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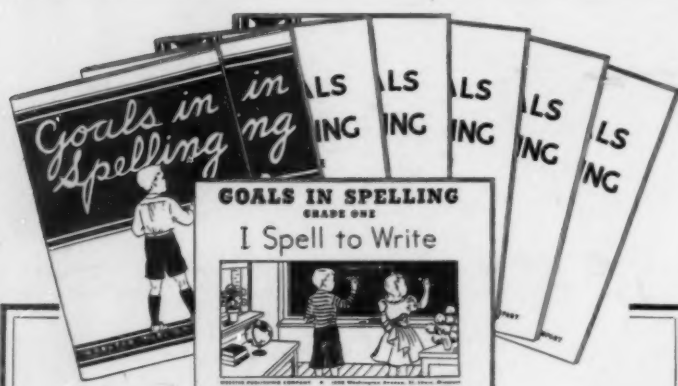
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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 28, NUMBER 3

H. A. ALLAN, Business Manager

Between Editor and Reader

IT IS IMPOSSIBLE to exaggerate the seriousness of the threat to free public education which is involved in the movement to abolish boards of education. It is significant that the movement has made most headway in areas dominated by corporate interests. It has the support of the organized city managers; of "political scientists"; and of those politicians who would like to get control of the schools for purposes of patronage. The issue has been brought to a head in the nation's capital by a recommendation to Congress, recently made by E. O. Griffenhagen and Associates of Chicago who were engaged to recommend plans for the reorganization of the District government.

A report in the *Washington Star* for February 5 gives a clue to the background of this firm: "Many of them [the members of the firm] devote themselves, or have worked in the past, on organization and management questions of privately owned industrial, financial, and public utility enterprises." The *Washington Star* further reports: "One of the surprising changes recommended in the plan for revamping the administrative organization calls for the abolition of the board of education. . . . The superintendent of schools, instead of being appointed by the schoolboard, would be named by the proposed District Administrator."

This is no idle threat. The plan already has some headway. If adopted in the nation's capital, it will be given greater impetus. If generally adopted, it would destroy the status of the common schools as a unique function of democracy; would be a long step in the direction of totalitarianism; and would make for the stagnation of both education and democracy. The schools deal with the minds of the people. They should be strong, free, and independent. Where does your congressman stand on this vital issue?

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

Published monthly except June, July, and August by the National Education Association of the United States, 1201 Sixteenth St. N. W., Washington, D. C.
REUBEN T. SHAW, President J. W. CRABTREE, Secretary-emeritus WILLARD E. GIVENS, Executive Secretary

The Journal goes to all members of the Association. Active membership dues, including Journal \$2; including other publications in addition to Journal \$5; life membership \$100. Entered as second-class matter October 23, 1920, at the postoffice at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized January 26, 1921.

DIRECTORS OF DIVISIONS: *Accounts and Records*, Mary J. Winfree; *Affiliated Associations*, Agnes Winn; *Business*, H. A. Allan; *Field Service*, Charl Ormond Williams; *Membership*, T. D. Martin; *Publications*, Joy Elmer Morgan; *Research*, William G. Carr; *Associate Director*, Frank W. Hubbard; *Rural Service*, Howard A. Dawson; *Secretary's Office*, Harriett M. Chase.

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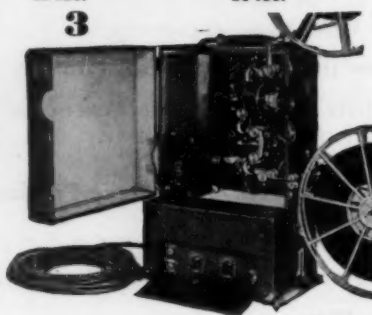
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The Outlook for America

MUCH has happened since the editorial on "The Outlook for America" was written for THE JOURNAL last March—the crushing of Austrian independence, the rape of Czechoslovakia, the tragedy at Munich, and the growing crisis centering around Spain. The long-distance bombing plane has arrived just as gunpowder arrived in an earlier day to upset all previous calculations of war and peace. The bombing plane in the hands of fanatics has become a powerful instrument of international blackmail. England, a dominant factor in European stability since the Battle of Waterloo and the defeat of Napoleon in 1815 is no longer dominant. A new power has replaced her. The world has been shocked by her yielding to the Hitler demands at Munich. So astute an historian as Van Loon feels convinced that even as Rome fled with her capital from the banks of the Tiber at the end of the fifth century, the government of Britain will have to move its capital to a safer spot, perhaps to Ottawa, capital of the Dominion of Canada. British propagandists now active in America, as in the years before 1917, are saying that if England goes down, America will not be safe. Those who believe that America should not come to the rescue of England argue that she is not a democracy but an oligarchy of London bankers.

Making some allowance for the fears engendered at Munich, it is all too plain that to the economic transition already overwhelming, is added a political transition of such proportions that no nation can escape it. For better or worse, modern technology has reduced the world until all its peoples are now closer together than were the American colonists to each other before the Revolution.

Within our own country there are many hopeful signs. A new leadership with a more realistic grasp of history, a less partisan attitude, and a higher sense of the general welfare, is steadily gaining strength. In the South there is a great awakening under the leadership of such men as President Frank P. Graham of the University of North Carolina; Herbert Agar of the *Louisville Courier Journal*; and Jonathan Daniels of the *Raleigh News and Observer*. People in every section of the country are beginning to appreciate the seriousness of the threat to democratic personal rights, political liberties, and representative institutions. We have done much during the past ten years to save our human resources and to conserve our natural resources. We have the beginnings of a social security program.

Within the schools there is much to be thankful for. Taking the nation as a whole, they have more

than held their own in spite of calamity all around them. The growth in highschool, junior college, and adult education is especially significant. In these areas there are great gains both in numbers and teaching power. More teachers and school officers are reading books dealing with civic, social, economic, and international affairs. The Educational Policies Commission of the National Education Association and the American Association of School Administrators, has given leadership to educational thought and planning. New York State leads in moving toward a more dynamic educational program.

Points of strength and weakness both at home and abroad are the concern of the schools. We cannot hope to go forward with the ideals upon which America has been built without meeting squarely our duties and opportunities in both areas.

It accomplishes nothing for school people to say that they have too many problems within the schools to concern themselves with these wider civic and international affairs. If war comes there will be tragedy in the schools. They will lose much of their personnel and most of their freedom to discuss affairs. Their financial base will be cut from under them. If democracy goes down, education will become a mere instrument of political and military policy. The situation both in this country and abroad is now such that every highschool and college should greatly increase the time allotment in its curriculum for study of the pressing issues, both domestic and foreign, upon which the destiny of humanity depends.

To this writer it seems plain that we shall have to work consistently on both foreign and domestic fronts—to do all we can to put our own house in order by bringing informed intelligence, moral feeling, and democratic processes to bear upon the major problems of our national life; and at the same time to take among the peoples of the world, more especially of the western hemisphere, the moral and political leadership which belongs to our unique position among the family of nations. We would have taken great risks to have joined the League of Nations; we have brought greater risks by staying out. We face the choice between world order or chaos just as, under the Articles of Confederation, our forefathers faced the choice between establishing a workable national order or conflict and chaos among the newly independent states. We believe the generation now coming on will choose world order and will have the will and the courage to achieve it.

—Joy Elmer Morgan

BEST BOOKS OF 1938

SCIENCE

EINSTEIN, ALBERT, and INFELD, LEOPOLD. *Evolution of Physics; The Growth of Ideas from Early Concepts to Relativity and Quanta*. Simon. \$2.50.

Comparatively readable essays intended for the intelligent layman.

HOGBEN, LANCELOT THOMAS. *Science for the Citizen; a Self-Educator Based on the Social Background of Scientific Discovery*. Knopf. \$5.

A successful attempt at an omnibus volume for people "who know nothing about science."

PUBLIC AFFAIRS

COUNTS, GEORGE S. *The Prospects of American Democracy*. Day. \$3.

Challenging study and evaluation of democratic theory, past, present, and to come.

ELIOT, GEORGE FIELDING. *Ramparts We Watch*. Reynal. \$3.

A soldier's dispassionate study of the problem of American defense. Written for the civilian.

FRANK, JEROME. *Save America First*. Harper. \$3.75.

A lawyer's advice, based on first-hand knowledge of the AAA and the SEC.

FRANKFURTER, FELIX. *Mr. Justice Holmes and the Supreme Court*. Harvard University Press. \$1.50.

Able exposition of the Court and the Constitution from a New Deal viewpoint.

BELLES LETTRES

CUMMINGS, E. E. *Collected Poems*. Harcourt. \$3.

The fruit of twenty years of experimentation in weird versification.

DAMON, BERTHA. *Grandma Called It Carnal*. Simon. \$2.

Life in New England with Grandma, who believed in Thoreau and the simple life with a vengeance.

JEFFERS, ROBINSON. *Selected Poetry*. Random. \$3.50.

About half of Jeffers' verse—125 poems, including some of the long ones—selected by himself.

MAUGHAM, W. S. *Summing Up*. Doubleday. \$2.50.

Absorbing book for other men of letters—a happy mixture of urbanity and personal prejudice.

FICTION

FIELD, RACHEL. *All This, and Heaven Too*. Macmillan. \$2.50.

Heroine, a charming French woman, is nearly concerned with a certain murder. Scene: France and America. Time: 1845-75.

ASA DON DICKINSON

LIBRARIAN, BROOKLYN COLLEGE
AUTHOR, ONE THOUSAND BEST BOOKS, BEST BOOKS OF OUR TIME, BEST BOOKS OF THE DECADE, 1926-1935

HEMINGWAY, ERNEST. *Fifth Column and the First Forty-nine Stories*. Scribner. \$2.75.

A play about today's Spanish War, plus all the author's short stories, including three new ones.

MALRAUX, ANDRÉ. *Man's Hope*. Random. \$2.50.

Novel about the present war in Spain. The author formerly commanded the Loyalist international air force.

MANN, THOMAS. *Joseph in Egypt*. 2 v. Knopf. \$5.

Sequel to "Young Joseph."

RAWLINGS, MARJORIE KINNAN. *The Yearling*. Scribner. \$2.50.

Poor whites and "the critters" live somehow thru sunshine and storm in the Florida scrub. Charming father and son idyll.

STEINBECK, JOHN. *Long Valley*. Viking. \$2.50.

Fifteen masterly short stories. The characters are for the most part denizens of the Salinas Valley, California.

TATE, ALLEN. *The Fathers*. Putnam. \$2.50.

Story of conflicting loyalties to state and nation in the Virginia of 1861.

HISTORY, TRAVEL, DESCRIPTION

DANIELS, JONATHAN. *A Southerner Discovers the South*. Macmillan. \$3.

Fair-minded, readable comment on present-day conditions and problems.

LINDBERGH, ANNE MORROW. *Listen! The Wind*. Harcourt. \$2.50.

Beautifully written account of a transatlantic air flight. Even more charming than *North to the Orient*.

SNOW, EDGAR. *Red Star over China*. Random. \$3.

Communist China during the past nine years. Includes the story of the kidnapping of Chiang Kai-shek.

BIOGRAPHY

ADAMS, HENRY. *Letters: 1892-1918*, ed. by Worthington C. Ford. Houghton. 2 v.; vol. 1-\$5; vol. 2-\$4.50.

Frank and caustic comment on great men and great affairs—for the intelligent reader.

ALCOTT, BRONSON. *Journals; selected*, edited by Odell Shepard. Little. \$5.

A must book for all readers interested in the Concord Group who loomed so large in the Golden Age of American letters.

ARMSTRONG, MARGARET. *Fanny Kemble, a Passionate Victorian*. Macmillan. \$3.

Memoirs of the 19th century theater in England and America. The English actress married an American slaveowner.

BYRD, RICHARD E. *Alone*. Putnam. \$2.50.

Story of the author's dangerous ordeal of five months' solitude in the Antarctic.

HAGEDORN, HERMANN. *Edwin Arlington Robinson*. Macmillan. \$3.

An able life of the poet, by an old friend.

HERTZ, EMANUEL, ed. *Hidden Lincoln; from the Letters and Papers of William H. Herndon*. Viking. \$5.

Important addition to Lincolniana and a good book in its own right.

JESSUP, P. C. *Elihu Root*. 2 v. Dodd. \$7.50.

No staccato machine-gun this; but an old-fashioned piece of heavy biographical artillery. Its subject, a truly venerable statesman, tho a conservative one.

SANGER, MARGARET. *Autobiography*. Norton. \$3.50.

The birth control advocate tells the story of a gallant fight against heavy odds.

STEFFENS, LINCOLN. *Letters*; edited by Ella Winter and Granville Hicks. 2 v. Harcourt. \$10.

It will be irresistible to devotees of the famous *Autobiography*, for here is a far clearer revelation of personality.

VAN DOREN, CARL. *Benjamin Franklin*. Viking. \$3.75.

This is not only the most distinguished biography of the year; it would seem to be the best book, for it is the only title which has been indorsed by every one of the eight critics whose selections form the basis of this list.

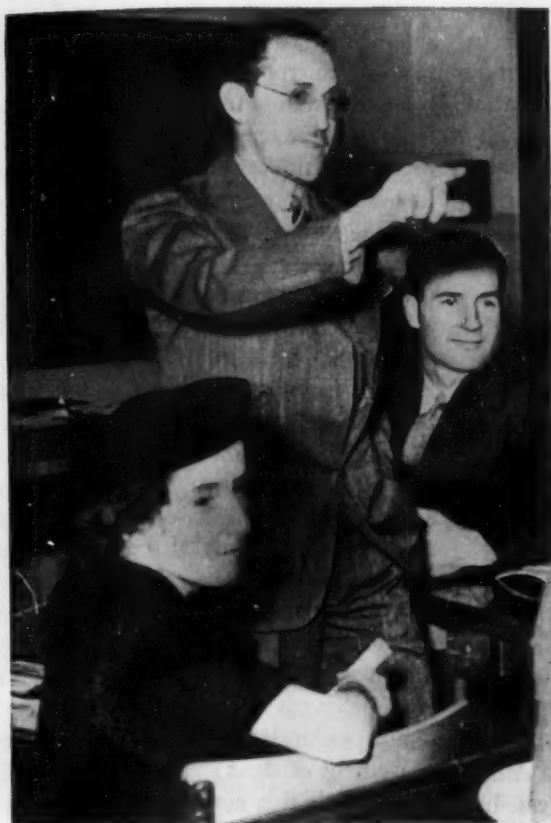
VINCI, LEONARDO DA. *Notebooks*; arranged, translated, and edited by Edward MacCurdy. 2 v. Reynal. \$15.

Leonardo's was perhaps the world's most remarkable intelligence. Here are a myriad glimpses of the great mind in action.

WHITE, WILLIAM ALLEN. *Puritan in Babylon; The Story of Calvin Coolidge*. Macmillan. \$3.50.

A detailed biography, by a sympathetic Republican who is perfectly aware of his subject's limitations.

"Best" means selected by a consensus of expert opinion as most important and interesting to the average intelligent American adult. The list above is a composite of the year-end suggestions of *The Nation*, *New Republic*, *Time*, *Scribner's*, *The Commonwealth*, *Publishers' Weekly*, *New Yorker*, and *Saturday Review of Literature*.



SOMETHING NEW IN *Educational Conventions*

C. L. CUSHMAN

DIRECTOR OF RESEARCH AND CURRICULUM,
DENVER PUBLIC SCHOOLS

A report on the conference sessions of the Colorado Education Association meetings

convention speeches, or that there should be no more meetings of English teachers, Latin teachers, and the like. But it was agreed that in the convention of 1938 there should be fewer speeches and fewer meetings of subjectmatter groups, so that most of the

went the plea that he and his fellow teachers study its contents and come to the convention ready to talk things over. Perhaps not every teacher carried this study into the "wee" hours, but by the time of the meetings a majority of them had given the subject serious thought.

Because Colorado has almost a monopoly among the states in its possession of the 14,000-foot mountain peaks of the nation, distances in the state are still very real. Consequently, the association has found it necessary to hold its fall convention meetings in four different communities, Durango, Grand Junction, Pueblo, and Denver. The plan used for discussing this educational problem was much the same in each of these four places. Because the meeting in Denver was much the largest of the four, that meeting will be the one described here. However, the new convention plan was just as successful in the other three communities as in Denver.

One week before the Denver meeting, eighty-five selected teachers, principals, and superintendents from schools in eastern Colorado were called together and invited to act as study-group leaders on the Thursday afternoon of the convention. They were told that the membership of their study groups would vary from fifty to two hundred. (Another year each group would be limited to forty or fifty persons.) Each leader was informed that his study group would be asked to discuss three of the issues set forth in the *Study Guide* and that these issues would be assigned. In this way it was made certain that each issue in the *Guide* would be considered by several study groups. It was agreed that after a

OUR TEACHERS met last night to talk about how they could use the ideas expressed in the convention in the improvement of our services to our community."

"The teachers of our school voted this the best convention ever."

"It certainly seemed good to feel that you too might have something to say to which others would listen."

"We like the idea and we want to have it used again."

Such were the opinions expressed by hundreds of teachers, principals, and superintendents after their first experience with the new type of program employed by the Colorado Education Association for its annual meetings in October 1938.

Many things about this program merit telling, but it seems fitting to begin with a statement of the germ idea. That idea was a very simple one—that teachers would like to come to an educational convention to work together on some major problem of education.

Some six months before the annual meeting of the Colorado Education Association, President James H. Wilson called a little group together to talk things over. No one suggested at that conference that there should be no more

time of the convention could be used for all of the members of the association together to study some problem of common interest.

Many problems were suggested as being suitable for study: *How can we make the operation of our schools more democratic? How can we use to advantage in our schools the radio and the motion picture?* These were all voted as less promising than: *How can we make our schools more effective instruments for the improvement of living in our communities?* The choice of this subject proved to be a happy one.

The subject chosen, it was agreed that a study guide would be needed. Dean Harold Benjamin of the Department of Education of the University of Colorado agreed to act as chairman of the committee to prepare the *Guide*. He and his committee prepared a pocket-size booklet of some twenty pages. This *Guide* included significant quotations from various writers on different phases of the subject and, more important, some forty major issues that need to be considered if schools are to serve their communities.

Every member of the Colorado Education Association received his *Study Guide* at least a month in advance of the date of the convention. With his *Guide*

group had discussed an issue, one or more persons would be assigned to report on that discussion in the general convention assemblies of the following days. Then to make sure that everybody understood the plan, the study-group leaders organized themselves into an experimental study group and conducted a meeting according to the same technics that they were to employ on the following Thursday.

The convention plan of the Colorado Education Association usually calls for general assemblies on the three mornings of the annual meeting and for group discussions on the two afternoons.

The major part of the general assembly program on the first morning was used for an inspirational address by a United States Senator. Approximately fifteen minutes' time was taken from this program to explain the plan for the conference sessions of the convention—that part of the convention to be used for the study of the problem of school and community. It was explained that each member of the convention was asked to participate in the afternoon study-group discussions. Assignment to these study groups had already been made by handing each person who entered the auditorium a small slip of paper with a study-group number and the place of meeting written on it. In order that certain rooms, easily accessible, might not be overcrowded, each person was urged to go to the meeting to which he had been assigned. This method of chance assignment was also employed as a means of making the membership of the study groups as heterogeneous as possible. Interestingly, this heterogeneous method of grouping proved to be very popular.

After the plans for the afternoon meetings had been explained, Dr. William G. Carr, secretary of the Educational Policies Commission and director of research of the National Education Association, who had been secured to act as Resource Leader for the conference, was given ten minutes to speak on the importance of the subject of school and community relationships.

The only convention meetings scheduled for Thursday afternoon were those of the study groups. There were fifty of these. For each group there were two leaders. Here was something new—the whole convention broken up into study groups, but all studying the same general

problem. The zest with which teachers entered into the discussion of issues in their groups seemed to indicate that they liked the new plan. Teachers from rural schools debated with teachers from city schools. Teachers of elementary schools sought to make their point of view clear to teachers from the highschools. Teachers found much to say to administrators, and administrators to teachers.

In each group when the time for the discussion of an issue had elapsed, one or two persons were selected to report the group findings at the general meetings on Friday and Saturday mornings. In many cases minority groups insisted that their points of view, as well as those of the majority, should be reported.

Reports from group leaders indicated that the number of persons who participated in the discussion of their respective groups ran as high as 75 percent. And wonder of wonders, almost no one complained that the group leaders had forgotten their instructions about not doing too much of the talking themselves. Indeed, some of the leaders complained that the discussions waxed so warm they could scarcely get in a word themselves.

The most interesting and novel test of the new convention plan came in the general sessions on the second and third mornings. Attendance at these sessions generally runs from three to six thousand persons. Attendance this year under the new plan ran considerably larger. Best of all, the running in and out of the meetings, so common at all educational conventions, was reduced to practically nothing.

For these general meetings microphones were placed at strategic places thruout the auditorium. The audience was informed that there would be no set speeches in these meetings and that anyone might participate in the general discussion.

For the first general meeting Superintendent Hobart M. Corning of Colorado Springs acted as chairman. The second general meeting was presided over by Superintendent Alexander J. Stoddard of Denver. The job of the chairmen in these meetings was to indicate the order in which issues would be discussed, to recognize persons who wished to discuss these issues, and to see that the various contributions bore upon the subjects under consideration.

It was feared that many persons who

had contributions to make to the discussion of various issues would be reluctant to use a microphone or to speak before five or six thousand of their fellows. Perhaps there were some such persons, but there were also far more persons who did have something to say and who had the courage to say it publicly than could get to the microphones within the two-hour period allotted on each of the two days. When debate on various issues waxed warm, the entire audience was asked to register its opinion thru a showing of hands. In this way teachers learned both what particular individuals and what the majority of their fellows thought about the various phases of the subject studied. They learned that a great many teachers are ready and eager to relate the work of the schools to the vital problems of community life. They learned what are the difficulties of doing the job as some believe it should be done. They got many practical suggestions for the improvement of their own work.

It is likely that not less than 90 percent of those who attended the meetings of the convention of the Colorado Education Association this year favored giving the new plan another trial. Undoubtedly this favorable reaction was in part due to the novelty of the procedures that were used. Aside from any intrinsic significance in what was being accomplished, it was interesting to listen to one's fellow teachers talk before a large assembly. But the factor of novelty was not all that made the plan attractive. The great mass of teachers want our conventions to be serious occasions when we may meet to talk about common problems. They want these meetings to result in the discovery of at least partial solutions to those problems. And many teachers thought that they saw in this new technic a means of making their conventions provide occasions of just this sort.

In looking toward the future, no one proposes that the plan used this year should be used again without change. A great many promising suggestions for the improvement of the plan have already been received. Perhaps the most important of these suggestions is that if the conference technic is to be used year after year, it must be directly related to a longtime program of educational development. Each year some phase of that program might to advantage be selected for study thru the conference technic.

School Specialists and COMMUNITY AGENCIES

HERBERT R. STOLZ

*Assistant Superintendent of Schools,
Oakland, California*

WHEN THE PURPOSE of elementary schooling was restricted to training children in the use of verbal and written language and to the passing on of information acquired by preceding generations, there was little need for specialists. Even today there are many small schools where the teacher must meet her problems singlehanded, without any expert help. Nevertheless, the tendency to employ specialists in certain areas of teaching, in mental testing, in health education and service, in the supervision of attendance, and for dealing with unusually difficult problems of pupil adjustment is well established among our larger elementary schools.

School specialists have been added to meet felt needs as schools have enlarged their slice of responsibility. Expression thru physical activity and thru creative art has been added to the concept of desirable language, and special teachers in these fields have been brought in. In our cities provision has been made for special training for the deaf or hard-of-hearing pupil, for the partially sighted, for the crippled, for the pupil with speech difficulty or reading difficulty. The need for controlling communicable disease and, later, the recognition that school progress is related to physical fitness have led to the employment of nurses and physicians. The application of compulsory schooling thru an increased age span, and to children who vary widely in capacities and interests has required the services of the attendance officer to get the child to school and of the testing expert to classify him. To meet the community's demand that the school prevent delinquency, clinical psychologists and social case workers have been added to the educational family as consultants and visiting teachers.

Because these supplementary school services have been started at different times and because most of the specialists were trained to concentrate their attention rather narrowly upon some particular aspect of a child's development or

behavior, the total picture has often been one of rather disjointed or even competitive effort. Fortunately there is evidence that this confusion of purpose was but a passing phase and that already there is a strong movement toward welding the contributions of specialists, teachers, and principals together to more nearly fit the needs of a real child who functions as a whole.

This important trend in the practice of individual guidance shows in many ways. The functions of the uptodate attendance officer are no longer merely those of the "hookey cop." The public health nurse is no longer restricted to dealing with problems of physical well-being. Her realm often includes attendance and mental hygiene; sometimes she is the chief coordinating agent between home and school even in matters of scholastic adjustment. The division of duties between the school nurse and the visiting teacher is determined less and less in terms of theoretical training and more and more by the demands of practical cooperation. School physicians and physical education teachers are getting together, and the special contributions of each group are being integrated to serve better the guidance of individual pupils thru the teachers on the firing line. In a few city school systems the administrative organization has been deliberately remodelled to facilitate the coordination of all efforts which are largely directed toward recognizing and fulfilling special individual needs which are not adequately cared for by the experiences offered to all pupils.

Since life in school is but a part of a child's living, it was inevitable that when schools took over a share of the responsibility for personal guidance they would become increasingly involved in



... the purpose is better individual guidance

cooperation with the other organized social agencies which deal with children and youth in the community. Of course, the home is by far the most important.

Here, too, the unmistakable trend is toward closer coordination in individual case work. In rural communities the public health nurse and the public health officer join forces with teacher and principal and parent to foster both the physical and the mental health of this or that school child. Despite their tradition of professional aloofness, medical clinics for children are recognizing the importance of assisting school personnel in planning appropriate school programs for the children they treat. In a few counties the school program in guidance and the public health program of service and education have become so closely integrated that it is hard to know where one ends and the other begins.

Space does not permit even naming the twenty or thirty social agencies whose workers cooperate with the school staff in attempting to solve problems of individual pupils in a large city. In some cities this cooperation is still largely at the opportunist level; in others there has emerged a movement toward systematic coordination. Whether this be developed under the direct leadership of the school administration or whether the schools are drawn into a coordinating council depends upon the local situation. In either case the purpose is better individual guidance.—[This is the seventh in a series of articles by Dr. Stolz, chairman of the NEA Committee on Individual Guidance.]

ONLY ONE VISIT

INEZ ELLIOTT ANDERSEN

ARKANSAS STATE COLLEGE, JONESBORO, ARKANSAS

THE CLOCK in the hall of the Big Red Schoolhouse said four when Miss Coltier dismissed the Dramatic Club. By the time she had put the auditorium in order, powdered her nose, and put on her hat and coat, it was four-thirty. Well, if she walked fast she would still have time to get in an hour's visitation before dark. She must go to see Nettie Johnson if she expected to be able to sleep that night. A picture of the child's emaciated body, lifeless hair, wizened, colorless face, and crossed eyes looking uncertainly thru cracked glasses had troubled her for several nights. She had meant to visit the child's parents sooner, but being an auditorium teacher in charge of eight hundred elementary-school children each day was rather wearing.

It was during the health program in the fourth-grade auditorium class that Nettie had announced with an air of importance, "I have tuberculosis." Miss Coltier had been unable to dismiss the statement as a mere attention-mechanism. In the slum environment in which the school was located, the child's pallid skin might mean tuberculosis, hookworm—almost anything.

As Miss Coltier picked her way across mud puddles and rocky railroad tracks she reflected ruefully on the inadequacy of her training for teaching. Someone should have told her a teacher needs to be a doctor, nurse, social worker, economist, policeman, missionary, minister, lawyer, and mother all rolled into one. As she tried to locate Nettie's house, she decided to add a course in exploring to her list of suggested courses for teachers colleges.

The shacks were not numbered except for an occasional chalked inscription which might be the actual house number, but which was probably only the random markings of a child using crayon pilfered from school supplies. A group of grimy-faced youngsters—some of her pupils—hailed her from a fortress of tin cans in a vacant lot. She inquired as to the location of Nettie's house. "Way down yonder on this side of that Dago store." She hurried past the slatternly

wooden buildings; past long-untenanted red-brick stores; and came to the dismal shanty in which the Johnson family had taken refuge.

A man, barefooted despite the crispness of the fall afternoon, clothed in soiled, ragged overalls, and with features indistinguishable in the matted hair and beard, was sitting in a rocker on the porch. Summoning her courage she said: "How do you do? I am Miss Coltier, Nettie's auditorium teacher. For some time I've been wanting to come to see you and get acquainted. Is Mrs. Johnson at home?"

The man smiled the vacuous smile of the feeble-minded, pointed to the door of the house, mumbled, "In there," and resumed his rocking.

She picked her way across the gaping holes in the sagging porch and knocked on the door that stood ajar. Waiting, she took a swift view of the front room. It was somewhat dark, but a feeble fire in the open hearth flared up now and then and cast flickering shadows over a tumbledown bedstead, a dirty pallet, a chair piled high with litter, an overturned goods box that probably served as a seat, a floor bare of carpet and paint, sooty walls with calendars hanging askew.

Somewhere in the rear of the house a dog barked. Sounds of frying meat filled the air. Then a dejected looking woman dragged herself wearily to the door. Miss Coltier introduced herself. The woman took her snuff stick from her mouth, spat, wiped her hand on her dress, and asked the teacher to wait a minute until she set the meat off the stove and dragged some "cheers" out on the porch. When they were seated, Miss Coltier began the conversation with some complimentary remarks about Nettie and, as tactfully as she could, worked around to a discussion of the child's health.

"Yes, ma'am," conceded the mother, "Nettie never have been what you might call hearty. But she gits hit honest. Hit don't run in the family on neither side to be stout-like. On my side of the house we are all jist as pore as snakes, and on her Pa's side they're ever one puny and no-count-like. Ever now and then I give

her a good round of medicine. I've got her on Black Draught now. Have you ever tried hit?"

"No, I've seen it advertised, but I've never taken it. There are some excellent doctors over at the Rittman Hospital Clinic who would be glad to help us build Nettie up. Have you considered taking her over there for an examination? They won't charge you anything."

"Well, now, I have thought some about that. Here not long ago a nurse come along and told me something about skinny chullen gittin' the tuberculosis frequent-like. I tell Nettie that's what makes her so puny. But, law, I'm jist a-tryin' to skeer her into takin' her bitters when I say that, 'cause there never have been no tuberculosis in our family. We've had some to die of eatin'-cancer and some of consumption, but we don't run to tuberculosis."

"I can see that you are a very conscientious mother, Mrs. Johnson, and I know you will follow the nurse's advice just as soon as possible. By the way, the clinic is open tomorrow from 2:00 until 4:00. I wonder if you would have time to attend to a business matter for me over there? I don't get out of school in time to go over, and I just must get some information from Dr. Olcott. Of course, it will be only fair for me to pay yours and Nettie's carfare to the clinic and back, if you are seeing about my affairs. Can you spare the time? It will be a great service to me."

"Well, now, Mis' Coltier, I shore will. I'll jist up and take the time to help you out. Nettie thinks a power of you. She talks about you a right smart. I know she'll be put out about not bein' home when you come to see us. She's over there at that readin' place now a-gittin' a book to read. She do love to read."

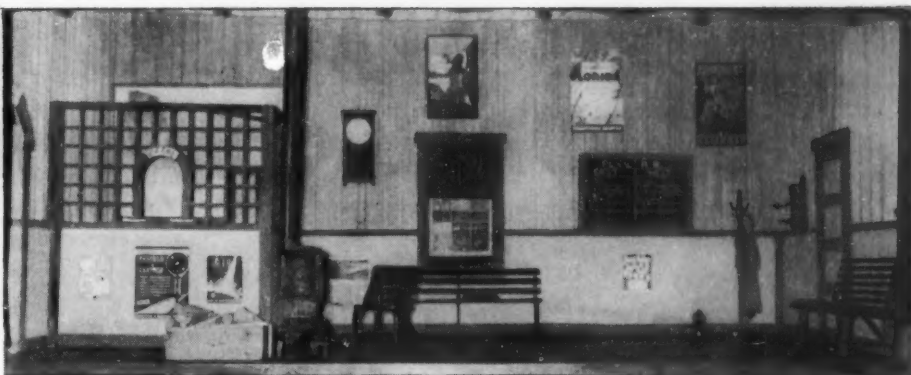
"Well, I think a great deal of Nettie, too. It won't take me a minute to write the note. If you'll excuse me, I'll do it right now."

Taking fountain pen, paper, and envelope from her commodious bag, Miss Coltier hastily wrote a request to Dr. Olcott for a written statement concerning Nettie's condition and concerning the advisability of her remaining in school. Then she sealed the message, addressed it, and put it and some money into Mrs. Johnson's hand. She said her goodbyes and made her way to the street car.

Six oclock. And only one visit!



Above—scene from "An Old Kentucky Garden"; right—the railroad station



Do You Need **SCENERY** for Your Stage Productions?

OUR FIRST extensive attempt in the making of elaborate scenery was with an operetta a few years ago. Without diminishing our interest in the singing and acting, we attempted to make the operetta colorful thru the use of more elaborate scenic effects and costumes. Imagine our surprise at the increased interest on the part of both cast and public. Attendance and appreciation were greater, and the increased revenue more than paid for the added expense.

Before presenting the operetta, we sent letters to neighboring schools, inviting them to attend the performance with a view to renting the scenery. Results were beyond our expectations as this particular set has been used by ten schools. The same plan has since been successfully followed with other operettas and class plays. As a result, the school now owns several sets of scenery which can be used for almost any occasion.

Construction of this scenery has provided a worthwhile cooperative activity for many departments of the school. Here is a chance for the students to engage in purposeful and meaningful activities calling for thinking and planning on a large scale.

Many schools desiring to construct their own scenery will be starting from a bare stage. First, enlist the interest and cooperation of the various departments that can assist in the work—dramatic, music, art, industrial arts, science, and home economics. If the production has been well chosen, each department will have a wealth of material from which to choose its ideas. An excellent opportunity may be provided to study the particular country or period represented.

In selecting the production, the dramatic and art departments should con-

sider it carefully both as to its adaptability to a cast that can be selected from the studentbody and the possibilities of its production on the local stage. After the play has been selected, the dramatic department can proceed with choosing the cast and rehearsals. In rehearsing, it is a good idea to mark off the floor plan on the stage to show where the scenery and the various pieces of stage equipment will be placed.

The art department should begin at once with a small drawing or a miniature of the completed stage. The industrial arts department can start on construction of the set; the science, on lighting and sound effects; and the home economics, on designing and making costumes.

By the use of a back drop and flats an appropriate background can be prepared. With this completed, other settings which occupy the foreground can be constructed and placed. To make the back drop, sew together a good grade of muslin to the desired size, size it to fill up pores, and prepare it for painting. The flats which are used on the sides to give full coverage of the stage can be made of muslin, stretched over wooden frames, sized, and painted.

If the set calls for a porch, windmill, or other items, these can now be made and placed. Wherever possible, all pieces of scenery should be made by building the form with light lumber and then covering it with muslin which can be sized and painted. This will provide for portability and economy. Where this is inadvisable, wallboard can be used.

The set for "An Old Kentucky Garden" (see photo at left, above), based on the music of Stephen Foster, calls for an outdoor scene with porch and other

G. G. STARR

SUPERINTENDENT OF SCHOOLS
ARCANUM, OHIO

stage settings for the period about 1850. The back drop was first painted to match the four flats which had been used in a previous operetta. Then the porch was built by first constructing parallels on which steps and floor were laid. Three flats, one containing a door and pillars made of forms over which muslin was stretched, completed it. The remainder of the set included fence, bench, and sundial, painted white. To produce colorful effects, flood lights and spots were placed overhead and in the wings.

For the railroad station in the photo at the right, curtains on the stage were used. To give sturdiness to the set, a ground row of wallboard with molding was placed flush against the curtains. Window, door, and arch for baggage room were secured from other sets. The ticket office was built to accommodate with a consideration of accessibility and visibility. After visiting railroad stations, posters and benches were borrowed. Also a study of the bulletin boards was made for a pattern for the one in the set. The clock from the janitor's room, the phone from the telephone office, the hall tree from the office, the lantern from the city hall, and the stove from the home of a member of the cast completed the set.

For most of the sound effects—trains, whistles, rain, and thunder—records, which were played over the school amplifier, were secured. Rain back of the window was provided by forcing water thru a pipe with small holes, while lightning was produced by flashes from a light placed at an appropriate place.

TEACHERS IN RURAL COMMUNITIES



Harold M. Lambert, Philadelphia

NEARLY HALF of the pupils, and more than half of the teachers, principals, and supervisors in the public day schools of the United States are located in rural areas—that is, in the open country or in towns under 2500 in population. When one considers also the marked rural-to-urban shifting which has characterized our population, it is clear that the quality of instruction in rural schools is hardly less important to city dwellers than to those who remain in small towns or on farms. In other words, the status of rural teachers should be of genuine concern to all persons who are interested in improving the social, cultural, and economic life of the communities in which they live.

Following a committee report in July 1935 on the economic status of teachers in city school systems, the Representative Assembly of the National Education Association directed that a similar study be made of teachers in rural areas. Such a study has just been completed by the Research Division under the direction of the Committee on the Economic Status of the Rural Teacher. This article reviews briefly the principal findings with respect to white teachers in rural schools. Further details may be found in the published report of the Committee or in the *Research Bulletin* for January 1939.

[1] While the professional qualifications of rural teachers are by no means ideal, they are high enough to justify the payment of larger salaries, on the average, than these teachers now receive. The facts concerning the teachers' training, experience, membership in professional organizations, and attitudes toward rural teaching as a career indicate a degree of professional interest and competence with which the present low level of their salaries is distinctly inconsistent. Moreover, a higher salary level would enable many teachers in service to improve their qualifications in ways which they cannot now afford.

[2] A majority of rural teachers have family responsibilities. Nearly two-thirds

of the group studied are supporting one or more other persons wholly or in part. The teachers with the larger families receive substantially less salary *per family member* than do those with few or no dependents. The Committee believes that salary scales for rural teachers should make more adequate provision for dependents. Rural communities need a reasonable proportion of teachers who have families and whose homes are vital factors in community life.

[3] Home ownership is not common among rural teachers. The problem of attracting and keeping competent teachers who will establish homes of their own must be approached in several ways. *First*, salaries should be high enough to permit the acquisition of modest homes without too much sacrifice in other important aspects of living. *Second*, teachers need assurance that they will not lose their positions for reasons unrelated to their effectiveness as teachers and community leaders. *Third*, thousands of rural-school districts need to be reorganized on a real community basis. Each district should, if possible, represent a community in which the teacher will be eager to participate both as teacher and as citizen, and in which he can be proud to establish his own home.

[4] The housing facilities of rural teachers as a group are inadequate. This problem will not be solved by higher salaries alone. Conditions in many rural districts are such that adequate living quarters cannot be obtained there at any price. In other localities the people in the better homes could make an important contribution to the school and the community by providing teachers with comfortable and attractive places in which to live. Where no adequate quarters are now available, present facilities should be modernized or new quarters should be constructed and equipped to meet the needs of teachers.

[5] In spite of the importance of the automobile in rural areas, a substantial proportion of rural teachers are without this means of transportation. Moreover, a study of the teachers' annual expenditures suggests that many who have cars are able to maintain them only by seriously curtailing other essential elements of living. In readjusting salary scales in rural schools, therefore, due allowance should be made for the purchase and operation of automobiles by the teachers.

[6] Many rural teachers lack adequate facilities for cultural and professional improvement during the school year. Not only are good school and public libraries lacking in most rural districts, but there is room for much improvement in the building of private libraries by rural teachers. At least two steps are necessary if these conditions are to be improved: *First*, the teachers must be paid enough so that they can afford to develop small libraries of their own; and *second*, additional funds must be made available in most rural areas for both school and public libraries.

[7] Rural teachers generally devote more time to work than to rest or recreational activities during the summer vacation. A large majority spend most of the summer either working at home without pay, attending college summer school, or working for pay at an occupation other than teaching. It should be financially possible for every teacher to have as much as a month of restful and invigorating vacation each year, including occasional trips to places of special interest. During the remainder of the summer most teachers would be willing, even eager, to do useful work for the communities in which they teach if they were to receive adequate remuneration for it. Even attendance at college summer school might legitimately be included among the duties for which the teacher is to be paid. Teaching, together with its related activities, should be a fulltime occupation and should be paid for on a fulltime basis.

[8] The salary situation among rural teachers as a group is unsatisfactory. In most areas the salaries are so low that teachers are unable to maintain suitable standards of living or to provide adequately for the future. They have to spend too much of their incomes for ordinary living expenses, and have too little left for betterments, giving, and saving. No marked gain in their economic status can be expected thru changes in their spending habits alone. Significant advance will require a general increase in rural-school salaries. Other factors being equal, the need for such an increase is greater among teachers in the elementary schools, among those with the larger amounts of training and experience, and among those with the larger numbers of dependents.

[9] Generally speaking, conditions

among rural teachers are less satisfactory in the open-country districts than in the town districts, and are least adequate in the one-teacher schools. Most of these inequalities could be eliminated or reduced if the smaller and poorer schools were adequately financed. While complete equality of financial support is not likely to be achieved, much progress can be made in many states thru the establishment of larger districts as a basis for financing as well as administering the schools; thru the collection of a substantial share of school revenue by the state, and the distribution of such state funds to local school units in accordance with their needs; and thru an equitable plan of federal aid to education based upon the needs of the several states.

[10] Better financing of rural schools should be accompanied by further improvement in the selection and training of teachers for these schools. Rural teachers should have not only high natural aptitudes for teaching, but also a sincere liking for rural life. Institutions which prepare teachers should strive to give their students a greater appreciation of the importance of rural teaching, placing special emphasis on the needs and opportunities in open-country schools. Much can be accomplished in this direction by providing for practice teaching in rural schools under competent supervision. In addition, requirements for admission to the teaching profession should be raised as rapidly as possible to include four years of college training for the work the teacher expects to do.

When persons of the required abilities and interests—of whom there are many now employed in rural schools—can be assured that rural teaching offers a social, cultural, and economic status befitting the members of a true profession, there should be little difficulty in recruiting and retaining a corps of teachers for rural schools which will be second to none in the nation. Responsibility for the attainment of this goal rests partly upon the teachers. In a larger measure, however, it rests upon local schoolboard members, upon state and national legislators, and ultimately upon the rank and file of citizens everywhere. The people of the United States, by and large, will have the kind of rural schools they want and are willing to pay for.

—RICHARD R. FOSTER, assistant director, Research Division, NEA.

JANUS-THINKING *and* SOCIAL PROGRESS

EDWARD G. OLSEN

Colgate University, Hamilton, New York

JANUS—Ancient Latin divinity having one head with two bearded faces, one looking into the past, the other into the future.

EXCEPT for the beards, we Americans are much like this god Janus. To be sure, we possess only one face per head, but that slight biological handicap doesn't in the least prevent us from staring both ways at once. We may not be Janus-faced, but we are definitely Janus-minded in our typical habit of thought concerning society and its problems. In thinking about the area of *physical science*, for example, we peer eagerly into the future, proudly exalting our experimental, scientific, progressive



The Great Divide

viewpoint. But in thinking about *social science* we gaze hopelessly into the past, angrily cherishing our orthodox, illogical, conservative prejudices. And in that habit of Janus-thinking roots a whole series of tragic paradoxes which menace our civilization today—bitter poverty in potential plenty, increscent warfare between peace-desirous peoples, modern technology a nightmarish Frankenstein, and many others. Consider the following contrasts, and then ponder the likelihood that it is Janus and not Minerva who is the intellectual mentor of most people today.

Cartoon by Fitzpatrick

AMERICAN THINKING IS USUALLY

—FORWARD-LOOKING

in areas of physical science

(Inventions, machines, technological processes of all kinds)

EXPERIMENTAL ATTITUDE—We view proposed changes without prejudice and with open minds, subordinating emotional considerations and demanding factual evidence upon which to base tentative working conclusions.

OLD IDEAS HELD INVALID—We are sure that in ten years or less many of our present theories and practices will be out-of-date, and will have to be discarded as obsolete.

TECHNOLOGICAL CHANGES DESIRED—We expect, hope, and plan for continuous technological changes, and so we eagerly anticipate new scientific inventions, technological developments, and improved processes.

BETTER TECHNIQS SOUGHT—We are always searching for superior means and more efficient methods of attaining our scientific objectives.

THE PAST VIEWED WITH AMUSEMENT—We laugh at the scientific notions of the last generation.

THE FUTURE JUDGED GLORIOUS—We look forward to the promising times of the future, and to the scientific developments yet to come.

CHANGE WELCOMED AS PROGRESS—Having identified technological change with societal progress, we acclaim each advanced scientific theory, invention, technic, and process as a new Promise of American Life and Progress.

Progress and life?

—BACKWARD-LOOKING

in areas of social science

(Government, economic attitudes, social institutions of all kinds)

STAND-PAT ATTITUDE—We view proposed changes with biased outlooks and strongly emotionalized convictions, subordinating rational considerations to cherished traditional beliefs and loyalties.

NEW IDEAS HELD UNSOUND—We are convinced that theories and practices of a century or more ago are patently infallible and must remain essentially unchanged forever.

INSTITUTIONAL CHANGES FEARED—We look aghast at any suggestion of planning for conscious social changes, and so we anxiously resist or hold aloof from new social theories, institutional developments, and improved societal procedures.

BETTER TECHNIQS IGNORED—We are usually content with inferior methods and highly inefficient means of reaching our social goals.

THE PAST JUDGED WONDROUS—We look backward to the glorious times that are gone and to the societal status which has vanished.

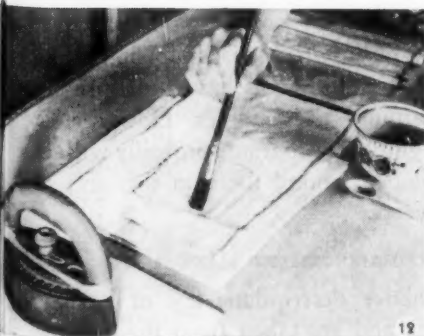
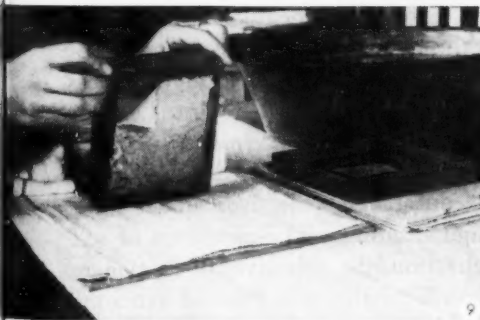
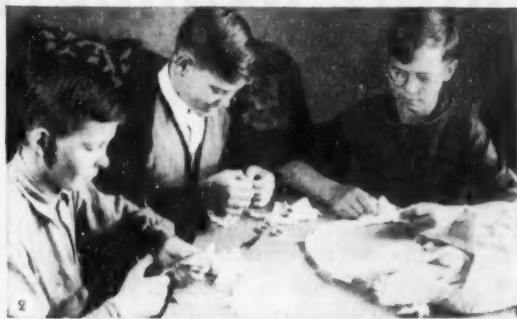
THE FUTURE VIEWED WITH ALARM—We dread the social convictions of the next generation.

CHANGE OPPOSED AS REGRESSION—Having identified social change with societal decay, we denounce each advanced social theory, invention, technic, and process as another Portent of American Decay and Death.

Stagnation and death?

Pedagogy thru Pictures

MAKING PAPER FROM CLOTH



- 1—Making necessary research
- 2—Shredding linen rags
- 3—Measuring and mixing one pound caustic soda to two gallons water
- 4—Boiling the shreds in caustic soda twenty-four hours
- 5—Straining and rinsing three times
- 6—Mixing the size—eight tablespoons corn starch, four tablespoons glue, one teaspoon bluing, six quarts water
- 7—Dipping the deckle and mold into the suspension of rags and water—one-fourth cup of strained wet fibre to one gallon of water and sizing
- 8—Removing the deckle from the mold
- 9—Removing the pulp web from the mold
- 10—Placing top muslin on web of pulp
- 11—Wringing out the water
- 12—Applying a gelatin glaze—one teaspoonful gelatin to one-fourth cup water
- 13—Ironing dry
- 14—The finished paper

The HIGH SCHOOL GRADUATION Program



ONCE AGAIN the commencement season approaches. More than a million young people will graduate from America's high schools in 1939.

Many will expect to go on to college. Some will find employment during the summer. A large number seeking work will be unable to locate jobs immediately. May their school careers have provided them with those inner resources needed for the waiting and the transition process. May an increasing number of schools have the facilities to provide programs of guidance for them during this crucial period of their lives.

For more than a decade THE JOURNAL has encouraged the movement to make the graduation something more than a routine ritual, to make it more meaningful and inspiring both to the graduates and the community, to make it realize more fully the rich possibilities it holds for interpreting the schools.

PROGRAMS ON DEMOCRACY

An increasing number of schools are devoting programs to some phase of the problem of preserving and improving democracy. For example, take the program of Central Highschool of Fort Wayne, Indiana. For a number of years the graduating classes at this school have produced what is called a "commencement masque" which precedes and leads up to an address by an outside speaker. For the class of 1938 the masque was entitled "The Inalienable Dignity." It was built in part around the ideas voiced by the brilliant German, Thomas Mann, in his recent book, *The Coming Victory of Democracy*.

At Lexington, Missouri, the theme selected last spring was "Our America." Student speakers spoke on the following topics: "Our Program," "Our America—Social and Economic Phases," "Our America—Political Concepts," and "The America I Want."

At the Eichelberger Senior Highschool, Hanover, Pennsylvania, a pageant entitled "Striking a Balance" was

presented. This pageant had to do with the arguments presented by members of the cast at the request of the two leading characters—the optimist and the pessimist—concerning the outlook for humanity and for democracy. A large scale was constructed on the stage. Whenever a presentation in favor of the optimistic point of view was made, a cube marked by a word describing the point was placed on the optimistic balance of the scale. Whenever the pessimist introduced a person who seemed to clinch a point for the pessimistic outlook, a cube was placed on the balance at the left. First one side and then the other was presented until finally at the close, the indicator on the scale swung definitely to the side of the optimist.

At the Franklin Highschool, Seattle, Washington, the theme for the program was "National Defense." This topic was discussed not in terms of armies and navies and enemies without, but along the lines of the following topics: "Against Intolerance," "Against Waste of National Resources," "Against Sordid Dwelling Places," "Against Indifference to the Obligations of Citizenship," "Against Poverty and Disease," and "Against Spiritual and Intellectual Starvation."

GUIDANCE PROGRAMS

In recent years a good many graduation programs have dealt with the problems of youth and various aspects of guidance.

A number of such programs in the last few years have been built around the series of Personal Growth Leaflets being published by the National Education Association. (See p87.) For example, at the Augusta, Kansas, Highschool the 1938 program was in the form of a pageant built around the leaflet, "Your Life in the Making." It was presented in eight scenes with five tableaux in each. The scenes were: "Keep Fit," "Develop Skills," "Attach Importance to the Family," "Make Friends," "Be Loyal," "Enjoy Life," "Exert Influence," and "Keep on Learning." The five tableaux in each scene were placed in five arches which ran from one side of the platform to the other. As the narrator read the script the

lights could be turned on the individual tableau.

At the James A. Foshay Junior Highschool in Los Angeles, California, the program was built around the school's new personnel system with its emphasis on character development. The theme selected was, "Building a Life." The question was asked of members of the class "What Has Junior Highschool Done to Help You in Building Your Life?" Answers were grouped under:

- L—Leisuretime Activities
- I—Ideals of Character and Conduct
- F—Fundamentals of Learning
- E—Essentials of Health

The stage setting for this program was an outdoor scene with a background of distant mountains. At the center and rear of the stage four steps banked with plants and flowers led to an open gate. At one side of the steps were large letters LIFE which were illuminated as the groups of speakers concluded their presentations of the key topics.

THE PURPOSES OF EDUCATION

Many schools thruout the country will wish to consider the purposes of education in American democracy as outlined by the Educational Policies Commission as the basis for graduation programs. The Commission in its report, *The Purposes of Education in American Democracy*, presents a fourfold classification of educational objectives under these major headings: The objectives of self-realization, the objectives of human relationships, the objectives of economic efficiency, the objectives of civic responsibility. Since this report was not issued until the fall of 1938 it is impossible to report how any schools have built programs around these topics. However, many significant programs probably will be developed around them in this and future years.

COMMENCEMENT MANUAL

The above descriptions are of 1938 programs and are taken from the 1939 *Vitalized Commencement Manual* published by the National Education Association. This attractive 100-page *Manual* [see photo of cover, above] may be had from the Association for 50¢.

OUR LOCAL AFFILIATED ASSOCIATIONS

MORE than 700 local teachers associations are affiliated with the National Education Association. These include city, county, and regional groups and represent many different types of organizations. A few of these have long records of continuous service—some almost as long as that of the National Education Association—but a far greater number have come into existence since the turn of the century. Many have been organized only a short time and are seeking ways to make their organizations more effective.

Voluntary teachers organizations, local, state, and national, are the channels thru which teachers work cooperatively in the interest of higher professional standards, improved working conditions for themselves, and better educational opportunities for children. Thru their organizations they also acquaint the public with the schools.

It is the function of local associations—those groups that carry on their activities within a given community—to provide teachers with an opportunity to understand the problems of their respective communities and to inform the public concerning the needs of its teachers and its schools. When there is a sympathetic understanding between the people of a community and its teachers, the importance of providing necessary materials of instruction, reasonable teaching load, adequate salary schedules, and other aids to teacher welfare is soon recognized.

Local groups do not follow a single pattern. Some emphasize social and recreational opportunities for their members; others sponsor lecture and entertainment courses; many devote their energies solely to problems of the profession.

Since the reorganization of the National Education Association nearly twenty years ago, providing for affiliation, the Association has been mindful of the service to be rendered to its affiliated groups. To emphasize still further the relationship between the Association and its affiliated associations and to increase its service to them, the Division of Affiliated Associations was established at headquarters in October 1938.

What publications do these groups receive?

[1] All regular NEA publications.

[2] Books and bulletins published by the Educational Policies Commission.

[3] The *New s Bulletin* and other publications of the Department of Classroom Teachers.

What are some of the services these groups are receiving this year?

In January a 32-page statement, "What Facts Are Needed in Drafting a Salary Schedule?" prepared by the Research Division for the use of local salary committees, was sent to every group. This is one section of a proposed handbook on procedure in salary scheduling which will later be available for use by salary committees.

Recently each one was sent a bulletin prepared in the Division of Affiliated Associations giving news about the programs and activities of teachers organizations in all parts of the country.

A study on group insurance is being completed and will be mailed out soon. Every affiliated organization has also been given an opportunity to participate in a study on teacher load.

What additional assistance is the National Education Association prepared to give? Information and suggestions are available on practically every problem on which a local organization may be working. The following requests that have come from organization leaders during the last few weeks are typical:

We are planning to devote our next program to a study of tenure, and we should like reports describing tenure laws and their operation in other states.

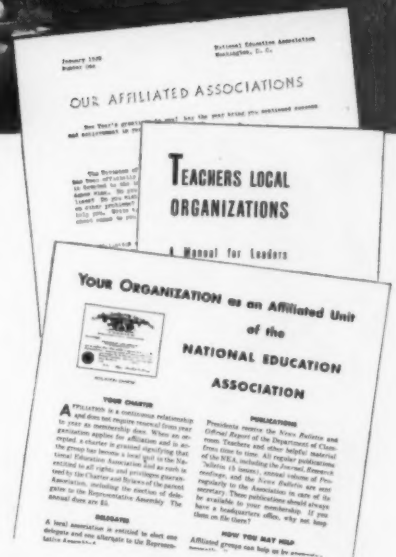
Please send all of the material you have and a comprehensive bibliography on the subject of credit unions.

The welfare committee of our club is making a study of the following subjects and would like information on them: hospitalization, socialized medicine, sabbatical leave, and tenure.

Could you send me thirty of the folders stating the five fields in which the NEA is helping the teacher?



Secretary Givens and Agnes Winn discuss plans for increasing NEA service to affiliated organizations.



Could you supply me with information concerning county teachers organizations? I should like to know: [1] How many are in existence; [2] what their duties are.

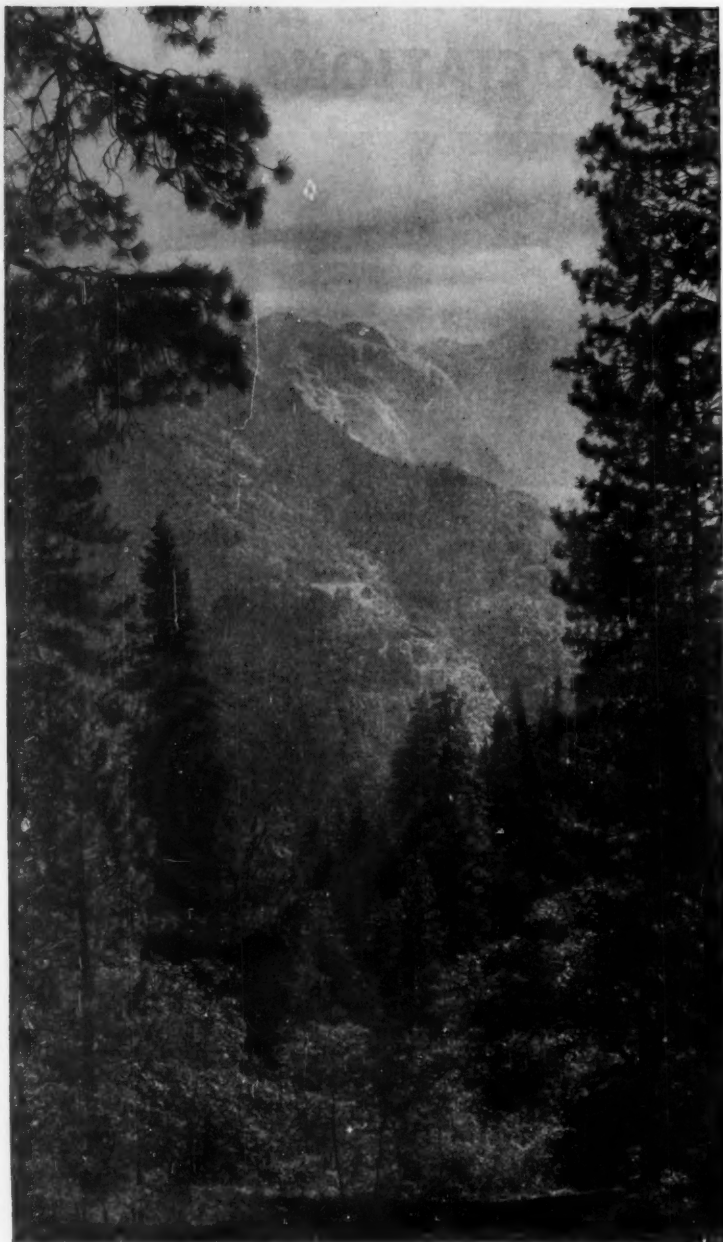
We are hoping to organize at least ten new classroom teacher units in our state this spring and would like any material or suggestions that you think might help us.

Please send by return mail information on federal aid for schools. It is the subject for discussion at our next meeting.

Our association thru its committee on salaries is working for the adoption of a schedule based on training and service. Please send helpful material or data.

We are thinking of undertaking a study of salaries, increments, tax collections, and public support of education in general in our city. Can your organization assist us?

All requests from affiliated associations are given prompt attention. The information and research facilities of the National Education Association are available to them at all times. By encouraging teachers to work cooperatively for higher professional standards thru professional organizations, the Association aids all teachers and thereby helps "to elevate the character and advance the interests of the profession of teaching," one of the purposes for which the Association was established.—AGNES WINN, director, Division of Affiliated Associations, NEA.



Courtesy, U. S. Department of the Interior

THE FORESTS TODAY

WILLIAM ATHERTON DU PUY, NOTED AUTHOR



*The grizzly bear,
dangerous bully
of the woods.*

Courtesy, U. S. Bureau of Biological Survey

Beauty such as this in Sequoia National Park is now the heritage and the property of the whole American public.

AN OCCASION is required for making a comprehensive survey of so expansive an estate as the forests of the United States. One was created for me recently when I was asked to write a book on *The Nation's Forests*, [Macmillan] which would attempt to set out the status of the woodlands between the oceans forty years after we, here in the United States, had begun to think about their proper care.

I should take a look at the solemn and snow-robed White Mountains of New England where the multitudes have taken to going for the winter sports. I should skirt the Great Lakes where the lumber industry performed its master stroke in devastation. I should see the Pacific slope of the Cascades of Oregon and Washington where Nature's prince of trees, the Douglas fir, has set on end such reserves of logs as grow no place else on earth. I should ride the rim of the Magellan Plateau in Arizona, so lofty as to provide a climate like that of Maine almost within a stone's throw of the parched deserts of the Southwest. I should skirt the Gulf coast where the idea of trees grown as a crop on the farm has dawned overnight into a vast new industry.

I have done all of this and have to report that the forests under the care of the government are doing quite well, thank you. They have increased greatly in extent of late, have come to the East where, until recently there were few of them. This is particularly true of Michigan, Wisconsin, and Minnesota, where logging activities of fifty years ago, followed by fires, had left brush wastes where stately pines once ruled. Here the government has developed the biggest nurseries in the world and every year is setting out many millions of little trees that some day will become vast, somber, productive forests, growing upon land that is good for nothing else.

There is a vast area of coastal plain in the South that sweeps from the Potomac to the Rio Grande that lends itself to the growing of quick-maturing pine trees suitable for wood pulp. It is easy to coax this land into growing trees. Its future lies in them. If all of it were doing its full duty, the wealth that would be on the way would be beyond measuring. One of the bright spots in the forest picture is that which shows great progress being made in this direction in this region.

Traveling on to the West where forests are virgin, it is found that the lesson of proper harvesting of mature trees is coming to be well understood. Men are learning that only ripe trees should be cut—those that are fully mature, that have stopped growing. The proper way to cut is not to slash everything as you go but to cut only the old trees or the defective trees, leaving the forest growing and better than you found it. Then come back in twenty years for another cut of ripe timber. The foresters call this "sustained yield" cutting, and under it the timberlands will improve thru the decades and produce always more profitable logs.

There is a rapidly growing sentiment to the effect that the individual, even on his own land, should not be allowed

to cut and slash as he sees fit. A tree is a national resource. It may have taken a thousand years to grow it. The man who at the moment happens to own the land on which it stands owes some consideration to the community purposes which it serves. He should cut it only if it is the right thing to do from a community standpoint. He should be required to get permission.

The problem of grass in the West goes hand in hand with that of trees. In many areas it is grass that makes up the ground cover and prevents erosion. It is astonishing to discover that 40 percent of the ground surface of the nation still is valuable chiefly as range for livestock. For a long time the public lands in the West were open range. Anybody who chose could use them. The result was that they were overstocked, were grazed so closely that the grasses were not allowed sufficiently to mature to keep themselves reseeded. The grass cover tended to disappear. Disastrous erosion was likely to follow.

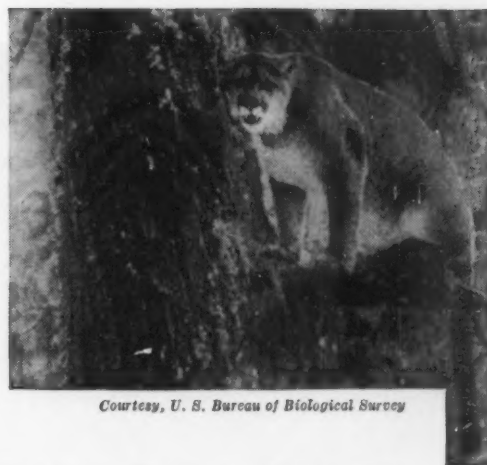
The lands that were put in the national forests were the first to be given consideration from the standpoint of maintaining the grass cover. On many of them the grass has come back. In the old days there were timberlands and grass lands side by side. Prairie fires started by lightning or by Indians kept the grass lands burned off, kept the trees from crowding out onto them. In many places, now that the Forest Service is keeping down the fires, the trees are crowding out onto the prairies. In the future, trees promise to cover a greater area than they did before the white man came.

One most gratifying development in the national forests is the increase in the number of the larger wild animals that are to be found on them. By and large it may be said that there are twice as many of these animals in the forests as there were twenty years ago.

The animal that has prospered most, probably, is the deer. This shy creature of the woods is to be found abundantly in practically all the forests of the nation. In many of them it is becoming too plentiful and therefore destructive. It sometimes exhausts the food supply until it no longer has anything to eat and starves to death. Nature lovers often make the mistake of insisting on the deer's getting too much protection, which leads to tragedy.

The elk, cousin to the deer but much larger, is abundant in many forests and there are sometimes too many of him. The Forest Service tries to keep his numbers down by encouraging the issuance of additional hunting licenses as he becomes over plentiful. The shy antelope of the open spaces was once getting close to the danger of extermination, but under Forest Service protection there are now abundant herds. There are not as yet many of the great and solemn moose of the dense forests and lake country of the North, but again the numbers are increasing and there is assurance that there will always be plenty of these homely beasts. The bighorns or mountain sheep of the West now number about 12,000, mostly in Montana, Colorado, Idaho, and Wyoming, but the Forest Service is planting this interest-

The mountain lion, marvel of physical efficiency.



Courtesy, U. S. Bureau of Biological Survey

ing animal in many new spots. The mountain goat that lives among the rugged cliffs of the high country is also being multiplied in numbers and scattered about in the interest of the picturesque touch it gives to the scenery.

The grizzly bear is the most dangerous of the wild animals of the forest and has given many a Forest ranger a fight for his life. Tho he is something of a menace, the authorities want to keep him alive in certain isolated regions. There are probably a thousand grizzlies in continental United States and four or five times as many in Alaska. They are the bullies of the woods and delight in helping themselves to game that the wolves or mountain lions have pulled down.

These mountain lions, or cougars, biggest of American members of the cat family, sometimes heavier than a man, marvels of physical efficiency, can outrun a deer and pull it down. Sometimes a group of half a dozen of these lions



Courtesy, U. S. Department of the Interior

The fallen Sequoia on the left has been used as kitchen, hotel, barn, and barracks for U. S. Cavalry.



The deer, shy creature of the woods, is to be found abundantly in the nation's forests.

Courtesy, U. S. Forest Service

will live in a clump of trees, range for fifty miles roundabout, and do great damage to deer or livestock. A lion-hunting expedition in which these wily cats are treed by dogs and sometimes captured alive by means of a loop in the end of a coarse wire, may be a very exciting adventure.

One of the most charming undertakings of the Forest Service is that of setting apart certain "wilderness areas"

into which nothing so unnatural as a wagon wheel or a gasoline launch is ever to be allowed to penetrate. These areas, so far removed as to arouse few commercial demands on their resources, are to be maintained as they were before Columbus came. There are some 200 of them and they will always beckon to him who wants to lose himself from all touch of civilization.

The Superior Wilderness Area, for example, lies back of the greatest of lakes and along the Canadian border. It is a solemn solitude that man enters only by canoe. It contains 5000 lakes that are mostly connected with each other, tho one who goes traveling here by canoe may have to portage over bits of land here and there. These lakes, as a matter of fact, connect with those of Canada and he who is adventurous may go on and on by canoe until he reaches Hudson Bay. The Flathead Wilderness Area, in Montana, out beyond the "Chinese Wall," is quite a different sort of thing with large and beautiful mountains, with elk in abundance, and grizzly bears, and fool-hens, a sort of grouse that sits spellbound and allows itself to be snared with a loop of string on the end of a fishing pole. A still different fort of solitude is the Gila Wilderness Area where the Rocky Mountain chain comes to an end down in New Mexico. This is semi-desert country, a place of refuge of renegade Indians and outlaws, abounding in the cliff dwellings of a people who lived here before white man knew there was a continent on this side of the world.

One of the surprising developments of the national forests is their use for purposes of recreation. As this farflung empire of the trees was being built up, little thought was given to it for purposes of recreation. People were allowed to come into the forests, however, and then, a few years ago, the Service woke up to the fact that many millions of people were finding their contact with nature in the vacation season by going out into these wooded areas that really



Courtesy, U. S. Forest Service

Forests that are given proper care suggest majestic cathedral aisles.

A good fifty-year-old forest looks like this. It takes at least fifty years to grow a crop of trees.

belonged to them. The Forest Service found it necessary to make some provision for these visitors. It established camping places with running water and sanitation, with built-in ovens for cooking, and playgrounds for children. People swarmed into the national forests. Near many cities camping places came to be in such demand that reservations had to be made in advance. But so farflung were the national forests, so vast was the variety of outing they offered, that it soon began to appear that they were to become the number one resort of the nation during the season when people take to the road.

But thru all these experiments in handling the nation's wooded areas ran a developing consciousness that America must awaken to a better care of her timberlands, particularly those outside the national forests and owned by private individuals. Large as is the area of the United States, one-third of all its lands should serve their primary purpose by growing trees. And that vast area was making a poor pretense of living up to its possibilities. This third of the nation was probably not producing more than 10 percent of the timber that it should. Mostly privately owned, it was being ruinously cutover and then allowed to drift. It was growing up into weed trees, or was lying bare and unproductive. As private land it was long held that it was beyond the authority of the government. That idea, of course, was abandoned in Europe a hundred years ago. There governments have authority to direct the use of timber as a natural resource. Every acre of timberland is cared for intelligently and scientifically, made to produce its utmost, and scientifically harvested. Since it takes fifty to one hundred years to grow a crop of trees, we in America, being in a great hurry, do not consider it a thing for which we can wait.

But what a difference there would be in the natural wealth fifty or one hundred years hence if we began right now to get every acre of timberland into its maximum of production. A way must be found, we have about decided, to bring both privately-owned land and publicly-owned land under that degree of care that will start it toward

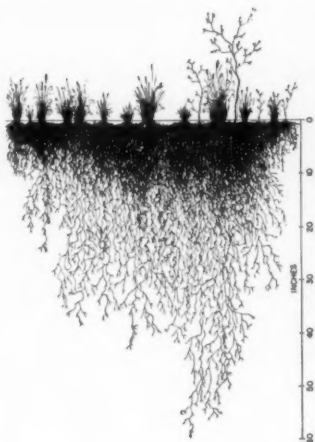


Courtesy, U. S. Forest Service

serving its full purpose. We have not worked out the method yet but many foresters are searching for a way to get idle people on idle land, to the benefit of both.

For example, perhaps a million unemployed families could be settled each on a tract of 1000 acres of timberland. With help and direction it should be possible for this family to harvest enough cordwood, fence posts, pulpwood, railroad ties, charcoal, or wood product in some form to support itself and, at the same time to nurse that tract of land toward the raising of a good crop of timber. He who finds a way to bring this idle timberland and this idle family together will perform a master service for his country.

Left—it is these roots that hold the soil together; right—disaster comes when the soil begins to wash.



Courtesy, U. S. Forest Service

AMERICAN ASSOCIATION *for*

Annual Convention

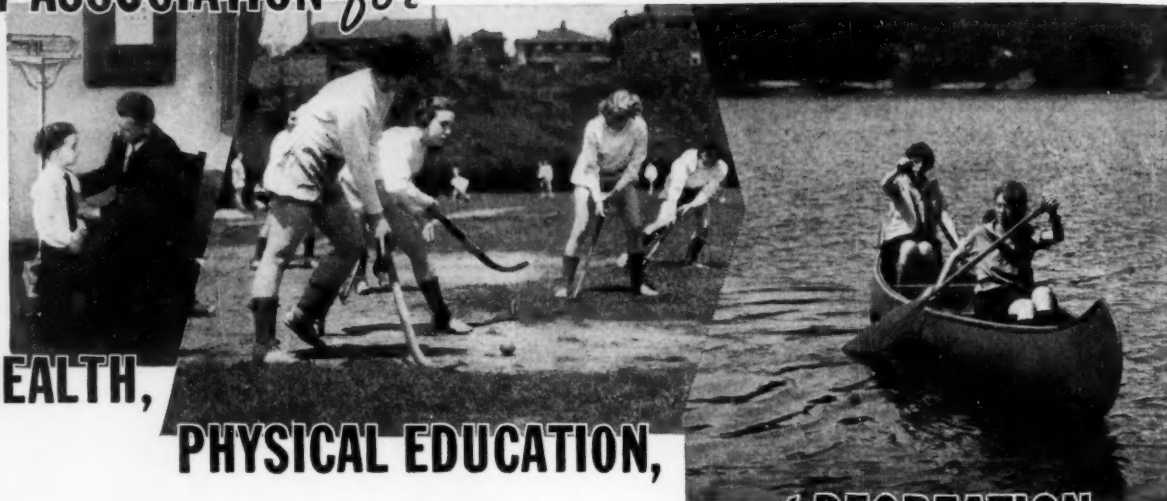
San Francisco

April 3-6, 1939

HEALTH,

PHYSICAL EDUCATION,

and RECREATION



Photos, left to right: Courtesy, St. Louis schools, Pittsburgh schools, Ewing Galloway



F. W. COZENS
*President of the
Department*



MARGARET BELL
President-elect



N. P. NEILSON
Executive Secretary

THE SECOND annual convention of the American Association for Health, Physical Education, and Recreation since it became a Department of the National Education Association will be held in San Francisco, April 3-6, 1939. Convention sessions will deal with many phases of physical and mental welfare, but the world playground upon which the doors of the Bay City's Civic Auditorium open will tempt delegates, in session and out, to greater than usual emphasis upon recreation.

California will greet in especially festive mood all its visitors during 1939, and a special invitation has been extended to convention delegates to enjoy the sports of the athletic stadium and to inspect the animated dioramas of the recreation pavilion at the Golden Gate International Exposition. April 6 has been dedicated to physical education at the exposition, and the convention will assemble that day on Treasure Island. In an early general session Josephine Randall, superintendent of recreation in San Francisco, will demonstrate the adult and community recreational activities of that city.

F. W. Cozens of the University of California at Los Angeles, president of the Association, has selected "The Spirit of American Youth" as the theme of the convention. General sessions will begin Monday evening, April 3, and will be held each morning of the convention thereafter. Honor guest of the convention will be Clark Hetherington, Stanford University. Headline speakers of general sessions include G. Ott Romney, consultant on recreational facilities for the WPA, Washington, D. C.; Frank S. Lloyd, New York University; J. F. Williams, Columbia University; and Mary J. Shelly, Bennington College.

Sectional meetings will be devoted to research in physical education, women's athletics, men's athletics, demonstrations of modern dancing, mental health, camping, safety education, thera-

peutics, nutrition, and to the problems of school physicians, school nurses, and other specialized workers in the profession.

The dance section will hold a pre-convention institute with demonstrations and lessons by leaders in the art of the dance. An evening will be given to the technics of social dancing. The program of the research section includes reports of experiments in physical training, demonstrations of instruments for physical measurement, cardio-vascular and other tests of physical condition in athletes, and studies of anatomy in relation to motor skills.

The therapeutic section will place emphasis upon individual needs in relation to the physical education program. Lead in that discussion will be taken by Dr. C. L. Lowman, orthopedic surgeon, director of the Orthopedic Hospital School at Los Angeles, and author of numerous books in that field. Important discussions of the section will be devoted to corrective exercises for specific physical defects, and to emotional releases thru recreation.

The relation of music to recreation and physical education will be demonstrated at the convention by the San Francisco Recreation Commission in a special session at the Civic Auditorium.

While approximately twenty-five hundred delegates are expected to attend the convention, the general sessions and many of the sectional meetings will be augmented by parents who have been given a special invitation to attend. Each local unit of the California Congress of Parents and Teachers is being asked to send a representative and many of the units have already planned to do so.

—BELMONT FARLEY.

ACTIVITIES of EDUCATION ASSOCIATIONS

as reported by the NEA Department of Classroom Teachers

3ESTFUL J. L. Carr, teacher and assistant master in the Sherburne Road School, Birmingham, England, came to Huron, South Dakota, as an exchange teacher in the junior high-school last June. Mr. Carr thought he would find South Dakota full of "buffalo herds, sheriff's posses, and bleached bones of prospectors and their mules." The buffalo herds, the posses, the prospectors and mules have disappeared, Mr. Carr has learned, as he writes for the January issue of the *South Dakota Education Association Journal*.

The schoolmaster has found something much better. He writes:

"Your school buildings are certainly superior to ours. Very few of our schools have a permanent stage for play-acting; we rarely have more than two pianos; the buildings here have more window space, better floors, and more efficient clocks. The school gymnasium is almost twice the size of any school gymnasium I have previously seen. New, your buildings are more comfortable, cleaner, better ventilated."

The British teacher says he remembers working in schools "where one entered by descending six steps, where the upper windows were barred, and the interior walls ran with rain because the state would not paint the ceiling until the church repaired the roof."

The roof may leak and he might have to descend steps to teach but "the school children of both nations differ scarcely a jot." Both have "an execrable taste in poetry" and an infinitely good humor.

A SPEAKERS' BUREAU to provide contacts with Jersey City civic groups has been set up by the Jersey City Teachers Association.

A HANDBOOK FOR TEACHERS, prepared by the Department of Classroom Teachers of the Florida Education Association, is being distributed to public-school teachers, principals, and officials throughout the state.

THE HOUSTON (TEXAS) TEACHERS ASSOCIATION is recommending that a teacher committee be allowed to meet with the board of education. Such a committee composed of three members, one each from the elementary, the junior high, and the senior schools, would act as consultants on school problems.

MEMBERS of the Seattle Association of Classroom Teachers are conducting a series of goodwill dinners. Recently members of the King County Medical Association joined the teachers in a dinner with "The Medical Profession and Socialized Medicine" as the topic of the program presented by the doctors.

SOCIAL SECURITY for the Iowa teacher is on the calendar of the present session of the state legislature. Bill drafters recently busied themselves putting the finishing touches on a pension measure under which the state would contribute up to \$1,000,000 a year to augment contributions by teachers themselves.

THE California Teachers Association has authorized a permanent organiza-

tion of presidents and junior past presidents of all classroom teacher departments. The organization, aside from its annual meeting, will conduct sessions when the state organization convenes.

APPOINTMENT of a committee on evaluation of credits and teacher liability, attempts to sponsor legislation on revision of tuition laws, consolidation of districts, and state certification of teachers are on the program of the Wisconsin Education Association.

THE Massachusetts Teachers Federation is seeking legislation to raise the legal minimum salary of teachers from \$750 to \$950. Reports from the New England state say that few teachers are paid as little as this minimum.

IN PENNSYLVANIA classroom teachers went on record at the annual convention of the Pennsylvania State Education Association as opposed to any change in the tenure law except to widen its scope.

FRESH from a successful attempt to obtain ratification of the constitutional amendment which removed constitutional limitations on the power of the Utah state legislature to provide appropriate money for schools and, at the same time, set up a new "Uniform School Fund" the Utah Education Association is now seeking a definition of a formula for distribution of the "fund" in extending the state equalization program.

THE ALABAMA TEACHERS (Alabama Education Association) have a three-point legislative school program, namely: A minimum term of eight months for elementary schools and nine months for highschools; the establishment of a retirement fund for teachers, supported jointly by the teachers and the state; the appointment of the state superintendent by the state board of education.

THE THREEFOLD PROGRAM of the North Carolina Education Association emphasizes work of local, state, and national associations. Points of emphasis in the national program are increase in NEA membership, organization of Future Teachers groups, and widening of the American Education Week celebration.

ACADEMIC FREEDOM AWARD



COLONEL Walter C. Cole of Highland Park, Michigan, is the winner of the first Academic Freedom Award, a medal to be presented annually by the Department of Classroom Teachers of the National Education Association to the layman who has contributed the most to the cause of educational freedom during the year. The Citizens' Emergency Committee, of which he was chairman, worked to secure reinstatement of forty-two teachers of the city after their wholesale dismissal. Thirty-six were restored to their positions in 1937, the remainder during the following year. Officers of the local association recently presented the medal to Colonel Cole on behalf of the Department.

TEACHERS—Go West!



SAN FRANCISCO, romantic and cosmopolitan, scene of the Golden Gate International Exposition, is to be the setting of the seventy-seventh annual convention of the National Education Association, July 2-6, 1939.

San Francisco has a personality of its own. It is steeped yet with the legends of the early missions; the blood-curdling drama of the gold rush; the undying spirit of progress which fires, earthquakes, lawlessness, and greed could not quench—a

city that never lost the charm and the memory of its past. San Francisco is situated on a hilly peninsula, bounded by water on three sides. It is a spot where a city had to grow just as surely as did New York. The Bay is one of the finest land-locked harbors in the world.

Telegraph Hill, Twin Peaks, the Presidio, Mission Dolores, Chinatown, Golden Gate Park, points across the Bay in Oakland and Berkeley, Palo Alto to the south, Luther Burbank's old home to the north—these are but a few of the places teachers will be eager to visit.

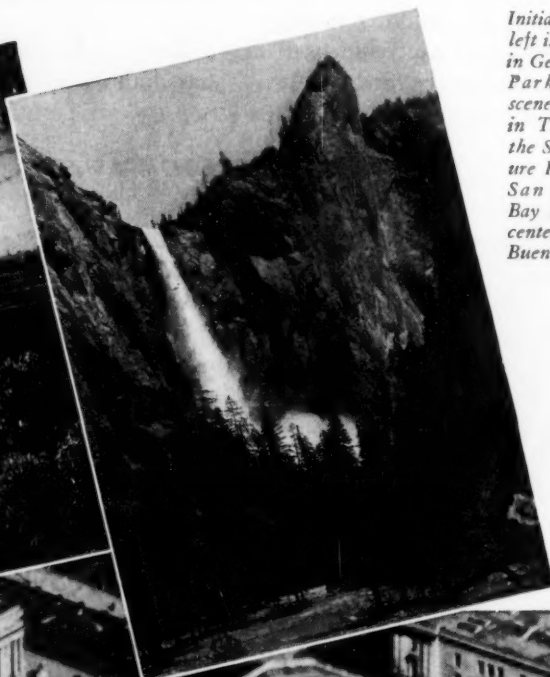
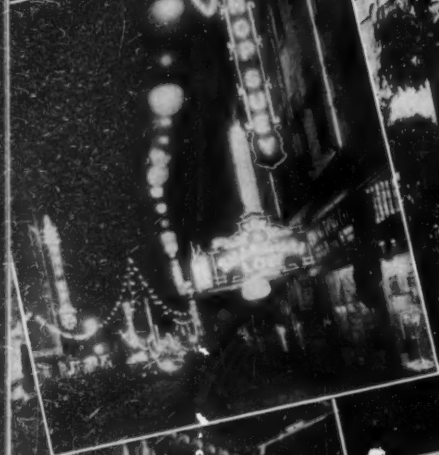
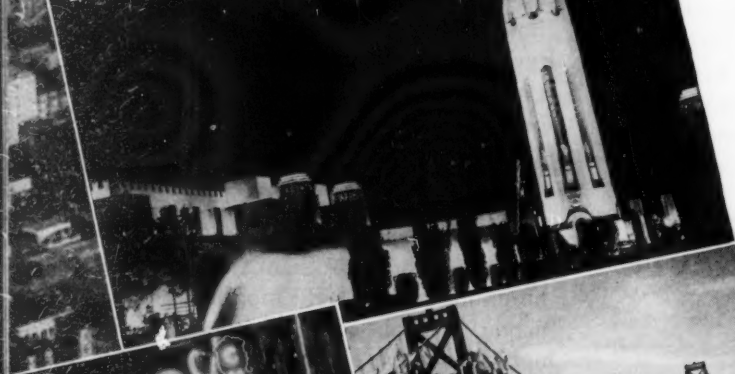
You will wish to ride the ferries to get the feel of San Francisco before the bridges arched from the waters of the Bay to form great roadways. Bridges are big in San Francisco. The great Golden Gate Suspension Bridge, link in a coast road from Mexico to Canada, rides high above the traffic of the world's ships sailing from San Francisco Bay to the seven seas. The new San Francisco-Oakland Bay Bridge stretches $8\frac{1}{4}$ miles from end to end. Eighteen thousand man years of work went into the construction of this bridge, and more than \$75,000,000.

San Francisco Bay, across which these titanic bridges have been so majestically flung, was discovered in 1769 by Don Gaspar de Portolá. Yerba Buena (good herb) was the original name of the settlement that sprang up on this site in the late 1770's. Not until 1847 did the city come to be known as San Francisco.

The American flag was raised in the Bay (1848) follow-

Initial picture at upper left is General Grant Tree in General Grant National Park. San Francisco scenes show Coit Tower in Telegraph Hill Park, the Sun Tower on Treasure Island, China Town, San Francisco-Oakland Bay Bridge viewed from center point at Yerba Buena Island.

Bridal Veil Falls in Yosemite National Park.



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ing the Mexican War when Captain John B. Montgomery arrived on the sloop-of-war *Portsmouth* and claimed the territory for the United States. The great empire of California was added to the Union in 1850.

Gold has played a mighty part in the destiny of San Francisco. In 1849 the great avalanche of gold seekers arrived. The early fifties were tempestuous and evil times. Overnight there sprang up a city of tents and rough boards, stores, blacksmith shops, saloons, and places to eat. Prices soared—\$64 to shoe a horse, \$1000 a month for a room, \$10 for a pie. Men gambled with life as well as poker chips in those hectic years. The historian Bancroft records 4200 homicides and 1200 suicides up to 1854. The vigilantes finally restored order.

Disastrous fires have swept San Francisco on seven occasions. Six of these occurred in the wild years of 1849 to 1851. In 1906 an earthquake started the worst blaze ever seen on the west coast. Hundreds of lives and property valued at \$500,000,000 were lost. But the city came back as it had before, greater than ever.

Conservation problems and progress may be observed by teachers enroute to San Francisco—the large areas of the great plains broken by the plow with grass gone where grass ought to be; forests cut away without regard for the future. To brighten the picture tremendous projects in conservation and reforestation may be seen. Your trip may make it possible to visit Grand Coulee, Boulder Dam, Bonneville, and other famous water projects.

Numerous magnificent national parks are a singular American blessing. There are many routes to California from the east. One may go by way of the Canadian Rockies, visiting Lake Louise and Banff, and then down the coast by rail or boat; thru the northern states visiting Glacier and Yellowstone Parks, and the Pacific Northwest states; by a central route thru Colorado with its Rocky Mountain National Park, Royal Gorge, and other points; or by a route thru Arizona with a stopover at Grand Canyon.

Beyond San Francisco, too, are alluring vacation possibilities—trips down the coast by boat to Los Angeles, up to Portland and Seattle, and beyond to Alaska; or on to Hawaii and the Orient by ocean steamer or clipper.

Within the borders of California itself are some of the nation's greatest wonders of nature. Yosemite Valley is set like a gem in magnificent surroundings, its sheer walls

rising from two to six thousand feet. Emerson wrote of it: "The only spot I have ever found that came up to the brag."

Two great redwood tree belts—the only ones in the world—are found in California. One is located on the coast range of northern California traversed by a highway. The other is in the Sierra Nevadas. The redwood trees are perhaps the oldest living things in the world. In the unearthly cathedral-like quiet of these great trees one finds full meaning in the statement, "The groves were God's first temples."

The Golden Gate International Exposition in 1939 doubles the appeal to the nation's teachers to go West this year. The exposition site, named Treasure Island, now has the appearance of a great white walled city rising out of the waters of the Bay to greet visitors. Many nations are taking part. Teachers will be interested in the attention devoted to the arts of leisure and recreation at this fair. There will be a large California educational exhibit graphically presenting the American Ideals of Education. This will be featured by large dioramas equipped with automatic light and sound effects. San Francisco schools will have a special exhibit.

Summer sessions will attract many teachers at one of California's institutions of higher education, including the University of California, Stanford University, Mills College, University of San Francisco, the University of Southern California, seven state teachers colleges, and other western institutions.

The teacher's responsibility in our democracy is the general theme of the strong convention program for which President Shaw is completing arrangements. The subject of professional organizations will also be stressed. Further details will appear in succeeding issues of *THE JOURNAL*.

The wellknown hospitality of the coast, coupled with careful planning by the teachers of San Francisco and California, assure visiting teachers the time of their lives. Horace Greeley's advice about going West is good for teachers in 1939.—LYLE W. ASHBY.

OUTLINE PICTURE SHOWS PART OF SAN FRANCISCO, THE SAN FRANCISCO-OAKLAND BAY BRIDGE, TREASURE ISLAND, AND IN THE DISTANCE OAKLAND AND BERKELEY.

Third Annual Conference on **ELEMENTARY EDUCATION**

UNIVERSITY OF CALIFORNIA, BERKELEY, JULY 8-21, 1939

TEACHERS, PRINCIPALS, SUPERINTENDENTS, and others interested in elementary education are invited to attend this Conference to be held immediately following the convention of the National Education Association in San Francisco. *Meeting the Problems of the Modern Elementary School* is the general theme of the Conference, which is sponsored by the Department of Elementary School Principals and the School of Education, University of California. The course will be known as "Education 137" for which three semester hours of college credit will be allowed.

The Program: 9:00-11:00 AM—*Directed Observation in the Demonstration School.* A carefully selected staff of elementary-school teachers may be observed conducting classwork in which sound methods of teaching are used. Classes are offered in all grades from the first thru the eighth.

11:00 AM-12:00—*General Assemblies.* Each session of the general assemblies will be addressed by a specialist in some phase of modern elementary education. Topics include: Status of Elementary Education in the United States; Philosophical Foundations of the Modern Elementary School; Implications of Modern Psychology for Elementary Education; Social Responsibilities of the Elementary School; Helping the Teacher Plan a Curriculum Unit; Reinterpreting the Three R's; Extension of Experience thru Books; and The Principal at Work in a Modern School.

1:00-2:30 PM—*Study and Discussion Groups.* The number of discussion and study groups will depend upon the number and needs of the students enrolled. Provision has been made for seven sections, others to be added as needs are determined. Problems for these sections have been chosen to cover important aspects of the conference theme.

Section 1—How can creative expression be stimulated in pupils and teachers?

Section 2—How should community resources be utilized in the teaching program?

Section 3—How may we evaluate teaching?

Section 4—What are the characteristics of a modern elementary school?

Section 5—What should we know about elementary-school children?

Section 6—How can the elementary-school function as an accountant to society?

Section 7—How can the teaching principal improve classroom teaching?

AFTERNOONS AND EVENINGS—In addition to continuation of informal conferences and study, provision will be made for professional and cultural excursions, special lectures, and exhibits.

The Faculty: The course will be under the general direction of Dr. George C. Kyte, professor of education and supervising principal of the University Elementary School, University of California.

Other outstanding leaders who will participate are: Dr. Reginald Bell, associate professor of education, Stanford University; Dr. Willard E. Givens, executive secretary, National Education Association; Dr. Julia L. Hahn, division supervising principal, Washington, D. C., Public Schools; Dr. Paul R. Hanna, professor of education, Stanford University; Helen Heffernan, chief, Division of Elementary Education and Rural Schools, California State Department of Education; Dr. John A. Hockett, assistant professor of education, University of California; Dr. Rudolph D. Lindquist, director of the Cranbrook School, Michigan; Dr. Graham C. Loofbourow, principal, John Muir Elementary School, Fresno, Calif.; Mrs. Gladys L. Potter, assistant chief, Division of Elementary Education and Rural Schools, California State Department of Education; and Dr. George D. Stoddard, director of the Child Welfare Research Station, University of Iowa.

Fees, Credits, Housing Accommodations: Registration will take place on Saturday morning, July 8. The fee for this course is \$15. Students completing the course for credit will be allowed *three* semester hours credit.

To obtain accommodations close to the campus, reservations should be made early. If accommodations are desired in the Whitecotton Hotel or the Durant Hotel, the reservation, accompanied by a deposit of \$5, should be mailed before May 25 with application blank to Eva G. Pinkston, executive secretary, Department of Elementary School Principals, 1201 Sixteenth Street, N. W., Washington, D. C.

Rates in the Whitecotton Hotel follow: Single rooms—without bath \$2 per day, \$12 per week; with bath \$2.50-3 per day, \$15-18 per week. Double rooms—without bath \$3 per day, \$18 per week; with bath \$3.50-4 per day, \$21-24 per week; with twin beds and bath, \$4-4.50-5 per day, \$24-27-30 per week.

In the Durant Hotel: Single rooms with bath \$3.50 per day. Double, with bath \$4-4.50 per day; with twin beds and bath \$5-6 per day.

.....
Tear here and mail

APPLICATION BLANK

THIRD ANNUAL CONFERENCE ON ELEMENTARY EDUCATION
DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
JULY 8-21, 1939

Eva G. Pinkston, executive secretary
Department of Elementary School Principals
1201 16th St., N. W., Washington, D. C.

I wish to become a member of this conference.

Enclosed is \$5.00 [Make check to the hotel you select]. Kindly make hotel reservation for me. Check choice.

Whitecotton Hotel..... Single room..... With bath.....
Durant Hotel..... Double room (twin beds)..... Without bath.....
Double room (double bed).....

Name.....

Address..... City.....

State..... Position.....

WHOEVER would make the most of his life must plan, not drift. And in the course of his planning he will make several great decisions. Since most of them must be made early in life with little guiding experience, one does well to learn all he can from others. Among these decisions are the choice of one's ideals and purposes in life; the choice of a vocation; the decision as to whether to go to college and what college; the choice of a husband or a wife; and the choice of a place to live and rear one's family. These choices are closely related. One does not decide to be a farmer and then marry a girl who is happy only in the city. He cannot choose a vocation based on college preparation and avoid meeting the requirements. In deciding about college, one does well to consider such varied factors as are outlined in these pages.

Why Go to College?

SOME FOLKS go to college because they have nothing else to do; some because it is the fashion; some to take part in athletics; some to have a "good" time; some to look for a husband or a wife; others to make friends who will be useful to them later in business or in politics; others to prepare for careers; others to meet requirements for entrance to some professional school; and others to achieve richer, broader, fuller life and citizenship. More than a million students are in colleges and universities in the United States. Many will gain little, having no real purpose in going. Others will be harmed because they have gone for unworthy objects. Others will spend time and money which might better be spent in other ways. Most could get richer returns from their college years if they gave more thought to the purposes of college life.

Who Should Go to College?

MANY PEOPLE have the idea that merely going to college is a great advantage. This is not true. College graduation does not guarantee a job, or success, or social position. College is only an opportunity. One gets out of it only in proportion to what he puts into it. High standards of conduct and achievement in college do help to open opportunities on graduation. A poor college record may be a handicap. Unless one brings to college right purpose, reasonable ability, and a willingness to give his best effort, it were better for him not

Shall I Go to COLLEGE?

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

PERSONAL
GROWTH
LEAFLET
NUMBER
THIRTY-ONE

PERSONAL GROWTH LEAFLETS

Publication of these leaflets is made possible by the Hugh Birch-Horace Mann Fund. Titles now available are:

Your Life in the Making
Your Mind in the Making
Your Health in the Making
The Planning of Your Life
Future Teachers of America
Shall I Become a Teacher?
A Golden Treasury of Beauty and Wisdom
A Golden Treasury from the Bible
Selections from Ralph Waldo Emerson
Selections from Abraham Lincoln
Shall I Go to College?
Learning To Be a Leader
Franklin's Plan of Selfimprovement
The Tyranny of Bad Habits
Horace Mann's Letter to Young Americans
The Code of the Good American

Readers are invited to suggest subjects for future leaflets. Order from

THE NATIONAL EDUCATION ASSOCIATION
Washington, D. C.

to go. It is sound democratic policy that everyone who has the ability to do the work and who is eager to make the most of his opportunity should have a chance to go to college regardless of his wealth or social position. It is not sound policy to maintain in college people who are unfit or indifferent.

Should I Go to College?

CONSIDER THE FOLLOWING and other similar questions relating to your fitness and situation: Is my purpose high enough and strong enough to justify the cost in time and money? Are my parents able to maintain me in college without

unreasonable sacrifice? If I must earn my way, can I carry the double load without injury to my health? Are my habits, health, ideals, and character such that I can stand safely alone? Have I the necessary background of intelligence, interest, and study habits? Have I mastered the specific courses required to enter the chosen college? Will my teachers recommend me for scholarship and character? What is the advice of teachers, parents, and others who know me best? If after weighing all the evidence you are still undecided, give yourself the benefit of the doubt. You may be stronger than you realize.

Some Practical Tests

OBSERVE YOURSELF under elementary school or highschool conditions as a means of estimating your fitness for college. Consider such questions as:
Do I enjoy my work in school?
Do I rank well up in my class?
Do I follow a regular program of study, play, and rest?
Do I get along without much help?
Do I refrain from all forms of cheating?
Do I read and study more than required?
Am I able to criticize and evaluate my own work?
Do I lead in worthy school projects?
Do I spend money with discrimination?
Do I choose clean, wholesome companions?
Do I get along well with other people?
Have I tentatively chosen my vocation?
Have I given serious thought to the basic values of character and life?

Calculating the Cost

MAKE CAREFUL ESTIMATES on each item and calculate the totals for the colleges under consideration.

Charges for tuition and fees
Cost of room and board
Cost of clothes
Cost of incidentals
Cost of social life
Cost of travel
Cost of medical care
Allowance for emergencies
Total for one year
Total for four years

Can your parents afford to spend this sum on your education? If not, can you earn all or a part of your way? Could you work and save a part of the money before going? Would it be possible and wise to borrow a part? Most colleges urge that you have at least enough ahead to carry you thru the first year or two.

"Shall I Go to College?" 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 fewer than 50 copies. Cash to accompany orders for \$1 or less. Order from the NEA, 1201 16th St., N. W., Washington, D. C.

What about Entrance Requirements?

THESE REQUIREMENTS aim to make sure that the student has the necessary foundation to succeed in college. Some colleges require entrance examinations. Others will accept students who graduate from highschool. Others will accept highschool graduates provided they have earned certain "credits" in such subjects as English, history and social studies, and mathematics. Entrance requirements are changing steadily. There is a tendency to be less exacting as to the subjects taken and more exacting as to the quality of the student's highschool work and other evidences of personality and character. If you know before you enter highschool that you will go to college, you can take the courses generally required for college entrance. If you know which college, you can study its requirements and plan to meet them. Ask your teachers to advise you.

What Kinds of Colleges Are There?

IF YOU have the money, can meet the entrance requirements, and are free to go anywhere in the country, you can choose among a wide variety of colleges and universities. You can live in the North, East, South, or West; in the mountains, on the plains, or by the sea; in a small, friendly school or in a great impersonal university; in a college of liberal arts, or in one for teachers, engineers, farmers, or other special groups; in a man's, woman's, or coeducational college; in one where tuition and living costs are low, or one where they are high; in a college supported by private philanthropy; in one operated by a church; or in one maintained by the people thru town, city, or state government and supported by taxation; in one devoted to truth, or one where teachers do not feel free to discuss frankly social, economic, and political issues.

Choosing Your College

TALK WITH YOUR TEACHERS and older acquaintances about the colleges they know and compare their estimates. To learn about other colleges, send ten cents in coin to the United States Superintendent of Documents, Washington, D. C., for a copy of the Directory of Colleges and Universities, or consult this Directory and other books in the school or public library. Write for the catalogs of the schools that interest you most. Unless there is some special reason, a

college where you can live at home or be near your home will be best. Prefer a college whose graduates measure up well in integrity, achievement, and in the performance of civic duty; one that is coming to grips with the vital issues of personal character, conduct, health, family life, government, labor, industry, world affairs, war, justice, democracy, citizenship, and leadership.

When I Finish College

WILL I be stronger in body, with better habits and a clearer understanding of healthful living?

Will I understand better how to make the most of home and family life?

Will I have the highest standards of informed intelligence with plans for lifelong reading, study, conversation, work, play, and worship?

Will my influence as a citizen be used more effectively for the public good?

Will I be more skilled and useful in some worthy occupation?

Will I be better able to use leisure for the wellbeing of myself and others?

Will I be stronger in matters of personality, character, skill, social outlook, and religious faith?

By means of such questions make a searching analysis of your expectations of college and consider whether you are likely to attain them.

Other Ways To Use Four Years

IF YOU do not go to college, what are the alternatives? Consider these:

To remain with parents and to help about the home, business, or farm.

To conserve the accumulated savings of parents to care for their sunset years.

To join a CCC camp or to enlist in the United States Army or Navy.

To marry and make a home for some man able to support me.

To work and save money looking toward the establishment of a home and family.

To build up a rich personal library and to carry out a course of reading.

To travel or work in different sections of the country or in other countries.

To get established in some good job or to learn some useful trade.

To get located and started in some small enterprise of my own.

Other Ways of Learning

MANY A MATURE and disciplined student learns more in one year of selfdirected study than he did during four years of college. Edison and Frank-

lin learned by systematic observation; Justice Holmes by listening. Many of the statesmen who founded our Republic were wide readers. Thoughtful travel is a great teacher. Conversation with people of experience and achievement is highly instructive and helpful. Discriminating use of government publications, books, magazines, newspapers, radio, and movies is necessary for intelligent living in the modern, rapidly changing world. Even if you go to college these roads to knowledge must be used constantly or you will be in danger of becoming a mere bookworm with no sense of the application of ideas or of the way other minds work. College is but a small part of an intelligent person's education.

Some General Considerations

TRY TO BASE your decision to go or not to go to college on an accurate estimate of yourself; on a careful consideration of the purposes for which you wish to live; on a knowledge of the times; and on the probable future as indicated by present trends. Success in the future is likely to require much higher standards of culture, personality, and character. To maintain civilization we must have a common mind; must first of all be good men and good women informed about matters which concern our personal lives and our common welfare. The future is also likely to require higher standards of knowledge, skill, and performance on the part of those who do its specialized, technical work. Opportunities for continued education both general and technical are likely to increase for people of all ages whether they have been to college or not.

TO BE AT HOME in all lands and ages; to count nature a familiar acquaintance and art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever you undertake; to make hosts of friends among the men of your own age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends—this is the offer of the college for the best four years of your life.—

WILLIAM DEWITT HYDE.

[Second printing. Total copies 252,250]

The Journal's ANNUAL ROLL CALL

A CONTINUING RECORD OF EDUCATIONAL PROGRESS

WHAT HAS HAPPENED to the schools during the year just past? For the seventeenth year THE JOURNAL answers this question thru the following reports summarizing the educational situation. Letters were sent to three persons in each state—the state superintendent of education, the NEA state director, and the secretary of the state education association. The following facts were compiled from the replies.

ALABAMA—Educational services, curtailed during the depression, continued to be restored. Elementary and secondary-school curriculums are being revised. The Citizens Advisory Council is investigating school needs and bringing them to the attention of the public. Increased professional spirit is evidenced by large membership increases in the NEA and Alabama Education Association. The AEA has set up a legislative program, providing for an eight-month minimum school term, a retirement law, and appointment of the state superintendent of education by the state board.

ALASKA—The Territorial Board of Education has made funds available to match federal funds for vocational education, and with the cooperation of city schoolboards the program has gone forward. A new course of study for elementary schools is being developed.

ARIZONA—Public education was marked by continued maintenance of high scholastic standards; increased school building construction; maintenance of teacher salary levels; development among laymen of a desire for a more practical and beneficial program; emphasis on radio, visual, and safety education; growth of classroom teacher participation in professional organizations; and definite progress toward the enactment of an adequate teacher retirement law. The Arizona Education Association has established permanent headquarters and employed a fulltime staff. Despite an increase in dues, membership has increased, 95 percent of the teachers now being enrolled.

ARKANSAS—In addition to the continued development of the public-school system as a result of increased finances, the most significant achievement was the development of an improved public relations program stimulating attention of laymen to public education. With the assistance of

the General Education Board, two series of regional conferences of laymen and teachers were held, each followed by a statewide conference.

CALIFORNIA—A sound progressive educational system has been continued, with well-trained and enthusiastic teachers. The supreme court held that the Los Angeles retirement system was legal.

COLORADO—Schools received as a replacement tax the first distribution from the income tax as passed by the 1937 legislature. All teachers' certificates were issued in the state department of education except those issued by state teachers colleges, as result of legislative discontinuance of county examination for teachers. Junior colleges now operate as part of the public-school system.

CONNECTICUT—Functions of the state department of education have been separated

into two areas—instruction and administration—and a division of research has been created. The Connecticut State Teachers Association has inaugurated a series of regional conferences and county meetings; exceptionally fine committee work has been done. The association has developed a tenure plan to be submitted to the legislature this year.

DELAWARE—In the secondary field, higher standards of professional work have been developed, as evidenced by the large number of teachers attending voluntary discussion groups under the auspices of the NEA Department of Secondary-School Principals. In the elementary field, over a hundred teachers have developed social studies bulletins for the first four grades and have revised the library lists for both teachers and pupils.

DISTRICT OF COLUMBIA—The vocational education program has been realigned thru

STATE EDUCATIONAL LEADERS

State	Superintendent or Commissioner	NEA Director	State Secretary
Ala.	A. H. Collins	L. Frazer Banks	Frank L. Grove
Alaska	Anthony E. Karnes	Everett R. Erickson	Marie Ridings
Ariz.	H. E. Hendrix	Harold W. Smith	Nolan D. Pulliam
Ark.	T. H. Alford	W. E. Phipps	Miss Willie Lawson
Calif.	Walter F. Dexter	Helen Holt	Roy W. Cloud
Colo.	Mrs. Inez J. Lewis	W. B. Mooney	W. B. Mooney
Conn.	Alonzo G. Grace	Helen T. Collins	Francis E. Harrington
Del.	H. V. Holloway	H. V. Holloway	Mrs. Nellie S. Collison
D. C.	Frank W. Ballou	A. Grace Lind	Mrs. Sarah Brisker
Fla.	Colin English	James S. Rickards	James S. Rickards
Ga.	M. D. Collins	M. D. Collins	Ralph L. Ramsey
Hawaii	Oren E. Long	Earl L. McTaggart	Earl L. McTaggart
Idaho	John W. Condie	W. D. Vincent	John I. Hillman
Ill.	John A. Wieland	John W. Thalman	Irving F. Pearson
Ind.	Floyd I. McMurray	L. V. Phillips	Robert Wyatt
Iowa	Jessie M. Parker	Fred D. Cram	Agnes Samuelson
Kans.	George L. McClenny	F. L. Schlegel	F. L. Pinet
Ky.	H. W. Peters	William S. Taylor	W. P. King
La.	T. H. Harris	J. N. Poche	Spencer Phillips
Me.	Bertram E. Packard	William B. Jack	Adelbert W. Gordon
Md.	Albert S. Cook	Eugene W. Pruitt	Walter H. Davis
Mass.	Walter F. Downey	Annie C. Woodward	Hugh Nixon
Mich.	Eugene B. Elliott	Grover Stout	A. J. Phillips
Minn.	John Gundersen Rockwell	Daisy Brown	Walter E. Englund
Miss.	J. S. Vandiver	H. V. Cooper	Walter N. Taylor
Mo.	Lloyd W. King	Thomas J. Walker	Thomas J. Walker
Mont.	Ruth Reardon	M. P. Moe	M. P. Moe
Nebr.	Charles W. Taylor	Alice Robinson	Archer L. Burnham
Nev.	Mildred Bray	J. R. Warren	Fred W. Traner
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N. J.	Charles H. Elliott	Sarah O. Whitlock	S. C. Strong
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N. D.	A. E. Thompson	G. W. Hanna	M. E. McCurdy
Ohio	E. N. Dietrich	L. W. Reese	Walton B. Bliss
Okla.	A. L. Crable	Kate Frank	C. M. Howell
Ore.	Rex Putnam	C. R. Bowman	E. F. Carleton
Pa.	Lester K. Ade	Harvey E. Gayman	J. Herbert Kelley
R. I.	James F. Rockett	James F. Rockett	Alfred J. Maryott
S. C.	James H. Hope	A. C. Flora	J. P. Coates
S. D.	J. F. Hines	S. B. Nissen	N. E. Steele
Tenn.	B. O. Duggan	S. L. Ragsdale	A. D. Holt
Tex.	L. A. Woods	Rush M. Caldwell	B. B. Cobb
Utah	Charles H. Skidmore	N. Howard Jensen	Milton B. Taylor
Vt.	Francis L. Bailey	Joseph A. Wiggins	Raymond E. Bassett
Va.	Sidney B. Hall	Mrs. Edith B. Joynes	C. J. Heatwole
Wash.	Stanley F. Atwood	Cora Oleson	Arthur L. Marsh
W. Va.	W. W. Trent	W. W. Trent	R. B. Marston
Wis.	John Callahan	Amanda H. Schuette	O. H. Plenzke
Wyo.	Esther L. Anderson	H. H. Moyer	O. C. Kerney

appointment of department heads, lengthening of the school day for these schools, revision of subject-matter, organization of inservice seminars for vocational-school teachers, and extension of adult vocational training in evening schools. Administrative, supervisory, and teaching staffs have been organized for an extended study of curriculum needs and for recommendations of desirable changes.

FLORIDA—Significant educational developments include assurance by constitutional amendment of adequate sources of state revenue for schools; new school code; statewide project for continuing curriculum revision; textbook adoptions based on professional judgment; 66 percent expansion of vocational program; state supervision for physical education, music, and school libraries; revision of county reporting systems and budgetary practices.

GEORGIA—Accomplishments are being attained as an outgrowth of the reorganization in school administration in 1937. The increase in state revenue for education, extension of state library services, furnishing of free textbooks to children thru the eleventh grade, the launching of an audio-visual education program, establishment of teacher salary schedules, and expansion of the university system mark the high points.

HAWAII—A new outline for the curriculum in grades 1 to 9 has been developed by classroom teachers, resulting in a more general interest in cooperative curriculum building. Greater equality of educational opportunity has resulted thru the extension in twenty-four rural communities, of one or more grades on the highschool level. There has been widespread interest in providing situations in the schools that will result in a more wholesome emotional development among children. The New Education Fellowship Conference in Honolulu during the summer of 1938 did a great deal to enlist teacher cooperation in attacking the problems of education.

IDAHO—A measure providing for teacher retirement has been prepared for presentation to the legislature.

ILLINOIS—General improvement in rural education has been brought about thru the application of recognition standards for rural schools by the superintendent of public instruction. In conjunction with this program of standards is a statewide curriculum development program which has aroused teachers colleges and county superintendents to the need for improvement. A one million dollar emergency state aid bill for highschools providing state equalization funds marked the first financial assistance given by the state to secondary schools. An authoritative state schoolboard bill was defeated. The public has been aroused to the educational needs thru the work of the Public Relations Committees of the Illinois Education Association. The radio has been an important factor, the Prairie Farmer station devoting a half-hour each week to education.

INDIANA—Significant developments include upholding of the teachers' contractual rights under the Indiana tenure law, by the U. S. Supreme Court; introduction of a comprehensive program of safety education in junior and senior highschools; continued consolidation of rural schools; increases in teacher salaries; an increased per pupil expenditure; more emphasis on guidance.

IOWA—The year has seen a pronounced growth in sentiment for teachers' retirement and annuities; wider and more intelligent interest in federal aid to education; extension of the improved instruction program of the department of public

instruction into speech education and safety education; publication of a research study on utilization of existing opportunities for secondary education; federal and state appropriations for new buildings in the state educational institutions.

KANSAS—There has been extensive work on a statewide teacher retirement plan for submission to the 1939 legislature. A statewide program for the improvement of instruction is in its third year, sponsored by the Kansas State Teachers Association with the assistance of the state department.

KENTUCKY—Emasculation of the school code passed in 1934 was prevented. A pageant portraying 100 years of education in Kentucky attracted statewide attention. A retirement bill was placed on the statute books, ineffective until an appropriation is made. A study of the financial support of elementary and secondary education in the state is being conducted, to be used as the basis for formulating a program for the 1940 meeting of the legislature.

LOUISIANA—Significant educational developments have included: Curriculum revision; acceptance by educators and the public of the principles of the teacher tenure law, which has now been in effect for two years; bitter legislative fight over attempts to divert public-school funds to other purposes; provision of a bond issue of six million dollars to be used to finance physical improvements; generous federal aid for buildings, adult education, and the like; creation of the Thomas H. Harris Scholarship Foundation.

MAINE—An outstanding event was the authorization by the state teachers association of employment of a fulltime secretary beginning January 1, 1940. The annual convention of the association included educational clinics as an original feature. The legislature increased equalization funds and many towns are benefiting thru increasing length of school year, increases in teachers' salaries, and a more adequate supply of library books, laboratory and teaching equipment.

MARYLAND—A state supervisor has been appointed to further educational and vocational guidance in county highschools. The publication, "Curriculum Materials in the Social Studies for Intermediate Grades," explains the "social process" approach. A committee of county superintendents, after a study of teachers' salaries, has recommended that a revised minimum salary schedule for teachers, based on training and experience rather than position, be submitted to the legislature.

MASSACHUSETTS—The year has been marked by educational inactivity, due largely to political conditions climaxed by bitter election campaigns. The teachers' retirement law was amended to include parttime teachers who teach halftime or more. New laws provide extended citizenship training for adults, encourage lipreading instruction in the schools, and require teaching of the state constitution in highschools and teachers colleges. The courts have shown a new tendency to support the teacher in tenure cases.

MICHIGAN—The state department has coordinated the instructional services of the state in an instructional office for stimulating development of a statewide curriculum program; has adopted a technic for stimulating selfevaluation on the part of the local school; and has initiated a secondary-school study. The state's first curriculum workshop was conducted during the summer session of the University of Michigan. The state schools for the deaf and the blind, formerly under a

politically appointed commission, were placed under the jurisdiction of the state board of education.

MINNESOTA—Transportation facilities were greatly enlarged and improved. There has been a rapid increase in the schools organized on a 6-6 or 6-3-3 plan. New curriculum materials have been developed. Sixty town and rural schoolhouses were constructed or had major additions during the year. There has been an increased interest in curriculum study. The Minnesota Education Association has had the largest enrolment in its history and an extension of services.

MISSISSIPPI—As a result of the thoro study of the state school system made by the Legislative School Survey Committee, there is much greater confidence in the public-school system and a program of progressive legislation was enacted. Appropriation for public schools was increased one million dollars, which will insure an eight-months' school term. Junior and senior colleges are functioning more efficiently as a result of the increased appropriation. Fine school laws, including an excellent certification law and comprehensive transportation laws, were passed. Teachers are cooperating in carrying out a unified program of education. The state is making a great effort for public education, endeavoring to get the most out of its limited funds.

MISSOURI—A curriculum revision program for secondary schools has been set up as a cooperative enterprise. The state department of education has sponsored a cooperative program to coordinate activities of the various organizations interested in education. There has been an expansion of services offered in the field of distributive education under the George-Deen Act, extension of services in speech, music, and health education. The state teachers association is working toward an improved finance program and is sponsoring a teachers' retirement proposal.

MONTANA—More people are taking a keen interest in education. The legislative program of the Montana Education Association is receiving more attention—more support and also more opposition—than ever before.

NEBRASKA—The state association has increased revenue thru an increase of dues graduated according to salary. More attention has been given to the business of the profession at the district meetings of the association. The Nebraska State Planning Board has undertaken a survey of the general educational conditions in the state to determine what the educational program should be.

NEVADA—Passage of a referendum measure at the general election last November removed the constitutional tax limitation for educational support which has handicapped education in Nevada for many years. Construction of several modern school buildings, reconditioning of many plants, increased emphasis on health and safety in the curriculum, and the general adoption of a philosophy recognizing the development of each individual child to his greatest potentialities are signs of progress. A significant innovation of the state's four-day institute was the turning over of one day's program to the state education association.

NEW HAMPSHIRE—The statewide teacher retirement system, which went into operation the first day of 1938, has since been perfected by formal organization of the retirement board and by the enrolment of many eligible applicants for admission under the provisions of the law.

NEW JERSEY—Tenure for city superintendents in two counties and for school secretaries was passed. New Jersey Teachers Association became, thru reorganization, the New Jersey Education Association with much broader interests and activities. Teachers have become more interested in public affairs and more intelligently aware of the need for modernizing the state's tax structure.

NEW MEXICO—A new social science program for elementary schools was developed thru the curriculum laboratory of the State Program for the Improvement of Instruction. The state department of education has extended and improved supervision of the public-school transportation system in the interest of safety, efficiency, and economy. Federal aid was made available for vocational training of those engaged in distributive occupations, under the provisions of the George-Deen Act. Teachers' certification requirements are being increased. The state has increased its financial support of the schools. The program is now financed 76 percent by the state and 24 percent by the county or local unit.

NEW YORK—The Regents' Inquiry into the Character and Cost of Public Education, which has been going on for three years, was finished—a constructive piece of work which should form a basis for improving the educational system. The new state constitution, approved in 1938, recognizes education as a state function.

NORTH CAROLINA—Nearly a 100 percent membership in the North Carolina Education Association and a 70 percent increase in NEA enrolment; the erection of a new \$90,000 home for the NCEA; development of public sentiment for further salary increases, retirement, and the extension of minimum school opportunity to include twelve grades are features of educational development. Three studies of education (the entire public-school system, Negro education, retirement) were made by commissions appointed by the governor. The four-year requirement for the certification of new teachers became effective. Library facilities were improved.

NORTH DAKOTA—The most significant development in 1938 has been the interest the public has taken in the financial difficulty of the schools.

OHIO—The schools have faced a financial problem because sources of revenue have decreased, but indication now points to legislation which will place financing on a permanent and secure basis. Library and visual education aids have been extended. There has been an expansive school building program thruout the state. Teachers' certification regulations have been reorganized, placing the profession on a much higher level. Steps have been taken toward completion of a meaningful elementary course of study.

OKLAHOMA—Major achievements include a lengthening of the school term, slight increases in teachers' salaries, improvements in the school plant, equipment, and bus transportation facilities which were brought about primarily as a result of a more adequate program of state financial support for all schools. The Educational Policies Commission of the Oklahoma Education Association has made two significant reports. Educators are interested in further professionalization of teaching. There is a growing realization among citizens as to the need for sound retirement and reasonable tenure for teachers.

OREGON—Significant educational developments include professional organization of the elementary-school principals of the state; making an application of the technic of the cooperative study

of secondary schools as a basis of standardizing highschools; organization of regional meeting of the Oregon State Teachers Association; development of a technic to bring the services of the state department to rural schools.

PENNSYLVANIA—Activities involved in putting into operation the large constructive program of legislation enacted in 1937 have resulted in the following outcomes: Planning an educational program of expanded opportunities for larger units of administration; charting needs and possibilities of a better financial structure; and preparation and release of many publications in which the thinking of educational leaders thruout the Commonwealth in nearly every field of educational interest has been crystallized and disseminated. The digest of a survey report by a committee of the Pennsylvania State Education Association, dealing with school finance is challenging school and lay groups.

RHODE ISLAND—A state course of study in safety education, from kindergarten to the twelfth grade inclusive, was issued and voluntarily adopted by every community.

SOUTH CAROLINA—Library facilities for both elementary and highschools have been improved by the appointment of library committees and purchase of books thru the textbook commission. Opportunity for homemaking education for both women and girls has been expanded thru a program increased to twelve months. The Division of Vocational Rehabilitation has increased its staff. Vocational buildings have been constructed for further expansion of agricultural training departments. The state board of education has appointed a special committee on elementary education. A large committee of interested teachers and administrators is making a study of the curriculum.

SOUTH DAKOTA—A statue of General W. H. H. Beadle was placed in Statuary Hall in Washington, D. C., as the outstanding feature of the observance of the Beadle Centennial. There has been a continuous program of school building construction. Salaries have increased slightly. The South Dakota Education Association has adopted a plan providing for the holding of four district conventions during odd-numbered years and statewide conventions in even-numbered years. There has been a marked increase in the organization and activity of local and county educational associations, units of the SDEA.

TENNESSEE—Among significant educational developments were: Legislative enactment of new elementary-school equalization program; increased state aid of approximately three million dollars for teachers' salaries, rural-school libraries, transportation, supervision, and other current expenses; standardization of rural elementary schools under regulations of the state board of education; development of a program of regional and county supervision; installation of uniform school financial accounting system in counties.

TEXAS—Public schools have shown marked improvement in curriculum and type of instruction. Installment and use of audio-visual instruction aids has been encouraged in many of the schools financially able to purchase such equipment. The state per capita apportionment of \$22 has contributed much to the financial stability of the schools, but has not been sufficient to maintain a nine-month term in all schools.

UTAH—In the November election a constitutional amendment was adopted. Prior to the adoption of this amendment school revenues were definitely restricted as to amount; about 90 percent of the school revenue was tied to unpopular

property taxes. With the adoption of the amendment the limitations as to amount and source of school money rests with the legislature. This is the most outstanding achievement of the Utah Education Association since the adoption of a statewide teachers' retirement system in 1937.

VERMONT—A new health program has been initiated. Enrolments in teacher-training institutions have been larger and more highly selective. The new demonstration schools in connection with the normal schools are fulfilling a great need. Certification requirement for music teachers has been raised to four years and for highschool principals to five years. There has been an extension and growing effectiveness of work in vocational rehabilitation and guidance. An increased professional consciousness is evidenced by larger NEA membership.

VIRGINIA—The most spectacular educational activity was the completion of a \$5,000,000 school building program and the starting of a \$11,000,000 program for 1938-39. Parttime education in agriculture and trades and industry for the first time showed signs of developing into adequate programs. The increased appropriation made by the legislature during the last session greatly augmented and improved library facilities thruout the state. Improved instruction, new interest in Negro schools, a new outlook in higher education, and efficiency in using school funds were among other significant educational developments.

WASHINGTON—Membership in new actuarial endowment retirement was accepted by over three-fourths of the state's teachers. Initiative measure providing for nonpartisan election of state and county superintendents carried by two-to-one vote. Wide cooperation was achieved in formulation of a teacher-tenure bill. Surveys were made on equalization needs by districts, teacher loads, salaries. A twenty-page Public Relations Handbook was issued. Ninety-one percent of the teachers belonged to the state association; 35 percent to the NEA.

WEST VIRGINIA—There was widespread debate of school questions in press and forum and interest exhibited in providing a reasonable foundation program for all the children without impairing school facilities in the wealthier communities. Finance continued to be a major problem. High-school enrolment and attendance increased. Enlarged school facilities appeared in enrichment of curriculums, in demand for information concerning school organization and services, in cooperative studies and planning among teachers and supervisors, and in a new organization for the professionalization of teaching.

WISCONSIN—The past year was one of evaluation and adjustment of the definite gains secured the previous year—tenure, increase of minimum salary, a nine-months' term, highschool aid. Radio education, adult education, and schoolhouse construction have gone steadily forward. The publicity program of the Wisconsin Education Association has been especially effective. Plans are complete for a nine-point legislative program for 1939.

WYOMING—The Wyoming Education Association put on an intensive statewide campaign looking to enactment of retirement legislation by the legislature meeting in January 1939. Many citizens have a renewed interest in educational affairs. A state trade school was established at the university thru the cooperation of the state department of education. Many salary cuts have been restored. The accounting system used in the state is being revised at the present time. A guidance and research program has been established in the state department.

*Abundance*

To seek knowledge
And not be blinded by it,
To win wisdom from hard experience
And not to quail,
To grow in power thru each new challenge,
To strive hard and play joyously,
To be great in the eyes of a child
And humble in spirit,
To capture eternal youth
By sharing youthful triumphs,
To be a reverent kindler
Of the magic spark in human lives—
All these and more are joined
To make the teacher's life abundant.

—WORTH MCCLURE
Superintendent of Schools
Seattle, Washington

Telephone usage and good manners are being studied by pupils from the third thru the sixth grade at Bell House School, Knoxville, Tennessee, using real equipment borrowed from the telephone company, including a phone and directory on every desk, and a toll telephone and amplifier on the teacher's desk by which she can demonstrate dial and busy signals. Pupils take turns carrying on conversations while class members watch and listen closely. They are learning to speak distinctly with the lips not more than one inch from the mouthpiece; also the courtesies of telephone usage. There was a flash of hands all over the room when one boy opened his conversation with "Who is it?" One child commented: "Johnny asked Bobby how he was and Bobby said 'Fine,' but he didn't say 'How are you?'"

Should Children Study to the Radio?

A distinctly modern family problem is this: Should children be allowed to have a radio in their room, and if so, should they be permitted to have it turned on while doing their homework? Researches just reported in *The Journal of Experimental Psychology* show that the distractions of an evening's radio broadcasts slow down reading speed and unfavorably affect comprehension of what is read. Arithmetical work also suffers. If your child's report card isn't up to expectations, he can possibly achieve better marks by turning off the radio when studying at home.—From *Your Life*, January 1939.

A Lunchroom Transformed—

The Halsey School lunchroom was in a drab basement: dingy walls, concrete floors with paint badly worn; unpainted heating pipes on the ceiling; three long adult-height tables. The fifth and sixth grades became interested in the room thru their social studies and now it is the show place of the school.

As shown in the picture above, Swedish and Norwegian posters were used to decorate two walls, giving a color scheme of blue and yellow. On the walls behind the posters, the children drew freehand figures in gay costumes and painted them. Another side wall was used to depict an early American scene—covered wagons, Indians, stagecoach. To conceal the valves and pipes on the ceiling, an airplane was constructed, a silver-painted barrel as the body, with a red propeller and wings covered with yellow cloth. The wall behind the plane was painted to represent a city skyline.

The sewing class made yellow curtains trimmed in blue rick-rack. Tables and benches were cut down to fit the pupils and painted blue with yellow trim. The fourth graders became interested and contributed tissue-paper flowers and clay fruit for bowls. The project came to the attention of the board of education with the result that the floor received a fresh coat of paint and the old stove and sink were replaced with bright new ones.—Eleanor B. Hatch, art instructor, Lake Forest Public Schools, Illinois.

A Useful Pamphlet—Reading Aids through the Grades by Russell, Karp, and Kelly (Teachers College, Columbia University, 90p. 1938. 75¢) suggests 225 remedial reading activities to add enrichment and variety to the school program.

Have you sent for your copy of "Safety Education thru Schools," the November



1938 *Research Bulletin* of the National Education Association? It includes a comprehensive list of safety films and slides which may be borrowed for use in safety instruction. Order from the NEA, Washington, D. C., 25¢.

Modern times and reduced budgets have resulted in the publication of many inexpensive books for children. A *Selected List of Ten-Cent Books* is available from the Association for Childhood Education, Washington, D. C., price 15¢. Books that are accurate and authentic as to fact and those with story, verse, and picture value have been included.

**"Our Health Gallery"—**

To arouse interest in healthful living in our third grade, we set aside a prominent space on the bulletin board for "Our Health Gallery." I took a snapshot of each child, posed to represent his choice of the many health rules we had discussed in class. We made frames for our pictures and mounted them with

such captions as:

I drank a pint of milk for breakfast
I cleaned my fingernails this morning
We are always happy and cheerful
We bring clean handkerchiefs to school

Each morning as they pass by the "gallery" the children check up on the various rules and incidentally check themselves as they pass the mirror which hangs in the hall.—Vera C. Whipple, teacher, Whipple School, North Troy, New York.

Salute to the Trees

*I have camped in the forest of whispering pines,
I have slept in the shadow of olives and vines;
'Twixt the knees of an oak, at the foot of a palm,
I have found good rest and slumber's balm.
And now, when the morning gilds the boughs
Of the vaulted elm at the door of my house,
I open the window and make salute:
"God bless thy branches and feed thy root!
Thou hast lived before, live after me,
Thou ancient, friendly, faithful tree."*

—HENRY VAN DYKE

Your School and Conservation—The rural school is at the heart of the conservation program. March is a good month to plan spring and summer conservation activities, school gardens, and community improvement (see "Community Beautification—A School Project," February 1938 JOURNAL, p56-58). Arbor Day is celebrated in most states in late March and April. March 19-25 is National Wild-life Restoration Week. Suggestions may be obtained from the National Wild-life Federation, Investment Building, Washington, D. C.

A Way To Begin—Send for Bibliographies 70, 71, and 72, free from the U. S. Office of Education, Washington, D. C.:

- 70—Good References for Conservation Education in Elementary Schools
- 71—Good References on Conservation of Trees and Forests for Use in Elementary Schools
- 72—Good References on Conservation of Birds, Animals, and Wild Flowers for Use in Elementary Schools

Tree Planting Popularized in Rural Schools—One of the most satisfactory achievements of my work as county superintendent of schools has been the tree-planting project sponsored by the American Legion, by means of which some six thousand trees were given free to the school children of Rice County. Several thousand trees were donated by local nurseries and the rest were purchased by selling advertising space on a page of the local daily paper.

For several weeks preceding Arbor Day the children studied conservation

and tree planting. They made booklets and posters for display in a downtown window. Each child was allowed to choose three trees indigenous to Minnesota, and to write a letter to the chairman of the project telling which trees he had selected and how he planned to care for them. Two trees were to be planted at his home and one in the schoolyard, which was to bear his name.

When the day arrived for the tree-planting, there were many interested groups thruout the county. Most schools put on special programs with the planting of each tree by its sponsor as the climax. Others staged a neighborhood festival with everyone bringing lunch. Especially proud were those schools which had turned in exceptionally fine work, for they were rewarded with prizes of extra trees.—E. E. Hauge, county superintendent of schools, Faribault, Minn.

For Class Discussion

- [1] What is being done in your community to protect forests or save trees?
- [2] What are the most historic trees in your state? in your community?
- [3] How can tourists and campers help to prevent forest fires?
- [4] Why is it necessary to have refuges for wild animals?
- [5] If you were a farmer, what could you do to work with Uncle Sam in soil conservation?
- [6] What is the difference between strip plowing, contour plowing, and terracing?

Free material for schools, to read in connection with the article on "The Forests Today," pages 78-81, may be secured from the Forest Service, which publishes many illustrated bulletins, some in color, including:

Children Will Need Timber
Good Manners in the Forest
Great Forest Fires of America
It Might Have Been You
As Nature Made It—As Man Left It

Write the U. S. Forest Service, Washington, D. C., for its free mimeographed list of *Material of Interest to Teachers*.

Things To Do in Studying Conservation

- [1] Bring a quart can full of river water to school. Let it stand and settle. If one quart of river water contains that much soil, the river must carry a great deal.

[2] Mix gravel, sand, and fine soil in a quart jar of water. After it settles, note that large stones are at the bottom, then sand and fine soil on top. The river carries soil farthest.

[3] Take kodak pictures of erosion in your community. Are conservation activities underway to correct this erosion?

[4] Make a collection of soils—sand, clay, loam, humus.

[5] Model a hillside with soil. Use finger as plow on hillside. When furrow goes up and down erosion is great; when plowed horizontally much soil is saved.

—From *Instructional Practices in Elementary Schools*, Michigan State Department of Public Instruction, Lansing, 1938, 178p.

Does Your School Observe Arbor Day?

—In 1872 J. Sterling Morton, later secretary of the United States Department of Agriculture, proposed the idea of setting apart a day for planting trees in the then nearly treeless state of Nebraska. Over a million trees were planted in Nebraska the first year. Later the state legislature made Arbor Day a legal holiday, fixing the date on April 22, Mr. Morton's birthday. Other states followed Nebraska's lead and celebrate Arbor Day at times which best fit their climates and needs. In California the date is March 7, Luther Burbank's birthday. When is Arbor Day observed in your state? Write for a free pamphlet on *Arbor Day* from the Department of Agriculture, Washington, D. C.

A Good Radio Program—"What Price America" is the title of a radio series on conservation sponsored by the National Park Service and broadcast every Saturday from 5-5:30 PM EST OVER CBS.

The Children's Forest—Every spring on Arbor Day, the school children of Wisconsin are invited to bring their pennies to pay for planting trees in the Children's Forest—1200 acres of the national forest near Eagle River which have been set aside as the Children's Forest. The Wisconsin Garden Club, the Forest Service, the Wisconsin Conservation Commission, and others are responsible for this plan. Can you begin a Children's Forest in your state? A bulletin on *Forestry 4-H Club Work* tells how to start school forests. It is free on request from the College of Agriculture, University of Wisconsin, Madison.



HIGH SCHOOL SERVICE



A Vanished Friend

Around the corner I have a friend
In this great city that knows no end;
Yet days go by and weeks rush on,
And before I know it a year has gone,
And I never see my old friend's face,
For life is a swift and terrible race.
He knows I like him just as well
As in the days when I rang his bell
And he rang mine. We were younger then,
And now we are busy, tired men—
Tired with playing a foolish game,
Tired with trying to make a name.

"Tomorrow, say, I will call on Jim,
Just to show that I'm thinking of him."
But tomorrow comes—and tomorrow goes,
And the distance between us grows and
grows,
Around the corner, yet miles away . . .
"Here's a telegram, sir" . . . "Jim died
today!"
And that's what we get and deserve in the
end—
Around the corner, a vanished friend.—

AUTHOR UNKNOWN.

A plea for better understanding within our profession is made by Dr. G. E. Waggener, acting principal, Liberty School, Englewood, New Jersey: "A recent change has brought me from a large highschool to an elementary school. Seeing how mistaken were many of my ideas about the elementary school, I have thought that we are all in need of knowledge regarding the work of our fellows if we are to appreciate the educational problem as a whole.

"To many secondary-school teachers the work of the elementary school appears less difficult, important, and efficient than their own. But as much skill, patience, and effort are required to lead the child in his development at the elementary-school level as to guide pupils of more maturity. The daily program of the grade teacher is very exacting of physical and nervous energies. Personal qualifications are of prime importance in the teacher of younger children who are keenly affected by voice, manner, humor, patience—or lack of it—in their teacher.

"As certification requirements for elementary teachers are raised and as these teachers approach or equal highschool teachers in training, consideration must be given for more equitable salaries and

greater professional recognition. At the same time, elementary teachers must realize that better salaries in the highschool have been won by meeting higher requirements generally. Also let us remember that while enrolments in elementary school are decreasing, the highschool is growing. Many highschool teachers labor under almost impossible teaching loads, often including study hall assignments and club sponsorship.

"American education will advance more securely when all of us, regardless of grade level or position in service, are better informed, more concerned, and more united on the total educational problem."

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Don't miss the February issue of *Survey Graphic* magazine, a special number on "Calling America," the challenge of the world crisis to our democracy. Single copy 50¢, three copies for \$1, from 112 East 19th St., New York City.

Our Neighbors in South America—Spanish in every school where a foreign language is taught, would be a good slogan. The goal would be a teacher with a sympathetic knowledge of Latin American peoples to instruct our young people for cooperative living with our seventy million neighbors to the south.—Ruth Boyd, social science teacher, West Point, Mississippi, Junior High-school.

Of wide interest to secondary schools is the New York report on *High School and Life* (McGraw-Hill Book Company, New York, 377p. \$3), one in a series of volumes on various phases of the Regents' Inquiry into the Character and Cost of Public Education (see *THE JOURNAL* for February, p53).

Vocational Guidance Service—*Vocational Trends*, a monthly magazine for young people, emphasizes new fields of work and warns against blind alleys. It is available at 25¢ a copy from Science Research Associates, 600 South Michigan Avenue, Chicago, a non-profit organization offering a variety of vocational services to schools and other groups.

For Your Students—Two booklists with decided appeal for young people are now available in revised form:

[1] *By Way of Introduction*, a booklist for highschool students compiled by a joint committee of the American Library Association and the National Education Association, and available from the ALA, Chicago, 75¢ a copy; 10 or more, 35¢ each. This list replaces *Recreational Reading for Young People* issued in 1931.

[2] *Leisure Reading*, an annotated and classified list for grades 7, 8, and 9, newly revised by the National Council of Teachers of English, 211 West 68 Street, Chicago. 148p. 20¢ a copy; 10 or more, 15¢ each.

★ ★ ★ FUTURE TEACHERS SERVICE ★ ★ ★

The Advantages of Belonging to Future Teachers of America—As a member of a Future Teachers club:

First, you practice applying the science of personal growth to your own life and thus lay the best possible foundation for guiding the growth of the young people whom you expect eventually to teach.

Second, you make friends and learn to work and plan with your associates in a worthy cause.

Third, you have a part in a great and growing nationwide movement that is doing important things for young people, for the schools, and for the nation.

Fourth, you learn the inspiring story of how schools came to be, their importance to a selfgoverning people, their achievements, and their needs.

Fifth, you study the facts about teaching as a field of service—how many teachers there are, the kinds of work they do, the salaries they receive, the number of new ones needed each year, and other facts you need to know to plan wisely.

Sixth, you get acquainted with the state and national leaders in education and with important current trends in the schools.

Seventh, you become familiar with the work of the great state and national education associations which have done more to build up education in America than any other force.

Eighth, you get a running start on your career as a teacher because you will go into the teaching profession with intelligent purposes and plans.

The FTA State Organizer—One or more state organizers for Future Teachers of America are selected to carry the movement forward in each state. Men and women who are deeply devoted to the cause of education and who understand the importance of professional organization are chosen for this service. Their work is to acquaint leaders in the state with the purposes and plans of the Future Teachers movement and to form college chapters and highschool clubs.

A Worthwhile Project—Let each Future Teachers group be responsible for the organization of one other group in a nearby community.

Special Service to Individual FTA Members—Each member of a highschool club receives a set of five Personal Growth Leaflets; see list on page 83. Each member of a college chapter receives ten of these leaflets and, as a junior member of the NEA, receives *THE JOURNAL* regularly.

Personal Growth Leaflet Number Eleven—Write to the National Committee, Future Teachers of America, for this leaflet of information concerning the FTA, which explains how college chapters and highschool clubs may be organized. Other free materials, including a suggestive set of programs, may also be obtained from the National Committee.

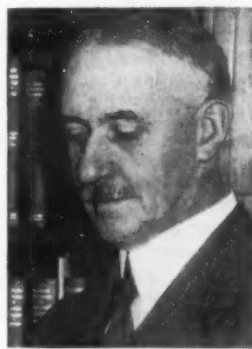
I recommend to all schools an idea suggested and supported by the National Education Association. Our schools have in the past few years become interested in activity programs. . . . Why not place in each school a club or organization of Future Teachers of America? As teachers we could make a definite contribution to our profession by guiding excellent talent into a better understanding of teaching as a life work.—T. D. BAILEY, president, Florida Education Association.

No building is better than its foundation, and the character and quality of its service are dependent upon the material used in its erection. Today the profession of teaching has the opportunity to assume a leading and directing role in its own future by supporting and promoting the Future Teachers of America movement that is challenging the educators of every state to give it the consideration and support that its importance deserves. Future teachers will be such leaders as American civilization needs, only if those who are now dealing with youth—teachers are in a preferred position to do this—explain the importance of their work and emphasize the need of able leaders so that we may draw into the teaching profession young people who will carry on and develop the heritage of democracy. The present is the time for action if our civilization warrants saving.—*The Connecticut Teacher*, December 1938.



MRS. RUTH THOMAS, a teacher in the Walterboro Highschool, Walterboro, South Carolina. Mrs. Thomas is State FTA Organizer for South Carolina and is

one of the earliest and ablest of the pioneers in the Future Teachers movement. Under her leadership, sixteen active highschool clubs have been developed in South Carolina. The first state conference of Future Teachers was held in Columbia, South Carolina, last March.



In recognition of their outstanding service to American education, ELLWOOD P. CUBBERLEY (left) and GEORGE D. STRAYER (right) have been made Honorary Chairmen of Future Teachers of America. Dr. Cubberley, dean emeritus of the School of Education, Stanford University, is

known to tens of thousands of educators as author and educational historian. Dr. Strayer, chairman of the Division of Organization and Administration of Education, Teachers College, Columbia University, is a former president of the National Education Association. As a result largely of the long-sustained pioneering labors of these two men, educational administration in the United States is generally the most efficient administration to be found in this country.



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Yet days go by and weeks rush on,
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Don't miss the February issue of Survey Graphic magazine, a special number on "Calling America," the challenge of the world crisis to our democracy. Single copy 50¢, three copies for \$1, from 112 East 19th St., New York City.

Our Neighbors in South America—Spanish in every school where a foreign language is taught, would be a good slogan. The goal would be a teacher with a sympathetic knowledge of Latin American peoples to instruct our young people for cooperative living with our seventy million neighbors to the south. —Ruth Boyd, social science teacher, West Point, Mississippi, Junior High-school.

Of wide interest to secondary schools is the New York report on *High School and Life* (McGraw-Hill Book Company, New York, 377p. \$3), one in a series of volumes on various phases of the Regents' Inquiry into the Character and Cost of Public Education (see THE JOURNAL for February, p53).

Vocational Guidance Service—*Vocational Trends*, a monthly magazine for young people, emphasizes new fields of work and warns against blind alleys. It is available at 25¢ a copy from Science Research Associates, 600 South Michigan Avenue, Chicago, a non-profit organization offering a variety of vocational services to schools and other groups.

For Your Students—Two booklists with decided appeal for young people are now available in revised form:

[1] *By Way of Introduction*, a booklet for highschool students compiled by a joint committee of the American Library Association and the National Education Association, and available from the ALA, Chicago, 75¢ a copy; 10 or more, 35¢ each. This list replaces *Recreational Reading for Young People* issued in 1931.

[2] *Leisure Reading*, an annotated and classified list for grades 7, 8, and 9, newly revised by the National Council of Teachers of English, 211 West 68 Street, Chicago, 148p. 20¢ a copy; 10 or more, 15¢ each.

☆ ☆ ☆ FUTURE TEACHERS SERVICE ☆ ☆ ☆

The Advantages of Belonging to Future Teachers of America—As a member of a Future Teachers club:

First, you practice applying the science of personal growth to your own life and thus lay the best possible foundation for guiding the growth of the young people whom you expect eventually to teach.

Second, you make friends and learn to work and plan with your associates in a worthy cause.

Third, you have a part in a great and growing nationwide movement that is doing important things for young people, for the schools, and for the nation.

Fourth, you learn the inspiring story of how schools came to be, their importance to a selfgoverning people, their achievements, and their needs.

Fifth, you study the facts about teaching as a field of service—how many teachers there are, the kinds of work they do, the salaries they receive, the number of new ones needed each year, and other facts you need to know to plan wisely.

Sixth, you get acquainted with the state and national leaders in education and with important current trends in the schools.

Seventh, you become familiar with the work of the great state and national education associations which have done more to build up education in America than any other force.

Eighth, you get a running start on your career as a teacher because you will go into the teaching profession with intelligent purposes and plans.

The FTA State Organizer—One or more state organizers for Future Teachers of America are selected to carry the movement forward in each state. Men and women who are deeply devoted to the cause of education and who understand the importance of professional organization are chosen for this service. Their work is to acquaint leaders in the state with the purposes and plans of the Future Teachers movement and to form college chapters and highschool clubs.

A Worthwhile Project—Let each Future Teachers group be responsible for the organization of one other group in a nearby community.

Special Service to Individual FTA Members—Each member of a highschool club receives a set of five Personal Growth Leaflets; see list on page 83. Each member of a college chapter receives ten of these leaflets and, as a junior member of the NEA, receives *THE JOURNAL* regularly.

Personal Growth Leaflet Number Eleven—Write to the National Committee, Future Teachers of America, for this leaflet of information concerning the FTA, which explains how college chapters and highschool clubs may be organized. Other free materials, including a suggestive set of programs, may also be obtained from the National Committee.

I recommend to all schools an idea suggested and supported by the National Education Association. Our schools have in the past few years become interested in activity programs. . . . Why not place in each school a club or organization of Future Teachers of America? As teachers we could make a definite contribution to our profession by guiding excellent talent into a better understanding of teaching as a life work.—T. D. BAILEY, president, Florida Education Association.

No building is better than its foundation, and the character and quality of its service are dependent upon the material used in its erection. Today the profession of teaching has the opportunity to assume a leading and directing role in its own future by supporting and promoting the Future Teachers of America movement that is challenging the educators of every state to give it the consideration and support that its importance deserves. Future teachers will be such leaders as American civilization needs, only if those who are now dealing with youth—teachers are in a preferred position to do this—explain the importance of their work and emphasize the need of able leaders so that we may draw into the teaching profession young people who will carry on and develop the heritage of democracy. The present is the time for action if our civilization warrants saving.—*The Connecticut Teacher*, December 1938.



MRS. RUTH THOMAS, a teacher in the Walterboro Highschool, Walterboro, South Carolina. Mrs. Thomas is State FTA Organizer for South Carolina and is

one of the earliest and ablest of the pioneers in the Future Teachers movement. Under her leadership, sixteen active highschool clubs have been developed in South Carolina. The first state conference of Future Teachers was held in Columbia, South Carolina, last March.



In recognition of their outstanding service to American education, ELLWOOD P. CUBBERLEY (left) and GEORGE D. STRAYER (right) have been made Honorary Chairmen of Future Teachers of America. Dr. Cubberley, dean emeritus of the School of Education, Stanford University, is

known to tens of thousands of educators as author and educational historian. Dr. Strayer, chairman of the Division of Organization and Administration of Education, Teachers College, Columbia University, is a former president of the National Education Association. As a result largely of the long-sustained pioneering labors of these two men, educational administration in the United States is generally the most efficient administration to be found in this country.





HONOR ROLL OF THE NEA



THE CITY TEACHERS CLUB of Long Beach, California, has developed an effective coinclusive enrolment plan which includes the following items:

Dues for the City Teachers Club	\$ 3
Dues for the California Teachers Association	3
Contribution for Teacher Welfare	1
Contribution for Public Relations Activities	1
NEA Dues	2
Total	\$10

The collection of the dues is handled thru the office of the City Teachers Club and reports from each school are made in triplicate—one copy for the local office, one copy for the secretary of the state teachers association, and one copy for the executive secretary of the NEA.

New Life Members Received in January

ALASKA—Herman L. Larsen
 CALIFORNIA—Erna S. Massey, Frances Effinger Raymond, Alvin E. Rhodes, J. A. Thomason
 CONNECTICUT—Leroy L. Leister, Albert C. Merriam
 DELAWARE—George Oscar Carrington
 ILLINOIS—Frances Dickinson, Frank X. Henke, Tilman M. Lockard, Susan Scully, Earl R. Sifert, O. A. Towns
 INDIANA—Walter D. Sutton
 MARYLAND—Hilda A. L. Kratsch
 MICHIGAN—Peter Skeberdis
 MINNESOTA—Nelson Louis Bossing
 MISSOURI—Ewing P. Brady
 NEBRASKA—Florence B. Reynolds, Leta Wine
 NEW JERSEY—Ralph A. Jenkins, Mrs. Ella S. Ricketts, John A. Wood 3rd
 NEW YORK—Ernest A. Frier, Jr., Florence A. Jeffery, A. Adelbert Kingston, Sinclair J. Wilson
 OKLAHOMA—N. Conger, Jake Smart
 PENNSYLVANIA—Charles Edgar Mower, Charles A. Seidle, D. V. Skala
 SOUTH CAROLINA—George Calvin Rogers
 SOUTH DAKOTA—Millard Edward Jordan
 TEXAS—Lee Johnson, Lavina Namendorf, Stephen E. Smith, C. A. Thompson
 WEST VIRGINIA—Clyde B. Cochran

Completed Enrolments

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

TWENTY-ONE YEARS

CALIFORNIA—Stockton, Lafayette

NINETEEN YEARS

TEXAS—Beaumont, Junker

SEVENTEEN YEARS

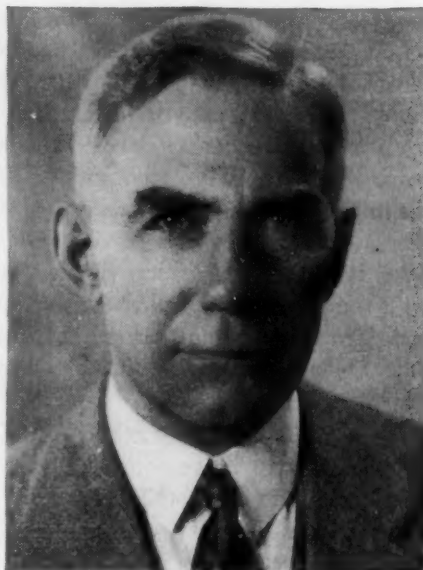
ARIZONA—Phoenix, Adams, Capitol, Douglas, Emerson, Franklin, Garfield, Grant, Jackson, Kenilworth, Lincoln, Longfellow, McKinley, Monroe, Stevenson, Washington, Booker T. Washington
 ILLINOIS—Winnetka, Entire System
 MISSOURI—Kansas City, Scarritt
 PENNSYLVANIA—Doylestown Boro School District, Entire System

SIXTEEN YEARS

TEXAS—Beaumont, Averill

FIFTEEN YEARS

IDAHO—Pocatello, Jefferson
 MASSACHUSETTS—Melrose, Whittier



B. F. STANTON

who has been unanimously elected by the Executive Committee of the National Education Association to fill the unexpired term of the late R. E. Offenhauer as treasurer of the Association. Under the bylaws, the Executive Committee fills such vacancies until the next annual election. Mr. Stanton, a Life Member of the NEA, is superintendent of the Alliance, Ohio, schools, which have had 100 percent membership in the Association for twelve years.

PENNSYLVANIA—Chester, Morton; Munhall, Ravine Street, Twelfth Ave.; Pittsburgh, Bane
 VIRGINIA—Lynchburg, John Wyatt

FOURTEEN YEARS

CALIFORNIA—Davis, Davis Joint Union High
 OHIO—Lorain, Clearview

THIRTEEN YEARS

CONNECTICUT—Bristol, Clarence A. Bingham
 HAWAII—Lahaina, Maui, Honokowai
 MICHIGAN—Dearborn, Salisbury, Southwestern
 MISSOURI—Kansas City, George B. Longan
 NEW JERSEY—Dunellen, Lincoln
 UTAH—Duchesne, Duchesne High & Elementary; Mountain Home, Mountain Home; Myton, Myton; Neola, Neola; Roosevelt, Roosevelt Elem.; Salt Lake City, Garfield; Tabiona, Tabiona

The home of Abraham Lincoln in Springfield, Illinois, now maintained as a museum by the Abraham Lincoln Association, was the scene of the Lincoln Birthday Broadcast of the NEA radio program, "Our American Schools," February 8, 1939. [See page A-56.]



TWELVE YEARS

MICHIGAN—Dearborn, Whitmore-Bolles

ELEVEN YEARS

ILLINOIS—Silvis, Silvis McKinley Platoon
 MICHIGAN—Dearborn, Entire System
 MISSOURI—Kansas City, J. C. Nichols
 PENNSYLVANIA—Hatfield, Hatfield Boro & Twp.
 UTAH—Mt. Emmons, Altamont High, Mt. Emmons Elem.; Upalco, Upalco

TEN YEARS

HAWAII—Anahola, Kauai, Anahola; Kilauea, Kauai, Koolau; Lihue, Kauai, Lihue
 MONTANA—Glendive, Lincoln
 NEW JERSEY—Atlantic City, Indiana Ave. Girls; Lawrenceville, Lawrenceville
 OHIO—Cleveland, Buhrer
 PENNSYLVANIA—Munhall, Nineteenth St.
 UTAH—Bluebell, Bluebell; Roosevelt, Roosevelt High
 WASHINGTON—Bellingham, Columbia

NINE YEARS

HAWAII—Hana, Maui, Hana
 NEW YORK—New Rochelle, Daniel Webster
 OHIO—Homerville, Homer Rural Cons.
 PENNSYLVANIA—Halifax, Halifax Boro School District

EIGHT YEARS

CALIFORNIA—Calwa City, Calwa
 ILLINOIS—Highland, Entire System
 MASSACHUSETTS—Franklin, Four Corners
 MISSOURI—Kansas City, Woodland
 OHIO—Columbus, Douglas

SEVEN YEARS

CALIFORNIA—Anaheim, Lincoln; Sunnyvale, Sunnyvale
 INDIANA—Indianapolis, Public School No. 61
 MISSOURI—Kansas City, Gladstone, Hamilton Opportunity, Martin, Norman, John J. Pershing
 PENNSYLVANIA—Ambler, Ambler Sr. High, Forest Ave., Mattison Ave.; East Greenville, East Greenville Boro; Emaus, Upper Hanover Twp.; Gilbertville, Lower Pottsgrove Twp.; Linfield, Limerick Twp.; Norristown, Black Horse, Ivy Rock, Lower Providence, Plymouth Cons.; Pennsburg, Pennsburg Boro; Perkiomenville, New Hanover Twp.; Pittsburgh, Bennett, Fulton; Red Hill, Red Hill Boro; Royersford, Schwenksville Boro; Souderton, Chestnut St.; Stowe, West Pottsgrove Twp.; Worcester, Worcester Twp.
 WISCONSIN—Milwaukee, Cass St., Green Bay Ave., Greenfield, Alexander Mitchell, Sixty-eighth St., Wright St.

SIX YEARS

CALIFORNIA—Oakdale, Oakdale Union
 ILLINOIS—Peoria, Lincoln
 MICHIGAN—River Rouge, Ann Visgar
 NEW JERSEY—Atlantic City, Texas Ave.; Camden, Mulford
 PENNSYLVANIA—Pittsburgh, Larimer; Telford, Telford
 SOUTH DAKOTA—Aberdeen, Northern Normal & Industrial
 UTAH—Duchesne County, Entire System; Salt Lake City, Onequa
 WISCONSIN—Milwaukee, Carleton, Humboldt Park, Silver Spring

[Continued on page A-65]

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SCIENTIFIC AID
TO LEARNING**

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It's the ideal way to measure students' progress in speech and music instruction—to make records of important radio programs and school activities

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3. Utmost dependability
4. Extremely simple operation



RCA Victor Portable Recorder MI-12701... comes in an attractive gray carrying case. Is so light it may be easily carried from room to room. Records at speed of 78 r.p.m. on 10" or 12" records, using outside-in recording method. Is delivered to you complete

with amplifier, visual indicator meter, and famous RCA Aerodynamic Microphone. Has pick-up tone arm and speaker for immediate play-back. An exceptional value.

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Modern schools stay modern with RCA radio tubes in their sound equipment

You are cordially invited to visit our exhibit at NEA Convention, Cleveland, Feb. 25 to March 2, Booths D-23 to D-31.

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School _____

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RCA Victor

SOUND SERVICE FOR SCHOOLS

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A SERVICE OF THE RADIO CORPORATION OF AMERICA

A Tribute to Dr. Harris



TRIBUTE to the long and distinguished service of Thomas H. Harris, state superintendent of public education for Louisiana, has been paid by Louisiana legislators with the creation of the Thomas H. Harris Scholarship Foundation. The scholarships, financed by an appropriation of \$48,000 for the next two years, are to be awarded annually to worthy boys and girls, graduates of Louisiana highschools, to enable them to continue their studies at one of six state-supported institutions of higher education. This year, the first that the foundation has been in operation, 152 young people—chosen by Superintendent Harris—are continuing their schooling thru the aid of the scholarships.

Dr. Harris is now heading the Louisiana school system for the thirty-first consecutive year. Among the outstanding advances made by education during his tenure of office are the following: An enrolment in elementary and secondary schools which has almost doubled, development of a system of school financing by which a large part of the burden is assumed by the state government, the setting up of a system of licensing teachers under which standards are constantly raised, a program of physical expansion which has increased the value of school property twelvefold, a drive calculated to wipe out illiteracy, and vastly expanded programs of vocational education and education for Negro children.

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The Cleveland Convention

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

Dr. Graham To Head Administrators

☆ SUPERINTENDENT BEN G. GRAHAM of Pittsburgh, Pennsylvania, the newly elected president of the American Association of School Administrators, will take office on March 15. His election was announced by the Board of Tellers who met in Washington on January 21 to count the final preferential ballots. Superintendent Carroll R.

Reed of Minneapolis, Minnesota, was a close second.

Reduced Postal Rates on Books

☆ LIBRARIES AND SCHOOLS stand to profit greatly by President Roosevelt's proclamation reducing the postal rate on books to a uniform rate of 1½¢ a pound. It should be borne in mind, however, that the rate was established for an experimental period expiring June 30, 1939. President Roosevelt indicated clearly that its extension by Congress on a permanent basis will depend largely upon factual evidence indicating a substantial benefit to the culture of the nation.

The President especially requested the educational agencies profiting by the postal reduction to observe closely the effect upon the distribution of books thruout the nation, in order that a report might be submitted to him and to the Congress. In response to his request, the U. S. Office of Education in cooperation with other educational agencies is undertaking to gather from libraries and schools reports indicating the savings in postage on book purchases and circulation of books. The Office of Education has sent to libraries, schools, and

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colleges requests for a specific type of information needed for the report to the President, and has asked them to keep certain special statistics for the next five months.

The continuance of the rate rests heavily upon the cooperation of librarians and school officials in furnishing the needed factual data to the Office of Education. Their help in answering the questionnaire and in publicizing the new postal rates is essential if this temporary reduction is to be made permanent.

Comments on the desirability of the new rates from individual teachers will also have great weight in determining whether this new rate will be continued. Address your letters to the White House, the Office of Education, or the NEA.

Veteran Teacher Honored

☆ MISS ELLA J. STEVENSON, a teacher at the Benjamin Franklin School, Williamsport, Pennsylvania, has retired after having served for a period of fifty years in the same school. Miss Stevenson has been honored at a series of events held by friends and former pupils. She has been a member of the NEA since 1929.

New Massachusetts Commissioner

☆ WALTER F. DOWNEY, headmaster of Boston English Highschool, has been appointed Commissioner of Education in Massachusetts. Appointed by Governor Saltonstall, Mr. Downey succeeds James G. Reardon.

Radio Programs of the NEA

OUR AMERICAN SCHOOLS

Every Wednesday Evening 6:00-6:15 EST
National Broadcasting Company (Red)

☆ WITH ITS SECOND PROGRAM of the new year, *Our American Schools* introduced its audience to Wayne Center and the schoolboard of that typical Midwestern village.

Everybody knows Wayne Center. It lies in a green valley by a small stream—a stream that's a rushing torrent in spring, and a tiny trickle in July. You've heard the ringing of the schoolbell from Rollins Hill where the children slide in winter. You know the people of Wayne Center. There's Doc Todd, best county doctor in five counties; Mr. Hathaway, who has been president of the Farmers and Merchants Bank as long as almost anybody can remember . . . and scores of others—the bulwark of democracy and the "salt of the earth."

The board of education is not a sophisticated schoolboard—not even a schoolboard that some would call modern, but in genuine concern for the welfare of its young people it is second to none. Before its monthly meetings parade problems of school discipline, of [Cont. on page A-56]

ALASKA *comes to the Classroom!*



"ALASKA'S SILVER MILLIONS" *available in 16 mm. silent film*

Father Hubbard, the Glacier Priest, made this motion picture that brings Alaska's wonders to life as it tells the fascinating story of salmon. You'll find it especially effective in work for history, geography and social science. It's available for your use in 16 mm. silent film. There is no cost to you, except return postage. Just fill out the coupon and mail it.

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Home Economics Department N3-9, American Can Company,
230 Park Avenue, New York, N. Y.

Please send me, free of charge, your motion picture film, "Alaska's Silver Millions."

Date required.....Date film will be returned.....

No. of projectors in school.....

Also send.....Teachers' Guides

I promise to return the film to you on the date specified above and will prepay the return postage.

Signed.....Principal

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Address of school.....

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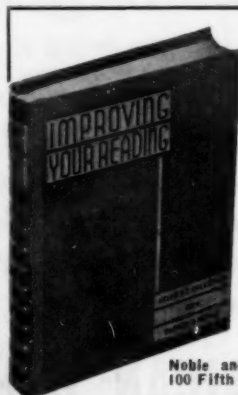
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[Cont. from page A-55] the selection of teachers, supervision of instruction, plans to safeguard the health and morals of students, and of the educational hazards and opportunities which the community outside the school offers to young people.

While the Wayne Center board of education will not have the spotlight on every program, the series now beginning will illustrate in other ways the more detailed activities of the modern school at work. How the school carries out its program of guidance will be shown by the Oakland, California, schools. The health service of the large city school system will be described by the Cleveland schools. The use of the radio in education will be demonstrated by the Alameda, California, schools. The New York City schools will portray some of the educational problems associated with education in areas where population is heavily concentrated.

One of the outstanding programs of *Our American Schools* was presented on February 8, in tribute to Abraham Lincoln. The dramatic portions of the program were broadcast from New York after which a switch was made to the modest home in Springfield, Illinois, which was the last residence of Abraham Lincoln as a private citizen. From there Francis G. Blair, past-president of the National Education Association, Paul M. Angle, secretary of the Abraham Lincoln Association, and Irving F. Pearson, executive secretary of the Illinois Education Association, spoke on the education of Abraham Lincoln.

OUR AMERICAN SCHOOLS

Every Saturday Morning 10:30-10:45 EST
National Broadcasting Company (Red)

This program known as "Florence Hale's Radio Column" is a chat by the past-president of the National Education Association, who is a widely known magazine editor and platform lecturer on home and community problems of education.

THE AMERICAN SCHOOL OF THE AIR

New Horizons

Every Wednesday Afternoon 2:30-3:00 EST
Columbia Broadcasting System

New Horizons moved from Thursday afternoon to Wednesday afternoon at the beginning of the second semester of The American School of the Air. This program of exploration, research, and discovery is broadcast with Roy Chapman Andrews, famous explorer and naturalist, as guide and commentator.

Each week, Dr. Andrews has, as his guests, men and women whose work in the natural sciences—in field or laboratory—has opened up "new horizons." These programs carry the [Cont. on page A-58]

COLORADO COLLEGE

COLORADO SPRINGS, COLORADO

At the foot of Pikes Peak

Summer Sessions June 19 to July 28, 1939

COLORADO COLLEGE offers an unusual opportunity for summer study in the City of Colorado Springs and in a region of great scenic beauty and grandeur. The Garden of the Gods is in the city park system, Pikes Peak dominates the Rampart Range of the Rockies immediately west of the city and round trips by auto to the gold mines of Cripple Creek and Victor and to the Royal Gorge of the Arkansas River may be made easily within half a day from the college.

The schedule of courses includes the usual subjects in the general fields of mathematics and sciences, the social studies including education and psychology, religion, music and the other fine arts, and languages and literature.

Rocky Mountain School of Languages

In Connection with Colorado College

Professor J. M. Hernandez, Director

(University of Oklahoma, Norman, Oklahoma)

First Session

Second Session

June 19 to July 28, 1939 July 31 to August 18, 1939

The work of the Rocky Mountain School of Languages provides instruction for beginners, but is intended primarily for language teachers and for advanced undergraduate and graduate students.

Colorado Springs Fine Arts Center

School of Art Affiliated with Colorado College

June 28 to August 19, 1939

ECONOMICS SEMINARS

Special seminar for economists, under the direction of the Cowles Commission for Research in Economics, from July 3 to July 28, 1939.

For Summer Session Bulletins and other information address Director of Summer Session, 121 Colorado College, Colorado Springs, Colo.

Ask railroad ticket agents about free stop-overs in Colorado Springs en route to or from the Fairs, or N. E. A. Convention

MINNESOTA

Summer Session

AT YOUR disposal, the unexcelled facilities of a great educational institution—its libraries, laboratories, observatory, museums and recreational facilities. These factors, plus the great cultural advantages offered by Minneapolis and Saint Paul, combine to offer you attractions that are unique among American universities.

MORE THAN 800 COURSES OFFERED

leading to Baccalaureate or Advanced Degree in Education. Special new courses and observation facilities for elementary teachers in elementary rural, village and city positions; Tuttle Demonstration School; University High School—demonstration and practice school; curriculum laboratory. New curriculum in radio education, visual education, adult education, safety education, progressive education.

Complete offerings of old and new courses in administration, supervision, curriculum, methods, surveys. Kindergarten and primary education; courses for rural teachers, rural supervisors and county superintendents. All branches of secondary school education for academic and special subject teachers are represented in the offerings; courses in higher education and teacher training for college teachers. Physical Education, Speech, Play Production, Art, Music, Painting, Sculpture and hundreds of other courses are offered at the Minnesota Summer Session. A faculty of 400, including eminent visiting professors.

TWO TERMS

JUNE 19 to JULY 28—JULY 31 to SEPT. 1

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VOLUME 28, NUMBER 3; MARCH 1939

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This year brings you the opportunity of a lifetime! Four incomparable Western attractions—all in one grand vacation tour!

Ride the famous DENVER ZEPHYR, overnight from Chicago to Colorado. Spend thrilling days in the heart of the Rockies. See Mile-High Denver, Colorado Springs, Pikes Peak, Boulder and the alpine beauty of Estes Park.

Then, on to San Francisco and its history-making World's Fair—through the Colorado Rockies and the Feather River Canyon during daylight hours.

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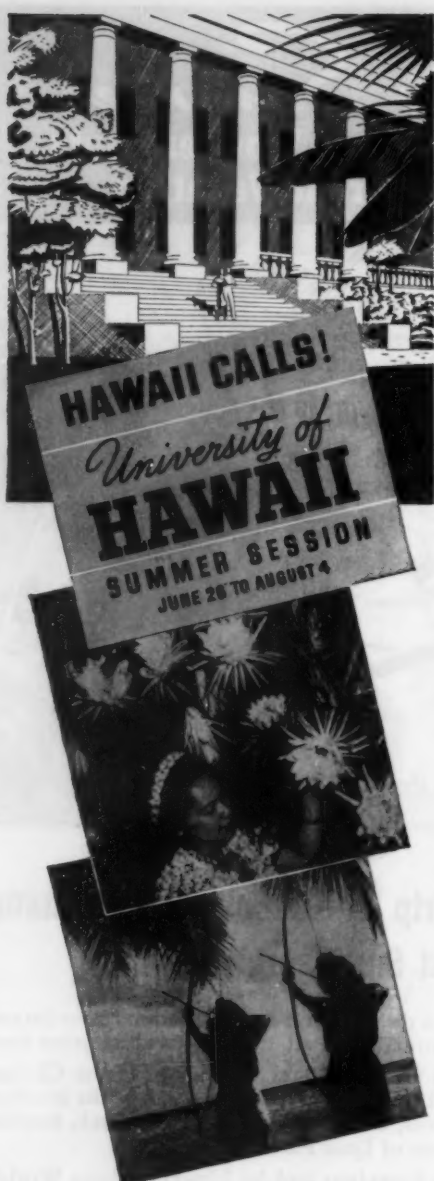
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[A-57]



Summer study touches a new high on Hawaii's hospitable campus. Nearly 100 stimulating courses for graduates and undergraduates are available at this fully accredited American university . . . a distinguished faculty . . . students from all over the world . . . abundant opportunity for play and relaxation.

For full information, write:
Director of Summer Session,
University of Hawaii,
Honolulu, T. H.



BOOK YOUR PASSAGE NOW!

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

[Cont. from page A-56] listeners across frontiers of knowledge about people, lands, and animals.

The American Museum of Natural History was the scene of one of the outstanding programs in this series on Wednesday, February 1, when famous explorers sat at an informal luncheon and discussed their adventures with Dr. Andrews.

The guests included Mrs. C. Suydam Cutting, the only woman to enter the forbidden city of the Grand Lama of Tibet; Dr. Barnum Brown, who has traveled extensively hunting dinosaur skeletons; Dean Sage, who has traveled thru the wildest parts of Tibet and China; Dr. James P. Chapin, who has hunted birds in every corner of the globe; Mrs. Ruth Bryan Owen Rohde, author, explorer, and diplomat; Col. Theodore Roosevelt and Sasha Siemel, famous hunters.

THE AMERICAN SCHOOL OF THE AIR

This Living World

Every Thursday Afternoon 2:30-3:00 EST
Columbia Broadcasting System

At the beginning of the second semester of The American School of the Air, *This Living World* was moved from Wednesday to Thursday afternoon. These broadcasts dealing with current events come from the auditoriums of New York City highschools. With portable equipment set up by its engineers, Columbia takes its radio actors, its orchestra, and its microphones to the classroom where students and teachers will discuss the historical background and significance of the day's news immediately following the first portion of the program which is a dramatic reenactment of the news or a "pickup" of an actual event of news importance. Commissioner J. W. Studebaker comments: "The country will have an opportunity to observe the ways in which America's largest public-school system uses a regularly scheduled network educational program as part of the curriculum. This experience should provide invaluable help to the educators of our nation."

Pedagogy thru Pictures

★ THE FEATURE on page 75 is another of the pictorial units furnished THE JOURNAL by the schools of Santa Barbara, California. Other schools are invited to submit similar projects delineated thru photos.

Low Incomes for Employees in Public Education

★ THE 1937 per capita income for employees in public education (teachers and non-teachers in public schools and colleges) was \$1272. This is smaller than the amounts reported for any one of four other

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June 19 to July 21
July 24 to Aug. 28

UNIVERSITY OF DENVER
Department A Denver, Colorado
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City & State _____

groups of public employees—federal, state, city, and county. Income for education employees is 88.5 percent of the per capita income of \$1437 for all government employees (including education). In 1937 the average for all employees was 96.1 percent of the 1929 figure; that for public education, 91.8 percent. These and other figures on income in various occupations are found in the recently published *Income in the United States, 1929-37*, available at 10¢ a copy from the Bureau of Foreign and Domestic Commerce of the United States Department of Commerce.

Reception and Garden Party for WFEA Members

☆ GOVERNOR BLANTON WINSHIP of Puerto Rico has extended an invitation to a reception and garden party at the Governor's Mansion to members of the Rotterdam Cruise which will visit the Island on August 23, returning from the Eighth Biennial Congress of the World Federation of Education Associations at Rio de Janeiro, August 6-11. Announcing official acceptance on behalf of the Cruise, Dr. Paul Monroe, president of the WFEA, expresses appreciation of the opportunity afforded to meet the educators of Puerto Rico under most unusual auspices.

Interest in the Rotterdam Cruise is very active, with registrations and inquiries from all parts of the United States. The ship, especially chartered by Thos. Cook & Son, official transportation agents in connection with the Conference, will sail from New York July 5, from New Orleans July 10, on its 53-day itinerary, visiting five West Indies and seven South American ports, with numerous shore excursions.

Teachers' Honor Roll for 1938

☆ AMONG the individuals included in the 1938 Teachers' Honor Roll published by the *Social Frontier* are the following:

Mary D. Bradford, retired teacher of Kenosha, Wisconsin—for providing the active leadership in defeating the Chamber of Commerce-American Legion campaign to install an ROTC unit in the local high school.

Kate Frank, of Muskogee, Oklahoma, the first classroom teacher to serve as president of the state education association—for her activities in furthering the professional and social consciousness of the classroom teachers of Oklahoma.

William B. Mooney, secretary of the Colorado Education Association—for his competent guidance of the movement to amend the state constitution providing for the enactment of a graduated income tax.

Robert C. Moore, former executive secretary of the Illinois Education Association—for his labors in awakening the economic intelligence of the group he served and in convincing legislators that democracy cannot survive ignorance.

George D. Strayer, professor of educational administration at Teachers College, Columbia University—for his championship of the principle that public funds should be used [Cont. on page A-60]

MILLS COLLEGE

Summer Session for Men and Women makes attendance possible

N. E. A. Convention

Golden Gate International Exposition and a program of

Work—Study—Play—in the San Francisco Bay Region

Educators in all fields—Teachers, Students, Deans, Counselors, Artists, Musicians, Dancers—find here opportunity for creative study with graduate or undergraduate credit.

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.

For Bulletin, write

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Complete education for teaching 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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Attend All Three!

1. The N. E. A. Convention in San Francisco
2. The World's Fair on Treasure Island
3. Summer School at San Jose State College

JUNE 26 TO JULY 29

Cool, quiet, beautiful San Jose State College, an hour's ride from San Francisco, offers an outstanding five-week summer program for elementary school teachers. Classwork will be confined chiefly to the morning hours, affording students extra opportunity to attend sessions of the N.E.A. Convention, July 2 to 6, in San Francisco, and to visit the World's Fair on Treasure Island. Here's an opportunity too good to miss. Write the Registrar, San Jose State College, San Jose, California, for Summer Bulletin.



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Glacier Park

Pacific Northwest
San Francisco Fair

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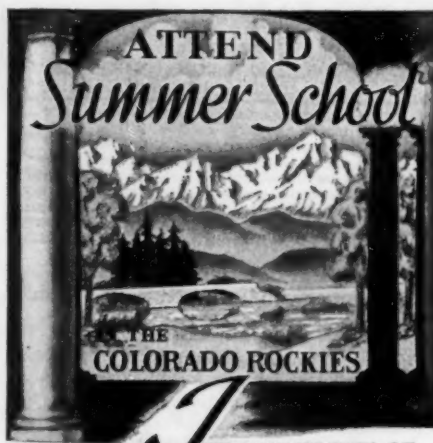
A B & L Balopticon will prove the most economical as well as the most efficient means of teaching visually. There is a B & L Lantern Slide or Opaque Balopticon for every still projection purpose. Write for a catalog. Bausch & Lomb Optical Co., 684 St. Paul Street, Rochester, N. Y.



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Two Terms: June 19 to July 21
July 24 to Aug. 25

Courses in Arts and Sciences, Medicine, Law, Education, Home Economics, Business, Journalism, Art, and Music. Special Mountain Camp for Geology and Biology. Maison Française. Casa Española. Deutsches Haus. University Theater with special instruction in Dramatic Production. Complete system of Demonstration Schools—Nursery to High School. Many special courses for teachers, supervisors, and administrators. Special opportunities for graduate work. Organ recitals and public lectures. Educational Conferences.

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Please send complete information and Bulletins checked:

- ☐ 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-59] solely for the support of public secular schools and never diverted to aid parochial or private schools, and for his defense of the American tradition of the complete separation of church and state.

Lum and Abner Discuss Need for Education

☆ LUM AND ABNER, wellknown radio rural team, are cooperating with the National Education Association in the interests of better educational opportunities for every child. This pair, whose homely Arkansas program is heard over the coast-to-coast network of the Columbia Broadcasting System each Monday, Wednesday, and Friday night at 7:15 EST, announces that on Monday night, March 27, the importance of more and better schools will be discussed.

Teachers and Taxes

☆ WITHIN RECENT MONTHS, as a result of the Supreme Court decision of *Helvering vs. Gerhardt* (the "Port Authority Case") in May 1938, there has been considerable discussion as to whether employees of state and local government, including teachers, are subject to federal income taxes. If so, will the federal government attempt to collect back taxes?

For years under the so-called "doctrine of immunity from taxation" state agencies have been free from federal taxes and federal agencies have not been required to pay state taxes.

In 1913, by the Sixteenth Amendment to the federal Constitution, Congress was granted "power to lay and collect taxes on incomes from whatever source derived." On the basis of early decisions the courts since 1913 have created vast categories of exempt persons. State and municipal employees have not been required to pay federal income taxes upon the salaries received from state and local sources.

In deciding the *Port Authority Case*, the Supreme Court summed up the doctrine of immunity in two principles: [a] That immunity cannot be claimed for state activities not thought to be essential to the preservation of state government, and [b] that immunity may be established only when the tax placed upon individuals imposes an actual burden upon the state.

On January 19, 1939, in his message to Congress, President Roosevelt urged that legislation be passed [a] "to prevent recent judicial decisions from operating in such a retroactive fashion as to impose tax liability on these innocent employees and investors for salaries heretofore earned, or on income derived from securities heretofore issued," and [b] "to make private income from all government salaries hereafter earned and from all government securities

hereafter issued subject to the general income tax laws of the nation and of the several states."

To protect the salaries of state and municipal employees against the possible retroactive effects of the recent court decisions, bills have been introduced into the Senate by Senators Green and Maloney and in the House by Representatives McCormack, Celler, Dingell, and Havenner.

Congress will probably attempt to pass legislation applying to federal income tax income received from state and local bonds. This legislation will not affect bonds issued prior to its enactment. It is certain that these bonds cannot be subjected to any other kind of federal tax except for income. Any type of direct taxation would be in violation of Article I, Section 9, Paragraph 4, of the United States Constitution.

Teacher retirement systems have never been subject to federal income taxes and there is little likelihood that they will be. Credit unions, if organized on a mutual basis, will not be subject to federal income taxes.

Nebraska Schools Survey

☆ TO PROVIDE data which will guide the State Planning Board in its recommendations for a ten-year building program for the state educational institutions—a responsibility assigned the board by the last legislature—that group has undertaken a survey of Nebraska schools. Dr. Fred J. Kelly of the United States Office of Education is consultant to the committees which will study such questions as:

- [1] What kind of jobs are there in Nebraska and what is the number of each kind calling for vocational training of less than professional grade?
- [2] What changes in schools and colleges will be required in order that young people may be trained for such jobs?
- [3] Why do students drop out of highschool and college before completing the course and in what numbers?
- [4] What is the employment status of the graduates of highschools and colleges of recent years?
- [5] What are the kinds of, and requirements for, teaching certificates?
- [6] How does Nebraska compare with neighboring states in amount appropriated for higher education per unit of population and per student enrolled? On ratio of college students to total population?
- [7] Is there unnecessary and costly duplication of functions or courses offered in the state-supported institutions?

Tennessee's Public Schools

☆ THIS IS THE TITLE of an excellent book published in 1938 by the Tennessee Congress of Parents and Teachers, to inform "all the agencies of a community interested in the welfare of society" regarding the true purposes and values of education. Publication of a similar book for other localities would be a worth- [Cont. on page A-62]

This Summer-Visit NATURE'S WORLD'S FAIR—YELLOWSTONE PARK

Travel in
Comfort and
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TRAIN

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NATURE has assembled wonders of the world in Yellowstone Park. Strange sights (boiling pools, steaming geysers, churning Paint Pots) . . . scenes of breathtaking beauty (the glowing rainbow-hued Grand Canyon of the Yellowstone against a backdrop of mountains and forests) . . . flowers . . . friendly bears and other wild animals! Where else in the world could you fill a vacation with so much to see and remember?

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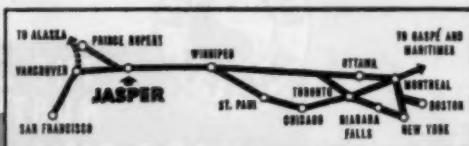
Boston.....186 Tremont Street
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TWO glorious vacations in one! Take that long-dreamed-of trip to Alaska this summer—but don't miss the thrills of the Canadian Rockies en route!

Stop over at Jasper and enjoy a grand new Alpine setting for your favorite sport, amid the mightiest peaks of the Canadian Rockies. Take the spectacular 75-mile motor drive *right* to the Columbia Icefield. Rates at Jasper Park Lodge from \$7.00 a day, with meals. Ask about low cost all-expense tours of Jasper National Park.

Then—on to Vancouver or Prince Rupert where you board a palatial Canadian National "Prince" steamship for the delightful 1000-mile cruise through the Inside Passage to Alaska. Round trip fare from Vancouver, Victoria or Seattle begins at \$95, including meals and berth (except at Skagway). All outside staterooms.



CANADIAN NATIONAL

TO EVERYWHERE IN CANADA

[Cont. from page A-61] while project for parent-teacher associations, local teachers groups, or college classes.

Thought Waves Recorded

☆ YOUR BRAIN sends out thought waves by tiny electrical impulses. Amplified 300,000 times, they can now be recorded on a strip of paper to show the kind of thoughts you hold. Animals think; infants and idiots do not. These are some of the revelations made in the University of Southern California laboratories by Dr. Lee E. Travis, psychologist, and recently announced after five years of intensive research. By attaching wires to a person's ear and head, then amplifying the brain potentials, which have a strength of from 20 to 200 millionths of a volt, the current is recorded on a moving strip of paper. Wavy lines—made by an ink stylus—indicate that the brain is relaxed. The instant that a thought begins, these lines begin to straighten out. Abstract, problematical, or emotional thoughts all make characteristic recordings.

We Can Cut Our Traffic Toll in Half!

☆ IF AN ENEMY should invade America and proceed to kill 108 men, women, and children every day—and injure or cripple four times that number for good measure—we would rise up in a surge of patriotic feeling until we had ended that horrible slaughter. We have such an enemy with us now. Traffic accidents take that toll.

All the weapons that we need to combat this terrible loss of life and health are at hand. If we will only use them, the toll of death and injury can be cut in half during 1939.

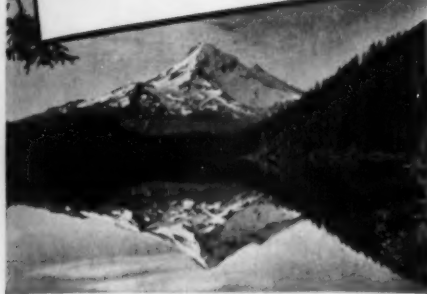
In twenty cities over the country a traffic-safety program that uses these weapons is already in operation—and it is bringing amazing reductions in the number of automobile deaths and injuries. A 30 percent decrease in some cities. A 60 percent drop in others! Wherever it is tried it is proving successful.

The weapons used in this battle are the "Three E's"—Enforcement, Education, Engineering. Those three weapons are sufficient to win the crusade to save lives and property from motor accidents. If every American citizen will first understand just what these weapons are, and then insist that they be put into use in his own community, we can save twenty thousand lives in 1939—more than fifty lives each day...

It can be done! The "Three E's" can help every citizen—every motorist and pedestrian—accomplish this goal.—Lieutenant F. M. Kreml, director of Northwestern University. [Cont. on page A-64]



*Oregon
invites the
teachers of
America*



Above: Cannon Beach on the Oregon Coast.
Below: Mt. Hood and Lost Lake.

HERE IN OREGON is an ideal vacation land for teachers. It is a country of beauty and grandeur, majestic and inspiring. It is new and unspoiled. Here in this cool, green land every outdoor recreation is at its best.

You may ski in midsummer on vast snow fields, climb towering peaks, take horseback trips on sky-line trails, fish in sparkling lakes and streams, swim or play along broad white beaches, picnic or camp in forest glades. Or spend lazy healthful days in camps, hotels or on true western dude ranches.

Drive to air-conditioned Oregon on your way to or from the N. E. A. Convention and the San Francisco Exposition. It is only 10 hours easy motoring from the Golden Gate. Wherever you may live, good roads will bring you to our borders. Within our state a superb network of highways leads to a thousand spots of scenic grandeur. Costs are astonishingly low. Motorists in 1938 vacationed here at an average cost of less than \$3.75 a day.

**Drive
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Travel Dept. Room 173, Salem, Oregon

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NOTE: Mysterious and weird, these hand-carved, strangely-colored totem poles stand in Alaska as bizarre reminders of a bygone day, when Alaska saw the rule of great Indian chiefs.

SOON, start on your way to nearby Alaska, where summer lasts from May through September; where the seas are sheltered by snow-crowned mountains; where wild flowers bloom beside roaring glaciers beneath the fantastic Midnight Sun; where totems silently stand guard over wandering wooded trails.

Board a modern, completely air-conditioned train to speed over scenic routes to Seattle. Northward your one-class All-American steamer sails to a fascinating land where you will make frequent visits ashore at modern towns whose historic streets still whisper of the past when Russians came, and sourdoughs answered the lure of gold. You'll follow those sourdoughs to Alaska's golden heart — to Matanuska Valley, Mt. McKinley National Park, and the Klondike.

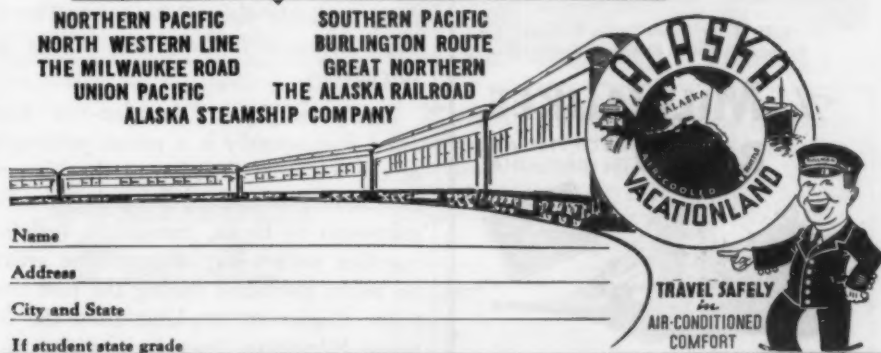
Attractive rail and all-inclusive steamer fares apply to Alaska vacationland. Choose from short and longer cruises and cruise-tours, sailing from Seattle several times weekly, May-through-September.

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 915, Pier Two, Seattle; and BOOK EARLY THROUGH ONE OF THE LINES LISTED BELOW.

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NORTH WESTERN LINE
THE MILWAUKEE ROAD
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Mountain Magic in Washington



Snow fields and Alpine meadows to explore on Mt. Rainier and Mt. Baker; bathing on Pacific Ocean beaches; wilderness trails on the Olympic Peninsula; sailings to Alaska. See this region en route to the N.E.A. Convention. Write for free booklet, "Pacific Northwest Vacation Suggestions."

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There's a whole world of wonders in this oldest and largest of our National Parks. See it at its best by entering via scenic Gallatin Gateway; 85 extra miles of glorious mountain motoring without extra cost. Write for free "Yellowstone" booklet describing low cost tours.

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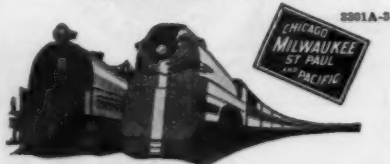


Roll smoothly through a glorious panorama of forests and mountain ranges on this famous transcontinental train. 656 thrilling electrified miles . . . open observation cars through rugged Montana canyon, over the Continental Divide and westward through the Bitter Roots. Air conditioned comfort in every class of accommodations. Grand food at low prices. And low fares everywhere West. Let our travel experts help plan your western vacation to include San Francisco.

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Room 210, Union Station, Chicago, Ill.

The MILWAUKEE ROAD

The OLYMPIAN
The HIAWATHA



[Cont. from page A-62] Traffic Safety Institute, in *This Week*, January 22, 1939.

Commencement Packet

☆ 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.

Dates to Be Remembered—

April 14—Pan American Day. Material for the use of groups and individuals planning to present programs may be secured without cost by addressing the Pan American Union, Washington, D. C.

May 3-6—Western Arts Association will meet in Grand Rapids, Michigan. For information address Harry E. Wood, 5215 College Avenue, Indianapolis.

May 4—Horace Mann's birthday. Have you obtained copies of "Horace Mann's Letter to Young Americans"? See page 87.

July 2-6—San Francisco convention of the NEA. See page 84.

NeuNEA Publications

Circular Number 1, January 1939, of the Educational Research Service, "Salary Schedule Provisions for Classroom Teachers in 143 School Systems in Cities 30,000 to 100,000 in Population, 1938-39," is sent to members of the Educational Research Service; others may obtain copies at 50¢ each.

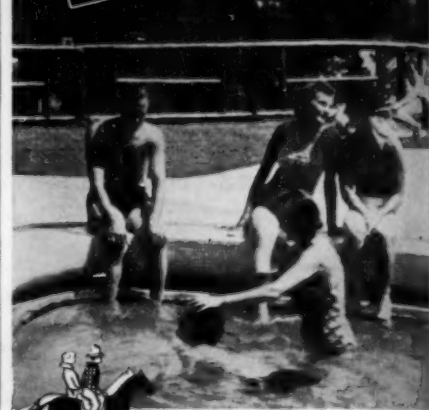
The January 1939 *Research Bulletin*, "The Rural Teacher's Economic Status," brings to the attention of educational leaders some of the principal facts and conclusions of the survey just completed by the Committee on the Economic Status of the Rural Teacher. The *Bulletin* presents detailed information on the financial status of white teachers as well as a summary of the entire survey so far as white teachers are concerned. Detailed information for white teachers on other topics, as well as all the data for Negro teachers, will be found in the complete Committee report, available about March 15. The 64-page *Research Bulletin* sells at 25¢ per single copy.

Safety and Safety Education—an Annotated Bibliography is a recent publication of the Research Division of the National Education Association, containing over 800 references to books, pamphlets, bulletins, together with a list of magazine articles on safety published during the past three years. Copies are available from the National Education Association at 25¢ each.

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The Educational Policies Commission will publish early in the spring a document, *Social Services and the Schools*, dealing with the relationships of the school to public health, welfare and recreation agencies, and public libraries. The Commission indicates definite policies which the schoolboard member, administrator, and teacher can apply in a local situation to determine the proper extent of the school's responsibility for child health, recreation, or the provision of food and clothing for indigents. Advance orders at 50¢ the copy are now being received by the Commission.

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HONOR ROLL OF THE NEA

[Cont. from page 96]

FIVE YEARS

CALIFORNIA—El Centro, McKinley
HAWAII—Hamakua, Maui, Hamakua; Hana, Maui, Kauai, Hanalei, Huleia
ILLINOIS—Normal, Illinois State Normal Univ.; Peoria, Kingman; West Harvey, Garfield
INDIANA—Indianapolis, James Russell Lowell No. 51
LOUISIANA—Loreauville, Loreauville High
MARYLAND—North East, North East High
MISSOURI—Kansas City, Blenheim, Humboldt, Horace Mann, Switzer
PENNSYLVANIA—Munhall, Andrew St.; Pittsburgh, Clayton, Greenfield, Penn. Regent Square
WISCONSIN—Milwaukee, Binner School for the Deaf, Eighteenth St., Fratney St., Philipp

FOUR YEARS

CALIFORNIA—El Centro, Harding; Palos Verdes Estates, Entire System; Stockton, Monroe
COLORADO—Merino, Roosevelt High
HAWAII—Kohala, Halawa
INDIANA—Evansville, McCutchanville
KANSAS—Kansas City, Prairie
OHIO—Van Wert, Ridge Twp.
OKLAHOMA—Tulsa, Sidney Lanier
OREGON—Estacada, Union High Dist. No. 6; Medford, Lincoln
PENNSYLVANIA—Pittsburgh, Birmingham, Boggs Ave., Bon Air, H. B. Davis, Gladstone Elem., Gladstone Jr. High, Irwin Ave. Girls' Trade, Liberty, Manchester, Overbrook Jr. High, Park Pl., James E. Rogers, Troy Hill, Wickersham
VIRGINIA—Richmond, Madison
WASHINGTON—Seattle, University Hgts., Whittier; Tacoma, Bryant; Walla Walla, Baker, Sharpstein
WISCONSIN—Milwaukee, West Brown St., Fifth St.

THREE YEARS

ALASKA—Fort Yukon, Fort Yukon
FLORIDA—Miami, Comstock
HAWAII—Kohala, Makapala
ILLINOIS—Harvey, Washington
KENTUCKY—Jenkins, McRoberts Jr. High; Lexington, College of Education (University of Kentucky); McCreary County, Entire System; Somerset, Parker
LOUISIANA—Iberia Parish, Entire System
MICHIGAN—Detroit, Barstow, Northville Open Air; River Rouge, Furgason
NEVADA—Gardnerville, Consolidated "A"
NEW JERSEY—Garwood, Lincoln, Washington
NEW YORK—Hempstead, Ludlum
OHIO—Galion, Entire System; South Euclid, Green Rd.; West Carlisle, Perry Pike High
PENNSYLVANIA—Norristown, East Norriton; Pittsburgh, Beechwood, Cargo, East Carnegie, Chartiers, Fort Pitt, Homewood, Oakwood, Westwood, Wind Gap, Woods Run; Tylersport, Salford Twp.; West Conshohocken, West Conshohocken Boro
UTAH—Roy, Unitah
WASHINGTON—Walla Walla, Washington
WEST VIRGINIA—Grafton, West Grafton
WISCONSIN—Milwaukee, Berger

TWO YEARS

ALABAMA—Geraldine, Geraldine Cons.
ALASKA—Newhalen, Indian; Ruby, Ruby

[Cont. on page A-66]

How to SEE TWICE AS MUCH on your trip to the N. E. A. Convention

San Francisco

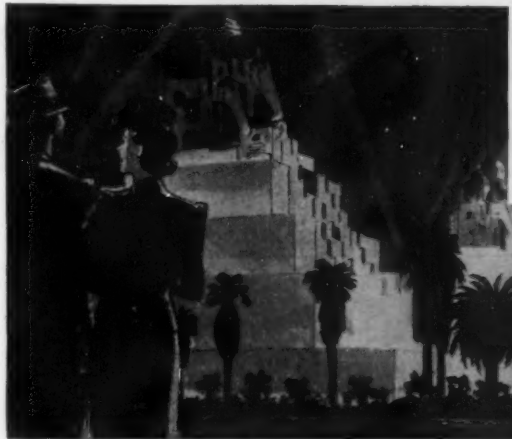
July 2-6



1 "AS YOU can see from this map, Southern Pacific's Four Scenic Routes all meet at the San Francisco World's Fair. By going to San Francisco on one of these routes and returning on another, you see an entirely different part of the U.S. each way. You see *twice* as much of California and the West as you would by going and returning on the same route—for little or no extra rail fare. Let me give you an example.



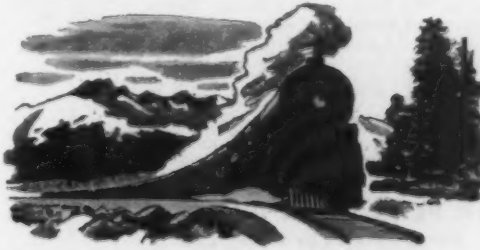
2 "GO, for example, on Southern Pacific's Golden State Route through El Paso (side trip to Carlsbad Caverns National Park), Southern Arizona and Los Angeles. Or take our Sunset Route via New Orleans and the Old South.



3 "SEE THE GOLDEN GATE INTERNATIONAL EXPOSITION on Treasure Island in the middle of San Francisco Bay, the most beautiful world's fair in all history, with magnificent views of the two largest bridges ever built. On this magic island you'll enjoy the fun and excitement of a trip to the Orient, the South Sea Islands, Hawaii, South America, Australia and dozens of other foreign lands. You'll have the time of your life.

4 "RETURN, as a suggestion, on our Shasta Route through the evergreen Pacific Northwest, or our direct Overland Route.

"From most eastern and midwestern places, such a 'go one way, return another' Southern Pacific ticket costs you not 1¢ more rail fare than a trip straight to California and back on the same route. Yet you actually see *twice* as much!"



5 MAIL THIS COUPON today and we will send you free booklets describing the San Francisco World's Fair and our Four Scenic Routes. Address O. P. Bartlett, Dept. JO-3, 310 South Michigan Avenue, Chicago, Illinois.

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[Cont. from page A-65]

CALIFORNIA—Los Angeles, Eighty-Seventh St.; North Fork, North Fork Union; Pomona, Emerson Jr High
FLORIDA—Miami, Bougainvillea; Sarasota, Bay Haven
HAWAII—Hanalei, Kauai, Hanalei; Hana, Kaa-huhu; Lahaina, Maui, Puukolii; Makawao, Maui, Makawao
ILLINOIS—Chicago, Eberhart
INDIANA—Evansville, Stringtown; Indianapolis, Public School No. 12
KENTUCKY—Nelson County, Entire System
LOUISIANA—Catahoula Parish, Entire System
MARYLAND—Buckeystown, Buckeystown
NEVADA—Gardnerville, Consolidated School Dist. "B"
NEW JERSEY—Absecon, Absecon; Lyndhurst, Jefferson; Milford, Milford
NEW YORK—Syracuse, Huntington
OHIO—Dorset, Dorset Centralized; Stoutsville, Clear-creek Twp.; Tontogany, Washington Twp. High
OKLAHOMA—Tulsa, Jefferson
PENNSYLVANIA—Glenside, Glenside; Jenkintown, Jenkintown Boro; New Cumberland, Entire Sys-tem; Pittsburgh, Bellefield Girls Voc. High, John Burroughs, Fairwood, Franklin, Garfield, J. M. Logan, Horace Mann, Schaeffer, Sterrett, Daniel Webster
WASHINGTON—Walla Walla, Edison, Paine
WISCONSIN—Milwaukee, Burbank, South Division High

CURRENT YEAR

ALASKA—Anchorage, Snag Point Terr.; Beaver, U. S. Govt.; Buckland, Buckland; Chelishak via St. Michael, Government; Hope, Hope Terrace; Kaltag, Public School; Kotzebue, Kotzebue; Koyukuk, Koyukuk; Minto, Public School; Nunapitchuk, Public School; Port Graham, Territorial; Stebbins, Stebbins; Tundra, U. S. Govt.
ARKANSAS—Greenbrier, Centerville Cons.
CALIFORNIA—El Centro, Washington, Wilson; Harbor City, Harbor City; San Francisco, Raphael Weil
COLORADO—Windsor, Windsor Jr. High
CONNECTICUT—Waterbury, Driggs, Sprague; Wil-limantic, Windham High
DISTRICT OF COLUMBIA—Washington, Charles Young Platoon
FLORIDA—Miami, Central
HAWAII—Elele, Kauai, Elele; Haiku, Maui, Huelo, Kaupakalua; Kahakulua, Maui, Kahakulua; Kahu-lui, Maui, Kahului; Kapaa, Kauai, Oloheua; Kaupo, Maui, Kaupo; Kawaihae, Maui, Kawaihae; Keanae, Maui, Keanae; Kekaha, Kauai, Mana
ILLINOIS—Chatsworth, Chatsworth, Chatsworth Twp. Sr. High; Clinton, Clinton Community High; Marion, LaMaster Grade; Silvis, Entire System; West Harvey, McKinley
INDIANA—Elkhart, Roosevelt; Indianapolis, Public School No. 53; Lafayette, Tippecanoe; Mishawaka, Fulmer; Muncie, McKinley Elem.; Prairie Creek, Prairie Creek Cons.; South Bend, Wagner; Terre Haute, Weldele; Vincennes, Sisters of St. Benedict
KANSAS—Fredonia, Entire System
KENTUCKY—Jenkins, Entire System; Poole, Poole Cons. High; Valley Station, Penile
LOUISIANA—Biemville Parish, Entire System; Baton Rouge, Highland, Ninth Ward, North Highlands, North Highlands Jr. High, Seventh Ward High, Standard Heights, Wyandotte; Burnside, Burnside Elem.; Plaquemine, Crescent; Sabine Parish, Entire System
MICHIGAN—Grand Rapids, Eastern (Orthopedic); Hamtramck, Kosciuszko
MISSISSIPPI—Belzoni, Four Mile Cons.
MISSOURI—Kansas City, State Teachers College
MONTANA—Turner, Turner Public
NEBRASKA—Omaha, Harrison
NEVADA—Las Vegas, Esmeralda County
NEW HAMPSHIRE—Nottingham, Gebig
NEW JERSEY—Atlantic City, Administration Bldg.
NEW YORK—Nanuet, Public School Dist. No. 8
NORTH CAROLINA—Charlotte, Clear Creek, Elizabeth; Davidson, Huntersville; Matthews, Bain Cons.; Oakdale, Washaw, Jackson Cons.
OHIO—Antioch, Perry High; Bartlett, Bartlett High; Colebrook, Colebrook Cons.
OREGON—Canby, Canby School Dist. No. 86; Nyssa, Nyssa Public; Roseburg, Green School Dist. No. 5
PENNSYLVANIA—Munhall, Marigold St.; Pittsburgh, Bayard, Departments: (Superintendent of Schools, Curriculum Study, Elementary Education, Home Economics, Music, Kindergarten, Science, Trade Training, Handwriting and Commercial), Franklin Day School for Adults, Friendship, Hall's Grove, Industrial Home for Crippled Children, Prospect Elem., Prospect Jr. High, Washington Vocational High
SOUTH CAROLINA—Allendale County, Entire System; Chester, Entire System; Elko, Elko; Fairfax, Public School
TENNESSEE—Blountville, Holston Sr. High; Knox-ville, Mynders; Piney Plats, Mary Hughes High
VERMONT—Graniteville, Lower Graniteville; Web-ster, Upper Webster
WASHINGTON—Walla Walla, Green Park
WEST VIRGINIA—Dunmore, Dunmore; Squire, Pub-lic School
WISCONSIN—Milwaukee, Dakota St., Lloyd St., Madison St., North Twenty-Seventh St.; Racine, N. D. Fratt

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Sailing July 6. Back Sept. 5.

SCANDINAVIA, LAPLAND, FIN- LAND. Leader to be announced. Denmark, Sweden, Norway, North Cape Cruise, Lapland, Finland, London. Op- tional extension to Soviet Union. Sailing July 1. Back **\$576**
Aug. 22

THE SOVIET UNION (third season) under leadership of Robert Magidoff, an American writer resident in the Soviet Union for the past 5 years. London, Copenhagen, Stockholm, Helsingfors, Leningrad, Moscow, Ukraine, Caucasus, Black Sea, Crimea. **\$498**
Sailing July 1. Back Sept. 5...

MEXICO IN PROGRESS (second season) under leadership of Herbert Weinstock. An unusually com- plete survey. Sailing July 6. **\$468**
Back Aug. 15

EUROPE FOR GIRLS IN THEIR TEENS (second season) under leadership of Mrs. Edith Maltman. Paris, Chartres, Tours, Chateaux of the Loire, Geneva, Montreux, Lucerne, Strasbourg, Amster- dam, Leiden, Hague, Copenhagen, Stockholm, Gothenburg, London, Ox- ford, Stratford, English Lakes. **\$498**
Sailing June 28. Back Aug. 27

BOYS CYCLING TRIP. Leader to be announced. A week's cycling in Nor- mandy, Paris, Brussels, Bruges, Amster- dam, cycling in Holland, London and Oxford, cycling in England and Wales, including Stratford, Kenilworth, War- wick, etc. For high school boys. Sailing June 28. Back **\$398**
Aug. 21

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