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**NATIONAL EDUCATION ASSOCIATION
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**FEBRUARY
1939**

Cleveland Convention Program, Pages 40-44

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

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Between Editor and Reader

AT THE TURN of the year we sent a letter to a number of educational leaders, asking for a brief list of the books read recently which had helped them most. A typical reply comes from Superintendent Willis A. Sutton of Atlanta, who, tho one of the busiest of men, does not neglect to cultivate and enrich his mind: "The new biography of Leonardo da Vinci by Antonina Vallentin is one of the grandest books I have ever read, and would be wonderfully helpful to all teachers. Dr. Counts' *Prospects of American Democracy* is outstanding. I have reread *The Living Universe* by L. P. Jacks; I cannot think of a book that would mean more to the teachers of this country. Marquis James' *Life of Andrew Jackson* is another very great book."

Books suggested by others include some of those on Dr. Sutton's list. Additional titles are: James Henry Breasted's *Dawn of Conscience*; J. B. Bury's *History of Freedom of Thought*; Stuart Chase's *The Tyranny of Words*; David Coyle's *Roads to a New America*; *Education for American Life*, The Regents' Inquiry; the three books published by the Educational Policies Commission; Bertram B. Fowler's *Consumer Cooperation in America*; Harry Gideonse's *Higher Learning in a Democracy*; Arthur E. Hertzler's *The Horse and Buggy Doctor*; Lewis Mumford's *The Culture of Cities*; Marjorie Kinnan Rawlings' *The Yearling* (a novel); Hendrik Van Loon's *Our Battle*.

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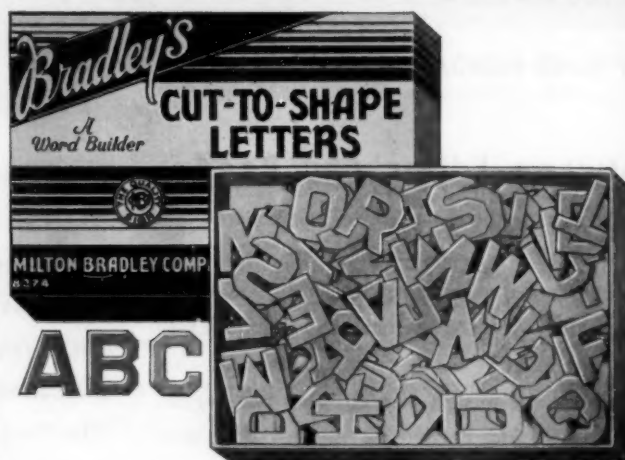
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The Crisis of Democracy

HAROLD L. ICKES, SECRETARY OF THE INTERIOR

ACROSS THE SEAS a new dark age seems to be well on its way, more terrible than any in the past because the resources of modern science are at its disposal. The art of war has become the supreme, all-pervading art of life. No task of military science, however staggering, seems to be beyond the skill and boldness of man, while no task of peaceful adjustment, however small, seems capable of solution by human minds. This is the story of human progress in the year 1938. . . .

"One by one, in other lands, the lamps of reason are going out." Whether they will be relighted in our time, or in our children's time, no one may dare to say. Will they grow dim in our own country, too? Five years ago, when the darkness first began to settle over Europe, no intelligent man or woman in this country would have taken this question seriously. Tonight no intelligent man or woman can think of much else. Tonight every one of us might declare with Thomas Jefferson: "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man. . . ."

Our times are fraught with a serious threat to democracy as we have known it. Countries that today enjoy the blessings of liberty under democratic forms of government tomorrow may find themselves deprived of those liberties by a totalitarian dictatorship. . . . Men and women whose unfortunate lot it is to live under a modern despotism are not permitted to seek happiness as individuals. They are pawns of a totalitarian state, cannon fodder, political robots, sterilized intelligences who may not live their own lives in their own way; who may not express their thoughts freely; who may not worship God according to their own consciences; who may not vote unless prepared to vote "yes."

And let us make no mistake. Totalitarianism is on the march. We are not safe. Totalitarianism is insidiously boring today from within the temple of our own liberties as well as assaulting it from without. It rides the radio waves, spews from the presses, soars thru the air in bombing planes, slinks under the sea in submarines, and crosses the surface of the earth to a chorus of clanking tanks. Never has any foe of civilization moved so mysteriously, so unerringly, with such deadly swiftness, or over so wide a territory. Nations that are powerful and once were proud, with heads humbly bowed, back meekly from its Presence.

But if we are men and women worthy of our forebears we will not stop with weeping about what has happened in other nations, or stop with apprehension of what may happen to us. Rather we will begin right here and now to do whatever needs to be done so that it *cannot* happen to us. *What needs to be done?*

First of all, it seems to me, we need an acid bath of self-examination that will bite thru all false slimes of snobbishness, of exclusiveness, of petty jealousies and petty prides of caste, and get down to a clean, hard core of realization that the interests of all Americans are one. . . . Funda-

mentally our trust is in each other. Fundamentally ours is an intellectual rather than an emotional allegiance; an allegiance not to a past but to a future; an allegiance to a belief that many peoples, if they are competent and of goodwill, can best serve themselves and each other in a common endeavor; can make a new race and a new people and a new world better than ever were before.

America has often been called a melting pot. But the figure is misleading if it means that we are all shaped to a common mold. I prefer to think of America as a symphony, in which the sound of each instrument is distinct and valuable for its own sake and yet blends into the total harmony. Our country was founded on this conception.

All of us—or our fathers or fathers' fathers—came here in this hope and came here eagerly. . . . The strength of America is the strength of many strains, gaining in vigor and accomplishment in the free air of a free country.

OUR FIRST LINE of defense against Fascism is a passionate devotion to the American ideal of fraternity and equality of opportunity for all Americans, regardless of origin or mythical descent. We must implement that belief with the understanding—at the level of action—that the legal reality of the spirit of tolerance is the protection of the civil liberties of the individual, and that the civil liberties of the American people are a seamless web in which the injury of the liberty of one is the injury of the liberty of all.

Sometimes in our disparities of economic status we forget this. Sometimes the owner of a great newspaper can fly into a tantrum about the freedom of the press on the same day that he gives editorial approval of vigilante action against members of a migratory workers' union exercising the civil liberty of the right of free assembly in the course of a strike. Such a newspaper owner forgets that if public opinion is led to acquiesce in the denial of the right of freedom of assembly to the migratory worker, public opinion is already halfway led to acquiescence in the denial of the freedom of the press.

Today there are countries of Europe where rich industrialists in the grip of a dictator have as little civil liberty as a migratory worker has in the grip of a vigilante committee. But those rich industrialists themselves began digging the grave of their own liberty six years ago when they subsidized a dictator on his promise to "solve" their labor troubles by suppressing strikes and depriving workingmen of what we would call their civil liberties. Rich Jews who subsidized campaigns of hate against their own people, in this same thoughtless way, did not sense the subtlety of a dictator who cunningly reasoned that those whom you intend to rob, you should first cause to be hated.

Any American who looks ahead—rich man or poor man—to the preservation of the liberty of his country or to the liberty of himself or of his children has no choice but to come to the aid of any group in this country that is vic-

timized in the enjoyment of civil rights. Nor is there any use in blinking the fact that there are too many traces in this country of Fascism on a small scale. . . .

IN THE last twenty-five years government, state and federal, has struggled particularly hard to utilize the powers given it under the Constitution to create economic conditions under which the great mass of the people would feel convinced of justice and security. These efforts have included attempts at the establishment of minimum wages and maximum hours, the prohibition of child labor, the encouragement of the unionization of labor, the reasonable stabilization of farm and industrial markets, the conservation and development of natural resources, and the regulation of utilities and other public businesses in private hands.

Consistently the lawyers representing the interests that wished to block such efforts have invoked the Bill of Rights to protect their clients. Until two years ago, for instance, they had argued successfully that it interfered with the freedom of a charwoman to work if an employer is not permitted to underpay her. . . .

More and more the guaranties of civil liberties that are available in no other land and to which minorities in this country have looked for protection depend for real effectiveness upon the full use of the affirmative powers given to government to safeguard the life of the nation. Guaranties of tolerance written on parchment are nowhere near as important as guaranties that are written in the hearts and the character of the American people so long as these are not embittered by economic distress.

Tolerance and concern for fair play are virtues which do not flourish in the stony soil of economic want and social distress. They are flowers that grow only when nurtured by a fertile soil and warm sun. . . . In a world of aggression and of sudden and imperfectly understood economic disruptions no minority has any assurance of tolerance and fair play unless, by the affirmative use of governmental power, we succeed in this generation in collaborating with the private processes of economic enterprise so as to enable every class of our society to live at least on a level of civilized decency. Those of us whose circumstances lie in fortunate places are a little too prone to bear with fortitude the hardships of a goodly portion of our fellow countrymen.

No one is naive enough to believe that Fascism is simply a congenital meanness of spirit that is somehow born into a generation. The insecurity of great masses of people breeds desperate hopes and desperate measures. The pattern here is similar to the one in certain foreign lands. There the solution for economic security is to exclude the helpless minorities from the economic life of the nation and to put the nation on the basis of a war economy. . . . Theirs is a tragic confession of the failure of the economic machine to function on a peacetime basis.

If we in this country want really to protect ourselves against the insane delusion that only by war can people survive, the road lies open before us. The leaders who today are pouring out their energies to improve the lot of the common man are saviors, not of a class, but of the American system itself. Those whose energy is bent on obstruct-

ing such efforts must assume a grave responsibility. . . .

Farseeing men know only too well the strains upon our way of life of a war abroad and its inevitable economic consequences. It will take cool judgment for our people to appraise the repercussions of economic change in other lands. And only a people completely convinced—at the bottom as well as at the top—that their system of government best serves their social and economic interests will have such a judgment. It has become one of the elements of our own self-protection that we bring the forces of social justice within our own borders to equilibrium—in time. The state of our law and the state of our sense of social justice have become almost as important items in our scheme of national defense as armaments themselves. They must be made right—in time. . . .

No man who loves his country and his people and his liberty has any intelligent choice but to help with all his energy, with all his money, with all his heart and soul. And no one can escape the responsibility of enlisting on one side or the other in the lines that are forming, as surely as if on a battlefield, to hammer out the answer. . . . The struggle that is going on all over the world today between dictatorship and repression on the one hand and democracy and tolerance on the other is a battle in which there can be no noncombatants any more than when physical war is being waged. "He who is not with me is against me."

The battlefield of politics is indeed a muddy battlefield; a field over which few men of sensitiveness like to struggle. But no man, no matter how fine-grained he may think he is, no matter how culturally superior to his fellows he may consider himself to be, can refuse to fight on any battlefield on which his fellows have to fight when the liberties of all are in danger. . . .

LET US go back over the trail that we have been unwinding. From hatred and intolerance abroad to a new sense of Americanism here; from new beliefs in Americanism here to the protection of the civil liberties of all here; from the protection of civil liberties here to economic justice and stability here; from economic stability here to political support of a bona fide liberal leadership here. How long that trail! But how straight that trail! . . .

The most effective something that you can do about it here and now is to support with your courage, with your energy, with your time—yes, and with your money which will mean nothing to you without your liberty—the cause of liberalism. Liberalism is the deadly enemy of Fascism. Where liberalism maintains a sturdy growth, totalitarianism with its oppressions cannot take root. . . .

If America has learned one thing from recent events, it is that she must depend upon herself to protect her liberties and maintain her territorial integrity. America wants peace—peace beyond any other earthly thing—but America will guide her course by the knowledge that the only assurance of peace is ability and determination to maintain peace. And as a final guaranty of peace and of the right to live our lives as we see fit, both now and in the future, America knows that she can confidently rely upon the devotion of her daughters and the valor of her sons.—From an address before the Hollywood Council for Democracy, Los Angeles.

LET'S TAN A HIDE

Pedagogy thru Pictures

1—We put the small calf hide into a wooden bucket containing two gallons of water, a half gallon of salt, and three ounces of sulphuric acid—and left the hide there for a week and a half.

2—When we took the hide from the sulphuric acid, we used sticks so that we would not burn our hands. We washed the hide in a tub of clean water because sulphuric acid is poisonous.

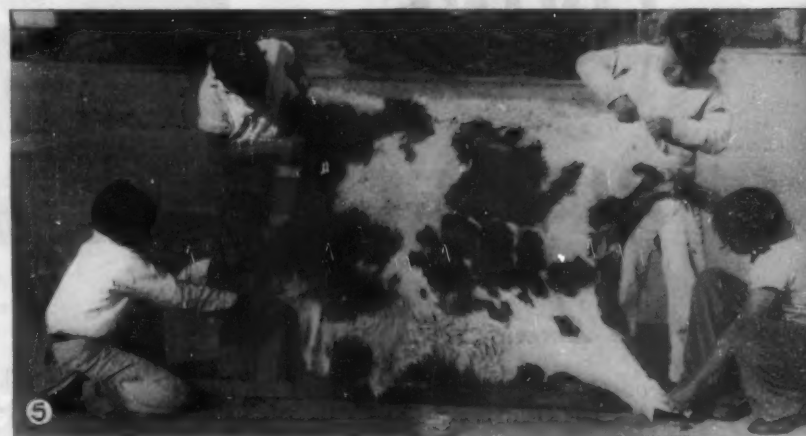
3—We rubbed the hide between our hands to make it soft.

4—After scraping the hide, we rubbed in neat's foot oil. We poured it on little by little every day until we had rubbed in a quart.

5—We put the hide on a wooden frame to stretch it.

6—Our teacher brought a half-gallon of gasoline and two stiff brushes. Then we put gasoline on the side which had the hair. We rubbed and rubbed till the hide was clean. We put neat's foot oil on the smooth side, so it would not get hard. We put newspaper under it so it would not get dirty.

"LET'S TAN A HIDE," suggested Bob, and the rest of the class said, "Let's" in enthusiastic assent. And so a group of fifth graders in Santa Barbara, California, that had been learning about the "basic functions of human living in the United States," carried out the project described here. The pictures and story—as told by the children—will aid other classes in developing similar units.





LIVING *as* PIONEERS

Emma Schuetz

*Fourth-Grade Teacher, Jefferson
School, Sheboygan, Wisconsin*

IN OUR STUDY of home geography, the boys and girls of the fourth grade became very much interested in the early settlers, who were the children's ancestors and the people who helped to make our great United States. The children became eager to learn from their parents and grandparents about the struggles and trials of these early people, how the land was cleared, and the kinds of homes, work, schools, food and clothing, and leisure which prevailed.



*Above—"Corn in Colonial Days"; below—
miniature covered wagons and Colonial village*

After a good deal of information had been drawn from the pupils' parents, grandparents, other relatives, and friends, many interesting stories, experiences, and discussions followed. It was brought out how difficult making a living was in those early days with only crude and home-made tools, no conveniences in the home, very little machinery, and few of the inventions which so many now enjoy. At the same time, the pupils realized that the virgin soil and the primeval forest offered food, fur, and game in abundance. Only the ingenuity of the pioneer and the friendliness of the Indian were needed to make possible food, shelter, and clothing.

The children became eager to know how some of these early tools, which now have been supplemented by our electric-driven machinery, looked and how they were operated. A trip to the museum, which is in charge of the Sheboygan County Historical Association, was suggested and arranged. Here the children found displayed a collection of many old-time objects whose operations were ably explained by the keeper. To their delight they saw the old spinning wheels, the looms, earliest clocks, plows, flat irons, hour glasses, costumes, uniforms, Indian relics, bows and arrows, and yokes of oxen which they had heard their grandparents tell about.

The children brought from the library books telling about pioneer life. They told stories in class from what they had read; they tried to gather more knowledge from conversations at home; they told what they had seen in movies regarding the early settlers; and finally suggested that they had at home in the attic some very old things which they would like to bring to school.

The boys and girls decided that they would like to make a log cabin and furnish it with many relics which they could find at the homes of their grandparents and other relatives. With the assistance of the janitor, the framework of the cabin, which consisted of narrow strips of wood, whose dimensions were 7x8x9 feet, was constructed in a corner of the schoolroom. Brown wrapping paper, which comes in large rolls, was painted with alabastine to represent logs and used to cover the framework.

The room was divided into groups, each having a specific type of work, some doing measuring, others mixing and preparing colors, and others painting. There were crews of painters who, when experienced, trained others as their assistants. The strips of paper when pasted together had the dimensions of a side or wall. Each wall was done separately and laid on the floor while being painted and later fastened to the framework with thumb tacks. A window made from wax-paper was set in on one side, corresponding to oil-paper used by pioneers.

When the cabin was completed, it was furnished with fireplace, big iron kettle, a rocker, spinning wheel, sampler, flat irons, clock, lantern, candle holder and candle, coffee grinder, scale, kerosene lamp, some very old shawls, and hand-woven rug. How happy the children were to see their cabin completed! Every child in the room had helped in the construction. It was large enough to hold ten people at one time and sufficiently high for a man six feet tall to enter with ease.

Next to the cabin, set against a background of forests and Indians, painted with alabastine on wrapping paper, by the children, were a miniature Colonial village in a sand table, and a scene of the covered wagons on their long trek to the West. The little village, complete with cabins, people, a church, trees and animals, was circled by a stockade built of corrugated cardboard. An Indian set-

tlement lay nearby with a little lake and canoes. The human figures and animals were modeled with clay. The covered wagons, drawn by horses, were shown fording a stream. The drivers of the horses were made of clay, and were followed by their dogs. Women and children were lingering on the ground, while some of the last wagons were preparing to cross the stream.

In addition to the art work, there was a display table which had many antiques and which amused and interested the visitors. Each item was brought in by the children. There were a 100-year-old sugar bowl, a jewelry box a century and a half old, cut-glass wine goblets dating far back, a pewter coffee pot, an enormous cup and saucer with a capacity many times greater than the average, corn cob dolls dressed by children, a log cabin quilt, old shawls, two vases from the Chicago Centennial of 1876, and old cut-glass dishes brought over from Europe.

There was also a collection of pictures showing pioneer life. These pictures from newspapers and magazines, neatly mounted by the children, showed the homes and experiences of famous pioneers like Columbus, Lincoln, and Washington.

In addition, there was a display of pic-

tures which the children had painted in art class showing those phases of pioneer life which interested them most. These included such pictures as Vikings, people making soap or candles, spinning, weaving, going to church.

For visitors who came to see the interesting display the pupils presented the play called "Corn in Colonial Days" by M. Louise C. Hastings, and a little "moving picture show." Every child had taken part in the making of these pictures. As the pictures appeared on the screen, a story in explanation was told by the boys and girls.

What a pleasure it has been to the children to have lived this project, and I'm sure it will long remain in their memories.

Right—Interior of the log cabin built by the children; below—the log cabin and collection of antiques.



LET'S STAKE OUR CLAIM



Model of the Mayflower in the U. S. National Museum, Washington, D. C.



The spirit of pioneering—in which our country was founded and expanded—must prevail in the schools.

IN CONTRAST with the rapid westward expansion and settlement of the federal domain of half a century ago, the curtain has now all but fallen on the day when one can stake his claim to a share of America's heritage of surface soil and subsurface wealth. Thus has passed an era fabulous in its material rewards to many for daring courage and magnificent physical strength and endurance. Paralleling this era of settlement and passing of land into private ownership, and promising to continue, other claims have been staked by those who have applied inventive genius to the problem of providing means whereby the vast potential physical resources of America might be made actually available to all of our people.

Thus our country has reached the happy place where, according to the considered judgment of economists and engineers of the Brookings Institution and the National Survey of Potential Product Capacity, what we like to think of as an American standard of living *can* be provided for all of the American people. Unfortunately, however, in spite of splendid advances made within certain groups, there has been no such general rise in living standards as courage, daring, inventive genius, and accumulated capital now make possible.

One contributing cause is insufficiency of income of those families which would normally consume what *can* be provided. Economists indicate that 42 percent of the families in the United States had incomes of \$1500 or less in 1929. Not only so, but these 12,000,000 fami-

lies had an aggregate income of \$10,000,000,000 while 36,000 families, or 0.1 percent of the total, received \$9,800,000,000. Now, it seems reasonably clear that a family can actually consume only about so much food, clothing, shelter, and other ordinary goods and services which go into the American standard of living. What is to be done with the surplus income which these 36,000 families in the brackets above \$75,000 have to spend? They cannot spend it all. If they invest it, obviously they expect a return more or less handsome upon their investment. But already many are idle. The physical plant of the United States produces now more goods than consumers, most of them with limited incomes, can take from the market. Thus the low incomes of large numbers of families not only prevent these families from maintaining the American standard of living, but actually, when investment thus becomes unprofitable, undermine the very foundations of capital and the capitalistic system.

At this juncture it may pay to recall the considered judgments and statesmanlike foresight of some outstanding figures of American history:

"We are free today substantially, but the day will come when our Republic will be an impossibility. It will be an impossibility because wealth will be concentrated in the hands of a few."

"I see in the near future a crisis approaching, that unnerves me and causes me to tremble for the safety of my country. As a result of the war, corporations

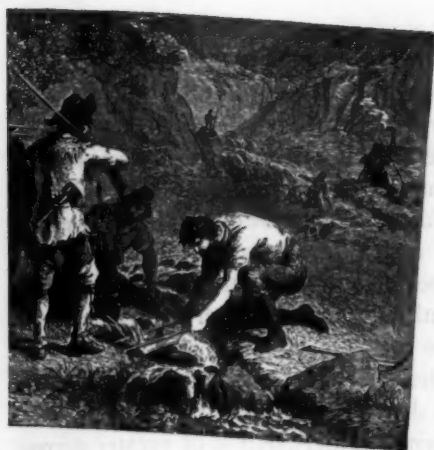
have been enthroned and an era of corruption in high places will follow, and the money power of the country will endeavor to prolong its reign by working on the prejudices of the people until all wealth is aggregated in a few hands, and the Republic is destroyed. I feel at this moment, more anxiety for the safety of my country than ever before, even in the midst of war."

"The masters of the government of the United States are the combined capitalists and manufacturers of the United States. The government of the United States at present is a foster child of the special interests. It is not allowed to have a will of its own. The government, which was designed for the people, has gotten into the hands of bosses and their employers—the special interests. An invisible empire has been set up above the forms of democracy."

Do you regard these the hasty and ill-considered views of the typical soap-box orators? The first speaker is James Madison; the second, Abraham Lincoln; and the third, Woodrow Wilson.

Let us follow this matter farther, to discover what really were the foundation stones of the fathers who erected the first permanent white settlement on the shores of North America and sought to establish a type of government which might lean away from old world aristocracy and build American democracy. Said Daniel Webster at the two hundredth anniversary of the landing at Plymouth Rock:

"They came to a new country. There were as yet no lands yielding rent, and no tenants rendering services. The whole soil was unreclaimed from barbarism. They



Gold prospectors—from an old print

ROBERT D. BALDWIN

College of Education, West Virginia University, Morgantown

dition of pioneering is to persist, lie in the realm of the social. If the potential material benefits are to be realized, our schools must drive deep the social claim-stakes of truth, justice, freedom, and clear-visioned patriotism. They must enable youth today to solve the problem of the more even distribution of income and wealth, and others which thus far America has failed to solve. They must do this not by violent revolution and overthrow of our American government and economy. The pattern ahead is not clear enough to warrant such action. But, within the framework of American traditions for blazing new trails, they can help youth of today to see American social and economic life more clearly than we appear now to see it. Specifically, what truths can American youth be taught which hold promise of a not-too-distant better day? Teachers can do the following specific things:

[A] *They can fairly and fearlessly present the facts:*

[1] That the United States, at least, can produce enough economic goods to go around.

[2] That the Adam Smith "economic man" is by no means the acme of humanity's achievement.

[3] That liberty cannot be absolute.

[4] That regimentation is always with us, increasingly as society becomes more complex; that no more of it would exist under social and economic planning *democratically* arrived at than there is now; that such regimentation would limit chiefly man's acquisitive activities and free his personality for socially intelligent, creative, spiritual adventure and endeavor; that freedom here would be attained by paying for it with some loss of freedom in economic enterprising; that, to gain the material benefits which careful, democratic planning can yield, we must surrender some of our vaunted freedom to acquire and accumulate. (Of course the benefits derivable from sound, democratic, cooperative planning might conceivably obviate the present need to acquire and accumulate, beyond the obvious necessity that each accept the obligation to carry his share of the common burden of producing the wealth neces-

sary to sustain the general standard of living.)

[5] That the permanence of the capitalist system and of the institution of private property as now interpreted rests ultimately on the ability of this system to make good, that is to say, on its ability so to distribute income or to adjust the price level that the products which improved machinery and communication daily make potentially more abundant and available, can be consumed; that only thus can private property avoid atrophy and sterility, and achieve dynamic life; that, conversely, all effort to control volume of production to maintain price must react eventually, not only to eliminate profit from capital, but also, what is more significant to democracy, first to freeze the standard of living at the level already reached, and then to shrink it to successively lower levels; that great riches and incomes for the few far in excess of ordinary consumptive requirements not only react against the common wealth but are economically suicidal.

[B] *Teachers can make clear:*

[1] The necessity for maintaining a tolerant, open mind toward all suggestions for social-economic improvement.

[2] The essential interdependence of individuals and groups that make up society.

[3] The principle that all effort which contributes to the wealth and happiness of society is worthy; that dignity attaches to all constructive labor and abhors only sloth, idleness, and nonparticipation in the creation of wealth—failure to get into the game and play.

Having done these things, perhaps teachers must be content to let the issue rest on our American faith in the fundamental soundness of judgment of ordinary men and women. This is the faith of democracy. This is the hope of the future, provided only the common man and woman have access to clear, transparent, and unprejudiced facts. As Woodrow Wilson once said, "Let Truth and Error grapple. Who ever knew Truth to come off second best?"

In this faith America was born. In this faith it has grown to be the nation that we now know. In this faith we may expect it to continue to make its contributions not only to its own progress but perhaps to the greater growth and progress of all mankind.

were themselves, either from their original condition or from the necessity of their common interest, nearly on a general level in respect to property. Their situations demanded a parceling out and division of the lands, and it may be said that this necessary act fixed the future frame and form of their government. . . . The consequence of all these causes has been a great subdivision of the soil and a great equality of condition; the true basis, most certainly, of popular government. . . . The best government, if it could exist, would not be long acceptable, if the tendency of the laws were to create a rapid accumulation of property in a few hands and to render the great mass of the population dependent and penniless."

Please note Webster's interpretation of the foundations of American government as the parceling out and division of the lands, a great subdivision of the soil, a great equality of condition, the true basis, as he says, of popular government. Not to belabor this point, it yet seems clear that always in the minds of our most penetrating and democratic statesmen has lurked the definite and articulate fear that American democracy might some time perish because riches might supersede justice and the power that riches tend to give might override political equity.

Perhaps we may revert to the suggestion implicit in our title. In the past the claims staked have been concerned primarily with the discovery, the acquisition, and the exploitation of material resources, so that now we stand at a point where a truly American standard of living is within the grasp of all. But the promise has not been fulfilled.

Precisely at this juncture the teacher enters the current scene. For the claims now to be staked, if our American tra-

EDUCATIONAL POLICY

in the Making

CLEVELAND IN PICTURES

JOHN A. SEXSON

*President, American Association
of School Administrators*

DESPITE the reverses which education has suffered in the United States, teachers have not lost faith in education as the best guaranty that democratic institutions shall prevail; nor do they feel that the American people have lost this faith.

Prompted by a desire to maintain and build upon this faith, the American Association of School Administrators in 1935 joined the National Education

Association in creating the Educational Policies Commission, which was assigned the task of charting the relationships of the schools to free self-government. As the Commission passes its third anniversary, some of its important goals have been achieved. It has defined the functions of education in democracy, outlined the structure and administration of American schools, enumerated the essential purposes of free universal education.

The sixty-ninth annual meeting of the AASA will be held in Cleveland, Ohio, February 25-March 2, 1939. The pro-

gram will be based upon the findings and pronouncements of this Commission.

The Commission has emphasized the responsibility of the schools in laying the foundations of good citizenship. In keeping with this objective, the school administrators are dedicating the vespers on Sunday afternoon to the spirit in which the American people enter upon the discharge of their civic obligations, a spirit which determines to a great degree the strength and integrity of our nation. America has a fine tradition of loyalty and devotion to democratic ideals.

No problem of citizenship is of greater current importance than the maintenance of our freedoms—of conscience, speech, thought, and the press. On the Sunday evening program, representatives of news-distributing agencies will join with educators to lift into clear perspective the issues involved in keeping public and private channels of communication open and free from interference and designing propaganda. The press and the radio and the school have common cause in the freedom of communicating facts and ideas. The press need not expect to remain free in a society where teachers are denied freedom to search out and proclaim the truth; and, likewise, teachers may not expect the right to teach the truth in a society which denies press, radio, church, or other institutions freedom of expression.

The publication of the Policies Commission, *The Structure and Administration of Education in American Democracy*, inspires the program of the Monday morning session. The structure of our school systems is weak and ineffective at many points. The proper allocation of duties and responsibilities among administrators, supervisors, and teachers is incomplete. Issues of educational administration will be discussed from two standpoints—that of the school administrator and of the public official. The Monday evening session will emphasize a national program of sound patriotism, which includes as one of its primary objectives conservation of natural and human resources.

Problems of the schools in small communities and open country neighborhoods will have the

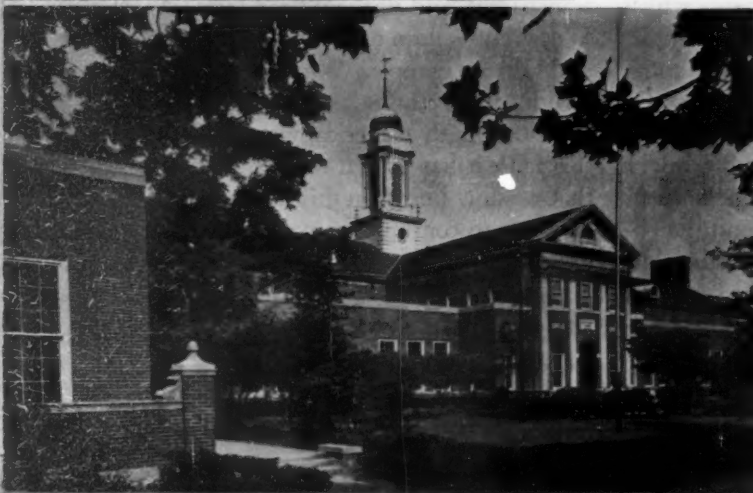
HISTORICAL

Left, statue of Moses Cleaveland, founder of the city; below, Dunham Tavern, one of Cleveland's oldest buildings, recently restored as a museum.



EDUCATIONAL

Lower left, Miles Standish Elementary School; right, on the campus of Western Reserve University



spotlight at this convention. Perhaps the most tragic result of the depression is the havoc it has wrought in the educational institutions of the smaller communities. America has been and still is a nation of homes and neighborhoods which have by kindness, cooperation, and sacrifices built for themselves a rich, nourishing culture resting solidly upon local resources. Within two decades these resources have receded. Now there are encouraging signs that they will be restored and conserved.

The seventeenth yearbook of the American Association of School Administrators will deal with problems of schools in the open country and in the smaller cities and towns. Featuring the presentation of the yearbook on Tuesday morning, there will be a "Village Revue," a dramatic portrayal of the cultural resources of villages and rural life, such as school, church, youth organizations, radio, and cinema.

Tuesday evening will be turned over to the Associated Exhibitors, who will substitute this general session for their annual banquet program, long a most popular feature of the meeting. A generous portion of this session will be devoted to entertainment in the inimitable style of the Associated Exhibitors. A high spot of the evening will be the announcement of the annual American Education Award, to be presented to Payson Smith of Harvard University, one of the few educational leaders to have been chief executive of more than one state school system, a man whose personal courage and professional ability have long been recognized by his colleagues. The award will be made by Alexander J. Stoddard, chairman of the Educational Policies Commission.

Wednesday's program will be devoted to the social foundations of education. Speakers will present the fundamental thesis upon which rests the case of public education in our democracy. The Wednesday evening session will deal with America's crime problem and with the challenge which it offers to the school. Prison wardens and other experts in reform will join discussion with those who have responsibilities in crime prevention.

On Thursday morning representatives of business and industry will discuss the production of social income essential to

the support of a rich and satisfying culture. The contribution of education to increased material production, as well as the part the schools should play in the education of intelligent consumers, will be stressed.

Monday, Tuesday, and Wednesday afternoons will be given over to group conferences. Seven divisions, dealing with areas of major interest, have been set up, so organized that there will be a continuous presentation for three days of the problems in each area. Eight series of informal conferences, extending thru the full duration of the convention, have also been arranged.

Delegates will assemble on Thursday afternoon to summarize and appraise their convention. An able panel will guide the discussion, and a printed summary of convention addresses will be in the hands of those present. The printed summary will include an appraisal of the meetings prepared by especially selected persons, a description of the exhibits, and a suitable press release for use upon return home.

The convention will close on Thursday evening with the extension of the audience, thru the medium of radio, to include citizens in every corner of the nation. America's Town Meeting of the Air will be moved from Town Hall in New York City, to the large Music Hall of the Cleveland Auditorium. Convention delegates will hear discussed by wellknown men and women a controversial question of consequence in national life, and afterward will

interrogate speakers in Town Meeting style.

The exhibitors are planning one of the most spectacular and representative displays of school supplies and equipment ever shown at a winter meeting.

This convention is planned to meet the current needs of those responsible for management of the nation's schools. No effort has been spared by officers and staff to secure the best talent available to justify the advance hotel reservations which had exhausted the sleeping accommodations of the principal Cleveland hotels four months ahead of the convention date.

CULTURAL

The Cleveland Museum of Art



COMMERCIAL

Right, the Hi-Level Bridge over Cuyahoga Valley



HOSPITALITY

The auditorium, convention headquarters



Ewing Galloway Photo

Schools in small communities such as this furnish the theme for the 1939 yearbook to be presented at the general session Tuesday morning.



WPA Photo

The Program for Cleveland

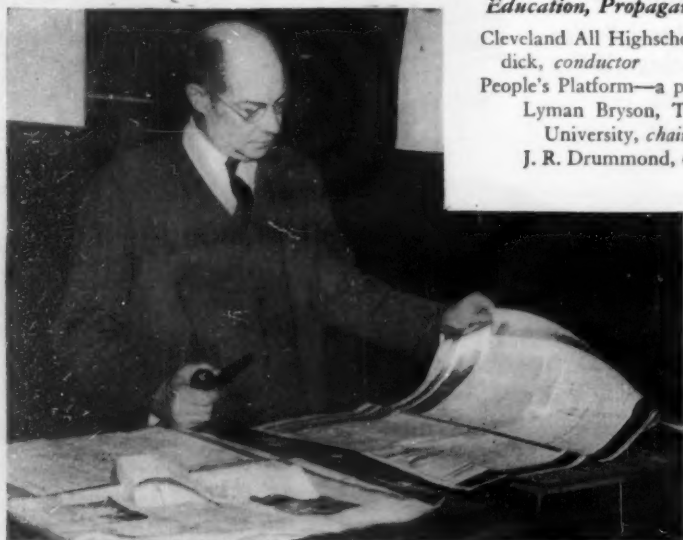
Tentative General Sessions Program for the 69th Annual Convention of the American Association of School Administrators, Cleveland, February 25-March 2, 1939.

Saturday, February 25—All Day

Registration and exhibits in the Cleveland Public Auditorium

Saturday, February 25

2:00 PM—Joint conference on teacher education
7:00 PM—"Americans at Work"—CBS broadcast, open to visitors
8:00 PM—National Society for the Study of Education



Wilbur S. Forrest of the New York Herald Tribune who will participate in the People's Platform Sunday evening.

Sunday, February 26, 3:30 PM

Spiritual Foundations of Education

Presiding—John A. Sexson, superintendent of schools, Pasadena, Calif., president of the Association

Organ—Vincent H. Percy

Singers Club of Cleveland, Boris Goldovsky, conductor; Alfred R. Willard, assistant conductor

In Memoriam—conducted by E. C. Fisher, superintendent of schools, Peoria, Ill.

Invocation—Reverend Victor Phillips, Baptist Church of the Master, Cleveland

The Spiritual Quality of Democracy—Theodore Soares, professor of religious ethics, California Institute of Technology, Pasadena, Calif.

Hymn and Benediction

Sunday, February 26, 8:00 PM

Education, Propaganda, and Press Freedom

Cleveland All Highschool Orchestra, J. Leon Rudick, conductor

People's Platform—a panel discussion

Lyman Bryson, Teachers College, Columbia University, chairman

J. R. Drummond, Christian Science Monitor

Wilbur S. Forrest, *New York Herald Tribune*
Malcolm S. MacLean, University of Minnesota
Clyde R. Miller, Institute for Propaganda Analysis
And others

Monday, February 27, 9:00 AM

Administrative Foundations of Education

Presiding—John A. Sexson, president of the Association

Invocation—Rabbi Abba Hillel Silver, The Temple, Cleveland

Presentation of Gavel—Charles H. Lake, superintendent of schools, Cleveland

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

A United Profession—Willard E. Givens, executive secretary, National Education Association

Changing Conceptions of Educational Administration—George D. Strayer, Teachers College, Columbia University

The Relation of Administration to Instruction—Sidney B. Hall, state superintendent of public instruction, Richmond, Va.

Monday, February 27, 2:15 PM

Discussion groups—first session
Allied departments and organizations

Monday, February 27, 8:00 PM

National Planning

Cleveland Highschool Festival Chorus of 1000 voices, Russell V. Morgan, conductor

Human Resources and their Development—Mary B. McAndrew, superintendent of schools, Carbondale, Pa.

Natural Resources, their Use and Conservation—Harold L. Ickes, Secretary of the Interior

American Youth Looks at Its Future—Edmund E. Day, president, Cornell University, Ithaca, N. Y.

Tuesday, February 28, 9:00 AM

Schools in Small Communities

Festival Chorus of 2500 voices from Cleveland Elementary Schools

Invocation—Rt. Rev. Msgr. John R. Hagan, superintendent of Catholic schools, Cleveland

Greetings—Reuben T. Shaw, president, National Education Association

Schools in Small Communities, the 1939 Yearbook—H. M. Corning, superintendent of schools, Colorado Springs, Colo., chairman of the Commission.

The Village Revue—A group of highschool students from small communities will discuss their activities and opportunities—conducted by Roy W. Hatch, State Teachers College, Upper Montclair, N. J.

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

Tuesday, February 28, 2:15 PM

Discussion groups—second session
Allied departments and organizations

Tuesday, February 28, 8:30 PM

Special Feature Program for All

This evening members of the American Association of School Administrators and of the National Education Association will be guests of the Associated Exhibitors.

Presiding—Frank Gregor, Jr., president, Associated Exhibitors, NEA

Greetings—John A. Sexson, president, American Association of School Administrators

Presentation of American Education Award to Payson Smith—by Alexander J. Stoddard, superintendent of schools, Denver, Colo.

The Unknown Quantity—Payson Smith, lecturer, Graduate School of Education, Harvard University

Entertainment features

Wednesday, March 1, 9:00 AM

Social Foundations of Education

Festival Chorus of 2500 voices from Cleveland Junior Highschools

Invocation—Dean Chester B. Emerson, Trinity Episcopal Cathedral, Cleveland

The Purposes of Education from the Standpoint of Society—Harry Elmer Barnes, editorial writer, New York, N. Y.

The Purposes of Education from the Standpoint of the Individual—L. Thomas Hopkins, curriculum specialist, Lincoln School, New York, N. Y.

The Purposes of Education from the Standpoint of the School—Ben G. Graham, superintendent of schools, Pittsburgh, Pa.

Wednesday, March 1, 2:15 PM

Discussion groups—third session
Allied departments and organizations

Wednesday, March 1, 6:00 PM

College dinners

Wednesday, March 1, 8:00 PM

The Challenge of Crime

Presiding—William E. Grady, associate superintendent of schools, New York, N. Y.
Cleveland Highschool Festival Band, Harry F. Clarke, conductor

The Answer of the Community—Honorable Harold H. Burton, Mayor of Cleveland

John A. Sexson, superintendent of schools, Pasadena, Calif.; president, American Association of School Administrators.

The Answer of the Prison Warden—J. A. Johnston, warden, Alcatraz Prison, San Francisco, Calif.

The Answer of the Sociologist—Austin H. MacCormick, Commissioner of Correction, New York, N. Y.

Thursday, March 2, 9:00 AM

Economic Foundations of Education

Detroit Schoolmen's Club Chorus,
Howard A. Love, director

Invocation—Reverend Dilworth Lupton, First Unitarian Church, Cleveland

Report of the Committee on Resolutions—E. W. Jacobsen, superintendent of schools, Oakland, Calif.

National Aid for Education—Fletcher Harper Swift, University of California, Berkeley

The Role of Business in the Production of the Social Income—Allen A. Stockdale, representing the National Association of Manufacturers Education and Wealth—L. John Nuttall, Jr., superintendent of schools, Salt Lake City, Utah

Thursday, March 2, 2:15 PM

Summarization and Implementation

An unusual panel meeting, summarizing major ideas and questions brought out during the convention

Presiding—John W. Studebaker, U. S. Commissioner of Education, Washington, D. C.

Panel:

John L. Bracken, Clayton, Mo.
Lyman Bryson, Columbia University
William G. Carr, Washington, D. C.
Prudence Cutright, Minneapolis, Minn.
J. B. Edmonson, University of Michigan
N. L. Engelhardt, Columbia University
John Guy Fowlkes, University of Wisconsin
Florence Hale, Darien, Conn.
Paul R. Hanna, Stanford University
Vierling Kersey, Los Angeles, Calif.
Mary B. McAndrew, Carbondale, Pa.
Ernest O. Melby, Northwestern University



Paul R. Mort, Columbia University
Jesse H. Newlon, Columbia University
Reuben T. Shaw, Philadelphia, Pa.
Alexander J. Stoddard, Denver, Colo.
Kate V. Wofford, Buffalo, N. Y.

Report of the Board of Tellers—Raymond C. Burdick, superintendent of schools, Huntington, L. I., N. Y.

Introduction of newly elected officers

Thursday, March 2, 8:00 PM

America's Town Meeting of the Air

Moderator—George V. Denny, Jr., president, Town Hall, New York, N. Y.

First presentation outside of New York City of this popular NBC radio feature. America's Town Meeting of the Air has received various awards as the program best serving the interests of justice, freedom, and democracy in the United States. It is a revival of the little town meetings of old New England, at which voters gathered to hear arguments on their common problems and to question speakers.

IMPORTANT

Hotel Reservations—Write to Mark Egan, chairman, Housing Bureau, 1604 Terminal Tower, Cleveland, Ohio.

Convention Headquarters, registration, postoffice, and exhibits are located in the Cleveland Public Auditorium.

Hobart M. Corning, superintendent of schools, Colorado Springs, Colo.; chairman, 1939 yearbook commission.



Charles H. Lake, superintendent of schools, Cleveland, Ohio; host to the convention.





POLITICAL EDUCATION

HARVEY G. HUMANN

*Wyandotte Highschool
Kansas City, Kansas*



Courtesy, Los Angeles Public Schools

WILL THE SCHOOLS play a part in the crucial years that lie immediately ahead of us in world affairs? What part will schools have in formulating intelligent foreign policy?

Our schools have always taught the superiority of democracy, its flexibility and workableness. But the long years of democratic indoctrination can be washed away in a single crisis if the highschools and colleges do not help bring about an American mind versed in the art of politics. The formulation of a foreign policy cannot long be held in abeyance. When and if war becomes imminent, the nation as a debating society must give way to solid unanimity.

This is the issue about to be decided: Shall the United States act concertedly with the large and lesser democracies of the world in curbing aggression and treaty violation? Or shall it adopt a strict isolationist policy and guard only our shores and those of the Western Hemisphere? With each alternative we may be called upon to pay a high price.

The challenge to Americans and their schools is: Shall we exercise democracy in routine matters of national concern and fail to act democratically in a crucial problem of foreign policy and let the state decide the issue for us? If we fail to make the decision, we shall have evidence that after 150 years our democracy still has not attained maturity. We might discover that democracy is, after all, limited and unworkable in times of greatest urgency. Democracy is only as strong and responsible as its citizenry is informed in the issues to be decided.

What are the schools doing about the problem? Have they set in motion a program for making their students conscious of the national and international issues, the possible decisions of those problems, and their consequences? The schools are the only institutions where the millions of all classes of young Amer-

icans can be reached simultaneously for regular and unbiased study of the affairs confronting the nation. For over 150 years democracy has been studied in our schools. Students have been taught what democracy is, how it works, and what its comparative virtues are over other forms of government. Democracy has had its tests but time for vindication is here again. Students must be trained to make intelligent decisions on matters of policy and prepared for competence in the making of political decisions.

What highschool courses are being taught to more specifically inform students in world affairs? The social science courses—history, American problems, international relations, and other similar courses—have all been a means of showing how a democratic society functions and should function, and how other forms of government work.

This has all been of inestimable value in strengthening and tempering our citizenry. We have now arrived at a time, however, when definite emphasis must be placed upon the study of current political problems themselves. Courses must give the student an understanding of world affairs as they develop from day to day and week to week. Current developments in economic and political maneuvers in Europe, South America, and elsewhere must be followed lest a crisis come upon us and find our students and citizens ignorant of the problem. Under such conditions it would be much the wiser policy to let our government heads, rather than the people, make the national and international decisions. The democratic method is superior only when its members are capable of deci-

sions based upon experienced and responsible thinking.

The students must be made acquainted with the background of the general European unrest. They must know the economic and political philosophy behind the Japanese policy of aggression and the German program of expansion. They must know the prewar and postwar geography of Europe and the nations and national forces that changed the boundaries of Europe. They must be acquainted with the general political realignment of the nations, their political philosophy, strength, and character.

Students should be taught the devious devices and purposes of political propaganda and the doubtful authenticity and purity of news in any form. They must be taught the methods of finding the facts in the maze of distorted evidence. They must become familiar with the realities of pressure groups and learn to distinguish between minority and national interests. Students must gain the background that will show these events and problems as a series of meaningful causes and results all interrelated in a world society.

All this cannot be left to a once-a-week current events discussion, but must become a positive and integrated part of a regular course that meets five days a week, thirty-six weeks a year, required for graduation. Furthermore, the teaching must be of such emphasis that students will carry on their reading during the summer months.

There is no better way to leaven intelligent opinion among Americans than this gradual permeation of facts, truths, and sound thinking on public affairs that will come from our schools. The obligation rests with the schools to bring into American public opinion the sound thinking, tempered minds, and wise conclusions that will balance America when it faces a crisis.

NEEDED—a new course



Official photograph, U. S. Navy

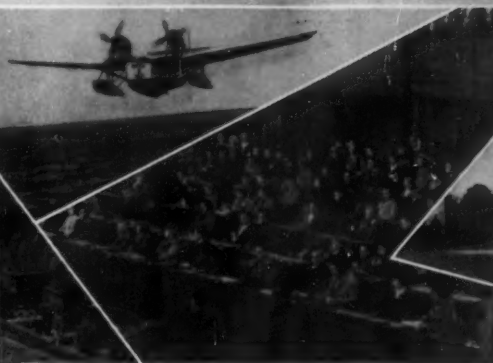


Photo by U. S. Army Signal Corps

WALTER E. RAUCH

Social Science Department, Mepham High-school, Bellmore, Long Island

SINCE the World War, the volume of subjectmatter in modern European history, American history, and economics courses has increased so tremendously that many teachers now find it necessary to cut the content of the beginning work in order to complete requirements. For instance, modern history teachers are now hurriedly covering the story of Europe up to 1815, really starting the course with the Congress of Vienna, or they are still beginning around 1500, skimming the entire course. But they still find it almost impossible to include contemporary European history. Cutting or skimming definitely decreases the value of the courses because it weakens the foundation for subsequent study.

A second problem is one of interrelation of subjects. Perhaps the American history, the economics, and the senior English teachers try to cover the essential material of the New Deal, attacking the problem from different viewpoints. The history instructor presents the facts with a limited explanation; the economics teacher explains the developments in the light of economic theory; the English teacher takes up editorials or commentaries. But the students either fail to see the interrelation or assume that they are getting useless repetition.

A third problem is the development of real study habits and the earnest desire for knowledge. Many pupils are graduated from our secondary schools without true study habits and with little desire for concrete knowledge. They assume that anything in their textbooks or which their teacher may have said is

beyond the realm of question. They have not learned to evaluate conflicting information. They do not know how to read a daily newspaper. They show a grave lack of interest in current events. They are still complex mechanisms of prejudice without the ability to solve daily problems as rational human beings. Altho at least two social study courses endeavor to cover contemporary material, most teachers find that the lack of sufficient time forces them to "cram" the pupils for the last week or two with a dry outline of recent occurrences. This does not develop any real interest or train pupils to evaluate conflicting information and reach the truth.

There is no single solution to the foregoing problems, but a new course would greatly alleviate some of the difficulties. This subject could be either one or two semesters in length and cover the contemporary world since the World War. Just where the break would come between this new course and the old could be left to each individual school system.

The development of a new course will, *first*, end the difficulty of overcrowding the regular three social study courses. These classes will then have a set amount of material and there will be no need for skimming or hurrying. The students will be given a firm foundation in these subjects. *Second*, this new course will foster interrelation because it will contain major developments in America, Europe, Asia, Africa, South America, and Australia. Thus the high-school pupil will actually be given a course showing the connection between all world problems, a complete panoramic view of his own universe. *Third*, this course cannot be taught from one textbook. It must be taught thru reference material, magazines, and news-

papers. Students will be given opportunity to study and evaluate conflicting contemporary information.

The very nature of the subject would make a constant change in content essential. There are, however, several topics so fundamental as to be constantly included, altho comparative weight would vary with each year. Some of these sections would include:

[1] The League of Nations, its organization, success, and failure.

[2] Reparation, war debts, and world depression—economic theories involved, their interrelationship, possible solutions.

[3] Development of Soviet Russia—the work of Kerensky, Trotsky, Lenin, Stalin; economic development thru the five-year plans; military and political development.

[4] Germany—the work of Ebert, Scheidemann, Liebknecht, Luxemburg, Prince Max, Hindenburg, Ludendorff, Hitler, Goering, Stresemann; Nazi development and platform; Nazi foreign policy.

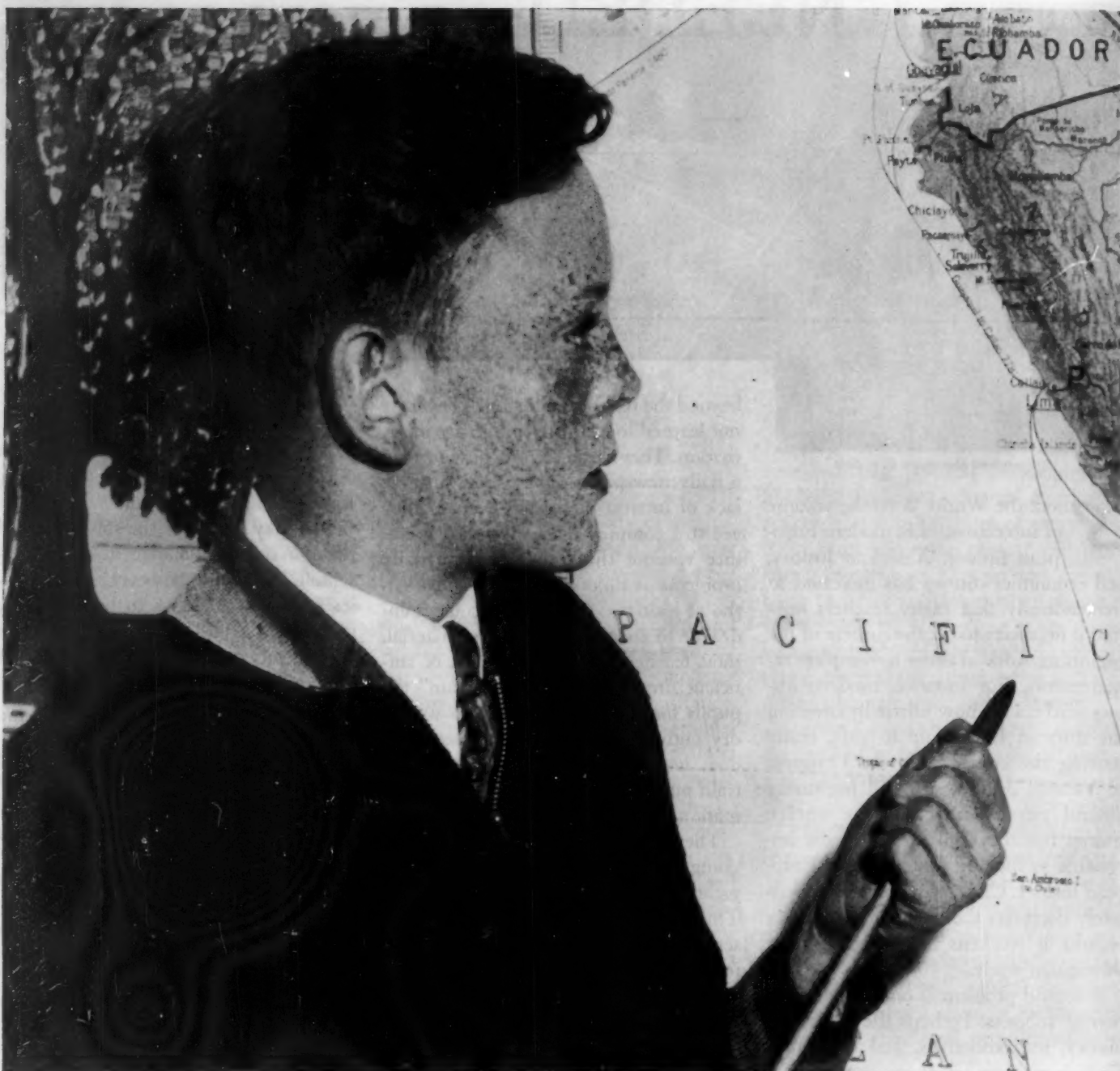
[5] Italy—Mussolini and Fascism; internal improvements; political and economic development; foreign relations.

[6] Great Britain—Lloyd George, Asquith, Baldwin, MacDonald, de Valera, Eden, Chamberlain; Irish Home Rule; Empire development; political and social legislation; foreign policy.

[7] United States—Wilson, Harding, Coolidge, Hoover, and F. D. Roosevelt; the depression; developments and economic interpretation of the New Deal.

[8] War areas—Spanish Civil War; the Sino-Japanese conflict with a discussion of Russo-Japanese relations; Chaco dispute.

[9] Contemporary world culture—modern developments in physics, medicine, psychology, painting, music, architecture, literature; some names to be emphasized: Amundsen, Byrd, Lorentz, Einstein, Steinmetz, Kendall, Banting, Best, Sperry, Watson, Freud, Stravinsky, Mann, Zweig.



Courtesy, Pittsburgh Public Schools

"Was there snow on the mountains of South America?" asked the principal. The boy hesitated. "It was so cloudy that I couldn't see."

AN EXPERIMENT IN INTEGRATION



GAYLE C. COLE

*Teacher of Social Science, Robinson
Junior Highschool, Toledo*

IN OUR SCHOOL a Travel Club was organized as an eighth-grade elective class. The children planned and took trips to countries in which they were interested. The purpose was to become familiar with the mechanics of travel and to stay long enough in each country to become acquainted with its people—their backgrounds, cities, countryside, spots of scenic and historic interest, occupations and products, contributions to world culture, famous people, and common folk.



Each traveler had a copy of *Peoples and Countries* by Krueger and Rugg. Our library furnished us a number of travel books. Copies of *Travel* and *National Geographic* were much used and enjoyed. The materials most sought after by the children were the attractive pamphlets put out by the steamship companies. We pored over itineraries. We compared the advantages and luxuries of various boats and lines. We found information in the pamphlets about the places of interest in the countries we were to visit. We referred to them for details about passports and visas. Practically every child wrote to at least one travel bureau for pamphlets so that he might have his own collection.

The class was divided into groups, each of which studied a different country under the leadership of a student chairman. After a few study periods, each group planned a presentation for the class. These proved to be varied and interesting.

One group set up a travel bureau. A few prospective travelers entered and asked intelligent questions. On the staff were a number of experts from the country to be visited. One talked on the art of the country, another on the history, and so on. The clerk in charge was prepared to quote prices, times of sailing, length of trip, whether visa was needed.

One boy preferred to take a trip alone. He gave us an interesting account of his life on shipboard as he sailed down the eastern coast of the United States, thru the Panama Canal, and down the western coast of South America. His preparation had been carefully made, and he was proud of the result. When he finished, the principal, who was visiting the class, asked him if he could see any mountains when he sailed along the coast of South America. He hesitated only a moment before answering "Yes." When asked if there was snow on them, he looked helplessly about for a moment, then regained his confidence. "I don't know. It was so cloudy that I couldn't see."

The group which visited Ireland found that one of the faculty members had spent the summer there. They invited her to come and speak to the group. She loves Ireland and described the people, cities, and countryside with a fervor that created a genuine interest. She told about the clothing, food, sports, schools, and what we should probably be doing that very minute were we in Ireland. Some of the children sang Irish melodies, and then the teacher himself sang. We were touched by the plaintiveness and by the gaiety of the music, and learned something of the spirit of whimsicality and of fancy that is Ireland's.

Those who planned the cruise to the land of the midnight sun used the lantern and showed lovely colored pictures of the fiords of Norway which they had found in magazines. They introduced us to Ibsen and Grieg. They told the

is dependent upon the rest of the world, why she is so anxious to keep her empire, why she wants a large navy, and at least some of the reasons why she does not want war.

When we studied Brazil, one girl consulted her art teacher and, with her help, made a mural which showed the occupations, costumes, and characteristic features of the country.

The Latin teacher, who had visited Italy and Greece, was invited to tell us about those countries. She brought many pictures, and from her we caught an awareness of the beauty which she appreciates so keenly.

Our guides to the West Indies, finding that another faculty member had been there, invited her to visit the club. She brought a collection of character dolls, which stimulated much interest in the natives.

When we visited China, Young Fu of the Upper Yangtze and Ho-Ming appeared in costume and visited with each other. From them we got a good picture of the life of a Chinese boy and girl. Incidentally, twelve members of the class read one or both of these books during their leisure time at home. The books were not presented as an assignment, but were read voluntarily.

The boys and girls read about the cooperatives of Denmark and Sweden. The question arose as to whether the standard of living in those countries is higher than in ours. There was a great difference of opinion which resulted in a close lookout for evidence to support each side.

Practically every department of the school made a contribution to the club. The integration of knowledge was valuable because it came about in a natural way. The interest of the group was gratifying. The second semester members of the first club brought in material which they thought would be of interest to the new group.



story of Peer Gynt and then took us to the auditorium where we listened to Grieg's music.

The group that visited the Netherlands made a beautiful travel book which contained interesting and well-written descriptions, maps, graphs comparing the area and population of the country with that of the United States, and pictures. These children also provided themselves with costumes and did a Dutch dance which the physical education teacher had taught to them.

Following their study of England and her many great poets, one group wanted the principal, who knows a great deal about poets and loves poetry, to read some poems to them and to tell more about the authors. The principal accepted their invitation, and for a few hours at least, Tennyson, Browning, Noyes, Masfield, and others became real people to the children.

That group also knows why England





OUR PURPOSES

THE ACHIEVEMENT of democracy thru education is the most urgent and intensely practical necessity facing the teaching profession today. Industrial and cultural changes confront the world with perplexing issues.

Some modern states are dealing with these problems by means which are repugnant to democratic ideals. America must never follow in their stumbling, blood-stained footsteps.

The safety of democracy will not be assured merely by making education universal. The task is not so easy as that. The dictatorships have universal schooling and use this very means to *prevent* the spread of democratic doctrine. It is the purposes and spirit of universal public schools which work for or against democracy.

Nor will the safety of democracy be assured merely by building great armaments, desirable and necessary tho these may be for our defense. But the greatest menace to the ideals and institutions we desire to perpetuate is within our own borders. Some of the wellmeaning friends of democracy are likely to become its worst enemies. We cannot protect democracy by the methods of the dictator. We need something more than military and naval defense. The critical element in our national program of preparedness is the intelligence, goodwill, and loyalty of our citizens. A liberal education (the education suitable for a *free* man) is democracy's first line of defense.

American education enacts at this moment a role of worldwide importance. The resistance to be hurled in this and future generations against the menace of dictatorship in its proposed re-conquest of the world will stem chiefly



THE OBJECTIVES OF SELF-REALIZATION

- The Inquiring Mind.* The educated person has an appetite for learning.
- Speech.* The educated person can speak the mother tongue clearly.
- Reading.* The educated person reads the mother tongue efficiently.
- Writing.* The educated person writes the mother tongue effectively.
- Number.* The educated person solves his problems of counting and calculating.
- Sight and Hearing.* The educated person is skilled in listening and observing.
- Health Knowledge.* The educated person understands the basic facts concerning health and disease.
- Health Habits.* The educated person protects his own health and that of his dependents.
- Public Health.* The educated person works to improve the health of the community.
- Recreation.* The educated person is participant and spectator in many sports and other pastimes.
- Intellectual Interests.* The educated person has mental resources for the use of leisure.
- Esthetic Interests.* The educated person appreciates beauty.
- Character.* The educated person gives responsible direction to his own life.

THE OBJECTIVES OF HUMAN RELATIONSHIP

- Respect for Humanity.* The educated person puts human relationships first.
- Friendships.* The educated person enjoys a rich, sincere, and varied social life.
- Cooperation.* The educated person can work and play with others.
- Courtesy.* The educated person observes the amenities of social behavior.
- Appreciation of the Home.* The educated person appreciates the family as a social institution.
- Conservation of the Home.* The educated person conserves family ideals.
- Homemaking.* The educated person is skilled in homemaking.
- Democracy in the Home.* The educated person maintains democratic family relationships.



A Statement by the Educational Policies Commission

from the idealism, from the clarity of thinking of the American citizen. If schools are to help in defense of the democratic ideal, their purposes must be defined in terms of that ideal, and their activities must be resolutely directed toward it. Those who administer and teach in the schools must regard the achievement of democracy as their first professional responsibility.

In its book, *The Purposes of Education in American Democracy*, the Educational Policies Commission has stated what, in its view, the schools of the United States ought to try to accomplish and what must be done if these purposes are to be realized. The panels below present the recommendations in outline form.

The Commission urges that the teaching profession begin at once to carry this program for the defense of democracy into effect. Time presses. Start today. Check your own

teaching methods and materials against these purposes. Devote one or more teachers club or faculty meeting to them. Purchase copies of the book for your general and professional libraries. Have it reviewed in your local newspapers, discussed over your local or neighboring radio stations. Present copies to members of boards of education, officers of parent-teacher groups, civic clubs and service clubs, to clergymen, to editors, to business and labor leaders, and to other influential groups. Use it for your curriculum revision programs. Include it in reading circles and professional study groups. Above all, *teach as tho the future of democracy in this country and in the world depended on your efforts*, as indeed it does.



THE OBJECTIVES OF ECONOMIC EFFICIENCY

- Work.** The educated producer knows the satisfaction of good workmanship.
- Occupational Information.** The educated producer understands the requirements and opportunities for various jobs.
- Occupational Choice.** The educated producer has selected his occupation.
- Occupational Efficiency.** The educated producer succeeds in his chosen vocation.
- Occupational Adjustment.** The educated producer maintains and improves his efficiency.
- Occupational Appreciation.** The educated producer appreciates the social value of his work.
- Personal Economics.** The educated consumer plans the economics of his own life.
- Consumer Judgment.** The educated consumer develops standards for guiding his expenditures.
- Efficiency in Buying.** The educated consumer is an informed and skillful buyer.
- Consumer Protection.** The educated consumer takes appropriate measures to safeguard his interests.

THE OBJECTIVES OF CIVIC RESPONSIBILITY

- Social Justice.** The educated citizen is sensitive to the disparities of human circumstance.
- Social Activity.** The educated citizen acts to correct unsatisfactory conditions.
- Social Understanding.** The educated citizen seeks to understand social structures and social processes.
- Critical Judgment.** The educated citizen has defenses against propaganda.
- Tolerance.** The educated citizen respects honest differences of opinion.
- Conservation.** The educated citizen has a regard for the nation's resources.
- Social Applications of Science.** The educated citizen measures scientific advance by its contribution to the general welfare.
- World Citizenship.** The educated citizen is a co-operating member of the world community.
- Law Observance.** The educated citizen respects the law.
- Economic Literacy.** The educated citizen is economically literate.
- Political Citizenship.** The educated citizen accepts his civic duties.
- Devotion to Democracy.** The educated citizen acts upon an unswerving loyalty to democratic ideals.



"I am a preacher but a constant reader of your Journal."

THE SCHOOLS obey a religion of unity. The life of Jesus prayed what his lips once uttered, "I pray thee that they may all be one." We have repeated his words with impressive solemnity, while we split into scores of proud, self-contained, self-perpetuating, futile divisions over infinitesimal issues. There are over 150 major denominational fragments in modern Protestantism.

Meanwhile, our school system—incorporating many ideas, many methods, many types—has been able to work out the experiments together. Suppose schools dotted the landscape in doctrinaire rivalry as churches do. Suppose Froebel and Dewey, Pestalozzi and Counts, had disciples in education who would not speak to each other. Suppose parents were so loyal to their kind of school that their children were never allowed to talk freely with children of other schools. Suppose teachers must be certified for orthodox educational conformity, like candidates for ordination to the ministry. The school system would fall apart, in silly, futile bickering.

And this is what has happened to our religion. With all our enthusiastic devotion to the independence which splits off from others for the sake of absolute sincerity, the result has been denominational groups, so split by differences inside each group, that there are Baptists far more opposed to other Baptists than they are opposed to Methodists or Presbyterians. Suppose the church should cease making a virtue of fragmentary disunity, and should slowly draw together, by doing in harmony the things on which we can agree, then we might be worthy of approaching the unity we find, when we look with respect upon the religion of the public schools.

It is a religion of equality. The schools are not committed to maintaining the stability of our present inequality. Without talking about it, they are making inroads on inequality for the sake of a more even-handed justice. We have the texts, "Bear ye one another's burdens. The strong must bear the burden of the weak." But the schools show the spirit in practical reality. When a family has twelve children, they are all welcomed to school, whether or not the father pays

The **RELIGION** *of the* *Public Schools*

BERNARD C. CLAUSEN

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any tax. When a family has no children, it nevertheless pays a tax. The system of public education is an authentic gesture of social responsibility. The man that has most, must pay most. The child that needs most, gets most—the best teaching, the longest patience, the finest equipment, the best trained skill.

Will the time ever come when the best medical treatment will be available not to the richest child, but to the sick-est? When the best food will be allotted not to the wealthiest child, but to the palest and the thinnest? Until that time comes, the church must plead guilty to neglect. When that time comes, our faith may come within hailing distance of the religion which motivates the public schools.

It is a religion of consecration. I look upon teachers with awe, upon principals with deep respect, upon schoolboards with genuine gratitude. They have long ago decided that they do not expect ever to be rich. Small salaries, with a comparatively unimportant spread between the top and the bottom scales; a tentative tenure of independence from politics; a promise of a moderate pension; and a hope of security—these things are enough to purchase the most faithful service available in the modern world. Let the schools refute the foolish claim that only the hope of speculative profit can make the wheels of the world go round. Nine-tenths of the workers of the world are affected by speculative profit only when it is sweated out of their efforts for the purpose of enriching the gambling absentees. The hardest work of the world is done without any thought of such profit and school life is a sample of it. The spirit of modest

reward for honest work is spreading across the life of our land. Let the church encourage public service, label it success, before it dares to scorn the religion of the public schools.

But are these traits religious? Commendable they may be, and significant to our society. But the schools do not call them religious. The teachers would hardly be able to recognize themselves in this word picture. It takes a preacher's mind to find the texts which can be fitted to these paragraphs of description.

We in the church have the texts; the schools have the reality. If I had to choose, I should select the practice that has been developing within the school system, so quietly as to avoid notice and comment. A faith has been proclaiming itself without the necessity of words. It has been implicit in every devoted educator's life, unmentioned but discoverable, in every forthright educational transaction, unaccompanied by texts, but eloquent with deeds. It is in no small part responsible for the gusty daring which is now starting to change the coast line of our moral continents with the invincible force of a hurricane.

It is a religion of brotherhood. Our churches quote the texts, "God hath made of one blood all the peoples of the earth." But the schools live that truth. Almost alone among the institutions of modern society, the school will welcome all, with no questions asked, no barriers raised. Before the vast treasures of the community's shared knowledge, come rich and poor, black and white, unabashed, not supercilious, on an absolute level of equal opportunity. Suppose the conscience of our churches could be tortured with remorse, until the variegated humanity of our community could be made to feel as much at home in our church life as our children do when they go laughing, with whole-hearted comradeship, down the corridors of our highschools. The spirit is making its first tentative approach to the edges of church life.

I do not claim to foresee the future of our country, but I dare to hazard a guess. When America is redeemed and takes upon itself the likeness of the Kingdom of God, it will turn back with gratitude toward the teachers and the leaders of our children, and acknowledge its debt to the religion of the public schools.

Your Ideal of Health

A STRONG, graceful, and active body; an alert, inquisitive, and discriminating mind; a sincere, happy, and generous spirit—these are the evidences of sound health and they are not separate but one. Even tho for convenience we speak of body, mind, and spirit, they do not exist apart on this earth and cannot be separated. It is the whole man, the unit of life, that walks, thinks, feels, acts, meditates, inspires—and weakness at any point in his being lessens his total effectiveness. Look at your health in this comprehensive way and try to give yourself a chance. Try not to do things which will make it impossible to be your best tomorrow, but, no matter what the crowd does, to hold fast to ways of daily living which are right and which will enable you to realize your highest self. The following pages will help you to understand yourself.

The March of the Generations

TO UNDERSTAND your own health and vigor you should if possible know about your forbears. Were they strong or weak, afflicted or healthy, long-lived or short-lived? The fact that you are here is proof that your stock has survived the ups and downs of the centuries. Consider the human heritage that lies back of you. There are two parents; four grandparents; eight great-grandparents; then 16; 32; 64; 128; 256; 512; 1024; and so on back. Going back even a few hundred years you have an amazing number of direct ancestors. What a mighty and inspiring endowment! What a trusteeship! The web of life runs forward as well as backward and if you are strong and true your blood may in time add to the strength of thousands. One's life is not his own. It is a link in the endless chain of aspiration and upward struggle.

The Nature of Health

IN HEALTH the various parts of one's being are working in harmonious rhythm. One has a sense of vitality, of buoyancy, and of joy in being awake and active. At such times we do not think of pain or of the functions of the various bodily organs. And yet the sense of excellence comes because each part of the body is performing its assigned task. The bones and muscles support the structure; protect the vital organs; give motion and power. The digestive system provides nourishment. The circulatory system takes this nourishment to

Your HEALTH *in the Making*

By
JOY ELMER MORGAN
*Editor, Journal of the
National Education Association*

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every cell and carries away wastes. The respiratory system supplies oxygen and removes poisons. The glands maintain balanced growth and energy flow. There is balance between activity and rest; hunger and eating. Body wastes are eliminated with dependable regularity. One has a sense of wellbeing.

Four Fundamentals of Health

THESE ARE fresh air and sunlight; proper food and correct eating habits; regular vigorous activity; adequate rest. Fresh air and sunlight are free and to be had by planning for the day, the week, and year to allow for these essentials. Sunlight is best in the middle of the day

between ten and two. The right food enjoyed leisurely in an atmosphere of good cheer would more than halve our suffering from indigestion. Know what foods agree with you. Avoid eating when tired or emotionally upset. Rest before meals. Health requires muscle tone which is built thru activity. Effort is the law of growth. Without exercise we do not breathe fully. Most Americans are too constantly under nervous stimulation. Full days plus full nights drain reserve and result in chronic fatigue, early breakdown, and often premature death. Follow the fundamentals.

The Importance of Nutrition

THERE is an old saying that man is what he eats. One cannot build a house without materials, nor can one's body withstand strain and resist certain diseases without the necessary variety of foods. During the World War when Germany was on a limited diet, the death-rate from tuberculosis rose 65 percent in Berlin. Certain diseases such as rickets, scurvy, pellagra, beri-beri, night blindness, tooth decay, and some forms of anemia, are associated with dietary deficiency. With improvement in diet during the nineteenth century, stature increased three inches in the Scandinavian countries and five inches in the Netherlands. Newer methods of preparing and distributing food often destroy its vital elements—as in polished rice. Much study is being made of vitamins essential to health. Be sure you understand nutrition.

The Care of Your Body

A WELL-PROPORTIONED body in good health and well-cared for is one of nature's noblest works. In such a body the posture and carriage are erect and graceful. The flesh is firm and well-rounded—not skinny or excessive. The skin is clean and of good color—revealing rich blood in full circulation. The hair is clean and free from dandruff; well-trimmed. Toe and finger nails are kept at proper length, clean, with the cuticle pushed back at the base. Corns and unnecessary skin blemishes are not tolerated. Teeth are clean and in repair. Elimination thru bowels, kidneys, skin, and lungs is regular and keeps the body clean inside. A suitable variety of food is eaten in proper amounts at appropriate times. Infectious and contagious diseases are avoided. A sensible daily routine gives security and strength—a feeling of physical and mental wellbeing.

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

How to Know Yourself

LEARN TO OBSERVE yourself carefully. If you are not at your best try to understand why. Keep accounts on your health as you do your finances and plan for it as systematically. Keep a record of your weight. Occasionally keep a record of all your activities, food, and drink for one week. Note which foods and activities agree with you and which do not. Try to sense the onset of trouble before it becomes acute. If you are subject to the common ailments—colds, constipation, chronic fatigue, headaches—seek to find the deeper causes by noting dates, duration, and relation to your whole way of life. By taking command of yourself and giving attention to your health as you do your job, you can greatly reduce the common ailments or avoid them entirely. But do not expect to overcome in a month ailments resulting from years of neglect.

Habits Harmful to Health

THERE ARE certain habits widely practiced by otherwise good and intelligent people which affect health adversely. The body will stand much abuse and has great power of adjustment so that many people follow wrong habits with seemingly little immediate harm. But they would be better and stronger without these habits. It is no accident that deaths from heart-failure have increased with the spread of the tobacco habit; that insurance losses and auto accidents have gone up with liquor drinking; that as "night life" increases, the divorce rate grows; that gambling and crime are associated. These have the relation of cause and effect and one who would be at his best should refuse to be the dupe of advertising untruths repeated endlessly by those who are seeking to profit by spreading harmful habits among the people.

The Choice of a Physician

CONSIDERING the fact that we often put our very lives or the lives of those dear to us into the hands of physicians and surgeons, it is important to select them with care. Do not wait until you are sick to make the choice of a personal physician. In choosing, obtain the judgment of several people in whom you have confidence. Trust your physician and when necessary talk with him about the most intimate details of your life. The information you give him will be held strictly confidential. If need arises for special medical service get his advice

about it. Select your dentist with like care. In every case of dental, medical, surgical, hospital, or nursing service, inquire in advance what the charge is going to be. Do this even in the gravest emergencies. It is only fair to all concerned and will safeguard you against unexpected charges.

The Community Nature of Health

HEALTH CONCERNS all the people. Infection and contagion spread from one to another like fire in a forest. The control of epidemics and plagues requires a small army of trained scientists. The high cost of ill health in lost time, lessened efficiency, and premature death, is a large factor in every industry, business, and profession. The standard of living cannot rise if people are so poor in health that they cannot earn a living wage. Great medical centers require large sums of money which in the end are paid by the labor of all the people. The development of efficient public-health service for all the people at reasonable cost may well be one of the major achievements of the twentieth century. You can safeguard your own health only by doing your part as a citizen to see that the community as a whole maintains high standards.

Problems of Health Care

TO ATTACH great importance to positive health and prevention of disease.

- [2] To control the sources of infection and contagion.

- [3] To teach all the people more about health and how to maintain it.

- [4] To so organize dental, medical, and hospital services as to bring them within the reach of all the people at reasonable and uniform charges.

- [5] To so control the making and selling of drugs that harmful products will not be sold.

- [6] To so control the production and distribution of food as to safeguard its vitality and purity.

- [7] To provide thru parks and playgrounds and thru vacations with pay for the building of positive health among the people.

As a citizen you will wish to do your part in helping solve these problems.

A Word to the Handicapped

SOME PEOPLE are "born short" and many suffer accidents or diseases which permanently impair their bodies. Such people often accomplish much and enjoy life more than people who have a better start. Their very weakness forces them

to give attention to essentials. They learn to avoid the distractions and wastes of life. They make up in mental and spiritual stature what they lack in physical excellence. One thinks of Theodore Roosevelt who turned his childhood weakness into health, vigor, joy, and accomplishment. Or again of George Herbert Palmer—always physically weak—who became a great and beloved teacher at Harvard. Helen Keller is a heroic example of triumph over handicaps. Unknown millions have won out over personal limitations. So if you belong to the handicapped, make the most of the precious talents you have.

The Meaning of Mental Health

MANY BODILY ILLS are aggravated by mental states of fear, worry, envy, jealousy, anger, and hatred. Bodily functions are helped by love, goodwill, friendliness, laughter, and confidence. In full mental health we meet each day's demands easily and adequately and have a reserve of strength to meet the emergencies of life; we adjust ourselves happily to the demands of living in an orderly progressive civilization; we seek to see situations as they appear to others and to practice the Golden Rule; we endeavor to understand ourselves as we really are, to correct our weaknesses and to make the most of our talents; we do not worry over what we cannot help; we seek to understand the laws that govern our emotional and mental life and to obey them; we cultivate wholesome activities so that there is something interesting to look forward to each day.

Your Spiritual Health

ISN'T IT STRANGE that, knowing as we do the power of spirit in human life, we spend so little time and effort to improve our spiritual selves? Essentials of spiritual health include:

- [1] Faith in God and in a universe of law and order; in the triumph of right.

- [2] Love of fellowmen recognizing the universal brotherhood of mankind.

- [3] Love of truth, goodness, beauty.

- [4] Sustained effort to apply the Golden Rule in one's personal living and in the management of public affairs.

- [5] Persistence in doing right in the face of temptation and trial.

- [6] Devotion to a cause greater than oneself; willingness to sacrifice for it.

- [7] Meditation on the mysteries of life and the universe.

In such essentials you will find inner peace for each day and for those great moments when man must face eternity.

Education for American Life

A NEW PROGRAM FOR THE STATE OF NEW YORK

ADD to the secondary-school program beyond the twelfth grade new cultural courses and new subprofessional courses.

This is one of many recommendations appearing in the report of the Regents' Inquiry into the Character and Cost of Public Education in the State of New York. Owen D. Young was chairman of the Special Committee on the Inquiry.

Recently issued was the general summary volume, *Education for American Life*, prepared by Luther Gulick, Director of the Inquiry.

The report is simple, clear, direct, as titles of the three chapters in Part I indicate: Growing Schools for a Growing World, The Schools New York State Wants, A New Educational Program.

In a forthright statement the report says:

Our educational system is not all we want it to be; it is not fully doing the task we have assigned it.

Six underlying causes are given:

[1] The educational system has not yet adjusted its program to the increased load, particularly in the secondary schools.

[2] School work has not been redesigned to fit boys and girls for changing work opportunities.

[3] The school program does not sufficiently recognize the increased difficulties of good citizenship.

[4] The schools have not caught up with the flood of new scientific knowledge.

[5] The schools have not been replanned to meet changes in other social institutions.

[6] The citizens and the school leaders of the state of New York do not have a specific, agreed-upon goal.

What kind of schools does New York want?

It wants and needs universal educational opportunity, a democratic—not a class—plan of education, character-building education, good teachers, useful and up-to-date schooling, the removal of obstacles to adult education, home rule and freedom in education, and at all times, efficiency and economy. These together represent the educational objectives toward which the state should now direct its undivided energies.

How does the Inquiry Report propose to achieve the kind of schools New York wants? Only a few of the recommendations can be abstracted here:

In the secondary school:

Begin the secondary-school program with the seventh grade. . . .

Make general education the central objective of the secondary-school program. . . .

Recognize that the school has a distinct responsibility for character education. . . .

Establish a guidance service in each school system equipped to give educational and vocational help to boys and girls in high school and to those who have finished but have not found a satisfactory first job.

Permit a pupil to leave school at sixteen years of age, if he has a real job. . . .

Include general vocational education in the program of every comprehensive high school. . . .

Gradually add to the secondary-school program beyond the twelfth grade new cultural courses and new subprofessional courses which will prepare boys and girls to enter the technical and semiprofessional occupations. . . .

Base high school graduation on readiness to leave school. . . .

End the Regents' Examinations as graduation tests, and transform them into examinations designed to discover the weak spots in curriculum or teaching. . . .

Emphasize in the school health and physical education program mental, emotional, as well as physical health. . . .

Give more attention specifically to gifted youth and to handicapped youth. . . .

Improve libraries. . . .

In the elementary school:

Pre-primary, or kindergarten work should be a part of the regular school program. . . .

End the elementary school throughout the state with the sixth grade or at about the pupil's twelfth birthday. . . .

Make character development a central aim of the school program. . . .

Emphasize the importance of the basic mental tools—reading, writing, speech, and arithmetic—and expect every normal pupil to have a mastery of them by the end of the sixth grade. . . .

Organize instruction so as to provide more adequately for differences in the abilities of children. . . .

Strengthen the educational provisions for mentally and physically handicapped children. . . .

Take steps to make available for teachers more adequate and up-to-date instructional supplies, materials, and equipment. . . .

As to the teacher:

Introduce competition thru Regents' rules, into the selection and promotion of teachers throughout the entire state. . . .

Extend tenure to the 20,000 teaching positions not now covered by law. . . .

Increase minimum salaries in the rural areas from \$800 to \$1200. . . .

Establish twenty annual Regents' Fellowships for teachers, each worth \$500 plus the present salary . . . the purpose being to recognize outstanding teaching wherever it may be found, and to permit a year of travel, further study, or rest.

Strengthen teacher supervision. . . .

Reduce the number of prospective teachers admitted annually to the state teacher-preparing institutions. . . .

Bring the teacher-preparing institutions into closer touch with the schools. . . .

Select staff of teacher-preparing institutions with special reference to scholarship and leadership. Increase top salaries. . . .

Reduce the number of teacher-preparing institutions and increase the annual budgets to cover salary increases and improvements in equipment, for those which are continued.

Recommendations are also made concerning school district organization, economies in school costs, state aid, colleges and universities, adult education, and the state education department.

Concluding Part I:

This program, drawn up by the Inquiry, is based upon the experience of this state and the suggestions and criticisms of many individuals and organized groups. It is presented here not as the final word, but as the basis for full discussion, practical revision, and then action. Such discussion, revision, and action should not be postponed, if the state of New York is determined to advance the welfare of the rising generation and to preserve American democracy.

Part II of the report deals with elements of administration and finance.

A series of supporting volumes on various phases of the program has also been published. Information concerning these and copies of the volume discussed on this page may be secured thru the McGraw-Hill Book Company, New York City, publishers of the reports.

—LYLE W. ASHBY.



Science Demonstration Assemblies

C. K. CHRESTENSEN

Clairton Highschool, Clairton, Pennsylvania

THE SCIENCE ASSEMBLY should have a more important part in our school program. While advances in science are continually adding new information to our knowledge, the public school falls behind in disseminating the importance of these discoveries.

The charge is often made that scientific men are too interested in the technical side of science, forgetting that much of this technic is uninteresting to the student. Such an attitude on the part of the teacher tends to give the impression that science is difficult. The student, consequently, is apt to shy away from the subject or exhibit only passive interest.

A great many schools engage traveling magicians or lyceum entertainers as a substitute for the school-developed demonstration. Many times these programs have little scientific value or relationship to classroom instruction. Program development, as a side issue of science instruction, adds novelty to the daily routine, gains pupil interest, and supplies an outlet for displaying classroom work.

It might be advisable to extend the science demonstration program to include students of the lower grades. Such preliminary training would make the student more alert to the values of science in the junior and senior high-school period. In order to make this plan more effective, the progressive school system might retain a well-qualified science teacher to give weekly demonstrations to grade-school children.

Let us examine some of the methods used in originating the school science program. One method used by the writer permits students to originate their own procedures in the classroom or club, later pooling their combined efforts in an assembly demonstration. Since younger students need considerable direction, this method sometimes resolves itself into a cooperative instructor-student effort, in which the teacher gives the stud-

ent assistance in developing the program. It is well, occasionally, for the science teacher to develop or present the entire program. The instructor who can present a good assembly demonstration will be amply repaid by greater interest and respect in the classroom.

There are many sources of supply open to the teacher-originating science programs. The public library, with its prolific periodical literature and its books on science, provides almost unlimited material. Many of the larger industrial companies are frequently willing to cooperate with instructors in obtaining information for science demonstrations.

The nature of these programs will vary. Let us take, for example, a group which has been studying about volcanoes. The students may build a small cone-shaped miniature with lime and sand, which when thoroly dried should be filled with ammonium bi-chromate. It may then be ignited with a magnesium wire fuse to simulate an eruption. If this experiment is first performed in the classroom or club, what student would not have an urge to present it as part of an assembly program?

Another experiment suitable for student presentation is the smoke screen. It is a simple matter to mix the chemical combination for the production of this effect. Small amounts may be set off in an auditorium without causing discomfort to the audience. This experiment shows how smoke screens are used and how airplane skywriting is accomplished. As assembly program material it will leave a vivid impression in the mind of the student and is sure to bring out interesting topics for discussion.

In the student-teacher demonstration method, liquid air furnishes an interesting diversion. Since this substance is dangerous, the teacher should use caution in permitting students to handle it. The best method is for the student to aid in obtaining materials and the teacher to perform the demonstration. This form of assembly entertainment never fails to create interest among the younger stu-

dents, while to those of junior high-school age, it provides thought-provoking questions. The older highschool students can learn a useful lesson in studying the effects of this cold liquid on electrical conduction, its various chemical effects, and its scientific relationship to the gas laws.

In another program of this type, one which provides excellent material for the assembly is the ultra-violet light demonstration. In general science and physics it fits especially well into the study of wave lengths and the theory of light. In the biological sciences, the short-wave violet light may be used to explain the effect of short wave radiations on the germ plasm. The chemical sciences also may take part in this program.

If the program is developed as a cooperative effort, the help of the various school departments may be enlisted. The physical science and electrical shop students may aid in obtaining the ultra-violet light source. The chemistry department could be made responsible for the production of fluorescent paint materials. Even branches of study outside the sciences could aid in building the program. For example, the art and mechanical drawing departments could make fluorescent posters and signs.

Most highschools do not advance money for research experimentation. This leaves the teacher the necessity of meeting the expense of the demonstration, which may keep many science teachers from launching out in this field. The writer has met the cost of equipment in a number of such programs. A special effort was made to make the program as interesting and appealing as possible. As a result, after the demonstration had been given in the high-school, civic organizations asked to have the program presented before their members. One program has paid for itself.

It is the hope of the writer that other science teachers will make greater use of the demonstration assembly. Successful achievement in developing the programs serves the triple purpose of enlightening the community to the values of science, of allowing more student self-expression, and of creating greater interest within the classroom.

Photo, courtesy of Pittsburgh Public Schools

The PRINCIPAL and Individual Guidance

HERBERT R. STOLZ

*Assistant Superintendent of Schools,
Oakland, California*

WHERE THERE is a principal-teacher in a school, his attitude toward individual guidance of pupils will usually determine the practice among the other teachers. When a principal is genuinely interested in what is happening to each boy and girl in his school, his attitude will tend to permeate the thinking of his teachers, will be reflected in the conferences he has with them, will modify the disciplinary procedures thruout the school, will determine the general quality of parent-teacher relations, and will leave its mark upon curriculum and administrative practice in that school. This is true of large or small schools, of schools in cities or in rural surroundings. Without the wholehearted participation of the principal the program of individual guidance in any school will remain inadequate despite the best efforts of the teachers, the plans of the superintendent, and the skilled assistance of guidance specialists.

Many principals take pride in knowing a good deal about each pupil in the school. In a school of two hundred or less, this is no great task; in a school of five hundred it requires a good deal of time and effort, systematically applied; in a school of a thousand or over it cannot be done. One of the most serious indictments of the large elementary school is that in it there is no provision for the continuous supervision of each child's career by one person. It is obvious that the size of the school population and his teaching load will determine the amount of direct guidance to individual pupils that the principal can give. Most principals, I think, prefer to retain some of this direct guidance for the satisfaction it gives them and so that they will not get to be too far removed from the problems which confront their pupils and teachers.

But no matter how large his school is, every principal should accept the responsibility of helping his teachers to understand individual children. The very closeness of his contact with his pupils

which makes a teacher the primary agent in individual guidance, enhances his need to talk over individual pupil problems with the principal.

Moreover, the principal frequently does know more about a child's past or family than the teacher does and he can help the teacher to see the pupil's present behavior against a wider background or a longer perspective. In the case of a child whose overt behavior seems to show marked differences which are but varied symptoms of a chronic emotional insecurity, this long-term view is particularly valuable. In any case the teacher often needs the principal's encouragement in handling a difficult pupil even tho he cannot suggest the right answer.

There is a place for group discussion of practical technics of observation and guidance, and many principals use this method, but as an educative procedure such group conferences or faculty meetings cannot take the place of teacher-principal conference over the needs of individual youngsters.

In a school which believes individual guidance is important, the principal not only gives leadership but also sees that the necessary time and facilities are provided for observation, conferences, recording, and coordination. In larger schools which use a variety of guidance specialists, this is particularly necessary. The additional diagnostic and treatment services which the school physician, the school nurse, the corrective speech teacher, the individual mental tester, the visiting teacher, and the clinical psychologist perform cannot be focused to the best advantage unless the principal makes administrative arrangements to coordinate them. Often the limitations of the school plant and the required curriculum for group instruc-



Staff photo—George McCauley

tion leave scant space or time appropriate for the mechanics of coordinated individual guidance and the principal's ingenuity is the deciding factor upon which success will depend.

The principal's coordinating activities are not restricted to the intramural field. He must bear a considerable part of the burden in getting the teacher to understand the parent and the parent to understand the teacher so that both may pull together in guiding a child. Every principal knows how important this is—and how difficult it can be. Sometimes there are other social agencies besides the home and the school to be drawn in, and in most cases it is the principal who has to steer their combined effort.

In addition to his direct and coordinating functions for the benefit of individual pupils, the principal naturally assumes the responsibility for the interpretation to organized groups of parents and to the community at large of the school's program of individual guidance. The scope of services expected of the elementary school has increased considerably during the last decade and the public continually expects more and more in the field of individualized education. At the same time the adult members of our society view with alarm any deflection of effort from the instruction of pupils in traditional school subjects and, as taxpayers, resist any increase in cost. It devolves upon the principal to explain to his community leaders this changing emphasis and its implications. [This is the sixth in a series of articles on individual guidance by Dr. Stolz, chairman of the NEA Committee on Individual Guidance.]

The COINCLUSIVE MEMBERSHIP PLAN

Grows in Popularity

REUBEN T. SHAW

President, National Education Association

DR. CLIFFORD P. ARCHER of the University of Minnesota, newly elected president of the Minnesota Education Association, recently wrote:

I personally believe we are weak in our present organization. There should be local associations, state, and national, but so set up that one who joins the local, automatically becomes a member of the state and national associations. I personally believe the time has come for a change into a more closely unified organization.

Mr. Irving F. Pearson, the new executive secretary of the Illinois Education Association, also wrote recently: "If I have my way, next spring or fall will see the presentation of an all-inclusive membership plan for Illinois."

The idea of a coinclusive membership plan by which a teacher may join local, state, and national professional associations at the same time was born a long time ago but during recent years it has been growing definitely in popularity.

Ten states and Hawaii have experimented with it more or less successfully and numerous local communities are using it regularly.—Connecticut, Iowa, Minnesota, Montana, Nevada, New York, Oregon, Pennsylvania, South Carolina, and Washington have adopted coinclusive enrolment plans.

Ten years ago the Pennsylvania State Education Association at the suggestion of its Executive Secretary, J. Herbert Kelley, adopted the coinclusive membership plan on a statewide basis. The state association distributes, before the beginning of the school term in the fall, to the secretary of each of its 295 local units, enough coinclusive enrolment cards for each teacher. These coinclusive cards are four 3 x 5 enrolment cards attached to one another in a strip a foot long. The teacher receives a strip, fills it out and enrolls himself in all three organizations—local, state, and national—at one time. The local secretary countersigns one as the member's receipt, keeps one for his own record, and sends the other two to the secretary of the state association and

to the secretary of the national Association.

In New York State the state and national cards are not attached. They are similar in size and design but differ in color. They are sent by the secretary of the state association early in the fall to the superintendents and other local leaders who handle the enrolment campaign.

The Hilo Teachers Association on the Island of Hawaii has gone further than any other organization by adopting a regulation to the effect that no teacher may join the local association who does not also join the Territorial Association and the NEA. This step, logically and professionally correct, suggests the direction along which other organizations will doubtless move in the near future.

Among the local associations which are using the coinclusive enrolment plan are the following: Jefferson School, Glendale, Calif.; Fremont Highschool, Oakland, Calif.; California Teachers Association, Southern Section; Columbus, Ga.; Overton, Nev.; Palmyra, N. J.; Rochester, N. Y.; Carroll County, Ohio; Columbus, Ohio; Tulsa, Okla.; Philadelphia, Pa.; Dallas and Houston, Texas; Wood County, W. Va.

The appeal of the coinclusive enrolment plan rests largely on two bases—the logical assumption that educators ought to be members of their professional organizations all along the line—local, state, and national; and the desire for a simplification of the enrolment procedure by which enlistment may be accomplished in all three organizations

Why join the NEA?— *You would not wish your city to remain apart from the United States, a city without a country. Nor would you wish to be a man without a country. If you value your political citizenship in the nation, why not value your professional citizenship in the nation?*—Superintendent Harry H. Clark, Knoxville, Tennessee.

by a single operation thus eliminating the irritations which sometimes arise from numerous separate solicitations. Eventually, some form of coinclusive enrolment will probably be adopted by all wide-awake local and state associations.

Leaders in Houston, Texas, where the plan was adopted for the first time last fall, are enthusiastic about it as is evidenced by the following paragraph which appeared in the November 1938 issue of their *Bulletin*:

We believe that this plan meets the needs of the Houston teachers better than did the plans previously used, and thus we urge you to send your reactions and to offer any constructive criticism relating to its use by the Houston Teachers Association.

The NEA Committee on International Relations proposes that an item of 5 to 25¢ for the World Federation of Education Associations be included by local and state associations which adopt the coinclusive enrolment plan. I heartily approve of this suggestion.

I should like to urge, also, that an item of from 10¢ to \$1 be included for the purpose of paying a part, at least, of the expenses of delegates to the annual state and national conventions.

We should bear in mind that *no other* national organization collects its dues on the basis of local *or* state *or* national; it should be considered professional enrolment and therefore include local *and* state *and* national.

I believe that a very important step in this direction will be the use of the all-inclusive membership card which the NEA bylaws now authorize. The Executive Committee of the NEA is now working upon the form of a membership card which will be distinctive and which might be used as *the* membership card for local, state, and national associations.

A very important matter in connection with securing prompt and complete enrolment is the selection of the time to conduct the membership campaign. A number of local units have found that April or May is the best time because the teachers are usually best able to pay at that time.

Toward WORLD UNDERSTANDING

Many a teacher today is asking himself, "How can I make some contribution—small tho it may be—to help bring order, justice, and peace to this confused and war-torn world? If general war comes and America is drawn in, I would do all I could, and would be required to do much to help carry the burden. Isn't there something I can do now which might help to bring understanding and goodwill before the worst comes?"

In keeping with the resolution adopted at the 1938 NEA convention in New York, directing the officers to undertake a more active campaign of world goodwill thru the Committee on International Relations in cooperation with the World Federation of Education Associations, President Shaw has been working on a plan to enable teachers who wish to do so, to take part in such an enterprise. He has announced his plan in a letter and circular to NEA state directors from which the following is taken:

THE INCLOSED LEAFLET, *Toward World Understanding*, is a four-page statement concerning the activities of the National Education Association and the World Federation of Education Associations in the field of international goodwill. It sets forth the situation in this field up to November 19, 1938.

On that date a very important conference of the Committee on International Relations of the National Education Association was held at NEA headquarters. Members of the NEA core committee present were Annie C. Woodward, *chairman*, Somerville, Massachusetts; W. P. King, *vice-chairman*, secretary of the Kentucky Education Association; Grace Koerner, *secretary*, East Orange, New Jersey; and Mrs. Louise B. Simmons, Tulsa, Oklahoma. Representing the World Federation of Education Associations was its president, Paul Monroe of Columbia University. The new Division of Cultural Relations of the Department of State was represented by Ben M. Cherrington and Richard F. Pattee. The National Education Association was represented by Reuben T. Shaw, president, and by staff members Frank W. Hubbard and T. D. Martin. United

States Commissioner of Education, John W. Studebaker, had intended to participate but was unavoidably detained.

It was brought out that very little material describing our American schools had been translated into other languages. The desirability of having such material prepared for distribution among other countries of the Western Hemisphere was emphasized. Plans were started whereby the groups represented would cooperate in preparing such material. There appeared to be no funds in any budget that could be used to make this material available.

The carrying out of this and certain other projects represents an emergency need. I am, therefore, writing to you to ask you to advise me as to how the matter can be best presented to the teachers of your state so that they may have an opportunity to help at the earliest possible date. Would the following be a workable plan in your state?

Publish in your state journal the enclosed article entitled "An Emergency Appeal to Teachers Interested in Our International Relations," together with a very brief statement from you urging that someone in every school in your state take the initiative and send the money directly to the NEA headquarters. Please bear in mind that this plan is only a suggestion and that it should be modified in whatever way seems best to you.

At the November meeting, Dr. Cherrington of the State Department indicated that he was planning to establish contacts with a number of the government officials of the other American Republics on behalf of the program of Cultural Relations of the Department of State. At the present writing, he is in South America and has indicated again that it would be highly desirable to have such material as soon as it can be made available.

May I summarize the needs for which such funds are urgently needed? More and more it has become clear that the individual members of the profession generally have little knowledge concerning the aims, purposes, and achievements of the World Federation of Education Associations and the part that the Na-

tional Education Association is supposed to have in supporting the international relations program of the Federation. I should like, therefore, to draw your attention to the following needs:

[1] To print and distribute thousands of copies of the leaflet *Toward World Understanding*.

[2] To print and distribute booklets giving a complete account of the aims, accomplishments, and plans of the National Education Association International Relations Committee and the World Federation of Education Associations.

[3] To translate and print for distribution to the teachers of South America pamphlets describing some of the principal features of our American school system in connection with the World Federation of Education Associations convention next summer.

[4] To meet emergency needs which may arise in preparation for the 1939 WFEA meeting in Brazil.

[5] To provide for a second meeting of the core committee of the NEA International Relations Committee in the spring of 1939 to further these projects.

Dr. Monroe has pointed out that if every teacher in the United States would give five cents to this Emergency Fund it would provide more than seven times the amount usually available for carrying on the work of the World Federation of Education Associations. We must act at once if we are to be able to carry out the activities outlined above. It is my request that either the principal or the teacher-association representative in every school in the United States act at once as a receiver of contributions of from five cents to twenty-five cents from every teacher. After the facts have been presented, the teachers should be left entirely free to give or not to give. It is my hope that the money will be collected *at the earliest possible moment* and forwarded directly to the National Education Association, Washington, D. C., marked "Emergency Fund for Joint Enterprise."

Some groups, somewhere in the world, must keep hammering away at this problem until at last mankind shall forge a will and a plan for permanent peace. Let the teachers of America lead in the cause!

The Washington Monument

Unfailing beacon to all clouds that soar
And all the wings that fly,
White sea-mark on the waveless azure
shore,
Great guide-post of the sky!

At times thou seemest that eternal tree
With worldwide spreading root.
The flying storms are foliage for thee,
The sun and moon thy fruit.

With feet on earth and head among the
stars,
Unsleeping sentinel,
Thou makest answer to the gusts and jars,
"Midnight, and all is well."

Whatever realm the hostile years o'erthrow,
Shall not the Union rise
Like thee, still grappled by the rock below,
Still counselled by the skies?

WENDELL PHILLIPS STAFFORD,
Noted Jurist, Washington, D. C.

Teaching Patriotism thru Biography—

In February we turn in grateful memory to three of our national heroes, Washington, Lincoln, and Susan B. Anthony. No formal celebration of their birthdays can take the place of a sense of companionship with them which every child may acquire from wide and careful reading. A life story speaks directly to other lives. We gather strength from reading of the struggles and achievements of others. The young Lincoln was profoundly influenced by a meager account of the life of Washington, which fell into his hands. What may not be expected from the children of today if they learn to enjoy the great wealth of material now available on our American patriots?

Suggestions for the teaching of patriotism thru biography will be found in the November 1935 JOURNAL in an 8-page feature entitled "Our American Heritage of Leadership." This article includes pictures and brief biographies of the great Americans in the Hall of Fame at New York University. In this connection, read also "The Challenge of the Hall of Fame" by Mary S. Holland in the January 1938 JOURNAL, p4-5, which suggests a seventh-grade unit on the ideals of great Americans, having for its aim character education.

George Washington

(Born Feb. 22, 1732; died Dec. 14, 1799)

Washington's is the mightiest name of earth—long since mightiest in the cause of civil liberty; still mightiest in moral reformation. On that name no eulogy is expected. It cannot be. To add brightness to the sun, or glory to the name of Washington, is alike impossible. Let none attempt it. In solemn awe pronounce the name, and in its naked deathless splendor leave it shining on.—Abraham Lincoln.

A few especially readable books on Washington for boys and girls are given below (from *The Right Book for the Right Child*, prepared by the American Library Association, John Day Company, publisher):

On the Trail of Washington by Frederick T. Hill (Appleton).

Boys' Life of Washington by Helen Nicolay (Century). Also *Boys' Life of Abraham Lincoln* (same author and publisher).

George Washington by Horace E. Scudder (Houghton). Traits of leadership.

Abraham Lincoln

(Born Feb. 12, 1809; died April 15, 1865)

Our children shall behold his fame,

The kindly-earnest, brave, foreseeing
man,

Sagacious, patient, dreading praise, not
blame,

New birth of our new soil, the first
American.—James Russell Lowell.

Note on page 51 of this JOURNAL that *Selections from Abraham Lincoln*—including his Gettysburg Address and other material—is now available in the penny Personal Growth Leaflets. Give a copy to each student in your school and recommend that it be read aloud by the family on Lincoln's birthday.

Books on Lincoln (also quoted from *The Right Book for the Right Child*) include:

The Perfect Tribute by Mary Shipman Andrews (Scribner).

Abe Lincoln Grows Up by Carl Sandburg (Harcourt). The first 27 chapters of the author's *Abraham Lincoln: His Prairie Years*.

Boy Scouts' Life of Lincoln by Ida M. Tarbell (Macmillan).

Susan B. Anthony

(Born Feb. 15, 1820; died Mar. 13, 1906)

Abraham Lincoln and Susan B. Anthony were the two representative champions of freedom during the nineteenth century.—Senator Robert F. Wagner.

An eloquent tribute to Susan B. Anthony by Senator Wagner before the United States Senate, is published in the February 1938 JOURNAL under the title "She Changed the Mind of a Nation." The same article quotes from Rheta Childe Dorr's great life of Susan B. Anthony (published by Stokes).

Co-worker of Miss Anthony was Anna Howard Shaw (born February 14, 1847), noted preacher and lecturer who spoke in every state in the Union on behalf of equal opportunities for women. Also a pioneer in the higher education of women was Alice Freeman Palmer (born February 21, 1855), public-school teacher and president of Wellesley College. She can be made real to children thru the story, "Tell Us How To Be Happy," in the February 1937 JOURNAL.

Historic Pilgrimages—February is a good time for delegations of school children to make a pilgrimage to statues of great Americans if such monuments are located conveniently near, and to renew their pledge of service to the Union which they founded. Following this pilgrimage, the children may write accounts for the school or local paper.

A list of Lincoln statues (life size or larger) has been issued by the Lincoln Historical Research Foundation at Fort Wayne, Indiana. The December 1938 Kansas City (Missouri) School Service Bulletin is entitled *The Statue of Lincoln in Kansas City's Outdoor Gallery of Art* and includes pictures and information about other statues of Lincoln.

Other February Birthdays—James Russell Lowell was born on February 22, 1819. Part of his beautiful poem on "Our Martyr-Chief" is quoted on this page (from *Our Holidays in Poetry*, H. W. Wilson Company, publisher). February 27, 1807, is the birthdate of Henry W. Longfellow whose poem, "The Ship of State," is especially suitable for recitation in connection with February patriots.

RURAL-SCHOOL SERVICE

A Country Town

If I could ever settle down,
I'd choose a cozy country town.
A town that lies just in between
The throbbing world and fields of green.

There folks would know me as I am,
Without pretense, false pride, or sham.
No mad crowds milling everywhere;
Soft drowsiness hangs in the air.

With friends enough to pass the day
And while the winter nights away.
Few strangers wander down the street,
You speak to everyone you meet.

I like the friendliness that chats
In gardens on the ways of cats;
The kindness that gives and takes
Raisins and flour, fresh pies and cakes.

One day a week in Sunday clothes
The whole town seeks divine repose:
Then peace and silence o'er me brood
And make me feel that life is good.

If ever I should settle down,
I'd find a friendly country town.

—CARL S. WEIST

[For the school bulletin-board.]

Rural Youth: Their Situation and Prospects (by the Division of Social Research, Works Progress Administration) surveys education, leisure, employment, and marriage opportunities of rural young people from ages 16 thru 24, of whom there are almost ten million in rural areas. Government Printing Office, Washington, D. C. 167p.

A good rural school—The other day when I left Greenwood [Mississippi] I came by the Sidon school. I saw there a close approach to my idea of a good Negro school—a neat, clean, four-room schoolhouse; a nice teachers' home; a good barn and shed for a car; a poultry yard with two poultry houses with a yard full of chickens; a good garden with a wide variety of growing vegetables; a pantry of canned goods for winter; a good dairy cow on pasture; growing porkers for the meat supply; school grounds covered with attractive flowers and shrubbery. As a result of this type of school, the tenant farmers of the community are growing more gardens, more chickens, more flowers and shrubbery. The farmers are living better

and are more contented. They are moving around less in the community and out of the community. The white people are more interested in the colored people and are doing more for the school.—P. H. Easom, state agent, Department of Education, Jackson, Mississippi.

Relief maps from cornstarch and salt—Two recipes are given by the Bureau of Rural Education, Kansas State Teachers College, Pittsburg, Kansas, E. E. Stonecipher, director:

[1] Use one pound of ordinary cornstarch and two quarts of table or stock salt. Moisten starch with a very little water and after heating the salt mix the two together and bake in the oven until thick enough to mold. Then knead the mixture and wrap in a damp cloth until needed. The hands should be kept wet while working with the mixture. Draw the outline map on heavy paper or preferably thin cardboard and cut around the outline. Cover the map with the mixture and work up a desired relief effect. When done the map may be baked in an oven or left to dry for 24 hours after which it may be removed and used as desired.

[2] Mix four tablespoons of flour and five tablespoons of salt, add water, and mold into shape. Dust with dry salt. Let stand or bake in sun several hours.

For a plan to enrich the rural highschool curriculum, see "Highschool Service," page 60 of this issue.

For class discussion—How should I budget my leisure time? With fifteen or twenty hours of leisure a week, how many hours should be given to the following activities? What other activities should be added to the list?

—hours voluntary service to others.
—hours group play (outdoor games, etc.)

—hours individual play (puzzles, etc.)
—hours individual study and development (such as reading).

—hours picture shows, radio, watching others play.

How does your school compare?—Physical education equipment for rural schools should include balls, bats, goal posts, nets, racquets, and official courts adequately marked. An official volleyball net, a paddle tennis net, and wooden paddles (which children can make)

should be in every school. Rope, wire fencing, or grain sacks can be used as substitutes for nets. Old leather ball casing may be stuffed with straw or paper for use in numerous games.

The following minimum list of supplies and their *approximate* cost is given so that schools may have a standard from which to build:

1 Soccer ball	\$ 5.25
1 volleyball	3.15
1 rubber soccer ball	1.90
1 volleyball net	2.15
4 Indian clubs (1½ lbs. each)	3.00
2 six-inch playballs, rubber	1.30
3 shuttlecocks (rubber tipped)	.69
3 shuttlecocks, kid (lead weighted)	.96
2 soft ball bats (\$1.25 and \$.70)	1.95
2 soft balls (12-inch smooth seam)	2.20
1 soft ball (rubberized)	.85
1 tube patch set	.15
1 inflator (foot pump)	.90
1 wooden handled lacing needle	.07
4 paddle tennis paddles	6.00
4 paddle tennis balls	1.00
1 scale for weighing	2.90
1 tenikoit (ring deck-tennis)	.60
1 teacher's whistle	.35
2 basketball back stops and goals (official specifications) (without standards)	60.00
Total	\$95.37

Optional equipment:

1 basketball	\$ 7.35
1 set horseshoes and stakes	2.15
1 set table tennis equipment (ping pong)	2.65
1 50-foot cloth tape	.50
Total	\$12.65

—From *Physical Education in Small Rural Schools*, State of California, Department of Education Bulletin, April 15, 1938. Sacramento, 75p. 25¢ (plus 1¢ sales tax).

For school listening—"The National Farm and Home Hour," broadcast daily except Sunday by the United States Department of Agriculture (NBC, 12:30-1:15 PM EST) may well be made a part of the curriculum in every rural school.

To Hold This Soil is an attractively illustrated story by Russell Lord of the Soil Conservation Service on how to prevent wastage of farm lands and forests (Government Printing Office, Washington, D. C., 45¢).



HIGH SCHOOL SERVICE



Only 10 percent of the graduates of 231 small highschools in Wisconsin complete a four-year college course, yet 70 schools offer nothing outside of the traditional academic subjects.

These and other facts are published in a notable curriculum bulletin by the Wisconsin State Department of Instruction under the title, *A Study of Small High Schools in Wisconsin*, summarizing a three-year survey by a committee of members of the state department, teachers colleges, and university, in cooperation with teachers and superintendents thruout the state.

Highlights from this study are given here to encourage other localities to make similar surveys. The committee points out that "the problems presented by the small highschool [six or less teachers] are increasing in importance. Future increases in highschool enrolment will affect the present small highschools to a greater extent than the large city highschools. To draw village and farm young people into a school unsuited to the lives they will probably lead would be tragedy." The curriculum should be based upon pupil needs such as these revealed by the survey:

NUMBER AND CHARACTER OF SCHOOLS—Of 443 Wisconsin highschools, 231 had six or less teachers. Four out of five of these small schools are in rural areas.

CURRICULUM—188 schools offer no courses in agriculture; 174 none in homemaking. Seventy offer little beyond traditional academic subjects.

GRADUATES—More than half the girl graduates marry within 7 years of graduation. Of employed girl graduates, 40 percent are in teaching, 20 percent in offices and stores, 10 percent in nursing. Of employed boy graduates, a fourth are on farms, a third in commercial occupations, and a twelfth in teaching. The percentage of graduates going on to other schools is decreasing.

Agriculture—Content should be adapted to agricultural activities of community and state. National problems should be included. Distribution and marketing as well as production should be studied. Appreciation of rural life should be developed. One or two semesters should be planned for inclusion of girls. Four semesters should be the minimum.

Homemaking—Emphasis should be on problems of the home in the small community and on the farm. Social, economic, and educational problems of the home should be studied as well as technics of sewing, cooking, and the like. One or more semesters should be planned for boys. Four to six semesters.

Business training—Two semesters may be used for developing technics such as typing, shorthand, bookkeeping; two semesters should be given to study of general business problems with emphasis upon village and farm activities. Typing should be a ninth-grade subject so that the skill may be used thruout the school years. Four semesters of business training are recommended.

Industrial arts should be centered about the manual activities of home, farm, and small repair shop. One semester should be planned for girls. Four semesters.

Music and fine arts—Appreciation, band, orchestra, and choral work are probably most appropriate to village and rural community. Probably 2-3 teacher schools can offer music and fine arts only when a parttime teacher can be found in the local community. Two to four semesters are advised.

Physical education—Classwork should be offered to all students thruout their 4-year course. It is well to organize the classes for two separate meetings of boys and girls and one joint meeting weekly. Recreational activities to which the community is well adapted should be stressed. Outofdoor activities should be fully utilized. Allow one semester of credit for each two semesters of work.

Language and literature—About half the work should emphasize language technics, especially oral and written reports, speaking to an audience, remedial reading and spelling, business and personal letter-writing. Village and rural activities should be drawn on for content. The other half should develop reading as a recreational activity and appreciation of literature as a source of ideas on life problems. Contemporary as well as classical literature is essential. Four to six semesters.

Mathematics should be correlated with agriculture, homemaking, business train-

ing, the sciences. Quantitative aspects of community and school life should furnish the foundation for two years' math.

Natural science should include basic concepts in physics and chemistry. It should center about problems in home and community life; the school laboratory should supplement the greater laboratories of home, farm, and community. Human health problems should have an important place. Two semesters of physical science and two of biological science should be offered.

Social science should use current happenings in community, state, nation, and world as starting points of study. Important movements should be interpreted in terms of their historic origins. Four semesters are recommended.

Special units—Safety education, conservation of natural resources, cooperatives, and the like—should be included as special units in almost every course and in the home-room program.

To make such a curriculum effective, the Wisconsin report recommends an individualized curriculum providing for work-study rooms and hours rather than for recitation and study periods. For example, an agricultural study and work hour may include pupils—ranging all the way from the first to the fourth year—working individually or in groups upon a variety of problems. Pupils may work an hour or all day in one work-room at one or related problems.

When a pupil enters school, a general plan for his four years will be made, to be revised as needed. Account will be kept of his activities so that progress toward completion of his plan will be known to him and his parents and teachers. Graduation will be based upon four years of conscientious work on an individual program, not upon units of subjectmatter. The needs of the 10 to 20 percent who expect to enter college will be met more satisfactorily; the present neglect of the 80-90 percent who do not enter college will be unnecessary. [The Committee on Small High Schools included C. E. Ragsdale, chairman, G. P. Deyoe, John Kolb, Glenn H. Nelson, E. T. Smith, E. L. Walters; State Superintendent John Callahan.]

FUTURE TEACHERS SERVICE

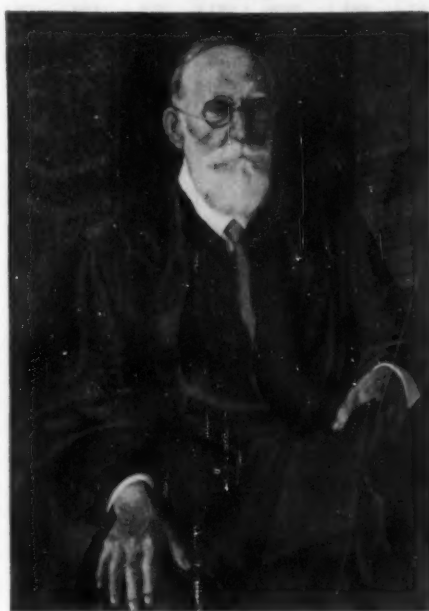
The Story of Future Teachers of America—One hundred years ago, on July 3, 1839, the first public normal school in America was opened at Lexington, Massachusetts, with 3 students. By the end of the year 25 had enrolled. From this simple beginning, schools for the preparation of teachers have grown into four-year colleges and their students are numbered by hundreds of thousands.

These events and others in the early history of the American schools were celebrated during the Horace Mann Centennial sponsored by the National Education Association from 1937-39. A new movement growing out of the Centennial is the Future Teachers of America, composed of young people in the highschools and colleges. This organization sponsors activities thru which young people can improve themselves and look forward to useful careers in teaching. Future Teachers of America is based upon the important fact that the future of mankind is in the youth of today.

How To Organize—Write to the National Committee, FTA, 1201 Sixteenth Street Northwest, Washington, D. C., for the leaflet, "Future Teachers of America," which describes the plan for organizing in both highschools and colleges and explains how a charter and library may be secured. Attractive program materials may also be had free on request from the National Committee.

The Future Teachers Library—In the belief that the Future Teacher's reading is of vital importance, the National Committee furnishes to each chartered club a valuable library. The library is planned to meet three needs of the Future Teacher: [1] Personal Growth Leaflets such as "Your Life in the Making" and JOURNAL reprints such as "The Beginning Teacher" aid the student in the development of finer character and personality. [2] A generous supply of such books as *Horace Mann: His Ideas and Ideals*, *Go Forth and Teach*, and *Our Public Schools* gives professional and historical background; college clubs also receive the trilogy on education and American democracy recently published

by the Educational Policies Commission. [3] Thru research bulletins, *Teaching as a Man's Job*, and similar publications, the student is enabled to make a survey of teaching as a career.



Hugh Taylor Birch, ninety-year-old honorary chairman of the National Committee, Future Teachers of America, is the only living person who knew Horace Mann in the flesh. Mr. Birch has retained thru the years the inspiration which as a boy he received from Horace Mann at Antioch. Thus there is a direct human connection between Horace Mann and the FTA movement. With wise counsel and financial encouragement, Mr. Birch has given powerful support both to the Horace Mann Centennial and to Future Teachers of America.

A Birdseye View—FTA organizers are at work in thirty of the states; additional organizers will be appointed soon. South Carolina was the first state with ten FTA clubs, thus becoming the first to be eligible for a state charter from the National Committee. Among the other states taking the lead in this significant movement are Arkansas, Georgia, Iowa, Kentucky, Louisiana, Michigan, Missouri, Nebraska, North Carolina, Ohio, Pennsylvania, Texas, and Wyoming.

The Future Teacher's Pledge

The good teacher requires:

Physical vitality. I will try to keep my body well and strong.

Mental vigor. I will study daily to keep my mind active and alert.

Moral discrimination. I will seek to know the right and to live by it.

Wholesome personality. I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.

Helpfulness. I will learn the art of helping others by doing helpful things daily in school and home.

Knowledge. I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

Leadership. I will make my influence count on the side of right, avoiding habits that weaken and destroy.

These things will I do now that I may be worthy the high office of teacher.

In Teachers Colleges—Members of Future Teachers Clubs in teachers colleges and schools of education are junior members of the National Education Association and receive its JOURNAL regularly. Membership in the college FTA groups is open to all classes, from freshmen to senior.

The Future Teacher's Pin—All members of chartered clubs in good standing are entitled to wear the Future Teachers of America pin. The pin is attractive and made of sterling silver with the torch in red enamel and the letters "FTA" against a black background. The pin is equipped with a dependable safety clasp. Order from the National Committee, Future Teachers of America. 50¢ each.

A Typical Letter—We have organized in the Fort Gaines, Georgia, High-school a Future Teachers of America Club. The group is named for Willis A. Sutton, superintendent of the Atlanta schools and past president of the NEA. Future Teachers is a great movement; we plan to give it all that we have.—Superintendent H. S. Shearouse.

Membership in Departments of the National Education Association, 1938

PREPARED BY THE DIVISION OF RESEARCH

States and territories	Adult Education	American Assn. for Health, Phys. Ed'n. and Recreation	American Assn. of School Administrators	American Assn. of Teachers Colleges	American Educational Research Assn.	Art Education	Elementary School Principals	Home Economics	Lip Reading	National Assn. of Deans of Women	National Council of Administrative Women in Ed'n.	National Council for the Social Studies	Rural Education	Science Instruction	Secondary School Principals	Supervisors and Directors of Instruction	Visual Instruction
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Total	2,223 ^a	9,137 ^a	4,299 ^b	197	463	592 ^c	5,681 ^d	409	163	948	269	2,085 ^e	236	2,225	7,176 ^f	1,185	602 ^g
Alabama	16	137	52	4	5	9	54	1	3	10		9	3		166	12	
Arizona	12	36	23	2	3		24			10		1		4	23		4
Arkansas		29	32	2	1	3	25			4		9	1	15	48	2	2
California	68	534	144	6	35	45	560	6	11	43		73	16	217	640	185	29
Colorado	10	69	51	3	6	13	68	2	2	17	61	15	2	8	88	20	5
Connecticut	23	141	81	5	7		109	4		23		53	1	1	186	19	10
Delaware	13	26	23		2	2	10	1		3		1	3	11	12	8	
District of Columbia	64	69	64	2	25	4	70	23	3	20		35	8	73	81	26	11
Florida	5	48	22		3	2	108	4	1	7		6		12	40	9	7
Georgia	6	86	63	2	4	15	129	11	3	9		10	3		36	19	4
Idaho	4	18	12	2	1	3	8			1		2		18	9		
Illinois	124	1,030	300	8	41	43	281	6	6	52		163	13	157	631	54	39
Indiana	20	286	103	3	7	3	177	7	5	30	1	52	2	124	194	22	12
Iowa	5	166	74	1	10	14	76	6	1	24		60	8	39	121	13	9
Kansas	17	126	86	4	8	4	109	4	2	13		20	3		301	11	6
Kentucky	40	66	51	5	5		58	1		19		24	1	3	142	17	4
Louisiana	40	125	51	2	3	43	66	27		13		10	2		33	24	11
Maine	1	39	27	1			8	2	14	11		8	2		244	1	
Maryland	5	76	64	3	8	5	110	3		10		28	2	211	84	28	3
Massachusetts	32	275	190	7	16	8	181	10	15	57	2	110	4		186	49	60
Michigan	218	319	200	5	34	80	372	13	22	31		86	19	43	268	53	20
Minnesota	7	244	87	6	15	11	70	6	3	18		61	11	44	183	44	13
Mississippi	5	35	38	2		1	35			4		7	1		75	4	1
Missouri	6	192	146	8	7	38	194	5	1	28		89	7	40	207	20	9
Montana	4	27	16	1		7	21	1		2		15	2	11	24	4	
Nebraska	14	66	43	4	4	16	76	2		11		25	3	51	54	16	3
Nevada		16	4				3			1		1	3	3	24		
New Hampshire	1	25	32	2		1	14		1	7		17	1	1	18		
New Jersey	32	510	277	6	10	25	282	41	4	27	1	80	10	38	247	44	18
New Mexico		16	20	2		2	20			4	24	7	3	5	21	5	1
New York	335	1,414	448	13	81	24	549	119	28	105	135	351	29	564	738	120	176
North Carolina	98	83	65	4	5	4	102	10		21		11	5	6	60	16	5
North Dakota	2	43	17	5		2	15	3		1		11	3	38	20	7	3
Ohio	457	476	230	10	40	39	275	21	9	75		114	4	98	398	32	48
Oklahoma	23	118	61	6	3	2	120	2	3	17	1	23	3		124	10	1
Oregon	7	113	15	3		18	63	4	3	3	18	7	4	1	33	6	3
Pennsylvania	30	636	345	14	25	6	297	28	5	78		202	5	24	503	49	27
Rhode Island	6	33	42	1		1	32	6	1	8		11		22	17	6	1
South Carolina	17	37	39		1	2	17	2		8		7	2		26	2	4
South Dakota	2	36	20	4		8	22			7		7	1	76	49	4	2
Tennessee	5	75	39	5	9	5	41	2	2	10		15	9	1	53	40	7
Texas	20	277	240	7	10	10	226	2	1	26	25	79	4	18	159	36	17
Utah	1	66	26	1	2	3	38		1	3		2	2		42	8	3
Vermont	1	21	28	2	1	1	3			6	1	5	10	1	125	6	3
Virginia	28	87	61	4	2	6	100	2		18		11	2	17	35	48	1
Washington	54	125	23	3	5	57	136	16	3	9		45		33	76	18	
West Virginia	285	94	51	7	3	1	110	3		12		16	1		164	4	1
Wisconsin	5	236	128	10	14		121	2	9	22		63	16	195	121	32	13
Wyoming		19	12		1	3	14			3		2	1		13	2	
Outlying Possessions																	
Alaska			2			1	10			1			1	2	3	1	
Canal Zone			3			1						1					
Hawaii	1		3			1	54		1			9	1		12	1	2
Philippine Islands			3				5					1			3	4	
Puerto Rico			6				3					1			3	4	
Virgin Islands			1														
Foreign	2	268	16		1		10			6		12	1		13	20	4

THIS TABLE shows membership by states in seventeen departments of the National Education Association. All the departments which are included above have separate, extra membership fees. Except when otherwise footnoted, figures are for the last complete membership year. This type of material illustrates the farflung interests of the Association and shows how widespread is the membership in every department.

The table should be read as follows:

Alabama has 16 members in the Department of Adult Education; 137 members in the American Association for Health, Physical Education, and Recreation; 52 members in the American Association of School Administrators; 4 members in the American Association of Teachers Colleges; 5 members in the American Educational Research Association; 9 members in the Department of Art Education; 54 members in the Department of Elementary School Principals; 1 member in the Department of Home Economics; 3 members in the Department of Lip Reading; 10 members in the National Association of Deans of Women; 9 members in the National Council for the Social Studies; 3 members in the Department of Rural Education; 166

members in the Department of Secondary School Principals; and 12 members in the Department of Supervisors and Directors of Instruction.

Read table similarly for other states, territories, and foreign countries.

Encourage your associates to join these departmental groups. Membership in the Association comes first and helps to maintain a broad program of national progress in education. It keeps teachers in touch with all phases of the profession. Membership in the departments is also vital. It lays the foundation for professional advance at pivotal points in the education enterprise.

* Includes 52 libraries not distributed by states.

^a Membership as of April 15, 1938, and includes 48 members in outlying possessions not distributed.

^b Includes 4,115 members who paid dues for the year 1938, 6 honorary members, 174 life or twenty-five year members, and 4 six-year members.

^c Membership as of December 16, 1938.

^d Includes 170 life members.

^e Members in good standing as of November 26, 1938.

^f Membership as of December 15, 1938.

^g Membership as of December 19, 1938.

DR. WILLIAM S. TAYLOR, State NEA Director for Kentucky, has organized an aggressive NEA Membership Committee for Kentucky, with each member assigned responsibility for a particular section of the state. Superintendent Henry H. Hill, Lexington, who is responsible for the central area of the state, recently inclosed the following statement with his letter to the superintendents in his territory:

Why I Belong to the National Education Association

- [1] I expect to spend my life in the teaching profession. I want to be a good citizen of my profession, carry my load, and help a bit to carry the other fellow's load.
- [2] From the NEA have come retirement legislation, tenure legislation, single salary schedules, better conditions for teachers. I can possibly secure these benefits without paying my \$2 membership fee but I prefer to pay my share.
- [3] I like the NEA JOURNAL. It alone, if read and used, is worth the \$2.
- [4] Of 1,000,000 teachers in the United States about 200,000 belong. I want to help bring the membership up, for in doing this I help myself become a better member of the profession and I help the teachers and children.
- [5] If federal aid comes to provide more funds and better schools, it will come because of a strong and united NEA.
- [6] I live in the Blue Grass, a favored region of Kentucky. I want to see the Blue Grass lead. By joining the NEA, I join the growing number of Blue Grass teachers who already belong.

New Life Members Received in December

ALASKA—Howard Trueblood
ILLINOIS—Leander W. Binna, Thomas M. Kennedy, Ben A. Sylla
MICHIGAN—Clarence E. Hinchey
MINNESOTA—Harold J. Sand
MISSOURI—Davis H. Acuff
NEW YORK—Helen E. Woodin
PENNSYLVANIA—Joseph W. Forsyth
RHODE ISLAND—Harold F. King
TEXAS—Kay W. McMillan, Jr.
VERMONT—S. D. Miner
WISCONSIN—Hugh S. Bonar

Completed Enrolments

THE FOLLOWING COUNTIES, cities, and individual schools renewed their memberships 100 percent during December and have continuously enlisted in their national organization for the number of years indicated:

TWENTY-ONE YEARS

MISSOURI—St. Joseph, Entire System

TWENTY YEARS

COLORADO—Pueblo, Minnequ

NINETEEN YEARS

MINNESOTA—Minneapolis, Hay
NEW YORK—Mount Vernon, William Penn

EIGHTEEN YEARS

ARIZONA—Tucson, Drachman, Dunbar Jr. High, Miles, Ochoa, Roosevelt
COLORADO—La Junta, Entire System
CONNECTICUT—East Hartford, Burnside
LOUISIANA—Grand Cane, Grand Cane Sr. High
NEW JERSEY—West New York, Public School No. 3

SEVENTEEN YEARS

ARIZONA—Tucson, Mansfield Jr. High, Mission View, Roskrue, Roskrue Jr. High, Tucson Sr. High, University Heights
CALIFORNIA—Berkeley, Washington; Santa Ana, Roosevelt

R. E. OFFENHAUER,

president of the Bowling Green State University, Bowling Green, Ohio, and treasurer of the National Education Association, was killed December 29, 1938, in an automobile accident. Mrs. Offenbauer was seriously injured. The two were returning from the meeting of the Ohio State Education Association at Columbus.

President Reuben T. Shaw of the NEA gave the following tribute at the funeral of Dr. Offenbauer on January 2:

Dr. R. E. Offenbauer was long identified with the work of the National Education Association. He contributed greatly toward the upbuilding of the interest of the Ohio educators in the national aspect of our American Educational System. He helped the teachers of Ohio and the nation to become conscious of educational needs beyond the confines of their own classrooms and to recognize the exalted position in which the teacher is properly held in every community. He rendered great assistance in the solution of the accounting problems involved in our constantly growing association. His loss will be deeply felt in all these fields.

It has been my privilege to know Dr. Offenbauer personally since June, 1934. I found him to be broad and openminded, thoro in his investigations, deliberate and fair in his judgments, and wise in his counselling.

I have always been much impressed with the candor and sincerity with which he approached the problems which came before him. He achieved remarkable results in all his endeavors. These results will always be a source of inspiration to those who follow.

He was highly approachable. He made his associates feel at once that he was deeply interested in the solution of their problems. Someone has said:

"There are two kinds of people on earth today, just two kinds of people—no more, I say. Not the good and the bad, for 'tis well understood
The good are half bad and the bad half good,



Not the rich and the poor, for to count a man's wealth
You must know the state of his conscience, and health,
No, the two kinds of people on earth that I mean
Are the people who lift, and the people who lean.
Wherever you go, you will find the world's masses

Are divided in just these two classes.
And, oddly enough, you will find, too, I ween,
There is only one lifter to twenty who lean."

Dr. Offenbauer was a "lifter." He was always carrying more than his portion of the labor and worry and care.

To those of us who had the opportunity of working with him personally there seemed to be but one word which accurately characterized the man and that is the word "friend." Shakespeare said: "A friend is a rare book of which only one copy is made," and Dr. Offenbauer was the rarest of friends.

MASSACHUSETTS—Beverly, Manual Training Jr. High
NEW YORK—Mount Vernon, Columbus
OKLAHOMA—Muskogee, Entire System
VIRGINIA—Norfolk, James Monroe

SIXTEEN YEARS

CALIFORNIA—Long Beach, George Washington Jr. High; South Pasadena, El Centro St.
COLORADO—Cripple Creek, Cripple Creek Elem. Dist. No. 1, Cripple Creek Sr. High; Victor, Victor Sr. High, Washington Dist. No. 1
INDIANA—South Bend, Entire System

FIFTEEN YEARS

CALIFORNIA—Monrovia, Monroe (Orange Ave.)
DELAWARE—Delmar, Delmar
NEBRASKA—Omaha, Beals
NEW JERSEY—New Brunswick, Livingston
OHIO—Alexandria, Alexandria Elem.
PENNSYLVANIA—Greenville, Margaret Brown, Columbia, Washington; Pottstown, Entire System

FOURTEEN YEARS

CALIFORNIA—Davis, Davis Joint Grammar; Long

Beach, Horace Mann; Los Angeles, Garvanza; San Francisco, Franklin
ILLINOIS—Cicero, Sherlock; East St. Louis, Longfellow
KENTUCKY—Louisville, Emmet Field
NEW YORK—Oneida, North Broad Street
OHIO—North Baltimore, Entire System
PENNSYLVANIA—Abington, Entire System; York, Entire System
TENNESSEE—Memphis, Humes High
TEXAS—Dallas, Sam Houston

THIRTEEN YEARS

ARIZONA—Tucson, Entire System
CALIFORNIA—Anaheim, George Washington; Dinuba, Entire System; Modesto, Washington
ILLINOIS—Cicero, David Burnham, Wilson
INDIANA—Fort Wayne, Hanna
MASSACHUSETTS—Plymouth, Knapp
OHIO—McDonald, Entire System

TWELVE YEARS

ALABAMA—Birmingham, Barker
CALIFORNIA—Los Angeles, Fletcher Drive; Modesto, Franklin
FLORIDA—Lake Worth, North; Lantana, Lantana

ILLINOIS—*River Forest*, Lincoln, Roosevelt, Washington
 INDIANA—*Fort Wayne*, Franklin; *Seymour*, Emerson, Lincoln, Riley, Washington
 NEW JERSEY—*Alloway*, Alloway; *Ridgefield Park*, Lincoln
 OHIO—*Ashtabula*, Chestnut Ave.
 PENNSYLVANIA—*Bradford*, Bradford Sr. High; Fourth Ward, Fifth Ward, Hobson Place, Sixth Ward, Third Ward; *Dormont*, Kelton
 UTAH—*Logan*, Entire System

ELEVEN YEARS

CALIFORNIA—*Long Beach*, Longfellow; *Los Angeles*, Aldama, Hoover St.; *Pasadena*, Andrew Jackson; *Santa Ana*, Thomas A. Edison
 COLORADO—*Pueblo*, Danforth
 HAWAII—*Honolulu*, Oahu, Kaaawa
 ILLINOIS—*Cicero*, McKinley; *Gurnee*, Warren Twp. High
 INDIANA—*Fort Wayne*, Bloomingdale; *Newcastle*, Entire System

TEN YEARS

ALABAMA—*Valley Head*, Valley Head Cons.
 ARIZONA—*Phoenix*, Phoenix Jr. College
 CALIFORNIA—*Coronado*, Coronado; *South Pasadena*, Las Flores
 COLORADO—*Gunnison*, Entire System
 CONNECTICUT—*East Hartford*, Center, Silver Lane
 ILLINOIS—*DeKalb*, DeKalb Twp. High; *River Forest*, Entire System
 NEW YORK—*Mount Vernon*, Nathan Hale
 TEXAS—*Dallas*, Arcadia Park

NINE YEARS

ARIZONA—*Tucson*, Carrillo, Safford
 CALIFORNIA—*Claremont*, Claremont; *Elsinore*, Elsinore Union; *Lakeside*, Lakeside Union; *Riverside*, Independence; *Santa Ana*, Delhi; *South Pasadena*, Oneonta; *Stockton*, Jefferson
 ILLINOIS—*Cicero*, Columbus, Drexel, Goodwin, Jones; *Evansston*, Evanston Twp. High
 MISSOURI—*Kansas City*, Hale H. Cook
 NEVADA—*McGill*, McGill Elem.; *Ruth*, Ruth
 NEW JERSEY—*Bridgeton*, Junior
 OHIO—*Toledo*, Wynn
 PENNSYLVANIA—*Abington*, Cedar Rd.; *Red Lion*, Red Lion Sr. High; *York*, Arch St.

EIGHT YEARS

ARIZONA—*Tucson*, Government Hgts.
 CALIFORNIA—*Happy Camp*, Happy Camp High; *Los Angeles*, Annandale; *Riverside*, Magnolia
 ILLINOIS—*Cicero*, Lincoln; *Lebanon*, Entire System
 INDIANA—*Seymour*, Entire System
 MINNESOTA—*Minneapolis*, Riley
 MISSOURI—*Kansas City*, Mark Twain, St. Joseph's Home, Westport Jr. High
 NEW YORK—*New Paltz*, State Normal School; *Rochester*, Ridgewood
 OHIO—*Centerville*, Washington Twp.
 PENNSYLVANIA—*Benton*, Benton Joint High; *York*, Phineas Davis Jr. High, Duke, Theodore Roosevelt, Edgar F. Smith Jr. High
 TEXAS—*Dallas*, T. C. Hassell, Thomas J. Rusk
 WISCONSIN—*Milwaukee*, Thirty-eighth Street

SEVEN YEARS

CALIFORNIA—*Santa Ana*, Hoover, Wilson
 ILLINOIS—*Cicero*, Woodbine; *Lebanon*, Grade, Lebanon Com. Sr. High
 OHIO—*Toledo*, Coy Elem.; *Willoughby*, Andrews School for Girls
 PENNSYLVANIA—*Abington*, Ardsley
 TENNESSEE—*Bristol*, Entire System
 TEXAS—*Dallas*, San Jacinto, Richard Lagow
 WISCONSIN—*Milwaukee*, Girls' Trade and Tech. High, Solomon Juneau High

SIX YEARS

CALIFORNIA—*Glendale*, Eugene Field; *Long Beach*, Whittier; *Santa Ana*, Logan
 COLORADO—*Pueblo*, Bessemer, Columbian, Edison School Dist. No. 20, Keating Jr. High Dist. No. 20, Lake View
 FLORIDA—*Tampa*, A. L. Cuesta
 GEORGIA—*Macon*, Alexander No. 4
 ILLINOIS—*Elmwood Park*, John Mills
 INDIANA—*Indianapolis*, Whittier No. 33
 MASSACHUSETTS—*Winchester*, Noonan
 MISSOURI—*Nevada*, Entire System
 NEW YORK—*Rochester*, Abraham Lincoln
 OHIO—*Cable*, Wayne-Cable
 PENNSYLVANIA—*Greenville*, Entire System; *Nanticoke*, Entire System
 SOUTH DAKOTA—*Sioux Falls*, Lincoln
 TEXAS—*Dallas*, James Bowie; *El Paso*, Lamar
 WEST VIRGINIA—*Culloden*, Culloden

FIVE YEARS

CALIFORNIA—*Berkeley*, John Muir, Oxford; *Los Angeles*, Gravois Ave.; *Modesto*, Enslin; *Santa Ana*, Lincoln; *South Pasadena*, Junior High
 FLORIDA—*Tampa*, V. M. Ybor
 HAWAII—*Honolulu*, Thomas Jefferson; *Wahiaua*, Oahu, Helmano
 IDAHO—*Pocatello*, Roosevelt, Tyhee, Whittier
 ILLINOIS—*Mendota*, Blackstone
 INDIANA—*Indianapolis*, Ben Davis High, Public School No. 6
 IOWA—*Sioux City*, Bancroft
 KANSAS—*Oil Hill*, Oil Hill Cons.
 MASSACHUSETTS—*Brookline*, Heath Jr. High

MICHIGAN—*Detroit*, Fairbanks
 MISSOURI—*Kansas City*, Bancroft
 NEW JERSEY—*Atlantic City*, Venice Park
 NEW YORK—*Schenectady*, Euclid Ave.
 OHIO—*Toledo*, Clay Elem.

PENNSYLVANIA—*Beaver Springs*, Beaver Springs High, Spring Twp. Cons.; *Beavertown*, Beavertown Boro; *Easton*, Franklin, Lehigh, Traill Green, Vanderveer, Washington, Webster; *Edinboro*, Edinboro State Teachers College; *Freeburg*, Freeburg; *Middleburg*, Kreamer, Middleburg, Middlecreek Twp.; *Mt. Pleasant Mills*, Fremont; *Paxtonville*, Paxtonville; *Shamokin Dam*, Shamokin Dam Jr. High; *Washington*, Eighth Ward
 TEXAS—*Dallas*, Alamo, Leila P. Cowart, Benito Juarez

UTAH—*Emery*, Emery; *Ferron*, Ferron Elem., South Emery High; *Huntington*, Huntington Elem., North Emery High; *Orangeville*, Orangeville
 VIRGINIA—*Richmond*, Robert E. Lee
 WEST VIRGINIA—*Salem*, Hattie Harden
 WISCONSIN—*Eau Claire*, Eighth Ward, Fourth Ward, Junior High, Ninth Ward, School for A-Typical Children, Second Ward, Tenth Ward, Third Ward, Vocational; *Milwaukee*, Center St., Hi-Mount Blvd.

FOUR YEARS

ALABAMA—*Birmingham*, Elyton, Graymont
 ARIZONA—*Tucson*, School Amphitheater, Dist. No. 10
 CALIFORNIA—*Compton*, Janie P. Abbott, Thomas Jefferson, Mark Keppell, Theodore Roosevelt, George Washington; *Glendale*, John Marshall; *Gridley*, Gridley Union High; *Long Beach*, U. S. Grant, Robert E. Lee, Theodore Roosevelt; *San Pedro*, Bandini St.; *Santa Ana*, John C. Fremont, Jefferson, McKinley, John Muir, Spurgeon; *Turlock*, Lowell
 COLORADO—*Cripple Creek*, Entire System; *Fort Collins*, Entire System
 DELAWARE—*Woodcrest*, Henry C. Conrad High
 HAWAII—*Honolulu*, Aliiolani, Robello; *Wahiaua*, Oahu, Kipapa
 ILLINOIS—*Barrington*, Barrington Jr. High; *Dolton*, Entire System; *Elmwood Park*, Entire System
 KANSAS—*Coffeyville*, Entire System
 KENTUCKY—*Elizabethtown*, Entire System
 MISSOURI—*Kansas City*, Kansas City Orphan Boys' Home; *St. Louis*, Gallaudet
 NEBRASKA—*Omaha*, Highland
 NEW JERSEY—*Atlantic City*, Richmond Ave.; *Camden*, Mickle; *Ridgewood*, Benjamin Franklin Jr. High
 NEW YORK—*Mount Vernon*, DeWitt Clinton, DeWitt Clinton Jr. High, Robert Fulton, James M. Grimes, Hamilton, Lincoln No. 2, Part-time, Francis Pennington, William Wilson Elem.; *Troy*, Haskell, Powers

OHIO—*Baltimore*, Liberty Union; *Newark*, Newark Twp. Cons.; *Niles*, Garfield, Harrison, Jefferson, Lincoln, Monroe, Roosevelt; *North Canton*, Entire System; *Portage*, Portage Twp.; *Toledo*, Clay High
 OREGON—*Marshfield*, Bunker Hill Dist. No. 85
 SOUTH DAKOTA—*Sioux Falls*, Lowell
 TEXAS—*Dallas*, Stephen F. Austin, David Crockett, Margaret B. Henderson, Lida Hooe, Oran M. Roberts
 UTAH—*Castle Dale*, Castle Dale Elem., Central High; *Elmo*, Elmo
 WEST VIRGINIA—*Huntington*, Ensign; *Milton*, West Building; *Slaty Fork*, Seneca Trail Cons.
 WISCONSIN—*Eau Claire*, Senior High; *Milwaukee*, Wm. T. Sherman

THREE YEARS

ALASKA—*Aniak*, Aniak; *Chitina*, Chitina; *Gustavus*, Territorial; *Tanana*, Tanana Territorial
 CALIFORNIA—*Alameda*, Alameda High; *Laguna Beach*, Entire System; *Long Beach*, Burnett, Lowell, McKinley; *Los Angeles*, Carpenter Ave. (N. Hollywood); *Modesto*, Wilson; *Monrovia*, Mayflower, Santa Fe; *Moorpark*, Moorpark Union; *Oakland*, Stonehurst; *Pomona*, San Antonio; *St. Helena*, Union High; *Santa Ana*, Lowell; *Wilmington*, Fries Ave.
 COLORADO—*La Salle*, Big Bend; *Pueblo*, Lincoln

DELAWARE—*Middletown*, Middletown School Dist. No. 120 C
 FLORIDA—*Miami*, Shenandoah, Shenandoah Jr. High; *Tampa*, Jackson
 HAWAII—*Honolulu*, Kalihi-waena, Leahi Home
 IDAHO—*Pocatello*, Bonneville
 ILLINOIS—*Galena*, Galena; *Rockford*, Nelson; *Seaton*, Seaton Cons.

INDIANA—*Indianapolis*, Public School No. 37; *Vincennes*, Friction
 LOUISIANA—*Ascension Parish*, Entire System; *Union*, White Hall
 MAINE—*Hartland*, Hartland Academy; *Rockland*, McLain Bldg.; *Westbrook*, Warren

MARYLAND—*Elkton*, Providence, Union Elem.
 MASSACHUSETTS—*Brookline*, William H. Lincoln
 MICHIGAN—*Bay City*, Kolb; *Detroit*, Capron
 MINNESOTA—*Stillwater*, Nelson
 MISSOURI—*Kansas City*, Carlisle, Faxon, Mount Washington; *St. Joseph*, Junior College, Krug Opportunity

NEVADA—*Beowawe*, Beowawe; *Eureka County*, Entire System
 NEW HAMPSHIRE—*Claremont*, Bluff
 NEW MEXICO—*Portales*, Senior High

NEW YORK—*Mount Vernon*, Charles E. Nichols Jr. High; *Schenectady*, Nott Terrace, Yates
 PENNSYLVANIA—*Bradford*, Entire System; *Easton*, Entire System; *York Springs*, York Springs
 TEXAS—*Dallas*, Colonial

UTAH—*Emery County*, Entire System; *Piute County*, Entire System; *Salt Lake City*, Blaine, Columbus, Lincoln School Granite Dist.

WEST VIRGINIA—*Bluefield*, Beaver High; *Huntington*, Harveytown

TWO YEARS

ALABAMA—*Birmingham*, Wilson
 ALASKA—*Craig*, High School; *Fortuna Ledge*, Fortuna Ledge; *Nenana*, Franklin K. Lane
 ARIZONA—*Tolleson*, Tolleson Union High

CALIFORNIA—*Berkeley*, Le Conte; *Beverly Hills*, Hawthorne; *Glendale*, Home; *Long Beach*, Signal Hill; *Los Angeles*, Farmdale; *Monrovia*, Wild Rose; *Pasadena*, Grover Cleveland, Linda Vista; *Redlands*, Entire System; *San Francisco*, Sanchez; *Tracy*, Tracy High

COLORADO—*Denver*, Edison; *Gunnison*, County High; *Pueblo*, Central

FLORIDA—*Miami*, Miami Shores; *Mulberry*, Mulberry Public Schools; *Tampa*, Seminole Hgts.

GEORGIA—*Wesley*, Wesley
 HAWAII—*Honolulu*, Kalihi-uka

IDAHO—*Pocatello*, Emerson
 ILLINOIS—*Muddy*, Muddy; *Peoria*, Douglas; *Taylor Springs*, Taylor Springs

INDIANA—*Brasil*, Alabama, Jackson, Lambert, Meridian, Pinckley; *Indianapolis*, Daniel Webster No. 46; *Jeffersonville*, Chestnut St.; *Valparaiso*, Entire System

KANSAS—*Merriam*, South Park Dist. No. 90, Walker
 KENTUCKY—*Pikeville*, Entire System

LOUISIANA—*Tangipahoa*, Tangipahoa
 MARYLAND—*Chesapeake City*, Chesapeake City Elem.; *Earleville*, Fingerboard; *Elk Mills*, Elk Mills; *Elkton*, Fair Hill

MASSACHUSETTS—*Brookline*, Edith Baker; *Stoneham*, East; *West Springfield*, Kings Highway

MICHIGAN—*Detroit*, College of Education (Wayne University)

MISSOURI—*Kansas City*, Graceland
 NEBRASKA—*Omaha*, Clifton Hill

NEW JERSEY—*Atlantic City*, Massachusetts Ave.; *Hackensack*, Hackensack High, Longview Ave. No. 7; *Ridgefield Park*, Grant, Washington Irving

NEW YORK—*Johnstown*, Perry St., Warren St.
 NORTH CAROLINA—*Matthews*, Providence

OHIO—*Canton*, Garfield, Stark; *Cleveland*, Walton; *Suffield*, Suffield Cons.

OREGON—*Gresham*, Gresham Union High
 SOUTH DAKOTA—*Nisland*, Nisland

TENNESSEE—*Memphis*, Peabody
 TEXAS—*Dallas*, City Park, Stephen J. Hay, George Peabody, Ascher Silberstein, T. G. Terry, Vickery Pl.

[Cont. on page A-42]

A seminar group in the Russian room of the University of Pittsburgh's Cathedral of Learning, one of seventeen "nationality" classrooms designed to create appreciation of the culture of other lands and times. Sponsored by nationality groups in western Pennsylvania, the nationality classrooms have been created with the help of foreign governments and artists.





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CHILDREN, like plants, require food for growth. Yet from an educational point of view all too often they are expected to grow without an adequate supply of that important essential to growth, Vitamin T — textbooks.

According to the most recent official figures (as of 1930) America spends more than 10 times as much yearly for new school buildings as for textbooks.

All too familiar today is the story of large new school buildings in which are children struggling along without enough books, using dirty or ragged books, or trying to get a picture of the modern world from books hopelessly out of date.

Yet wise school administrators and teachers recognize, as did the Thirtieth Yearbook of the National Society for the Study of Education, the simple truth that, next to teachers, the textbook is the most important educational item,— that books broaden individual experience . . . that books provide the essential background for thinking and for culture . . . that love of books is a lifelong asset.

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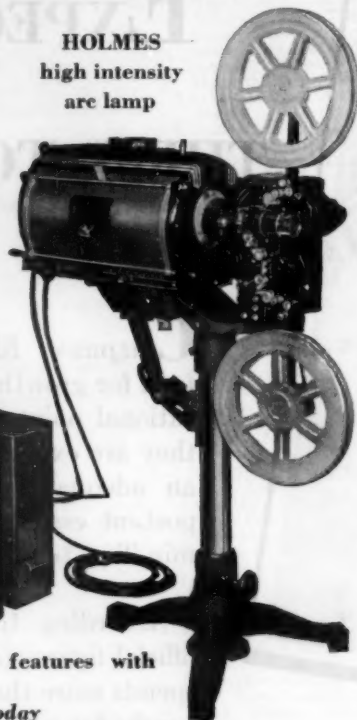
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★ ★ ★ NOTES AND ANNOUNCEMENTS ★ ★ ★

Single-Salary Schedules on the Increase

★ SALARY SCHEDULES based on level of preparation instead of differences in school position appear to be gaining favor, according to reports received by the Research Division of the NEA. When 180 new schedules (adopted in 1936, 1937, or 1938) were classified, it was found that 55 percent were of the preparation or single-salary type, as compared with 31 percent in a group of schedules adopted between 1928 and 1934.

San Francisco Meeting, American Association for Health, Physical Education, and Recreation

★ THE FORTY-FOURTH annual convention of this NEA Department will be held in San Francisco, California, April 3-6, 1939. The meeting is sponsored jointly by the national association, the southwest district association, and the California state association. General sessions, divisional and sectional meetings, and exhibits and demonstrations will be held in the Civic

Auditorium, which with the Hotel Whitcomb will be headquarters for the convention.

You are invited to enjoy romantic and fascinating California in April. San Francisco promises to show you not only true western hospitality but a "treasure island" undreamed of, when you attend the Golden Gate Exposition on Physical Education Day and see typical Californian activities demonstrated.

Reasonable hotel rates have been furnished to the convention's housing committee; make reservations early. For information write to the convention publicity chairman, Bertha M. Keller, San Francisco Junior College, or Convention Manager J. C. McGlade, Civic Auditorium, San Francisco.

An Honor to Teachers

★ THE NOMINATION of Felix Frankfurter, professor of the Harvard Law School and one of America's most distinguished teachers, to be an Associate Justice of the Supreme Court, is a high honor to teachers and to teaching.

American Education Week Cartoon Project

★ THIS PROJECT in connection with the 1939 observance of American Education Week is open to any highschool student. Awards will be given those submitting the best cartoons, many of which will be published. Write to the Division of Publications, NEA, 1201 Sixteenth Street Northwest, Washington, D. C., for full details.

The Teacher's Pronunciation

★ A THEORY of pronunciation definitely at variance with that of Albert Ridout in the October JOURNAL (p209) is expressed by W. B. Fagan of the faculty at Iowa State Teachers College, Cedar Falls. Mr. Fagan writes: "The erroneous conception which underlies Mr. Ridout's article and practically all public-school teaching about the English language is that there is some authority, some body that tells us what is correct English usage and what is not. There is no such authority. The only authority is simply the usage of all English-speaking people. It varies [Cont. on A-30]

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[Cont. from page A-28] as between English speaking countries, as between large sections of one country, as between small sections, as between members of one family, even as between the different speeches of the same person pronouncing the same words on different occasions. Of the seventeen words beginning with *a* in Mr. Ridout's list, Webster's *New International, Second Edition*, gives variant pronunciations for thirteen. Out of ten other words which I picked at random from the rest of Mr. Ridout's list Webster gives variants for seven. For several other words in the list for which Webster gives only the pronunciation given by Mr. Ridout, other pronunciations are used by millions of people, educated and uneducated. Webster's dictionary is not an *authority* in the sense that it professes to dictate the *correct* pronunciation. The editors of that invaluable book are not so naively unscholarly as to make any such claim. They are simply recorders of what, to the best of their abilities, they believe to be the pronunciation which people do use. The phenomena of the English language surround the public-school child. It is present to him as sound and print in a hundred forms, an almost free laboratory, fully equipped and kept up to date. And the public-school teacher, apparently wholly unaware of this laboratory, teaches pronunciation and grammar out of textbooks full of antiquated prudery."

National Council of Education

☆ LOUIS A. PECHSTEIN, president of the National Council, announces that this group will hold two sessions and a business meeting at the Cleveland convention. At the first session, February 27, Carter V. Good will speak on "Educational Progress during the Past Year" and George S. Counts will lead a discussion on "The School and the State in American Democracy." At the second session, February 28, Chairman Floyd W. Reeves will lead a discussion of the "Report of Advisory Committee on Education and Impending Legislation."

The Joys of Living

☆ TOLSTOI in *War and Peace* describes how Peter, the richest man in the Russian Empire, learns during his captivity during the French invasion, the joys of living:

Here only, and for the first time, he appreciated, because he was deprived of it, the happiness of eating when he was hungry, of drinking when he was thirsty, of sleeping when he was sleepy, and of talking when he felt the desire to exchange some words . . . Later in life he always recurred with joy to this month of captivity, and never failed to speak with enthusiasm of the powerful and ineffaceable sensations, [Cont. on page A-33]

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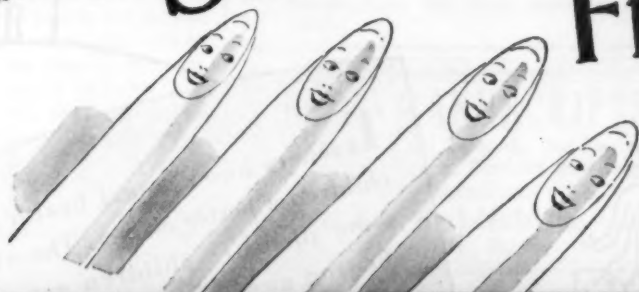
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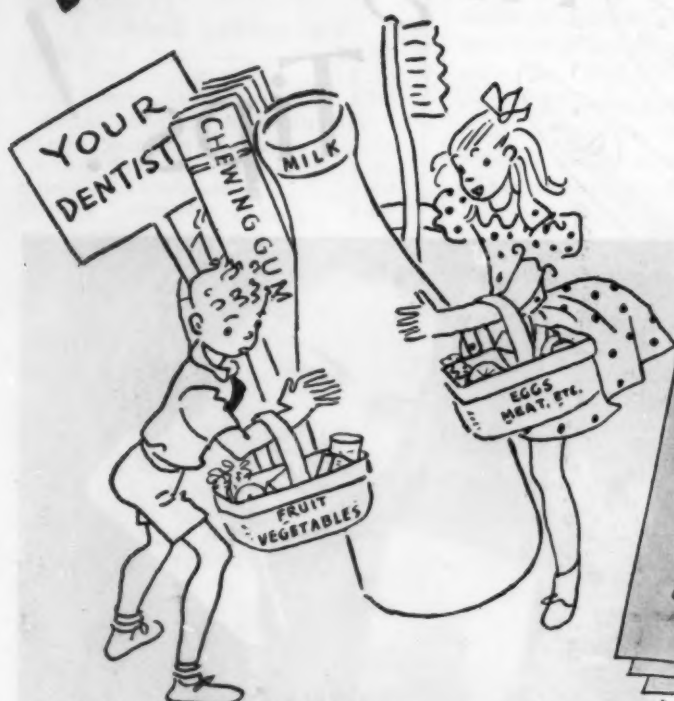


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DEAR MR. GIVENS: Please enroll me as a Life Member of the National Education Association on the deferred payment plan—ten annual payments of \$10 each. I understand that membership dues (\$2 or \$5) already paid for the current year, 1938-39, may be applied on the first payment. Enclosed please find \$8 or \$5 balance necessary for my first instalment. Kindly send my Life Membership certificate, card, gold pin and copies of the N. E. A. publications to me at the address indicated below.

Name.....Street.....

City and State.....

[Cont. from page A-30] and especially of the moral calm which he had experienced at this epoch. When at daybreak, on the morrow of his imprisonment, he saw the mountains with their wooded slopes disappearing in the grayish mist; when he felt the cool breeze caress him; when he saw the light drive away the vapors, and the sun rise majestically behind the clouds and cupola, and the crosses, the dew, the distance, the river, sparkle in the splendid, cheerful rays—his heart overflowed with emotion. This emotion kept continually with him, and increased a hundredfold as the difficulties of his situation grew graver . . . He learnt that man is meant for happiness, and that this happiness is in him, in the satisfaction of the daily needs of our existence, and that unhappiness is the fatal result, not of our need, but of our abundance . . .

Selective Admission of Future Teachers

☆ THE FOLLOWING STATEMENT from the catalog of the Illinois State Normal University, Normal, is interesting in the light of selective admission requirement trends:

Students seeking admission to the University should make application to the School Commissioner of the county in which they reside, and are required:

[1] To be, if males, not less than 17, and if females not less than 16, years of age.

[2] To produce a certificate of good moral character, signed by some responsible person.

[3] To sign a declaration of their intention to devote themselves to school-teaching in this state, in form as follows: "I hereby declare my intention to become a teacher in the schools of this state; and agree that for three years after leaving the University I will report in writing to the principal thereof, in June and December of each year, where I have been and in what employed."

[4] To pass a satisfactory examination, before the proper officers (County School Commissioners), in reading, spelling, writing, arithmetic, geography, and the elements of English grammar.

A Veteran Teacher

☆ MISS IDA IMOGENE BURT, a teacher in the Wayzata, Minnesota, schools for twenty-three years, and a member of the National Education Association, passed away on November 9, 1938. Miss Burt served as a public-school teacher for an uninterrupted period of fifty-two years.

Dr. Crabtree Honored

☆ J. W. CRABTREE, secretary-emeritus of the National Education Association, was honored in October by the presentation of the following testimonial from officers of the World Federation of Education Associations:

The officers and directors of the World Federation of Education Associations, in session at the Seventh Biennial Conference at Tokyo, Japan, take this opportunity of placing on record their high appreciation of the valued services of Dr. J. W. Crabtree to the World Federation of Education Associations.

Following up the great work of the founder of the World Federation of Education Associations, the late Dr. [Cont. on page A-34]

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NO AGENT WILL CALL

[Cont. from page A-33] Augustus O. Thomas, and sharing his conception of the real service to humanity possible thru this world union of teachers, Dr. Crabtree brought to his task an extensive and intimate personal acquaintance with the leading teachers and educational officials of the United States. The gratifying increase in the enrolment, as associate members, of state and local teachers associations, is striking evidence of the success of Dr. Crabtree's efforts.

In sincere appreciation of his whole-hearted devotion to the development of the World Federation of Education Associations, we express to Dr. Crabtree our warmest thanks, and trust that for many years he may continue his labors of love for the welfare of his fellowmen.

Commencement Helps

☆ THE 1939 Vitalized Commencement Packet prepared annually by the Division of Publications is now available for distribution at the customary price of 50¢. Order from the NEA, 1201 Sixteenth Street Northwest, Washington, D. C. It will contain summaries of a large number of 1938 programs grouped around a variety of themes and also the complete text of several programs.

An Example of Cooperation

☆ PENNY-A-MEMBER contributions recently made possible care of the trees and landscaping of the grounds at the headquarters of the Illinois Education Association at Springfield.

Educational Background

☆ THE 82,200,000 adults in the United States making up the total population over eighteen years of age have an educational background as follows:

Illiterate.....	4,100,000
Grammar school or less.....	49,590,000
Incomplete highschool.....	15,130,000
Highschool.....	6,100,000
Incomplete college.....	4,900,000
College.....	2,380,000

Deans of Women To Meet

☆ THE TWENTY-THIRD annual convention of the National Association of Deans of Women will be held at the Hotel Statler in Cleveland, February 21-25, 1939. One of the outstanding general sessions will be the formal banquet to be held jointly with the National Association of Principals of Schools for Girls, at which Rabbi Abba Hillel Silver of The Temple in Cleveland will speak.

On Tuesday evening there will be a symposium on "The Place of Physical Education in Social and Academic Adjustment," with Dean M. Eunice Hilton of Syracuse University presiding. Speakers before other sessions will include Sarah M. Sturtevant of Columbia University and Thyrsa W. Amos of the University of Pittsburgh.

The University Section, under the direction of Dean Lucy Franklin of Boston University, has planned three unique section meetings. These meetings, which are an outgrowth of the University Exchange (question and answer program) in Atlantic City last year, are to be in the form of workshops. A record of requests for University Exchange data was kept thruout the year and the five topics on which information was solicited most frequently will be the subjects for the workshops: Housing, Orientation, Marriage, the Dean's Relation to the Personnel Office, and Sororities. A dean, serving as foreman, and her assistants will be on hand at each workshop during the three different periods for consultation on the individual problems of university deans which relate to the five topics. Bibliographies, other mimeographed material, and some exhibit material will be available or on display. These sessions offer members an exceptional opportunity to get assistance from other deans, who by training and experience are experts in these five fields.

The College Section, under the direction of Helen Dalton Bragdon, dean, Hood College, will discuss the "Essential Objectives in Higher Education for Women" and "The Function of the College Dean in relation to Proposed Objectives."

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The College of Education and Teacher Training Section, under the chairmanship of Dean Helen Hall Moreland, New York State Teachers College, will hold discussion groups on such topics as purposes and program of a teachers college, and faculty cooperation in a guidance program. A joint meeting with the American College Personnel Association will be held Friday afternoon.

The Secondary School Section, under the chairmanship of Edna L. Dugan, assistant principal, John Marshall Highschool, Cleveland, will hear addresses by Charles H. Lake, on "The Work of the Dean in the Modern Highschool"; by Philip L. Riley on "The Function of the Dean in the Organization of the Health Program in the Highschool"; by Lydia E. Rebert on "Planning a Personnel Program for Girls"; Emma G. Brelsford on "Health Projects"; and Thyrsa W. Amos on "Practical Courses in Individual Psychology for the Highschool Senior and the College Freshman."

For a complete program of general sessions, joint meetings, and social events, write to Kathryn G. Heath, executive secretary of the Department, 1201 Sixteenth Street Northwest, Washington, D. C.

The Maine Teachers Association

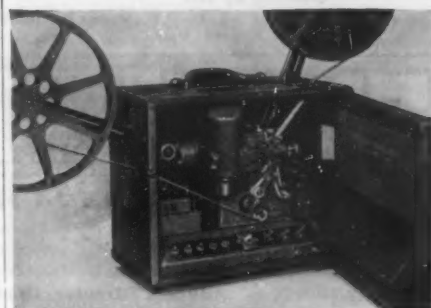
☆ AT THEIR ANNUAL CONVENTION held October 26-28, 1938, the members of the Maine Teachers Association amended their constitution, providing for a fulltime executive secretary beginning January 1, 1940, and fixing the annual membership dues for active members as follows:

Stated annual salary less than \$1000.....	\$2
Stated annual salary \$1000 to \$1249.....	\$2.50
Stated annual salary \$1250 to \$2249.....	\$3
Stated annual salary \$2250 to \$2999.....	\$4
Stated annual salary \$3000 or over.....	\$5

Do We Love Our Neighbors as Ourselves?

☆ HOW FAR SHORT we fall of this standard (loving our neighbors as ourselves) was made vivid to me this week by some figures displayed at the National Stewardship Convention in Chicago. For the years 1932-37 we Americans *increased* our expenditures for jewelry 24 percent, for theatres 41 percent, for tobacco 43 percent, for automobiles 188 percent, for whiskey 100 percent, for radio sets 220 percent, and for beer 600 percent. During the same period of 1932-37, we *decreased* our giving to the churches 19 percent, to church benevolences 28 percent, and to community chests, including hospitals, 22 percent. Without discussing the worth of some of the items for which our money went, this fact stands out with [Cont. on page A-36]

This Projector Serves Schools Six Ways



NEW Filmosound 142

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- ★ Shows sound movies ★ Shows silent movies
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There are other Bell & Howell projectors, too, from low-cost silent film projectors to the Filmoarc for sound or silent film presentations in the largest school auditoriums.

Ask also for new list of 2800 sound-on-film reels available for rental or purchase. Bell & Howell Company, Chicago, New York, Hollywood, London. Established 1907.

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S A F E T Y

⊙ Safety Education Thru Schools

November Research Bulletin,
64 p., 25c.

Opinion of 14,000 classroom teachers on current practices in safety teaching, lists of sources of aids, and lists of films on safety topics.

⊙ Safety and Safety Education:

An Annotated Bibliography

January report of Safety Education Projects of Research Division, 64 p., 25c. Comprehensive list of available books, bulletins, and magazine articles.

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June 20-30—Institute of International Relations.

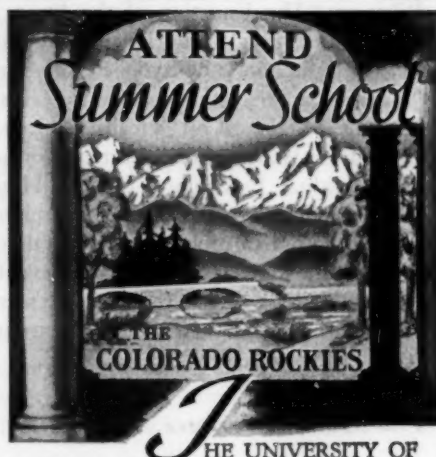
June 25-August 5—Summer Courses in Art, Child Development, Education, "La Maison Française," Music, Workshop on "Creative Leadership in Education" for High School and College Deans and Teachers in Guidance and Counseling.

July 1-August 11—Bennington School of the Dance at Mills College.

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- ☐ Summer Quarter Catalog
(including Graduate School)
☐ Summer Recreation Bulletin
☐ Field Courses in Geology and Biology

Name.....

St. and No.....

City and State.....

[Cont. from page A-35] stark clarity that during recent years we in America have been vastly increasing the amounts we spend on ourselves while at the same time tragically decreasing the gifts to others.—Dr. Ralph W. Sockman.

The CIO on Youth

WHEREAS, [1] The burden of depression and unemployment has fallen with peculiar weight upon the young men and women of the country who have been deprived of opportunities for education and of the independence which comes with full-time employment; and

[2] It has been part of the history of reaction in other countries that anti-labor and anti-democratic political and economic forces have appealed to the discontent of unemployed youth for the purpose of creating the foundation of the anti-democratic movements; therefore, be it

Resolved, [1] That this convention expresses deep concern with the fate of the younger generation;

[2] That it indorses the New Deal measures designed to aid youth, such as the National Youth Administration, the CCC camps, and the WPA, and calls for their continuation and extension under civilian control; and

[3] That it asserts the willingness of the CIO to collaborate and cooperate with all youth organizations and movements whose object is to secure the loyalty of young people to democracy and progress;

[4] That it favors the development of a comprehensive system of apprentices, and vocational training under trade union and governmental auspices, and the enactment of appropriate federal and state legislation to that end.—Resolution unanimously adopted by the First Constitutional Convention of the Congress of Industrial Organizations.

Consumer Education Association

☆ A CONSUMER EDUCATION ASSOCIATION has been formed by teachers of consumer education courses, to carry out purposes such as improving these courses, developing a central bureau to collect information, and becoming a force for the greater welfare of young and adult consumers. For further information address the Association at 45 Sunnyside Avenue, Brooklyn, N. Y.

From a Letter to Headquarters

☆ WHEN I FIRST entered the teaching profession three years ago and at the same time received my first copy of THE JOURNAL, nothing in my previous training equalled the inspiration I received from

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the scholarly and sympathetic discussions that appeared in your splendid publication. With every issue I have esteemed it more highly; it compensates for my financial inability at the present time to take additional training at the university.

Another Teacher-Heroine

☆ THE *South Dakota Education Association Journal* for October 1938 honors Mrs. Max Van Orman, a substitute teacher of that state, for her courage in saving the lives of Landeau school children. Eleven boys and girls were trapped in a small frame school building, when nearby Snake Creek overflowed following a cloudburst on September 5. "Mrs. Van Orman calmed her frantic brood and kept them inside the building while the water swirled all around and crept up to within four inches of the windows. Thru these windows the children watched trees, posts, wreckage of buildings, and other debris float by. The pupils became panicky when the depot was washed away, but Mrs. Van Orman was successful in quieting their fears. The children stayed in the building until late that night."

The heroism of Mrs. Van Orman recalls that of two other teachers to whom tribute has been paid in THE JOURNAL of the NEA: Virginia Sappington of Kansas whose courage and quick thinking during a tornado saved the life of the children in her charge (see the October 1938 JOURNAL, p202); and Annie Louise Keller of Illinois who saved sixteen children but sacrificed her own life when a tornado demolished her school in 1927 (see the February 1930 JOURNAL, p66).

Homogeneous Grouping

☆ THERE is nothing more repulsive to me and nothing more unwarranted than to single out little tots, under 12, put them in a separate room and label them. Show me the teacher who says she is a specialist in problem children and I'll show you a teacher who could not make her marks in any major subject. Before you give a child the Binet test, be sure to give him first the Borden and Sheffield test, and for the benefit of out-of-towners, by the Borden and Sheffield test, I mean find out if they get enough milk—just plain cow's milk.—Mayor LaGuardia before a meeting of the National Association of School Secretaries.

A Reminder to Teachers

☆ IN WRITING to textbook companies, do you always mention your position? This information is particularly essential in securing keys and manuals and is a definite aid to intelligent handling of all orders.

[Cont. on page A-38]

Complete education for teaching (53rd year) in elementary grades, kindergarten and nursery school. Children's demonstration school and observation center. Special summer classes. Beautiful resident hall. Located Chicago's lovely North Shore near lake. Cultural education plus vocational training. B.E. degree conferred (4 yrs.), also 3-year diploma and 2-year certificate. Write for list of successful alumnae.

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OFTEN a cold is the start of more serious illness. If you're unfortunate enough to "take cold," maybe miss several weeks' teaching, who will pay your sick-time expenses?

TPU will—if, like over 27,000 other wise teachers, you have protected your income against sickness, accident and quarantine. TPU's Peerless Certificate pays you \$25 a week for as long as 25 weeks of confining sickness—(\$10 for first week). Yet the protection costs only a few cents a day.

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BOOK YOUR PASSAGE NOW!

The San Francisco Fair will bring unusually heavy traffic to Honolulu. Numbers of prospective students were unable to secure bookings last year, despite low costs and frequent sailings.

★ ★ ★

[Continued from page A-37]

Future Teachers of America

☆ FOR FREE INFORMATION concerning this significant movement, write to the National Committee, FTA, 1201 Sixteenth Street Northwest, Washington, D. C.

Membership Suggests Progressive Spirit

☆ A SUPERINTENDENT recently wrote: "I feel that those schools that tend to keep a high enrolment in the National Education Association have better professional spirit and attitude and more information on what is going on over the country than do those schools that do not."

Are Teachers Professionally Minded?

☆ "Yes," answers Bess E. Van Deusen, who to prove her point gives the following information concerning a college extension class which she conducts at Asheville, North Carolina. Some of the 31 students come over a hundred miles over roads of hairpin curves, starting for class long before daylight. The average number of miles travelled per student is 27. In addition to taking college work on Saturdays thruout the school year, members of this class have attended 79 summer schools during the past four years.

Wisconsin Credit Union

☆ THAT THE CREDIT UNION is fulfilling a real need of Wisconsin teachers is shown by its unprecedented growth during 1938. In the first nine months of the year loans aggregating \$51,338 were made. Stock held amounted to \$36,815. Altho these figures are more than double those of any previous year, they represent only loans made for provident or productive purposes: Tuition fees, payment of doctor or hospital bills, insurance, taxes, mortgage payments, family emergencies, home improvements, purchasing for cash to receive discounts, and the combining of numerous annoying bills.

Will Teachers Do Their Duty?

☆ WHEN AMERICA's keenest minds are using the newspapers, magazines, movies, and radio to entice youth to drink whiskey, smoke more cigarettes, and make heroes of criminals, these youth should hear the other side of the argument by someone.—ROGER BABSON.

Cleveland Meeting of the Department of Art Education

☆ THIS DEPARTMENT, under the presidency of Clara MacGowan, Northwestern University, will meet on the afternoons of February 27-28 at the Carter Hotel, Cleveland. Tickets for the banquet (\$1.75 per person) to be held on the evening of the

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- ★ ★ ★ Visit Oregon and Washington and all of California—their attractions are numerous.
- ★ ★ ★ Explore San Francisco—a city with few rivals in its attractions to visitors—and, of course, visit the Golden Gate Exposition.
- ★ ★ ★ While you are West why not take that trip to Alaska, Hawaii, Western Canada or the Far East that you have dreamed of?
- ★ ★ ★ And for professional improvement, a summer course in one of the fine western colleges or universities will provide a most profitable and pleasurable study experience.

The Journal of the National Education Association carries in its advertising columns announcements of summer schools, railroads, and steamship companies that will help you specifically in your plans. Write to these advertisers for information. You will not place yourself under obligation.

And then, too, is the matter of hotel reservations at San Francisco, which should be made promptly. Write to the Chairman of the N. E. A. Housing Committee, 200 Exposition Auditorium, San Francisco, for list of hotels and rates.

YOU CAN HAVE A WONDERFUL TIME

GOING TO ➡

SAN FRANCISCO

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COMING FROM

27th are obtainable from Mrs. Dora Hatfield, treasurer, Lindbergh Junior High-school, Kenmore, N. Y. The theme of the convention is: "A comparative study of art in American schools at all age levels." Official programs may be secured from Mrs. Annabel J. Nathans, secretary, 703 Carondelet St., New Orleans.

Count Me in

☆ L. A. Wiemers, superintendent of schools, Hemingford, Nebraska, recently wrote:

We need more and more forceful unity to achieve our goals. Every now and then, I meet up with an individual that is reluctant to join the NEA on the basis of, "My salary is too low." That person has stepped into the best argument I can offer as to why all teachers should become NEA members at once, because whenever we can get the feelings and voice of all teachers into one great organization, our reasonable requests are going to be heard with favor, including higher salaries.

War, Children, and the Schools

☆ A QUIET and perhaps unconscious dramatization of the ever-present threat of war abroad and its effect on the schools is suggested by the November 16, 1938, issue of the British publication, *Teachers World and Schoolmistress*. A greeting from the Lord Mayor of London expresses thanks to and admiration for those London teachers "upon whom fell the duty of arranging for the possible evacuation of the children during the recent crisis." Much discussion by various educators is devoted to a proposal to set up garden villages for town children as a solution to the evacuation problem.

Kappa Delta Pi Dinner

☆ DR. EDWARD LEE THORNDIKE will speak before the annual dinner of Kappa Delta Pi, to be held at the Hotel Cleveland, Cleveland, Ohio, February 28, 6:30 PM. Because of the significance of this address, "Education as Cause and as Symptom," an invitation is extended to non-members as well as to members of the society. Reservations should be made soon. Order tickets (\$1.75 each) from E. I. F. Williams, Heidelberg College, Tiffin, Ohio.

The Ravages of Alcoholism

☆ THAT LIQUOR-BRED CRIME has shown a radical increase since repeal of the 18th Amendment is revealed in two independent judicial reports of surveys recently made by Judge Joseph T. Zottoli, Associate Justice of Boston Municipal Court, and John T. Medin, [Cont. on page A-40]

...The Scenic Route Across America...

Northern Pacific...1000 Miles of Mountains...The Scenic Route Across America...Northern Pacific





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Come to the land of the Midnight Sun! Your vacation begins the moment you board a modern, completely air-conditioned train. Enjoy scenery from train windows on your way to Seattle and in Alaska's Interior as you visit Matanuska Valley, Mt. McKinley, and Fairbanks. Enjoy scenery-from-a-deck-chair from Seattle as your one-class All-American steamer heads north on sheltered seas.

Rail and all-inclusive steamer fares are low, with a complete choice of cruises and cruise-tours, and sailings several times weekly.

This is truly a "western" year—plan your Alaska cruise so that, en route to or from Alaska, you may attend the N.E.A. Convention in San Francisco and see the Golden Gate International Exposition.

For fascinating **FREE** Alaska literature and Good-Natured Alaska Map (latter free to teachers only) mail coupon to Alaska Steamship Co., Room 908, Pier Two, Seattle; and **BOOK EARLY THROUGH ONE OF THE LINES LISTED BELOW.**

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Name _____
Address _____
City and State _____
If student state grade _____

[Cont. from page A-39] Judge of the Circuit Court, Second Judicial Circuit, Sioux Falls, S. Dak. The Boston Judge found in his survey of persons arrested for drunkenness that prohibition was more effective than license in lessening the flow of alcoholic victims to public institutions. Judge Medin reports that 94.4 percent of the last 198 persons sentenced for felonies in his court were drinking men and most of them under the influence of liquor when they committed the offense.

Life Members in Ohio Celebrate

☆ NEA Life Members in Ohio have adopted the custom of holding an annual breakfast in connection with the convention of the State Teachers Association. The breakfast this year was held at the Neil House, Columbus, December 28. H. E. Ryder, superintendent of the Sandusky County Schools, was in charge.

The special guests of honor were: Dr. Harvey C. Minnich, dean emeritus of the School of Education, Miami University, Oxford, Ohio, who has been a member of the NEA continuously since 1902 and a Life Member since 1930; and Dr. William Adelbert Cook of the University of Cincinnati, who has the distinction of being the first NEA Life Member under the new plan established in 1921.

Dr. T. D. Martin, director of membership, representing the NEA headquarters office in Washington, and "Dusty" Miller, a local humorist of unusual ability, were the other speakers on the program.

State Secretaries Confer

☆ EXECUTIVE SECRETARIES of state education associations of the Midwest met in the offices of the Chicago Division of the Illinois Education Association, November 14, in the first regional conference ever held by the group. Secretaries from the following states were present: North Dakota, South Dakota, Nebraska, Minnesota, Iowa, Kansas, Wisconsin, Illinois, Michigan, Indiana, and Ohio. Subjects such as the following were discussed: All-inclusive dues; federal aid; membership; and public relations programs.

New Jersey Education Association

☆ THE NEW JERSEY STATE TEACHERS ASSOCIATION has changed its name to the New Jersey Education Association at its annual

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Get an unusual vacation this year. Go farther, see more, save money when you know EVERYTHING you can do. Hundreds of travel opportunities most people know nothing about. Via freighters, cargo-passenger ships, and other low cost routes. Romantic Mississippi River cruise, \$18; to Mexico, \$30; to Europe, \$65-\$74. Learn how you can get a lot of the world for a few dollars. Send 25c (coin or stamp) for COMPLETE Freighter Booklet (which now also includes a Complete Low Cost Travel Guide). HARLAN PUBLICATIONS, Dept. PG, 270 Lafayette St., N. Y. C.

meeting in November 1938. More than half the state associations now carry the word "education" rather than "teachers" in their name.

The Journal Index

☆ THE INDEX for 1938 is now available on request from the National Education Association, Washington, D. C.

Professional Training

☆ THE INCENTIVE for participation in local organizations, the functions of education, and the problems of the profession should be a required course during the last year of training in every teachers college. A symposium and conference along these same lines should be given during every summer session.—Myrtle Hooper Dahl, president, Department of Classroom Teachers of the NEA, 1938-39.

Dates To Be Remembered

February 23-25—Seventeenth Annual Convention of the International Council for Exceptional Children to be held in Detroit. For information address Edward H. Stullken, 655 W. 14th St., Chicago.

February 25-March 2—Cleveland meeting of the American Association of School Administrators. See pages 40-44.

March 30-April 1—National Association of Penmanship Teachers and Supervisors will meet in Cincinnati. Information may be secured from Ida S. Koons, Public Schools, Fort Wayne, Ind.

July 2-6—77th annual convention of the National Education Association in San Francisco.

New NEA Publications

☆ BUSY SCHOOL PEOPLE who lack easy access to the thirty or forty national deliberative committee reports issued every year, or who lack the time for reading them in full, will welcome the annual summary of *National Deliberative Committee Reports of 1938*, recently published by the Educational Policies Commission. This is the fifth of a series of annual summaries of this kind. The 1938 summary contains more complete and helpful digests than any previous one. The price is 50¢ per copy, with the usual NEA discounts on quantities.

The Research Division has recently prepared a memorandum on fact-finding procedures for the use of committees that are working on salary scheduling. A copy of this memorandum is being mailed to every local association affiliated with the National Educational Association. Additional copies may be obtained at 10¢ per copy.

The *Review of Educational Research* for October 1938, "The School Plant and Equipment," represents the third cycle of treatment of the school plant and equipment. The material reviewed covers in general the period [Cont. on page A-42]



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[Cont. from page A-41] from April 1935 to April 1938. The *Review* may be obtained for \$1 from NEA headquarters.

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[Cont. from page 64]

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