcendent importance that America maintain her splendid tradition of tolerance and understanding.

Second, America must continue a synonym for individual freedom. Between the two alternative fundamentals upon which efficient government may rest—on the one hand, maximum state authority completely supreme over the lives of dependent subjects and, on the other, maximum individual freedom restrained by a government of the people, by the people, and for the people—there can be but one choice for America. Even tho the complexities and exigencies of modern life require organization on a nationwide scale as never before, nevertheless such government control as is necessary must always be, not for the benefit of some personified fictitious entity called the State, not for some privileged few controlling the State, but eternally and always for the people.

Third, America must always stand for human democracy. The American government must be a people's government, existing not to forward the fortunes of

FRANCIS B. SAYRE

Assistant Secretary of State

an aristocracy of rank or of wealth, but to work in season and out of season to raise the standard of living of humble folk—farmers and factory workers and storekeepers. America must always be dedicated to full equality of opportunity.

A nation which keeps true to these three principles of tolerance, of individual liberty, and of democracy, must develop a native strength and power which go far to make it truly great. These are the fundamental principles which you must make America mean to the generation whose ideas you are shaping.

How is the American spirit to be interpreted in its relations to other nations?

The fundamental set of American foreign policy is not determined by statesmen or by politicians, by economists or by experts. It comes from millions of humble American homes. . . . Deep as great rivers bearing the waters from a million rivulets comes from the heart of America the insistent and passionate desire for world peace. This feeling for peace goes deeper than mere desire. The profound conviction is growing that world peace can be made a reality, for which peoples must plan and build and struggle and sometimes die.

In spite of the war clouds which hover, threatening and low, over our world today, I believe we are undeniably further along the road to peace than we were twenty years ago. We have learned much.

We know now that stable peace cannot be won overnight by mere treaties or legal documents. Peace cannot be imposed from without but must grow from within. We have learned that stable peace cannot be won thru war. Peace to be enduring must be built upon justice and full consent—not upon superior force.

Lasting peace can come only thru the understanding and selfdenying cooperation of nation with nation. This, too, is not a matter of mere formal organization but a thing of the spirit. To be sure, the problem of organization is of the utmost importance. The League of Nations has provided us with significant experience in international cooperation.

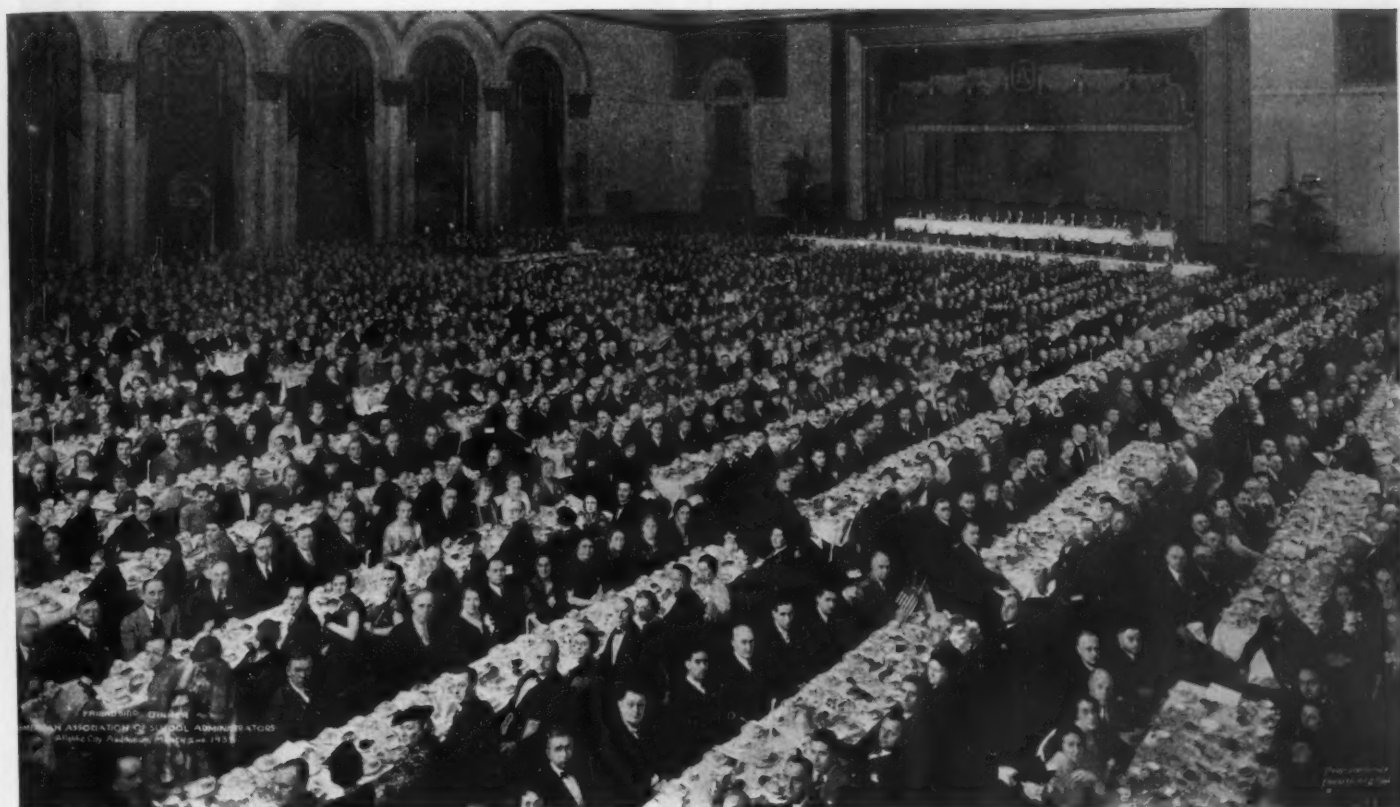
Peace can be attained only thru organized international cooperation.

We are learning that lasting peace can never be won thru mere emotional appeal. Too often in these days nations are forced into war against their wills by circumstances arising out of selfseeking and mistaken economic or political policies pursued in the past by themselves or by other nations. If we are to have peace, we must toilfully build for it sound economic and political foundations.

These truths we are slowly learning. The movement for peace thruout the world is growing all the time more intelligent. . . . But we have still a long, long way to go. If we are to gain peace, we must build for it moral foundations. The whole world today is in a state of gross materialism. Selfishness and greed and corruption and war are the natural fruits of materialism. The only direction in which I can see hope for reaching permanent solutions is the way of Christianity. Until we have courage to apply more fearlessly the principles of Christ to national and international problems, we are like children groping in the dark.

Among individuals we have learned thru the slow course of centuries that the sacredness of obligations lies at the very foundation of the trust and confidence vital to the continuance of modern civilization. But in the international world, treaty obligations are flouted as tho nothing but selfinterest should rule the world. . . . It is time we awoke to the fact that civilization depends upon accepted moral standards among nations no less than among individuals. It is time that we realized that materialism and greed produce suffering as surely among nations as among men.

These are some of the truths which we must impart to the rising generation. Our magnificent heritage is the vision of the great destiny—that we should constitute the hope of an old war-weary world. All American nations are comrades and neighbors in this great enterprise. What makes for good neighbors is something more than mere friendliness; it is sharing in common ideals and in some common enterprise. I hope and trust that in company with the other American nations we can together go forward to make the American spirit one of tolerance, of freedom, and of human democracy.—From an address before the AASA, Mar. 1, 1938.



*View of the Friendship Dinner
where 2268 guests were served*

THE *Atlantic City* CONVENTION

THE MAGNITUDE of the 68th Annual Convention of the American Association of School Administrators, held February 26-March 3, is shown by the following statement taken from the report of the Appraisal Committee:

"The American Association of School Administrators scheduled nine general sessions, with 42 speakers and presiding officers, and 18 discussion groups, with 99 speakers and discussion leaders. Thirteen allied organizations held their programs at the same time. They held 60 meetings and had 359 speakers.

"In addition there were listed in the *Official Program* the names of 61 other organizations and societies which held 120 meetings. These meetings began Wednesday before the convention officially opened and continued during the entire convention period. There were listed 108 breakfasts, luncheons, and dinners. Many other functions were held which were not listed in the program. The convention attendance exceeded all previous records. The Atlantic City Housing Bureau records show sleeping-room reservations for 9387 persons. There were 252 different firms and organizations represented in the ex-

hibits and 1269 registered exhibitors. The total attendance reached a figure of approximately 12,600."

The convention opened officially on Saturday, February 26, when President Charles B. Glenn of the American Association of School Administrators presided at the ceremonial opening of the exhibits.

The First General Session—the vesper service—set a high standard which was held thruout the convention. William Lyon Phelps of Yale University in an address on "Truth and Poetry" pointed out that the truths expressed in poetry about the great issues of life and death are true regardless of the age in which they are given expression.

The Sunday evening program consisted of music by the Detroit Schoolmen's Club Chorus, the Barton Harp Quintet, and the Westminster Choir, and entertainment by noted radio stars.

At the Third General Session on Monday morning, Superintendent Chenoweth of Atlantic City presented to the American Association of School Administrators a block and gavel for the permanent use of the Association.

THE WHITE HOUSE
WASHINGTON

Hyde Park, New York
February 22, 1938

My dear Mr. Glenn:

I am glad to send greetings to the administrators of America's schools. The progress of a nation cannot outrun the achievements of its schools.

Problems of almost unprecedented difficulty face our people today. These problems are the more sobering to Americans because of the changes effecting popular government which have lately come to pass in many other countries.

In spite of the perplexities, however, one thing stands out clearly. No lasting solution of the crucial issues confronting us is possible except as the people will to live in the interest of the common good. To bring about that will is the supreme function of the schools.

Very sincerely yours,

Mr. C. B. Glenn,
President, American Association of
School Administrators,
Ambassador Hotel,
Atlantic City, New Jersey.

He then presented to President Glenn as an individual a chest made by the Boys' Vocational School of Atlantic City containing materials from each of the forty-eight states.

Alexander J. Stoddard, superintendent of schools, Denver, Colorado, and chairman, Educational Policies Commission, spoke on "The Challenge to Complacency":

"The Educational Policies Commission is one of the agencies thru which complacency both within and without the profession is being challenged. The Commission has defined the function of education in a democratic society and is engaged in a formulation of the objectives of the schools in a democratic as contrasted with an authoritarian form of political control. It suggests that the most effective role to be played by our country in this worldwide struggle between political philosophies is to demonstrate that democracy can and will work.

"The depression has had and is having very real implications for complacency. Certain steps are recommended to combat present conditions and in preparation for future emergencies. First, the American people should be made aware of the difference between retrenchment and economy in education. Second, the schools should

deal frankly with the public in warning that budgets cannot be reduced without damaging educational services. Third, the state and federal governments should be induced to assume a larger responsibility in the support of the schools, especially in times of emergency. Fourth, the schools should assume the responsibility for rallying the spirit of local communities in support of democratic ideals and processes and in opposition to undemocratic ideals and processes which might be precipitated on a national basis. Fifth, the schools should organize to combat any attack upon the ideal of universal education and should resist attacks upon the freedom of the schools to carry out the purposes for which they were established. Sixth, when all the money of the school district is gone, teachers should continue to render their services and not allow the schools to be closed, regardless of payless paydays.

"Education is engaged in a continuing campaign challenging complacency on every front. In fact, education that does not disturb complacency is no education at all."

The principal topic of conversation at the convention was the report of the President's Advisory Committee on Education, a summary of which had just been released. Floyd W. Reeves, chair-



President Charles B. Glenn examines the chest made for him by Atlantic City schoolboys as their superintendent, A. S. Chenoweth, looks on.

At the left is President Roosevelt's greeting to the convention.

man of this Committee, addressed the Monday morning session, affording many members their first opportunity to hear about the Committee's report at first hand. Turn to page 107 for a summary of the report of the Committee.

An Honorary Life Membership in the American Association of School Administrators was presented to Charles H. Judd, head, Department of Education, University of Chicago, who will retire from his position in June 1938. Dr. Judd addressed the convention on "Facing the Future." He outlined trends which in his opinion give promise of making enduring contributions to the improvement of the educational system. These were [1] the trend toward a reconstruction of the administrative units of the educational system; [2] the introduction into educational thinking of new conceptions regarding vocational and general education; [3] the effect upon education of the theory of interdependence of groups and sections—we are rapidly arriving at the point where we all seek social security for all; [4] the trend toward the scientific study of educational problems.

At the Fourth General Session on Monday evening, E. W. Butterfield, State Commissioner of Education for Connecticut, spoke on "A World of Machines—and People." He suggested for pupils who are not bookminded:

"... activities in a social and mechanical environment. For them I am proposing not lecture rooms, libraries, and recitation rooms, but work rooms, that is, a series of school shops.

"In each of these shops, the work offered would have these six common characteristics: [1] Each daily and for a single school period, [2] each for four full senior highschool years, [3] each with no formidable home assignments, [4] each with

trained and vigorous teachers, [5] each with subjects in a four-year sequence, and [6] each with full physical equipment, machines, and apparatus.

"Of these shops, the first and fourth would be definitely designed to develop pupils who are people-minded, the second and fifth those who are machine-minded,

Earle F. Opie, president, Associated Exhibitors, presenting American Education Award for 1938 to Charles H. Judd.



Executive Committee and other officials photographed at the opening of the Exhibit. Left to right: J. W. Ramsey, superintendent, Fort Smith, Ark.; Earle F. Opie, president, Associated Exhibitors; President Glenn; J. C. Cochran, superintendent, San Antonio, Tex.; George C. Bush, superintendent, South Pasadena, Calif.; J. H. Mason, superintendent, Canton, Ohio; A. S. Chenoweth, superintendent, Atlantic City, N. J.; H. A. Allan, business manager, NEA; S. D. Shankland, executive secretary, AASA; Major Wm. F. Casey, Commissioner, Public Works, Atlantic City, N. J.; Ben G. Graham, superintendent, Pittsburgh, Pa.



John A. Sexson, superintendent of schools, Pasadena, Calif., new president of the AASA.

and the third those who include book-mindedness with the other two characteristics."

Helen Keller, whose inspiring address appears on p105, was the final speaker on this program.

The Fifth General Session on Tuesday morning was devoted to the 1938 *Yearbook* of the AASA entitled *Youth Education Today*. E. E. Oberholtzer, superintendent of schools, Houston, Texas, and chairman of the Yearbook Commission, discussed "Youth and Education."

Mr. Oberholtzer discussed the question of how society may unify and coordinate influences affecting youth:

"Two general theories have been tentatively propounded, neither receiving unanimous acceptance, but both worthy of consideration. The first theory is that the school may extend beyond instructional

duties and perform services for the child which other agencies have not performed satisfactorily. The second theory limits the school functions to those which it has already demonstrated its ability to carry on better than any other agency.

"Some central rallying-point is essential to any coordination. The thought that the public schools should constitute such a center in every community is an attractive one, but is not to be effectuated instantly and without regard to the feelings and claims of other public and private agencies. There are signs that the idea will grow and eventually become a reality whether educators and others engaged in youth service consciously will it or not."

Guiding principles which underlie the building of a dynamic and life-centered curriculum were reported by Mr. Oberholtzer as having been outlined in the *Yearbook*. He cited from the *Yearbook* the following fundamental goals

of education for citizenship which the schools should cultivate:

"[1] An intelligent appreciation of democratic institutions.

"[2] Proper methods of action which are of special significance in a democracy.

"[3] Willingness and the ability to co-operate effectively in a democratic society.

"[4] The progressive development of the democratic ideal."

Edwin A. Lee, director, National Occupational Conference, New York City, discussed "Occupational Adjustment," in which he said that a program of occupational adjustment consists of three subprograms:

"[1] There should exist in every school system a program of occupational guidance . . . [2] Occupational guidance . . . must be followed by occupational training. Therefore, the second point emphasizes the need for as wide a variety of opportunities for vocational education as the community affords. [3] The acid test of points one and two is occupational place-



General view of the Exhibit.

ment, that part of the program in which a youth, trained to an employable level, is inducted into a wage-earning occupation, helped to get started, followed thru adjustment after adjustment until it is accurate to say that he is safely launched on a satisfactory work-career. Here is where many a program of occupational adjustment falls down. Here, indeed, is where education in general all too often is found wanting. For how many a highschool that you know is it possible to ascertain what has happened to its graduates, not to mention its drop-outs, one or two years after they have left school? Not many. There is little defense for such lack of information."

The two addresses of this session were followed by a "Forum on Youth Problems" of which John W. Studebaker, U. S. Commissioner of Education, was chairman.

The Sixth General Session was a "Good Neighbor Program." The first speaker was Senator The Honourable Adrian K. Hugessen, K.C., The Senate, Ottawa, Canada:

"It is not my purpose tonight, or indeed would it be proper, to enter upon a discussion of current international problems. There is, however, one thing which may fittingly be said, and which cannot indeed be said with too much emphasis. Amidst this welter of isms of which we now hear so much—Naziism, Communism, Fascism, and the like—Canada stands firmly by the principles of democracy and the liberty of the human mind. We conceive that no other system is possible for us, or indeed for truly civilized men anywhere. We know that you share these views. And we look to the United States as the great exponent and the great protector of democratic ideals on the continent of America.

"It has been said recently that democracy is the only system of government which does not advertise and make known its advantages to the peoples who are under

its sway. That is probably a true statement. Certainly the nations now under the control of dictators are constantly having the beauties of their respective dictators, and the decadence of every other form of government dinned into their ears with ceaseless iteration. Would it not be well if the democracies, for their part, were to inculcate the essential principles of free government into their citizens, and particularly into the rising generation? Is it not our duty to hand on in this way to those who come after us the priceless traditions of liberty which our ancestors have bequeathed to us?"

His Excellency Doctor Francisco Castillo Nájera, Ambassador from Mexico to the United States, summed up the essential features of the Mexican educational system under President Cárdenas as follows:

"[1] Education of the masses is an essential function of the state.

"[2] Education is a popular problem and not an academic one.

"[3] It must benefit every Mexican citizen.

"[4] The rural population, even in the most remote parts of the country, must be reached at all costs.

"[5] Popular education should be practical; its first obligation is to teach the people how to live.

"[6] Education should develop social solidarity.

"[7] Education must substitute superstition and fanaticism by scientific knowledge and loyalty to mankind."

Honorable Francis B. Sayre, Assistant Secretary of State, Washington, D. C., discussed "The American Spirit" which he said must mean tolerance, individual freedom, and human democracy. See p98.

At the Seventh General Session on Tuesday, George F. Zook, president of the American Council on Education, said of "Teacher Education":

"President Hutchins has stated that confusion is the chief characteristic of higher education in America. He could certainly find a good example in the government of teacher-education institutions. Nevada, Wyoming, and Delaware have the advantage of concentrating their entire effort in teacher education at a single institution, the state university. From this simple situation one proceeds all the way to utmost confusion. Iowa has only one separate state teachers college. Wisconsin, with only a slightly larger population, has ten (including the university).

"The conclusion to this matter is plainly the fact that the several states should study their respective situations in teacher education, make estimates of the number and types of new teachers needed, lay down the general pattern for their preparation, assign responsibilities to the respective institutions, and provide for coordination among them, in short, provide a unified system of teacher education which will be both comprehensive and effective."

"The Welfare of Teachers" was presented by Orville C. Pratt, superintendent of schools, Spokane, Washington, who stressed these points:

"[1] Only teachers who are free to assume responsibility and to exercise initiative can fully bestow such privileges upon children.

"[2] Basic to school welfare is the problem of school finance. If the schools in his state are wholly dependent upon the decadent general property tax, or if his state contributes less than half of the support for a minimum program of education, the superintendent's path of duty lies straight before him. He should give the full weight of his influence to the correction of these weaknesses.

"[3] Salary schedules ought to be so formulated that they encourage professional growth and prevent too rapid turnover.

"[4] Teacher retirement is a phase of teacher welfare of outstanding importance. So urgent is the need that the National Education Association and all its component departments and subordinate parts should be geared into a united drive for its attainment.

"[5] Administrators, instead of being lukewarm to tenure laws, should actively advocate them and do what they can to secure their enactment. Teachers ought, thru their organizations, to be as quick to approve the dismissal of inefficient or unworthy teachers.



Above: A general view of the scene just before the beginning of the dazzling ice carnival where stars of the ice held the great crowd for more than two hours. Sides: Closeups of individual performers in the ice carnival.

"[6] 'Academic Freedom'—teachers need to be free to deal frankly and realistically with current issues as they arise. "[7] Still another phase of teacher welfare is cooperative action by teachers."

James B. Conant, president of Harvard University, discussed "Higher Education in a Democracy." He stated that many of the students now enrolled in advanced university work are not the most able young people. Plans should be developed whereby promising individuals who are economically handicapped may be given scholarships. Selection of university students should be based more on intellectual ability and less on the individual's economic position.

At the Eighth General Session on Thursday morning, Frederick M. Hunter, chancellor, System of Higher Education, University of Oregon, pre-

sented "The Next Step in American Education." After discussing the worldwide threat of totalitarianism to democracy he said:

"The inconsistency of creating a central governmental structure to propagate a philosophy has been pointed out and is apparent to all. But it is wholly consistent with our American traditions of development as well as the doctrines of local self-government to think of such a philosophy as becoming a synthetic movement growing out of the educational aspirations and practices of the multitude of local instruments of instruction and school administration in America. If we accept the soundness of the conceptions of our founding fathers in respect to education as we have accepted the worth of their views in interpreting the Anglo-Saxon philosophy of government, we may without hesitation move forward along the lines of our own



Left: A view of the McGuffey School which entertained the banquet of the Department of Elementary School Principals. The participants are wellknown educators. If they look unnatural, only their dignity is missing.





This choir from Westminster Choir School, Princeton, N. J., made a fine contribution to the Sunday programs.

history and tradition to synthesize a philosophy for the rallying of American intellectual resources and creating a policy of resistance to the invasions of dictatorship."

"Shall the People Control Their Schools?" was the subject of the address by George D. Strayer. He argued against control by the states except "for the determination of the broad framework within which the local community may operate," and standards for buildings, equipment, and the like; and against "removing the schools from the control of the people" by subordinating "public education to the general local government." He pointed out the need of federal participation in the financing of education but cautioned that "the federal government should contribute to the support of education in general rather than to particular aspects of the program."

John A. Sexson, superintendent of schools, Pasadena, California, and president-elect of the AASA, discussed "Public Relations":

"All over America the immediate response of the friends of public education is to turn to the 'public relations' agent, the professional public opinion builder, the fashion setter in a desperate and dramatic appeal to rebuild the faith of the American people in public education and to restore the support of public education.

"Public relations' departments can deliver whether asked to sell real estate, popularize war, reconcile nationals, elect partisans, or promote education. The issue confronting educational leadership in America today is—knowing, as you do, how to shape public opinion, influence public action, and determine the direction of institutional development—what do you propose to do with your opportunity? This is the crux of the 'public relations' problem in education."

In its resolutions, the Association reaffirmed "its faith in democracy as the pattern of human relationship most likely to bring about the maximum happiness and wellbeing of all the people"; commended the work of its Commission on Youth Problems which prepared the 1938 *Yearbook*, "Youth Education Today"; suggested that the Educational Policies Commission make a special study of the problem of teacher education and selection; and commended the President's Advisory Committee on Education for its report but concluded that:

"... since the complete report of the Advisory Committee on Education is not available at this time for careful and well-considered study and analysis, before final action is taken committing this organization it is recommended that the report of the Advisory Committee on Education be referred to the Educational Policies Commission and to the Legislative Commission of the National Education Association for study, for the purpose of evolving a plan by which legislation will be framed and enacted, putting into effect the principles and policies repeatedly affirmed by this organization thru which federal aid for public education will be secured without federal control."

The final general session, featuring Rear-Admiral Richard E. Byrd, was built about the theme, "Adventure and Discovery." See p127. A dinner in honor of Admiral Byrd in the evening was presided over by John H. Finley of the *New York Times*.

Afternoon sessions of the Association were devoted to discussion group meetings built around issues in six major educational fields: Education for adjustment, vital relationships, improvement of the public schools, the expanding program of industrial education, the cur-

riculum, and youth problems. A discussion group meeting was held in each of these areas on Monday, Tuesday, and Wednesday afternoons.

Allied organizations which held meetings included the American Educational Research Association, Department of Elementary School Principals, Department of Rural Education, Department of Secondary-school Principals, Department of Supervisors and Directors of Instruction, Department of Vocational Education, Department of Classroom Teachers, National Association of State High School Supervisors and Directors, National Council of Chief State School Officers, National Council of Childhood Education, National Council of Education, National Society for the Study of Education, National Society of College Teachers of Education.

For brief accounts of the programs of the NEA departments listed in the above paragraph, see p127.

The officers of the American Association of School Administrators for 1938-39 are:

President—John A. Sexson, superintendent of schools, Pasadena, California

First Vicepresident—Charles B. Glenn, superintendent of schools, Birmingham, Alabama

Second Vicepresident—Paul T. Rankin, supervising director of research and informational service, Board of Education, Detroit, Michigan

Executive Secretary—Sherwood D. Shankland, 1201 16th St., N. W., Washington, D. C.

Executive Committee—Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania; J. C. Cochran, superintendent of schools, San Antonio, Texas; Jesse H. Mason, superintendent of schools, Canton, Ohio; J. W. Ramsey, superintendent of schools, Fort Smith, Arkansas; the President, First and Second Vicepresidents, *ex officio*.

A more complete account of the convention, including addresses, will be found in the *Official Report* which is mailed to members of the American Association of School Administrators. Nonmembers may secure copies by sending \$1 to the Association at 1201 16th St., N. W., Washington, D. C.

—LYLE W. ASHBY

Helen Keller's Message to Teachers

THE AUDIENCE arose and applauded as Miss Helen Keller and Miss Polly Thomson came on the platform.

Chairman Caroline S. Woodruff—One of the most thrilling moments of my life was when, some years ago, I first saw and met Helen Keller, held those seeing, feeling, hearing, talking hands in mine—the most wonderful hands in all the world.

And it is to me tonight one of the choicest experiences of a year, filled, as it is for anyone representing this National Education Association, with countless wonderful opportunities that are given to few in this whole country—the privilege given me by President Glenn—of presenting to you tonight this great personality, one whose life has been unmatched in all time, past and present, in her conquest of all physical handicaps with which she has been circumscribed from infancy, her mastery of them all. And she would disclaim the word did we not include in this almost miraculous achievement, that great teacher of hers—Anne Sullivan Macy—without whom this attainment would have been impossible and her life incomplete.

It is fitting tonight to recall what Miss Keller has done for others afflicted with blindness—the unique contribution made by her in having already raised thru her own effort more than one million dollars for the American Foundation for the Blind, which is sponsoring a nationwide Helen Keller tribute year, terminating next Thursday, March 3, the 50th anniversary of the day Anne Sullivan Macy came to teach Helen Keller. All funds of this drive are to be turned over as a part of the endowment, known as the Helen Keller Fund.

Before Miss Keller speaks, her friend and companion, Miss Polly Thomson, will give the background for and interpretation of her address. (Miss Keller and Miss Thomson came to the speakers' stand; Miss Keller stood beside Miss Thomson with her hand on Miss Thomson's lips in order to read her lips as she spoke.)

Miss Thomson—When people first meet Helen Keller, they always ask,



Miss Keller and President Woodruff

"How did you begin to teach her?" Helen Keller was born a perfectly normal child but at the age of nineteen months, she had a serious illness which left her deaf and blind, and as a result of deafness, she became mute also.

When Miss Sullivan, Helen's late beloved teacher and friend, went to Helen's home in Alabama, Helen was six and a half years old, and her only means of communicating with those around her were a few motions or signs. For instance, if she was hungry, she pointed to her mouth. If she wanted bread and butter, she indicated the motions of cutting bread and spreading it with butter. And when she smacked her lips, everyone knew she wanted candy. A nod of the head meant "yes"; a shake of the head meant "no."

The first word Helen learned to spell on her hand was "doll." Miss Sullivan had given her a pretty doll and after she had played with it, Miss Sullivan took her hand and made the letters d-o-l-l, pointed to the doll, and nodded her head. Helen looked puzzled and felt Miss Sullivan's fingers curiously. Miss Sullivan repeated the letters a number of times, then helped Helen form them in her own hand. After a trial or two, Helen succeeded in spelling the word correctly, pointing to the doll as Miss Sullivan had done.

Helen learned the names of a number of articles from imitation without understanding that every action and every object had a name. One day Miss Sullivan had been trying to make Helen understand the difference between a cup and the water it contained. All her efforts had failed. Finally it occurred to Miss Sullivan to lead Helen to the pump and have Helen hold the cup while she pumped the water. As the water gushed

forth, Miss Sullivan spelled into Helen's other hand w-a-t-e-r. Helen dropped the cup, went red and pale, trembled, and a new light came into her face, the light of understanding. In that moment Helen realized that everything has a name and that finger spelling was the way to everything she wanted.

After that her progress was very rapid. She learned everything that children of her age learn, and she always wanted to know more. She learned to read and write and use the typewriter; she can use any machine with very little trouble, and writes on all of them beautifully. For three years, she spelled on her fingers every waking minute.

The next important step in Helen's education was learning to speak. Helen had observed that when those around her talked with each other, they did not use the hand spelling. Miss Sullivan told her we talked with our mouths. Helen wanted to talk with her mouth, too, but that seemed impossible. However, Helen kept on insisting that she wanted to talk like other people. Miss Sullivan decided that if it was humanly possible, Helen should learn to speak.

The first word she learned to articulate was the word "it." Placing her hand, thumb on throat, the first finger on lips and the second on nose, enables her to feel the guttural sounds, the hard "g" and "k."

And with her hand in this position, Miss Sullivan made the short vowel "i" and "it." Then the consonant "t" which is right in front of the mouth "t-t." Then put them together—"i-t"—and the first word was learned. And every word that Helen speaks has been learned in just that way, letter by letter, syllable by syllable. After her seventh lesson in articulation, she surprised her family by speaking this sentence slowly: (Miss Keller joined her voice with Miss Thomson's, saying) "*I am not dumb now!*"

From that first halting sentence to her speech of today has been a long, hard road. You will now have an opportunity to hear Helen speak and see her read the lips. I will ask her a few questions so you may become a little more accustomed to her voice. Helen, I think

our friends would be interested in hearing about college. What were some of the subjects you studied in college?

Miss Keller—Philosophy, history, literature, mathematics, Greek, Latin, French, and German.

Miss Thomson—What was your favorite study?

Miss Keller—Philosophy, because it gives me such a sense of freedom from all limitations.

Miss Thomson—I think our friends would be interested to see how your teacher read the books to you in college. This is the way Miss Sullivan read all the books and interpreted all the lectures during the four years Helen was in college. (Miss Thomson demonstrated the manual alphabet with Miss Keller.)

Miss Thomson—She sat beside her and spelled into her hands word by word what the professors said. And I think it is interesting also to know that Helen couldn't take her typewriter into a classroom because she would have disturbed the other students, so she had to carry in her mind all that had been spelled into her hand until she got home where she put the notes down on her Braille typewriter, but that is how we think she developed her marvelous memory. Helen, what do you consider a teacher should be?

Miss Keller—What do I consider a teacher should be? One who breathes life into knowledge so that it takes new form in progress and civilization.

Miss Thomson—Now, I wonder what questions our friends might like to have me ask. Can you read other people's lips as well as you read mine?

Miss Keller—Yes, if they speak slowly and distinctly and don't get embarrassed.

Miss Thomson—Who gets embarrassed?

Miss Keller—The gentlemen. They stammer and forget what they are going to say. (Laughter)

Miss Thomson—Well, Helen, I think I will have you read one of the gentlemen's lips. Mr. Bush, you come along and Helen will read your lips.

George C. Bush (Superintendent of Schools, South Pasadena, Calif.)—Miss Keller, if you could have one wish granted, what would it be?

Miss Keller—Good for you! You didn't get at all embarrassed. (Laughter) If I could have one wish granted, I should wish for world peace and brotherhood!

(Prolonged applause)

Miss Thomson—Now, I think you will be interested to see how we spell into Helen's hand. It is the manual alphabet. . . . When I take Helen to a motion picture or the theater, I have to spell very, very rapidly, about 85 words a minute. Of course, you all know that Helen graduated with honors, receiving her degree of Bachelor of Arts from Radcliffe College and Harvard University. It was then that Mark Twain said, "The two greatest characters in the nineteenth century are Napoleon and Helen Keller—Napoleon tried to conquer the world by physical force, and failed; Helen tried to win the world by the power of mind, and she has succeeded." (Applause)

And now, Helen, you had better give your little talk and I will repeat for you in case your friends don't understand. (Miss Keller made the following statement, with Miss Thomson repeating the phrases after her for interpretation to the audience.)

Helen Keller—I am touched when educators ask me to say a word to them. I am not a teacher, but I cannot resist the wish to express to you my thrilled consciousness of the new America in which you are guiding youth along fateful paths of self-development.

Judging from what I read about experiments in school and college, it seems to me teacher and student are digging into learning warm with the heart-blood of experience. Such advance is full of hope for the future, since we must feel man's struggle in our bodies, as it were, if we are to make our education minister to his welfare. It was because Anne Sullivan put aside precedents in teaching and tried to imagine herself in the silent night where I dwelt that she gained insight to give me the light and freedom of the spirit.

Confucius was right when somebody asked him, "What is knowledge?" and he replied, "To know men." In order "to know men" students must investigate life. They should try to find answers for such fundamental problems as government, wages, the supply of food, clothing and shelter, peace and war. Education not translated into terms of this collective experience is lacking in content and creative thinking.

It is a revelation to me how farsighted teachers are taking thought to organize and unify the complex mass of knowledge flooding our schools and setting up definite goals for intelligent effort. The technic of building well-planned cities, keeping the land fertile and beautiful, abolishing

plagues from the earth, is being imparted to students as equipment for a life responsibility. They are being awakened to the fact that soul-killing poverty may be abolished, and that wealth is a social product to be controlled for the common good. "To know men," they are discovering, demands kindness, cooperation, respect for their fellows. In vision I behold them going forward to recreate the world. What a glorious adventure that will be!

Youth is the hope of the new order. After students have learned in these many ways "to know men," they will stand "a wall of fire" about democracy, strong against dictatorship and greed. May the new learning speed far. May it not rest or pause until it has cleared away the horrible jungles of war and fear, and a world shines forth fit for man remade in God's image and likeness. I thank you. (Applause.)

Chairman Woodruff—Helen Keller—master of circumstance—not blind but seeing thru "eyes of the soul," not deaf but hearing thru her heart—in the name of the National Education Association, and with the authority invested in me as its President, may I present to you this key, symbolic of the highest honor in the power of this Association to bestow, the key of Honorary Life Membership in the largest organized body of educators in the world, which will give you official entree to all the activities of the National Education Association of the United States for the rest of your life. The Association itself is signally honored by your acceptance. (Miss Woodruff slipped the chain, which held the Life Membership Key, over Miss Keller's head.)

Miss Keller—You overwhelm me! Miss Woodruff and friends, this beautiful surprise has rendered me almost speechless! I can only thank you with the heart that loved Anne Sullivan. It is a moving thought that the educators of America should confer upon me an honor which so felicitously honors her.

The chain around my neck I shall cherish as a prophecy of the united effort that shall make knowledge the heritage of all men. The key in my hand I feel is not given for any merit of mine; rather it is a symbol of the key to the life more abundant which the handicapped shall enter, and it shall be an inspiration to their normal fellowbeings. Then shall limitation, like the earthquake, rend the veil from the temple, and we shall behold God dwelling with man in eternal beauty. Again, with emotion, I thank you. (Applause)

The President's Committee Recommends Federal Aid

Summary of the report of the Advisory Committee on Education appointed by the President of the United States, as released by the Committee to newspapers on February 23, 1938.

THE PUBLIC-SCHOOL SYSTEM in the United States greatly needs improvement. Glaring inequalities characterize educational opportunities and expenditures for schools thruout the nation. The level of educational service that can be maintained under present circumstances in many localities is below the minimum necessary for the preservation of democratic institutions. Federal aid is the only way in which the difficulties in this widespread and complex situation can be adequately corrected.

These are the general conclusions of the Advisory Committee on Education. The Committee's report, based on more than a year of exhaustive study of the schools thruout the country, was transmitted to Congress today (February 23, 1938) by the President.

The Committee recommends new federal grants to the states for educational purposes, to begin a year hence at \$70,000,000 and to increase to \$199,000,000 by 1944, as follows:

1939-40.....	\$70,000,000	1942-43.....	\$159,000,000
1940-41.....	109,500,000	1943-44.....	179,000,000
1941-42.....	139,000,000	1944-45.....	199,000,000

These amounts, in the Committee's opinion, "undoubtedly are small, when compared with total needs." Two billion dollars was spent for public elementary and secondary education in 1935-36 [almost entirely by state and local communities].

OLD GRANTS TO CONTINUE

The report points out that the policy of federal aid is well established, since permanently authorized federal grants for educational purposes already exceed \$50,000,000 a year. The Committee recommends continuation of the existing grants, now made for vocational education in the public schools, vocational rehabilitation of the physically disabled, instruction at land-grant colleges, agricultural experimentation, and agricultural and home economics extension work. Vocational education alone now receives almost \$22,000,000 annually of federal funds.

The vocational grants receive special attention from the Committee. It believes the statutes should be thoroly revised, to make the existing grants available for all desirable types of occupational preparation. Too much federal control is now exercised over the vocational funds, the Committee finds; the states should be authorized to determine for themselves what educational activities are to be deemed vocational.

Pupils in vocational schools are sometimes exploited for private gain, according to the Committee. Extensive cooperation between educational authorities and state and federal Departments of Labor is recommended to provide safeguards.

NEW GRANTS ARE FOR SEVERAL PURPOSES

The new grants recommended are to be divided among six major funds. The largest is a general aid fund for the current operating and maintenance expenses of public elementary and secondary schools. It starts at \$40,000,000 and would increase \$20,000,000 a year to \$140,000,000. These amounts would be divided among the states in proportion to their financial needs.

The Committee points out that the share of the wealthy states must be small if the schools are to be materially improved where they are now most inadequate. The aim is to bring education out of the doldrums; "neither the individual states nor the federal government can continue to tolerate conditions under which a substantial number of the citizens of tomorrow receive inadequate preparation for effective living."

The second recommended aid fund, starting at \$2,000,000, and rising to \$6,000,000, is to improve the preparation of teachers and other educational personnel.

The third fund, \$20,000,000 the first year and \$30,000,000 the second and following years, is recommended for the construction of school buildings in order to facilitate the desirable reorganization of school districts, which the Committee says are now too small in many rural areas.

The fourth fund, \$1,000,000 at first and \$2,000,000 the third year and after, is recommended for the improved administration of state departments of education. These departments would have their duties greatly increased by the Committee's program, since they would perform most of the work of administering the proposed federal aid.

The fifth recommended fund, beginning at \$5,000,000 and increasing to \$15,000,000, is for "civic, general, and vocational parttime adult educational activities," and is to be expended thru schools, colleges, and other educational agencies in the states. It would be allocated among the states on the basis of their adult populations.

The sixth fund recommended is for rural library service; it starts at \$2,000,000 and rises to \$6,000,000. It would be allocated on the basis of rural population. The Committee points out that at present rural people thruout the country seldom have public library service. (See table of grants, attached at end of statement.)

MORE RESEARCH RECOMMENDED

The Advisory Committee, headed by Floyd W. Reeves of the University of Chicago and including a score of other members with varied interests, also would have Congress provide a special fund for educational research, planning, and demonstrations. Altho it costs two billion dollars a year to operate the public schools, the Committee points out that research facilities at all comparable to those of the agricultural experiment stations are lacking in the field of education.

A research fund of \$1,250,000 is recommended for the fiscal year beginning next July; increases to \$3,000,000 are recommended for later years. The money would be put in the charge of the U. S. Office of Education and would be used principally for grants on a project basis to universities, teachers colleges, state departments of education, school systems, and other agencies qualified to carry on educational research and demonstrations.

PROGRAM LIMITED TO SIX YEARS

Authorization of the new grants to the states is recommended by the Committee for a period of six years only, ending in 1945. By the end of the six years, it is anticipated that increases in federal aid will be planned. "Before such increases are made, however, the Committee recommends that the proposed program be carefully reviewed under appropriate auspices after it has been in operation for several years." The school year 1943-44 is suggested for the stock taking.

"Increased federal aid after the six-year period should be dependent not only upon needs," the report states, "but also upon further experience with federal-state relationships. The Committee believes that it will prove possible to work out relationships between the federal government and the states that will safeguard adequately the expenditure of federal funds while continuing to maintain state and local autonomy in the direction of schools. That belief should be tested by experience, however, before irrevocably committing the federal government to a large program of federal aid."

FUNDS TO BE DISTRIBUTED WITHIN STATES

The general aid fund for elementary and secondary education is all to be spent by local school jurisdictions. The Committee discusses the problem of how the money should be divided in each state, and says it "is of the opinion that the distribution of federal aid funds within a state is not a matter that should be left exclusively to state officials." On the other hand, the distribution of existing school funds within each state must be

taken into account in setting up the distribution plan for federal aid for that state.

Joint plans agreed upon between the various state departments of education and the U. S. Office of Education are therefore essential, the Committee declares. State and federal officials should be required to make the allotments to local districts on an objective basis, in the manner that will "most effectively lessen inequalities of opportunity" for schooling.

Joint planning is also recommended for the distribution within states of the funds for teacher preparation, adult education, and library service. School building projects would be reviewed first in the states, then submitted to the U. S. Office of Education for approval.

For all states maintaining separate schools for Negroes, the Committee recommends that the federal grants be conditioned upon joint plans providing an equitable distribution of the federal funds between white and Negro schools, without reducing the proportion of state and local funds spent on Negro schools.

STATE AND LOCAL AUTONOMY

Altho joint planning is necessary in connection with such problems as the allocation of funds, the Committee holds that the cooperative planning should be carefully restricted by law to matters clearly of direct federal concern.

"The Committee recommends strongly that federal statutes and joint plans relating to all forms of education under state and local auspices should reserve explicitly to state and local agencies the administration of schools, determination of the content and processes of education, and decision as to the best uses of the allotments of federal funds within the types of expenditure for which federal funds may be available."

YOUTH PROBLEMS REVIEWED

The education and adjustment of youth receive a major share of the attention of the Committee, which discusses at length the problems of the "millions of young people who are neither in school, at work, nor obtaining any type of experience that might prepare them eventually for work."

Highschools must be vastly improved, the Committee declares, in order that larger numbers of young people will remain in school until they can find employment. "The schools of this country must build a new integrated and progressive program from the seventh at least thru the twelfth grades, with suitable general education for all as the center of the program. Additional offerings to meet special needs must also be provided."

The student aid program of the National Youth Administration is commended as a "fundamental attack upon the problem of inequality of educational opportunity." The Committee recommends that it be continued on a semi-permanent basis until 1945, but not be made permanent until after further experience.

The Civilian Conservation Corps and the National Youth Administration programs of work projects for outofschool youth are both found to possess large values for the education and adjustment of unemployed young people. The Committee recommends that both programs be continued and that, to improve coordination, they both be placed under the direction of a single new federal agency, to be called the National Youth Service Administration. This agency would also carry on the student aid program for highschool and college students. It should be established at first only for the period ending in 1945, the Committee suggests, and its work should be reviewed at the same time the grants to the states are re-examined.

Within the National Youth Service Administration, the Civilian Conservation Corps should be continued as a distinct unit, the Committee believes, but it should be brought into a much closer relationship to state and local educational agencies and should be placed entirely upon a civilian basis. "Notwithstanding the very commendable achievements of the Army during the organization period of the Corps," the report states, "it is not in the American tradition to use the military arm during any long period for the determination of civilian educational

policies and the administration of a major educational enterprise."

Expansion of other youth services of guidance and training is recommended by The Advisory Committee. The Federal Committee on Apprentice Training should be given increased funds to promote apprenticeship training in industry for the skilled occupations. Employment counseling services in public employment offices should be much enlarged, The Advisory Committee declares, in order to provide adequate service for outofschool young people and adults.

To improve the quality of the vocational guidance available in schools and public employment offices, the Committee recommends the establishment of an occupational outlook service, to be carried on by the U. S. Bureau of Labor Statistics. Organized along lines similar to the agricultural outlook service of the Department of Agriculture, the occupational outlook service would have the function of providing forecasts of the supply and demand for workers in various occupations, in order that young people might make more intelligent choices before beginning vocational training. Schools and colleges would also be able to develop their programs in line with prospective opportunities for their graduates.

PRIVATE SCHOOLS

Among the more significant recommendations of the Committee are those which would permit pupils of parochial and other non-public schools to share to a limited extent in the benefits of federal assistance. Altho the recommendations generally follow the policy of making the grants to states available for public schools, the states are to be responsible for determining which schools are public, and certain services for children may receive assistance both in public and non-public schools.

Part of the proposed general aid fund for elementary and secondary education may be spent for textbooks and reading materials, transportation of pupils, scholarships for pupils 16 to 19 years of age, and for health and welfare services. These are the services the Committee would make available to children in non-public schools, "so far as federal legislation is concerned."

"The conditions under which health and welfare services and aid for reading materials, transportation, and scholarships may be made available for pupils in privately controlled schools should be determined by the states, or by the local school jurisdictions receiving the grants if the states so determine," the Committee suggests. Student aid would also continue to be available for pupils in both public and non-public schools.

FEDERAL AREAS INCLUDED IN GRANTS

The District of Columbia, Alaska, Hawaii, Puerto Rico, and other outlying possessions would be included in the distribution of grants so far as feasible, on the same basis as the states. The Committee also recommends establishment of a permanent policy by which every child living on a federal reservation will be assured of opportunity for an education. These children, members of federal employee families, are now the only children in the United States for whom schools are not required to be provided either by state or federal law.

RURAL AREAS ESPECIALLY BENEFITED

"The least satisfactory schools in the United States," the Committee reports, "are now to be found for the most part in rural areas." The average expenditure per pupil in average daily attendance in rural schools in 1935-36 was \$67.40, and in urban schools \$108.25. Rural areas should therefore receive the largest amount of federal aid, the Committee holds; this would result from allocating the funds among the states in proportion to their financial needs, as the Committee recommends.

The educational problems brought about by the development of the United States and its change from an agricultural to an industrial nation are fully detailed in the report. Rural America especially feels the pinch of economic pressure on its schools. Its child population is large, its financial resources small. In nearly every state, the adult group in the rural population carries an educational load, in terms of number of children to

be educated, far in excess of that carried by the adult group in urban areas. The heaviest load is borne by the rural farm population, with nearly twice the number of children in proportion to adults that is found in large cities.

The farm population not only has a disproportionately heavy educational load; it must carry the load on a per capita income decidedly less than that of the non-farm population. The difficulty is widespread—more than half of the states are predominantly rural. City folk are concentrated in a relatively small number of states. "Educational opportunities approaching adequacy are now to be found only in limited areas where circumstances are unusually favorable. Improvement of programs is needed even in the most favored centers; but, from the national point of view, far more important are the great inequalities in opportunity to obtain even a limited amount of educational service."

COMMITTEE AT WORK SINCE 1936

The Advisory Committee on Education was originally appointed by President Roosevelt on September 19, 1936, to "study the experience under the existing program of federal aid for vocational education, the relation of such training to general education and to prevailing economic and social conditions, and the extent of the need for an expanded program."

In a later letter, dated April 19, 1937, the President referred to the numerous bills in connection with educational matters then pending in Congress, and requested the Committee to give more extended consideration to the "whole subject of federal relationship to state and local conduct of education."

Scores of educational, governmental, and private organizations and individuals cooperated in the research that enabled the Committee to prepare its recommendations. The report is believed to be the most searching analysis of public-school education and related services ever made in this country by a representative national committee. The Committee was assisted by a large temporary staff of specialists in education, public administration, and economics. Most of the members of the Committee came from outside the federal government; they served without compensation and gave a large amount of time to the Committee's studies and discussions. Meetings and conferences alone aggregated more than forty days.

ONE MINORITY REPORT

In transmitting the Committee's report to the President, Chairman Reeves noted that all members of the Committee had concurred in the adoption of the report with the exception of Mr. T. J. Thomas, president of the Valier Coal Company, Chicago. Mr. Thomas submitted a statement for transmittal

with the majority report of the Committee, in which he indicated his personal views, altho agreeing with much of the majority report.

Mr. Thomas called attention to the fact that in a number of states, "little has been done to correct situations in which some school districts have only \$10 to \$25 to spend for education per child per year, while other districts in the same states spend as much as \$75 to \$125 per child per year." He stated that in his opinion, "no state is entitled to receive federal aid until it has made a reasonable beginning in the work of equalizing educational opportunity within its own borders, even tho to do so may require the amendment of state laws or even state constitutions."

Mr. Thomas also favored a smaller program of grants to the states than that recommended by the majority of the Committee. He suggested a total of \$40,000,000 annually for a period of three years only, of which \$21,000,000 a year would be for general aid to elementary and secondary education.

MEMBERS OF THE COMMITTEE

The Advisory Committee on Education includes: Chairman Floyd W. Reeves, Professor of Education, University of Chicago; William Rowland Allen, personnel director, L. S. Ayres & Company, Indianapolis; Edmund deS. Brunner, Professor of Rural Sociology, Teachers College, Columbia University, New York City; Oscar L. Chapman, Assistant Secretary of the Interior; Miss Elisabeth Christman, secretary-treasurer, National Women's Trade Union League, Washington; Gordon R. Clapp, Director of Personnel, Tennessee Valley Authority, Knoxville; Ernest G. Draper, Assistant Secretary of Commerce; Miss Alice L. Edwards, home economist, New York City; Mordecai Ezekiel, Economic Adviser to the Secretary, Department of Agriculture; George L. Gooze, chairman, Southern Organizing Committee, American Federation of Labor, Atlanta; Frank P. Graham, president, University of North Carolina; Luther Gulick, director, Institute of Public Administration, New York City; Rev. George Johnson, National Catholic Welfare Conference, Washington; Charles H. Judd, head, Department of Education, University of Chicago; Thomas Kennedy, Lieutenant Governor, Pennsylvania, and secretary-treasurer, United Mine Workers; Miss Katharine F. Lenroot, chief, Children's Bureau; Arthur B. Moehlman, editor, The Nation's Schools, Ann Arbor, Michigan; Henry C. Taylor, director, Farm Foundation, Chicago; T. J. Thomas, president, Valier Coal Co., Chicago; John H. Zink, president, Heat and Power Corporation, Baltimore; and George F. Zook, president, American Council on Education, Washington.

AMOUNTS OF EXISTING AND PROPOSED FEDERAL GRANTS FOR EDUCATIONAL SERVICES
(In Thousands of Dollars)

FISCAL YEAR.....	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Existing Grants to States							
Vocational education	\$21,785	\$21,785	\$21,785	\$21,785	\$21,785	\$21,785	\$21,785
Vocational rehabilitation	1,983	1,983	1,983	1,983	1,983	1,983	1,983
Land-grant colleges							
Resident instruction	5,030	5,030	5,030	5,030	5,030	5,030	5,030
Agricultural research	6,860	7,477	7,500	7,512	7,525	7,537	7,542
Extension service	17,936	18,333	18,373	18,413	18,453	18,493	18,533
Total existing grants to states	\$53,594	\$54,608	\$54,671	\$54,723	\$54,776	\$54,828	\$54,873
Proposed Grants to States							
General aid to elementary and secondary education	\$40,000	\$60,000	\$80,000	\$100,000	\$120,000	\$140,000	
Improved preparation of teachers	2,000	4,000	6,000	6,000	6,000	6,000	6,000
Construction of school buildings to facilitate district reorganization	20,000	30,000	30,000	30,000	30,000	30,000	30,000
Administration of state departments of education	1,000	1,500	2,000	2,000	2,000	2,000	2,000
Educational services for adults	5,000	10,000	15,000	15,000	15,000	15,000	15,000
Library service for rural areas	2,000	4,000	6,000	6,000	6,000	6,000	6,000
Total proposed grants to states	\$70,000	\$109,500	\$139,000	\$159,000	\$179,000	\$199,000	
Proposed new grants for cooperative educational research, planning, and demonstrations	\$1,250	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000



Courtesy, WPA

Reaching Two M

By

HOWARD W. OXLEY

Director of CCC
Camp Education



CCC CAMP EDUCATION
An algebra class; learning to type; at work on a conservation project

SINCE its inception in March 1933, the Civilian Conservation Corps has reached over two million American youth. Seldom has a single agency had the opportunity to influence the lives of such a large number of young men in the short space of a few years. The Civilian Conservation Corps, therefore, should be of concern to the mass of American citizens. Its significance as a conservator of natural and human resources bears further study and careful analysis.

The CCC was initiated in a Presidential message to Congress on March 21, 1933, which asked for the passage of legislation authorizing the federal government to take a vast army of unemployed young men and give them healthful work and beneficial experiences in conservation camps. A bill carrying out the President's recommendations was made law on March 31, 1933. Five days later, an executive order was issued setting up the Corps and naming Robert Fechner as its Director. In the same order, the Secretaries of War, Interior, Agriculture, and Labor were instructed to assist the Director in selecting the enrollees, establishing and operating a nationwide chain of camps, and in supervising the work program. Shortly after-

ward, each of the four Secretaries appointed a personal representative to serve on Director Fechner's Advisory Council which, during subsequent years, has aided him in the development of the camp program.

As initiated by President Roosevelt, the CCC was to provide employment and shelter for 250,000 young men selected from the large number of unemployed youth who in 1933 were wandering the streets and highways. In addition to launching the country on a comprehensive conservation program, the Corps proposed to train and develop its thousands of enrollees.

EARLY DAYS OF CCC—The first CCC camp was located at Luray, Virginia, in mid-April, 1933. Before the end of that month, 190 camps had been established throughout the country and 37,180 men were enrolled. By the end of June 1933, 1300 camps had been set up and 279,722 men enrolled. This was indeed a remarkable accomplishment within the short space of three months.

Fiscal Year	Average No. of Camps
July 1, 1933 to June 30, 1934	1506
July 1, 1934 to June 30, 1935	1663
July 1, 1935 to June 30, 1936	2405
July 1, 1936 to June 30, 1937	2069
No. of camps Dec. 31, 1937	1500

The preceding table shows the average number of CCC camps by fiscal years.

As the number of camps expanded and contracted over the past five years, so has the average enrolment of the men. The following table indicates the average monthly enrolment during each of the fiscal years:

Fiscal Year	Average Monthly Enrolment
July 1, 1933 to June 30, 1934	262,000
July 1, 1934 to June 30, 1935	325,000
July 1, 1935 to June 30, 1936	350,000
July 1, 1936 to June 30, 1937	340,000
Enrolment as of Dec. 31, 1937	270,000

ACCOMPLISHMENTS OF WORK PROGRAM—The work program of the camps has been directed primarily toward the development, increase, and conservation of natural resources, such as forests, soil, and animal life. Camp work projects have included the preservation of forest and park areas from fire, insects, and disease; the introduction of improved fire protection facilities; the planting of trees; the improvement of forest lands; conservation of agricultural lands by soil-erosion prevention measures, flood control operations; and the conservation of fish, game, and other wild life.

A simple listing of the accomplishments of the camps in conserving natural resources would include such items as one and one-half billion trees planted,

10 Million American Youth

58,000 miles of forest telephone lines erected, 39,000 bridges constructed, 41,000 park and forestry service buildings completed, 3,521,000 erosion check dams built, 2,792,000 acres of forest lands improved, 15,000,000 acres cleared of disease and pests, 89,000 miles of roads and trails built, 3,809,000 man-days spent fighting forest fires, and thousands of acres of forest and park lands improved for recreational purposes.

CONSERVING HUMAN RESOURCES—Impressive tho the accomplishments of the CCC work program have been, the achievements of the camps in the field of human conservation have been of equal significance. From the beginning of the first few camps in April 1933, the training and development of the men received considerable attention. During December 1933, however, the educational efforts in the camps were placed on an organized basis. The War Department was requested by the President to set up and administer a program of education in every CCC company with the advisory aid of the United States Office of Education. The Office of Education was charged with the further responsibility of selecting and appointing a Director of CCC Education, Corps Area Educational Advisers, and Camp Advisers. Two years later, District Educational Advisers were authorized.

During the early days of January 1934, the Office of Education began to send advisers into the camps. These men were selected from among the best qualified instructors and counselors who could be found. Many of them had had business as well as teaching experience. They were told that their job was to organize, under the supervision of their company commanders, a program of training for each enrollee. They were advised: "The activities you carry on must grow out of the needs and wishes of the men. There is no program planned outside the camp and imposed from above. The program must be worked out for each camp separately. Individual counseling, guidance, and stimulation are the keys to the selection of material. Informal study, reading, and discussion will char-

acterize the methods probably used most largely."

Counseling and guidance form the basis on which the camp educational program has been built. Thru interviewing and counseling with enrollees, the adviser attempts to determine their background, training, and aptitudes and to shape their program of instruction accordingly.

Guidance, as we look upon it in the camps, is an attempt to help the individual help himself. It does not involve compulsion or mysticism. It is a process of selfawakening, selfexamination, self-appraisal, and selfchoice. It necessarily involves an effort to acquaint the individual with a number of vocations, so that he may more intelligently choose an occupation in accordance with his aptitudes and interests.

NEEDS OF ENROLEES—CCC enrollees come from such widely divergent backgrounds of training and experience that the program of camp education must be sufficiently flexible and adaptable to fit their needs. About 3 percent of the enrollees are illiterate, and 39 percent have not completed elementary school, altho the age of the average enrollee is nearly 19.

More than two-thirds of the enrollees had never had any systematic vocational training before reaching camp, and the majority of them had made no basic plans for earning a future livelihood. A recent report of the Department of Labor reveals that out of 124,788 juniors who entered the camps during October 1937, 22,795 or 18.3 percent had never been employed before entering the Corps, and 13.8 percent had been out of work for more than six months before reaching camp. Many of those youths whose applications showed previous job experience actually did not have a total employment history of more than a few weeks or months and therefore could not be said to have held any regular continuing job. It is obvious from these data that the CCC continues to provide to a large number of young men their first real opportunity to gain work experience and training.

When we have an educational situa-

tion, as we do in the CCC, in which individuals range all the way from illiteracy to the college status, from low intellectual level to very superior, from practically no special interest to any one of a hundred different interests, and when to these differences are added differences in work experience, ambition, temperament, and emotional stability, an individualized educational program based upon diagnosis of individual needs and careful guidance is not only desirable but clearly essential.

In evolving a training program for individual enrollees, the adviser has two objectives. These are to make the enrollee [1] more employable and [2] a better citizen. In accomplishing these objectives the educational program in the average camp has undertaken the following basic activities:

- [1] The removal of illiteracy.
- [2] The correction of deficiencies in elementary-school subjects.
- [3] Training on work projects.
- [4] Vocational instruction.
- [5] Cultural and general training.
- [6] Avocational and leisuretime training.
- [7] Character and citizenship development.
- [8] Assisting enrollees in finding employment.

ACHIEVEMENTS OF CAMP EDUCATION—Since 1933, nearly 65,000 enrollees have been taught to read and write. Nearly 550,000 enrollees have been better grounded in elementary-school subjects, and more than 350,000 have taken high-school subjects. College courses have been pursued by nearly 55,000 men.

The camps have further demonstrated that education and work can be successfully combined. The camp work project is the practice school in which class instruction is applied. There are about 40 major classifications or vocations broken down into many hundreds of smaller jobs which may be taught on camp work projects. In addition, the administration of the camp offers valuable training and experience in such jobs as store management, stenography, cooking, and auto-mechanics. Since April 1933, over 1,150,-

ooo enrollees have received job instruction on work projects. Over 500,000 enrollees have studied in vocational classes in camp.

Camp officials have constantly been aware of their responsibility to help enrollees find satisfactory employment. Enrollees are advised as to the best methods of applying for work and locating job leads. Approximately 470,000 former CCC men are now employed in private industry. Many have located and are now filling their jobs more satisfactorily because of training received in the CCC.

LOOKING TOWARD THE FUTURE—On June 28, 1937, Congress extended the life of the CCC for three more years and included "vocational training" among the major purposes of the Corps. It further provided that "at least ten hours each week may be devoted to general educational and vocational training." It authorized the Director of CCC to permit enrollees to break their term of enrolment to attend an educational institution and return to camp at the conclusion of the school term.

By such action, Congress definitely stamped its approval upon efforts now under way in the camps to provide the educational opportunities which enrollees need. The recognition of training and education as a major function of the Corps by act of Congress has had a most salutary effect upon the program of instruction thruout the camps.

Plans for the new year include the extension of classroom and shop space and educational facilities in every company, the improvement of instructional materials, the development of the teaching personnel, and a further exploration and integration of opportunities within the camps for training purposes. The realization is growing among CCC officials that the whole of camp life, if intelligently planned, can be made to contribute definitely to the employability and civic usefulness of the enrollees.

With a record of five years of achievement in the conservation of both natural and human resources, the Civilian Conservation Corps stands today as a convincing example of what a nation can do to plan its way thru a baffling social and economic problem. There now confronts us the question of how to better relate the camps and their technics to the institutional life of America on a longterm basis.



SCHOOL CONSOLIDATION and improved teacher welfare have gone hand in hand in Ohio during the past quarter of a century. During this time consolidation has been going on at an increased rate. In fact, the law first permitting school consolidation was enacted in Ohio in 1898. However, by 1914 there were only 110 such schools in the state. That year a new school code was enacted which gave considerable impetus to the elimination of small schools and small districts until now there are more than two thousand consolidated schools in the state.

A further impetus to this improvement was a law passed in 1935 which required each county board of education to submit annually to the State Department of Education for the years 1935-38 proposed changes in schools and school districts in the county. During the second year of the operation of this law, the number of one-room schools in the state was reduced by 408.

The movement has been further stimulated by the statewide Study of Local School Units, which was sponsored by the State Department of Education in cooperation with the United States Office of Education. In this study, made in 1936-37, an individual report, which was later mimeographed, was prepared for each county in the state, outlining changes in schools and school districts which ought to be made. The ultimate recommendations provide for the elimination of all but seven of the then operating 1889 one-room schools, reductions in the number of school districts from 1593 to 734, and in the number of high-schools from 911 to 700. Naturally these proposed changes have raised questions in the minds of those concerned with teacher welfare, especially as to the

likelihood of sharp reductions in the number of teachers needed for the proposed program.

It is the purpose of this article to examine certain aspects of teacher welfare in Ohio since 1910, including pupil-teacher ratios, teachers' salaries, school housing conditions, and teaching programs and supervision.

PUPIL TEACHER RATIO—If school consolidation reduces the number of teachers employed, then the number of pupils a teacher has will increase as the consolidation program develops. Information on that point is contained in Table I, which gives the total enrolment, number of teachers, and number of pupils per teacher for a series of years beginning in 1910. The table also contains the number of one-room schools in operation for each of those years with the exception of 1910.

Table I

PUBLIC-SCHOOL ENROLMENT, NUMBER OF TEACHERS, AND ONE-ROOM SCHOOLS IN OHIO FOR A SERIES OF YEARS (1910-1937)

Year	Enrolment	Number of Teachers*	Pupil-Teacher Ratio	One-Room Schools
1910	838,080	27,841	30.1	...
1914 . . .	895,167	28,972	30.9	9,489
1920 . . .	1,020,662	33,948	30.1	8,090
1930 . . .	1,278,073	43,024	29.7	4,310
1935 . . .	1,296,732	40,612	31.9	2,387
1937 . . .	1,274,628	41,464	30.7	1,889

* These figures exclude all who teach less than half time.

It is interesting to note from these figures that there has been very little change in the average number of pupils per teacher during this 27-year period. The lowest number was in 1930 and the highest in 1935, the latter no doubt being the result of the depression period.

Consolidation Welfare

By

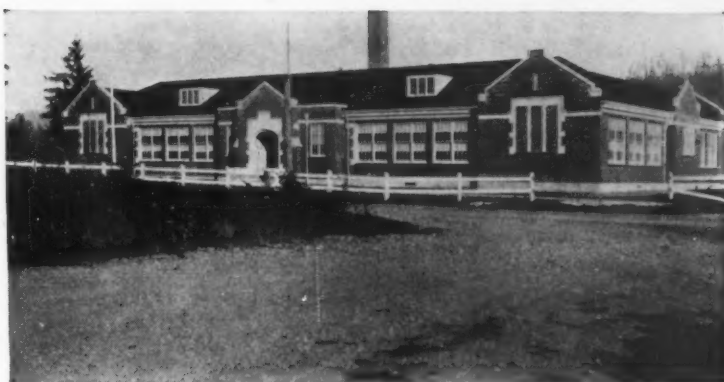
E. N. DIETRICH

Director, Ohio State Department
of Education

and

T. C. HOLY

Ohio State University



The difference between the high and low, however, is only slightly more than 7 percent. The reduction in the number of one-room schools by more than 7500 since 1914 has not changed to any appreciable extent the number of teachers employed in relation to the total enrolment. These figures, of course, include the entire state. However, when school districts having a population of more than three thousand are taken out, the pupil-teacher ratios for the remaining part of the state are: 1914, 24.6; 1920, 26.1; 1930, 26.0; 1935, 27.9; 1937, 27.0. Even in the strictly rural areas pupil-teacher ratios have not varied much.

TEACHERS' SALARIES—It is interesting to observe further what happened to teachers' salaries during this period of consolidation. The following figures show the average monthly salaries of elementary and highschool teachers in Ohio for a series of years beginning in 1910. These are:

Table II

AVERAGE MONTHLY SALARIES OF OHIO PUBLIC-SCHOOL TEACHERS BY DECADES BEGINNING IN 1910*

Year	Average Monthly Salaries	
	Elementary Teachers	Highschool Teachers
1910.....	\$ 64.87	\$ 90.74
1920.....	109.87	123.12
1930.....	169.34	197.50
1935.....	138.82	177.52

*These figures taken from *Study of Local School Units in Ohio*, by T. C. Holy and John A. McKnight. Columbus, Ohio: State Department of Education, 1937. p33.

The significance of these figures lies in terms of their relative purchasing power. The Bureau of Labor index of living costs in 1920 was 200.4 and in 1930 was 160.7, both figures being based on the living costs in 1913 as 100. If the 1930 salaries of Ohio teachers are expressed in terms of the 1930 index of living costs, then the 1930 purchasing power was about twice that of 1920. Ohio teachers in 1930 were in much better position financially than in 1920. They were in better position in 1930 and 1935 than they were in 1910.

SCHOOL HOUSING CONDITIONS—A third factor related to the welfare of teachers is the quality of the buildings and equipment in which and with which they work. Certainly no one would argue that a teacher working in a typical one- or two-room school, doing her own janitorial work, is as well off as a teacher in a modern consolidated school with central heating, janitorial service, inside toilets, drinking fountains, electric lights, good seats and desks, and more and better equipment. Altho not all consolidated schools contain all these things, the majority do, because they have been erected in recent years. As evidence of the degree to which Ohio has improved its public-school plant, more than \$347,000,000 was spent for school improvements in the state between 1915 and 1936, or nearly \$16,000,000 a year.

TEACHING PROGRAM AND SUPERVISION—Another factor is the teaching program. An analysis of the daily program for the one-room schools in one of the better organized Ohio counties for 1936-37 shows a total of 168 recitations per teacher per week. These recitations were distributed in the fields of reading, writing, spelling, arithmetic, history, geog-

raphy, science, language, hygiene, physical education, and music, and in addition to these, instruction is required weekly in thrift and fire prevention. The schools of this county were in session 1820 minutes a week, which, if divided by 168 classes, means an average of slightly less than eleven minutes for each class. This, of course, allows no time for opening exercises and class change. When this program is contrasted with one which allows no more than two grades per teacher, a standard which the state has endeavored to maintain, the advantages of consolidation to the teacher are very evident. When departmentalization is carried on, the number of subjects per teacher is further decreased.

Another advantage of the larger school where there is a principal or superintendent, is that of supervision, of which the one-teacher school gets practically none. Since the larger schools are generally located in towns or villages, better living conditions can be obtained and getting to school is usually a matter of a few minutes' walk. Under such conditions, a teacher has opportunity for more normal living.

It is evident from the foregoing discussion that Ohio teachers have gained much since 1910 when school consolidation was getting under way in the state. To what extent it was due to consolidation cannot, of course, be determined. The fact remains, however, that teacher welfare in Ohio improved greatly during a period of school consolidation. What is true in Ohio is no doubt equally true in other states. In view of these facts, teachers ought to support actively the state programs which seek to reduce the number of schools and school districts.

VISITORS to New York City at the convention of the National Education Association (June 26-30) will have unusual opportunity to go to historical spots and to meditate upon the past. Naturally, New York City, the chief port of the Atlantic seaboard, has been deeply concerned in all the events that have affected the history of America.

Today there is a metropolitan area of over 11,000,000 inhabitants clustering around a group of islands by the great bay that marks the mouth of the Hudson River.

At 41 Broadway is a tablet which says that near there, in the spring of 1614, Commander Adrian Block, of the good vessel, "Tiger," erected four huts after his little craft had burned. Doughty old sea captain that he was, Commander Block set to work and built the first vessel made by white people in this country, appropriately naming it "Restless," as if dimly foreseeing something of the nature of the 11,000,000 persons who by 1938 were to cluster around what in 1614 was only a wilderness inhabited by savages. Think of those four poor little huts on the edge of the forest, dreaming perhaps of the Empire State Buildings and Rockefeller Centers that were to follow!

At Tenth Street and Second Avenue is the burial ground of St. Mark's Church, where one sees the grave of that wooden-legged Peter Stuyvesant, captain-general of Amsterdam in New Netherland, who died at the age of 80 in 1672, after having fought like a hero on many occasions. The neighborhood about the old church was once his farm, at the edge of the pleasant "Bouwerie," once a leafy country road and later a street of sordid pic-pennies where, "They say such things and do such things that I won't go there any more—the Bowery, the Bowery."

Right at the head of that Bowery is historic Cooper Union, in whose Great Hall, Abraham Lincoln, on his way to national fame, made his celebrated "Cooper Union Address."

Down in Trinity Churchyard, at the head of Wall Street, visiting teachers may look at the simple inscription that marks one of the first graves ever made in Manhattan, that of little five-year-old Richard Church, who died in 1681. Another child grave that has attracted much attention is that of "An Amiable Child," on the heights just south of Grant's Tomb on Riverside Drive.

Trinity Church, at Broadway and Wall Street, goes back to 1697, but even before that there had long been a burial ground just outside the line of fortifications that gave the name to Wall Street, once an outpost of war, but now a battleground of finance. Teachers will note with interest in that old graveyard around Trinity Church the grave of William Bradford, the first man of New York to operate a printing press, and to begin the vast publication of the literary center that is now Greater New York. In that same churchyard is an obelisk that marks the grave of brilliant and unfortunate Alexander Hamilton, whose life, begun on the Island of Nevis in the West Indies, ended so unfortunately in the duel with perfidious Aaron Burr up on the heights of Weehawken, just across the Hudson River.

Teachers of history will look with respect at the nearby



Down in Trinity Churchyard, at the head of Wall Street's canyon

Works Progress Administration photo

tomb of Captain James Lawrence, who died in the naval battle between the "Chesapeake" and the "Shannon," but who died heroically, making himself immortal by saying, "Don't give up the ship!"

A short distance north of Trinity Church is St. Paul's Chapel, once attended faithfully by George Washington, in whose pew you may still sit. In that place is buried brave General Richard Montgomery, who died in the attack on Quebec in 1775.

At the corner of Broad and Pearl Streets is Fraunces Tavern, looking about as it did in 1700, long before it became famous as Washington's headquarters in 1776, and the scene of his Farewell Address to his generals in 1783. The visitor should go upstairs and look at the numerous relics of early days in New York. If he is much interested in such material, he should spend part of a day in the Museum of the City of New York at Fifth Avenue and 103rd Street, where he may awaken a thousand memories of the pageant of history that has passed over Manhattan in three hundred years.

The Washington Statue at the Sub-Treasury Building on Wall Street marks the place where the first President of the United States took the oath of office.

The last existing house of the old colonial Dutch period is the Dyckman House, at Broadway and 204th Street, furnished and arranged in accordance with the old time that it represents, a delightful place in which to awaken reveries concerning the quiet life of those days.

Another famous residence in New York City is the Jumel Mansion, at Jumel Terrace and West 160th Street,

MEMORIES

OF

HISTORY

IN NEW YORK CITY



Frederick Houk Law

NEA State Director for New York

also used as headquarters by George Washington. Here was the home of that romantic Eliza Jumel who at seventeen daringly eloped with a British officer; then, after his death, married rich Stephen Jumel, with whom she went to Paris and became a favorite butterfly of that city of fashion. Then, after Stephen Jumel died, altho she was 61—she was still attractive and rich—she married Aaron Burr, with whom she found herself unable to live in peace. Her memory, like that of Washington's, hangs about the old Jumel Mansion.

In Van Cortlandt Park, at Broadway and 242nd Street, is the old Van Cortlandt House, where lived that Philip Van Cortlandt who fought at Saratoga and in Sullivan's campaign against the savage Indians of the Mohawk Valley.

At 287 Convent Avenue, close to 141st Street, is what was once the country estate of Alexander Hamilton. It is now sandwiched in between an apartment house and an old brownstone church. In this house is a museum of Hamilton relics well worth visiting.

Down at the corner of John and William Streets, in the lower part of Manhattan, now a center of crowded business, was Golden Hill, where on January 18, 1770, there was shed the first blood in the War of the Revolution, in a battle between the "Sons of Liberty" and the Sixteenth Foot British Regulars, a contest long preceding the famous battles at Concord, Lexington, and Bunker Hill.

If the visiting teacher is interested in the Revolution he should go to 36th Street and Park Avenue and read the tablet that marks the site of the fashionable residence where charming Mrs. Robert Murray amiably entertained British

officers with her smiles and laughter, while secretly she sent messages to the American forces telling of the movements of the British.

Over in Brooklyn, in what is now Prospect Park, are several tablets marking scenes in the Battle of Long Island, one tall marble shaft commemorating the heroic stand of Maryland troops.

Where Columbia University now stands, at Broadway and 116th Street, marks the site of the Battle of Harlem Heights, and still farther north is the scene of the Battle of White Plains.

Up the Hudson, just south of Tarrytown, teachers may visit the idyllic home of Washington Irving at Sunnyside, an ivy-grown English mansion still remote from the cares and noise of the world. Just north of Tarrytown is that ghostly Sleepy Hollow, where the Headless Horseman threw his pumpkin at poor, quivering Ichabod Crane. In the cemetery at the right of the road is the grave of Washington Irving. In Manhattan, Irving Place and Washington Irving Highschool at Eighteenth Street, commemorate the city residence of this famous author.

Only a few blocks from Washington Irving Highschool, at 28 East Twentieth Street, is the restored birthplace of Theodore Roosevelt, with a great museum of Roosevelt relics.

Far to the north, at Kingsbridge Road and Grand Concourse, in the Bronx, is the little white Poe Cottage, where Edgar Allan Poe once lived in a kind of wilderness and dreamed of "Ulalume" and "The Raven."

At Castle Garden, at the extreme southern end of Manhattan, now an Aquarium, entertainingly worth the visiting, is the place where beautiful Jenny Lind, the great Scandinavian singer, fascinated all New York in 1850. Here also Samuel F. B. Morse ushered in the hurry of modern life by making a public exhibition of work with electricity.

At the corner of Worth and Baxter Streets is the scene of what used to be the crowded slum of Five Points, once one of the most dangerous places in New York City. There, now, is a small park honoring Jacob A. Riis, the Danish immigrant, whose work as police reporter for the *New York Sun* led him so much into the slums that he made himself a social reformer and created a new and better New York. The visitor may turn from this little park and wander thru Mulberry Bend, Mott Street, and Doyers Street, New York's Chinatown, with picturesque stores where may be found many Oriental curios.

Those romantically inclined may visit the "Little Church Around the Corner," at 29th Street near Madison Avenue, the scene of many marriages and many funerals of members of the theatrical profession.

These are but a few of the hundreds of places that stimulate the imagination and awaken dreams in the City of New York. Half forgotten in the daily rush of crowded city life, these shrines of the past fascinate the visitor who is patient enough to hunt for them, and who is willing to stand for a moment and meditate about the life that has been.

KEEP AMERICA

Out of War

JOSH LEE

U. S. Senator from Oklahoma

THE SUREST WAY to prevent this country from being drawn into a future war, is to draft money as well as manpower.

When the financial tycoons and large manufacturers realize that they will have to lend the bulk of the money necessary to finance the next war, at an extremely low rate of interest, they will hesitate to use the forces at their command to propagandize the general public into a war hysteria.

With this in mind, I introduced during July of last year a bill (S. 2911) "to promote peace and the national defense thru a more equal distribution of the burdens of war by drafting the use of money according to ability to lend to the government." The bill provides that in case of war (of sufficient moment to call for an increase in the military establishment by draft of manpower) the President shall take a census of the wealth of the nation requiring every individual to buy taxable, low interest-rate war bonds in proportion to his wealth.

This bill is neither in conflict nor competition with the Sheppard-Hill or American Legion Bill (S. 25), but is rather an auxiliary measure that would set up machinery not provided in the Legion Bill. The Sheppard-Hill Bill provides for "freezing" the price structure during the period of war, in order to prevent skyrocketing of prices. It also provides for the conscription of manpower and authorizes the President to mobilize industry and the material resources of the nation. It has provisions for the commandeering of services, but not for drafting the necessary capital.

The bill (S. 1331) introduced by Senators Nye, Clark, Bone, Vandenberg, and Pope, as a result of the munitions investigation in 1935-36, is also quite different from the measure I have introduced. That bill would undertake to prevent war profiteering by a fine-tooth-comb tax system intended to regain as much of the profits as possible made in transactions of commodities during inflationary war periods. The purpose of this bill is commendable, but could not raise the funds necessary to finance the war quickly enough to operate on a pay-as-you-go basis.

The combination of either of the two above mentioned measures with the bill I have introduced would help to make it possible to prevent this country from being drawn into a war, and in case of a national emergency, would work to eliminate war profiteering and provide sufficient finances to insure success.

At the first subcommittee hearing of the Senate Military Affairs Committee which was held on my bill during the week of February 23, the Treasury, War, and Navy Departments all submitted unfavorable reports on the measure.

The Treasury Department advised that the measure is not practical because of the difficulty of defining wealth. That objection is about as thin as soup made from the shadow of a pigeon's wing that died of starvation. It is easy enough to define wealth if we want to, just as it was easy for the local boards to determine which boys ought to go in the first call and which ones ought to go in the second. Every man has to define his wealth before he can get a loan at a bank. He has to submit a financial statement listing his assets and liabilities and no one raises the question of defining net wealth.

Already the American people have paid in round numbers some twelve billions of dollars interest on the war bonds. The American taxpayer has to pay this profit to the great financial interests who financed the war. They were so patriotic they were willing to finance the war for twice the amount of interest that money usually pays. We had to pay them as high as 4¾ percent interest and then beg them from every platform in the United States to lend enough money to pay for the guns the boys carried, and because these bonds were tax exempt the government cannot touch a dime of that

tremendous profit. As soon as those bonds come due they are refinanced and we go on paying profit to the financial masters who financed the last war.

Then again the War Department said it was opposed to the bill because war to be successful must have the support of the people, and if we have the support, there will be no difficulty in raising the money. Why isn't that same argument just as good against the conscription of men? War to be successful must have the support of the people, and if it has the support of the people there will be no difficulty in raising an army by the hit-and-miss method of the voluntary system.

The World War taught us that the only democratic, fair, and just method of raising an army of men was by the selective draft, and by the same token, the only fair and equitable manner of financing war is by a similar selective draft of dollars.

The present plan does not mean raising one dollar more in the aggregate than would be raised anyway to finance a war. It does mean that whatever amount is called for will be raised by an orderly, legal, and just method based on the ability of each individual to lend to his government.

The Navy Department said it was opposed to the bill because there might be delay in raising money by a system instead of a hodge-podge begging campaign, but if we can take men, we can take money. If we can draft one man's services, we can draft another man's credit. If we can take one man's life, we can take another man's capital.

These form-letter objections in no way conceal the real objection back of the movement to prevent the passage of this bill. It can have its origin only in an unwillingness to try something different, or else a desire to make property rights more sacred than human rights.

The same people who are now objecting to drafting the millionaire's wealth in case of war were perfectly willing in the last war to draft the boys and send thousands of them to their death, but now that we are considering a measure to draft dollars as well as men, we are running into opposition because their precious dollars are too sacred to be drafted.

BETTER PREPARATION—Within the last two years nine states have added an additional year to the preparation required of elementary-school teachers.

NUMBER OF PUPILS DECREASING—The number of elementary-school pupils in the U. S. has dropped by about 1,000,000 since 1929-30. By and large, elementary schools no longer face the problem of expanding numbers.

CHARACTER IS THE ESSENCE OF THE EXPERIENCE CURRICULUM, and experiences which do not nurture and integrate character are noneducational and worthless in the school. —C. C. Certain in *Elementary English Review*.

GOOD ADVICE FOR TEACHERS—Do not worry; eat three square meals a day; say your prayers; be courteous to your creditors; keep your digestion good; exercise; go slow, and easy. Maybe there are other things that your special case requires to make you happy, but, my friend, these, I reckon, will give you a good lift.—Abraham Lincoln, as quoted in "Fit to Teach," *Ninth Yearbook* of the Department of Classroom Teachers of the NEA. Published in 1938; price, \$1.

CLASSROOM TEACHER DEPARTMENTS have been organized in twenty-four state teachers associations, according to a recent issue of the *News Bulletin* of the Department of Classroom Teachers.

THE SECOND ANNUAL CONFERENCE ON ELEMENTARY EDUCATION of the Department of Elementary School Principals will be held at New York University, July 1-15, 1938, immediately following the annual NEA convention.

THE MCGUFFEY READERS' HUNDREDTH ANNIVERSARY was celebrated at the banquet of the Department of Elementary School Principals in Atlantic City on February 28, 1938. An improvised schoolroom was set up in the banquet hall, and the scholars were represented by prominent educators, who recited portions from the famous readers.

THE ASSOCIATION FOR CHILDHOOD EDUCATION will hold its forty-fifth annual convention in Cincinnati, April 19-23, 1938, using the theme "Current Opportunities and Difficulties in Childhood Education." For further information write the Association at 1201 16th St., Washington, D. C.

PARENTS AND TAXPAYERS may ask the schools to do certain things for their children. In return, they must be prepared to meet the cost of having these things done

Elementary-School Service

The Journal will appreciate suggestions from readers for this page.

properly. And the teaching profession, if it is to be given adequate support and the freedom to teach, must rise to the level of a profession, with professional standards of admission. . . . With educated teachers and educated children, I think that America will succeed in bringing light and leadership to a world that is badly in need of both.—Robert M. Hutchins in a recent issue of *The Saturday Evening Post*.

A VISIT TO THE WORLD'S GREATEST PRINTING PLANT is a pamphlet which may be secured free from the Government Printing Office, Washington, D. C.

A POSTURE FILM of two reels is available from the Children's Bureau, U. S. Department of Labor, Washington, D. C., in either 16 or 35 millimeter sizes. No rental but transportation costs required.

TOYS—WHAT—WHEN—A LEAFLET FOR PARENTS is the title of a four-page mimeographed leaflet prepared for both parents and teachers. Suggests toys suitable for children at different age levels. Send 10¢ to Childhood Education Association, 1201 16th St., Washington, D. C. *A Selected List of Ten-Cent Books* for children is also available from the same association for 15¢. This list was recently prepared by the Association's Committee on Literature.

CHILDREN'S BOOKS ON SOUTH AMERICAN COUNTRIES are listed in the *Bulletin* of the Pan American Union for December 1937. Write the Pan American Union, 17th St. and Constitution Ave., N.W., Washington, D. C.

VIEWS AND NEWS FROM THE CHILD'S WORLD is a publication of the NEA Department of Kindergarten-Primary Education, containing brief descriptions of activity projects by teachers of Colorado, Idaho, Montana, Utah, and Wyoming. It is profusely illustrated with pictures and printed with an attractive cover. Can be had for 25¢ from the NEA.

THE DEPARTMENT OF RURAL EDUCATION of the NEA recently issued two pamphlets of value to any classroom teacher, but especially to rural teachers. One is entitled *Sources of Free and Inexpensive Instructional Materials* and the other *Housing Educational Materials*. Available free by writing the Division of Rural Service, NEA.

APPRAISING THE ELEMENTARY SCHOOL PROGRAM is the title of the *Sixteenth Yearbook* of the Department of Elementary School Principals of the National Education Association. Any worker in the field of elementary education will profit greatly by reading this book. It will help you to evaluate the activities of your school. Groups using this book for study purposes may wish to secure the comprehensive study outline by Samuel Berman, who was chairman of the *Yearbook* Committee. The *Yearbook* is \$2 and the outline, 25¢. Order from the Department of Elementary School Principals, NEA.

THE REVIEW OF EDUCATIONAL RESEARCH for December 1937 is entitled *Special Methods and Psychology of the Elementary School Subjects*. It reviews the literature from July 1934 to July 1937. Subjects covered are arithmetic, art, character education, English language, health and physical education, music, reading, science, social studies, spelling, and activity programs in nursery school, kindergarten, and elementary school. Order from NEA; \$1 to non-members.

TEACHERS AND COOPERATION is the title of an 80-page booklet recently issued by the Department of Supervisors and Directors of Instruction of the NEA. This bulletin is a preliminary step by the committee in charge of the *Yearbook* later to be issued on the same subject. In the foreword the committee states that "Progressive administrators and teachers are coming to believe that the only way to prepare the oncoming generation to live successfully in a democracy is to give them the opportunity to practice democracy in the classroom, and that teachers for their part cannot develop skill in cooperation successfully unless they, too, are members of a *school system* which operates democratically from top to bottom." It is hoped that this booklet will encourage experimentation and the reporting thereof as contributions to the *Yearbook* in all the aspects of cooperation between teacher and pupil, and between teachers and administrators. This pamphlet is valuable reading for any teacher or administrator. We all give lip service to democracy as a political ideal but do we practice it in our own jobs? For a copy of the pamphlet, send 25¢ to the NEA.

YOUR LIFE IN THE MAKING. See p119.

THE FINAL ENROLMENT FIGURE in public highschools during 1935-36, according to the United States Office of Education, was 5,974,537.

EDUCATION IS OUR BIGGEST INDUSTRY. It has a \$10,000,000,000 plant, and is, therefore, bigger than anything in the country except, of course, the national debt. It employs 1,500,000 persons, and, therefore, has the nation's longest payroll. It ministers daily to 30,000,000 human beings. . . . It spends \$2,500,000,000 a year.—Robert M. Hutchins in a recent issue of *Saturday Evening Post*.

THE PERSONALITY DEVELOPMENT OF NEGRO YOUTH as affected by their minority racial status is to be studied by the American Youth Commission.

PROBLEMS AND VALUES OF TODAY is the idea around which the Oakland, Calif., schools are developing their eleventh- and twelfth-grade course of study dealing with contemporary problems, replacing such courses as American history, civics, sociology, and economics.

THE IMPROVEMENT OF THE COMMUNITY thru the pupils is one of the objectives of the curriculum of the Norris School in Norris, Tenn., operated by the Tennessee Valley Authority. A group of biology students attacked the problem of flies and mosquitoes in the community. They studied and put into effect methods of control. Pupils and teachers of the school operate the Norris School Cooperative. They own five acres of land on which they grow many products.

IS YOUR SCHOOL FIGHTING SYPHILIS? was the title of an article appearing in the *Mississippi Educational Advance* for January 1938, reprinted in *The Education Digest*, February 1938. The author, Virgil B. McCain, describes the school and community campaign in his city of Corinth, Miss.—population 7000.

WHAT CAN THE SCHOOLS DO TO MAKE DEMOCRACY WORK BETTER? This is the theme that was selected for the central problem of the Springfield, Mo., public schools during the current year. The superintendent, principals, and supervisors have held a series of meetings for the purpose of orienting their thinking and for deciding upon some of the basic issues involved. One member of the administrative staff will hold conferences in the various secondary and elementary schools with the teachers of the several buildings for the purpose of working out

Highschool Service

The Journal will appreciate suggestions from readers for this page.

ways and means of improving their contribution to democracy. The annual report will be devoted entirely to revealing just what the schools are actually doing in meeting their responsibility.

BOOKS THAT HAVE SHAPED THE WORLD is the title of a 62-page book by Fred Eastman published by the American Library Association, Chicago, Ill. \$1.

OUR CITIES is a summary of the larger report of the National Resources Committee—*Our Cities—Their Role in the National Economy*. It can be had for 10¢ from the Superintendent of Documents, Washington, D. C. Also available from the same source are the 31-page pamphlet: *Technology and Planning*, 10¢, and *Technological Trends and National Policy*, \$1.

WHY SOCIAL SECURITY? is the title of an interestingly written pamphlet attractively illustrated by Hendrik Willem Van Loon. This is Publication No. 15 of the Social Security Board, Washington, D. C. From the Superintendent of Documents, Washington, D. C., may be secured the *Second Annual Report of the Social Security Board for 1937*, a 205-page publication, for 30¢.

BOOKS FOR HOME READING FOR HIGHSCHOOLS is the title of a graded and classified list issued in a 118-page pamphlet published by the National Council of Teachers of English, 211 West 68th St., Chicago. 25¢ each.

THE NATIONAL ASSOCIATION OF AUDUBON SOCIETIES, 1775 Broadway, New York City, is able, because of its endowment, to supply certain educational materials to teachers and children at approximately half actual cost. The Association sponsors Junior Audubon Clubs for school children. For further information, send a request to the above address.

THE ALUMNI COUNCIL OF THE MILWAUKEE VOCATIONAL SCHOOL has adopted seven civic projects for its program: [1] Participation in national youth movements; [2] contin-

ued maintenance of an actual service unit; [3] supervision of regular weekly tours of the building; [4] preparation and issuance of a representative magazine; [5] preparation and presentation of a highschool open house program; [6] dissemination of the educational philosophy of the Milwaukee Vocational School; [7] furtherance of the Alumni Council's plan of child guidance for pre-delinquents.

STUDENT INTERESTS AND NEEDS IN HYGIENE is the title of Bulletin, 1937, No. 16 of the United States Office of Education, by James F. Rogers. More than 2500 highschool students and 3000 college students answered questions which supplied the data. Available from the Superintendent of Documents, Washington, D. C. for 10¢.

AN INVITATION TO READ is an 82-page pamphlet booklist giving titles recommended by the Mayor of New York's Committee for the Selection of Suitable Books for Children in the Courts. The titles are designed to be of service to children whose conduct does not conform to what society expects of them in helping them to find ways to make their conduct more socially acceptable. Available for 25¢ from the Municipal Reference Library, 2230 Municipal Building, New York, N. Y.

UNITED STATES GOVERNMENT PUBLICATIONS—The most practical way to keep in touch with the issuance of United States public documents would be to have your name placed on the free mailing list of the Superintendent of Documents, Government Printing Office, Washington, D. C., to receive the "Weekly List of Selected United States Government Publications for Sale by the Superintendent of Documents." Each list is arranged alphabetically by subjects, with annotations and prices. For some idea of the fields in which publications are available, write to Superintendent of Documents for a list of price lists.

FOUR SAFETY EDUCATION PROJECTS are being carried out by the NEA Research Division, in cooperation with the American Association of School Administrators. It is expected that these investigations will contribute bibliographies, lists of sources of classroom materials, and bulletins, and will eventually lead to the production of the 1940 *Yearbook* of the American Association of School Administrators. A limited edition of a mimeographed list of public and private agencies offering free and inexpensive classroom materials has been issued. Single copies of this list will be sent without charge upon application to the Research Division of the NEA.

Your Self

I HAVE MYSELF and that's enough for anybody," said a little Negro girl who was being questioned about what she had for Christmas. A great truth! What we are measures our worth to ourselves and to others. Not money, or fame, or power; but sincerity, joy in life, intelligence, friendliness, resourcefulness, strength of purpose, gracious manners, beauty of spirit, generosity, dependability, helpfulness, and nobility of conduct—these are the real measures of what one is. These qualities can be cultivated. They point the way toward the good life open to all who appreciate the worth of themselves and who will keep their minds on the things that count most. One who makes up his mind to take charge of his own life and works daily at personal improvement has found the secret of making his life worthwhile. Determine to be at your best.

Begin Where You Are

THE TEST of your intelligence is your ability to take hold of your own life just as it is. Know yourself. Make an estimate of your situation. Consider the circumstances of your birth, your childhood, your home life, your wealth or lack of wealth, the influence of the neighborhood in which you live, your friends, your skills, your limitations, and your points of strength. You will find shortcomings which you can correct, handicaps which you must accept and make the best of. But begin. Act. Do something. Things that seem difficult at first will become easy. Rise above your failures. Excellence cannot be reached by merely looking for defects. The real building of a life or a machine or a social system is the result of positive thinking and constructive action. It cannot be built by the wrecking crew. It requires energy, goodwill, initiative, planning.

Make a Plan

A PLANLESS LIFE is like a ship without a compass. It gets nowhere because it lacks direction. Consider what you desire to be and to accomplish. Give sustained attention to the great decisions—religion, occupation, marriage, the choice of a home, avocation. Learn from your weaknesses and mistakes. Study the lives of others. Note what helped them most, what hindered them. Look up Benjamin Franklin's method of self-improvement in his *Autobiography*. Look at your life as a whole. Think of your expected seventy years in ten-year periods. Note what should be the char-

YOUR LIFE IN THE MAKING

By JOY ELMER MORGAN

Editor, Journal of the
National Education
Association

PERSONAL
GROWTH
LEAFLET
NUMBER
ONE

THIS LEAFLET

Written originally as a commencement message to graduating classes, "Your Life in the Making" has proved useful to people of all ages. The statement appeared first in THE JOURNAL of the National Education Association for May 1935. Reprinted in leaflet form it has gone thru several editions running into many thousands of copies. "Your Life in the Making" has been presented to graduating classes at commencement time. It has been used with Boy and Girl Scouts and with groups in adult education. Guidance workers in schools, CCC camps, churches, and Sunday schools, have found it helpful in dealing with the pressing problems of human life. It is now issued in this gift edition as the first of a series. Order from the National Education Association, Washington, D. C. The right message at the right time may change the course of a life.

acter and achievement of the period between birth and 10 years of age; between 10 and 20; between 20 and 30; between 30 and 40; and so on. Include provisions for each phase of your life. Revise your plan as conditions change. Careful and constant planning is the way to freedom.

Keep Yourself Fit

DETERMINE to keep yourself as fit and strong as possible. If your body is weak or diseased, a stream of distracting and painful impressions will flow into your mind and distort your emotional life. You will be less than yourself and each new weakness will open

the way for others. Build strength by action. Few of us use even 10 percent of our real physical or mental energy. Study yourself. Know what foods, rest, exercise are best for you and hold to them. Avoid infection, contagion, and foolish habits. Man is passing from an active out-of-door life which required little thought of physical fitness to a sedentary indoor life which must be offset by exercise, fresh air, and a variety of interests. Perhaps shorter working hours will give mankind more time for sun, sea, forest, and mountain. These are the sources of vigor and strength for all mankind.

Develop Your Skills

THE PART that one can play among his fellows is determined by skills of mind and hand and body, by the mastery that one has over brain, eye, nerve, and muscle. Can you maintain a conversation in a pleasing voice? Can you walk with ease and poise? Can you tell a story? Can you sing? Play an instrument? Can you dance? Can you drive a car safely? Can you set a table? Dress a baby? Make a budget? Can you make a flower bed? Saw a board? Drive a nail? Make repairs about the home? Can you typewrite? Take shorthand? Give directions or take them? Make a satisfactory application for work? Preside over a meeting? Make a speech? These are all skills. They can be developed by sustained practice. Skill gives joy and a sense of worth. Choose one skill after another and work at each until you attain excellence and establish habit.

Attach Importance to the Family

A HAPPY HOME LIFE is an achievement, not an accident. People who do well in their family are likely to succeed in other undertakings. In the home we sacrifice, labor, and rejoice together because we love one another. We give our best without thought of pay. The family ties hold and guide and inspire when the weaker ties of the outside world give way. In the family we learn goodwill, loyalty, and cooperation. We learn to do our part and to aid in making important decisions. Here are the roots of democratic government, the foundations of industry, the springs of religion. Skills and graces learned in the home thru work and play are a life-long source of strength in all our occupations. The greatest ideal of all the ages—the brotherhood of man—has its roots in the home. In your daily thought and plans seek to build up and enrich family life, your own and others.

"Your Life in the Making," the first in the new series of Personal Growth Leaflets to be published by the NEA, is now available in a gift edition, printed on attractive India stock, 3 x 5 inches, and with a larger type face than is shown here. The leaflets sell for one cent each in any quantity. No orders for less than 25 copies. Cash to accompany orders for \$1 or less. Order from the NEA, 1201 16th St., N. W., Washington, D. C.

Make Worthy Friends

YOUR FRIENDS are your larger family. From among them one chooses wife or husband, business and professional associates. Wide friendships enrich character. Form a few selected friends among people wiser than you. In youth have friends among older people; in later years, young friends. Youth has need of age and age has need of youth. Choose your friends with care. Prefer people for what they are, not what they have. One tends to become like his friends and to be judged by them. Avoid attaching to yourself as friends persons who are intemperate, avaricious, extravagant, or ungrateful. Our friends are a part of our larger selves. We identify ourselves with their happiness and seek to be worthy of their friendship. These higher loyalties make life significant. They ennoble life and furnish comfort and happy memories for our later years.

Earn Your Own Way

YOU HAVE a desire to be useful. You want to earn your own way and to have your part in the world's work. You cannot begin too early to observe how the world's work is done and to think of your relation to it. What can you do that others want done? Do you know how to look for a job and to apply for it? Do you know how to hold a job once you find it? Have you trained yourself to get along with people, to carry out directions? Have you the ingenuity and initiative to make a job for yourself, to undertake some new line of work, or to develop some new enterprise? What are your strong points? What faults need correcting? If you cannot find employment immediately, continue your preparation and selfdiscipline. Find volunteer activities in home, school, church, or community that will develop skills and occupy your life with useful things.

Be Loyal to Your Country

YOU LIVE in a democracy. Your forefathers amid the greatest sacrifice laid the foundations for a nation in which the people would rule themselves and would make the laws which would govern their common life. Each succeeding generation has held to this ideal of democracy as the nation has spread over a great continent. Democracy must be preserved. Its ideals of freedom, equality, opportunity, and cooperation can be made real only thru loyalty and sacrifice. American life is at its best where it has been most democratic and at its

worst where it has been least democratic. Ask yourself what kind of a country you want. Discuss the issues of the day with your neighbors. Organize, study, and work. Maintain in public office men and women who will insist on honesty, efficiency, justice, and democracy—true servants of the general welfare.

Enjoy Your Life

MAKE UP your mind once and for all that you can be happy and that you are going to be happy. You will do more work, you will mean more to your family and friends, you will have more influence on others if you maintain a happy attitude toward life. Happiness is not a matter of wealth or station. It is a matter of temperament and will. To be happy does not mean to be selfsatisfied or indifferent to poverty, wrong, and tragedy, but it does mean that you can rise above circumstances, that you can have a part in creating the atmosphere in which your life shall be lived. Begin each day with a kind thought and a word of praise. Do something to help another. Take satisfaction in the goodness and kindness that you see in people about you. Notice the beauties of nature. Enjoy the flowers. Listen to the birds. Look up at the sky and the stars.

Hold Fast to Your Ideals

YOU KNOW what ideals have meant in your own life. You have seen their influence in your home, in the lives of your comrades and teachers, or in the life of the church. Certain ideals have been dear to you. You have held to them, sacrificed and labored for them. These ideals will grow into habits and form character. They will stay with you thruout life. The quality of your ideals will determine the excellence of your achievement. Do not be discouraged if sometimes you fall short of your ideals. They would not be ideals if they did not make you reach with your utmost strength. Some people may tell you that you must do as the world does. In many little things of life flexibility and adaptation are necessary but there are fundamentals which your own commonsense will reveal to you. Hold fast to these ideals for yourself, your home, and humanity.

Make Your Influence Count

YOU HAVE an influence on others. Because of what you do or say or the way you act, the life of someone else will be different. A passing word, a look of approval or disapproval may

change the current of a life. Your influence may build up or tear down. It may spread joy or gloom. It may create harmony or discord. It may encourage the evil forces about you or the good forces. It may support ideals or weaken them. It may allow bad government or create and sustain good government. It may elevate or degrade taste. It may encourage intelligence or stupidity. The social, moral, intellectual, and esthetic climate of your community is made by the influence which various people exert on the common life. Make some effort each day to be helpful. Your influence will grow with use, and your own sense of direction and of values will grow thereby.

Keep on Learning

THE MIND is like a muscle. It grows strong with use. Do something every day to discipline your mind. Undertake a hard task. Find a way out of some difficulty. Keep records and do some writing regularly. Learn to estimate and criticize your own work. Allow time for daily reading. Read newspapers with discrimination and give more time to books. Use free public libraries. Form a library of your own. Spend at least as much for books as you do for movies. Include biography, history, poetry, science, and current affairs. Avoid the trivial and the vulgar. What goes into the mind comes out in the life. Select what goes into your mind as carefully as you do the food that nourishes your body. Your mind is the master key to the good life. The first mark of a student is an appreciation of the worth, dignity, power, and usefulness of his own mind.

THE ILLUSTRIOUS ANCIENTS, when they wished to make clear and to propagate the highest virtues in the world, put their states in proper order. Before putting their states in proper order, they regulated their families. Before regulating their families, they cultivated their own selves. Before cultivating their own selves, they perfected their souls. Before perfecting their souls, they tried to be sincere in their thoughts. Before trying to be sincere in their thoughts, they extended to the utmost their knowledge. Such investigation of knowledge lay in the investigation of things, and in seeing them as they really were. When things were thus investigated, knowledge became complete. When knowledge was complete, their thoughts became sincere. When their thoughts were sincere, their souls became perfect. When their souls were perfect, their own selves became cultivated. When their selves were cultivated, their families became regulated. When their families were regulated, their states came to be put into proper order. When their states were in proper order, then the whole world became peaceful and happy.—*Confucius*.

Teacher Participation in Educational Planning

SEVERAL YEARS AGO when visiting the superintendent of schools in one of our largest cities to discuss problems of NEA membership, he concluded our interview with the statement: "I will be glad to take this matter up with our Teachers' Council." The thing which made me smile as I left his office was the fact that when I had called on him a few years earlier, he had criticized the NEA caustically for advocating teacher participation. He had said the Association was making itself ridiculous by advocating teacher participation when its own reports showed that a large proportion of the teachers of the nation were untrained and therefore unprepared to participate effectively in solving the complicated problems of modern education.

Teacher participation is both advocated and practiced by the National Education Association. In the concluding paragraph of his 1922 annual report Secretary Crabtree wrote: "It [the Association] should make adequate provision for the development of a thoroughly trained, democratically organized teaching force." For nearly two decades this democratic philosophy has held a central place in the policies and program of the National Education Association. The Representative Assembly encourages teacher participation. At least three-fourths of its members are classroom teachers. American Education Week, the Department of Classroom Teachers, the Educational Policies Commission, and the committees of the Association offer teachers opportunity to participate in the development of the educational program of the nation. Two classroom teachers have served as presidents of the Association.

Teacher participation not only prevails in the affairs of the Association; it permeates the work of its departments. No single movement has contributed more to the practice of teacher participation than the program of cur-



riculum revision sponsored by the Department of Superintendence during 1924-28. Leaders in this movement recognized that the most ef-

fective way to develop a curriculum adapted to modern needs was to secure the cooperation of the classroom teachers who were out on the firing line dealing at first-hand with practical problems.

The Department of Elementary School Principals has had teacher participation as a major item in its program this year. The October issue of its *Bulletin* stressed the importance of teacher participation as is shown by the following paragraphs:

"The superintendent needs the help of teachers and principals fully as much in working out policies and plans as he does in making his own ideas effective. There are few leading superintendents who do not draw heavily on the teachers in working out important questions of administration. There are likewise few successful principals who do not value the support of their teaching force.

"This cooperative relationship between teacher, principal and superintendent, we call 'teacher participation.' We have never yet attached enough importance to this principle; yet it has been a real force in thousands of schools in the nation. What we have done, however, may serve as a foundation for what is ahead."

Teacher participation was the theme of this Department's program at Atlantic City in February and will be one of the principal topics considered at its Annual Conference on Elementary Education at New York University next July.

The Department of Supervisors and Directors of Instruction is also giving special attention to the development of teacher participation. The theme of its recent Atlantic City convention was "The Nature and Importance of Cooperation in Democratic Living and in the Development of Instructional Programs." It recently published a *Bulletin* entitled "Teachers and Cooperation" and its 1938 *Yearbook* to be issued in the

fall will be a report regarding "Technics of Cooperation."

The Atlantic City program of the National Council of Education offers another illustration of the extent to which the importance of teacher participation has become recognized by the Association and by the profession. The main topic discussed at its Atlantic City meeting was "Democratic Leadership in School Management and Administration."

Teacher participation is based on a sound foundation. The psychology back of it is the same as that on which the "project method" and the "activity program" rest. It recognizes that the growth of the individual, whether pupil or teacher, depends on participation.

Other groups are also coming to recognize the value of this procedure. The Cooperative Study of Secondary School Standards, a nationwide effort to improve the work of regional accrediting associations, is employing this method as is shown by the following statement:

"The Cooperative Study believes that every teacher should have an active share and responsibility in determining the general program and procedures of the school not because the head of the school is necessarily incompetent but because every teacher should make some constructive contributions."

Further evidence of the growing recognition of the importance of teacher participation is to be found in the fact that teachers' councils are being developed in many school systems. Departments of classroom teachers are being organized in many states, and frequently classroom teachers are elected presidents of state teachers associations.

Teacher participation is becoming increasingly effective because prospective teachers are being more fully trained and administrators are learning that the problems with which modern education is confronted are too complex to be solved by single individuals working alone or by any small group working by itself. These problems require study by all members of the profession. One of the most significant objectives which the National Education Association has ever announced is its slogan: "A Fully Organized Profession with Every Member at Work on Its Problems."

—T. D. MARTIN.

Education for Tomorrow's America

AMERICAN EDUCATION WEEK 1938

WHAT KIND of a country do we want? Like the colonists and the pioneers, we have our chance to build toward the world of our desires. Old leadership dies; new leadership comes on. As we face the future, toward what kind of a civilization shall we bend our efforts? How shall we apply the aspirations of the Founding Fathers to the opportunities and resources of a new age? We cannot know all that the future will bring forth, but one thing we do know. As life grows more complex, problems become more difficult. To help insure the building of a better America for those to come let us develop schools which will leave for posterity a heritage of ever increasing integrity and enlightenment.

SUNDAY, NOVEMBER 6

Achieving the Golden Rule

"Do unto others as you would that they should do unto you" may be stated in the two words "fair play." It is the duty of the individual to live "so that the greatest good to all other members of society may be achieved. Fair play with one's family is common. As the circle widens to include unseen neighbors across the tracks, those in a nearby state, or members merely of the great impersonal public, the tax upon our sense of fair play grows heavier. Of late, we are called upon to widen the circle farther still, to include among those with whom we are to play the game, all nations and races of the earth. This is the supreme test of our sense of fair play."

MONDAY, NOVEMBER 7

Developing Strong Bodies, Able Minds

The fullness of one's life depends upon two fundamental things. One is the strength with which he is born. The other is the extent to which his talents are developed. The schools are making an increasingly vital contribution to the development of a stronger race. They encourage habits and skills that strengthen children in their individual lives and which will help them to become better fathers and mothers in their turn. The whole program of the schools is designed to conserve and develop human resources, both physical and mental. Visit

"Education for Tomorrow's America" has been selected as the general theme for the eighteenth annual observance of American Education Week to be held November 6-12, 1938. This occasion is sponsored by the NEA, the U. S. Office of Education, and the American Legion.

your school and note the wealth of opportunities available to your child which he would not otherwise have. How else could you do as much for him?

TUESDAY, NOVEMBER 8

Mastering Skills and Knowledge

Every baby is a bundle of possibilities ready to respond to the sunshine of experience offered by the home, the school, and other contacts. If the child is to achieve an abundant life, he must begin early to acquire the needed skills and knowledge. The modern school provides him with the tools of learning—what our grandfathers called the Three R's. It also gives him skills and information in the areas of enrichment such as music and art. The free public school in America is the house of the people. Thru the school we provide our children with the skills and knowledge which enable each to bring his talents to full fruit.

WEDNESDAY, NOVEMBER 9

Attaining Values and Standards

Men live by the values and the standards they hold. One may prize the trivial and the passing or the worthwhile and the enduring. While not everyone agrees as to what are the most desirable values and standards, there are certain fundamentals which the experience of the race has found to be good. One of the main purposes of the school is to help the pupil find those lasting values which will assure to him a healthful and cheerful outlook on life. To know what an individual prizes in life is to know what kind of person he is. Skills and knowledge are likely to be more harmful than helpful unless upheld by worthy ideals and sound character.

THURSDAY, NOVEMBER 10

Accepting New Civic Responsibilities

The vision of the good citizen takes in the welfare of all. His duties differ

from one generation to another in many outward respects. In frontier days a good citizen would lend a hand to help a neighbor build his house. While we no longer work together in this direct fashion, we do cooperate with one another to attain security, to provide education, and to meet other common needs thru social and governmental action. New conditions bring changing duties and the good citizen keeps himself aware of these new problems and does his part to meet them. A rich and varied civilization requires a high sense of civic responsibility. The school seeks to help your child become a good citizen in his day.

FRIDAY, NOVEMBER 11

Holding Fast to Our Ideals of Freedom

Freedom is an eternal goal. It must be constantly struggled for and won anew. Changing times require us to seek it in new forms and against new enemies. Unless a people are ever on guard it may be lost. The right to speak, to learn, to teach, to print, are some of the fundamental freedoms essential to selfgovernment. We see freedom lost in other lands. Let us determine to hold fast to our ideals of freedom in America. Only thus can we safeguard to our children the heritage which our forefathers fought to secure and labored to maintain. The schools should be ceaseless guardians and creators of that vigilance which alone can keep us a free people.

SATURDAY, NOVEMBER 12

Gaining Security for All

We like to be secure. Minor insecurity may lend zest to life but no one wants it to be a controlling factor. We seek economic security—food, clothing, shelter, and funds for old age. We strive for physical security—the strength of body that gives zest and assurance to life. Above all, we desire mental security—seeking to find truth and peace of mind in a complex and rapidly changing world. The schools help us in our quest for security. They set the individual upon the pathway to security by equipping him to think independently, teaching him to keep his body strong, and providing him with a sound foundation for his life work.

THIS list is prepared annually for the American Library Association and THE JOURNAL of the National Education Association, by the Education Department of the Enoch Pratt Free Library, Baltimore, with the cooperation of more than 300 specialists in various educational fields throughout the country. Some 650 publications have been examined and hundreds of reviews scanned. From these the final selection has been made, on the basis of the scorings and comments of the cooperators who perform this valuable service each year.

As usual, the following types of material were not included: Courses of study, highly specialized monographs of limited appeal, revised editions unless completely rewritten, organization yearbooks and proceedings not devoted to a specific subject.

The large number of significant books in higher education bears witness to the ferment of new ideas and the candid self-criticism which is current in the colleges and universities. At the same time, anniversaries at several institutions have been celebrated by the publication of accounts of historical development. In primary and secondary education, the curriculum, especially as related to social change and to pupil experiences in living, continues to receive major emphasis.

Outstanding revised editions are McKown, *Extracurricular activities*; Garrett, *Statistics in psychology and education*.

Four bibliographies are welcome reference tools in their special fields: [1] *Educational, psychological and personality tests of 1936* by O. K. Buros is exceptionally useful because it includes not only a list of tests arranged by subject but also a book review digest of measurement books of 1933-36. [2] The Educational Policies Commission of the National Education Association has published *A bibliography on education in the depression* which assembles in subject order references to all important phases of the question. [3] From the School of Education of Indiana University comes the *Bibliography of literature on education in countries other than the United States*. Part I lists and annotates material appearing from 1919-24 in books, reports, and periodicals, while Part II covers the years from 1925-36. [4] E. B. South's *Index of periodical literature on testing* is a listing of magazine articles from 1921-36 with over 5000 entries, supplemented by a good subject index.

Mention should be made of the following books which appeared too late for adequate consideration: Morrison, *The school and the commonwealth*; Music Educators National Conference, *Yearbook, 1937*; Smith, *Adventures in teacher education*; and Vogel, *A practical guide in teaching the tool subjects of the elementary grades*.

Books especially recommended for teachers and smaller public libraries have been starred. Three other books in the list will be valuable in libraries with limited resources since they summarize a vast amount of literature in one volume: Caswell and Campbell, *Readings in curriculum development*; Dale, *Motion pictures in education*; and Skinner, *Readings in educational psychology*. Five other books are of interest to librarians but too specialized to be included in the sixty: Bennett, *History of manual and industrial education, 1870 to 1917*; Ingles and McCague, *Teaching the use of books and libraries*; Mohrhardt, *A list of books for junior college libraries, standard catalog for high school libraries*, 3rd ed., rev., published by H. W. Wilson; Wilson, *Role of the library in adult education*.

All teachers and students of education who are doing intensive research in any subject should consult the complete list of titles appearing in *School and Society* for March 26, 1938, and the similar comprehensive annual lists in *School and Society* since 1927.—MARION E. HAWES AND REA J. STEELE.

Sixty Educational Books of 1937

THIS LIST is one of the annual services of THE JOURNAL. Each year it grows in favor among JOURNAL readers. For preparing this list, we are indebted to Marion E. Hawes and Rea J. Steele of the Enoch Pratt Free Library of Baltimore, and the hundreds of experts throughout the country who cooperate each year. This is the fourteenth time THE JOURNAL has presented this feature.

History, Principles, and Philosophy of Education

* BODE, B. H. Democracy as a way of life. 114p. 1937. Macmillan. \$1.25.

After presenting a brief critical sketch of the earlier American concepts of democracy, Dr. Bode proposes that democracy today must become a "way of life": the attainment of certain habits of thinking, feeling, and acting rather than an indoctrinated pattern. He maintains that the school must provide conditions for the free play of intelligence and prepare the individual to adapt his behavior and thinking to meet new conditions. Clear, exciting presentation of a significant viewpoint.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE (now the American Association of School Administrators). The improvement of education; its interpretation for democracy; fifteenth yearbook. 328p. 1937. The Association. \$2.

Assuming that social inadequacies may be alleviated thru a properly planned, longtime program of education, this yearbook sets forth some fundamental modern problems and a program for education to meet them. Emphasis is placed on interpreting education to the public.

* NATIONAL EDUCATION ASSOCIATION, EDUCATIONAL POLICIES COMMISSION. The unique

function of education in American democracy. 129p. 1937. The Association. 50¢.

"One of the most significant expositions of the meaning of education that has yet appeared." It contains a compact survey of American educational history and an acute analysis of the outstanding issues of today, with due regard for minority views. Its balance between tradition and change, between conservative and progressive outlook, its constructive analysis of the present, and its inspirational, forward-looking tone add to its effectiveness. "Should be read by every leader and would-be leader."

STANFORD UNIVERSITY EDUCATION FACULTY. The challenge of education; an introduction to education. 471p. 1937. McGraw. \$3.

A fine example of well-coordinated effort at cooperative group study and teaching on the part of a college faculty to produce a course for those planning a career in education. The task of the school and the role of the teacher and administrator in a socially significant and validly conceived educational program are discussed by a score of specialists who are aware of recent development and probable future trends. "Worthy of attention from teachers at every level."

REEDER, W. G. A first course in education. 720p. 1937. Macmillan. \$2.75.

The pupil and the learning process receive emphasis in this rather ad-

WAYS THIS LIST IS USED

[1] *Individual teachers use it to discover the professional books which they should examine, read, or buy.*

[2] *Instructors in teachers colleges refer their students to these lists to encourage wide reading.*

[3] *Persons in charge of professional libraries for teachers and students use it as a checklist in making up purchase orders.*

[4] *Librarians in public libraries use it as a buying list for their teachers' reading room.*

[5] *Librarians in foreign countries use it to keep in contact with educational writings in this country.*

[6] *Directors of extension courses for teachers study these lists to discover material for reading courses.*

[7] *Editors use it to seek new ideas for their magazines.*

vanced introductory text. Educational principles are made concrete by sketching relevant historical background and by giving examples from current practice. Questions for class discussion and annotated references are carefully selected.

Administration, Supervision, and Finance

BOLTON, F. E., COLE, T. R. and JESSUP, J. H. The beginning superintendent. 613p. 1937. Macmillan. \$4.

Intended primarily for the superintendent in a small school system and built around the idea of the school's definite obligation to the welfare of the community. There are wellwritten chapters on schoolboards, guidance of pupils, and school libraries. While some topics are inadequately treated, the book as a whole is filled with good advice and practical examples.

* GRINNELL, J. E. Interpreting the public schools: a manual of principles and practices of public school interpretation with special emphasis on published materials. 360p. 1937. McGraw. \$2.75.

"If our communities are to support a forward-looking program of free public education, they must be told what the schools are doing for the children"—a challenging principle which the author meets in this readable account of effective ways and means of conducting publicity. Examples of the best theory and practice include the use of newspapers, magazines, exhibits, and demonstrations.

NORTON, J. K. and NORTON, M. A. Wealth, children and education. 100p. 1937. Teachers College, Columbia University. \$2.

Participation of the federal government in helping to finance public education thru its recovery programs, makes these findings concerning the support of education by individual states especially timely. The states' ability and effort to pay are clearly presented with many charts and tables. Presentday inadequacy of educational opportunity should make this book of vital interest to those concerned with school finance.

REEDER, W. G. An introduction to public-school relations. 260p. 1937. Macmillan. \$2.25.

Describes what is meant by an efficient public-relations program, defin-

ing the fundamental philosophy underlying it. The author deals specifically with the newspaper, student publications, school reports, and parent-teacher cooperation as well as with the part played by the janitor and the school plant itself and gives a variety of examples and illustrations.

Educational Research

WHITNEY, F. L. The elements of research. 616p. 1937. Prentice. \$3.50.

The director of the Graduate School of Colorado State College of Education has produced a textbook, "for the beginner in reflective thinking." It deals with the whole field of research, and emphasizes the various steps from the selection of the problem to the completion of the project. The volume contains many helpful tables and excellent bibliographies.

Child Psychology

* BROOKS, F. D. Child psychology . . . with the collaboration of L. F. Shaffer. 600p. 1937. Houghton. \$3.

This companion volume to *Psychology of Adolescence* surveys for the serious student a mass of literature on the biological and psychological development of children up to the age of twelve, with chapters on child hygiene, personality, and social development. The text is lucidly written, is copiously documented, and has a glossary.

Educational Psychology

* COMMINS, W. D. Principles of educational psychology. 596p. 1937. Ronald. \$3.

Written from the dynamic and developmental viewpoint and liberally documented with research citations. The usual topics, such as ability, general intelligence, habits, motivation, personality, and school adjustments are treated. The author's objective is to help the student to interpret the methods of scientific analysis and to see their immediate value to classroom procedure and management.

SKINNER, C. E. and others, eds. Readings in educational psychology. 630p. 1937. Farrar. \$2.25.

A welcome collection of supplementary readings on recent viewpoints in

psychology. Recognizes current tendencies, such as less emphasis on heredity and the conventional laws of learning, greater stress on growth, motivation, and adjustment, and an effort to apply psychological principles to classroom procedures. A helpful chart at the end "correlates the material of these readings with over thirty basic texts in the field."

TROW, W. C. Introduction to educational psychology. 417p. 1937. Houghton. \$2.

An unusually readable introduction, enlivened by sketches. As no one school of psychology has been followed, over-emphasis in any single field has been avoided. Gives material of significance to the prospective teacher and ways in which it may be used. Distinguishing features are the chapters on emotions and personality and a beginner's glossary of terms.

Educational Tests and Measurements

* BINGHAM, W. VAN D. Aptitudes and aptitude testing. 390p. 1937. Harper. \$3.

Thanks to Dr. Bingham and the National Occupational Conference, which sponsored this volume, we now have a reference work valuable to those who need authoritative information on the tools and technics of individual diagnosis and guidance. Directions for administering, scoring, and interpreting thirty of the most widely known tests are given.

* Terman, L. M. and MERRILL, M. A. Measuring intelligence; a guide to the administration of the new revised Stanford-Binet tests of intelligence. 461p. 1937. Houghton. \$2.25.

A manual for administering and scoring the revised edition of the famous Stanford-Binet tests. Part I gives a brief account of the methods and results of ten years of research in preparing this revision. Some improvements over the old form are a wider range starting at the age of two and adding two superior adult levels, a choice of two forms to use, and more extensive sampling of abilities. Will completely supersede the older volume.

Exceptional Children

SCHEIDEMANN, N. V. The psychology of exceptional children. Vol. II. 460p. 1937. Houghton. \$3.25.

Continues the analysis, started in Volume I (1931), of the major types of deviation in order to promote better understanding of and consequently better training for exceptional children. Types discussed are: cerebrally birth-injured, post-encephalitic, enuretic, albinistic, pre-schizophrenic, afflicted with puberty praecox, prematurely born, bilingual, eidetic and congenitally syphilitic children.

Teachers and Teaching

* JOHN DEWEY SOCIETY. The teacher and society; first yearbook . . . written in collaboration by W. H. Kilpatrick, editor, and others. 360p. 1937. Appleton-Century. \$2.50.

The John Dewey Society has chosen for the subject of its first yearbook a most important and often neglected factor in education. A group of distinguished progressive educators discuss the economic and social status of the teacher, analyze her present "middle-of-the-road" position, and urge changes necessary in teacher preparation. A challenging book even tho readers may not fully agree with its statements.

Curriculum and Methods of Teaching

CASWELL, H. L. and CAMPBELL, D. S. comps. Readings in curriculum development. 753p. 1937. American Book. \$3.

A comprehensive and critical selection, often from not easily accessible sources, of authoritative discussions of all important phases of the problem. Especially valuable because the editors have chosen the strongest statements they could find in major points of view on controversial issues. An outstanding contribution to the field which will have permanent usefulness as a cross section of contemporary opinion and as a sourcebook where library facilities are limited.

* JOINT COMMITTEE ON CURRICULUM OF THE NATIONAL EDUCATION ASSOCIATION'S DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION AND THE SOCIETY FOR CURRICULUM STUDY. The changing curriculum. 351p. 1937. Appleton-Century. \$2.

The philosophy and practices of the changing curriculum in elementary and secondary schools as viewed by ten authorities who, under the chairmanship of Henry Harap, trace the growth in curriculum thinking since the publication of the National Society for the Study of Education's twenty-sixth yearbook in 1927. Stimulating material on planning for and evaluating curriculum development is made realistic by the critical analysis of practice in a number of school systems.

* OTTO, H. J. and HAMRIN, S. A. Co-curricular activities in elementary schools. 441p. 1937. Appleton-Century. \$2.75.

Immediately helpful practice rather than theory is presented and evaluated after the study, in a number of school systems, of the activities once thought of as extracurricular but now quite generally accepted as an integral part of the educational program. Presents helpful guidance for the elementary teacher on such activities as excursions, assemblies, publications, clubs, and pupil participation.

* SOCIETY FOR CURRICULUM STUDY. COMMITTEE ON INTEGRATION. Integration; its meaning and application, by L. T. Hopkins and others. 315p. 1937. Appleton-Century. \$2.

A timely attempt to clarify the meaning of integration in educational theory, with chapters presenting the viewpoints of the philosopher, biologist, psychiatrist, psychologist, artist, sociologist, and educator. Later chapters analyze and evaluate current practices in terms of integration in various school systems with four types of curriculums: The core, the correlated, the experience, and the broad-field. "A valuable guide to a critical appraisal of modernism in education."

Kindergarten and Elementary Schools

McGAUGHY, J. R. An evaluation of the elementary school; with a forecast of its future. 422p. 1937. Bobbs. \$2.67.

A resumé of changes in elementary education since 1900 introduces criteria by which to judge present methods with regard to the pupils, teachers, curriculum, organization, and administration of the elementary school. On the basis of this evaluation, Dr. McGaughy presents in his final chapter a forecast of the elementary school of the future.

MINOR, RUBY. Early childhood education; its principles and practices. 763p. 1937. Appleton-Century. \$3.

Written to clarify some misconceptions "as to the usefulness of school subjects in realizing the newer values in an activity or experiential program." The author believes that enrichment of experience results from the teaching of organized knowledge in relation to recognized needs. A comprehensive and well-documented study, summarizing much important literature in the field.

Secondary Education

*BRINK, W. G. Directing study activities in secondary schools. 738p. 1937. Doubleday, Doran. \$3.

Effective direction of study activities is a means of producing self-reliant pupils. This book completely analyzes specific technics. The organization of activities in English, social studies, languages, science, mathematics, fine and practical arts, and the direction of study in the integrated curriculum are developed. School libraries, critical reading at the secondary level, assignments, and motivation receive special attention.

*DOUGLASS, H. R. Secondary education for youth in modern America: a report to the American Youth Commission of the American Council on Education. 137p. 1937. American Council on Education. \$1.

A presentation of important trends wherein the author describes the influences that must give direction to a readjustment of secondary education. Greater use of community resources, more freedom in selection of subject content, organization of grades 11-14 into one unit, broader cultural teacher training, sounder guidance, and a continuance of study through life are among the challenging proposals. The report is significant to both laymen and teachers.

ENGELHARDT, FRED and OVERN, A. V. Secondary education: principles and practices. 623p. 1937. Appleton-Century. \$2.75.

How does the high school articulate with the elementary school? What is its place in community life, its service to youth, its program and achievement? These topics of secondary education are treated in readable fashion. Almost encyclopedic in its scope, the book covers orientation, administration, management, and teaching. Significant chapters on individual subjects in the work program.

*UMSTATT, J. G. Secondary school teaching. 459p. 1937. Ginn. \$3.

Stimulating fusion of proven practices of the past with the best of the new. Guidance as a vital function, individual instruction, and unit procedures receive major emphasis. Unique in the inclusion of topics not often found in general texts. Radio, extra-instructional activities, workbooks, and measurement fall in this category.

English and Reading

CONRAD, L. H. Teaching creative writing . . . with the Creative Writing Committee of the Commission on the Secondary School Curriculum of the Progressive Education Association. 142p. 1937. Appleton-Century. \$1.

Creative writing affords opportunity "to organize all phases of language development in terms of the student's actual needs." Its function is not the development of literary skill, but training the student's emotional and imaginative life. On the basis of these principles, methods of presenting the sub-

ject in the classroom are discussed. A significant report based upon careful deliberation and experimental practice.

MONROE, MARION and BACKUS, BERTIE. Remedial reading: a monograph in character education. 171p. 1937. Houghton. \$1.40.

Recognizing a correlation between school progress and satisfactory personality adjustment, reading retardation was considered as one phase of the Washington, D. C., experiment in character education, 1934-36. This monograph describes modifications in organization, administration, teaching methods, materials of instruction, and teacher training to improve reading ability at the various grade levels, but makes no claim at an adequate evaluation of the longtime program.

*NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The teaching of reading: a second report; thirty-sixth yearbook, Part I. 442p. 1937. Public-School. Cloth, \$2.50; paper, \$1.75.

A recommended reading program, which attempts to give recognition to the needs of child life, current social demands, and valid trends in educational theory and practice, is discussed by specialists. Significant developments since the 1925 report of the National Committee on Reading (24th Yearbook, Part I) are reviewed.

STONE, C. R. Better advanced reading. 292p. 1937. Webster. \$2.

"Sets forth the problems of reading instruction, presents the results of scientific investigations and fundamental principles, and outlines a modern program in reading above the primary grades with respect to objectives, methods, activities, and materials." Case studies, drawn from the author's experience, and an excellent annotated bibliography add to the value of the book.

Mathematics and Science

*CROXTON, W. C. Science in the elementary school; including an activity program. 454p. 1937. McGraw. \$3.

A science program at the elementary level which provides a theoretical basis of instruction together with a large body of detailed information which answers a real need for suggestive material. Part I discusses the place of science in the curriculum, teaching methods, and research contributions. Part II presents a wealth of seasonal activities useful as source material and many valuable bibliographies.

Courtesy, Pittsburgh, Pennsylvania, Schools

KINSEY, A. C. Methods in biology. 279p. 1937. Lippincott. \$2.50.

Biology must concern itself with the living world and not mere laboratory technics. The author recommends a wider consideration of the functions of introductory biology in order to establish a program which will best satisfy individual needs. He discusses field work, measurements, teaching programs, and the teacher himself. Disagreement with the theories expressed will not prevent an appreciation of the summaries of contrasting opinions obtainable in the volume.

*MORTON, R. L. Teaching arithmetic in the elementary school. Vol. I, primary grades. 410p. 1937. Silver, Burdett. \$2.40.

Of importance because it stresses the relationship between numbers rather than the processes of memorization. Arithmetic in the child's activities is reviewed together with a presentation of its place in the primary curriculum. The author has drawn from changes in educational psychology and the recent findings and recommendations which have appeared since his earlier work in order to put forth this new and pointed treatment.

WHEAT, H. G. The psychology and teaching of arithmetic. 591p. 1937. Heath. \$2.80.

The child adds only when he has learned to add, and to provide a motive before a learning process has been established is an erroneous practice. Number ideas are traced from primitive man thru centuries of experimentation. Devices, methods, and helps are given and there is a suggested outline for an arithmetic curriculum thru grade VI.

Social Studies

*HORN, ERNEST. Methods of instruction in the social studies. (American Historical Association. Report of the Commission on the Social Studies, Part XV). 523p. 1937. Scribner's. \$3.

Dr. Horn, who declined to sign the *Conclusions and Recommendations* of the commission, brings to this study a rich background in the field of psychological research, philosophy, and educational measurement. He is firm in his opinion that "there must be a material reduction in the amount to be learned in the social studies field. All methods and devices used in teaching in this field are examined. The chapter on "What and How to Think" is recommended as especially pertinent in its

discussion of indoctrination and academic freedom. One of the most valuable of this series from the point of view of the classroom teacher.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Education against propaganda: developing skills in the use of sources of information about public affairs; seventh yearbook; ed. by Elmer Ellis. 182p. 1937. The Council. \$2.

An important publication on the growing influence of propaganda and what to do about it. Its nature, development, and methods in the press, in the movies, and on the radio are analyzed with a view to suggesting technics for developing the critical abilities of students. Challenges the teacher to become acquainted with these methods in training the student to use intelligently sources of information which will confront him as a youth and an adult.

*WESLEY, E. B. Teaching the social studies: theory and practice. 635p. 1937. Heath. \$2.80.

Significant steps in the history, development, and present status of the social studies, with an interesting and timely chapter on the Report of the Commission on the Social Studies of the American Historical Association. Curriculum problems and revision are given special emphasis. The teacher will find this book a useful guide in its suggestions on types of equipment and teaching devices and methods.

Art

*NICHOLAS, F. W., MAWHOOD, N. C. and TRILLING, M. B. Art activities in the modern school. 379p. 1937. Macmillan. \$3.25.

"To help the teacher orient herself and her art work in the general scheme of education, so that she may better understand the aims of art education, select pupil experiences more discriminatingly, and adjust her work with greater finesse to other phases of education." The range of activities extends from kindergarten thru high-school.

Business, Industrial, and Vocational Education

BENNETT, C. A. History of manual and industrial education, 1870 to 1917. 566p. 1937. Manual Arts Press. \$4.

This well-documented volume, based on source materials to which specific



references are given, is a major contribution, indispensable to students of the subject. Theories, events, and leaders are carefully discussed without personal bias in the evaluation and interpretation of trends. An adequate successor to the earlier volume, continuing the study both in Europe and America.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION. Measuring for vocational ability in the field of business education; tenth yearbook. 442p. 1937. The Association. \$2.50.

Reports and recommendations of a two-year study to discover the competency of business pupils, to devise effective means of ability testing, and to establish a national accrediting agency. A knowledge of standards maintained in business and a revision of curriculums to meet these requirements are recognized objectives. Useful question and answer section on classroom techniques and methodology.

Guidance and Personnel Service

***KELLER, F. J. and VITELES, M. S.** Vocational guidance thruout the world; a comparative survey. 575p. 1937. Norton. \$3.25.

"Occupational adjustment is interwoven with political and social philosophies, circumscribed by economics, circumscribed by tradition, and circumscribed by politicians." Such is the premise of this comparative survey of the purposes and practices of vocational guidance in the United States and sixteen foreign countries. A work of social significance and practical value made graphic by numerous illustrations and a dynamic style.

STRANG, RUTH. Behavior and background of students in college and secondary school. 515p. 1937. Harper. \$4.

The results of hundreds of investigations relating to adolescents—their physical characteristics, intelligence, achievement, personality, attitude, interest, social and economic background, and expenditure of time and money—are "briefly summarized and occasionally commented upon with reference to their usefulness to the personnel worker." The bibliography is extensive but selective.

WILLIAMSON, E. G. and DARLEY, J. G. Student personnel work; an outline of clinical procedures. 313p. 1937. McGraw. \$3.

Not a treatise on all phases of student personnel work, as the title seems to indicate, but an exposition of the individual approach to educational and vocational adjustment at the college level. Describes clinical techniques in counseling used by the University of Minnesota Testing Bureau. Principles and methods involved may also be adapted for use in secondary schools.

Health and Physical Education

***CHENOWETH, L. B. and SELKIRK, T. K.** School health problems . . . with a chapter on school health administration, by R. A. Bolt. 387p. 1937. Crofts. \$3.

The essential facts needed by every teacher are presented in nontechnical terms. In discussing growth, physical examinations, prevention of communicable diseases, vision and hearing, definite standards and practices are recommended. By the use of charts, photographs, outlines, and references to further reading, much information is given in a small amount of space. A final chapter by Dr. R. A. Bolt outlines the school's responsibility for health.

***LEE, MABEL.** The conduct of physical education; its organization and administration for girls and women. 561p. 1937. Barnes. \$3.

Every phase of programs of recreation and physical education for women is thoroughly covered: physical education as a profession, appraisal of various activities, program planning, including protective measures, equipment, testing, competition, and the like. Especially useful for those who must use untrained or inexperienced leaders.

SHARMAN, J. R. Modern principles of physical education. 208p. 1937. Barnes. \$2.

Written to give students a sound philosophy on which to base a present-day program. Conflicting views on fundamental concepts are presented, along with the biological, sociological, and psychological foundations necessary for an adequate conception of the place of physical education in the modern curriculum.

Rural Education

LEWIS, C. D. The rural community and its schools. 412p. 1937. American Book. \$2.50.

A plea for better rural teachers with a vision of improved salaries and teaching conditions. Maintaining that rural curriculums must develop in line with our current economic life, this volume analyzes the financial problems arising from such enlargement, the apportionment of a statewide revenue, and teacher-community relationships. The school plant, supervisory programs, and efficient instruction are handled in neatly summarized chapters.

Higher Education

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. COMMITTEE Y. Depression, recovery and higher education; a report . . . the draft of this report was prepared by M. M. Willey. 543p. 1937. McGraw. \$4.50.

The effect of the depression on higher education is analyzed with regard to the faculties, finances, enrolments and degrees, student problems, and governmental and public relationships. In the interpretation of the facts and statistics, the viewpoint is that of the college teacher.

EELLS, W. C. Surveys of American higher education. 538p. 1937. Carnegie Foundation. Free.

A study of all existing published surveys of higher education made during the past twenty-five years, designed to discover important trends and to develop desirable standards for the improvement of future surveys. Undertakes to appraise their value in specific situations and to serve as a contribution to the science of higher education. Includes a critical analysis, study of techniques, methods of presentation, and contents of the reports.

FRASER, M. G. The college of the future; an appraisal of fundamental plans and trends in American higher education. 529p. 1937. Columbia University Press. \$3.75.

In this appraisal of fundamental plans and trends in American higher education there is a continuous effort to discover what basic policies are sound for the present generations and those immediately ahead. A procedure for making such analyses is presented. Some readers may feel that the author's elaboration and repetition are offset by able criticisms of current disorganization and summarizations of various plans of instruction.

HAGGERTY, M. E. The educational program (The evaluation of higher institutions, Vol. III). 335p. 1937. University of Chicago Press. \$3.

An exploration of the purposes of higher institutions in general, and a more specific study of the aims of the North Central group, is made in an effort to devise new accrediting methods for measuring the effectiveness of the curriculum and instruction program in fulfilling these aims.

JOHNSON, B. L. ed. What about survey courses? 377p. 1937. Holt. \$2.85.

The surprising growth of survey courses in the last decade demonstrates the timely importance of this summary of aims and content. An equally astonishing variety of types is apparent in the composite course, in fundamental curriculum modification, and in survey courses in the natural sciences, social studies, or the humanities. This collection into a single volume of material heretofore scattered may be helpful in evolving a few general patterns, if such are desirable.

MUSKINGUM COLLEGE FACULTY. A college looks at its program. 326p. 1937. The College, New Concord, Ohio. \$3.

Twenty-five miscellaneous studies by Muskingum College faculty members, resulting from a desire to employ experiment and research techniques in the study of vital college problems. While the collaborators are searching for valid answers to their own questions rather than to formulate "universally valid research generalizations," their results will prove inspirational and helpful to other small colleges planning a similar program of selfanalysis.

Adult Education

BUSWELL, G. T. How adults read (Supplementary educational monographs, No. 45). 158p. 1937. Department of Education, University of Chicago Press. \$1.50.

An experiment with 1000 adults ranging in education from Grade IV to college level. Individual reading abilities were analyzed and techniques developed to determine the possibilities of improvement thru short periods of intensive training. Dr. Buswell concludes that adult reading abilities are lower than is supposed, that few factors are involved in skilful reading, and that remedial programs are generally too complicated.

***ELY, M. L.** Why forums? (Studies in the social significance of adult education in the U. S., No. 2). 220p. 1937. American Association for Adult Education. \$1; free to members.

An attempt to evaluate the social and educational significance of forums. Miss Ely gives vivid personal impressions of many community or special group forums in action and shrewd critical appraisal of their effectiveness. Notwithstanding the many weaknesses she finds inherent in this method of adult education, she strongly advocates extension of forums.

Visual and Radio Education

DALE, EDGAR and others. Motion pictures in education: a summary of the literature (American Council on Education Committee on Motion Pictures in Education). 472p. 1937. Wilson, H. W. \$2.50.

A new and singular service in the visual field. The best that has been published during the last decade on motion pictures as an educational medium is here abstracted. More useful than a bibliography because of the detailed summaries of the items listed. The 300 articles from magazines, yearbooks, pamphlets, and theses are well grouped with helpful editorial comment.

HARRISON, MARGARET. Radio in the classroom; objectives, principles, and practices. 260p. 1937. Prentice. \$2.50.

Designed to help principals and teachers to make use of broadcast programs in classroom work. The author, gathering her material during a three-year investigation, considers the radio as a supplementary educational tool. A section of units illustrates various kinds of activities into which radio can successfully be introduced.

***HOBAN, C. F., HOBAN, C. F. JR. and ZISMAN, S. B.** Visualizing the curriculum. 300p. 1937. Cordon. \$3.50.

A streamlined methodology of visual instruction which, very satisfactorily, gives detailed descriptions of the use of specific aids. Modern layout, distinctive typography, wide margins for annotations, and pleasing illustrations produce a format both refreshing and inviting. Especially clear presentation of the psychology of learning. Past thought and latest research are blended in comprehensive fashion.

ADDRESSES OF PUBLISHERS MENTIONED

American Ass'n for Adult Education, Inc., 60 E. 42nd St., New York City
American Book Co., 88 Lexington Ave., New York City
American Council on Education, 744 Jackson Pl., Washington, D. C.
D. Appleton-Century Co., Inc., 35 W. 32nd St., New York City
A. S. Barnes & Co., 67 W. 44th St., New York City
Bobbs-Merrill Co., 724 N. Meridian St., Indianapolis, Ind.
Carnegie Foundation for the Advancement of Teaching, 522 Fifth Ave., New York City
Columbia University Press, 2960 Broadway, New York City
Cordon Co., 225 Lafayette St., New York City
F. S. Crofts & Co., 41 Union Square, W., New York City
Doubleday, Doran & Co., Inc., 75 Franklin Ave., Garden City, N. Y.
Eastern Commercial Teachers' Association, 1200 Walnut St., Philadelphia
Farrar & Rinehart, Inc., 232 Madison Ave., New York City
Ginn & Co., 15 Ashburton Pl., Boston, Mass.
Harper & Brothers, 49 E. 33rd St., New York City
D. C. Heath & Co., 285 Columbus Ave., Boston, Mass.
Henry Holt & Co., Inc., 2626 Prairie Ave., Chicago, Ill.
Houghton Mifflin Co., 2 Park St., Boston, Mass.
J. B. Lippincott Co., 227-231 S. Sixth St., Philadelphia, Pa.
McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York City
Macmillan Co., 60 Fifth Ave., New York City
Manual Arts Press, 237 N. Monroe St., Peoria, Ill.
Muskingum College, New Concord, Ohio
National Council for Social Studies, Harvard Univ., Cambridge, Mass.
National Education Association, 1201 16th St., N. W., Washington, D. C.
W. W. Norton & Co., Inc., 70 Fifth Ave., New York City
Prentice-Hall, Inc., 70 Fifth Ave., New York City
Public School Publishing Co., 509-513 N. East St., Bloomington, Ill.
Ronald Press Co., 15 E. 26th St., New York City
Charles Scribner's Sons, 597 Fifth Ave., New York City
Silver, Burdett & Co., 45 E. 17th St., New York City
Teachers College, Columbia Univ., 525 W. 120th St., New York City
University of Chicago Press, 5750 Ellis Ave., Chicago, Ill.
Webster Publishing Co., 1800-1808 Washington Ave., St. Louis, Mo.
H. W. Wilson Co., 950-972 University Ave., New York City

RADIO ACTIVITIES of the NEA



President Charles B. Glenn of the American Association of School Administrators and Rear-Admiral Richard E. Byrd at the microphone in a radio broadcast from the Atlantic City convention.

THE BALLROOM of the Atlantic City Auditorium became one of the largest radio studios in the world at the final session of the 68th annual convention of the American Association of School Administrators, when from the convention platform the Columbia Broadcasting System presented for the convention audience and at the same time for millions of children who are regular students of the "American School of the Air" a program of education by radio.

This broadcast in cooperation with the American Association of School Administrators illustrated the program *Exits and Entrances* presented each week during the first half of the school year 1937-38 by the CBS in cooperation with the NEA. Dramatic episodes reenacted on the convention stage depicted man's conquest of the Polar wastes. The episodes closed with the presentation by Charles B. Glenn of a scroll to Rear-Admiral Richard E. Byrd in recognition of his contributions to science and education thru his expeditions into the Antarctic.

During the school year 1938-39 the Columbia Broadcasting System will present jointly with the National Education Association two programs each week on the "American School of the Air"—one devoted primarily to current events and the other to geography. The current events program will be a continuance with some improvements of the series broadcast this year and scheduled as *Exits and Entrances*.

Our American Schools, NEA's radio

program presented thru the facilities of the National Broadcasting Company, devoted its program, February 23, to the dedication of the bronze statue of South Dakota's "Grand Old Man," General William Harrison Beadle, in Statuary Hall in the United States Capitol Building, where each state may be represented by the sculptured figures of two of its greatest citizens.

NEA Departments at Atlantic City

UNLESS otherwise indicated, the address of all departments listed here is 1201 Sixteenth Street, Northwest, Washington, D. C.

American Association of Teachers Colleges—Meetings were held the week preceding the American Association of School Administrators convention. The principal topics discussed were "Defining the Modern Teachers College," "Extra-Campus Relations," and the reports of committees. Proceedings will be available from Secretary Charles W. Hunt, at State Normal School, Oneonta, N. Y.

American Educational Research Association—This Department held a number of meetings during the convention on such topics as "The Role of Research in Educational Progress," "Improvement in Language Instruction," and conferences on research problems in many areas of education. For the first time, the Committee on Awards of this Association announced the selection of the authors of five studies as recipients of research awards for the year. The

General Beadle, who saved twenty million acres of the school lands in the Northwest for *schools*, is the only man ever to be honored by a statue in the Capitol solely because of his services to education. General Beadle was one of the first to recognize the value of endowment lands to a developing society. He worked for twenty years to get provisions protecting the permanent school funds into the constitutions adopted during that time in the states of the Northwest.

The imposing statue, received on behalf of the United States by Vicepresident John N. Garner, was presented by the children and teachers of South Dakota, thru Barrett Lowe, president of the South Dakota Education Association. Speakers who paid tribute to General Beadle on *Our American Schools* were: United States Senators W. J. Bulow and Herbert E. Hitchcock, South Dakota; Congressmen Fred H. Hilbrandt and Francis Case, South Dakota; Governor Leslie Jensen, South Dakota; and Barrett Lowe, president of the South Dakota Education Association. The Hon. W. W. Howes, First-Assistant Postmaster General, Washington, D. C., presided.

Proceedings of this meeting will be available about May 1.

Department of Classroom Teachers—The principal meeting was built around the subject "How Classroom Teachers Organizations Can Serve the Community." The new *Yearbook* on the health of the teacher, entitled "Fit To Teach," was presented at the luncheon meeting.

The Department of Elementary School Principals—The session on Monday was devoted to the subject of teacher participation. The annual banquet of the Department was an unusually attractive affair, the program consisting of an oldtime school of the period when McGuffey wrote his famous Readers. The scholars in this school were impersonated by noted educators who thus had an opportunity, which they seemed to enjoy, to lay aside their dignity.

The second session of the Department was given over to reports and an address by A. L. Threlkeld, entitled "A Higher Meaning for the Elementary School."

The official report of this meeting will be published as the [Cont. on page A-74]

THE INDIVIDUAL is helpless in the present complex system of society. You can't go it alone. And as I have said so often—the cost of organization is never as great as the cost of the lack of it.—Murray D. Lincoln, executive secretary, Ohio Farm Bureau.

New Life Enlistments

THE TOTAL NUMBER of Life Members enroled in the National Education Association prior to March 1 was 5906. The following Life Members have been reported since the list was published in the March JOURNAL:

INDIANA—Chelsea S. Stewart
KANSAS—May Hare
NEW YORK—Paul W. Sloan, Alice E. Watson
PENNSYLVANIA—Kenneth O. Halstead
SOUTH DAKOTA—Gerald P. Naviaux
VIRGINIA—F. Vernon Jones
WISCONSIN—Margaret Warner

Completed Enrolments

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

EIGHTEEN YEARS

TEXAS—Beaumont, Junker

SEVENTEEN YEARS

CALIFORNIA—Santa Barbara, Roosevelt
ILLINOIS—Chicago, Pullman

SIXTEEN YEARS

IOWA—Sioux City, Washington
MISSOURI—Kansas City, Scarritt
OKLAHOMA—Muskogee, Edison, Franklin, Houston, Irving, Jefferson, Longfellow, Pershing, Sequoyah, Washington, West High, Whittier

FOURTEEN YEARS

FLORIDA—Palm Beach Co., Northboro
PENNSYLVANIA—Pittsburgh, Bane
UTAH—S. Sanpete Dist., Gunnison High
WYOMING—Casper, McKinley

THIRTEEN YEARS

DELAWARE—Sussex Co., Hollymount
FLORIDA—Palm Beach Co., Palm Beach
ILLINOIS—Watska, Community High
NEW YORK—Schenectady, Howe
WYOMING—Casper, Jr. High

TWELVE YEARS

TENNESSEE—Knoxville, Oakwood

ELEVEN YEARS

FLORIDA—Palm Beach Co., Palm Beach Co. Public Schools, Belle Glade, Boca Raton, Boynton, Canal Point, Central, Conniston, Delray, Greenacres, Jupiter, Lake Worth Jr.-Sr. High, Lake Worth N. Grade, Lake Worth S. Grade, Lake Worth W. Grade, Lantana, Pahokee, Palm Beach High, Palmetto, Riviera, S. Bay, S. Palm Beach, W. Gate Jr. High
MISSISSIPPI—Brooklyn, Forrest Co. Agri. High
WASHINGTON—Everett, Longfellow

TEN YEARS

CALIFORNIA—Los Angeles, Aldama
INDIANA—Newcastle, Omar Bundy, Holland, Hernly, Parker, Sr. High
NEW YORK—Ithaca, Reconstruction Home
UTAH—Utah Co., Nebo Dist. Public Schools, Benjamin, Clinton, Dividend, Genola, Goshen, Grant, Jefferson, Lake Shore, Leland, Lincoln, Mapleton, Payson Jr. High, Payson Sr. High, Peteetneet, Rees, Salem, Santaquin, Spring Lake, Central, Spanish Fork Jr. and Sr. High, Springville High, Taylor, Thistle, Thurber

NINE YEARS

HAWAII—Kaunakakai, Molokai, Kaunakakai; Kilauea, Kauai, Koolau

EIGHT YEARS

CALIFORNIA—Elsinore, Union Elem.; Lakeside, Union Elem.; Riverside, Independiente
ILLINOIS—Cicero, Cicero, Drexel
NEW YORK—Ithaca, Ithaca Public Schools, Wyckoff



SEVEN YEARS

ILLINOIS—Cicero, Lincoln; Highland, Highland Public Schools, Grade, High
MASSACHUSETTS—Franklin, Four Corners
MINNESOTA—Minneapolis, Calhoun, Dowling
MISSOURI—Boonville, Boonville Public Schools, Central, Elliott High; Kansas City, Chick, Gates Institute, Woodland
NEW YORK—Amsterdam, New E. Main St.

SIX YEARS

MISSOURI—Independence, Bristol; Kansas City, Lowell, Manchester, Martin
NEW YORK—Oneonta, Mitchell St.
PENNSYLVANIA—Pittsburgh, Bennett, Fulton
WISCONSIN—Milwaukee, E. Hartford Ave., Gaenslen, Greenfield, Morgandale, Mound St., N. Girls Jr. Tech. High, N. 68th St., N. 20th St., 35th St., Wright St.

FIVE YEARS

ILLINOIS—Silvis, McKinley Platoon
INDIANA—Indianapolis, Public No. 87
NEBRASKA—Omaha, Washington
NEW JERSEY—Atlantic City, Pennsylvania Ave.
OHIO—Warren, E. Jr. High
PENNSYLVANIA—Pittsburgh, Larimer
UTAH—Granite Dist., Woodstock
WASHINGTON—Everett, Jefferson
WISCONSIN—Milwaukee, Humboldt Park, N. 31st St., Silver Spring; Polk Co., Co. Supt. Office
WYOMING—Bairrol, Bairrol

FOUR YEARS

CALIFORNIA—Los Angeles, Gravois Ave.
IDAHO—Pocatello, Washington
INDIANA—Indianapolis, Brookside
KANSAS—Chase, Grade
LOUISIANA—Iberia Parish, Loreauville High; New Orleans, Audubon Elem.
MASSACHUSETTS—Brookline, Heath; N. Adams, Johnson; Winchester, Mystic
MISSOURI—Kansas City, Blenheim, Fairmount, Mann, Penn
NEW YORK—Schenectady, Edison Elem.
OHIO—Lakemore, Lakemore
PENNSYLVANIA—Chester, Wetherill; Newport, Jr. Sr. High; Pittsburgh, Belmar, Penn. Regent Square; Snyder Co., Adams Twp., Beavertown, Center Twp., Chapman Twp., Franklin Twp., Freeburg, Fremont, Jackson Twp., Keamer, Middleburg, Middlecreek Twp., Paxtonville, Penn Twp., Perry Twp., Shamokin Dam, Spring Twp., Troelville, W. Petty Twp.
VERMONT—Rutland, Madison
WASHINGTON—Bellingham, Roeder; Everett, Jackson
WISCONSIN—Milwaukee, E. Center St., N. 18th St., N. Fraternity St., N. Hi-Mount Blvd., Peckham Jr. High, Philipp, Roosevelt Jr. High, Story

THREE YEARS

CALIFORNIA—Compton, Compton Public Schools, Lincoln; Palos Verdes Estates, Malaga Cove, Miraflores; San Pedro, Barton Hill
FLORIDA—Palm Beach Co., Lake Harbor
HAWAII—Honolulu, Lanakila
INDIANA—Indianapolis, Loomis
IOWA—Sioux City, Roosevelt
KANSAS—Paola, Paola Public Schools, North
LOUISIANA—St. Charles Parish, Comardelle
MAINE—Westbrook, Rocky Hill
MISSOURI—Kansas City, Bryant
NEVADA—Elko Co., Contact High
NEW JERSEY—Atlantic City, Richmond Ave.; Bridgeton, Bridgeton Public Schools, Pearl St.
NEW YORK—Port Chester, Park Ave.
PENNSYLVANIA—Pittsburgh, Allen, Birmingham, Boggs Ave., Bon Air, Davis, Gladstone Elem. and Jr. High, Irwin Ave. Girls Training, Liberty, Lincoln, Manchester, Mt. Albion, Park Place, Rogers, Wickersham

TEXAS—Texarkana, Dunbar High
WASHINGTON—Bellingham, Administrative Bldg.
WEST VIRGINIA—Beckley, Skelton; Eskdale, Eskdale; Grand View, Grade
WISCONSIN—Milwaukee, Custer High, N. Bartlett Ave., N. 5th St., Steuben Jr. High

TWO YEARS

ALASKA—Kasilof, Kasilof; Kodiak, Longwood; Pilot Station, Pilot Station; Unalaska, Unalaska
CONNECTICUT—E. Hartford, Columbus St.
FLORIDA—Miami, Shadowlawn
ILLINOIS—Chicago, Oakland; Des Plaines, Des Plaines Public Schools, Central, Jr. High, North West; Nebo, Nebo High
KANSAS—Spearville, Spearville Public Schools
KENTUCKY—McCreary Co., Pine Knot
LOUISIANA—Acadia Parish, Bozyone, Branch, Church Point High, Ebenezer, Estherwood High, Higgenbotham, Link, Lyons Point, Mementau, Mier, N. Crowley Elem., Oil Field, Pitreville, Richard, S. Crowley; Iberia Parish, Iberia Parish Public Schools, Avery Island, Central, Charlotte, Coteau, Derouen, Jeanerette Elem. and High, Jefferson Island, Loreauville Elem., Madison, Magnolia, Marcel, New Iberia High, Peebles, Weeks; New Orleans, Dibert Elem.; St. Charles Parish, St. Charles Parish Public Schools, Destrehan High, Goodhope, Montz, Paradis
MAINE—Camden, Grade
MICHIGAN—Detroit, Pestalozzi
MISSISSIPPI—Biloxi, Gorenflo, Howard No. 2
MISSOURI—Kansas City, Mt. Washington
NEW YORK—Schenectady, Nott Terrace Elem.
OHIO—Kings Mills, Kings Mills
OREGON—Central Point, Central Point; Rogue River, High
PENNSYLVANIA—Pittsburgh, Beechwood, Cargo, Chartiers, E. Carnegie, Frick Elem., Homewood, Oakwood, Obey, Westwood, Windgap, Woods Run; York Springs, York Springs
UTAH—Salt Lake City, Uintah; S. Sanpete Dist., S. Sanpete Dist. Public Schools, Axtell, Centerfield, Ephraim Elem. Jr. and Sr. High, Fayette, Gunnison Elem., Manti Elem. Jr. and Sr. High, Mayfield, Sterling
WEST VIRGINIA—McComas, Crane Creek
WISCONSIN—Milwaukee, Berger, Green Bay Ave., Hawley Ave., Tippecanoe, Townsend St., Walker Jr. High

CURRENT YEAR

ALASKA—College, Bayview; Craig, Craig; Fortuna Ledge, Fortuna Ledge; Quigillingok, Government; Rampart, Rampart Indian; Ruby, Ruby
ARIZONA—Glendale, Dist. No. 40
CALIFORNIA—Los Angeles, Ninety-ninth St., Remsen St.; San Francisco, Sanchez; Santa Cruz, Laurel; Yosemite Park, Yosemite
CONNECTICUT—New Haven, Cedar St.
DELAWARE—Kent Co., Farmington, Magnolia, Clayton, Houston; Sussex Co., Blades, Gumboro
FLORIDA—Mulberry, Mulberry Public Schools; Pensacola, Suter
ILLINOIS—Chicago, Mark Twain; Potomac, Township High
INDIANA—Columbus, Adjustment, Garfield, Jefferson, McKinley, Wilson; Evansville, Rheinlander; Indianapolis, Public No. 19, Public No. 76, Webster; Mt. Vernon, Central
KENTUCKY—Tollesboro, Tollesboro
MAINE—Auburn, Lake, Walton; Rockland, Tyler
MARYLAND—Frederick Co., Johnsville; Walkersville, High
MASSACHUSETTS—Brookline, Baker
MISSISSIPPI—Jackson, Bailey Jr. High, George
MISSOURI—Kansas City, Seven Oaks
NEVADA—White Pine Co., Cherry Creek
NEW JERSEY—Atlantic City, Atlantic City Public Schools, General Industrial, Indiana Ave., New Jersey Ave.
NEW YORK—Corona, Jr. High 16 Queens; Jamaica, Public 82 Queens; Long Island City, Public 1 Queens, Public 150 Queens; Middletown, Benton Ave., Linden Ave.; Valley Stream, Union Free Dist. No. 13
NORTH CAROLINA—Albemarle, Wiscasset; Matthews, Providence
OHIO—Cincinnati, Central Fairmount; Dorset, Centralized; Wayne Co., Baughman Twp.
PENNSYLVANIA—Chester, Graham Voc.; Pittsburgh, American Ave., Art Dept., Bellefield Girls Trade High, Curriculum Study & Research Dept., Elem. Edu. Dept., Extension Edu. Dept., Fairwood, Franklin Adult Foreign, Garfield, Guidance Dept., Handwriting Dept., Home Economics Dept., Kindergarten Dept., Lee, Logan, Mann, Music Dept., Rochelle, Roosevelt, Schaeffer, Science Dept., Sterrett, Webster; Warren, Lacy
TENNESSEE—Knoxville, Bell House Elem., Lockett
TEXAS—Grand Prairie, Idlewild
UTAH—Granite Dist., Whittier
VERMONT—Fair Haven, High; Websterville, Lower Websterville; Wells, Wells
WASHINGTON—Bellingham, Fairhaven Jr. High
WEST VIRGINIA—Coalburg, Chesapeake; Pratt, Junior High; Valscreek, Hartwell Graded
WISCONSIN—Milwaukee, Doerfler, Garden Homes, La Follette, S. Division High, S. Juneau High