

MAY 7 1938

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



HIGH above the historic Hudson River swings this graceful suspension bridge, connecting upper Manhattan with the Palisades of New Jersey. It is one of many inspiring views awaiting teachers who attend the NEA Convention in New York City, June 26-30

For program, see pages 148-51

"STORM AFTERMATH"

A photograph of the George Washington Bridge by Lawrence Ulshen, New York City

May 1938

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Between Editor and Reader

ONE OF THE PRIVILEGES of being a teacher is to keep track of one's students after they have passed from under his immediate care. Pupils are benefited and often inspired by the realization that the teacher is enough interested in their growth to follow them after they have left his classes. The teacher is benefited by having an opportunity to see the process of growth and its influence on various traits in the child's character. It is not always easy under city conditions or even in the country where teachers move frequently, to keep track of all pupils. If this cannot be done, it is still worthwhile to keep track of as many as possible, choosing some of the best, some of the least promising, and some of average ability. It would be well if at the beginning of his career every teacher would buy a substantial permanent ledger with alphabetical subdivisions, writing in from time to time the names of pupils, notes about their needs, their progress, their new addresses, contacts with them, and suggestions made to them. Time devoted to such effort is so well spent that every teacher may well consider it a regular part of his professional endeavor. Beyond its professional value is a human significance which grows richer with every passing year. I have known many consecrated teachers and I have never talked with one about his life who didn't speak with pleasure of particular pupils who had done well. Blessed is the teacher who is kept ever young by a host of friendships with new life and leadership!

True worth is in *being*, not *seeming*;
In doing, each day that goes by,
Some little good—not in dreaming
Of great things to do by and by.
For whatever men say in blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness,
And nothing so royal as truth.
—From *Nobility* by Alice Cary.

The Journal goes to all members of the National Education Association

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

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of the NATIONAL
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ASSOCIATION
OF THE UNITED STATES

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

VOLUME 27
NUMBER 5

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*The articles herein printed are the expressions of the writers and
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[A-93]



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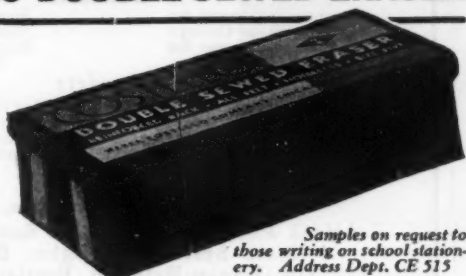
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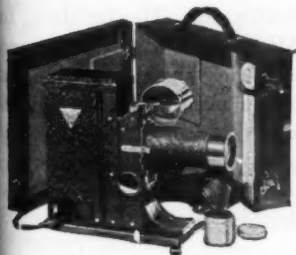
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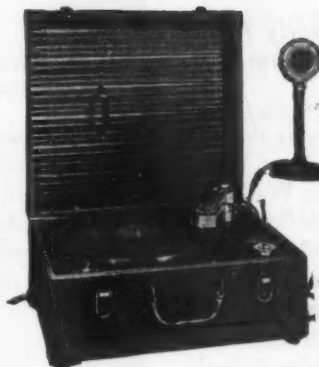


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[Cont. from page 158] consumers' cooperative which entitles you to buy books thru it indefinitely and to receive the annual refunds on savings. Each member receives a regular monthly periodical, *Reader's Observer*, and enjoys the opportunity of buying special books at wholesale prices. The money you spend for carefully selected reading is probably the best investment you make.

"Americans Are Individually Intelligent and Collectively Dumb"

☆ THIS is the assertion of Harry O. Overstreet, chairman of the philosophy department, College of the City of New York, before a Town Hall audience in Washington, D. C. Dr. Overstreet forecast "the coming of a new Horace Mann, when a new kind of institution will be created everywhere to help people meet their social and economic problems on a collective and cooperative basis." There would be at least five different departments of this institution:

"[1] A department of social understanding, to learn about conditions that affect us all, taxation, currency, and so on.

"[2] A department of criminal research. It is most important to know the insidious criminal enterprises that go on without our being able to detect them.

"[3] A department of propaganda analysis.

"[4] Another department to teach people the technic of cooperation.

"[5] A department to teach cultural perspective. It is important that the individual knows where he stands in the whole course of history—to study history backward, to see how we got to be the kind of people we are."

The task of today

☆ To TRANSFER the sense of value from property to humanity.

The National Congress of Parents and Teachers

☆ MORE THAN TWO MILLION PEOPLE in 26,000 local parent-teacher associations work together in the National Congress of Parents and Teachers, whose offices are in the NEA headquarters building, Washington, D. C. The 42nd annual convention of NCPT will be in Salt Lake City, Utah, May 15-20.

The High Cost of Fire Insurance

☆ THE COMMISSIONERS who govern the District of Columbia are asking Congress for legislation to empower the Superintendent of Insurance to control rates on fire insurance written in the District. Between 1932 and 1936 in the District only 22 percent of each insurance dollar was returned

to consumers, 78 percent going for profit and expenses. For the country as a whole 58 percent went for profit and expenses, which is far too high.

World Education

☆ THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS announces that beginning with the May issue of *World Education*, official publication of that organization, President Paul Monroe will assume active editorship. The size of the periodical will be increased.

Horace Mann Schools

☆ MISSOURI—Construction has begun on the Horace Mann Laboratory School at the Northwest Missouri State Teachers College, Maryville, Mo. The building, for which the Missouri legislature appropriated \$240,000 during the last session, will house the college nursery school, kindergarten, elementary, and junior-senior high school. A Lorado Taft plaque of Horace Mann will have a prominent place in the foyer of the building.

☆ UTAH—The Horace Mann Highschool of Salt Lake City was dedicated on March 25, 1938. Does your community have a school named in honor of Horace Mann?

Fine Work by Hawaii Education Association

☆ FEW THINGS that come to NEA headquarters are more impressive than the 107-page mimeographed book of *Annual Committee Reports of the Hawaii Education Association*, including statements by the following committees: Educational policies, legislative, constitution revision, public relations, finance, social-economic plans, and retirement system. The Hawaii Association has an interesting plan of arranging membership dues on the basis of ability to pay. The dues for 1938-39 are:

Member's monthly income	Annual dues
\$ 00.00 to \$ 49.99	\$.50
50.00 to 99.99	1.00
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575.00 to 599.99	12.00

World Goodwill Day, May 18

☆ "THE ROAD TO PEACE" on page 148 will be useful to schools in their preparation of a World Goodwill Day program. The following bibliography has been prepared to accompany the article:

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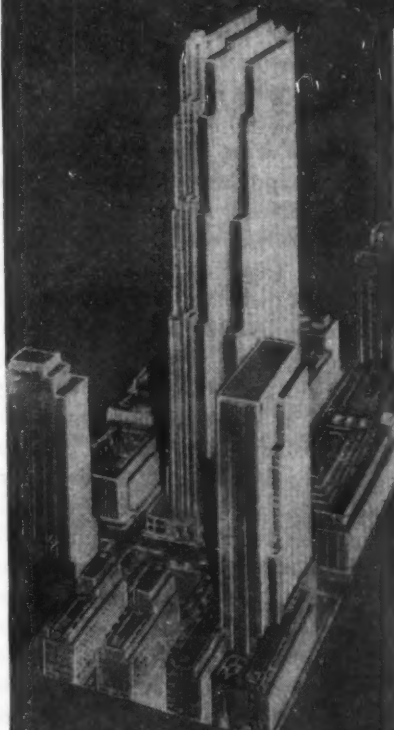
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[Cont. from page A-97] *World Peace*, New York: G. P. Putnam's Sons. 1924. 372p. International Law Esp. Ch. III. p20 ff.
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Trublood, Benjamin F. *Development of the Peace Idea*. Boston: Plimpton Press. 1932. 243p. Esp. p1-35.
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Vreeland, Hamilton. *Hugo Grotius*. London: Oxford University Press. (American Branch, 114 5th Ave. N.Y.) 1917.
Watkins, Arthur C. *Story of the Paris Pact*. Washington, D.C.: National Capital Press. 1934. 149p.
White, Andrew Dickson. *First Hague Conference*. Washington, D. C.; American Peace Society. 1905.

Henry Barnard: An Introduction

☆ THIS IS THE TITLE of a biography of this great educator which should be in the possession of every teacher. The authors are Ralph C. Jenkins and Gertrude Chandler Warner; the publisher, the Connecticut State Teachers Association in Hartford; the price, 25c. Dr. Jenkins is the author of the article on page 139 of this issue.

Financing Public Education in West Virginia

☆ THE CLASSROOM TEACHERS ASSOCIATION of West Virginia has recently issued an admirable bulletin on *Financing of Public Education in West Virginia* by Dr. Robert D. Baldwin, professor of education, West Virginia University. The bulletin presents a careful analysis of the present plan of raising and spending revenues for public education in that state. It is intended to be used as a source of information for discussion groups both lay and professional. Dr. Baldwin points out desirable changes needed in the state's revenue system, and the principal weaknesses in the plan now used for distributing state funds to local school units. He has made an especially forceful case for state uniformity in the assessment of property for taxation purposes and for the desirability of greater leeway in levying local taxes for improving the educational program beyond the minimum guaranteed by the state. This effort to bring about an intelligent understanding of tax problems thru public discussion is to be commended.



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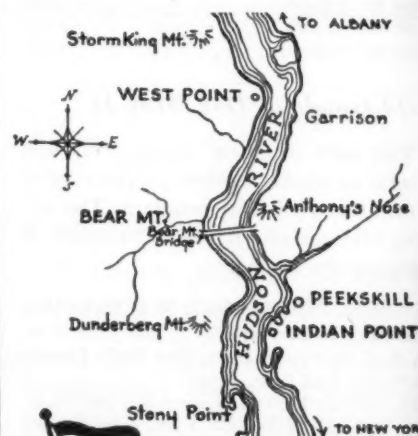
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Address Dr. Uel W. Lamkin, Secretary-General, 1201 Sixteenth Street, N. W., Washington, D. C.

True Heroism

☆ THE SERVICES of teachers too often go unheralded, but the courageous action of Kansas teachers during the devastating tornadoes which recently swept the state deserve special tribute.

Eighteen-year-old Virginia Sappington, teaching her first school this year (Piety Hill rural school, Chetopa, Kansas), saved the lives of her twenty-one pupils as the black funnel of a cyclone lashed across the fields in their direction. Knowing that the children would have no chance of surviving if they did not have something to hold on to, Miss Sappington marshalled the children into an orderly column and ordered them to run for the ditch, lie in it, and hold to the hedge roots with all their strength. With the full force of the storm upon them, the teacher crawled nearly twenty feet in the mud and rain and darkness to make sure of their comparative safety, injuring her hand and arm slightly. A second twister followed the first. The school building was demolished but all twenty-one of Miss Sappington's charges were safe.

In the same storm, 110 school children in the town of Columbus, Kansas, were saved when teachers and the school janitor crowded them from classrooms into the corridors before the twister crushed the outside walls of the building.

The American Association of School Administrators

☆ The theme of the *Seventeenth Yearbook* of the American Association of School Administrators, a Department of the National Education Association of the United States, will be "Schools in Small Communities." The yearbook will be ready for distribution at the 1939 winter meeting. The commission preparing this report recently held a three-day meeting at Chicago, with ten members in attendance. First drafts of practically all chapters were presented in mimeographed form. Each chapter was read aloud and careful notes were taken of all criticisms and suggestions in the light of which revisions are to be made during the next few months.

Classified List of Educational Periodicals

☆ THE FOURTEENTH YEARBOOK of the Educational Press Association of America, which will be off the press the last of May, lists approximately 500 educational periodicals with editors, publication address, subscription price, under 34 classifications including journals issued by state education associations, local organizations, and state departments of [Cont. on page A-100]

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[Cont. from page A-99] education. To secure the Yearbook, send 50¢ in cash or check to Educational Press Association, 1201 16th St., N. W., Washington, D. C.

From a Journal Reader

☆ WE HAVE FELT for some time that we wanted to express our appreciation of the NEA student membership plan (see page 159) and the excellent content of THE JOURNAL. Students at our college who were not preparing for teaching have seen THE JOURNAL on my desk and in the classroom and, after glancing thru the table of contents, have asked for copies.

New Commissioner of Education for Arkansas

☆ FROM the Arkansas State Department of Education comes the announcement that on April 16 T. H. Alford became Commissioner of Education for Arkansas. Mr. Alford, who succeeds W. E. Phipps, was formerly superintendent of schools in North Little Rock. In 1936-37 he was president of the state education association.

Dr. Ryle To Be Inaugurated

☆ WALTER H. RYLE will be inaugurated as the seventh president of the Northeast Missouri State Teachers College, Kirksville, on May 19. On the same day will be held dedicatory ceremonies at the laying of the cornerstone of the Baldwin Hall now being constructed. Dr. Ryle was appointed to the presidency following the death of Eugene Fair in August 1937, and has been serving during the present school year.

The Educational Policies Commission

☆ THE COMMISSION participated in the Pennsylvania Schoolmen's Week conferences early in April, one afternoon meeting being devoted to the work of the Commission, as presented by Dr. William G. Carr, Secretary. Approximately two hundred teachers and administrators attended and took part in the discussion which followed. A luncheon for Pennsylvania, New Jersey, and Delaware Consultants to the Commission was attended by thirty persons.

☆ THE COMMISSION held its semiannual meeting at Chicago, April 22-26. Several new statements of policy were approved by the Commission and will be published during the next two months.

Community Service by a Highschool

☆ HIGHSCHOOLS in Utah are utilizing their debating activities for useful civic purposes. For the past two years representatives of participating highschools have attended a one-day session of a legislative assembly of highschool students, held in the state capitol. In 1936 the ses- [Cont. on page A-102]



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For information address Dr. Ralph J. Gilmore, Director, 105 Administration Building, Colorado College, Colorado Springs, Colo.

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[Cont. from page A-100] sion was devoted to four amendments to the state constitution which were before the citizens of Utah. The assembly was held a week before the state election, and oddly enough, the state vote followed the assembly vote. In 1937 the second assembly was called on questions the highschools themselves submitted, questions representing local interests in state policies. Some of the advantages of the legislative assembly over the tournament debate are that:

[1] The attention of the student is focused on the problems of Utah; [2] his arguments are directed to securing a vote on a live and personal question; [3] his method of approach is based on a personal want that may be satisfied by his contemporaries; [4] his reward goes back into accurate information for parents who have not the leisure the school affords for research.

Citations for Outstanding Contributions to Educational Research

☆ THE COMMITTEE ON AWARDS of the American Educational Research Association announces the following awards for outstanding researches during the past year:

In the field of mental development:—BAYLEY, NANCY. *Mental Growth During the First Three Years: A Developmental Study of Sixty-One Children by Repeated Tests*. Genetic Psychology Monographs, Vol. 14, No. 1. Worcester, Mass.: Clark University Press, 1933. 92p.

In the field of psychology of learning:—BRENNER, BENJAMIN. *Effect of Immediate and Delayed Praise and Blame upon Learning and Recall*. Contributions to Education, No. 620. New York: Teachers College, Columbia University, 1934. 52p.

In the field of history of education:—CURTI, MERLE. *The Social Ideas of American Educators*. Report of the Commission on the Social Studies, American Historical Association, Part X. New York: Charles Scribner's Sons, 1935. 613p.

MORISON, SAMUEL ELIOT. *The Founding of Harvard College*. Cambridge, Mass.: Harvard University Press, 1935. 472p.

MORISON, SAMUEL ELIOT. *Harvard College in the Seventeenth Century*. Cambridge, Mass.: Harvard University Press, 1936. 2 vols.

In the field of mental hygiene:—JERSILD, ARTHUR T., and HOLMES, FRANCES B. *Children's Fears*. Child Development Monographs, No. 20. New York: Teachers College, Columbia University, 1935. 356p.

A Life of Service

THE FOLLOWING EDITORIAL from the *Minneapolis Journal* for April 7 is a fine tribute to a classroom teacher. It reflects the spirit of many unknown teachers who each year pass to their reward:

It would be impossible to enumerate the men and women, young and oldish, who count among the blessings of memory, gifted teachers whose councils and talents for imparting knowledge have contributed immeasurably to fostering right relationships with the world about them. Give such a teacher forty years of educational association with the generations that pass thru highschool,

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Italy, Turkey, Soviet Union and Germany

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as was the experience of LILLIAN J. STERRETT, and there is no measuring of the treasured memories that abide with those who have passed thru her classes in mathematics, first in "Old Central" and then for thirty years in West Highschool. Miss Sterrett made algebra and geometry living subjects, not rote worriments over abstract problems. More by far than this, she viewed the teaching profession as an agency in preparing youth for the art and business of living, in which to apply intelligently the knowledge that she induced them to impart to themselves. There are such teachers in most schools, but few whose service can be counted so admiringly and gratefully as do the hundreds of Miss Sterrett's former pupils.

Miss Sterrett, who passed away April 3, 1938, had attended every NEA convention since 1923 and had influenced others to take a part in the Association's work.

Fordson Horticultural Gardens

☆ FOUR HUNDRED AND SEVENTY individual garden plots are being planted by students of the Fordson Public Schools, Dearborn, Michigan, this spring. Paul H. Jones, chairman of horticulture for these schools, reports that the philosophy underlying the presentation of gardening is that soil and crops are natural resources. Gardening instruction is given in the junior highschool to the seventh-grade students, a correlation of art, mathematics, and science. A course in horticulture is offered in the senior highschool. During the summer the gardens operate the same as a school for the length of the vacation period, with classes scheduled five days a week. Demands for gardening education have grown rapidly.

Dates To Be Remembered

June 9-11—Ninth Annual School Administrators Conference to be held at George Peabody College for Teachers, Nashville, Tenn.

***June 26-30**—Convention of the National Education Association. See p151.

June 28-July 1—Meeting of the American Home Economics Association in Pittsburgh, Pa.

August 7-19 and August 15-27—Second Annual Cooperative Conference-Tour, Nova Scotia. For information write to the Cooperative League of the U. S. A., 167 West 12th St., New York City.

June 30-July 1—Fifth Annual Conference on Business Education to be held at the School of Business, University of Chicago.

June 30-July 3—Annual Conference on Printing Education. For information address the National Graphic Arts Education Guild, 719 15th St., N. W., Washington, D. C.

National Council for Adult Civic Education

☆ THE NINETEEN SCHOOL SUPERINTENDENTS who had school-administered public forums in their communities last year have been joined by more than a hundred leaders of civic and educational organizations in the formation of a National Council for Adult Civic Education. Superintendent Floyd B. Cox of Morgantown, W. Va., is chairman of the [Cont. on page A-104]

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1938 IS A SANTA FE YEAR

[Cont. from page A-103] group. Information concerning the forum movement and the council's program may be obtained by writing to the executive secretary of the National Council for Adult Civic Education, Ernest R. Bryan, 1201 16th St., NW., Washington, D. C.

Turning War Debts into an Education Fund

☆ THE RECENT PROPOSAL of Herbert Hoover that nations which borrowed from the United States after the World War pay their debts into a fund to be used for higher education, research, and exchange scholarships, recalls the proposal of John Finley a decade and a half ago that the international debt arising out of the war be converted into a perpetual trust fund for the education of the children of the world. Dr. Finley's plan was discussed in THE JOURNAL for December 1922. Such proposals are worth the serious consideration of educators everywhere.

A Letter from Helen Keller

☆ AT THE ATLANTIC CITY CONVENTION of the American Association of School Administrators an honorary Life Membership in the National Education Association was presented to Helen Keller by President Caroline S. Woodruff. (See pages 105-06 in the April 1938 JOURNAL.) President

Woodruff has received the following letter from Miss Keller:

"Dear Miss Woodruff: Gratefully I acknowledge the certificate which makes me a Life Member of the National Education Association. Not only is it an honor which I shall cherish; it is also a symbol of creation. As it was with the earth, so it is with the child—the beginning of creation is light. Divine truly is the teacher's task to impart the light of knowledge, to replace the chaos in the young mind with orderly thinking and creative purpose. Yes, Polly and I hope we may see you again some sweet summer day and perhaps visit some of your friends in Vermont. With our united love, and with proud memories of the educators' welcome in Atlantic City, I am, Cordially yours, Helen Keller"

Vacation—Profit or Loss?

☆ THE FOLLOWING REFERENCES may be helpful in connection with this article on page 144:

"The School Garden," April 1937 JOURNAL, p125

"Summer Activities for Children," May 1937 JOURNAL, p149-50

"Play and Playmates," April 1938 Child Study Magazine

"The American Guide in the Schools," p140-41 of this JOURNAL

Department of Rural Education

☆ THE NAME OF CHLOE C. BALDRIDGE, director of rural education, State Department of Public Instruction, Lincoln, Nebr., was inadvertently omitted from the list of officers for this Department which appeared in the April JOURNAL.



EDYTH LONG, president of the Future Teachers Club of the Batesburg-Leesville Highschool, Batesburg, S. C. SYLVIA BOGOSLOW, president of the Future Teachers Club of Waltherboro, S. C. See page 129.

Your Life in the Making

☆ "THE ENCLOSED money order for two dollars is to pay for 200 of the leaflets, 'Your Life in the Making.' They will be splendid little mementoes to give to 'my seniors' at their class day party in June. As their class adviser, I had been looking for something worthwhile, within my means, to give to the 162 young men and women in our June class. Some of the rest of the leaflets will be appropriate for members of a girls' club I am sponsoring in my home neighborhood."—A Camden, N. J., teacher.

Sample copies of this leaflet may be had on request. The price is one cent each in

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



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Mr. WILLARD E. GIVENS, *Executive Secretary*
1201 Sixteenth Street, Washington, D. C.

DEAR MR. GIVENS: Please enrol me as a Life Member of the National Education Association on the deferred payment plan—ten annual payments of \$10 each. I understand that membership dues already paid for the current year, 1937-38, may be applied on the first payment. Enclosed please find \$8 or \$5 balance due. Kindly send my Life Membership certificate, card, pin and my copies of the NEA publications to me at the address indicated below.

Name.....Address.....
City and State.....

any quantity. No orders for less than 25 copies. Cash must accompany orders for \$1 or less. Order from the National Education Association.

New NEA Publications

The Official Report of the recent Atlantic City convention of the American Association of School Administrators is an attractive volume of 256 pages. It contains the text of addresses delivered at the general sessions and the official records of business transacted at the convention. Copies have been sent to members of the American Association. Price to nonmembers, \$1.

The *Research Bulletin* for March 1938, "From Highschool to College," deals with the transition of young people from highschool to college. Primarily, it is a survey of present practice, based on reports from 1600 highschools and 423 liberal arts colleges and universities, describing what is being done by highschools and colleges by way of guidance toward or away from college. It examines entrance requirements and admissions procedures, freshman week activities, course requirements for entering students, maximum and minimum student loads, orientation courses, provisions for remedial instruction, systems for student counseling, health supervision, regulations with respect to living arrangements for entering college students, the assistance given to students with their financial problems, and other aspects of guidance having to do with the orientation of college freshmen. Attention is called not only to common guidance procedures, but also to innovating practices. The bulletin indicates the factors believed to be responsible for both the successes and failures of the orientation programs described. Price 25¢.

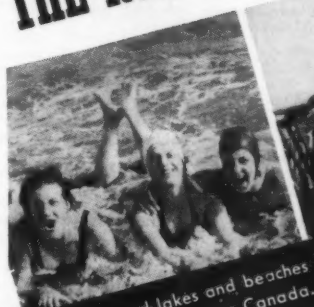
Sources of Safety Education Aids, a bibliographic list of nonschool organizations, has just been released by the Safety Education Projects, Research Division of the National Education Association. This publication lists fifty-one national safety organizations which issue free or inexpensive materials for use in schools. A brief description of the work of each organization is given, together with titles of representative publications. No attempt has been made to evaluate material listed, and users of the bibliography are warned that many of the publications listed contain advertising. The first edition of this bibliography has been prepared for free distribution to teachers from the Safety Education Projects of the Research Division and from the Highway Education Board, Pan-American Building, Washington, D. C.

All teachers and supervisors of geography will welcome the material contained in the March *Educational Method*. There are twelve articles by outstanding authorities in this field, dealing with recent trends in geographic education, the place of geography in American culture, field work in geography, visual aids, and maps. The special editor of this issue is Mrs. Erna G. Gilland, Consultant in Geographic Education, California, Pa. Price, 50¢. The February issue of the same magazine contains interesting articles on the teaching of reading. Price, 35¢. Order from Department of Supervisors and Directors of Instruction, NEA.

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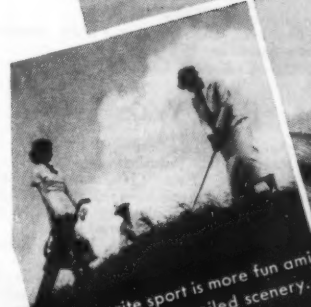
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[Cont. from page 160]

MASSACHUSETTS—Malden, Pierce
 PENNSYLVANIA—Northampton, Northampton Public Schools, Central, Franklin, Junior High, Senior High, Washington, Wolf
 WASHINGTON—Bellingham, Columbia

EIGHT YEARS

ARIZONA—Ash Fork, Ash Fork, Dist. No. 31
 CALIFORNIA—Claremont, Claremont Public Schools
 COLORADO—Denver, Fairview, Garfield
 HAWAII—Napoopoo, Napoopoo; Paauhau, Paauhau; Pahala, Kapapala
 ILLINOIS—Cicero, Columbus
 NEW YORK—Callicoon, Callicoon High; New Rochelle, Webster
 OKLAHOMA—Tulsa, River View
 WISCONSIN—Kenosha, Orthopedic-Open Air

SEVEN YEARS

CALIFORNIA—San Diego, Alice Birney
 MISSOURI—Kansas City, Jackson Opportunity
 PENNSYLVANIA—Reading, 5th and Spring Sts.
 VIRGINIA—Richmond, Dickinson

SIX YEARS

ARIZONA—Elroy, Grammar, Jr. High
 COLORADO—Denver, Ironton, Maria Mitchell
 ILLINOIS—Cicero, Cicero Public Schools
 MARYLAND—Smithsburg, Forrest
 NEW YORK—Rochester, Lattimore No. 11
 OKLAHOMA—El Reno, Irving
 PENNSYLVANIA—Reading, Buttonwood and Pear Sts., 11th and Pike Sts., Elm and Moss Sts., Northwest Jr. High, Park, 17th and Cotton Sts., 16th and Hawk Sts., Spring and Moss Sts., 12th and Winson Sts., Washington and Rose Sts.
 WISCONSIN—Milwaukee, Mary Hill, Mitchell

FIVE YEARS

ARIZONA—Globe, Globe Public Schools, Central, Jr.-Sr. High, Noftger Hill; Phoenix, Balsz
 COLORADO—Pueblo, Keating Jr. High
 HAWAII—Hilo, Haaleo; Holualoa, Holualoa; Honolulu, Waikiki; Kilauea, Volcano, Keakealani; Kukuhihale, Kukuhihale
 ILLINOIS—Mount Morris, Elem.
 MISSOURI—Kansas City, Kumpf
 NEW YORK—Elmira, Riverside No. 7; Pine Plains, Central
 OHIO—Youngstown, Haselton
 TEXAS—Burkburnett, Burkburnett Public Schools
 WASHINGTON—Spokane, Willard
 WEST VIRGINIA—Culloden, Culloden

FOUR YEARS

CALIFORNIA—Oakland, Jefferson
 FLORIDA—E. Palatka, E. Palatka
 HAWAII—Ewa, Oahu, Ewa; Hakalan, Hakalan; Hanamaulu, Kawai, Hanamaulu; Hilo, Standard, Keaukaha; Honolulu, Pohukaina; Lihue, Kawai, Huleia; Wahiawa, Oahu, Helemano
 ILLINOIS—East Aurora, E. Aurora Public Schools, Indian Creek; Payson, Payson
 INDIANA—Bloomington, Fairview; Indianapolis, Bell No. 60; Petersburg, Petersburg Public Schools
 KANSAS—Manhattan, Wilson
 MASSACHUSETTS—Brookline, Baldwin; Rutland, Rutland
 MISSOURI—Kansas City, Bruce, Linwood
 NEVADA—White Pine Co., White Pine Co. High No. 1
 NEW JERSEY—Red Bank, Red Bank Public Schools, High
 NEW YORK—Batavia, Morris
 PENNSYLVANIA—Lewistown, Fifth Ward, Logan St., Wayne St.; Montgomery Co., Lower Salford Twp.; Pittsburgh, Greenfield; Reading, Mulberry and Green Sts., Northeast Open Air; Westmoreland Co., North Bell Vernon Borough
 WEST VIRGINIA—Middlebourne, Ellsworth
 WISCONSIN—Milwaukee, Bay View High

THREE YEARS

CALIFORNIA—El Modena, Lincoln, Roosevelt; Glendale, Marshall; Oakland, Burckhalter, Chabot, Fremont High, Hawthorne, Highland, Lafayette, Manzanita, Parker, Peralta, Sherman, Whittier; Sacramento, Donner, Fremont, Bret Harte; San Francisco, Hancock-Cooper
 HAWAII—Honaunau, Honaunau; Honolulu, Aliolani, Likelike, Manoa, Robello, Waialae; Kohala, Halawa; Laie, Oahu, Laie; Pearl City, Oahu, Pearl City; Wahiawa, Oahu, Kipapa
 INDIANA—Indianapolis, Public No. 72
 KANSAS—Manhattan, Roosevelt
 KENTUCKY—Maysville, Maysville Public Schools, Center, Fee Industrial High, First Dist., Forest Ave., Jr. High, Sixth Ward
 MISSOURI—Kansas City, Van Horn
 OHIO—Niles, Lincoln; Van Wert Co., Pleasant Twp.

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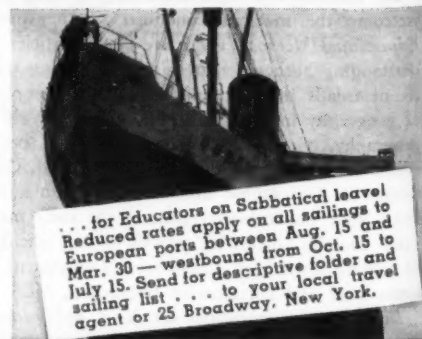
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kill Ave., and Greenwich St., 13 and Union Sts.
TEXAS—Texarkana, Whitaker
VIRGINIA—Norfolk, Great Bridge High
WASHINGTON—Tacoma, Grand
WEST VIRGINIA—Randolph Co., Harperton
WISCONSIN—Milwaukee, Pleasant View, Siefert;
Racine, Stephen Bull, Garfield, Horlick Sr. High,
Jefferson, Knapp, N. Racine, Washington Jr. High

TWO YEARS

ALASKA—Aniak, Aniak; Candle, Territorial; Egegik,
Egegik; Wasilla, Territorial
ARIZONA—Mesa, Mesa Public Schools, Franklin,
Irving, Lincoln, Washington, Webster
CALIFORNIA—Hermosa Beach, Hermosa Beach Pub-
lic Schools, North, Ocean View, Pier Ave., Pros-
pect Ave., South; Oakland, Fruitvale, Hamilton
Jr. High; Tarzana, Tarzana
COLORADO—Denver, Gilpin; La Salle, Big Bend
DISTRICT OF COLUMBIA—Washington, Logan
FLORIDA—Dade Co., Lee Jr. High
GEORGIA—Macon, Bellevue
HAWAII—Hilo, Intermediate; Honokaa, Kaapahu;
Honolulu, Kalihi-Waena, Leahi Home, Palolo;
Holualoa, Puuanahulu; Kailua, N. Kona, Kalaea;
Kauakakai, Molokai, Holomua; Kohala, Maka-
pala; Waipahu, Oahu, Ahrens
ILLINOIS—Eldorado, Lincoln; Springfield, Dubois
INDIANA—Oakton, Oakton; Terre Haute, Davis
Park
IOWA—Sioux City, East Jr.; Waterloo, (West Side),
Edison, Emerson, Irving, Kingsley, Lowell, Wal-
lace Jr. High, Waterloo Jr. High, West High,
Whittier
KENTUCKY—McCreary Co., Cooperative, E. Apple
Tree, Fidelity, Gilreath, Greenwood, Hill Top,
Marshes Siding, Silversville, Smithtown, W. Apple
Tree, Whitley, Wiborg, Yamacraw
LOUISIANA—Acadia Parish, Crowley High, Egan Jr.
High, Habetz, Iota High
MARYLAND—Cecil Co., Warwick Elem.
MASSACHUSETTS—Norwood, Shattuck
MICHIGAN—Detroit, Durfee, Northville Open Air,
Webster, White
MISSOURI—Kansas City, Faxon
NEW YORK—Montauk, Montauk No. 6; Oneonta,
River St.; Port Jervis, E. Main St.; Schenectady,
Woodlawn
NORTH CAROLINA—High Point, Johnson St.
OHIO—Beaverdam, Beaverdam; Clermont Co., New-
townville; W. Carlisle, Perry Pike Rural High
PENNSYLVANIA—Bradford Co., Overton Twp.; Har-
risburg, Hamilton, Open Air; Indiana, Indiana
Public Schools, Mann, Stevens; Reading, Elm and
Madison Sts., Northmont, Oakbrook, Speech
Teachers, 13th and Green Sts., Tyson-Schoener
SOUTH CAROLINA—Newberry, Newberry Public
Schools
TEXAS—Dallas, Brown
VERMONT—St. Albans, Barlow St.
WASHINGTON—Seattle, Gatzert; Spokane, N. Cen-
tral High, Sheridan, Webster
WEST VIRGINIA—Beryl, Beryl; Hot Coal, Hot Coal
WISCONSIN—Milwaukee, Oklahoma Ave.
WYOMING—Casper, Harding; Cheyenne, Carlett

CURRENT YEAR

ALASKA—Mountain Valley, Mountain Valley
CALIFORNIA—Los Angeles, Fremont Ave.; Pomona,
Emerson Jr. High; San Francisco, Garfield
COLORADO—Gunnison, Gunnison Co. High
FLORIDA—Miami, Kinloch Park
HAWAII—Aiea, Oahu, Aiea; Hanalei, Hanalei; Hawi,
Kohala, Kaahuhuu; Hilo, Piipihoua; Honolulu,
Kalihi-uka, Kapalama, Teachers College Elem.;
Honolulu, Honomuu; Kai, Malino, Hokena; Kea-
hou, Keaou; Ninole, Ross; Ooakala, Ooakala;
Papaikou, Kalaniana'ole; Wahiawa, Oahu, Wahi-
awa; Waiialua, Oahu, Waiialua High
ILLINOIS—Charleston, Franklin; Danville, Garfield
LOUISIANA—Catahoula Parish, Block, Sicily Island,
New Enterprise, Harrisonburg, Manifest, Boggy
Bayou, Island Bayou, Larto
MARYLAND—Chesapeake, Elem.
MICHIGAN—Grand Rapids, Lexington
NEBRASKA—Omaha, Monmouth Park
NEW JERSEY—Hackensack, Broadway; Long Branch,
West End; Pemberton, Pemberton Borough
NEW YORK—Hollis, Public No. 35, Queens; Manhat-
tan, Public No. 127; Middle Village, Public No.
128, Queens
OKLAHOMA—Muskogee, Muskogee Public Schools,
Central High
OREGON—Turner, Cloverdale
PENNSYLVANIA—New Cumberland, Fifth St., Manor,
New Cumberland High, Seventh St.; Reading,
Foss, Millmont, Stout, 12th and Buttonwood Sts.;
Rummerfield, Fisher
TEXAS—Dallas, Wilson High
VERMONT—Burlington, Adams; Fair Haven, Fair
Haven; Middletown, Middletown Springs; Pom-
fret, Pomfret; St. Albans, Church St.
WASHINGTON—Bellingham, Franklin
WEST VIRGINIA—Layland, Jr. High
WISCONSIN—Milwaukee, Burbank, Windlake Ave.
WYOMING—Cheyenne, Central

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June 26—June 30, 1938

Convention headquarters will be at the Hotel Pennsylvania where registration, exhibits and headquarters of all state delegations will be located.

General sessions, representative assemblies, department and allied group meetings will be held in various places. The Official Program, obtainable upon registration at the Hotel Pennsylvania, will carry full details of programs and locations of meetings.

Registration, exhibits and some official meetings will be held beginning Saturday, June 25th. The convention proper opens with a Vesper Service on Sunday, June 26th, and will carry through Thursday, June 30th.

Hotel arrangements should be made promptly. The schedule and reservation form printed below should be used for this purpose.

HOTEL RATES FOR MEETING OF THE NATIONAL EDUCATION ASSOCIATION, NEW YORK JUNE 26—JUNE 30, 1938

The following list of New York Hotels, with rates, has been furnished by The New York Hotel Committee and includes hotels that are members of The New York Convention and Visitors Bureau. Address all requests for hotel reservations to Chairman, Hotel Committee, Room 1036, 233 Broadway, New York, N. Y. Indicate three choices of hotels. If the hotel of first choice is unable to accept your reservation, the Hotel Committee will endeavor to comply with your second or third choices in the order named. You will receive confirmation direct from the hotel accepting your reservation. Be specific as to dates of occupancy, types of rooms desired and prices to be paid.

Hotel		No. of rooms	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons	
				Double bed	Twin beds
Astor	Broadway at 44th Street	1000	\$3.50 to \$6.00	\$5.00 to \$8.00	\$6.00 to \$8.00
Beekman Tower	1st Avenue & 49th Street	366	3.00 to 5.00	4.00 to 6.00	4.00 to 6.00
Beverly	125 East 50th Street	350	4.00 to 5.00	6.00 to 7.00	6.00 to 7.00
Biltmore	Madison Avenue & 43rd Street	1000	6.00 to 12.00	8.00 to 14.00	8.00 to 14.00
Bristol	129 W. 48th Street	375	2.50 to 4.00	4.00 to 6.00	5.00 to 7.00
Chesterfield	130 W. 49th Street	600	2.50 to 3.50	3.00 to 6.00	4.00 to 6.00
Collingwood	45 W. 35th Street	204	3.00 to 4.00	4.00 to 5.00	5.00 to 6.00
Cornish Arms	311 W. 23rd Street	350	2.00 to 2.50	3.00 to 3.50	3.50 to 4.00
Dauphin	67th Street at Broadway	313	3.00 to 5.00	4.00 to 8.00	5.00 to 8.00
Governor Clinton	7th Avenue & 31st Street	1200	3.00 to 5.00	4.00 to 8.00	5.00 to 8.00
Imperial	1250 Broadway	600	2.50 to 3.50	3.50 to 4.00	4.00 to 6.00
Kenmore Hall	145 East 23rd Street	700	2.00 to 3.50	3.00 to 5.00	3.50 to 5.00
Latham	28th Street at 5th Avenue	400	1.75 to 2.50	2.50 to 3.50	3.00 to 4.00
Lexington	48th Street & Lexington Avenue	801	3.50 to 5.00	4.50 to 6.00	6.00 to 9.00
Lincoln	8th Avenue & 44th Street	1400	3.00 to 4.50	4.00 to 6.50	4.50 to 6.50
McAlpin	34th Street at 6th Avenue	1500	3.00 to 7.00	4.50 to 8.00	5.00 to 9.00
Marlton	3 West 8th Street	112	2.00 to 3.00	3.00 to 4.00	4.00 to 5.00
Martiniue	Broadway & 32nd Street	600	3.00 to 5.00	4.00 to 5.00	5.00 to 7.00
New Weston	Madison Avenue & 50th Street	700	4.00 to 6.00	6.00 to 8.00	6.00 to 8.00
New Yorker	8th Avenue & 34th Street	2500	3.50 to 4.50	5.00 to 6.50	6.00 to 10.00
Park Central	56th Street & 7th Avenue	1600	3.50 to 5.00	5.00 to 6.50	5.50 to 7.00
Parkside	18 Gramercy Park South	280	2.00 to 3.00	3.00 to 4.00	4.00 to 6.00
Pennsylvania	7th Avenue & 32nd Street	2200	3.50 to 6.00	5.00 to 8.00	6.00 to 9.00
Plymouth	143 West 49th Street	400	2.50 to 3.50	3.50 to 4.00	4.00 to 6.00
Prince George	14 E. 28th Street	1000	2.50 to 4.00	3.50 to 5.00	4.00 to 6.00
Robert Fulton	228 West 71st Street	300	3.00 to 5.00	4.00 to 6.00	4.00 to 6.00
Roosevelt	Madison Avenue at 45th Street	1075	5.00 to 8.00	6.00 to 9.00	7.00 to 12.00
St. Regis	5th Avenue & 55th Street	600	6.00 to 8.00	7.00 to 9.00	7.00 to 10.00
Shelton	49th Street & Lexington Avenue	1200	3.50 to 4.50	4.00 to 5.00	4.50 to 6.50
Sherman Square	Broadway and 71st Street	400	2.50 to 3.50	4.00 to 6.00	5.00 to 6.00
Taft	50th Street & 7th Avenue	2000	2.50 to 4.00	3.50 to 6.00	4.00 to 6.00
Times Square	Eighth Avenue & 43rd Street	1000	2.50 to 3.00	3.50 to 5.00	4.00 to 5.00
Tudor	304 East 42nd Street	600	2.00 to 4.00	3.00 to 5.00	3.50 to 8.00
Vanderbilt	34th Street & Park Avenue	600	4.00 to 6.00	6.00 to 8.00	6.00 to 8.00
Wellington	7th Avenue & 55th St.	700	2.50 to 3.50	3.50 to 4.50	4.00 to 5.00
Whitehall	100th Street & Broadway	240	3.00 to 4.00	4.00 to 5.50	4.50 to 6.00
Woodstock	127 W. 43rd Street	400	3.00 to 4.00	4.50 to 5.50	5.00 to 6.00

----- Use this form for application for hotel accommodations -----

To Chairman of Hotel Committee
Room 1036, 233 Broadway
New York, N. Y.

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Hotel of first choice.....2nd choice.....3rd choice.....
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.....Room(s) with bath for two persons each, twin beds—rate desired.....\$.....to \$.....

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List of occupants, other than myself, with their addresses, is attached hereto.

Signed.....

Address.....City and State.....

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South Carolina Takes the Lead

THERE IS GREAT NEED of social pioneering and invention to bring our human institutions more closely into line with need and aspiration. South Carolina is leading the way in a movement which promises to add to the effectiveness of the schools. It held in Columbia on March 22 in connection with the convention of the South Carolina Education Association the first state conference of Future Teachers of America.

The first South Carolina club was organized in Walterboro—a fine community in the pineclad “low country” west of Charleston—under the personal guidance of a beloved teacher, Mrs. H. E. Thomas. The movement has been encouraged by former Superintendent W. H. Ward, now Director of Extension at the University, and his successor, Superintendent Travis B. Stevenson. From this point the movement has spread to other schools and is now entering its statewide phase. South Carolina—with the support of its leaders in the state association and the state department—thus becomes a laboratory for the nation.

In order to keep in personal touch with this growing movement we made a pilgrimage during March to South Carolina, meeting with the FTA club in the Walterboro Highschool; taking part in the organization of a club in the Summerville Highschool; and joining in the state conference at Columbia. The eager spirit of the young people led by their consecrated teachers, principals, and superintendents, is inspiring.

The purpose of the Future Teachers movement is not to induce more people to enter teaching but to interest better people and to help them to understand its obligations and opportunities. These active clubs of Future Teachers are accomplishing three things: *First*, they are a force in the personal growth of the students who take part. *Second*, they are builders of school spirit and morale in the best sense. *Third*, they are a means of attaching importance to the profession of teaching in the minds of the most promising young people. May the movement so auspiciously begun in South Carolina spread until it has a leadership in every state in the Union and until tens of thousands of young people are joined together in a cooperative effort to become the best possible teachers!

It was a privilege to see the South Carolina Education Association in its convention. Under the guidance of its able secretary, J. P. Coates, it is giving effective

leadership to the educational forces of the state. Its convention reported every white teacher in every county in the state a member of the association. Convention sessions were well attended. Interest was heightened by the fact that legislation providing for a statewide teacher-retirement system was at a critical stage in the legislature during the convention. The state is set to go forward economically and educationally. State Superintendent James H. Hope; State Secretary J. P. Coates; and State NEA Director A. C. Flora, who is head of the schools in Columbia, make an education team not excelled in any state. They are well supported by President J. Rion McKissick of the University of South Carolina, President Shelton Phelps of Winthrop College, and other leaders of cultivation and power.

Early March is the loveliest time of all the year to visit the Carolinas. Even the poorest home is likely to have a few spring flowers; the peach orchards of North Carolina are like a fairyland; the famous old gardens around Charleston bring people from the ends of the earth. The town of Summerville stands out as one of the most beautiful towns in the world—wisteria everywhere climbing over its pine trees to heights of thirty or forty feet; streets lined with redbud and azaleas; a community pride that is good to see.

In Colleton County we visited rural schools of every type under the personal guidance of County Supervisor Mary Eva Hite. Here, under the leadership of County Superintendent J. J. Padgett, one sees the lifting power of education in the life of a people. Health standards are being raised, schoolgrounds beautified, life enriched and broadened. In another memorable trip we were piloted by Walterboro's editor, W. W. Smoak, thru famous old plantations whose moss-covered live oaks are ancient and venerable, to St. Helena Island where the Penn School for Negroes is doing a work that suggests Hampton and Tuskegee. Here is a school of life so brilliantly conceived and ably conducted that it attracts visitors from around the world. It is laying foundation stones in the building of the New South. Devastated by the Civil War and its aftermath, impoverished by cotton and tobacco tenancy, the old South is rising again under a new leadership and looks forward to a future full of promise for itself and the nation.—JOY ELMER MORGAN.

The New Federal Aid Bill

THE NEW FEDERAL AID BILL based on the recommendations of the President's Advisory Committee on Education has been introduced in Congress as an amendment in the nature of a substitute for the Harrison-Fletcher Bill. It is expected that the bill will be brought to a vote in both Houses of Congress this session.

Points of difference from original bill—The new bill differs from the original bill in five respects:

[1] It begins with an initial appropriation of \$72,000,000 increasing to \$202,000,000 in six years as compared with \$100,000,000 and \$300,000,000 in the original bill.

[2] It provides for seven specific grants to the states for educational purposes, whereas the original bill proposed one lump-sum grant for educational purposes as the states might choose. The grants proposed are as follows:

	Beginning 1940	Increasing to
Millions of Dollars		
[a] Public elementary and secondary schools.....	40	140
[b] Teacher training.....	2	6
[c] School buildings.....	20	30
[d] State departments of education.....	1	2
[e] Adult education.....	5	15
[f] Rural library service.....	2	6
[g] Educational research and demonstrations.....	2	3
Total.....	72	202

[3] The funds for the first four purposes enumerated above are to go to the states in proportion to their financial needs except that each state will receive a flat grant of \$5000 annually for the state department of education. The formula for apportioning the funds to the states for these four purposes will probably be based on the number of inhabitants 5 to 19 years old in each state and the financial ability of the respective states to pay taxes for the support of public education. The funds will go to the states approximately in inverse ratio to their financial abilities. The funds for rural libraries will be apportioned to the states on the basis of rural population in each, and the funds for adult education will be apportioned to the states on the basis of adult population 20 to 64 years old in each. Funds for research and demonstration will be apportioned by the United States Commissioner of Education on a project basis. Under the original Harrison-

HOWARD A. DAWSON
Director of Rural Service, NEA

Fletcher Bill the funds were to be apportioned to the states on the basis of the number of inhabitants 5 to 20 years old in each.

[4] Under the new bill the state superintendent of public instruction or state commissioner of education will prepare with the U. S. Commissioner of Education a plan for the expenditure of federal funds within the state. The joint plan for public elementary and secondary school aid shall provide for a method of apportioning the federal funds within the state on some objective basis that will effectively lessen inequalities of educational opportunity.

[5] The grants under the new bill are authorized for a period of six years, 1939-40 to 1944-45. The original bill was to be a permanent authorization. The new bill provides that by 1943 the whole program shall be restudied by a committee to be designated by the President or the Congress.

Requirements to be met by the states

—As under the original bill, the states by acts of their respective legislatures will be expected to accept the provisions of the Federal Aid to Education Act and to designate its state superintendent or state commissioner of education as its official representative in the administration of this Act. States are also required to continue to spend for public elementary and secondary schools, for their state departments of education, and for teacher training, at least as much from state revenues as was spent in the fiscal year ending in 1938.

Those states that maintain separate schools for separate races must also provide for a just and equitable distribution of the federal funds to schools for the minority races without reduction of the proportion of state and local funds spent for such schools in 1938. The states shall also provide for making adequate reports to the United States Office of Education and for auditing the federal fund accounts of local school jurisdictions. The federal fund accounts of the states will be audited by the U. S. Office of Education.

Federal control of education prohibited—One of the most important provisions of the new bill as in the original

bill is the prohibition of federal control of education:

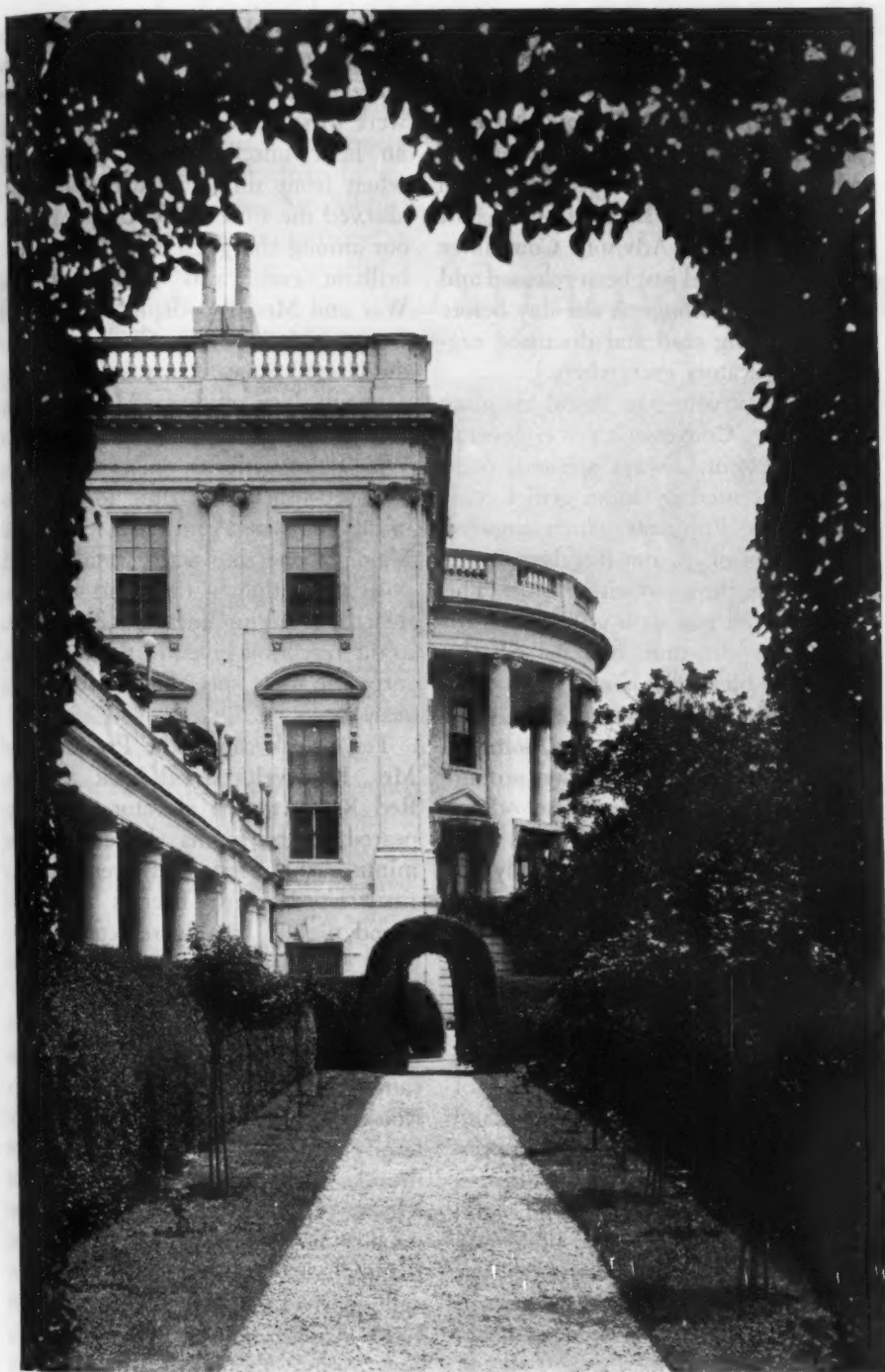
"In order to maintain local and state initiative and responsibility in the conduct of education the provisions of this Title shall be so construed and the action of the Commissioner and other federal officials shall be such as to reserve explicitly to the states and their local subdivisions the administration of schools including institutions for the preparation of teachers, the control over the processes of education, the control and determination of the curriculums of the schools and the methods of instruction to be employed in them, and the determination of the best uses of the allotment of funds within the types of expenditures for which funds appropriated under this Title are made available."

Need for federal aid established—The President's Advisory Committee has officially substantiated the need for federal aid for education, as shown by the National Education Association in the hearings on the Harrison-Fletcher Bill held last year in the committees of the Senate and the House:

"The facts presented previously in this report indicate that no sound plan of local or state taxation can be devised and instituted that will support in every local community a school system which meets minimum acceptable standards. Unless the federal government participates in the financial support of the schools and related services, several millions of children in the United States will continue to be largely denied the educational opportunities that should be regarded as their birthright...."

The new bill is referred to as the Harrison-Thomas-Fletcher Bill, S. 419 or H. R. 10340. Senator Elbert D. Thomas of Utah, chairman of the Senate Committee on Education and Labor, is now one of the authors.

Future action—It is expected that the new federal aid bill will be enacted during this session of Congress. It has the support of many of the largest and most influential lay and professional organizations of the nation. *All persons in favor of federal aid for our public schools should let the President, their Senators and Congressmen know immediately of their interest and support. Write your Senator or Congressman for a copy of the bill.*



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A Visit to the WHITE HOUSE

*by the
President of the
National Education
Association*

CAROLINE S. WOODRUFF

being met at the door by an usher who evidenced the same air of hospitality that pervaded the whole household during my visit.

I was taken, as in any American home, directly to the room reserved for me. A maid who had been at the White House many years was at my door offering her services, helping to remove belongings from my traveling bag, telling me details of historic significance in the room—the Lincoln Room—which was to be mine for the night. The bed in which I was to sleep had been used by President Lincoln, she said, by President Wilson, President Coolidge, and others, and the desk at which I sat and the chair also had been used by Abraham Lincoln; the whole atmosphere charged with associations of great moment. "The dinner will be at seven instead of eight, on account of the reception following," she anticipated. "Someone will call for

IT SEEMED a thing of everyday, so gracious was the welcome, so hearty and so cordial the greeting. An informal invitation from the First Lady of the Land had come a month before, an invitation to spend at the White House the night of February 24—which later I found included a formal dinner to twenty-four distinguished guests—followed by the annual reception given by the President and Mrs. Roosevelt to the Army, Navy, and Marine Corps officers and their wives, one of the most

colorful events of the year and closing the White House official calendar for 1937-38.

With the invitation came the announcement that the White House car would meet me. It came promptly on the hour named, five-thirty in the afternoon, to the Mayflower Hotel where I had been staying for several days while at work in the office of the National Education Association. Soon we were traveling up Pennsylvania Avenue, turning in thru the White House gates, and

you in time to go down," and "Mrs. Roosevelt wished to be notified of your arrival."

As I looked out the window to the world passing by, a world of everyday doings, and a world of complex problems in which the state and nation are intimate parts, it was at once a meditative and an emotional experience, this visit to the center of American life—the home of the nation's leader.

A knock at my door and who should be there but the First Lady herself to extend a greeting and to say she was having a cup of tea in the next room. "Would I join her?" Soon I was observing that dignity, that intelligent understanding characteristic of her, as another tea-time guest sought her interest in a cause which he represented. Here as on all occasions was evident the personal touch given every detail, every incident, by the hand of the busiest woman in America, who seems somehow to have time for everybody, and always with composure. On that day I had heard her give an address at the League of Women Voters' luncheon in the Mayflower Hotel at one-thirty; she had spoken in another part of the city at four; was home for tea and interviews at five-thirty, the dinner party at seven, and reception from nine to ten. Again at my door at ten-thirty, she was inviting me to join the family informally for an hour around the fireside, saying goodnight to her guests at midnight, then busy until two reading and organizing her mail; breakfast to be at eight-thirty. And this is but a portion of one day in her life.

And now to my story again. I was hardly back from tea when it was time to dress for the formal dinner, and another tap at my door brought the charming young Mrs. Elliott Roosevelt, who came to escort me to the diningroom. We went directly to the Red Room where the group was assembling—Judges and Congressmen, Army and Naval officers, artists and men of letters, with their wives. Some were already there, forming a line in which I, too, was to be given a place, and conversation continued until the last of the twenty-four guests arrived.

Soon the First Lady appeared and we proceeded to the family diningroom, where the President was awaiting his guests. We were first presented to him,

and for each he had a personal word. Lest there should be no other opportunity, my response to his greeting was, "Mr. President, do you know that educators all over this land are sounding your praises tonight!" which drew from him an approving smile. [The report of the President's Advisory Committee on Education had just been released and transmitted to Congress the day before and was being read and discussed eagerly by educators everywhere.]

Shortly everyone had found his place at the table. Conversation was general, to some extent, always spirited, occasionally accented by some genial comment of the President which engaged the attention of all, but largely we conversed with those on either side. The hour went all too soon and before we sensed how the time had passed, the First Lady observed that it was nearly time for the reception and we were escorted from the diningroom, some of the dinner guests being shown around the historic rooms in the house, others, of whom I was one, sitting with Mrs. Roosevelt and chatting informally—of the Todhunter School, of the responsibility of women today, and of other interests—but not for long, for it was time for the President and Mrs. Roosevelt to take their places in line.

Promptly at nine o'clock came the traditional ceremony of the Guard of Honor bearing the Stars and Stripes and the President's Emblem, a most impressive feature. Then followed the escort—military and naval aides in bright uniforms resplendent with gold braid and buttons. The ushers were most efficient going here and there, allowing no embarrassment to prevail over what to do next or how to do it.

The dinner guests were escorted again to the Red Room where we waited for the Presidential party. Soon came a hush as the Marine Band, which had been playing while the guests assembled, struck up "Hail to the Chief" and everyone awaited the coming of the President. No representative of a great nation ever appeared with more gracious presence. The military and naval aides in full dress uniform entered first, then the *President of the United States* with his naval aide, immediately followed by Mrs. Roosevelt also on the arm of an aide, while several members of the Cabinet and their wives completed the

official family procession. Together the President and Mrs. Roosevelt took their places in the Blue Room where they were to stand for the hour's reception, an hour unrelieved for them except when from time to time a little lull allowed the First Lady to move in and out among the guests. And the annual brilliant event was on—Secretary of War and Mrs. Woodring leading, with General Malin Craig, Chief of Staff of the United States Army in the striking new full dress uniform, Mrs. Craig unable to be present, being detained at West Point with her son's family. Then followed others according to rank, Admirals and Rear Admirals, Generals and Major Generals, active and retired, until more than a thousand had gone thru the receiving line—an occasion next to the reception given to the diplomatic corps the most spectacular event of the year.

Ten o'clock came; the President and Mrs. Roosevelt passed back thru the Red Room to the elevator and disappeared to the rooms above. In a few minutes the First Lady returned for final words with friends who said "good night," frankly reluctant to slip away from an occasion so filled with interest.

Upstairs in my room I was reading by the Lincoln table when an invitation came to join the President and Mrs. Roosevelt, with various members of the family and a few other guests, by the fireside. Here in the family circle one felt as elsewhere the compelling personality of the President, who at the moment, in reminiscent mood, was making vivid some incidents of his South American trip. Then followed a long-distance phone call from an absent son to his father. When the father had finished, glancing at the other members of his family eagerly awaiting a personal word also, he handed the receiver to his wife, saying to the others, "Your mother first." It was a typical American family, sitting of an evening talking over the day's doings and planning for coming days.

And one more event was to complete this experience, an informal breakfast with Mrs. Roosevelt, her brother, and her son's wife. Then the visit was over; the car was at the door; and I was off for another day, freighted with memories of an occasion long to be cherished.

Developing Esthetic Intelligence thru

Flower Arrangement

DEVELOPMENT of esthetic intelligence thru flower arrangement has been an art practiced by the Orientals for many years. Little children at an early age are given training in arranging flowers by using specific principles of design.

In the United States, progressive

pottery vase. These were the principles written upon the card by the bouquet:

Balance the bouquet; have a center of interest; put flowers of one color into a vase of another color; have the tallest flower in the center; have leaves to unite the arrangement; do not crowd the flowers; put heavy flowers into a heavy con-



By

FLORENCE W. RAGUSE

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schools are recognizing the importance of this instruction by incorporating it into their programs. They are achieving commendable results in artistic arrangements and in enlarging children's interests in the appreciation of flowers. Boys and girls enjoy cultivating and picking flowers but are often limited in perceiving their beauty.

Many garden clubs are providing this educational experience thru flower shows when it is not taught in the schools. Each year the standards are raised by requiring more principles in the arrangements.

The principles which are used by the American schools need not parallel those used in the Orient, but should reflect the principles of design in an art composition. These would include opposition, transition, repetition, balance, and subordination.

In the third grade of the Thaddeus Stevens School in Indiana, Pennsylvania, it was necessary to have principles for picking flowers if distinctive bouquets were to be made. These were the most effective:

Cut flowers early in the morning or at night; cut stems slanting with a knife; pick flowers with long stems; cut stems of different lengths; do not crush the leaves; immediately after picking, put flowers into

water to their heads; leave them there for several hours to get a good drink of water.

As soon as desirable flowers were brought to school, the study in arrangements began. This lasted about three weeks and culminated in an interesting and colorful flower show where prizes were given to those bouquets which were most distinctive and were planned by the principles written by the exhibitor upon the card beside the arrangement.

The first award was presented to the zinnias in a black pottery jar. The guiding principles were:

Have a center of interest; balance the bouquet; put the tallest flower in the center; have the flowers taller than the receptacle; put heavy flowers into a heavy container; do not have too many different colors in the arrangement; do not crowd the flowers; put the dark flowers near the center or the lower part of the bouquet.

The second ribbon was placed beside the Japanese lanterns in a light blue

tainer; have stems of different lengths; do not put leaves into the water.

The third prize was given to the marigolds in a dark blue vase. The principles were:

Have a center of interest; have the tallest flowers in the center; balance your bouquet; use leaves and buds to unite the arrangement; do not put leaves into water; put flowers of the same shades together; put flowers of one color into a receptacle of another color.

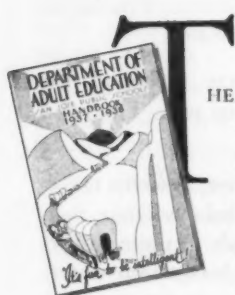
An activity integrated with other activities is most helpful to an individual in developing into an integrated and coordinated personality. Flower arrangement provided situations which gave opportunities in integrating with the fine arts, science, the language arts, and the social arts. Unfortunately, practice in reading was not possible because we found no literature about flower arrangement for children. But there is to be published in the near future a book which describes the principles of design in relation to flower arrangement and also affords training in reading with fine rhythmical eye movements.

Educators as never before should strive to make better and finer minds. They should also seek activities for the worthy use of leisure time. In this educational process the esthetic arts are essential and significant.



“It’s Fun To Be Intelligent”

The Story of San Jose’s Successful Adult Education Program



THE AMAZING GROWTH of adult education, accelerated by the economic, social, and political events of the last eight years, is apparent to schoolman and layman alike. No longer is a program of adult education in a progressive community confined to the old-fashioned “night school” or “naturalization” project. It is now what its name implies: a program designed to do as much good for the “grownups” as the public school is doing for the children.

The complexity of the movement, now that federal, state, and city projects are reaching their full stride, is likely to make the educator dizzy. He feels that the movement should be evaluated and unified, that some general objectives and a working philosophy should be developed.

Many new subjects have been offered the adult public, but the very broadening of the curriculum has brought considerable confusion. In San Jose, California, an approach to the problem has been worked out—adapting curriculum to student, rather than fitting student to school.

In this attempt at adaptation, the one point that stood out above all others was that the adult student wants to attend school. He does not go to school because of legal requirements, because his parents are “sending” him there, or because “it is the thing to do.”

The question that follows is then: Why does the adult want to attend school? Some leaders say: “He wants to learn a trade” or “He wants culture.” When Director David L. MacKaye of the San Jose Adult Education Department analyzed the situation, he found these three dominant motives: [1] Desire for personal betterment;

[2] curiosity; and [3] an interest in “personality” and its development.

That Director MacKaye’s findings were accurate is indicated by the steady growth of enrolment since 1930. San Jose with a population of 70,000 has almost 6000 enrolled in its adult education program.

Objectives and curriculum of the Adult Center have been revised in accordance with the three motives listed above. New subjects have been evaluated in this light before they were offered to students. Many courses were designed to appeal to several motives. “Air Conditioning,” for example, might appeal to the curious as well as to those who wish to study it as a trade.

Some of the newer courses that have proved successful, listed approximately in this threefold classification, are:

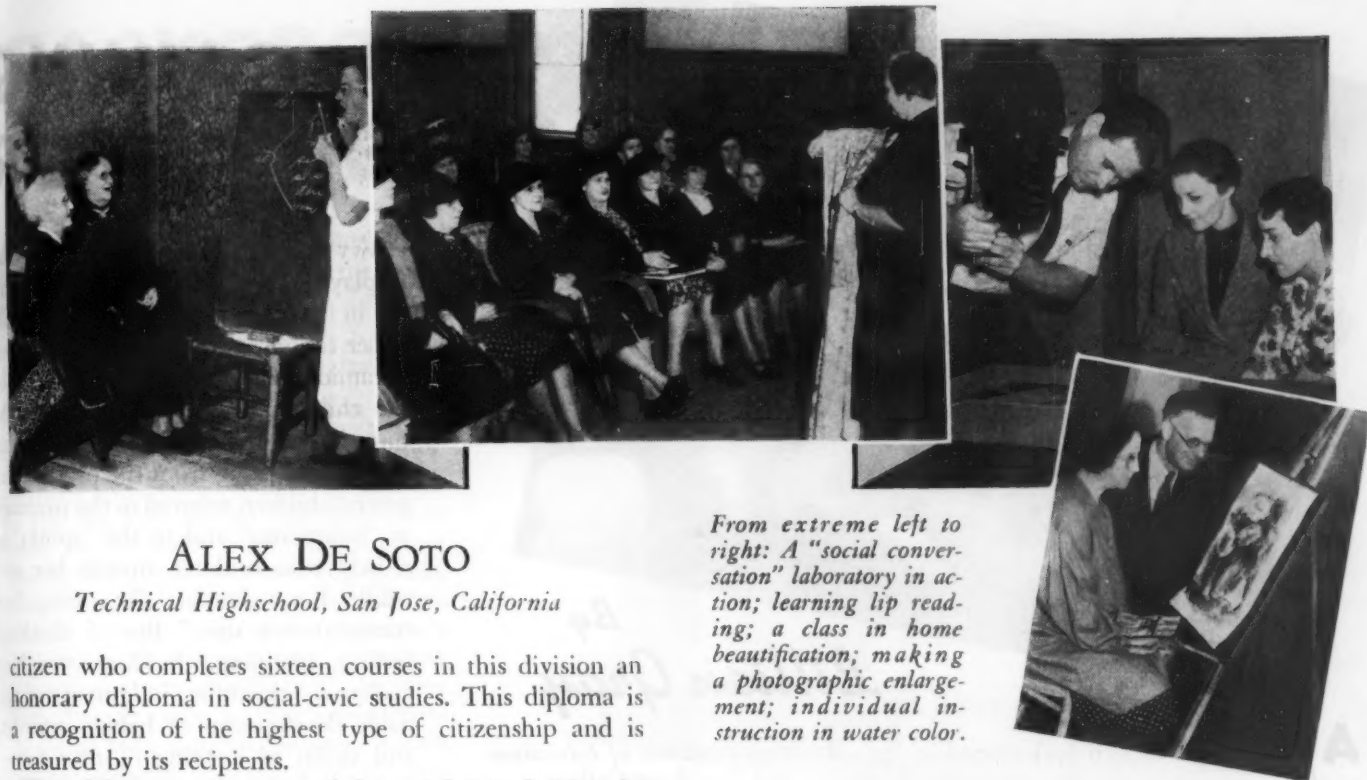
[1] *Personal betterment*—The receptionist (how to meet and serve the public); patents, copyrights, and trademarks (federal laws for those who have the inventive urge); beauty in the home; lip reading; janitor engineering.

[2] *Curiosity*—Television; newspaper interpretation; public opinion; ethics and motion pictures; consumers’ forum; fashion design. Many of these subjects are part of the “better citizen program” which is stressed by Walter Bachrodt, city superintendent of schools.

[3] *Personality*—Voice training; social conversation; family relationships; getting along in groups; beauty and charm development (the relation of personal hygiene to personality).

The entire curriculum of San Jose’s Adult Center is described in the 1937-38 Handbook, “*It’s Fun To Be Intelligent!*” In addition to academic, technical, and industrial courses, the following divisions may be mentioned: The social-civic division; the division on personality and ideas; and the division of expression.

The social-civic division includes discussion classes on current events and major social problems, in such courses as: Money and the common man; Russia; Oriental personalities; public opinion; driving—traffic and safety. The board of education grants to the interested, civic-minded



ALEX DE SOTO

Technical Highschool, San Jose, California

citizen who completes sixteen courses in this division an honorary diploma in social-civic studies. This diploma is a recognition of the highest type of citizenship and is treasured by its recipients.

Travel lectures are a part of the social-civic division. In the spring "Trips of Discovery and Learning" are sponsored. Last year groups from the Adult Center spent three days in the Mother Lode mining country. This year members will visit the great North Bay area. Lectures and discussions will explain the history of the country.

The division on personality and ideas draws its subject-matter from psychology and philosophy. Courses in psychology emphasize the application of scientific knowledge to personal problems, including: Psychology and family life; the modern mind; modern morals; after chivalry, what?; domestic relations.

The courses in philosophy are described in the *Handbook* as follows:

"Every human mind is impelled to find answers to problems which are not social, vocational, or personal, which seem to be a matter of spirit rather than intellect. To provide an environment in which the discussion of these problems may be carried on with freedom and enjoyment and with complete respect for all personality and all opinion, the Adult Center maintains a group of discussion courses in philosophy, including: Philosophy of loyalty; philosophy of liberty; Emerson and his friends; Whitman, prophet of democracy; a study of ethical character."

At the present time the division of expression is the largest in the Adult Center. It has a threefold purpose. It seeks to provide the basic skills of written and oral expression. It provides study and discussion groups designed to develop language expression. It supplies leisure activities in the field of expression. Courses grouped under these three aims include: Dramatics; voice training; stage-management; social conversation; radio script and program writing; novel club; enjoyment of motion pictures; and family motion picture photography, which is one of the first courses of its kind in educational history. To quote from the *Handbook*:

From extreme left to right: A "social conversation" laboratory in action; learning lip reading; a class in home beautification; making a photographic enlargement; individual instruction in water color.

"Family motion picture photography has a threefold aim: The technical object of better motion picture photography; the preparation of scripts with emphasis on parents and children as actors, either in stories or in reliving incidents of family history; and training in preparing sets for and directing 'family troupes' before the camera."

San Jose has built its Adult Center with the aid of an alert, socially-minded community, and the cooperation of nearby colleges which furnish special speakers when requested. Other communities in California, the Middlewest, and New York City, to mention a few, have developed splendid programs of adult education. May the day soon come when this type of program will be a permanent and vital part of America's educational heritage.

Registration





Future teachers getting an explanation of the workings of the stock market.

By
Lillian Gray

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A SPECIAL KIND of rich background is needed for teaching in the elementary school where a "social studies plan of organization" is in force. This plan provides that:

[1] The first-grade teacher must be prepared to help her pupils to understand how the home meets basic human needs—food, clothing, shelter, work, play, transportation, communication, government, protection, esthetic expression, religion, education.

[2] The second-grade teacher must be prepared to help her pupils to understand how their immediate neighborhood meets the basic human needs.

[3] The third-grade teacher must be ready to guide her children to an understanding of the way a contrast community, such as a primitive community, met them—thus reducing trade, which is difficult to comprehend, to its lowest terms, as barter.

[4] The fourth-grade teacher must be prepared to help her pupils to understand how the state in which they are living meets the basic human needs.

[5] The fifth-grade teacher must be able to help the children to understand how North and South America meet the basic human needs.

[6] The sixth-grade teacher must be competent to lead her charges to an understanding of the ways in which the rest of the world meets via a vast interchange.

To carry out such a program, the teacher needs to comprehend current problems, such as production, conservation, distribution, and consumption of goods and services, as well as the intri-

cate inter-relationships and inter-dependencies existing between countries in the world of today, brought to pass because of rapid means of transportation and communication.

To grasp a small part of this complex scene of work and leisure, of invention and confusion, one needs a rich background of social understandings. Teachers, to a large extent, teach with their experiences, and if they are successfully to participate in such an educational program, they will need more firsthand experiences. Many teachers now in service have to be re-trained to teach under this new outline. The methods described here, which were designed to give student teachers a broad background of social understandings, could be adapted, with certain modifications, for teachers in service.

For five years I have been teaching a course called "The Activity Program," which was supposed to prepare student teachers to teach thru activities. It was disheartening to visit my former students after they had secured positions, and find them baffled by "units of work," missing the real underlying philosophy of the activity program. So much of what was being done by the pupils of my former students was a sort of flimsy paper-nutcup-party-decoration

GAINING BACKGROUND FOR TEACHING

showy type of activity. I saw sand tables displaying the ubiquitous Holland scenery in miniature, replete with windmill, paper tulips, and dikes. I saw the three pyramids and the sphinx, modeled by the children it is true, but under the direction of the teacher, with so little learning accruing from the process, that several children referred to the pyramids as "mountains" and to the "spinks" as a lady who couldn't answer her own riddle. I saw borders illustrating "our transportation unit." But of thinking, feeling, planning, deciding, weighing evidence, suspending judgment; of valuable development of habits, attitudes, and skills; of learning of new facts—there seemed to be too little. Children were making things, doing things, but the broader social understandings and selfdisciplines which we had hoped they would receive from the activity program were sadly missing.

Now I knew that these teachers had read extensively a bibliography covering the history, philosophy, psychology, and methods of the activity program. We had discussed the program, described many activities, displayed illustrative materials. As student teachers, they had visited demonstration classes where activities were being carried on. Yet here these young teachers were struggling to put in force a program which they only half understood. Further, they lacked information concerning modern transportation and communication, for example, or conservation and marketing.

It seemed to me that the fault lay in their preparation—my course in "The Activity Program," for instance. The decision came to revise my course.

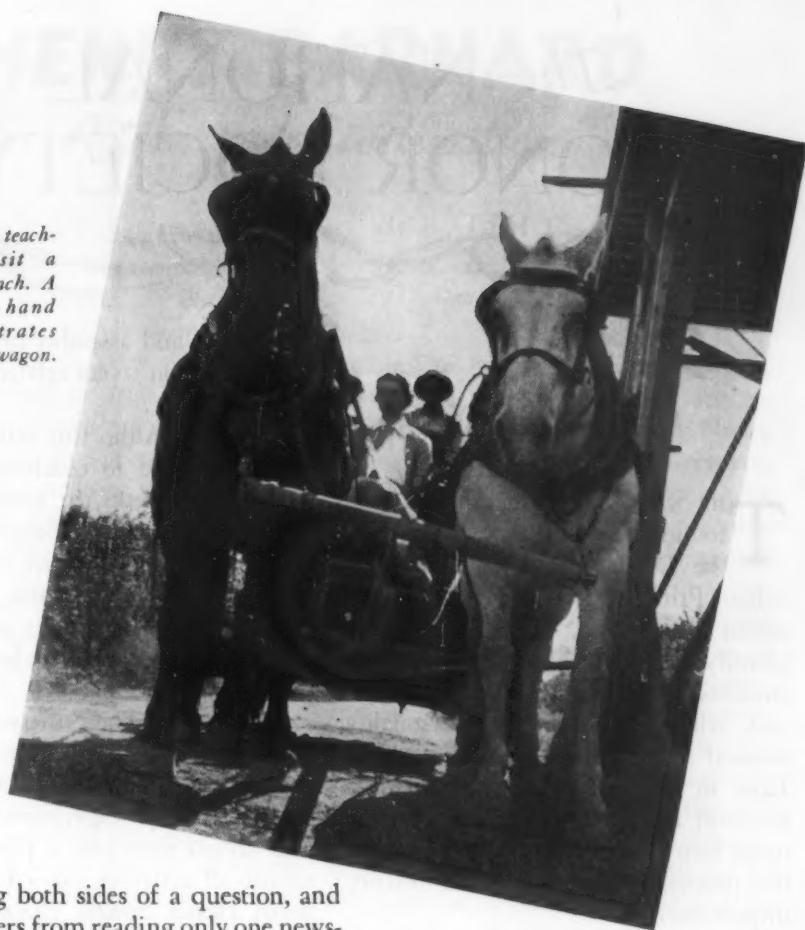
For the first group of students to enroll under the new setup, three experimental steps were taken:

First, the students were given the experience of formulating a "social studies plan of organization." They worked as teachers who are out in service would work if drafted for a curriculum revision. Presently the group had, to show for its thinking, a huge chart outlining

G BACKGROUND R TEACHING

the scope which would be considered, and the sequence in which the basic human needs would be taken up. As a result of this experience the students voluntarily listed these increments of learning:

Student teachers visit a fruit ranch. A ranch-hand demonstrates a spray-wagon.



for seeing both sides of a question, and the dangers from reading only one newspaper.

A third innovation in turning the class from a course dominated by term papers and "book larnin'" into a series of backgrounds experiences was the inauguration of excursions. We planned for these students to see how their community met the problems of food, clothing, shelter, work, play, and the like. Anticipating the excursions upon which the teachers themselves would eventually embark with their pupils, we gave them practice in arranging the details. In studying food, for example, the class visited a ranch, a refrigeration plant, a factory manufacturing tin cans, a fruit-packing plant, a freight yard, and a branch of the stock market.

After any unit had been introduced

by an excursion, a seminar session was held to discuss ways and means of turning the new information to account at various grade levels and in activities for the children.

The members of the class felt that they learned innumerable facts concerning our complex modern society that gave them an inside track in understanding how to teach under the "social studies plan of organization," which emphasizes the present, tho holding the past up for contrast, and which cuts across subjectmatter lines.

Time alone will tell whether or not these students have received a better preparation for teaching the activity program, but both they and the instructor feel optimistic.

[1] We have learned to understand the balanced roles which impression and expression play in the education of children.

[2] We have learned that the scope is more or less fluid, rather than fixed, so that a unit of work, an area of emphasis, can be selected anywhere along the line of basic human needs, but that if the study of "shelter" is featured, and an activity carried on concerning "shelter" the other basic human needs, in their interrelations to shelter for a particular sequence, should not be neglected. This will avoid a condition lamentably exhibited in times past when the focus of attention was capriciously made so that one child had a "milk activity" in three different schools, in as many grades, thus covering the subject of food, but omitting reference to any other basic human needs.

[3] We have learned that children should learn to work together in committees. Our class organization into committees has proved the value of such a setup for building responsibility and initiative.

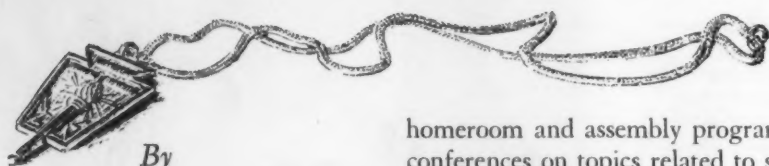
[4] We have learned not to be afraid of drill, realizing now that drill is legitimate if it is an outgrowth of a need the children understand.

Second, in our revision of the course so that it would provide the fledgling teachers with a richer background, we held a series of breakfast meetings of the class at which the morning paper was read together and discussed and interpreted over coffee and toast. This was to encourage teachers to keep abreast of the times. It was surprising how much we learned concerning problems of consumption, production, wages, hours, child labor, taxes, housing. Breakfasting together successfully prevented the sessions from becoming too formal. Practice in an unselfconscious expression of opinion was one of the goals of these seminars. We stressed the need

*Around the seminar table
—planning excursions.*



The NATIONAL HONOR SOCIETY



By
C. C. HARVEY

THE NATIONAL HONOR SOCIETY was founded seventeen years ago by the Department of Secondary-School Principals of the National Education Association, with the idea of identifying and rewarding outstanding students whose scholarship was high and whose presence and personality showed a fine influence in the school. Early in the history of the Society the youthful energy of the members matured into the undertaking of cooperative projects for school and community improvement.

Four goals—character, leadership, scholarship, and service—were selected by the founders to indicate the principles and ideals forming the groundwork of the Society. Around these principles there developed a philosophy which has had a wholesome influence on the extracurriculum movement.

Perhaps the greatest contribution which the National Honor Society makes to secondary education is that it sets a pattern for determining certain school standards and levels of student achievement. Chapters are of two distinct types: [1] Those strictly scholastic, and [2] those organized as activity units which carry on programs similar to other service organizations in a school. That the National Honor Society has come to play a significant role in the modern highschool is borne out by the importance of the more than four hundred projects which the different chapters sponsor:

Scholarship—To promote scholarship, chapters compile honor rolls; act as the scholarship committee of the student council; maintain scholarships and loan funds; issue scholarship bulletins; award scholarship recognitions at commencements; write letters of congratulation to students on honor rolls; and promote

homeroom and assembly programs and conferences on topics related to scholarship.

Tutoring—Altho this activity is generally restricted to coaching backward or failing students, in some schools it includes coaching students who have been absent on account of illness or some other legitimate cause; conducting clinics on how to study; and holding special review classes to help students prepare for examinations.

Citizenship—The Society is based on the belief that desirable citizenship traits are best acquired by students thru motivated activity, experienced under as near lifelike situations as possible. Altho almost all activities carried on by National Honor Society chapters help to promote citizenship, the following have been designed especially for that purpose: Assuming responsibility for honor study halls; writing chapter and school codes; sponsoring better safety, thrift, and school and community improvement campaigns; making awards for excellence in citizenship; carrying out self-improvement, recreation, world goodwill, sportsmanship, and civic programs; and welfare work.

Guidance—Among the numerous projects carried on by chapters which help orient students to the school environment, guide them into wholesome social relationships, effect personality adjustments, and furnish information on advanced study or vocations, are: Conducting information agencies about colleges and vocations; collecting data to be used by the faculty in educational and vocational guidance; helping acquaint freshmen and grade students with highschool; and holding conferences with unadjusted students to help them find and remedy their difficulties.

Journalism—Publication projects afford a medium for inculcating the goals of the Society into the life of the school. Chapters publish school handbooks; serve as the editorial board of the school newspaper or yearbook; issue school

histories; edit volumes of student writings; publish bulletins for the local PTA; sponsor bulletin-board newspapers; issue alumni news letters; write a volume on state history; and compile booklets to acquaint the public with the schools.

Research—Projects which involve the elementary principles of research include: Compiling data for the use of the faculty and the schoolboard on needs of the school; making community survey of social problems, unemployed youth, community needs; surveying the study habits of honor students; finding out the causes of failures in the school; and making a study of the reading and other leisuretime pursuits of students.

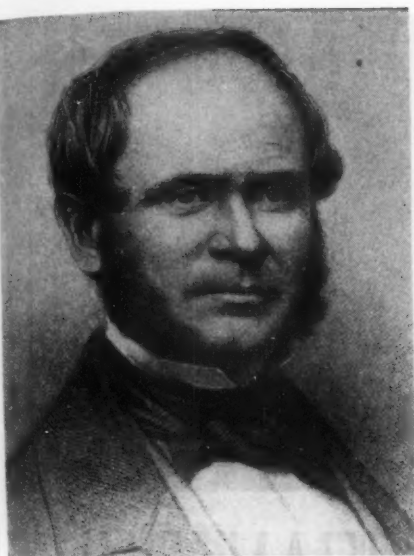
There developed early in the history of the Society a firm conviction that commercial interests should be kept from exploiting the members of this influential group of young people. Consequently, it was deemed wise for the Department of Secondary-School Principals to assume full control of all necessary subsidiaries of the Society. The most important of these are the society-owned shop for the manufacture of pins, charms, and rings; the Revolving Scholarship Loan Fund, providing for forty annual scholarships of two hundred dollars each; and the official publication, *Student Life* (published in cooperation with the National Association of Student Officers), a clearinghouse of ideas and information on student activities.

The following concise statement of the underlying philosophy of the Society was made recently by H. V. Church, secretary of the Society:

The National Honor Society was started to stimulate scholarship in the secondary schools of America, and to endeavor to place secondary education on higher levels . . . This is done in two ways. It was decided from the beginning to try to recognize character, service, leadership, and scholarship in students of the highschools, and in so doing to try to stimulate all members of the highschools to try to attain those attributes and those elements of high standing. The other way is to try to impress on all members who are chosen and inducted into the Society this feeling: that when one is elected into the National Honor Society, it is not only for his career in the secondary school, but it is for life, and that . . . going out into life, he will be held to the pledge . . . to endeavor always to raise secondary education to higher and higher levels.

HENRY BARNARD

A Hero of Civilization



By RALPH C. JENKINS

*President, State Teachers College
Danbury, Connecticut*

sional Schools for Teachers in New York, Commissioner Butterfield of Connecticut gave an address on Barnard.

Henry Barnard, 2d, was born in Hartford, Connecticut, January 24, 1811. He died in Hartford in 1900. His main professional achievements were:

State Superintendent of Schools in Connecticut, 1838-42, and first Principal, New Britain Normal School, 1849-55.

First State Superintendent of Schools in Rhode Island, 1843-49.

First United States Commissioner of Education, 1867-70.

Phi Beta Kappa, Yale; LL.D. Union, Yale, Harvard; L.H.D., Columbia.

Gold Medals and Diplomas, New Orleans, Philadelphia, Melbourne, Vienna, Paris Expositions.

Author of about seventy-five volumes and reports, including that monumental work, *The American Journal of Education*, in thirty-two bound volumes containing a total of twelve million words.

In 1838 Barnard's professional life began. Within ten years he had spoken in behalf of free schools in every state in the Union except Texas. During his first five Rhode Island years he held more than 1100 meetings and delivered more than 1500 addresses.

Barnard's early school reports contain the basis of the state and city school governments in existence today. He advocated better graded schools, school supervision, and trained teachers. He was insistent that there should be better school-houses. He worked to establish everywhere free public and school libraries.

Thru fire and flood, thru criticism and coldness, the center of Barnard's real interest was the teacher. In his writings he will be found saying over and over, "The school is the teacher," "Education is the teacher," "The curriculum is the teacher."

Connecticut, a hundred years ago, refused to make any appropriation for the training of teachers or for normal schools. What the legislature refused to do, the new secretary in 1839 undertook at his own expense. He issued an invitation to teachers in Hartford County to meet for several days in Hartford where they would be given lessons—in the

teaching of reading, arithmetic, use of globes, and school-keeping—by competent men, all hired and paid by Henry Barnard himself. Twenty-five teachers responded. Seven weeks in length, it was one of the first teachers' institutes.

Henry Barnard's most widely quoted statement is this: "The common school should be common as the light and the air because its blessings are open to all and enjoyed by all. That day will come. For me, I mean to enjoy the satisfaction of the labor. Let who will enter into the harvest." We of the present generation have entered into the harvest of the public-school universal. Teachers of this generation and future teachers must not let the name of Henry Barnard and his great work in behalf of public education fade from memory, so that it can be said by the man on the street, "All I know is the Henry Barnard School."

Since many schools will be closed by June 16, each school may well set aside a day before the close of the present year for observance of the Barnard centennial. On that day pupils may deliver brief essays on the life of this great educator; quotations from his writings may be given; and tributes that have been paid to him may be read. A brief bibliography of the most readily available titles on Barnard's life is given in the author's collaborated book, *Henry Barnard, an Introduction*. Highschools, normal schools, and teachers colleges may wish to present in dramatic form scenes depicting Barnard's life and times.

The Danbury, Connecticut, State Teachers College will present in its outdoor theater on June 16 a pageant in which Miss Emily Barnard, sole surviving daughter of Henry Barnard, will take part and to which educators throughout the country will be invited. Students, faculty, training staff, pupils, organizations, and individuals in the community have united to make this pageant a worthy memorial to the life and work of one of America's great educators.

ONE HUNDRED YEARS AGO this month the first state schoolboard of Connecticut was choosing its first commissioner. On June 16, 1838, the board announced its choice, Henry Barnard, 2d, as Secretary of the Board of Commissioners of Common Schools.

Henry Barnard. Do you know him? "No, I don't," says the man on the street. "All I know is the Henry Barnard School." Yet this man has been called by twentieth-century educators, "the father of teacher education"; "the godfather to the kindergarten"; "the foremost American educator of the nineteenth century"; "our first great educational scholar"; "a real hero of civilization"; "one of the most useful and influential Americans in our history and in the world history of education."

To make Henry Barnard and his contemporaries in teacher education better known to future teachers, the year 1938-39 is being observed by the American Association of Teachers Colleges as the one-hundredth anniversary of the founding of teacher training.

In 1897 ten thousand teachers devoted an entire day's session in Hartford to honoring Dr. Barnard on his 86th birthday. In 1901 the National Education Association devoted one evening session at its Detroit meeting to a Barnard Memorial. A year ago last January some fifty thoughtful educators from Rhode Island made a pilgrimage to Hartford and, after visiting Barnard's grave, listened to tributes by the present Commissioners of Education of both Rhode Island and Connecticut. Last month at the Eastern States Association of Profes-

THAT TEACHERS have been quick to see the unique value of *The American Guide*—a series of more than sixty volumes giving a portrait of American history, folklore, scenery, cultural backgrounds, and racial factors—is suggested by the following comments:

Said State Superintendent Floyd I. McMurray of Indiana in a recent letter to school principals of his state: "The book, *Washington—City and Capital*, prepared by the Federal Writers' Project of the Works Progress Administration, should be in every highschool library for the use of teachers and students and in the public library for the use of the general public. It is a book which would also be suitable for home reading."

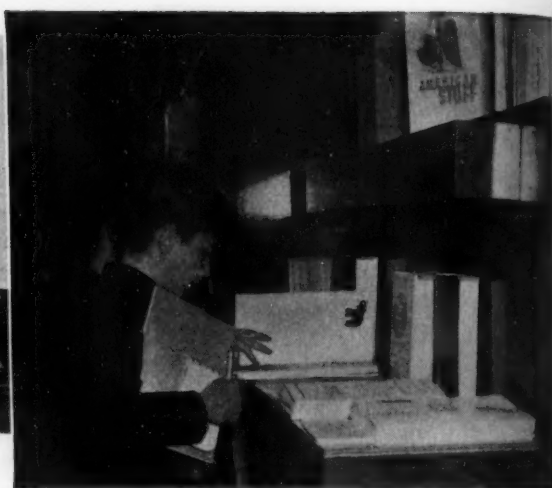
Said *School Executive* magazine of the same volume: "Here are dramatic descriptions of places and events. It is a book that richly merits a place on every school library shelf."

This work is first in a series of American guides which when completed will cover the entire United States, including Hawaii, Alaska, and Puerto Rico. Each book is sponsored by some public authority in cooperation with the Federal Writers' Project. The *Washington City Guide* and *Intracoastal Waterway* are the only two books thus far published at the U. S. Government Printing Office. The others are printed by sponsoring groups. A catalog listing publishers and prices is free on request from the Works Progress Administration, 1734 New York Avenue, Washington, D.C.

The American Guide, like other Federal Arts Projects, is an example of co-operative activity on a high plane of excellence and artistry. It is a genuine folk movement which has tapped a vast reservoir of unemployed talent and skill to preserve national history and folklore which might otherwise have disappeared or remained unexplored. Described as "the finest contribution to American patriotism that has been made in our generation," the American Guide has employed over 6000 writers and research workers who in less than four years have published over sixty books of well over four million words. For future publishing over 300 books are planned.

To the schools and colleges of the nation, the U.S. guide series is bringing:

First, new and valuable textbooks in history, geography, and the social studies.



The AMERICAN GUIDE IN

Second, handy guides for motorist and sightseer to promote their love and knowledge of America as a whole.

Third, sourcebooks about manners, customs, and "story spots" in hundreds of communities.

Fourth, school readers for literature classes which preserve the best of our national folklore.

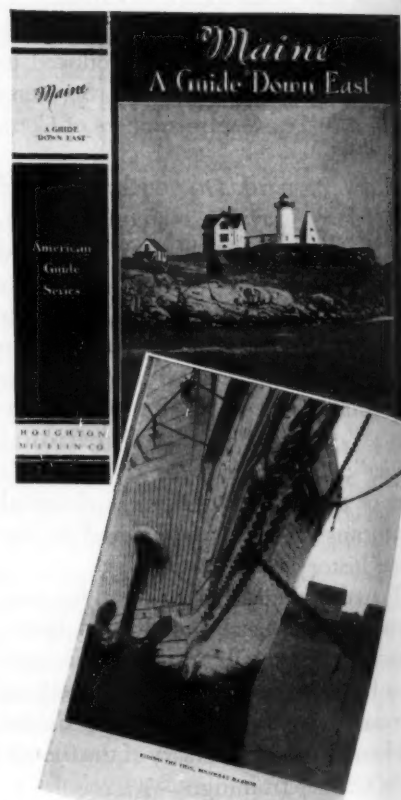
In connection with summer travel and with the NEA convention in New York City, teachers will wish to get copies of the guides covering the states and cities they expect to visit. Study and preparation well in advance will double the value of vacation trips for teachers and students. *New York City Essays*, first in a three-volume guide to New York, is now in print.

The American Guide series includes five types of publications:

First, and most important, are the state guides ranging from 350 to 500 pages, which are well-bound, beautifully illustrated, and contain large maps folded in the covers. These guides enable us for the first time "to hold the mirror up to all America." Guides are now in print for Idaho and for the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. For many other states, guides are nearing completion.

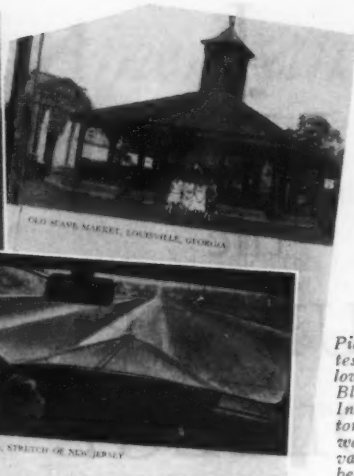
Next come the city guides for Lincoln, New Castle, New Orleans, Philadelphia, San Diego, Savannah, Washington, and many others, great and small.

Similar to the city guides are the third type, locality and regional guides



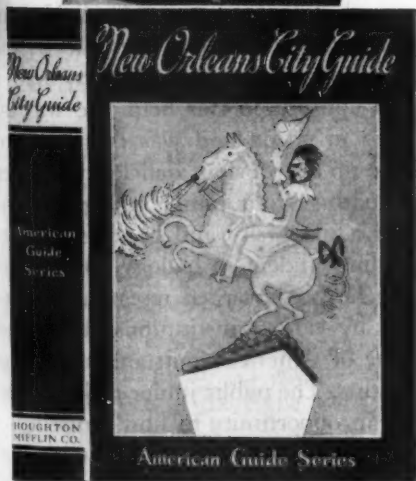
such as *Dutchess County* (New York State). Much of the material for the local guides has been unearthed from private collections of historical data which had not been available until the trunks, attics, courthouse lofts, and library cellars were searched as public interest was aroused in the Guides.

Fourth are the tour books of which *U.S. Number 1*, tracing the 2000-mile highway from Maine to Florida, is the first. It is clothbound, contains 40 fine



Pictures by courtesy of the following publishers: Blue Ribbon Books, Inc., N.Y.; Caxton Printers, Caldwell, Idaho; Savannah, Ga., Chamber of Commerce; Modern Age Books, Inc., N.Y.; and Houghton Mifflin Co., Boston, Mass.

IN THE SCHOOLS



Norfolk to Key West entitled *Intra-coastal Waterway*.

Last, but not least, are literary byproducts which have grown out of the vast material compiled for the guides. An example is the anthology, *American Stuff*, consisting of short stories, essays, poems, and American folklore, which the poet Stephen Vincent Benet describes as "lively, unpretentious, and consistently interesting." Equally entertaining are *Hoosier Tall Tales* from Indiana and the anecdotal *Cape Cod Pilot*.

Popular with young and old is the lively handbook, *Who's Who in the Zoo*, a 211-page, beautifully-illustrated guide thru the wonderland of the zoo.

A study of racial groups in our country is another byproduct of importance to sociology students. Two books have already appeared: *The Armenians in Massachusetts* and *The Italians in New York*. Histories are also being prepared for the Irish, the Jew, and the Negro.

Publication of historical and literary materials of particular interest to young people has been sponsored by the schools of many states in cooperation with the federal writers. Notable examples are:

[1] *Palmetto Pioneers*, six stories of early South Carolinians, written in a basic English vocabulary for illiterate or foreign students, sponsored by the Division of Adult Education, South Carolina State Department.

[2] *Stories of New Jersey* distributed in pamphlet form by the New Jersey public schools.

[3] *Nebraska Folklore Pamphlets*, prepared twice monthly by the federal writers

in cooperation with the state superintendent of public instruction.

[4] *Old Newbury Tales*, an historical reader for children, sponsored by the schools and the Historical Society of Newburyport, Mass., in the belief that "local history fills a definite need in the educational background of young Americans."

[5] Brief sketches of Arizona Indian tribes, sponsored by the State Teachers College at Flagstaff.

To history, geography, and social-science teachers, the U.S. guides and other materials suggest a technic for the comprehensive study of state or locality. The Vermont Guide, for example, contains in addition to bibliography, maps, and index, the following:

Introductory—

How to Use the Guide

General Information (such as speed laws)

Calendar of Events (such as Apple Blossom Week, and "Sugaring Off")

Section I—Vermont: The General Background (Including natural setting, flora and fauna, history, agriculture, industry, transportation, racial elements, education, recreation, architecture, literature)

Section II—Main Street and Village Green (City and town descriptions)

Section III—High Roads and Low Roads (Mile-by-mile description of the state's highways).

For a teaching unit on the literature of your state or locality, for example, the guide will help you answer such questions as:

What books are available compiling legends peculiar to your region? (Such as the Paul Bunyan tales of Washington and Oregon; the Hoosier "tall tales" of Indiana; and various Indian legends.)

What authors live in your district or were born there or have made their homes there?

Were any now famous printing establishments or publishing houses started in your district?

Are famous ballads and stories associated with your district?

What works of fiction, poetry, plays, or other literary works are concerned with your district or locality?

The American Guide series, described as "the first attempt on a comprehensive scale to make the country itself worthily known to Americans," is an important part of the material that is to be included in the new curriculum of the schools.

photographs, map, and index. *The Ocean Highway* is now in press, as is *The Oregon Trail*, which will guide streamlined autos over the roads blazed by Indians, covered wagons, the Pony Express, and the cowboy. (For an article on linking the teaching of history to our national highways, see "A Forward Look with History," by Howard R. Driggs in *THE JOURNAL* for March 1938, p76-77.)

Among the tour books may also be included a guide to waterways from

WHAT IS the true meaning of American democracy? Whatever it may have meant in the beginning, it certainly connotes equality of opportunity—economic, social, political, and educational. Yet most of higher education is far from democratic. By the very nature of their philosophy, universities become highly selective institutions and this selection is based upon high marks earned in school, rather than ability to get along with people or evidence of social leadership. The successful university student too often is far removed from the everyday world. The California public junior college, on the other hand, opens its doors to all high-school graduates, and for that reason is a laboratory for the political and social leadership of tomorrow.

Democracy implies a government with the consent of the governed, and efficiency and soundness in democratic decisions require a high level of intelligence on the part of the governed. If democracy is to be preserved, it will be only thru the training of intelligent leaders and followers. I am glad that I work in a public junior college because it is a training ground for democracy.

Since the California public junior college opens its doors to all highschool graduates, its students comprise largely an unselected group. There are those whose abilities are certainly not equal to doing academic work, on the one hand, and on the other, students whose mental powers are very superior. Between these two extremes is the great majority of our students—the mainstay of democracy. It is to render particular service to them that the junior college finds its greatest opportunity. Over half of the entering horde of junior college students (this year over 45,000 in California alone) end their formal education in the junior college. Ours is the opportunity to bring it to a satisfactory completion.

The age between eighteen and twenty-four has been rightly called the "critical" age—made up of those too young for permanent employment and too old for highschool. This group furnishes a large percentage of wandering youth on highways and freights. It is from this group that the largest number of criminals is recruited each year. One of the most

I LIKE the JUNIOR COLLEGE



Harry E. Tyler

*Dean of Counseling and Student
Personnel, Junior College, Sacra-
mento, California*

important functions of the junior college is to help young people of this critical age to find themselves. Many youth, thru facilities offered in the junior college, are learning about themselves and their relation to the world about them.

Salvaged from the morass of uncertainty, these young people are taking advantage of their educational opportunity and with renewed hope and enthusiasm are entering society. Thru aptitude tests, a wide variety of classes, exploratory experience in vocational fields, and with an adequate guidance program, we are trying to set them on the right road. Most of them were not mature enough in highschool to make decisions as to careers but in the junior college they have begun to settle down and to be interested in the possible opportunities that await them. The junior college, thru a broad curriculum, offers them a chance to learn about this world in which they live. Its courses in biological science teach them about themselves as living organisms. Its social science courses give them an opportunity to understand the world's social, economic, and political institutions. By rubbing shoulders with fellows of their own age, and thru a carefully directed student activity program, they are developing social experience. For those who have chosen their careers, we offer prepara-

tory work for the professions. For those whose abilities and interests lie in the semi-professional field, we are giving a wide variety of training. There are departments of aeronautics, mining, business, agriculture, home economics, and the various skilled trades made available to junior college youth. At the same time, the core curriculum in most junior colleges is made up of fundamentals of general education, which are so important to the citizen of today.

To many young people the junior college has been the means to a life of usefulness or distinction.

Some years ago, a tall, lanky youth came to us from a neighboring high-school. With practically none of the entrance requirements for the state university, and lacking in a command of the fundamental processes, he could not be called "cultured" by the greatest stretch of the imagination. After trying several courses with indifferent success, he landed in a class in psychology. There he struck fire. He wanted to go on with this field, but in talking with the instructor about the possibilities he was informed that he would need a background of biological science. So he entered a class in biology. Very shortly the instructor discovered the boy had a great aptitude in this field. He was inspired to go on and was motivated to make up his previous deficiencies. After graduating from junior college he entered a university and became an outstanding student in biology. On graduation he was awarded research scholarships by various institutions. Today he is one of America's outstanding young scientists. The public junior college gave him an opportunity to find himself.

I am glad to be connected with the public junior college because it is such a young institution, not hampered by age-old traditions. Here we are free to try new things, and the popularity of our institutions indicates the success we have had. Fundamentally, a junior college is a teaching institution, and those who cannot teach have no place on its faculties. There is no finer opportunity than that offered by America's newest educational segment, the public junior college. It is the personification of American democracy. I like the junior college.

Planning for American Education Week

The Program for 1938

The American Education Week program for 1938 adopted by the three national sponsors of the observance—the National Education Association, the United States Office of Education, and the American Legion—is as follows:

General Theme	EDUCATION FOR TOMORROW'S AMERICA
Sunday, November 6	ACHIEVING THE GOLDEN RULE
Monday, November 7	DEVELOPING STRONG BODIES AND ABLE MINDS
Tuesday, November 8	MASTERING SKILLS AND KNOWLEDGE
Wednesday, November 9	ATTAINING VALUES AND STANDARDS
Thursday, November 10	ACCEPTING NEW CIVIC RESPONSIBILITIES
Friday, November 11	HOLDING FAST TO OUR IDEALS OF FREEDOM
Saturday, November 12	GAINING SECURITY FOR ALL

These topics were briefly discussed in an article appearing in the April JOURNAL. Some of these topics are being reworded and adapted in the materials being developed by the National Education Association for use in the elementary grades and rural areas.

Time for State Planning

Indispensable for an effective program is planning well in advance. State-wide planning as practiced in a number of states is one of the most fruitful steps which can be taken. A notable example of such planning for the 1938 observance is the work being carried on in Minnesota. For several years the Minnesota Education Association has been active in promoting American Education Week. Each year a state committee of the Association is appointed to develop plans. A group met in St. Paul, Minnesota, on March 12, 1938, and blocked out plans for promoting the observance. On this committee was one representative from each of the eight divisions of the state association. Among the plans suggested and discussed were the financing of the observance in each division thru funds from that division, the committees to be organized in each division, plans for presentation of the observance at the state meeting next fall, summer publicity work including presentation of the observance at each of the teacher college sessions, final reports, and other topics. The activities of this state committee will stimulate participation on the part of local school systems in the state and will assist them in carrying out their program.

Many other statewide American Education Week plans might also be cited. Some follow the Minnesota plan; in some cases the state department of education takes the lead; in others there is a joint effort on the part of the state department of education and the state education association; while in still others the planning is carried out thru the cooperation of both lay and professional groups.

Time for Local Planning

Even where there is no state planning, an increasing number of local and county school systems are finding that

it is desirable to make plans in the spring. This provides ample time for the development and fruition of plans during the summer and early fall. Why not organize your committees now? They can be appointed by the superintendent or by the local teachers association, or in any other manner deemed best locally.

New Plan for NEA Materials

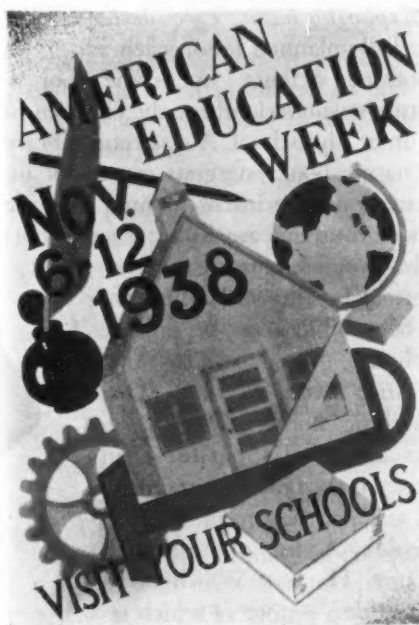
An entirely new plan is being carried out in the preparation of materials for American Education Week by the National Education Association. During the past few years the suggestions in the packets have consisted of handbooks and manuals dealing with all of the topics.

This year the materials in each packet will be organized by folders—a folder for each day's topic. Each folder will contain looseleaf suggestions to the extent of five or six thousand words. There will be the kindergarten-primary school packet, the upper elementary-school packet, the highschool packet, the rural-school packet, and the teachers college packet. Twenty field committees are cooperating in the development of the folders for these packets. Their splendid cooperation is expected to result in superior and practicable materials which will be available September 1 from the NEA.

Value of this Week

American Education Week serves as an opportune occasion to begin or to strengthen a permanent, continuing program of educational interpretation. It is an invaluable phase of a permanent yearround program of interpretation, altho in no sense a substitute for such a program.

During American Education Week there is a national emphasis upon the schools, their problems and achievements, which provides a momentum too valuable for local school systems to miss. Plan now to participate in this great national celebration of our public-school system which, since the founding of our democracy, has been recognized as indispensable for a selfgoverning people.—LYLE W. ASHBY.



Entry submitted in the American Education Week Nationwide Highschool Poster Project by Frank L. Treuting, Arts Highschool, Newark, N. J.



VACATION—*Profit or Loss?*

THE AVERAGE SUMMER VACATION for most schools runs from twelve to fourteen weeks. It is longer in many communities. Counting out ten hours for sleeping, each child has fourteen hours a day, or a total of 1470 hours during the vacation to spend in growth and enjoyment or in boredom.

Lucky the child who has access to vacation schools, summer play schools, camps, parks, and supervised playgrounds—even if located on city rooftops. But however adequate such community provision, there still remain long summer hours which the puzzled youngster, lacking inner resources and ideas, will dissipate in idleness, if not in mischief. Prediction is general that schools must eventually expand to an all-year program, but until prediction becomes reality, the summer vacation period is every teacher's opportunity for leadership.

The following suggestions for putting the vacation on the profit side of the educational ledger, emphasize three points: *First*, they encourage the child to practice skills and knowledge acquired at school; *second*, they can be carried on by the child regardless of community resources; *third*, they are linked with a school exhibit or assembly in September at which children may compare vacation achievements.

Early planning for vacation ✎ In one rural school, vacation planning, like spring planting, begins with the first warm days. The teacher talks with the boys and girls about making the most of their vacation, urging them to use

the skills of writing, arithmetic, and music so that they will not forget them during the summer. She gives them a list of books to read. She suggests that they do one thing each day to improve their farm home, keeping a record to read at school in the fall.

Enlisting parents' cooperation ✎ In a rural community where recreation facilities are meager, the school principal writes several letters to parents each spring, enlisting their help in making the vacation happy and safe for the children. He suggests for them such vacation activities as:

Work some each day on the subject he finds most difficult.

Take walks to study trees and flowers. Keep records of interesting places he visits and take photographs if possible.

Keep samples of drill work in spelling, arithmetic, and handwriting.

Read a number of good books.

Planting a garden ✎ In a city school the children are taught by actual work in the school garden how things grow, as far as any person, child or adult, can understand that miracle. A small plot is assigned to each child. He is supplied with seeds and a hoe. He learns how to plant a garden at home so that he may exhibit his summer's work at a school flower show in the fall.

Exploring nature's wonderland ✎ A carefully-planned lesson each spring on "Summer Science" opens the door to nature's wonderland for the children of a junior high school. A classroom library of nature books suggests sources of information. Specimens desired for the school museum are listed; experiments to be completed during the summer are begun; and collections to be exhibited in the fall are outlined.

Riding a hobby horse ✎ That absorbing hobbies require talents and skills rather than money is the basis of a resourceful teacher's lesson on vacation hobbies. A list of "Vacation Hobby Horses: Which Will You Ride?"—none of which requires much outlay—is begun in early spring. A Hobby Assembly is planned for the fall at which the children may exhibit

the results of their vacation "hobby rides."

Keeping vacation diaries ✎ Vacation diaries are used by one teacher to promote skill in writing and recording. The "diary" may take the form of a questionbox in which to put science questions which the child would like to discuss at school.

Making new friends ✎ Believing that one of the best fruits of a holiday is a new friendship, a city teacher each spring enlists the cooperation of parents in fostering neighborhood friendliness and at the same time eliminating dangerous street play. Cooperative sharing of backyards is found to yield abundant play opportunities—in one yard a pool, a pet cage, and a portable slide; in another, apparatus to climb; in the third, a summer playhouse.

Going places ✎ Thru a travel club organized long before vacation, some union highschool children learn that the urge to "go places" can be gratified on a bicycle or even on a pair of stout legs. Arrangements are made for hiking or camping expeditions to places of historical interest or natural beauty within reasonable distances. As routes are planned, traffic and other hazards are discussed. A "Summer Safety" bulletin is prepared covering such matters as general traffic, the bicycle, skates and coasters, hiking and camping, water sports, cuts, burns, and poisons.

How is your school putting profits in the summer vacation? Here is a field for service as pioneer as were the nursery-school and adult-education movements a few years ago.

—ELEANOR CRAVEN FISHBURN.



Photos courtesy Works Progress Administration

SMALL SCHOOLS are large in number for, of the nation's 25,000 highschools, nearly half have enrolments of not more than 100 students.

FROM HIGHSCHOOL TO COLLEGE is the title of the March *Research Bulletin* of the NEA. 25¢. This publication reports a study of what is being done by highschools and liberal arts colleges to improve the articulation between them. See also page A-105 of this JOURNAL.

GRADUATION GIFT—If you are seeking an attractive but inexpensive gift to present to the members of your graduating class, the 16-page gift edition of the leaflet, *Your Life in the Making*, may be the answer. See page A-104.

TALKING IT THROUGH is a manual for discussion groups issued by the Department of Secondary-School Principals of the National Education Association in connection with its discussion group project. Send 15¢ to the Department, either 1201 16th Street, N. W., Washington, D. C., or 5835 Kimbark Avenue, Chicago, Illinois.

AN INTEGRATED COURSE in social studies and English in the sophomore year was offered this year by Central Highschool in Tulsa, Oklahoma. The course is taught by an English and a social studies teacher working together for two consecutive seventy-minute periods, four days a week. A specialist in speech arts meets the students for one of these periods each week.

CAREER CONFERENCE—On Saturday, April 9, Temple University, Philadelphia, conducted its fourth annual Career Conference. At this Conference there were group meetings on 36 different professions ranging from accounting to writing. This Conference serves a very real need and might be conducted by other colleges and universities thruout the country.

VACATION PROJECT—Why not suggest to your students the possibility of carrying on correspondence during the summer with one or more students in foreign lands? It is a fascinating hobby with definite educational values. Names of foreign students may be secured for a small service charge from the International Friendship League, 41 Mt. Vernon Street, Boston, and from the Student Forum on International Relations, Phelan Building, San Francisco.

FORUMS FOR YOUNG PEOPLE is the title of Bulletin 1937, No. 25, of the Office of



Suggestions and contributions from readers for this page are welcomed.

Education of the United States Department of the Interior. It is a study of problems and plans involved in providing forum discussions for highschool and college students, and for young people in the community. This 113-page book is available for 15¢ from the Superintendent of Documents, Washington, D. C.

REMEMBER WHO YOU ARE is the title of an impressive ritual for the induction of freshmen into the Paseo Highschool, Kansas City, Missouri. It has been developed in order to acquaint newcomers with the ideals of citizenship and personal conduct which have become traditional in the school. It is the result of eleven years of cooperative experimentation and planning by the students and faculty and is said to be approved whole-heartedly by parents.

AN EXCITING DOCUMENT ON EDUCATION, believe it or not, is the latest issue of *Building America* entitled "Education." It depicts the rise of the American public-school system and presents some of its problems. The issue, like others in the series, is comprised largely of pictures with connecting text. Excellent for helping highschool pupils gain an appreciation of the importance of education to democracy. Single copies are 30¢ each. Order from the Society for Curriculum Study, c/o E. M. Hale and Company, Eau Claire, Wisconsin.

SCHOLARS, WORKERS, AND GENTLEMEN is the title of the Inglis Lecture in Secondary Education for 1938 by Malcolm S. MacLean, Director of the General College of the University of Minnesota. He suggests a school system "running in three parallel channels with frequent crosscuts from one to the other." The length of these channels would be indeterminate. These channels would deal with skills and technics, general education, and intensive focused training. The lecture may be had in a

clothbound book from Harvard University Press, Cambridge, \$1.

BIBLE STUDY CLUBS—West Highschool in Denver, Colorado, has an organization known as "The West Highschool Bible Study Club." Charles Johnson and Clifford F. L. Mohr, sponsors of the club, believe it to be "the first independent undenominational Bible Study Club to be organized in the highschools of the United States." It proved so popular that clubs were organized in each of the five Denver highschools. If there are such clubs in other cities THE JOURNAL would like to hear from them.

SUMMER VACATION PLANS—What can your school do to help students make the best use of the summer vacation period? A few suggestions include themes on the subject in English classes, assembly talks on vacation opportunities, conferences with individual students, discussions of plans in club and homeroom groups, and lists of books for summer reading.

A BOY WITH AN IDEA—A highschool boy in Lincoln, Nebraska, proposes to record information concerning the activities of some 250 of his classmates during the ten or fifteen years following their graduation. The project is an outgrowth of his activity during the senior highschool, when he kept a record of social and scholastic activities of some ninety of his classmates. The results proved interesting and revealing, and the larger project promises to be proportionately enlightening. Particularly will this be true since the group under observation includes ten who are outstanding in every way, and fifteen who are below average socially and scholastically. The project will be a fascinating hobby and valuable. —*Nebraska Educational Journal* for February 1938.

FUTURE TEACHERS OF AMERICA is an organization for junior and senior highschool students, growing out of the work of the NEA Committee on the Horace Mann Centennial. It aims to bring together in mutual helpfulness young people who wish to develop the finest personalities and to find out thru study whether they wish to make teaching their career.

Schools interested in forming Future Teachers clubs may secure a fifty-cent packet of helpful material. Local groups sending national dues of 10¢ per member, receive a charter and a Future Teachers' Library. Make checks payable to the Horace Mann Fund and send to the NEA, 1201 16th St., N. W., Washington, D. C.

FOR AN OUTDOOR ASSEMBLY—

We may shut our eyes, but we cannot help knowing
That skies are clear and grass is growing;
The breeze comes whispering in our ear,
That dandelions are blossoming near,
That maize has sprouted, that streams are flowing,
That the river is bluer than the sky,
That the robin is plastering his house hard by.—From "Vision of Sir Launfal" by James Russell Lowell.

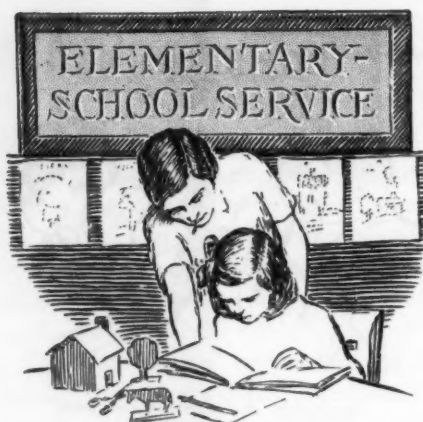
THE THING WE DO BEST in life is that which we play at most in youth.—Elbert Hubbard's "Essay on Voltaire."

WHAT ABOUT VACATIONS?—The word vacation is associated in our minds with rest and recreation, but school vacations began with nothing of the sort in mind. They began at a time when the role of children in the world was considered to be that of being gainfully employed as early and as fully as possible. . . . But the conditions of life today are very different . . . Americans have come to believe that the role of children in today's civilization is *not* gainful employment. So we see that a vacation period in the old sense of three, four, or five months is entirely out of keeping with the needs of children in these modern days. Such vacation periods have no place in our life today for their causes—both physical and social—have disappeared. If a long vacation is not justified, then what are we going to do with the children during the summer?—U. S. Commissioner of Education J. W. Studebaker. (See "Vacation—Profit or Loss?" p144 of this issue.)

REMEMBER THE DATES—July 1-15, 1938—of the Second Annual Conference on Elementary Education of the Department of Elementary School Principals, at New York University immediately following the NEA convention in New York City. Send in your reservation early. See p157.

ARE YOU TEACHING CONSERVATION?—Every pupil in our schools should have an opportunity to discuss the conservation of our natural resources, not only of trees and forests, but of birds and other wild life. Conservation also includes the matter of outdoor good manners, not only in forest but on parkings and lawns and in the care of flowers, trees, and shrubs.—School Bulletin, Sioux City, Iowa.

Suggestions for teaching conservation are given in the two following paragraphs:
Junior Audubon Clubs offer an oppor-



The Journal will appreciate suggestions from readers for this page.

tunity to vitalize natural science work, as well as awaken in boys and girls an appreciation of the beauty and economic value of birds. There are over 6000 such clubs in the United States. Are the children in your school enrolled? For information address the National Association of Audubon Societies, 1775 Broadway, New York City.

John Muir Centennial—Material for observing the 1938 centennial of America's great naturalist and apostle of conservation, may be secured from the National Park Service, Washington, D. C.

TEACHERS AND PLAYGROUND WORKERS may secure complete lists of publications on recreation, music, and drama from the National Recreation Association, 315 Fourth Avenue, New York City.

How does your school garden grow?—The entire March 1938 issue of *Recreation* magazine is devoted to school garden projects thruout the country, based on a survey of garden interests now being made by the National Recreation Association. Here is help for schools which already have gardens and for those which plan to begin them. Price, 25¢ from the NRA, 315 Fourth Avenue, New York City.

Nature Garden Clubs are adaptable to all age levels and clubs are registered in schools ranging from primary grades to junior college. Helps for beginning a garden club may be secured from Karl H. Blanch, chairman, National Committee on Nature Garden Clubs, East Mauch Chunk, Pennsylvania.

A HAPPY COMBINATION—The recreation summer school (see description of Wichita, Kansas, school, March 1935 JOURNAL, p83-85) is a happy combination of service, play, and companionship. Every town of any size may well have at least one summer school. Teaching in these recreation summer schools offers a real challenge and presents abundant opportunity for experimentation. How would you teach your

subject to students who are to receive no credit and who are taking the course only because it is instructive and intensely interesting?

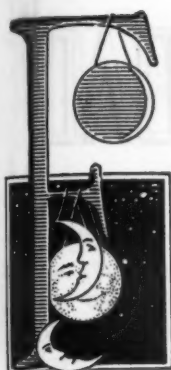
TWELVE TESTS OF A SUMMER CAMP are given by Fred C. Lasch in the April 1938 *Parents' Magazine*. Discuss these tests with parents who plan to send their children to camp: "Who is the camp director? What is the motive—man-profit or child-growth? Is the camp equipment sufficient? What about the program? Is it concerned with character education? Who are the counselors? 'Grub' or food—which? What about health precautions? Water? Sanitation? Is the daily schedule well-balanced, yet flexible? Are there art and craft activities on the program? What about the swimming and boating safeguards? Is there a good camp morale or spirit among the campers? Where is the camp located?"

SHARING EXPERIENCES THRU SCHOOL ASSEMBLIES is the title of a 40-page pamphlet by the Association for Childhood Education, 1201 16th St., N. W., Washington, D. C., price 35¢.

WHY NOT TRY THIS?—"Parent Observation of Classroom Activities" is described in the December 1937 *Childhood Education* magazine by Edith M. Erb, Leon E. Slavens, and Helen R. Gulick of the Denver schools. Two elementary schools have experimented during the first week of each semester, when groups of parents have been invited to spend an hour in the classroom. After forty minutes of observation the children are taken by another teacher, leaving twenty minutes for discussion between teacher and parents.

A XYLOPHONE ORCHESTRA, made up of more than 35 students from grade three thru junior highschool, has been organized by Edna Frances Phinney, teacher of music in School 16, Indianapolis, Ind. The pupils make their own instruments and arrange their own songs. They are always in demand for school programs. The xylophones have from two to two-and-a-half octaves and three of the members have "big" xylophones which are chromatic.

FAMOUS MEN AND WOMEN OF MAY—Birthdays which you may wish to observe in your classroom include: Horace Mann, May 4; Florence Nightingale, May 12; Charles A. Lindbergh, May 20; Richard Wagner, May 22; Ralph Waldo Emerson, May 25; Patrick Henry, May 29; Walt Whitman, May 31.



★ A New Calendar for a New World ★

OR MANY YEARS, there has been an examination of the question of an ideal calendar. In an arithmetical sense no such ideal is possible. The day is

founded on the revolution of the earth about its axis. The year is founded on the revolution of the revolving earth about the sun. Astronomy lays down the edict that there can never be a calendar in which such a year will include an exact number of such days.

The excellence of the calendar in general use—the Gregorian Calendar—is due to a close approximation to the ideal. The year of 365 days with 97 leap years of 366 days in every four centuries furnishes what, for all practical purposes, is a precise solar year. The Gregorian Year is thus associated accurately with the solstices and equinoxes which mark the length of sun and shadow in a day of 24 hours and the accompanying succession of the seasons. No change is proposed in the length of this calendrical year as a whole.

Within the structure of the year, there are certain anomalies and inconveniences. The calendar is used, day by day, by more and more people for constantly multiplying purposes, statistical, economic, social. Imperfections in the calendar embarrass an ever-extending range of affairs.

The movement in favor of calendar reform arises out of the conviction that what is essential to man ought to be the best that the mind of man can conceive. This movement has been growing for years, and the question is now whether the National Education Association shall appear among many public bodies, including the League of Nations, which have calendar reform under sympathetic consideration. Our broad recommendation is that the Association would be well advised to express such an approach.

The question to be considered is simple. What is the best way of dividing a year of 365 or 366 days into smaller periods—that is, months and weeks?

The number of days in the calendrical year is either 365 or 366. Neither

of these numbers can be divided into an exact number of 7-day weeks, or into an exact number of months and quarters. In Egypt the difficulty was met by treating the year of months as 360 days—12 months of 30 days apiece. The other 5 days were dedicated to religion.

A less drastic and more comprehensive adjustment than this is now proposed. The year is treated as consisting of 364 days within the months. The 365th day is set between the last of December and the first of January. It is known as Year or Year End Day. The additional day for Leap Year is set between the last of June and the first of July. It is known as Leap or Leap-Year Day.

The adoption of this proposal would greatly simplify the year, since the number 364 is divisible as follows: 2×182 ; 4×91 ; 7×52 ; 13×28 . First, the year would contain exactly 52 weeks of 7 days. Each day of every year would be the same day of the week. The calendar would be perpetual. Secondly, the months are rearranged.

There are two proposals for rearrangement of the months, the Thirteen-Month Calendar and the World Calendar. The Thirteen-Month Calendar provides for thirteen months each of exactly four weeks. But after investigation at Geneva and elsewhere, this calendar, altho considered with sympathy in certain quarters and adopted by certain concerns for the payment of wages, has been held impracticable for general adoption. By a process of elimination, we thus arrive at the opinion that the World Calendar, is the only reform of the Gregorian Calendar on which it is useful for us to pass judgment. This calendar divides the 364 days thus: Two equal half-years of 182 days; four equal quarters of 91 days; each quarter to consist of corresponding months—31, 30, and 30 days.

Advantages of the World Calendar:

[1] It abolishes the wandering week and provides for a perpetual almanac.

[2] It retains and equalizes the half years now unequal.

[3] It retains and equalizes the quarters, now unequal. Within each quarter, the various time-units—the 91 days, the 13 weeks, the three months—synchronize.

[4] It regularizes the months and reduces their inequalities to a minimum.

Educationally, by adoption of the World Calendar, we would be relieved of the necessity of giving instruction in the different lengths of months which have no significance for most children in our schools. The calendar would be brought within the framework of orderly arithmetic. A perpetual calendar would enable us to work out our educational almanac, not only for the year in question but for years to come. Many arrangements would be as perpetual as the calendar itself.

The task of arranging the required number of teaching days within the school year would be standardized and simplified. Holidays might sometimes intrude themselves into the middle of the week but they could not wander all over the week. A ten-day Christmas and New Year's holiday could include two week-ends and no split week.

The Council of the League of Nations has a treaty in draft which provides for the introduction of the World Calendar on January 1, 1939. This treaty has been submitted to governments of member and nonmember States of the League. This treaty is under the consideration of the State Department at Washington. In view of these circumstances, we recommend the adoption of the following resolution:

WHEREAS, In the opinion of this Association a simplification of the calendar would be of great advantage to education and educational institutions; and

WHEREAS, The League of Nations has submitted a draft treaty for the international adoption of the 12-month equal-quarter plan known as The World Calendar; be it therefore

Resolved, That the National Education Association hereby endorses the 12-month equal-quarter plan for the simplification of the calendar; and that copies of this resolution shall be forwarded to the President and the Secretary of State of the United States, to the President of the World Federation of Education Associations, and to the Director General of the League of Nations.

—MARGARET M. ROCK, chairman, Subcommittee on Calendar Reform, NEA Committee on Resolutions.



Carved in the gray limestone over an entrance to the International Building of Rockefeller Center, New York City, is this symbol of peace by Lee Lawrie, well-known American sculptor.

" . . . and they shall beat their swords into plowshares, and their spears into pruninghooks: nation shall not lift up sword against nation, neither shall they learn war any more."

THE 76th annual convention of the National Education Association at New York City June 26-30 will be dedicated to the role of the schools and education in building world citizenship. The program of this meeting will stimulate emphasis in the nation's classrooms upon the ideal of peace that springs from international understanding and goodwill.

The road to peace is a long and weary road upon which mankind finds itself yet far from the destination announced on the signposts. The following milestones along the road, while not all permanently effective, bear the mark of a high ideal. They are suggested for the teacher who may wish to show how tenaciously peoples whose history is almost a succession of conflicts have clung to the hope of ultimate freedom from war.

Pax Romana—The *Pax Romana*, a peace of political domination, was maintained by the Roman legions at the point of the javelin. It was an enforced peace that crashed in utter confusion when the cohorts of the Caesars became ineffective. The treaties which the Roman emperors compelled subordinate states to accept and respect were a valuable experience in restraint. The comparative prosperity and advancement of culture made possible by these two hundred years of freedom from conflict helped fix the ideal of peace as a way of life for mankind.

THE ROAD

Truce of God—The Truce of God was established at the Catholic Synod of Tuluges in Roussillon in 1027, and reached the peak of its influence during the twelfth century. It provided that armies should not engage in battle from Saturday noon until prime on Monday of each week or during certain religious festivals. According to the terms of the Truce, church buildings and the persons of priests and laborers were held inviolable from the ravages of armed conflicts. Later, merchants, peasants, and women were added to the list of protected persons. Tho the Truce of God was not an armed peace, it was an enforced peace, since excommunication and banishment from seven to thirty years were penalties for its violation. The Truce lost its effectiveness as a peace instrument when the power to enforce it declined.

Line of Demarcation—By the good offices of Pope Alexander VI, in 1493, an imaginary line was traced west of the Azores from pole to pole, dividing between the Spaniards and the Portuguese territories discovered in the New World. While there was great dissension over the exact location of this "papal line of demarcation," it represents the effect of intervention by mutually respected authority in averting international conflict.

Codification of International Law—While the horrors of the Thirty Years' war were depressing the hearts of a generation of European peoples, Hugo Grotius published the first great systematic treatise on international law, in 1625. Grotius returned to the Roman *jus gentium* and laid down the fundamental doctrine of international law, namely, that the evidence of what that law is is the existing practice of nations. Thus, precedent and respect for the good opinion of neighbor nations came to prevent many wars, thru mutual agreements voluntarily arrived at.

Holy Alliance—A significant event of the reign of Alexander I of Russia was his proclamation of the Holy Alliance in 1815. Designed to achieve universal peace by uniting all the churches of Europe, the Alliance was a confession of faith in human brotherhood rather than a treaty imposing practical obligations to refrain from war. With the death of Alexander, the Alliance soon dissolved, exemplifying the futility of an imposed peace, however benevolent its author.

Monroe Doctrine—In his annual message to the United States Congress, President James Monroe, in 1823, set forth in words the doctrine which since bears his name that "the American continents by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers." For over a century, this policy of "hands off" has kept the Western Hemisphere free of foreign entanglements.

Pan-American Union—The Pan-American Union was organized April 14, 1890, to discuss political, economic, and

TO PEACE

social questions involved in the relationships of the countries in the Western Hemisphere. It will hold its eighth general conference at Lima, Peru, December 1938, and has held more than one hundred special and technical conferences, many of them in the beautiful building owned by the organization in Washington, D. C. The conferences have done much to create friendliness between North and South American countries, all of which, except Canada, belong to the Union.

League of Nations—The Covenant of the League of Nations is a plan for systematic international cooperation, adopted as Article I of the Treaty of Versailles, which ended the World War. The League is composed of three bodies. The Assembly, large representative body, is composed of fifty-seven member nations, each of which has one vote. The Council includes Great Britain, France, Italy and the U. S. S. R. The Secretariat, located at Geneva, employs some five hundred men and women in continuous research and clerical activities.

Kellogg-Briand Peace Pact—Officially known as the General Pact for the Renunciation of War and originally signed by fifteen important powers of the world at Paris on August 27, 1928, this instrument openly outlaws war as a means of settling disputes. Less than two years after the treaty had been presented for signatures, sixty-three nations had signed or had expressed their intention of signing. Fundamentally, it is a people's treaty, and its enforcement rests upon the power of public opinion to maintain peace.

Arms Limitation Conferences—[1] The Washington Conference on Armaments and Pacific Ocean Problems ended its deliberations on February 6, 1922. Delegates adopted the five-power naval limitation treaty. A fifteen-year treaty established a 5-5-3 ratio in battleships for United States, Great Britain, and Japan, respectively. The United States, Great Britain, France, and Japan pledged themselves to respect each other's possessions in the Pacific.

[2] Following the Washington Conference, an agreement was drawn up between England, Japan, France, Italy, and the United States to prohibit the use of poison gas among themselves. Invitation to join in the prohibition was extended to other nations, but ratification of the treaty has not been universal. Struggle for regulations concerning chemical warfare continues.

[3] The London Naval Conference, January-April, 1930, ended in disappointment because of the failure of France and Italy to reach an agreement. The agreement was signed by Great Britain, Japan, and the United States. The Washington Treaty limited only battleships, but the London Treaty went further and included limitation of cruisers, destroyers, and submarines for the three powers. All five powers agreed upon a battleship construction holiday, now apparently about to be abrogated by all signers in a world armament race.

Organized Effort—The rise of international organiza-

tions has marked the acceptance of the principle that permanent peace does not rest upon threats, the intervention of authority, resort to courts, treaty agreements, or huge armament—all of which may be defied or ignored—as much as it rests upon individual goodwill arising from understanding and cooperation toward a common purpose.

Among the many associations for such cooperation are the International Red Cross, the Junior Red Cross, World Federation of Education Associations, Boy Scouts, International Chamber of Commerce, Rotary International, International Kiwanis, World Alliance for International Friendship thru the Churches, and many others whose literature describes scores of projects toward peace on which the peoples of many nations are working together. In addition to these there are others operating principally in the United States, continuously advocating freedom from war. Among these are the National Council for the Prevention of War, World Peaceways, and the Foreign Policy Association.

Education—The most important unified effort to peace is organized education. International houses at universities, student and professorial exchanges, institutes on international relations are but the occasional aspects of the internationalism represented in science and literature and all knowledge, which owes allegiance to no dictator and transcends all political boundaries, uniting the peoples of the world in pride of the achievements of mankind. To the increase of appreciation for these achievements, and to the common purpose of all nations and races in advancing human civilization, the New York Convention of the National Education Association is dedicated.

[For references, see page A-97.]

—BELMONT FARLEY.



The bronze figure of "Universal Peace" by Jules L. Butensky in the Metropolitan Museum of Art, New York City

Courtesy, Metropolitan Museum of Art

WORLD CITIZENS

By CAROLINE S. WOODRUFF

THE DRAMA of human life began on the gigantic stage of the world many thousands of years ago—long, long before recorded history drew aside the curtains and threw the spotlight on the play.

The first acts, for all their simplicity, had moved in accordance with the theme of the Great Playwright. Charred sticks and hollowed stones, brightly daubed cave murals, and megaliths—all the discarded stage properties of long forgotten scenes—reveal the conflicts of the grand drama: struggles for food and warmth and shelter, for beauty, for personal achievement, and spiritual perfection that have characterized the players of all times.

As if the struggle for survival against the odds of hostile nature and the struggle to develop the latent capacities of man himself were not enough, at some fatal moment was introduced the struggle of man against his fellows, and history's tale begins with thundering chariots and the clash of arms.

Whether or not nations are merely "struggle groups," as a modern sociologist insists, the development of strong national consciousness, from the days of the Hyksos to the days of Hitler, has always been accompanied by a show of force. The intense conflicts associated with the kaleidoscopic rise and fall of nations during the recorded years of history have often enticed the historian from the central theme of the great human drama, which, however vaguely it may be conceived, can scarcely be self-extermination thru bigger and better wars. It is only recently that historians have given us anything that can be properly called the history of mankind, in contrast to the history of nations.

The great achievements of the human race, the things that have contributed most to our physical and spiritual welfare, have seldom been national or even racial in character. They have been attained thru the collaboration of citizens in one or more nations, or have always had a way of crossing political boundary lines to ameliorate the existence of peoples under every flag. There is no French way of curing tuberculosis or German method of solving a quadratic equation. No nation has a monopoly on the automobile, the telephone, the radio, the electric light, soap, the tin can, pen and ink, the music of Wagner, or the *Iliad* of Homer. Astronomers of every nation peer at the stars with the instrument designed by Galileo, thru the lenses invented by some long forgotten artisan; human eyes search for truth in the *Koran*, the *Talmud*, and the *Holy Bible*. The fruits of science, agriculture, invention, sculpture, literature—the most useful and beautiful and desirable things of the world—are non-national in character. They bear the mark of no flag, the seal of no dictator.

The French may well be proud of Madame Curie, but she belongs to all people. The names of Harvey, Pasteur, Reed are celebrated in the history of mankind—they are citizens of the world. Dr. W. W. Bauer, of the Ameri-

President,
National
Education
Association



can Medical Association says: "It seems to me that in the history of medicine thru the ages, there is to be found an excellent example of what constitutes world citizenship. There are no international medical treaties, no formal pledges; but actions speak louder than words. The progress of medicine against disease is a truly international achievement, spurred by healthy rivalries and seldom marred by nationalistic quarrels. Sharing the conquest of diphtheria, we find the German von Behring, Klebs and Loeffler, the Japanese Kitasato, the French Roux and Ramon, the American Park and Zingher. Insulin, discovered by the Canadian Banting did not remain a Canadian monopoly any more than did liver for pernicious anemia or ethylene gas anesthesia remain American because of Minot, Murphy, and Whipple or Luckhardt. These discoveries were given to the world freely, without thought of individual profit or selfish national advantage."

What is true in medicine is true also in the science and art of education. Comenius, Froebel, Rousseau, and Mann have influenced educational procedure from Bronxville to Bombay.

The great masterpieces of literature bear no national trademark. Byron and Goethe, Tennyson and Chaucer, Emerson and Burns—their music has transcended all boundaries and will live forever in all tongues. Even great characters of fiction have stimulated imagination thru the medium of every language—Nora in the doll's house, Hamlet in the palace of his father, Robinson Crusoe on his lonely island, Siegfried, the Knights of King Arthur, Roland, Aeneas, Jean Valjean—and there is no end.

"Whatsoever things are honest, whatsoever things are just, . . . whatsoever things are lovely, whatsoever things are of good report"—are things in which citizens of any nation may take pride as achievements of their fellowmen.

One of the first tasks of the school in laying the basis for world citizenship is to teach the drama of mankind, with its petty conflicts and wasteful, progress-delaying struggles, of course—they are part of the show of the ages—but with the focus held on the great theme, represented in the conquest of disease and hunger and want thru science and invention, and the attainment of beauty and spiritual perfection against the odds of man's own nature and the challenge of nature in the world about him. As H. G. Wells says, "Human history is one history and human welfare is one whole."

The NEW YORK CITY PROGRAM

Tentative Outline of General Sessions

GENERAL THEME

THE RESPONSIBILITY OF EDUCATION IN PROMOTING WORLD CITIZENSHIP

Sunday, June 26, 4:30 pm—Vesper Service

Address—Joseph R. Sizoo, minister of The Collegiate Church of St. Nicholas, New York City

Monday, June 27, 9:00 am—First General Morning Session

Addresses of welcome—New York State and City Officials
Response—Emily A. Tarbell, president, Department of Classroom Teachers of the NEA

Greetings—From England—J. Sunter, London, National Union of Teachers
From Canada—E. A. Hardy, Ontario, treasurer, World Federation of Education Associations

Address—Caroline S. Woodruff, president of the National Education Association

Monday, June 27, 5:30 pm—Tenth Life Membership Dinner

Greetings—Caroline S. Woodruff, president of the Association
The beginning—J. W. Crabtree, secretary-emeritus of the Association
The classroom teacher—Daisy Lord, past-president, Department of Classroom Teachers of the NEA

The viewpoint of a school teacher from Capitol Hill—Hon. Noah Mason, Member of Congress from Illinois

The life and work of Mrs. Mary C. C. Bradford—Jesse H. Newlon, past-president of the NEA

Monday, June 27, 8:00 pm—First General Evening Session

Labor and industry—Leo Wolman, National Bureau of Economic Research, New York City

Address—Mary E. Woolley, president-emeritus, Mt. Holyoke College

Tuesday, June 28, 9:00 am—Second General Morning Session

Section A—Our children

Intelligence—George Stoddard, director, Child Welfare Research Station, University of Iowa

Individual guidance—Edwin A. Lee, director, National Occupational Conference

Attitudes—Daniel Prescott, Rutgers University

Section B—The part played by recreation and education in world citizenship

Recreation—George Hjelte, Superintendent of Playground and Recreation, Los Angeles

Education—Goodwin Watson, Columbia University

Section C—The latest developments in radio

Presented by the National Broadcasting Company

Tuesday, June 28, 8:00 pm—Second General Evening Session

What the Arts Contribute to World Citizenship

Art—By a nationally known artist

Literature—Pearl S. Buck, author

Music—By an outstanding leader in this field

Wednesday, June 29, 9:00 am—Third General Morning Session

Section A—A symposium by lay organizations interested in education

Presiding—Mrs. J. K. Pettengill, president, National Congress of Parents and Teachers

Section B—New York City school pageant—Dramatic and musical presentation of the history of education in New York City (To be presented also on Monday evening and Tuesday afternoon)

Section C—Demonstration of educational broadcasting—Columbia Broadcasting System

Wednesday, June 29, 8:00 pm—Third General Evening Session

Address—Hon. Fiorello H. LaGuardia, Mayor of New York City

Thursday, June 30, 9:00 am—Fourth General Morning Session

Section A—Equal opportunity for all children

Handicapped children—William B. Jack, superintendent of schools, Portland, Maine

The education of Negro children—Garnet C. Wilkinson, first assistant superintendent of schools, Washington, D. C.

Juvenile delinquents—Judge Camille Kelley, Judge of the Juvenile Courts, Memphis, Tennessee

Section B—Learning thru seeing

The place of sound pictures in education—Edgar Dale, Ohio State University

Demonstration—Teaching human relations by the use of sound pictures—under the direction of Alice Keliher, Progressive Education Association, New York City

Demonstration—Selecting motion pictures for school use—under the direction of Jay B. Nash, New York University

Section C—Problems of American youth

How fare American youth?—Homer P. Rainey, director, American Youth Commission, Washington, D. C.

Presentation of youth problems by three young people

Thursday, June 30, 2:00 pm—International Program at the New York World's Fair Grounds

Presiding—Mrs. Franklin D. Roosevelt

Address—Hon. Sumner Welles, Assistant Secretary of State, Washington, D. C.

Address—Ambassador from Europe

Address—Ambassador from South America

Presentation of Life Membership in the Association to Mrs. Roosevelt

Presentation of the New President of the Association

Thursday, June 30, 8:00 pm—Fourth General Evening Session

Demonstration of civic activities of New York City—Presented by Mayor Fiorello H. LaGuardia

Friday, July 1—Recreation Day

Sight-seeing in New York City. Planned and conducted by New York City teachers

REPRESENTATIVE ASSEMBLY

Tuesday, June 28, 9:00 am—First Business Session

Report of Committee on Bylaws and Rules—Cornelia S. Adair

Special report from the Executive Committee on Amendments

Nominations for President, eleven Vicepresidents, Treasurer, and seventeen State NEA Directors

Reports:

Committee on Academic Freedom—Henry Lester Smith

Committee on Cooperatives—Albert Shaw

Committee on Credit Unions—James Moran

National Council on Teacher Retirement of the NEA—George M. Pogue

Committee on Supply, Preparation and Certification of Teachers—Bess Goodykoontz

Appraisal Committee, Announcement by Orville C. Pratt

Wednesday, June 29, 9:00 am—Second Business Session

Problems facing professional organizations—Willard E. Givens

Reports:

Committee on Economic Status of the Rural Teacher—William McKinley Robinson

Committee on Individual Guidance—Herbert R. Stolz

Joint Committee of the NEA and ALA—Margaret R. Greer

Joint Committee on Health Problems in Education—Thomas D. Wood

Committee on Equal Opportunity—Gertrude Mallory

Committee on Salaries—Willard S. Elsbree

Joint Committee of the NEA and NCPT—Mrs. J. K. Pettengill

Committee on International Relations—Annie C. Woodward

Committee to Cooperate with the American Teachers Association—N. C. Newbold

Preliminary Report of the Committee on Resolutions—J. Orin Powers

Thursday, June 30, 9:00 am—Third Business Session

Reports:

Educational Policies Commission—A. J. Stoddard

World Federation of Education Associations—Paul Monroe

Legislative Commission—Sidney B. Hall

Committee on Tenure—Donald DuShane

Committee on the Horace Mann Centennial—Payson Smith

Committee on Necrology—Mrs. Vina Aherne

Committee on Resolutions—J. Orin Powers

Board of Trustees—Joseph H. Saunders

Treasurer—R. E. Offenbauer

Auditing Committee—Edith Armitage

Budget Committee—Helen T. Collins

THE NEA DIRECTOR

A State and National Leader

THE DEVELOPMENT of leadership comes high in the list of services which the National Education Association has performed for the nation. From the beginning, the Association's Board of Directors has drawn leaders from the various states who in their deliberations at meetings of the Board have become familiar with national needs and problems, and have formed friendships reaching thruout the nation. Until last year NEA State Directors were elected for one-year terms. Feeling the need for greater continuity and stability in this important body, the Representative Assembly at Detroit amended the Bylaws, lengthening the term of the State NEA Director to three years—one-third to be chosen each year. Lots were drawn for the one, two, and three-year terms necessary to put the three-year plan into effect. Under this new arrangement, the NEA Directors are divided into three groups one of which will be elected each year:

For the following states in 1938, 1941, 1944, and at each three-year interval thereafter:

District of Columbia	Nevada
Georgia	New Jersey
Illinois	New York
Indiana	North Dakota
Kansas	Ohio
Kentucky	Pennsylvania
Mississippi	South Carolina
Missouri	South Dakota
	Utah

For the following in 1939, 1942, 1945:

Arizona	New Hampshire
Arkansas	New Mexico
California	Oklahoma
Connecticut	Oregon
Florida	Tennessee
Hawaii	Washington
Iowa	West Virginia
Maine	Wyoming
Montana	

For the following in 1940, 1943, 1946:

Alabama	Minnesota
Alaska	Nebraska
Colorado	North Carolina
Delaware	Rhode Island
Idaho	Texas
Louisiana	Vermont
Maryland	Virginia
Massachusetts	Wisconsin
Michigan	

The importance of the State Director is growing in significance. While the Representative Assembly carries the ultimate responsibility for adopting the policies of the Association, the Board of Directors helps to formulate the policies and sees that they are carried out. The Board of Directors also elects each year one member of the Board of Trustees and two members of the Executive Committee.

The State Director is the official representative in his state of the national Association. He represents the national organization in the conclaves of the state association. He speaks for the national Association at state conventions. He reports the activities of the national Association in the state journal and organizes and promotes enrolment campaigns.

The qualifications for State Director, written into the Bylaws at the Denver convention in 1935, are as follows:

Any person to qualify to serve as Director, shall have been an active member, with dues paid in the National Education Association, and in a state, or district, or territory, and a local association, if organized, for a five-year period immediately preceding the election. Only delegates who are active members of the NEA, and whose dues have been paid in a state, or district or territory, and a local association, if organized, respectively, shall have the right to vote for such Directors.

The State NEA Director is elected at the summer convention by the Repre-

sentative Assembly upon nomination of the delegates of the state involved. This arrangement does not make the State NEA Director actually an officer of the state association but several states recognizing the need for closer integration between the state and national associations select their State Director informally at the annual meeting of the state association. This selection is then ratified technically by the delegates at the NEA summer convention.

One of the most serious problems faced by the national Association is the fact that many teachers know little about its work. Often to rural teachers especially, the NEA is little more than a name and is confused with other agencies. One of the chief responsibilities of the State Director is to interpret the work of the national Association so that the teachers of his state will know about the splendid services which the organization is rendering and to encourage them to participate in its activities.

If the national Association is to continue to grow in size and strength, it must continue to have a strong Board of Directors, a Board of recognized leaders who can represent their states intelligently and who can enlist the membership in their states effectively.

State Directors receive no salaries for their services and many of them invest a great deal of time and strength in the work of their national Association. The only reward which they receive is the consciousness of important work well done and their expenses to the summer convention.



SAFETY FIRST! Students and teachers of the Cleveland Public Schools gather around the microphone in a special broadcast of our AMERICAN SCHOOLS, in cooperation with the National Education Association, to show how safety is taught in the classrooms, on the playground, and in the extracurriculum activities of the Cleveland School System. The schools of other cities recently cooperating with the NEA in a series of broadcasts on OUR AMERICAN SCHOOLS include Oakland, Detroit, and Denver.

RECOMMENDATIONS FOR RECODIFICATION OF THE BYLAWS

THE REPRESENTATIVE ASSEMBLY of 1937 by resolution provided that our Bylaws be referred to the Committee on Bylaws and Rules for purposes of recodification. The Committee on Bylaws and Rules has employed Parliamentary Bottolfson to assist in this matter. The Committee recommends that certain portions of the Bylaws be classified under the heading of "Standing Rules." To accomplish this it will be necessary for amendments to be made to the Bylaws in each case. Sections of the Bylaws as printed in the 1937 *Proceedings* [p686-98] not referred to here remain as they are.

In considering the proposals of the Committee it is important to note that most of the material is merely a transfer of classification from Bylaws to Standing Rules. The recommendations of the Committee follow.

Explanation: Material in roman type (such as this) is set forth in the same words which now appear in the Bylaws, but in the proposed plan is to become a Standing Rule as indicated. SMALL CAPITALS indicate the portion that is to remain in the Bylaws. Words or phrases in *italics* are to be added as indicated. Words in brackets [] are to be omitted as indicated. Words in parentheses () are explanatory notes of this committee report.

STANDING RULES

(From Article I of the Bylaws)

Rule 1 [Sec. 8] Membership Year

The membership year shall be from September 1 to August 31. All membership dues shall be credited to the current membership year unless otherwise requested.

Rule 2 [Sec. 9] Time and Place of Payment of Dues

The annual dues of members shall be sent to the Executive Secretary on or before December 31. An Active Member failing to pay dues as herein provided shall forfeit the privileges of membership and be dropped from the list of members.

Rule 3 [Sec. 10] Membership Card

The Executive Secretary of the Association shall furnish each member of the Association a membership card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the Charter and Bylaws of the Association. Arrangements may be made with local and state affiliated associations for the issuance of a coinclusive membership card, or insignia, or both on a voluntary basis.

(From Article II of the Bylaws)

Rule 4 [Sec. 2] Election of Officers and Qualifications of Directors

At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: President, Vicepresident, and Treasurer. Candidates for said offices shall be nominated from the floor upon roll call of the states. On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States in which the term of office expires shall nominate one person for member of the Board of Directors and the name of such person shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. Any person to qualify to serve as director shall have been an active member with dues paid in the National Education Association and in a state, or district, or territory, and a local association, if organized, for a five-year period immediately preceding the election.

Only delegates who are active members of the NEA and whose dues have been paid in a state, or district, or territory, and a local association, if organized, respectively, shall have the right to vote for such directors. On the fourth day of the annual meeting officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A.M. to 6 P.M., at such place or places as the President of the association shall designate. The candidates for President, Treasurer, member of Board of Directors from each state, territory, or district, respectively, in which the term of office expires and the eleven candidates for the office of Vicepresident receiving the highest number of votes shall be declared elected. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided. The Executive Secretary and the Treasurer shall enter upon their duties at a date which shall be determined by the Board of Trustees and which shall not be later than the first of October and shall continue in office during the term for which they are separately chosen and until their successors are duly elected.

Sec. 5

EACH AFFILIATED ASSOCIATION, BOTH STATE AND LOCAL, SHALL BE FURNISHED A CERTIFICATE OF MEMBERSHIP. [and]

Rule 5 Relationship: National, State, and Local

Each affiliated association shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such affiliated association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its Charter. The Executive Secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession.

(From Article III of the Bylaws)

Sec. 2

THE EXECUTIVE SECRETARY SHALL KEEP A FULL AND ACCURATE RECORD OF THE PROCEEDINGS OF THE GENERAL MEETINGS OF THE ASSOCIATION AND ALL MEETINGS OF THE BOARD OF DIRECTORS AND OF THE EXECUTIVE COMMITTEE, SHALL CONDUCT THE BUSINESS OF THE ASSOCIATION AS PROVIDED IN THE ACT OF INCORPORATION AND THESE BYLAWS AND, IN ALL MATTERS NOT DEFINITELY PRESCRIBED THEREIN, SHALL BE UNDER THE DIRECTION OF THE BOARD OF DIRECTORS OR OF THE EXECUTIVE COMMITTEE ACTING FOR THE BOARD OF DIRECTORS, AND, IN THE ABSENCE OF INSTRUCTIONS FROM THE BOARD OF DIRECTORS OR THE EXECUTIVE COMMITTEE, SHALL BE UNDER THE DIRECTION OF THE PRESIDENT. [He]

Rule 6 Other Duties of the Executive Secretary

The Executive Secretary shall receive or collect all moneys due the Association and pay the same each month to the Treasurer. He shall countersign all bills approved for payment by the Board of Directors, or by the Executive Committee acting under the authority of the Board of Directors, or by the President acting under authority of the Board of Directors or of the Executive Committee. The Executive Secretary shall have his records present at all meetings of the Association, of the Board of Directors, and of the Executive Committee. He shall keep a list of members and shall revise said list annually. He shall be secretary of the Board of Directors. He shall be the custodian of all the property of the Association not in charge of the Treasurer and the Board of Trustees. He shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. He shall submit his annual report to the Executive Committee not later than fifteen days before the annual meeting of the Association, which report shall be transmitted to the Board of Directors at its annual meeting. At the expiration of his term of office, he shall transfer to his successor all money, books, and other property in his possession belonging to the Association. The Executive Secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or of the Executive Committee acting under the general instruction of the Board of Directors.

Sec. 3

THE TREASURER SHALL PERFORM THE DUTIES PRESCRIBED BY THE ACT OF INCORPORATION AND THESE BYLAWS. HE SHALL RECEIVE FROM THE EXECUTIVE SECRETARY AND, UNDER THE DIRECTION OF THE BOARD OF TRUSTEES, SHALL HOLD IN SAFEKEEPING ALL MONEYS PAID TO THE ASSOCIATION; SHALL PAY THE SAME ONLY UPON THE ORDER OF THE BOARD OF TRUSTEES.

Rule 7 Other Duties of the Treasurer

The Treasurer shall notify the President of the Association and the Chairman of the Board of Trustees whenever the surplus funds in his possession exceed \$500; shall keep an exact account of his receipts and expenditures with vouchers for the latter, and said accounts, ending on the thirty-first day of May each year, he shall render to the Executive Committee not later than ten days before the annual meeting of the Association, and when approved by said committee, these accounts shall be transmitted by this Committee to the Board of Directors at its meeting held in connection with the annual meeting of the Association and a copy of the report shall be transmitted to the Representative Assembly for its information. The Treasurer shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association.

Rule 8 [Sec. 4f] Other Duties of Board of Directors

The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year, whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have au-

thority to secure the support of the Auditing Committee in preparing this budget.

(From Article VI of the Bylaws)

Rule 9 [Sec. 1] Auditing Committee

Not later than five months before the end of the fiscal year, the President shall appoint an Auditing Committee, consisting of three active members of the Association, no one of whom shall be either a trustee or a director; to this committee shall be referred the report and audit of the expert accountant or accountants, together with the communication of the President transmitting the same as provided in [section 5 of this Article] *Rule 13 of these Rules*; and the committee shall report its findings to the Board of Directors.

Rule 10 [Sec. 2] Delegates Meet by States

On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the President of the Association, the accredited delegates to the Representative Assembly from each state shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology. The Committee on Credentials shall receive the official list of delegates from the Executive Secretary and report thereon to the Representative Assembly.

Rule 11 [Sec. 3] Resolutions

The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent or by a two-thirds vote, all resolutions shall be referred to said committee without discussion. This committee shall receive and consider all resolutions proposed by active members, or referred to it by the President; some time during the second day of the annual meeting of the Association the committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

Rule 12 [Sec. 4] Necrology

The Committee on Necrology may prepare for the published proceedings brief memorial tributes to members who have died during the year.

Rule 13 [Sec. 5] Examination of Accounts

Within thirty (30) days prior to the time of the annual meeting of the Association, the President shall appoint a competent person, firm, or corporation, licensed to do business as expert accountants; the accountant or accountants so appointed shall examine the accounts, papers, and vouchers of the Executive Secretary, the Treasurer, and the Board of Trustees, and compare the same; shall also examine the securities of the permanent fund held by the Board of Trustees. The report of said accountant or accountants shall be filed with the President not less than ten days before the opening day of the annual meeting of the Association, and shall be by him submitted to the Auditing Committee with such comments as he may think proper.

Rule 14 [Sec. 6] Bylaws and Rules

There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The committee shall consist of five members appointed by the President as follows: In July 1935, the retiring President shall appoint two members, one to serve for three years and one to serve for four years. The incoming President

shall appoint three members of this committee: one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the President shall appoint one member to serve for five years. All proposed amendments to the Charter and to the Bylaws shall be referred to this committee for comment. This committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly from year to year. This committee may render decisions on any points referred to it by the Executive Committee, the Executive Secretary, or the President of the Association.

Rule 15 [Sec. 9] Publishing Committee

There shall be a Publishing Committee consisting of five members elected by the Representative Assembly by the method known as the Hare System of Proportional Representation. Nominations shall be made by petitions signed by ten delegates and presented to the Executive Secretary on the second day of the annual meeting. The election in 1936 shall be held on Thursday by printed ballot. Provision shall be made by the Rules Committee for the nomination and election in 1937 to be held on the first day upon which the Representative Assembly meets. This committee shall be responsible for editing and preparing that portion of the minutes of the Representative Assembly which shall be published in the printed proceedings.

Rule 16 [Sec. 7] Additional Committees

The Representative Assembly may provide such additional committees as it may deem wise.

Rule 17 [Sec. 8]

In all committees, boards, or councils in which the entire personnel is named that year by the Presi-

dent, the President shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman.

(From Article VII of the Bylaws)

Rule 18 [Sec. 2] Meetings of Assembly, Directors, and Trustees

(A) The annual business meeting of the Representative Assembly shall begin at 9 A.M., on the second day of the annual meeting of the Association. A regular meeting of the Board of Directors shall be held in connection with the annual meeting of the Association. The time and place of such meeting shall be designated in the program. The Executive Secretary shall notify the members of the Board of Directors of the time and place of meeting, not less than thirty (30) days before the meeting.

(B) The first regular meeting of the new Board of Directors shall be held as soon as practicable and within twenty-four hours after the close of the last session of the annual meeting. The place and time of this meeting shall be announced in the printed program.

(C) The Board of Trustees shall hold its annual meeting at some convenient time and immediately following the meeting of the new Board of Directors. Special meetings of the Trustees may be called by the chairman and shall be called on request of a majority of the Board of Trustees. Due notice of all meetings of the Board of Trustees shall be given to every member of the Board by the secretary thereof.

Note: These standing rules may be amended in accordance with Article IX, Section 3 of the Bylaws.

CORNELIA S. ADAIR, *Chairman*
REUBEN T. SHAW

PROPOSED AMENDMENTS TO NEA BYLAWS

Additions to the Bylaws are printed in italic type.

ARTICLE II, SECTION 2

Amend the sixth sentence as follows: (This is proposed in order to meet certain problems in connection with arranging the program for the convention in 1938):

On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot, *provided, however, that in the year 1938 this election shall be held on the third day.*

ARTICLE III, SECTION I

Amend line two of the first sentence by the addition of the following words after the word "Bylaws": "*and Standing Rules.*"

ARTICLE III, SECTION 4(d)

Amend line five by the addition of the following words after the word "Bylaws": "*and Standing Rules.*"

ARTICLE III, SECTION 4(c)

Amend by omitting the last clause in the first sentence: ["shall elect members of the National Council of Education, as provided in Section 2 of Article IV of these Bylaws."]

ARTICLE III, SECTION 4(c)

Amend by adding at the end of the sentence the following words: "*and Standing Rules.*"

ARTICLE III, SECTION 4(g)

Amend by adding the following words after the words "Board of Directors": "*and Committee on Bylaws and Rules.*"

ARTICLE V, SECTION 3

Amend by adding the following words in the third line after the word "Bylaws": "*and Standing Rules.*"

ARTICLE IX, SECTION 2

Amend line two by the addition of the following after the word "Bylaws": "*and Standing Rules.*"

ARTICLE IX, SECTION 3

Amend by the addition of new Section 3 as follows:

The Standing Rules may be amended at the annual meeting of the Representative Assembly, without notice by a two-thirds vote of the Representative Assembly, and by a majority vote of the Representative Assembly if the amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken.

ARTICLE X, SECTION 2

Amend the first part of the first sentence by substituting the following: "In all voting on proposed amendments to the Charter, *Bylaws, or Standing Rules*" . . . in place of "In all voting on proposed amendments to the Charter and on proposed amendments to the Constitution or the Bylaws . . ."

The Status of Tenure Legislation

DONALD DU SHANE

Chairman, NEA Tenure Committee and Superintendent of Schools, Columbus, Indiana

IN SIXTEEN STATES no legislation whatsoever has been passed to protect the teacher's tenure of position. Twenty-six states have laws providing for the employment of teachers beyond the annual contract. In several of these, long-term contracts are permitted but this provision does not always eliminate cases of unfair dismissal. In six states teachers' contracts are continuous from year to year terminable only upon cause, at specified dates, with due notice. In seventeen states teachers are more or less protected by tenure laws of varying provisions.

Five states have statewide laws providing that teachers are employed from year to year continuously unless notified by a specified date that the contract is not to be renewed for the ensuing year. In one other state, Minnesota, the first-class cities are on tenure while the remainder of the state is under provisions for continuing contracts. In one state, Montana, the contract does not become continuous until after a probationary period of two years. Causes for dismissal are not usually included in laws providing for continuing contracts, but the Minnesota law stipulates that teachers on continuing contracts shall not be dismissed for reasons other than those stipulated for the dismissal of tenure teachers in the first-class cities.

Teachers employed under provisions for continuing contracts do not have any redress in case of dismissal, but notice to teachers whose contracts are not to be renewed must be given early enough so that they will have reasonable opportunity to seek employment elsewhere for the ensuing year.

In six states the tenure law is statewide. In ten states it applies only to certain districts or those of specified population size. In one state, Michigan, it is merely permissive, to be accepted or not by the voters of local districts.

The school employees covered by these seventeen varying tenure laws are, usually, all certificated employees. In four

states—Indiana, Kansas, Massachusetts, and Wisconsin—superintendents are included. Sometimes the assistant principal and visiting teachers are specifically mentioned. The Pennsylvania law specifies "teachers, supervisors, supervising principals, principals, directors of vocational education, dental hygienists, visiting teachers, school secretaries, the selection of whom is on the basis of merit as determined by eligibility lists, school nurses, who are certified as teachers, and any regular fulltime employee of a school district who is duly certified as a teacher."

Pennsylvania is the only state which provides tenure from the beginning of employment without a probationary period. In the other fifteen states teachers must serve satisfactorily during a probationary period of from one to five years before earning tenure protection. In some states teachers are placed on tenure automatically at the end of the probationary period while in other states election to tenure status is required at the end of the probationary years. Under the latter conditions schoolboards are occasionally tempted to dismiss teachers at the end of the probationary period to avoid placing them on tenure. Michigan has provided for continuing contracts for probationary teachers; Michigan and Kansas stipulate that probationary teachers may not be dismissed except for reasons specified as legal causes for dismissal of the teachers on tenure.

The causes usually specified for legal dismissal of teachers on tenure are immorality, incompetency, inefficiency, in-

subordination, neglect of duty, conduct unbecoming a teacher, and justifiable decrease in number of teaching positions. In addition, the Oklahoma and Pennsylvania laws mention that tenure shall not interfere with the age for superannuation retirement or the provisions for disability retirement. The California and Indiana laws include the proviso that tenure shall cease at the age of sixty-five—employment in California thereafter to be at the discretion of the employing schoolboard. The Colorado and Oklahoma laws state that dismissal shall *not* be for religious or political reasons and the Indiana law reads "political or personal reasons."

When a teacher under tenure is to be dismissed, he is to be given notice of from ten to ninety days. The New Jersey law mentions only that "reasonable notice" be given. The hearing of charges against the teacher follows notice of dismissal automatically in five states, but must be requested by the teacher in ten states. Hearings may be public or private, usually at the option of the teacher. The decision of the schoolboard is final in three states altho practice has proved that this limitation does not always preclude civil court action. In three states the teacher may appeal to the state superintendent; in three states a tenure commission is created by the tenure law to serve as a court of appeal. No provision for appeal of cases is included in Colorado, Massachusetts, or Minnesota laws.

Tenure legislation is under consideration in several states and will doubtless be enacted into law during the next year.



Photo by Signal Corps, U. S. Army

The skyline of lower Manhattan as seen from Governors Island in New York Harbor

Safeguarding Teachers' Salaries

A VITAL ISSUE—The question of teachers' salaries has again become acute as a result of economic conditions. Only by systematic action can harm to the schools thru reduced salaries be averted. Thru continued effort by the National Education Association and the various state associations, teachers' salaries had improved greatly during the years before the depression. The decline which took place during the depression is being corrected in many communities by salary restorations, but these are now threatened by the new crisis.

The average salary paid to teachers in this country in 1917 was \$655. The biennial salary survey made a year ago by the NEA Research Division showed that this average had increased to \$1440 in 1931, that it declined to \$1227 during the depression, but that in 1937 it returned to \$1325. What can be done at this time to prevent a general recession in teachers' salaries?

NEA Salary Committee meets—To safeguard gains and prevent further reduction, the National Education Association has appointed a National Committee on Salaries, which met at headquarters recently. It is expected that the Committee will issue bulletins dealing with problems of teachers' salaries and plans of salary scheduling. These bulletins will be useful to local salary committees of teachers, boards of education, and superintendents.

Members of the Committee are: Dr. Willard S. Elsbree, Teachers College, Columbia University, *chairman*; Dr. John Guy Fowlkes, University of Wisconsin; Dr. Lida Lee Tall, president, State Teachers College, Towson, Maryland; Dr. Dennis H. Cooke, George Peabody College; and Miss Clara L. Jahnke, classroom teacher, Spokane, Washington.

The work which is being done by state and local groups to meet the salary crisis is indicated in the following paragraphs:

Wisconsin Association in action—The state teachers association in Wisconsin has conducted a vigorous campaign for complete restoration of salaries in 1938-39. A bulletin prepared for use in the

campaign, *Facts To Be Considered in Determining Salaries for 1938-39*, will be helpful to other committees working on salary problems. It presents the case for restoration, by use of diagrams, charts, and statistics based on economic trends and living costs. Copies may be secured from O. H. Plenzke, Wisconsin Education Association, 404 Insurance Building, Madison, Wisconsin. The chart on this page is from the Wisconsin bulletin.

New Jersey Association on guard—In Trenton, New Jersey, the board of education last fall failed to restore salary cuts in compliance with the state minimum salary law. A test case, financed by the New Jersey State Association, was carried to the State Commissioner and State Board of Education. The decision in favor of teachers is regarded as important not only in Trenton, but in every New Jersey community which failed to make full salary restoration on July 1, 1937.

Elizabeth Teachers' Association secures adjustment—The effective work of the Research Committee of the Elizabeth,

New Jersey, Teachers' Association shows what local group action may accomplish. With the approval of their board of education, the teachers prepared a 20-page bulletin entitled *The Teachers Present Their Case: The Shugart Plan of Adjusted Increments*.

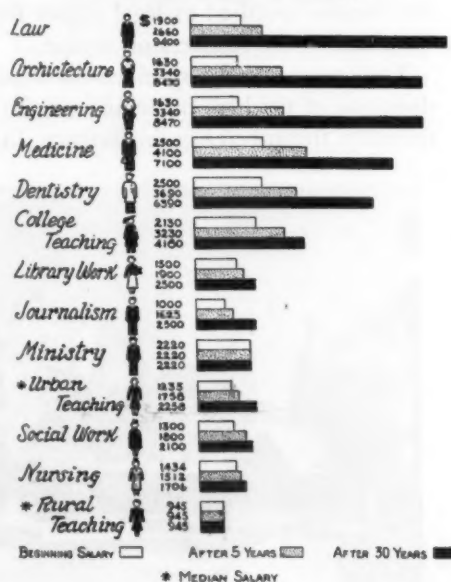
The Shugart Plan did not seek primarily to increase salaries, but only to provide a partial restoration of the increments due the teachers. Following adoption of the Plan by the Board of School Estimate, the *Elizabeth Daily Journal* commented editorially:

"The teachers went about it wisely—in a manner that appealed to the city officials and the people. They refused to ask restoration of the thousands of dollars they had individually lost. They refused to take any other attitude than that of sharing the community's hard times and financial worries. Moreover, they asked only partial payment of what would be their losses over another long term of years, if nothing more were granted than restoration of annual increments. The justice of their appeal was apparent. . . . The city will reap results from its fair dealing. It has augmented its reputation for interest in public education and loyalty to its schools."

Other local groups at work include the teachers of Wichita, Kansas; Peoria, Illinois; and Montgomery County, Maryland. These are but a few of the places that have written to the NEA Research Division for bulletins and bibliographies. The forthcoming National Education Association Report, *Court Decisions on Teacher Tenure*, contains a number of implications for those interested in salary problems. Copies of this bulletin, which is just off the press, may be obtained for 25 cents from the NEA.

What is your community doing?—If your state or local association has been active in the salary field in recent months, send a full account to the Salary Committee of the National Education Association, 1201-16th St. N. W., Washington, D. C., so that your experience may be made available to other groups. The Committee is particularly eager to receive reports of salary campaigns and bulletins and leaflets that have proved effective.

AVERAGE SALARIES OF OCCUPATIONAL GROUPS AT SEVERAL POINTS OF SERVICE



From a bulletin of the Wisconsin Education Association

The Magic That Is Manhattan

THREE OF THE HUNDREDS OF VIEWS WHICH WILL BE ENJOYED BY TEACHERS ATTENDING THE NEA CONVENTION IN NEW YORK CITY, JUNE 26-30.



Horydezak



Edvard Ratcliffe



Harris & Ewing

Second Annual Conference on Elementary Education

SPONSORED BY THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS AND THE SCHOOL OF EDUCATION OF NEW YORK UNIVERSITY, JULY 1-15, 1938

Theme: *The American School in Transition*

THIS CONFERENCE will be held immediately following the convention of the National Education Association. It will consist principally of three types of programs, as outlined below:

I. ASSEMBLIES—The entire group will meet daily for lectures by prominent social analysts and educators who will discuss these topics in the American scene: *The School in a Changing Society*, *Philosophy of the New School*, and *The Administration of the School in Transition*.

II. SECTIONS—The following sections will be adjusted to suit the desires of the registrants:

Section 1: *The Pupil*—Growth, Personality Adjustment, Adapting Schools to Needs, Guidance Program, Grouping, Grading, Developing Creative Expression, Developing Social-Economic Consciousness, Gifted, Maladjusted, Individual Records, etc.

Section 2: *The Teacher and Teaching*—Making Teacher Participation a Success. The Teacher: Education, Adjusting Maladjusted Teachers, Training in Service, How to Inspire Teachers to Secure Broader Professional Outlook and Greater Interest

in World Affairs. Teaching: Improvement, Teaching the Whole Child, Types of Procedures, Special Education, etc.

Section 3: *The Curriculum*—Interpretation of and Its Developments, Broadening, Developing an Integrated Curriculum, Building of Curricula, Curricula in Modern Schools, Various Subjects, Activity Units, Individual Instruction, etc.

Section 4: *Evaluation*: Appraising the Elementary School.

Section 5: *Practicum*: A round table to discuss problems and issues that do not fit naturally into the other sections.

III. SOCIAL EVENTS AND ENTERTAINMENT—There will be group socials, symphonies, band concerts, opera and theatre programs.

Fees, Credits, Housing Accommodation, and the like—University fee for those who do not wish college credit is \$15. The University fee for those who wish two points of credit is \$22. Registration and discussion of summer conference plans will take place on Saturday, July 1, at 10 AM, in the auditorium of the School of Education Building, 35-41 West Fourth Street. The entire group will be accommodated at the Prince George Hotel.

If you are interested in this conference, write for full information to Eva G. Pinkston, executive secretary, Department of Elementary School Principals, National Education Association, 1201 16th St., N. W., Washington, D. C.

Classroom Teachers Dinner, Summer Convention

☆ FROM HAWAII came the first reservations for the annual dinner of the Department of Classroom Teachers to be held on Thursday evening, June 30, at the Grand Ballroom of the Hotel Commodore in New York City. Reservations for this affair, which will climax the NEA convention, may be made with Solomon Greenfield, Stuyvesant Highschool, 345 East 15th Street, New York. Tickets are \$2.50 each. First reservations will receive the best tables. Only 2500 may be accommodated. The committee headed by Miss Constance Friend is planning an unusually distinctive program.

Departments and Allied Organizations at New York

☆ IN ADDITION to the general sessions and meetings of the Representative Assembly the following departments and groups allied with the National Education Association will conduct programs:

National Council of Education; *Departments*—Administrative Women in Education, Adult Education, Art Education, Business Education, Classroom Teachers, Deans of Women, Educational Research, Elementary School Principals, Kindergarten-Primary Education, Lip Reading, Music Education, Rural Education, Health and Physical Education, Science Instruction, Secondary Education, Secondary School Principals, Social Studies, Special Education, Supervisors and Directors of Instruction, Supervisors and Teachers of Home Economics, Visual Instruction, Vocational Education; *Allied Groups*—American Association of Visiting Teachers, American Classical League, Conference on Industrial Arts, Conference on School Libraries, National Association of Journalism Directors, National Association of Secretaries of State Teachers Associations, National Association of School Secretaries, National Association of Teachers of Speech (Elementary School Committee), National Conference on Student Participation in School Government, National Congress of Parents and Teachers, National Council of Geography Teachers, National Council of Teachers of English, National Council of Teachers of Mathematics, National League of Teachers Associations, National Vocational Guidance Association, National Youth Administration, School Garden Association of America, School Public Relations Association.

The Forgotten Pupil

☆ THE MEETING of the Department of Secondary Education in connection with the NEA convention in New York City, will be devoted to the theme, "The Forgotten Pupil." This Department issues a *Bulletin* four times a year which carries articles written by highschool teachers. Contributions are invited on the practical aspects of the teacher's work in the secondary school. Send them to 1201 16th St., N. W., Washington, D. C., and they will be placed in the hands of Ernest D. Lewis, editor.



Teachers Will Visit Gettysburg

☆ A TRAVEL TOUR of special educational importance will be convenient and available at little extra cost for teachers who attend the 76th annual convention of the NEA in New York City June 26-30, 1938. At historic Gettysburg, Pa., scene of the three-day decisive battle of the Civil War, the Blue and the Gray will assemble to observe the 75th anniversary of the engagement in what is likely to be the final joint reunion of the surviving veterans. This event will be a fitting climax to a convention of which the theme is to be "The Responsibility of Education in Promoting World Citizenship." The celebration will begin June 29 and extend thru July 6. A feature of the reunion will be the dedication on July 3 of the "Eternal Light Peace Memorial." Delegates who leave New York via Harrisburg, Pa., may make convenient connection by bus or rail from Harrisburg to the battlefield in time for the dedication.

Department of Classroom Teachers Revises Bylaws

☆ AT THE SUMMER MEETING of the NEA Department of Classroom Teachers in New York City, June 25-July 1, consideration will be given to a revision of the constitution and bylaws of the Department. Copies of the constitution and bylaws as they will be if the proposed amendments are adopted may be had free on request from the Department of Classroom Teachers, 1201 16th St., N. W., Washington, D. C.

Department of Kindergarten-Primary Education

☆ DR. PATTY SMITH HILL, who retired last July from active service at Teachers College, with the emeritus title, will be the speaker at the Tuesday afternoon program of this NEA Department meeting this summer. The luncheon preceding will be in honor of Dr. Hill, Miss Annie Moore, and others.

Life Membership Dinner

☆ THE TENTH ANNUAL Life Membership Dinner will be held at the Hotel Astor in New York City, Monday, June 27, 1938, at 5:00 P.M. Life Members, their friends, and prospective Life Members are invited to attend. Reserve this date and plan to be there.

National Convention on Student Government

☆ FOR INFORMATION regarding the eighth annual convention of student-government officers and their faculty advisers, to be held in New York City June 28-30, write to the National Association of Student Officers, 5835 Kimbark Ave., Chicago, Ill.

School Public Relations Association

☆ THIS ORGANIZATION will meet in New York City Saturday afternoon, June 25, and Sunday morning, June 26, in advance of the general sessions of the NEA. The Saturday afternoon session of the SPRA will be devoted to radio programs. At the Sunday morning session topics to be emphasized include photography and typography.

A Dynamic Membership Goal

☆ THE IDEAL that each state shall make at least 10 percent growth in NEA membership each year is gaining headway and is now the accepted policy in an increasing number of states. Some states are so near the mark that a few more members will win the goal. A little additional membership effort at this time will help to make a good showing when reports are given at the summer convention in New York.

A Permanent Home for the NCEA

☆ THE NORTH CAROLINA EDUCATION ASSOCIATION has purchased property in Raleigh for the permanent headquarters of the Association. The property comprises about four-fifths of an acre, almost in the heart of the city. The amount paid was \$22,500.

For Summer Reading

☆ FIRST, turn to page 66 of THE JOURNAL for March 1938 and note the titles that are starred on that page. *Second*, turn to page 123 of THE JOURNAL for April 1938 and scan the list of sixty educational books for titles that concern you. *Third*, become a member of the Cooperative Book Club, 118 East 28 Street, New York City. For \$2 you can buy a share in this [Cont. on page A-96]

LEARNING TO BE PROFESSIONAL

IN THE BELIEF that the lifelong professional growth of a teacher should begin while he is still in training and that the teachers college and school of education have an important part to play in the building of this professional spirit and responsibility, the National Education Association began four years ago a plan of student membership in the Association.

Under this plan students in the senior classes of institutions participating may be enrolled in the NEA as of January 1 and receive THE JOURNAL, without charge, January thru May. The following fall those students securing positions join the Association and for their first \$2 dues have thus secured an eighteen-month membership. The student who secures no position is under no obligation to pay dues after graduation.

Student membership has grown steadily each year, both in the numbers reached and in the effectiveness of its administration. The first year of its operation 25 colleges participated, with 2456 students enrolled. This year 5710 students in 99 colleges have had the opportunity to become acquainted with the far-reaching services of the NEA. The invitation to participate is extended to state teachers colleges and schools of education. A few other colleges have been included on an experimental basis.

Important points in the development of the movement are: [1] To find a strong leader in each institution to be in charge; [2] to use THE JOURNAL for regular class study and discussion at least once a month; [3] and to make sure that students report their teaching address to the NEA in September following graduation or as soon thereafter as the teaching address is known.

In the following list, the name of the city is followed by that of the school and the president, and the number of student members enrolled.

FOUR YEARS

- CALIFORNIA—*Fresno*, Fresno State College, Frank W. Thomas, 78; *San Jose*, San Jose State College, T. W. MacQuarrie, 42
ILLINOIS—*Normal*, Illinois State Normal University, R. W. Fairchild, 370
KENTUCKY—*Richmond*, Eastern Kentucky State Teachers College, H. L. Donovan, 25
MARYLAND—*Salisbury*, Maryland State Teachers College, J. D. Blackwell, 13; *Towson*, Maryland State Teachers College, Lida Lee Tall, 55
MICHIGAN—*Kalamazoo*, Western State Teachers College, Paul V. Sangren, 111
MISSOURI—*Kirkville*, Northeast Missouri State Teachers College, Walter H. Ryle, 19; *Maryville*, Northwest Missouri State Teachers College, Uel W. Lamkin, 94
NEBRASKA—*Kearney*, Nebraska State Teachers College, Herbert L. Cushing, 44
NEW JERSEY—*Trenton*, New Jersey State Teachers College, R. L. West, 78
NEW MEXICO—*Las Vegas*, New Mexico Normal University, Harry C. Gossard, 28
OHIO—*Kent*, Kent State University, James O. Engleman, 250
OKLAHOMA—*Alva*, Northwestern State Teachers College, Ernest E. Brown, 53
PENNSYLVANIA—*Indiana*, State Teachers College, Samuel Fausold, 36; *Shippensburg*, State Teachers College, Albert L. Rowland, 45
TENNESSEE—*Clarksville*, Austin Peay Normal School, P. P. Claxton, 17

THREE YEARS

- ARIZONA—*Tempe*, Arizona State Teachers College, Grady Gammage, 42

- ARKANSAS—*Arkadelphia*, Henderson State Teachers College, J. P. Womack, 20
CALIFORNIA—*Chico*, Chico State College, Aymer J. Hamilton, 77; *San Francisco*, San Francisco State College, Alexander C. Roberts, 96
COLORADO—*Gunnison*, Western State College of Colorado, C. C. Casey, 6
CONNECTICUT—*New Britain*, Teachers College of Connecticut, Herbert D. Welte, 93
DISTRICT OF COLUMBIA—*Washington*, Miner Teachers College, Eugene A. Clark, 82; *Washington*, James Ormond Wilson Teachers College, Edgar C. Higbie, 63
FLORIDA—*Gainesville*, University of Florida, College of Education, J. W. Norman, dean, 22
GEORGIA—*Milledgeville*, Georgia State College for Women, Guy H. Wells, 27
ILLINOIS—*Carbondale*, Southern Illinois State Normal University, Roscoe Pulliam, 44; *Charleston*, Eastern Illinois State Teachers College, Robert G. Buzzard, 59; *DeKalb*, Northern Illinois State Teachers College, Karl L. Adams, 156
IOWA—*Cedar Falls*, Iowa State Teachers College, Orval R. Latham, 18; *Fairfield*, Parsons College, Clarence W. Greene, 10; *Pella*, Central College, Irwin J. Lubbers, 25
MAINE—*Gorham*, Western State Normal School, Walter E. Russell, 101
MARYLAND—*Frostburg*, Maryland State Teachers College, John L. Dunkle, 29
MINNESOTA—*St. Cloud*, State Teachers College, George A. Selke, 18
NEBRASKA—*Peru*, Nebraska State Teachers College, W. R. Pate, 20; *Wayne*, Nebraska State Teachers College, J. T. Anderson, 26
NEW HAMPSHIRE—*Keene*, Keene Normal School, Walter E. Mason, 14
NEVADA—*Reno*, University of Nevada, School of Education, Fred W. Traner, dean, 57
NEW JERSEY—*Paterson*, New Jersey State Teachers College, Clair S. Wightman, 15
NEW YORK—*Buffalo*, State Teachers College, Harry W. Rockwell, 107; *Potsdam*, State Normal School, R. T. Congdon, 117
NORTH DAKOTA—*Minot*, State Teachers College, George A. McFarland, 13
OHIO—*Oxford*, Miami University, School of Education, E. J. Ashbaugh, dean, 142
OKLAHOMA—*Tahlequah*, Northeastern State Teachers College, John Vaughan, 7; *Weatherford*, Southwestern State Teachers College, W. W. Isle, 52
OREGON—*La Grande*, Eastern Oregon Normal School, Charles A. Howard, 35
PENNSYLVANIA—*California*, State Teachers College, Robert M. Steele, 124; *Mansfield*, State Teachers College, Joseph H. Noonan, 79; *Millersville*, State Teachers College, Landis Tanger, 132; *Slippery Rock*, State Teachers College, Charles S. Miller, 54; *West Chester*, State Teachers College, Charles S. Swope, 146
SOUTH DAKOTA—*Aberdeen*, Northern Normal and Industrial School, Carl G. Lawrence, 22; *Madison*, Eastern State Normal School, V. A. Lowry, 2
TEXAS—*Commerce*, East Texas State Teachers College, Sam H. Whitley, 1
UTAH—*Salt Lake City*, University of Utah, School of Education, Milton Bennion, dean, 58
VERMONT—*Johnson*, State Normal School, Donald W. McClelland, 27
VIRGINIA—*Farmville*, State Teachers College, J. L. Jarman, 56; *Williamsburg*, College of William and Mary, K. J. Hoke, dean, 38

- WASHINGTON—*Bellingham*, Western Washington College of Education, C. H. Fisher, 146
WEST VIRGINIA—*Athens*, Concord State Teachers College, J. Frank Marsh, 27
WYOMING—*Laramie*, University of Wyoming, College of Education, Charles R. Maxwell, dean, 69

TWO YEARS

- CALIFORNIA—*Arcata*, Humboldt State College, Arthur S. Gist, 7
IDAHO—*Lewiston*, Lewiston State Normal School, John E. Turner, 76
ILLINOIS—*Carlinville*, Blackburn College, William M. Hudson, 32
INDIANA—*Muncie*, Ball State Teachers College, L. A. Pittenger, 21; *Terre Haute*, Indiana State Teachers College, Ralph N. Tirey, 71
KENTUCKY—*Murray*, Murray State Teachers College, James H. Richmond, 14
MAINE—*Farmington*, State Normal School, Wilbert G. Mallett, 100
MICHIGAN—*Mt. Pleasant*, Central State Teachers College, E. C. Warriner, 63
NEW JERSEY—*Montclair*, New Jersey State Teachers College, H. A. Sprague, 187
NEW YORK—*Albany*, New York State College for Teachers, A. R. Brubacher, 207; *Brooklyn*, Pratt Institute, Frederic B. Pratt, 14; *Hamilton*, College University, George B. Cutten, 18; *Oneonta*, State Normal School, Charles W. Hunt, 84
NORTH CAROLINA—*Cullowhee*, Western Carolina Teachers College, H. T. Hunter, 20
OREGON—*Albany*, Albany College, Thomas W. Bibb, 9
PENNSYLVANIA—*Bloomsburg*, State Teachers College, Francis B. Haas, 56; *East Stroudsburg*, State Teachers College, T. T. Allen, 74
TEXAS—*Huntsville*, Sam Houston State Teachers College, Charles N. Shaver, 82
WISCONSIN—*LaCrosse*, LaCrosse Teachers College, George M. Snodgrass, 36; *Ripon*, Ripon College, Silas Evans, 24

CURRENT YEAR

- ALASKA—*College*, University of Alaska, Charles E. Bunnell, 6
CONNECTICUT—*Danbury*, State Normal School, Ralph C. Jenkins, 33
KANSAS—*Hays*, Fort Hays Kansas State College, C. E. Rarick, 30
MAINE—*Presque Isle*, Aroostook State Normal School, San Lorenzo Merriman, 20
MISSOURI—*Warrensburg*, Central Missouri State Teachers College, George W. Diemer, 42
NEW YORK—*Cortland*, State Normal School, H. D. DeGroat, 36; *Geneseo*, State Normal School, James B. Welles, 73
NORTH CAROLINA—*Asheville*, Asheville Normal and Teachers College, John E. Calfee, 25
NORTH DAKOTA—*Ellendale*, State Normal and Industrial School, J. C. McMillen, 9
OHIO—*Bowling Green*, Bowling Green State University, R. E. Offenbauer, 80
PENNSYLVANIA—*Lock Haven*, State Teachers College, John G. Flowers, 63
VERMONT—*Lyndon Center*, State Normal School, Rita L. Bole, 21
VIRGINIA—*Harrisonburg*, State Teachers College, Samuel P. Duke, 16
WISCONSIN—*Platteville*, State Teachers College, A. M. Royce, 3; *River Falls*, State Teachers College, J. H. Ames, 32; *Whitewater*, State Teachers College, C. M. Yoder, 94

THERE IS SOMETHING especially friendly about a convention, a something that warms the heart, skips the first two chapters of the book on "Introductions" and "Polite Conversation" and begins immediately on "Friendship." The perfectly strange teacher at the general assembly turned and confided, "You know, I do like organizations. I suppose if ever I do get to heaven, and St. Peter says, 'Now, we have tenure and retirement up here, and this is your vacation on full pay; you are to forget all about paper grading and report making,' I might get thru Saturday and Sunday all right. But something tells me that when Monday morning came around, I should begin looking for all the little angels and get a class together in *The Growing of Pinfeathers*, or *A Course of Study in Harp Appreciation*."—Naomi White in *The Oklahoma Teacher*, March 1938.

COUNTY HONOR ROLL

The following counties have reported 100 percent enrolments for the current year, 1937-38. The county is given in *italic*. The superintendent's name follows that of the county.

ALABAMA—*Chilton*, Luther E. Little; *Montgomery*, C. M. Dannelly; *St. Clair*, James A. Baswell
FLORIDA—*Palm Beach*, John I. Leonard
GEORGIA—*Decatur*, Andrew Avery; *Glynn*, G. W. Wannamaker
KENTUCKY—*Bullitt*, W. H. McFarland; *Campbell*, J. W. Reiley; *Fayette*, D. Y. Dunn; *Kenton*, Robert E. Sharon; *McCreary*, Wm. O. Gilreath; *Nelson*, Chas. W. Hart
LOUISIANA—*Acadia*, A. T. Browne; *Ascension*, L. J. Babin; *Avoyelles*, L. A. Cayer; *Catahoula*, H. W. Wright; *Iberia*, L. G. Porter; *St. Charles*, J. B. Martin
MARYLAND—*Queen Annes*, Franklin D. Day
NEVADA—*Clark*, Eureka, Ormsby
OHIO—*Carroll*, L. X. Johnson; *Clinton*, Carl H. Shanks; *Crawford*, Kenneth W. Whaley; *Hardin*, F. C. Ransdell; *Logan*, Glenn Drummond; *Sandusky*, H. E. Ryder
PENNSYLVANIA—*Berks*, A. F. Kemp; *Pike*, C. B. Dissinger; *Tioga*, Walter G. Clark
SOUTH CAROLINA—*Lexington*, H. O. Harman
TENNESSEE—*Davidson*, W. C. Dodson; *Shelby*, Sue M. Powers
UTAH—*Box Elder*, Hervin Bunderson; *Duchesne*, W. J. Bond; *Emery*, W. O. Bickmore; * *Jordan Dist.*, C. N. Jensen; * *Juab Dist.*, Ralph F. Nilsson; *Morgan*, J. R. Tippets; *Piute*, J. E. Oscarson; *San Juan*, H. Lloyd Hanson; * *South Sanpete Dist.*, L. E. Anderson; *Utah*, David Gourley and Owen L. Barnett; *Wasatch*, Clarence Ostlund; *Weber*, Keith Wahlquist
VIRGINIA—*Nansemond*, H. V. White

* Utah operates under a consolidated system. For the most part, counties and school districts are identical. The districts marked with an asterisk represent approximately one-half counties.



New Life Enlistments

THE TOTAL NUMBER of Life Members enrolled in the National Education Association prior to April 1 was 5916. The following Life Members have been reported since the list was published in the April JOURNAL:

CALIFORNIA—Mabel Seeds Spizzy
GEORGIA—Edith Ruth Brown
HAWAII—Cecil K. Dotts
ILLINOIS—E. N. Cassidy, Marion Jordan
MICHIGAN—Stanley B. Biernacki, M. A. Kopka
NEW YORK—Helen Keller
TEXAS—Ona Manahan, C. L. Yarbrough

Completed Enrolments

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

SEVENTEEN YEARS

CALIFORNIA—*Santa Barbara*, Lincoln

EIGHTEEN YEARS

MINNESOTA—*Minneapolis*, John Hay

FIFTEEN YEARS

MICHIGAN—*St. Joseph*, Washington
TEXAS—*Beaumont*, Averill Elem

FOURTEEN YEARS

CALIFORNIA—*Monrovia*, Monroe; *Oakland*, Emerson

THIRTEEN YEARS

MINNESOTA—*Minneapolis*, Whittier
PENNSYLVANIA—*Reading*, 10th and Green Sts.
WISCONSIN—*New London*, Dixon High, Lincoln, McKinley, Northport

TWELVE YEARS

HAWAII—*Hookena*, Alae
OHIO—*Maumee*, Maumee Public Schools, Fort Miami, High, Riverside, Union
PENNSYLVANIA—*Delaware Co.*, Ridley Park Borough Public School

ELEVEN YEARS

HAWAII—*Honokaa*, Kapulena; *Kawailoa*, Oahu
MICHIGAN—*Detroit*, Edgar Guest
OHIO—*Ashtabula*, W. Ave. Grade
TEXAS—*Texarkana*, Junior College

TEN YEARS

INDIANA—*Newcastle*, Weir
NEW YORK—*Rochester*, L. H. Morgan
OHIO—*Willoughby*, Browning
PENNSYLVANIA—*Reading*, 15th and Perkiomen Sts.

NINE YEARS

HAWAII—*Anahola*, Kauai, Anahola; *Hilo*, Union, Kaiwika; *Kurtistown*, Kurtistown; *Lihu*, Kauai, Lihue; *Pahoa*, Kalapana [Cont. on page A-106]

TEACHER TRAINING HONOR ROLL

TEACHER-TRAINING INSTITUTIONS are the springs of professional spirit for prospective teachers. Membership in professional organizations is an outward and visible symbol of an inward grace. Professional ideals must be taught but professional spirit must be caught. From institutions where the members of the faculty are enthusiastic members of their professional organizations—local, state, and national—the graduates are likely to have a personal understanding of the importance of co-operative action and a proper professional perspective. The following teacher-training institutions have reported the enrolment of all members of their faculties in the NEA for the year 1937-38. The name of the president follows the name of the college.

ALABAMA—*Jacksonville*, State Teachers College, C. W. Dugette
ARIZONA—*Phoenix*, Phoenix Junior College, E. W. Montgomery
GEORGIA—*Young Harris*, Young Harris College, T. J. Lance
IDAHO—*Albion*, Albion State Normal School, R. H. Snyder
ILLINOIS—*Charleston*, Eastern Illinois State Teachers College, R. G. Buzzard; *Normal*, Illinois State Normal University, R. W. Fairchild
KENTUCKY—*Murray*, Murray State Teachers College, James H. Richmond; *Richmond*, Eastern Kentucky State Teachers College, H. L. Donovan
MAINE—*Gorham*, Western State Normal School, Walter E. Russell; *Machias*, Washington State Normal School, P. H. Kimball; *Presque Isle*, Aroostook State Normal School, San Lorenzo Merriman
MISSOURI—*St. Joseph*, St. Joseph Junior College, Nelle Blum; *St. Louis*, Harris Teachers College, C. G. Vannest; *Stowe*, Stowe Teachers College, Ruth M. Harris
NEBRASKA—*Kearney*, Nebraska State Teachers College, Herbert L. Cushing
NEW YORK—*Geneseo*, Geneseo State Normal School, Jas. B. Wells; *New Paltz*, State Normal School, L. H. van den Berg
NORTH DAKOTA—*Grand Fork*, School of Education, University of North Dakota, J. V. Breiwieser; *Park River*, Walsh Co. Agriculture and Training School, E. J. Tainor
PENNSYLVANIA—*Bloomsburg*, Bloomsburg State Teachers College, Francis B. Haas; *California*, State Teachers College, Robert M. Steele; *Edinboro*, State Teachers College, Carmon Ross; *Indiana*, State Teachers College, M. J. Walsh; *Kutztown*, State Teachers College, Q. A. W. Rohrbach; *Mansfield*, State Teachers College, Wm. R. Straughn; *Slippery Rock*, State Teachers College, C. S. Miller
SOUTH DAKOTA—*Aberdeen*, The Northern Normal and Industrial School, Carl G. Lawrence
WISCONSIN—*Ashland*, Ashland County Normal School