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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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VOLUME 28, NUMBER 4

H. A. ALLAN, Business Manager

Between Editor and Reader

THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, a Department of the NEA, met at Cleveland, February 24 and 25, with an exceptionally strong program, under the able presidency of Frank W. Thomas, head of Fresno (California) State College. The meeting of the AATC this year took on added significance because 1939 marks the beginning of the Centennial of Teacher Education. The brilliant Cleveland address of Payson Smith, which is the first of a series of events in the Centennial, will appear in full in THE JOURNAL for May. A committee of the AATC, under the chairmanship of R. L. West, president of the State Teachers College, Trenton, New Jersey, is in charge of the Centennial celebration, which will include activities in each teachers college throuout the country.

The first state normal school in America, now at Framingham, Massachusetts, opened its doors in Lexington on July 3, 1839. Sponsored by Horace Mann, who had begun his historic leadership as secretary of the Massachusetts Board of Education two years before, this school set the pattern of state responsibility for teacher education—a mighty victory for democracy. The normal schools have now grown into four-year teachers colleges and it is a prophetic circumstance that at Cleveland they adopted standards to govern themselves in granting the Master's degree. It is a far cry from that little beginning of three students (only 25 the first year) at Lexington in 1839 to the thousands of young men and women who today graduate each year from these colleges with a Bachelor's degree. The school at Lexington was established amid great difficulties, and from the first had to fight for its very life. Those who labor against odds today may well take heart as they contemplate the fruits of this early victory on behalf of education and democracy.

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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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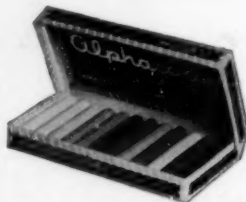
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**NATIONAL EDUCATION ASSOCIATION
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Education for Democracy

BERTRAND RUSSELL

I SHALL TAKE IT FOR GRANTED that democracy is a desirable thing, assuming that it can be worked. I shall assume that we should like to preserve democratic government, that we think it is a good thing, and that we want to know how it is to be made workable. It is subject to a challenge in our day, which is surprising in view of the way that during the nineteenth century it seemed to be carrying everything before it, and therefore we have to reconsider the foundations of it and how it is to be defended.

It is quite clear that education has a very large part to play in making democracy a workable system. To start at the extreme point, you certainly cannot work a democracy when your population is illiterate; if citizens cannot read or write, all the machinery which is required for democracy does not work. But I am not concerned with this elementary portion of the matter. I am concerned rather with what kind of education is necessary if one is to avoid the pitfalls into which many democracies have fallen and which have led in many parts of the world to dictatorships.

There is a curiously difficult line psychologically to be drawn if democracy is to succeed, because it needs two things that tend in different directions. On the one hand, every man needs to have a certain degree of selfreliance and self-confidence, a certain willingness to back his own judgment and to set forth his own point of view, to defend it, to do propaganda for it, to organize the propaganda if necessary, and so on. But then, on the other hand, if democracy is to be workable, a man must be willing to submit to the authority of the majority when that authority goes against him.

You find that one or the other of those two things is very apt to fail. Either men become too subservient and follow some vigorous leader into dictatorship; or they are too selfassertive, they do not submit to the majority, and lead their country into anarchy. One or the other of those opposite dangers faces democracy, and the business of education in relation to democracy is to try to produce the type

of character which is willing to advocate its own opinion as vigorously as may be, but also willing to submit to the majority when it finds the majority going against it.

There are two different parts of what education has to do in this matter, as in most other things. There is on the one hand the relation to character and the emotions, and on the other hand the intellectual part. The part that has to do with character and the emotions I should like to say something about, altho it is in the main not a matter for schools; it is much more a matter that is determined in the home. It is so important that one cannot pass it over, but in this respect schools for parents are as much needed as schools for children.

IF DEMOCRACY is to be workable, the population must be as far as possible free from the fiercer emotions of hate and destructiveness and also from the emotions of fear and subservience. Now, those are emotions which are inculcated in very early childhood. A parent of average ferocity begins with his or her child by the attempt to teach him complete obedience, and makes him either a slave or a rebel, and neither a slave nor a rebel is what is wanted in a democracy. . . .

It is clear that too much discipline is not a good thing if you want to produce a population capable of democracy. If you want to get people into the habit of initiative, of thinking for themselves, and not taking over their opinions from others, you must get them into the attitudes of neither subservience nor rebellion against authority which is natural in the man who feels that he is part of what makes authority.

Everybody in a democracy ought to have in a greater or less degree a portion of the governmental mentality. The governmental mentality, where you do not have a democracy, is that of masters toward dependents, which is out of place in a democracy. In a democracy what is needed is equal cooperation, which involves assertion of your opinion up to a point but not further.

This brings us to a source of trouble to a great many democrats, namely, what is called "principle." It is wise to scan rather skeptically most talk about principle, about selfsacrifice, heroic devotion to a cause, and so on. There is always more of what appears like heroic, unselfish devotion where the cause is bad; and if you apply a little psychoanalysis to it, you find it is not what it appears to be. It is really people's pride, or hatred, or desire for revenge, that has got itself idealized and collectivized and personified in the nation as a noble form of idealism. That is extremely dangerous.

When you find a man patriotically devoted to his country, ask yourself, "Now what is it that he is willing to do for his country?" It appears that what the Nazi is willing to do is to kill people. That is the reality of the "unselfish devotion" that he shows for his country. Killing people, if you do not say you are doing it for your country, is not considered admirable, and it does not seem to me to be any better because a lot of people do it all together. If this activity is one that does harm to mankind, you may be pretty sure that the passion which inspires it is really not a good one. If you had a kindly population, a population who in their childhood had been well-treated and happy, who had grown up imagining the world a friendly place, they would not have had that particular sort of idealism. . . .

The temper of intelligence that is needed to work a democracy is exactly analogous in practical life to what the scientific temper is in the intellectual life. The man of science lives in a sort of half-way house between complete skepticism and complete dogmatism. . . .

I do not mean to say that there are no sacred causes, but I do say you want to be very careful before you claim that your particular nostrum is a sacred cause and the other man's is something devilish and horrible. We have to have a kind of tolerance one towards another, and that kind of tolerance is much more easy to have if you think, "Well, I may after all be mistaken. This is how it

seems to me, but people have been mistaken in the past. Human beings are fallible, and I am a human being. It is just conceivable that I may be wrong."

I SHOULD LIKE TO SEE people exposed in schools to the most vehement and terrific argumentation on all sides of every question. . . . If you had opposite points of view put on every kind of thing, the opposite propagandists would neutralize each other, and in the end you would get people who might be capable of listening to eloquence without being carried away by it. That is one of the most important things—to learn to be immune to eloquence. You will not be that by never hearing eloquence; you have to hear a lot. . . .

The whole modern technic of government in all its worst elements is derived from advertising. Advertisers are the practical psychologists of our day. . . . Somebody puts up a simple statement beside a railway line, mentioning somebody's soap, and the mere fact that that name is there in the long run causes you to think that it is a very good soap. . . . The advertisers led the way; they discovered the technic of producing irrational belief. What the person who cares about democracy has got to do, I think, is deliberately to construct an education designed to counteract the natural credulity and the natural incredulity of the uneducated man. . . .

I do not want to teach people one opinion or another opinion; it is not the business of education to do that. The business of education is to teach pupils to form opinions for themselves, and they need for that purpose to be rather impervious to eloquence and propaganda, to be on the lookout for the things that are intended to mislead, and to be able to pick out what really is an argument and base themselves on that. . . . You cannot get any kind of improvement in the world, or any kind of good life, without a basis in the emotions. But you have to be sure that that basis is the right one. I think that the only sort of emotional basis is what I should call kindly feeling, that is to say a wish, not only in regard to your friends and the people you know, but in regard to mankind at large, that as far as possible they should be happy, enlightened, able to live a decent sort of life. When you find other ideals, as you very often

do, strongly recommended in terms that sound like lofty morality, such ideals as national greatness, the victory of this or that cause, or any kind of thing that involves the suffering, the destruction, the misery of some large group of mankind, then say, "That is not an ideal that I care for or that any democrat can care for, because it is of the essence of democracy that we think every human being counts alike. . . ."

The emotion that must inspire our purposes is an emotion of pain in the suffering of others, and happiness in their happiness. Given that, you then want a belief that it is possible to make human life happier. Many people are so pessimistic that they feel as if it were no use to struggle.

I cannot and do not take that view. Whatever the immediate future may be, I do not feel any doubt that human beings will emerge into a world very much happier than any that we have known in the past, a world in which ordinary men, women, and children will be finer than they were before, freer, healthier, less destructive, and more kindly. We ought both to get people into that kindly frame of mind where they will not feel violent hatred of another group, and also into the intellectual state where they will see how absurd the arguments are in favor of acting against other groups. . . .

While I have said that what I want is as far as possible something like the scientific attitude, I do want also besides that some capacity to feel what are the ends of life and what makes life important to human beings.

That is a matter for the cultural side of education. I do not think that is to be obtained merely by knowing facts. It is to be obtained in different ways by different people. Many get it from music or poetry. Some people get a great deal from astronomy. I sometimes think that if people would reflect upon the size and antiquity of the stellar universe, they would perhaps feel that some of the controversies upon this rather insignificant planet are not so important as they seem to some of us, and perhaps that might take a little of the acerbity out of our disputes. We need negatively the realization that our disputes are not so important as they seem, and positively, thru art, thru music, thru poetry, and so on, the feeling that there are things really

valuable that human beings can enjoy and achieve, and that these are different things from the ones that come in the clash of politics, not the sort of things that happen on a battlefield, but individual things, things that happen in your own mind, important feelings, emotions, and insights. All these things are to be kept alive, things not to be sacrificed to the collective, organized life of the community. That life is necessary, it has to go on, but it is not the highest part of our life. The highest part of our life is more analogous to what the religious teachers have always spoken of. It is something more individual. I think perhaps that is the deepest quarrel I have with the people who believe in the corporate state and all the rest of it, that they seem to think that our highest life is in collective activities, and I do not believe that at all. I think our highest life is something more personal, and that where we cooperate in large groups, altho cooperation is immensely important and necessary, it is not as a rule with the very highest part of our nature, because we all of us reach our best in somewhat different things, so that where we all work together it is hardly possible that we can each of us reach quite the best that our nature is capable of.

I THINK all education ought to bear that in mind and ought to be very conscious of the possibility of individual excellence in the future. For that reason much the most important of all qualifications in a teacher is the feeling of spontaneous affection toward those whom he teaches, the feeling with each one of them, "This is a person with certain capacities, a person who can do certain things, who has a right to his place in the world," and not "This is a soldier in the army," or "This is material for propaganda," or "This is one of the persons out of whom I can make a great power which can do this, that, or the other." That is not the way to use the material which you teach. The right way is one much more analogous to the religious way, which realizes that each human being has in himself certain excellencies and certain possibilities, and that the business of education is to bring those out.—From an address before the Cleveland convention, NEA Department of Secondary-School Principals, February 25, 1939.

EDUCATION FROM THE STANDPOINT OF *Society*

HARRY ELMER BARNES

EDITORIAL WRITER, SCRIPPS-HOWARD NEWSPAPERS

FAILURE to become alert as to the responsibility of education for bringing about a constant readjustment in the structure of society and an improvement in our social thinking has helped to create the outstanding social crisis of our generation, namely, the tremendous and ever-widening gulf between our mechanical equipment on the one hand and our social ideas and institutions on the other. We stand today with our mechanical foot in an airplane and our social foot on an oxcart. . . .

This gulf between our material culture and our institutional life imposes upon mankind the most critical responsibility in the whole history of the race. If we bridge the gulf, by bringing our social thinking and institutions up-to-date, we cannot evade the realization of a material Utopia. On the other hand, if we fail to do this, we are likely to drift into economic collapse, world war, barbarism, and chaos, including perhaps the extinction of a large portion of the race itself. Mankind has never before been faced with a direct and immediate choice between Utopia and catastrophe, but such is precisely the alternative which is offered to western civilization today. . . .

The responsibility of education to society today boils down to three major phases of educational activity: [1] A highly selective conservation of the social heritage; [2] thoroughgoing and fearless social criticism; [3] resolute and informed social planning. . . .

The outstanding responsibility of education to society, right now, is the preparation of the blueprint of a better social system and a realistic indication of how we may bring it into existence in a gradual, peaceful, and intelligent fashion. This is not merely an academic responsibility of education. It is a highly immediate and practical necessity. The guidance of society by realistic education appears to many to be the only guaranty that society, in the parting of the ways which lead to Utopia or to chaos, could choose the road to Utopia. Certainly, it is the only reasonable hope that this choice can be made without violence and destruction. Education has a very definite selfinterest in this matter on its own account. Education must save civilization if it is to save itself. . . .

In those countries where education failed to assume its social responsibility in time, it has been subordinated to propaganda and dogma, its independence and dignity shorn away, and its personnel reduced to servility and intimidation. If American educators evade their responsibilities in like manner, it is hardly to be expected that they will be preserved from a similar fate. . . .

When I refer to "a better social order for the future," I am not even remotely implying the imitation of Soviet Russia or even the creation of a moderate socialist regime. I have in mind only the very minimum reforms which might possibly make American democracy and capitalism workable for at least a generation. . . .

TO MAKE DEMOCRACY workable we would have to introduce a number of sweeping changes. Some type of weighted or selective suffrage system will be required, whereby the vote of an able and well-educated person will count for considerably more than that of an illiterate moron. We must greatly extend the civil service system, so as to cover candidates for every type of office, executive, legislative, and judicial. No man should be allowed even to be a candidate for any important office unless he can formally qualify for the responsibilities of the post in question. Our present archaic system of territorial representation must be supplanted or supplemented by vocational and proportional representation, in order to introduce realism and democracy into our system of representative government. The power of the Supreme Court to set aside federal legislation must be greatly curtailed, if not entirely eliminated. A system of responsible cabinet government must be introduced. There is not the slightest chance that we will be able to survive as a democratic nation if we attempt much longer to operate as three independent

and balanced departments—a monstrosity taken over by the inexperienced Fathers of 1787 from a misinterpretation of the British government by an ill-informed French publicist who wrote a generation before the American Revolution.

To give capitalism the slightest prospect of survival and efficiency we would have to bring about reforms even more sweeping and drastic than we have suggested with respect to democracy. Our system of banking and credit will need to be as thoroly nationalized as our monetary system is today. Holding companies, "the machine guns of the corporate racketeers," will need to be speedily legislated out of existence. The sabotaging of potential production and technological efficiency by such policies as the rejection of inventions, limitation of output, monopolistic restrictions, and the like, must cease. And the price structure must be overhauled to conform with the opportunities afforded by the mass-purchasing power of the citizens. State capitalism will need to be greatly extended so as to include the federal ownership and operation of railroads, electric utilities, coal mines, and perhaps the heavy industries. Truly adequate legislation will have to be provided to insure much higher minimum wages and a far more adequate scheme for the spreading of work. We must look forward to a far greater range and volume of public works. Collective bargaining must be legalized in fact as well as in letter. We must have a type of farm legislation which will insure enough profitable farm production to provide everybody with a liberal diet—something which only one-tenth of the American families have been able to enjoy, even in Coolidge days. Our laudable beginnings in social insurance legislation must be greatly extended to provide really adequate unemployment benefits and to give better protection to old age. If persons over 40 cannot find employment, which is already the case, the government must either support them by old age pensions, or provide work for them on public-works projects. Twenty-five years is too long to wait on an empty stomach. The government must see to it that the benefits of scientific medical

care are made available to every American. . . .

To support these indispensable extensions of governmental activity, we must provide for a literal scheme of taxation in proportion to capacity to pay. The human budget must take precedence over the treasury budget. Finally, there must be a marked development of co-operative economic enterprise to supplement both state and private capitalism.

These reforms may stagger many, but even they do not give any promise of permanently solving the problems of capitalism. We face an unpredictable degree of technological unemployment and an enormous increase in the efficiency of farming methods. We can produce all the food needed for a high standard of living with one-fifth of the personnel now engaged in agriculture, cultivating one-fifth the land now being actively farmed. . . .

If this brief summary of minimum reforms proves at all terrifying, let those who are scared turn to Germany or Russia and find out if they prefer conditions there to those changes which I have outlined. There is no alternative. If we are to follow the "middle way" between fascism and communism, then we must not hesitate to adopt the middle way. If we hesitate too long, we shall have no opportunity to do so. As Max Lerner has warned us, "it is later than we think." We can save ourselves from fascism only if we move resolutely within less than a decade. . . .

LET US SEE how well education is measuring up to its major social responsibilities. Viewed in any broad and fundamental way, we must honestly admit that education blindly conserves the heritage of the past without any important pretense to critical selection, save in the field of science and technology. With respect to our basic institutions and beliefs our educational system conserves the past as completely and religiously as did the primitive council of elders and the tribal medicine men. Any resolute attempt to reject or discard fundamental items in our cultural heritage would immediately place in jeopardy any educational system or any body of educators. Even our most daring educational reforms are essentially only superficial suggestions for improving the structure and administration of an educational system

committed primarily to reverent transmission of our ancient heritage.

There is amazingly little criticism of our social order, tho such criticism is absolutely indispensable if we are to discover those weaknesses which threaten the very existence of free and orderly society and to recognize the alterations which are essential if civilized decency is to prevail. . . .

The function of social criticism has been allowed to go by default to government investigators, journalists, and freelance economists and publicists. . . . Not so long ago it was my privilege to give a series of lectures before graduate students of education in our foremost school of education. I was surprised to find that the students were thrilled over information that should have been a commonplace to them in the junior highschool, if education were fulfilling its function in social criticism. . . .

Not only does organized education as a whole fail to execute its indispensable function of social guidance; it even assumes an attitude of savage hostility and professional intolerance toward the few educators who realize their responsibility along this line and make even a faint-hearted effort to do their duty. . . .

Democratic and capitalistic society must be reformed and made workable if it is actually to be preserved. We shall get nowhere merely by parroting the threadbare phrases of traditional democratic propaganda. If democracy is not reconstructed in such a fashion as to adapt it to the responsibilities of our age, no amount of rhetoric can preserve it. . . .

There is a still further obstacle in the way of using education as an instrument for operating and maintaining democracy. I believe it is not at all unfair to observe that the Carnegie Foundation for the Advancement of Teaching would itself be acutely and vastly alarmed over the introduction of a curriculum which would make democracy operate effectively. As Horace Coon has suggested in his important study of Foundations, *Money to Burn*, truly democratic government and education bring forth from Foundations the cry that we are trying to destroy both education and research.

Indeed, the whole conception of education in the role of social leadership constitutes definite paradox. Education is supported, for the most part, by those who wish to preserve the present social

and economic order intact. How can we expect those who support education to encourage teachings which will undermine and modify this order? Obviously, only by convincing them that essential reforms are the most certain way of preserving what can be saved from the impending wreck of the present social order—that reform is the safest way. . . .

We cannot save democracy thru education, unless we are willing to teach in our schools the material which is essential to the salvation of democracy.

EDUCATORS face two very distinct and realistic alternatives. They can arouse themselves as to the social responsibility of education, teach realistically and courageously those things which are essential to the preservation of democratic civilization, and organize themselves with sufficient coherence to make sure of their tenure while thus engaged. They may not succeed, but they can go down fighting, having the satisfaction of knowing that they have "kept the faith and fought a good fight," that they did not abandon their ship while under fire.

If our educators refuse to take such steps while there is yet time, it is almost inevitable that some form of regimentation, roughly similar to European fascism, will settle down upon us. Then the condition of American educators will be unhappy indeed. Many will lose their positions, for under fascism education is a much more simple and direct affair than under democracy. No such extensive and diversified personnel is required. Those who remain will be parrots in the classroom and professionally a cross between "kicked dogs and scared rabbits." And this condition is not far off. When I was personally familiar with Germany and the Germans a decade ago Adolph Hitler was inconspicuous in Germany when compared with the repute in America today of even our second-rate protagonists of fascism. . . .

What I have said this morning may be offensive to many in the audience. But I venture the guess that my remarks may appear more cogent and acceptable to such persons, in case they rub elbows with me in a concentration camp ten years hence. But then it will be a little too late.—From an address before the Cleveland convention, American Association of School Administrators, a Department of the NEA, March 1, 1939.

THE EFFECT OF *Community Forces* UPON THE SCHOOL

THE MOST impressive thing about man is his ability to change his ways; the most depressing thing about him is the poor use he makes of that ability. . . .

Man has many forms of explanation for his failure to use his tough and complex nervous system more wisely. . . . He claims he cannot avoid his difficulties because he is plunged into them by social forces beyond his control. . . . But no matter whether he speaks of the will of the gods, the decree of fate, the fortunes of war, national honor, stern economic necessity, or the manifest destiny of a people, he is always presenting the same argument—the argument that he cannot order his own ways properly just because he is blocked by his own peculiar behavior. . . .

Mysterious, complex, uncontrollable, unpredictable, dangerous, these social forces may be, but, after all, social forces are merely men in action together for the attainment of goals which they set up in action. In dealing with social forces in a community, therefore, the first step is to discard all the traditional claptrap which makes social forces out to be mysterious and dangerous. The task of directing social forces is merely a task of modifying human behavior—a hard task surely, but not a particularly mysterious or impossible one. . . . Much of our difficulty in making any community educational system effective arises from the fact that our little formal educational system has its efforts nullified by other behavior-changing systems in the community which are very much under the control of men. . . .

There are three main lines of attack on any attempt to make the public school a more effective behavior-changing instrument. . . . First, the attackers shake their heads solemnly and say, "Human nature is always the same. You can't change human nature." Second, they maintain that public education cannot possibly be as effective an instrument for changing human ways as are other instruments over which the public has little if any control. Third, they claim that it is financially impossible to support a public education system complete enough to change the ways of a commu-

HAROLD BENJAMIN

DIRECTOR, COLLEGE OF EDUCATION, UNIVERSITY OF COLORADO, BOULDER, COLO.

nity against opposing social forces. . . .

Against the notion that human nature cannot be changed there is opposed the evidence of the tremendous diversity of cultures which has been almost endlessly documented by the anthropologists. A particular type of human behavior is found to be nonexistent in one society; in another society it is so dominant that practically every social situation is organized and comprehended only in terms of that behavior. . . . Men can change their ways in literally thousands of opposed directions. . . .

In face of the claim that public education cannot possibly be as effective an instrument for community change as are other instruments hidden under the convenient disguise of mysterious social forces, we must reply that the force of education is dependent upon the clearness of its goals and the effectiveness of its procedures, and that opponents of public education have worked indefatigably to keep its goals clouded and its procedures restricted. . . .

The most dangerous question which can be repeated in the face of any autocratic system of human living is this question of who should have the right to tell how the ways of the people are to be changed. There are in every community groups of persons, often very important and powerful persons, who do not want the masses of the people to consider such a question at all. They want to set behavior-changing goals for the people, not for the people's benefit, but for the benefit of particularly privileged groups. . . .

These powerful special groups have taken part in every battle for the development of a democratic school system in America, and they have always been on the wrong side. . . . As the masses of the people—the farmers, the workingmen, the professional men, the small merchants and tradesmen—came to realize the true motives and characters of this opposition, they rose up and smacked the opposition down. . . .

One of the chief defenses of the op-

position in recent as well as in earlier times has been associated with the claim that it is financially impossible to support a system of public education on a truly democratic basis. . . . Since the property tax and the sales tax are most carefully designed to lay a disproportionate share of tax burden on the less-than-wealthy members of the community, this economy argument has been most effective of all. It seems difficult for the people to recognize the absurdity of this argument in a country which still spends vastly more for a few luxury articles than for public education, in a country whose most vociferous objectors to the crushing burden of taxation often spend more money for hard liquor than they spend to help support public schools. . . .

It may well be urged that the quality of the public education we now offer is not of so high an average as to warrant lasting faith in its power to direct community changes wisely even if it were given the opportunity. Yet I must confess to a strong optimism in this regard. When public education steps out and observes the people of its community carefully and sympathetically, when it forgets its subjectmatter superstitions and studies the needs and desires and longings and abilities of the masses of men, when it can take all its people up on the heights of selfanalysis and self-understanding and show them their own hearts—then public education will be the most powerful social force in the community. Then the masses of men will come more and more to see that the direction of social forces in any community is a matter of changing all the ways of all the people, and they will insist that the direction of so important a process should be carried on by the people themselves thru executives responsible to them. They will confide to their own public educational system their hopes for a better community in the future, and the public education system will use all its resources to educate them in the direction they indicate. "And if any man seek to set them at naught," the public education system will fight him at any weight and in any ring.—From an address before the Cleveland convention of the AASA, Feb. 28, 1939.

Said

AT CLEVELAND . . .

THE GREATEST SERVICE to the cause of democracy which the United States of America in general, and the educators of youth in particular, can do is to make the youth realize the overwhelming advantages of democracy over every other system of government. Democracy has its shortcomings, its slowness, its drabness—but these are our fault. It is within our reach to make democracy every bit as attractive to our young as the other system has been made by its opponents. But let us do it by intellectual independence instead of regimentation; by baseball instead of continuous marching; by training for dignified peace instead of preparation for horrible slaughter; by religious liberty instead of making God out of either an individual or a state; by love instead of hate; by truth instead of lies.—JAN MASARYK, former Minister to England from Czechoslovakia.

DEMOCRACY is such an organization of social life as shall progressively afford each individual the largest opportunity of [1] the development of his own personality, [2] the contribution of his best to the common good, [3] participation in the selfdirection of the society, [4] the free acceptance of the guidance of the expert. It means education, service, control, discipline; what he gets, what he gives, how he governs, how he is guided. It is the recognition of man as a person, a contributor, a legislator, a disciple.—THEODORE GERALD SOARES, professor of ethics, California Institute of Technology, Pasadena, California.

WHAT IS AMERICA? God built a continent of glory and filled it with treasures untold. He carpeted it with soft rolling prairies and pillared it with thundering mountains. He studded it with soft flowing fountains and traced it with long winding streams. He graced it with deep shadowed forests and filled them with song. These treasures would have meant little if thousands of people, the bravest of their race, had not come, each bearing a gift and a hope. They had the glow of adventure in their eyes and the glory of hope in their souls and out of

them was fashioned a nation, blessed with a purpose sublime and called "America."—MARY B. MC ANDREW, superintendent of schools, Carbondale, Pennsylvania.

SECURITY and loyalty depend in the individual mind on an understanding of the movements and trends in governmental control. Citizens want to be constructive in their vote. They strive to see clearly what is happening and to act wisely in projecting possible consequences. They do not want to be the victims of propaganda or unscrupulous misuse of communication devices. They want to know about and see the significance of public activities and political leadership.—L. JOHN NUTTALL, JR., superintendent of schools, Salt Lake City.

YOUTH IMITATES. Youth emulates. Youth is active. Youth is restive. Youth is curious. Youth is venturesome. Youth is rebellious. Youth is the time of lawlessness. Criminal tendencies assert themselves early in life. The neglected youth, the unsolved problem child, is the genesis of crime. It is not beyond our ability to discover the tendencies and to treat them in school days. All we need is the courage to do early what we are obliged to do late.

I believe the greatest opportunities are in the schools and that progress made in educational programs and teaching staffs offers our greatest hope.—JAMES A. JOHNSTON, warden of the United States Penitentiary, Alcatraz Island, California.

THE SUPERINTENDENT must be a student of government. He must see education as a governmental enterprise in relation to all other services of government. Only as he recognizes the unique function of education in our American democracy will he have a sound basis for his advocacy of such legislation as will remove the administration of schools from partisan politics and place the control in the hands of those who would serve society thru education.—GEORGE D. STRAYER, professor of education, Teachers College, Columbia University.

TODAY, the conservation of natural resources is the declared policy of the government of the United States, and of practically all state governments. Unfortunately, the declared policy is not always the actual policy. However, this much has been achieved: The goal of protection has been officially set up as a substitute for waste and destruction. But to reach this goal, the path is long and the way is difficult. The first need, both for the states and the nation, is for a real understanding of the problem. The second need is for a better organization of public agencies to deal with the problem.—HAROLD L. ICKES, Secretary of the Interior.

IT SEEMS to me that the central issue of our time is the preservation of free institutions. But we can't defend free institutions with good words. We must defend them with good works. The better use of freedom is the only effective defense of freedom. Newspaper publishers cannot defend the principle and the right of a free press with words. Newspaper publishers must defend the principle and the right of a free press with a more responsible and trustworthy use of freedom. We need not better words, but better newspapers.—J. ROSCOE DRUMMOND, executive editor, Christian Science Monitor, Boston.

DEMOCRACY rests on three assumptions: [1] a profound respect for the worth of each individual; [2] a belief that each individual has a capacity to learn how to act on thinking; and [3] a belief that purposes which guide action should be formulated thru cooperative deliberation of those who must abide by such action. This means that the purposes of education should be formulated by children and adults working cooperatively so as to guide better the living of all. Democracy as a way of life is then the process of education of children and the continued learning of adults. Persons who will destroy democracy hold it academically as a subjectmatter. Many such individuals are a product of the adult purposes which have always controlled education. Children must build democracy into their lives by the cooperative interactive process of living if democracy is to be preserved, extended, and improved.—L. THOMAS HOPKINS, professor of education, Teachers College, Columbia University.

THE Challenge of a United Profession

A UNITED PROFESSION devoted unselfishly to promoting public education thruout the nation will be fully developed only when all of us appreciate the fact that the job to be done by education in our democracy is so big and of such vital significance that any division in our ranks results in lessened effectiveness and is little short of treason to our country.

To what extent is our present chaotic economic condition due to the failure of our schools to prepare literate citizens in economics? How can we get out of the present situation and lay a sound basis in economics for a better life for our individual citizen except thru education? The schools must have a large part in it, and our profession, in school and out of school, must lead in developing intelligence in this field.

As we look at the international situation we find ourselves surrounded by war "jitters." We should be intelligent enough to let Europe and Asia settle their own insane affairs. If we go into another foreign war and win, we still lose. If ever any foreign army tries to invade our land, we will gladly take our chances with death to defend it. Has our profession thru education yet developed a sane viewpoint in connection with this problem?

If all of us who are engaged professionally in education could be made fully sensitive to the job that is ours, there would be no tendency toward division in our ranks. We cannot effect unity merely by talking about it. We can do it by developing a consciousness of the size of the task education faces.

Have we as professional educators done all that can be done toward making a diagnosis and outlining the best educational program for each individual child in our schools? Could we, if we worked hard enough and thought straight enough, develop programs that would be sufficiently attractive to bring into our highschools the 35 percent not now in them? Can we develop a program that is vital enough to keep those we already have from dropping out?

Public education has before it a job bigger than any that it has heretofore

Willard E. Givens

EXECUTIVE SECRETARY,
NATIONAL EDUCATION ASSOCIATION OF
THE UNITED STATES

undertaken. The task facing us is to develop citizens with the character, knowledge, ideals, and determination needed to solve the problems which face them in this modern world.

Future citizens must have the kind of education which will enable them to understand the economic system in all its parts. They must have a better understanding of the relationships existing among educational, social, economic, and political problems. Since these future citizens come into our American schools, representing all religious faiths, all political parties, all economic levels, and all nationalities, it becomes doubly imperative that no lines of cleavage be allowed to develop in our profession.

Our first public institution designed specifically to educate teachers for our democracy is only 100 years old. Our profession has come a long distance during the past century. We belong to a great profession. We are made up of a cross-section of American life. . . .

These times offer unusual opportunity for heroic achievement, the keynote of which is unselfish devotion to the democratic way of life. All teachers should know more about the functions and purposes of public education in our democracy. Every teacher should sense deeply the nature of the responsibility he assumes in taking charge of a classroom of American children. Education in our generation has a large service to humanity, a great responsibility in safeguarding liberty. The only real safeguard of this heritage of ours lies in the developed intelligence and understanding of our people. Such a task merits the united, unselfish, and enthusiastic support of every person worthy of membership in our profession. A democracy to live, to move forward and upward, to progress must be guided by honest and intelligent voters. Only education can completely prepare our people for intelligent suffrage. Our people must have

much more intelligence and moral stamina to govern and discipline themselves than they need if they are content to submit to dictatorial regimentation.

Blatant orators of the day say that the American system of constitutional government is on trial. It isn't. The people of America are on trial. The question is: Do we have intelligence enough and character enough to keep on governing ourselves? This depends upon the quality and quantity of the educational program available to all our people.

When nearly a million people in the golden state of California vote as they did last November for \$30 every Thursday, we need to re-examine the public-school program of Iowa.

We are living in a democracy. We cannot withdraw from the scene in order to throw stones. Democracy is an aspiration centering around the belief in the greatest good to the individual. Democracy is an ideal, a process, a method, a way of life, the foundation stones of which are liberty and justice. The challenge America faces is clear-cut. Can we make the democratic ideal and process work in such a way that we can achieve security in a social organization and still maintain freedom?

If we really believe in democracy, we ought to practice it in the administration of our schools. Did you ever see a board member, superintendent, principal, supervisor, or teacher who talked democracy and practiced autocracy? Light travels faster than sound. What we do out-distances what we say. Faith in the development of the individual, faith in education, faith in God constitute the foundation for a philosophy of democratic living.

The superintendent of schools has a great opportunity for building a united profession and securing the enthusiastic support of his entire school force by democratic planning of administrative policies and educational program. Every superintendent who fails to encourage growth on the part of his fellow workers, to create ambition to serve, and to use all of the talent and ability in his school system is failing to get all that he should for his school children.

In our complex social organization it is the close-knit, well-organized groups that are effective. We need democratic cooperative professional planning and effective social action. In the midst of changing conditions, social confusion, clashing interests, and the accelerating conflict between the ideals of democratic and dictatorial ways of living, we who hold to the ideal of freedom for development of the individual thru preservation of our democratic way of life must develop a more closely knit, nationwide, functioning professional organization.

If education is as important in a democracy as we believe it is, it then becomes our duty to forget our petty differences, to develop a program of basic principles to which we will all subscribe and which we can present without any apologies to the public.

On March 2 hearings will begin in the Committee on Education and Labor of the United States Senate on an educational bill, S. 1305, which proposes the appropriation of funds to assist the states in providing more effective programs of public education. This legislation can be passed this session of Congress if we believe in it and are willing to work for it. Many Congressmen have said to me: "Educators can secure for the children of this country anything they need, if they will agree among themselves as to what they need and will then let us know about it." So far federal aid to education has waited for aggressive support from a united profession.

In developing democratic school systems and in building a united profession devoted unselfishly to promoting public education thruout the nation, one of the great needs is that of being human. There are one million of us engaged in our profession. One of the great challenges in our work is that every position is bigger than the individual who fills it. Our best teachers are human engineers. The teacher's work deals with the most delicate material known to the whole world. The skill needed is second to none. The slow process of educating calls for the greatest patience and for perseverance which refuses to yield to any difficulty. There is need for that quality of foresight which in an uncanny manner penetrates the very curtains of the unknown. To qualify in this field of service does not require super men and women; it does not necessarily

open the way only to those who are "born" for the service.

But the specifications do include the highest type of judgment, the clearest understanding of life, and intrinsic worth as it is portrayed in human character, and those qualities of heart and soul which make great teachers. Our profession requires not only the most technical knowledge of applied science but also an appreciation of the finest of fine arts. We deal extensively with human values. Any loss is irreparable and will check the march of intelligent progress. . . .

The best teacher is constantly investing his time, his thought, his ability, and much of his income in girlhood and boyhood, knowing that he will have returns and hoping that he will have great returns. No one who works successfully with people is ever permanently discouraged. If so, his hope has died, a martyr to his doubts. In the final analysis, developing and guiding young people is the most worthwhile activity in which any of us can be engaged.

In every school system thruout the length and breadth of this great land are to be found teachers with excellent character, great ability, well-informed concerning the problems of the world, and technically trained in the science and art of education, people with lofty ideals, teachers who live on high spiritual planes. Give them a chance to help you build a democratic and human school system. Strengthen their morale by recognition and encouragement.

The wise leader does not attempt to minimize the difficulties ahead. Appreciating the potential abilities of his fellow workers, he tells them the truth. He does not fear that their morale will break down at the first sign of trouble. If they know that their hard work is appreciated, difficulty is a challenge that brings out unsuspected qualities. Hardships shared can be a unifying force. The most effective way in which a leader can build morale is truly to represent his cause.

One of this country's great leaders, Colonel George Goethals, in speaking many years ago to a group of men especially trained for leadership, said:

"Successfully to accomplish any task, it is necessary not only that you should give to it the best that is in you, but that you should obtain for it the best there is in those who are under your guidance. To do

this, you must have confidence in your ability to accomplish it in order to inspire that same feeling in them. You must have not only accurate knowledge of their capabilities, but a just appreciation and a full recognition of their needs and rights as fellowmen. . . .

"A discontented force is seldom loyal, and if its discontent is based upon a sense of unjust treatment, it is never efficient. Faith in the ability of a leader is of slight service unless it be united with faith in his justice. When these two are combined, then and only then is developed that irresistible spirit of enthusiasm, that personal interest and pride in the work, which inspires every member of the force to give when need arises the last ounce of his strength to the winning of a victory in the honor of which he will share."

By being human and democratic you build not only a great school system but also a united profession devoted unselfishly to promoting public education thruout the nation. *For strong unified local professional organizations are the foundation upon which a united profession is built.* Without them we cannot have strong unified state associations. Without strong state associations we cannot have a united effective national professional organization. There is no organized force to carry on the battle for better schools and more nearly adequate educational opportunities other than your local, state, and national professional organizations.

How many superintendents here today would be proud to have the percentage of his fellow workers who support the work of local, state, and national professional education associations compared and commented upon in his local papers alongside of the percentage of doctors in his city who belong to the American Medical Association?

Democracy, like charity, begins at home. If each superintendent of schools at this convention would take a silent and solemn vow to make his system really democratic, human, and professional—a system in which each individual is encouraged to participate and inspired to give his best—a system in which every service is appreciated and every individual enjoys happy growth, there would be a great surge forward and upward toward a united profession devoted unselfishly to promoting public education thruout the nation.—An address before the Cleveland convention, AASA, February 27, 1939.



JOHN A. SEXSON
Retiring President

BEN G. GRAHAM
President for 1939-40



THE *Meeting* AT *Cleveland*

FOR THE FIFTH time since 1920, the American Association of School Administrators held its great winter convention in the city of Cleveland, where there is always a hearty welcome; magnificent music from the schools for every kind of occasion; an abundance of hotel rooms; good food at reasonable prices; and a well-administered auditorium with full accommodations for meetings and for the exhibits, which are a major feature of Association conventions.

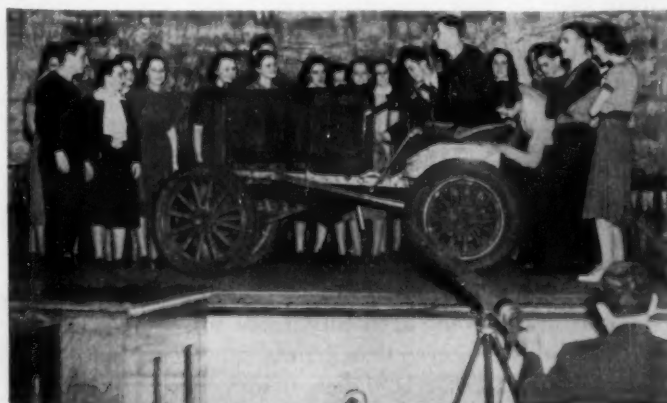
It is the unwritten rule that the president plan the program. In arranging for the meetings of the American Association of School Administrators at Cleveland, President John A. Sexson remembered the lively discussions in the Educational Policies Commission, of which he is a member, and decided to feature its far-reaching work under the general theme "Foundations of American Education." "Let's do something to make schools better serve the needs of the people in our democracy," says the Policies Commission—and President Sexson's speakers told how. There were such program themes as: Spiritual Foundations; Education, Propaganda, and Press Freedom; Administrative Foundations; National Planning; Schools in Small Communities; Social Foundations; the Challenge of Crime; Economic Foundations.

Among educators on Cleveland programs, favorite

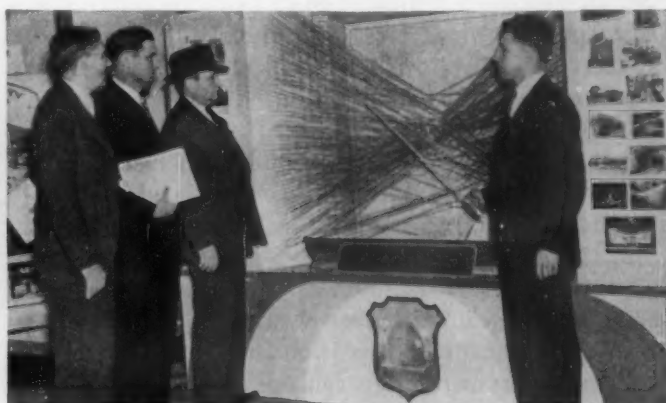
speakers were United States Commissioner of Education John W. Studebaker, always forthright and to the point; George D. Strayer, as full of fire as ever; President Edmund E. Day of Cornell, champion of youth; Superintendent Mary B. McAndrew of Carbondale, Pennsylvania, who stands up and talks; Chairman Alexander J. Stoddard of the Policies Commission; Sidney B. Hall, chairman of the NEA Legislative Commission; Secretary Willard E. Givens of the National Education Association; Harold Benjamin of the University of Colorado; Payson Smith, who was given the American Education Award for long and distinguished service to education; and the noted British educator, Lord Bertrand Russell, who was featured by the Secondary-School Principals.

Among leading speakers outside the field of education were genial Mayor Burton, who says something when he talks; United States Secretary of the Interior Harold L. Ickes, champion of the people, who urged a federal department of conservation; Jan Masaryk of Czechoslovakia who speaks from the depths of his revealing experience; Harry Elmer Barnes, social and economic interpreter; Warden James A. Johnston of Alcatraz Island Penitentiary.

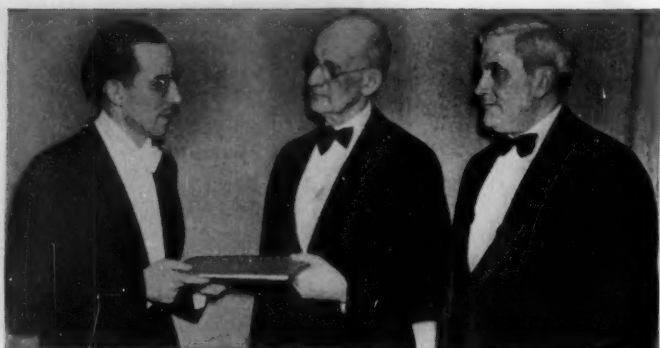
Officers of the American Association of School Administrators for 1939-40 are: President, Ben G. Graham, superintendent of schools, Pittsburgh, Pennsylvania; First Vice-



Home-made tractor—scene from the Village Revue staged by students and young people from Amherst, Ohio



A scene in informal conference booth on vocational guidance and placement



Payson Smith (center), receiving the 1939 American Education Award from Frank Gregor, Jr., as A. J. Stoddard looks on

president, John A. Sexson, superintendent of schools, Pasadena, California; Second Vicepresident, Homer W. Anderson, superintendent of schools, Omaha, Nebraska; and member of the executive committee for four years, William J. Hamilton, superintendent of schools, Oak Park, Illinois. Other members of the executive committee holding over are J. C. Cochran, superintendent of schools, San Antonio, Texas; Jesse H. Mason, superintendent of schools, Canton, Ohio; and J. W. Ramsey, superintendent of schools, Fort Smith, Arkansas.

In its 1939 yearbook, *Schools in Small Communities*, the American Association of School Administrators performs a most useful service in a field where needs are great. The presentation of this yearbook at Cleveland, directed by Chairman H. M. Corning of Colorado Springs, included a Village Revue conducted by Roy W. Hatch of Montclair (New Jersey) State Teachers College. Students and former students from Amherst, Ohio, discussed their school experiences and their unemployment difficulties since leaving school. Girls from the Andrews School at Willoughby furnished the music.

A new feature of the convention of special value to superintendents returning to their home communities was the publication of a summary, which was prepared during the week by a committee and made available in printed form on the final day of the convention, when it was used in connection with the "Summarization and Implementation Program" staged in the form of a panel discussion. This summary gave the highlights of each session, the resolutions, and press releases for use in local papers.

Six group sessions were held on each of three afternoons. The following general areas were discussed: The school and the community; behavior problems; school business administration; school buildings; small school systems; and educational interpretation.

One of the finest educational exhibits ever held in connection with these conventions was on display. Two hundred and sixty-six firms exhibited their products in 377 booths. "Application to Purpose" was the theme of the exhibits. An exhibit committee of the American Association of School Administrators of which Superintendent Homer Anderson of Omaha is chairman, has helped to make the exhibits increasingly valuable to school executives.

The winter meeting continues to grow in magnitude and scope and is tending to spread out over two full weeks with

a host of lesser, but really important meetings coming the week before the large sessions begin.

Other groups officially invited to hold meetings in connection with the American Association of School Administrators were: The American Educational Research Association, Department of Elementary School Principals, Department of Rural Education, Department of Secondary-School Principals, Department of Supervisors and Directors of Instruction, Department of Vocational Education, Department of Classroom Teachers, National Association of State High School Supervisors and Directors, National Council of Chief State School Officers, National Council of Childhood Education, National Council



Rabbi Abba Hillel Silver addressing the Department of Elementary School Principals as Agnes Samuelson (left), and Maude A. Rhodes enjoy the joke

of Education, National Society for the Study of Education, National Society of College Teachers of Education.

This convention marked one turning point, which is illustrative of the profound change taking place thruout American life. For the first time, as an instrument for carrying a convention to the people of the country, radio quite overshadowed the press in spite of much able work by newspaper men and press associations at Cleveland. Twenty-four nationwide radio hookups over NBC, CBS, and Mutual systems took the convention into the nation's homes. These included the regular broadcast of America's Town Meeting of the Air which was staged on the convention platform as the final session, around the theme, "Are the Schools Doing Their Job?" Questions from the audience in Town Hall, New York, added to the interest.

We close this account of the convention with the statement used by Superintendent E. C. Fisher, Peoria, Illinois, as he concluded the beautiful memorial service for those members for whom "schools of life this year closed":

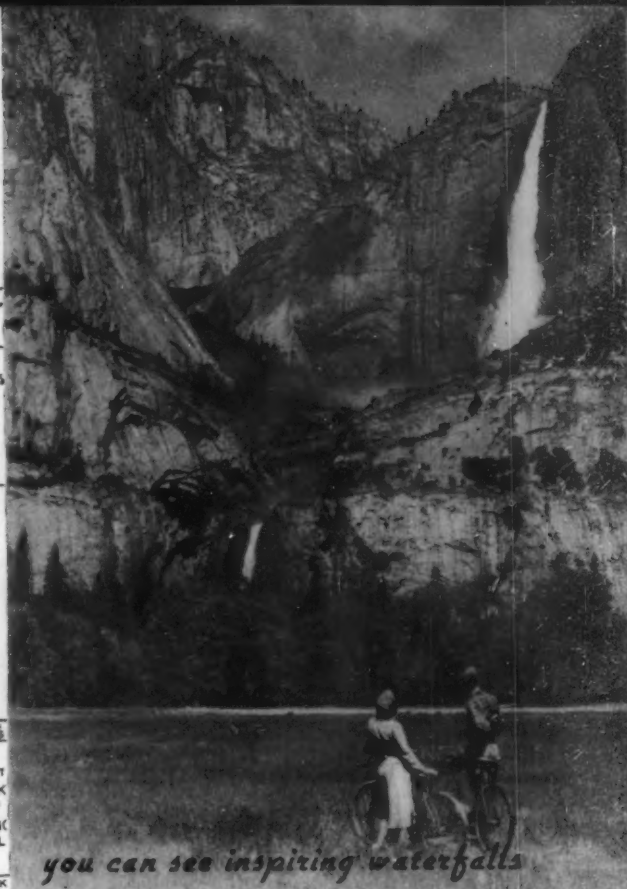
"Potent factors were they in the life of the community. They were upbuilders of character, champions of high ideals, finders of undiscovered minds, founders of lofty ambitions, makers of nobler citizens, lawgivers, and prophets, whose minds, bodies, and souls were dedicated to the worth of personalities, quite as much as to pedagogy, to morality quite as much as mentality, and to individuality quite as much as intellectuality. Gone are they, yet closer than breathing, nearer than hands and feet. True to the principles of the Great Teacher, they have reached the journey's end.

"Our greatest tribute to them is better to do our parts."

On your way to the SAN FRANCISCO CONVENTION (JULY 2-6)



by planning your route thru the nation's parks



you can see inspiring waterfalls



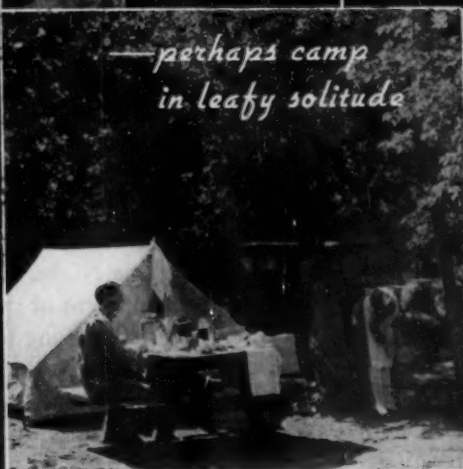
—discover breathtaking vistas



—measure yourself against the majestic distances of the Grand Canyon



—pay your respects to the giant trees



—perhaps camp in leafy solitude



—and mingle with festive multitudes at the Golden Gate International Exposition

This NEA convention gives you one of the best travel opportunities you may ever have.

Upper right—Yosemite Falls, Yosemite National Park; center left—The Great Western Divide, Sequoia National Park; center right—Grand Canyon National Park. All three U. S. Department of Interior photos. Lower left—It takes twenty men to encircle the General Sherman Tree,

Sequoia National Park. Photo copyright by National Geographic Society. Lower center—Camping in Zion National Park. U. S. Department of Interior photo. Lower right—At the Golden Gate International Exposition. Roberts and Roberts photo.

THE *San Francisco* CONVENTION



Roberts and Roberts photo

Strolling musicians entertain the crowds on Treasure Island, in the Court of Pacifica.

OVER 15,000 members of the teaching profession, representing every section of the country, will meet in San Francisco, July 2-6, for the seventy-seventh annual convention of the National Education Association.

Convention delegates will have the opportunity of attending a great convention and at the same time of visiting the Golden Gate Exposition at Treasure Island, as well as seeing one of the unique cities of the United States.

In the convention theme, "The Responsibilities of Our Profession," President Shaw is stressing the idea that if we are to continue to enjoy living under a democratic form of government, we must do everything possible to maintain that government. The teacher plays a threefold part: First as an individual citizen in our own country; second as a teacher of future citizens; third as a citizen of the world.

Morning assemblies will parallel the business meetings of the Representative Assembly. In the afternoons more than fifty groups—including NEA departments and allied associations—will meet to discuss educational problems on every level and branch of the school system. In the evening the General Sessions will continue featuring noted speakers and special entertainment.

An unusually complete exhibit of textbooks, classroom aids, and other school equipment will be on display throughout the convention. Opportunity for visiting California schools will also be provided.

Sunday afternoon, July 2, the convention will open with a Vesper Service, including an hour of remembrance and tribute to members who have died during the past year.

To give convention members a chance to get acquainted, no program has been planned for Sunday night.

Monday morning, July 3, will open the First General Session, at which Past-president Caroline S. Woodruff will preside. There will be greetings from the governor of California and the mayor of San Francisco; a short discussion of the sights and wonders of the Golden Gate Exposition; and President Shaw's address.

On Monday evening, the Eleventh Life Membership Dinner will be dedicated to the founding of the first state normal school in the United States. The program will be held exactly 100 years to the day of the opening of the school at Lexington, Massachusetts, on July 3, 1839. The theme will be the development of teacher education during the past century.

On Monday night, the Second General Session will deal with the world situation as it affects the United States. The first address will cover the Oriental crisis, and the second will discuss the totalitarian states and their effect on democracy. The President's Reception at the Palace Hotel will be held following the Session.

On Tuesday morning, July 4, will be held the First Business Session of the Representative Assembly. Parallelizing this meeting there will be three morning assemblies on the following subjects:

- [1] Use of radio in the schools
- [2] Program of the Educational Policies Commission
- [3] Problems of youth

The Third General Session on Tuesday night is built around the theme, "Foreign and Domestic Foes of Freedom." Speakers will discuss un-American activities and civil liberties.

Wednesday morning, July 5, will include the Second Business Session of the Assembly, and ten discussion groups on these topics:

- [1] Civic education for a democracy
- [2] Laymen's conference on education
- [3] Major issues in teacher education
- [4] Surveys of state systems of education
- [5] Economic basis for education
- [6] Cooperatives and credit unions
- [7] Salaries and economic status of teachers
- [8] Tenure
- [9] Retirement
- [10] Educational thermometers for secondary schools

On Wednesday evening, at the Fourth General Session, there will be an address by an outstanding scientist and demonstrations of some of the wonders of modern science.

On Thursday morning, July 6, will be held the Third Business Session of the Representative Assembly, and three assemblies on the following subjects:

- [1] Intelligence: its nature and nurture
- [2] Relationships with Central and South America
- [3] Uses of visual education in forming attitudes of children

The Fifth and last General Session on Thursday night will be "California Night," a program in keeping with the spirit and development of the West.

Friday, July 7, following the close of the convention, will be "NEA Day" at the Golden Gate Exposition. On Friday afternoon San Francisco will stage a pageant on "The Winning of the West," open to all in attendance at the convention. This pageant was prepared especially for the Exposition and for the NEA.

Federal Aid

FEDERAL AID for education was discussed extensively at the recent Cleveland convention of the American Association of School Administrators, including an address before a general session by Fletcher Harper Swift of the University of California. On the final day of the convention (March 2) the following resolution was adopted:

Federal Aid to Public Education—The American Association of School Administrators expresses unqualified support of the policy of federal aid for public education. It extends to the President of the United States whole-hearted appreciation of his pronouncement upon the principle of federal aid to education in the various states, based on an equalization program, as voiced in his address given at the convention of the National Education Association in New York City last July. An equalization program is the essential feature of federal aid since states (and localities within states) are, beyond all possible doubt, extremely unequal in ability to support the educational program so necessary to the continuance of democratic government.

The Association urges a forceful campaign by educators for the enactment by Congress of legislation that will provide a desirable program of federal aid for the American public schools. We believe that such a program is embodied in Senate Bill S. 1305.

On the day the convention closed, hearings began on the Harrison-Thomas Bill for Federal Aid for Education (S. 1305) before the Senate Committee on Education and Labor. Senator Elbert D. Thomas of Utah, chairman of the committee and joint author of the bill, conducted the hearings, ably assisted by Senator Lister Hill of Alabama, Senator Allen J. Ellender of Louisiana, and Senator Claude Pepper of Florida. Negotiations are now under way to set a time for the hearing on a similar bill by Congressman William H. Larrabee of Indiana before the House Committee on Education.

The case for federal aid and for this bill in particular was presented by Floyd W. Reeves, chairman of President Roosevelt's Advisory Committee on Education, and some of his staff members in a most able and convincing manner. Dr. Reeves presented the factual evidence supporting the need for federal aid and

explained the provisions of the bill. George F. Zook, vicechairman of the Advisory Committee on Education and president of the American Council on Education, made a strong plea in behalf of the bill and showed that all studies in the field of federal aid for education made under both public and private agencies during recent years have arrived at the conclusion that federal aid is inevitable. Technical experts and staff members of the Advisory Committee on Education appearing in behalf of the bill were Paul R. Mort, Teachers College, Columbia University, and Clarence Heer, professor of economics, University of North Carolina.

No federal aid bill has been before the Congress with stronger support from a large number of influential national organizations, both lay and professional. Representatives of the following list of organizations appeared in behalf of the bill, giving it unqualified support:

- Alabama Congress of Parents and Teachers
- American Association of School Administrators
- American Farm Bureau Federation
- American Federation of Labor
- American Federation of Teachers
- American Library Association
- American Vocational Association (Full support asking for an amendment to safeguard vocational funds, which is agreed to by NEA Legislative Commission)
- American Youth Congress
- Associated Women of the American Farm Bureau Federation
- Congress on Industrial Organization
- Department of Adult Education, NEA
- National Association for the Advancement of Colored People
- National Council of Chief State School Officers
- National Education Association
- National Federation of Business and Professional Women's Clubs
- National Kindergarten Association
- National Women's Trade Union
- Progressive Education Association
- Southern Council on Human Welfare
- Southern Farm Tenants Union
- Young Women's Christian Association

The following organizations appeared supporting federal aid for education,

but proposing one or more amendments to the pending bill:

- American Protestant Defense League
- National Catholic Welfare Conference
- People's Lobby
- Southern Jurisdiction of Scottish Rite Masons

The National Congress of Parents and Teachers and the American Association of University Women appeared, supporting the cause of federal aid but without committing their organizations to any particular bill.

Persons appearing in unqualified opposition to the pending bill were Major General Amos Fries, retired, US Army, representing "The Friends of Public Schools"; Wilbur Helm, representing the Church League of America; and George E. Sullivan, a lawyer, representing himself.

The Harrison-Thomas Bill for Federal Aid for Education (S. 1305) would make funds available for *public schools*.

Certain conclusions are clearly substantiated by the evidence submitted in the hearings:

[1] Federal aid to the states is absolutely necessary if a fair standard of educational opportunity is to be maintained thruout the United States.

[2] Federal funds should be made available to the states in inverse ratio to their respective abilities to finance public education.

[3] This bill amply protects state and local control of schools. The instruments for guaranteeing honesty, efficiency, and economy in the use of the federal funds are post audits, reports, and pitiless publicity. No substantial objection can be raised to any of the requirements set up in the bill.

It is quite evident that the pending bill has an excellent chance of passage. Without doubt this is the time for friends of the schools to give united support to this measure. Write the President, your Congressmen, and Senators, and get others to do likewise.

If you want further information concerning S. 1305 write to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.—HOWARD A. DAWSON, director of rural service, National Education Association.

ACTIVITIES of EDUCATION ASSOCIATIONS

as reported by the NEA Department of Classroom Teachers

IN AN EFFORT to bring teachers together who are interested in the same field, discussion groups have been formed by the Cabell County Classroom Teachers Association of West Virginia. Each group will be limited to fifteen or twenty teachers and will be selforganized and selfdirected.

The group topics include: "Newer Practices in Teaching Reading," "Music Appreciation," "The Modern Novel," "International Relations," "The West Virginia Tax System," "Guidance Programs," "The Educational Policies Commission and its Publications," "Teaching Art in Public Schools," "West Virginia Club Work," and "Social Service."

PARENT-TEACHER GROUPS, teachers and other citizens, composing the Children's Program Committee of Highland Park, Michigan, made it possible for the children of their community to see a production of the opera, "Hansel and Gretel," presented recently in the highschool auditorium by the Junior Programs Incorporated of New York.

The program was the result of a meeting of a group of people interested in providing cultural entertainment suitable for children, at popular prices. The program committee hopes to sponsor more such programs in the future.

A RESOLUTION passed recently by the executive council of the Louisiana Teachers Association urges presidents of colleges and directors of teacher-training institutions in the state to offer, to all students in teacher-training courses, instruction in the important work of educational associations.

THE DEVELOPMENT of counseling, training, and placement service for all young people who have left school was advocated by the representatives of the New York State Teachers Association at its first conference on *Youth Needs*, at which representatives of organizations especially interested in the youth problem met with the representatives of the association to discuss the problems confronting youth. It was further recommended that placement service should



Cleveland Plain Dealer, March 2, 1939
SAFETY FIRST!

wherever possible be coordinated with the public employment offices.

Recommending the development of an adequate vocational program in the field of agriculture, trade, technical, business, and homemaking for the post-high-school group, the conference also advised the organization of recreational opportunities within the limitation of available school facilities, including gymnasiums, swimming pools, auditoriums, libraries, and the provision of adequate state subsidies to make these services possible.

PERTH AMBOY, NEW JERSEY, is the latest city to adopt sabbatical leave. For travel and study, leaves of a year or a half year will be granted to school employees working on an annual salary and in continuous service in Perth Amboy for ten years.

THE DEPARTMENT of Elementary Classroom Teachers of New Jersey announces that further work on earlier studies, "Teachers Survey Themselves" and "Teacher's Pet—the Dull-Normal," is planned. A new committee on teachers organizations has recently been appointed.

A WICHITA, KANSAS, school employed a novel method of education when an excursion on the "Rock Island Rocket," streamlined train, was taken by 75 pupils. The trip to Enid, Oklahoma, grew out of the fact that in an enrolment of

425 children, 285 had never ridden on any kind of a train and 406 had never ridden on a streamlined train. In Enid, a tour was arranged by the Enid Chamber of Commerce and the youngsters were taken to various places of interest in the city.

THE PROFESSIONAL OBLIGATION of each teacher in every department of the school to participate in the guidance functions of teaching was stressed at the annual meeting of the Pennsylvania State Education Association.

UNDER THE INTRIGUING TITLE of "Tofa Samoa! Manuia! Soifua" ["Thank You, Samoa! Long Life! Good Health!"], the January 1939 *Hawaii Educational Review* describes a summer institute for Samoan teachers, conducted by three teachers from Hawaii under the sponsorship of the Frederic Duclos Barstow Foundation, interested in furthering education among the Samoans. Of the 64 Samoan teachers enrolled for the institute all except one were men. Their ages ranged from nineteen to about fifty-five.

A RECREATION COMMITTEE of the Pasadena Teachers Association plans and promotes programs of interest to teachers such as a recent trip to a broadcasting studio, and for the athletically inclined, golf tournaments.

CLASSROOM TEACHERS have recently been elected to the legislature in Indiana, Oklahoma, Minnesota, and California.

NEWS comes from the Philadelphia Teachers Association of a series of broadcasts by the Philadelphia Public Schools, which took place during February and March, four times weekly. Jewish, Italian, and Polish programs were a special feature.

Glee clubs, instrumentalists, choirs, drama groups, and orchestras from senior and junior highschools were heard thruout the two months.

Discussions on "Your School Newspaper," "Student Health," "Schools Here and Elsewhere," "Sensible School Clothes," and "Forty-five Minutes for Lunch" were typical topics for the broadcasts.

Learn by Doing

THE CIVILIAN CONSERVATION CORPS celebrates its sixth anniversary on April 6. Born of the depression in 1933, its major purposes at that time were to provide work for unemployed and out-of-school youth and to conserve the rapidly dwindling resources of our country.

In June 1937, however, Congress extended the Corps for a period of three years and a third purpose was added, that of providing general and vocational education for the members of the Corps. Furthermore, the law provides that ten hours each week may be devoted to education; and in addition, at the discretion of the Director, enrollees may be granted leave of absence from the Corps to attend an educational institution.

That the CCC has succeeded in its first objective is attested by the fact that during the past six years more than 2,500,000 men have been provided with employment at constructive work under healthful surroundings. In the fiscal year, 1938, over 450,000 men were enrolled for some time in the organization and the average strength of the Corps during the period was 273,000 men. The enrollees were paid \$102,400,000 and of this sum they allotted to their families about \$72,260,000. It is the practice of most of the men to allot \$25 to their homes, and studies indicate that the average member is helping to care for slightly more than four dependents. Thus the enrollees assisted directly in caring for an average of 1,365,000 persons during the year.

The Civilian Conservation Corps has accomplished a tremendous amount of useful work in the conservation of natural resources during the past five years. Experts in these fields state that the Corps has advanced the conservation program by twenty-five years, altho there still remains work to be done for many decades to come. Under the supervision of such agencies as the Forestry Service, Soil Conservation Service, and the National and State Park Services, this work has been carried on chiefly in reforestation, forest protection and improvement, soil conservation, wild life restoration, and the development and

protection of national and state parks. Being a large, mobile, and disciplined force, the Corps has also been of great assistance in a large number of major and minor disasters, ranging from hurricanes, floods, and fires, to the recovery of a lost child.

In addition to being a relief and work agency, the CCC has been designated by Congress as an educational organization. Nor can the educational activities of the Corps be dissociated from its relief and work aspects. The enrollee is not a student, nor is the CCC a school in the traditional sense. Yet the Corps has possibilities of influencing to a profound degree, the development of its members.

The typical junior enrollee is a young man, barely twenty years of age, who left school when he was in the eighth grade. He has had little or no work experience and has been bewildered and disheartened by his futile efforts to secure a job. A survey made in June 1938 indicated that 56 percent of the men came from rural areas and 44 percent from urban areas. The average man has had no vocational training nor has he received any vocational guidance.

When this typical enrollee enters camp, he is subjected to a score of new influences. Work, play, study, the routine and discipline of camp life, association with his fellows and with the supervisory personnel—all of these aid in his development. The whole of camp life, the twenty-four hours of the camp day are, in the best sense of the word, educational.

From the regular hours, outdoor life and good food, the enrollee gains a sound body and good habits of health and punctuality. In the daily routine of the camp, he learns cleanliness and neatness, and acquires respect for authority, good manners, and consideration for others. From his work he gains useful skills and information and the consciousness that he is able to carry a man's share of work eight hours every day. From the fact that he is earning money and assist-

ing in the support of his family, he gains selfrespect and a sense of responsibility for those who depend upon him. Travel, contact with the forces of nature, association with different types of people in various sections of the country have also played an important part in stimulating and developing the men.

In addition to these intangible values which arise from the very nature of the camp situation, organized educational activities are provided during leisure time. The program is guidance-centered and is based upon the needs and interests of the men. The extent and kind of educational activities, therefore, vary in each camp.

Altho the average enrollee is twenty years of age, 3 percent are totally unable to read and write when enrolled and about 40 percent have not completed the eighth grade. More than two-thirds of the men have never received any vocational training and the majority have made no plans as to how they shall earn their living. One-fourth of the men never held any kind of a job before entering the CCC and of those who had been employed, the average enrollee had been jobless for eight months prior to entering the camps.

During the past five years, since the organization of the educational program, 70,000 illiterate enrollees have been taught to read and write. More than three-quarters of a million have been enrolled in elementary, highschool, and college courses, and 8838 have obtained eighth-grade certificates; 2307 have graduated from highschool; and 52 have completed college.

All of the men have, of course, secured work experience in the camps. The sixty major types of projects in which the CCC is engaged may be broken down into more than 300 jobs for training purposes. Most of these jobs are related to forestry, soil conservation, and park development. Others, such as cooking, clerical work, and truck driving are connected with the administration and

HOWARD W. OXLEY

DIRECTOR OF CCC CAMP EDUCATION

maintenance of the camp. The fact that enrollees are working in these jobs for forty hours a week provides an unusual opportunity for vocational training. In most camps, instruction on the job during work hours is combined with courses in related subjects during leisure time. It is estimated that some 1,100,000 enrollees have received vocational training of this kind.

In addition to these job training activities, other vocational or pre-vocational courses which are not related to the camp jobs, are provided in the camps or in nearby trade schools for those enrollees who are interested. About 1,000,000 men have taken such courses in the camps.

There is a variety of other educational activities carried on. All companies, for example, provide instruction in health, first aid, and safety. In many camps, the officers, foremen, enrollees, and others who volunteer as instructors attend teacher training, foreman training, and leader training courses. Libraries are provided in each camp. Each month

more than 7000 educational films are shown to the men.

An unusual feature of the camp program is the emphasis placed on the informal types of education, such as arts and crafts, dramatics, music, and other hobbies. About 400,000 men have participated regularly in these informal activities.

In summarizing the present status of the educational program, it may be said that 91 percent of the men participate in the organized educational activities. Figures computed from the monthly reports indicate that the average enrollee who participated in the program spends four hours per week in these activities.

With six years of successful experience behind it, the Corps is now well prepared to continue its dual program of work and education. By a happy combination, the CCC has aided in the conservation of soil and of men. As time goes on, the Corps will provide a better balance between these two aspects of its work, the conservation of our natural resources and the conservation of youth.

The CCC

On February 1, 1939, Senator Elbert D. Thomas of Utah introduced a bill to make the CCC a permanent institution. The following, quoted from his remarks in the Senate at that time, is taken from the *Congressional Record* of the same date:

AS ONE WHO VISITED dozens of camps in the first year of their creation and who has been interested in the minutest details surrounding CCC life, may I respectfully invite committee and floor amendments along some of the following lines:

First, there is the matter of an education for the CCC boy. It is not a kindness to take a young man who had never finished the sixth or seventh school grade, remove him from a city in which he might with diligence obtain knowledge and credits from at least an evening school, and, instead, place him in a forest or its equivalent, thus delaying this opportunity. Again I hasten to give credit to the CCC administrators for attending to this duty to the very best of

their abilities; for we must recognize that, to quote the Director's annual report for 1938:

More than half the states have made arrangements to award elementary-school or highschool certificates to qualified enrollees. One state, Montana, has designated each CCC camp as a technical highschool for the accrediting of vocational training and related work.

Here, too, I must call attention to the practice in some of the camps, allowed under the law, of issuing certificates of proficiency when boys have finished certain activities. These certificates have been in very deed, time and time again, an "open sesame" to a job. This is testimony to the work of the organization. It also is testimony to further opportunity on a broader scale; for elsewhere in the report it is implied that the educational level of our CCC boys is what I, as a former educator, would have to term very low.

Of 257,697 juniors selected and accepted in the CCC for the fiscal year 1937, it appears that 156,283, or 60.3 per-

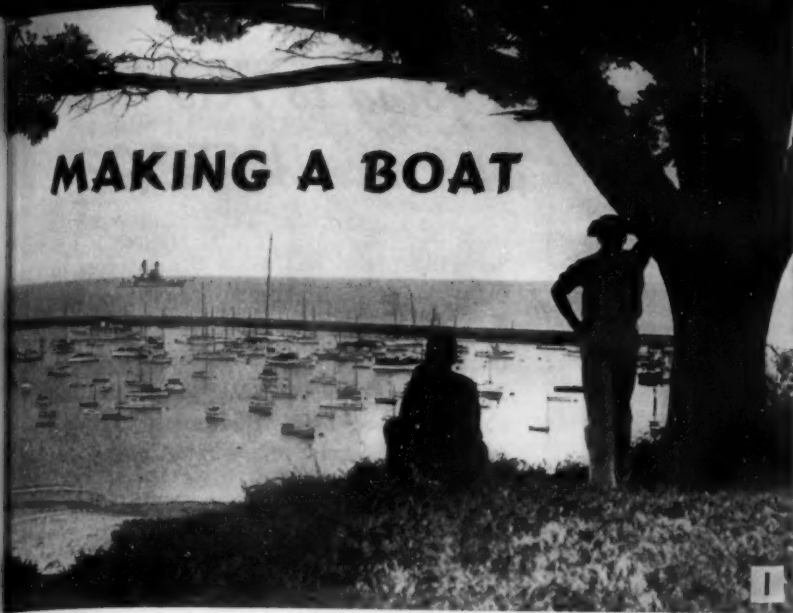
cent, had finished only the elementary school or less. I mean that 60 percent of our boys had finished only the first, second, third, fourth, fifth, sixth, seventh, or eighth grades. A figure of 53.87 percent, or a substantial improvement, is reflected in the fiscal year 1938, yet the number was 136,711 out of a possible 253,776. This is a challenge to the CCC organization and a challenge to Senators. More than half our CCC boys will never get into highschool or its equivalent unless the CCC makes it available to them.

I am not complaining. I am merely pointing out the fact that when we turn to do what was done, so far as this body of Congress was concerned, a year ago—making this institution a permanent institution—we want to have some basis for its permanency. Shall we rest the CCC upon the basis of education? Shall we rest it upon the basis of conservation? Shall we rest it upon the basis of military training, as was suggested a moment ago by the Senator from Texas [Mr. Connally]? Shall we find what is the real need and what is the key to this need and place the CCC upon that basis?

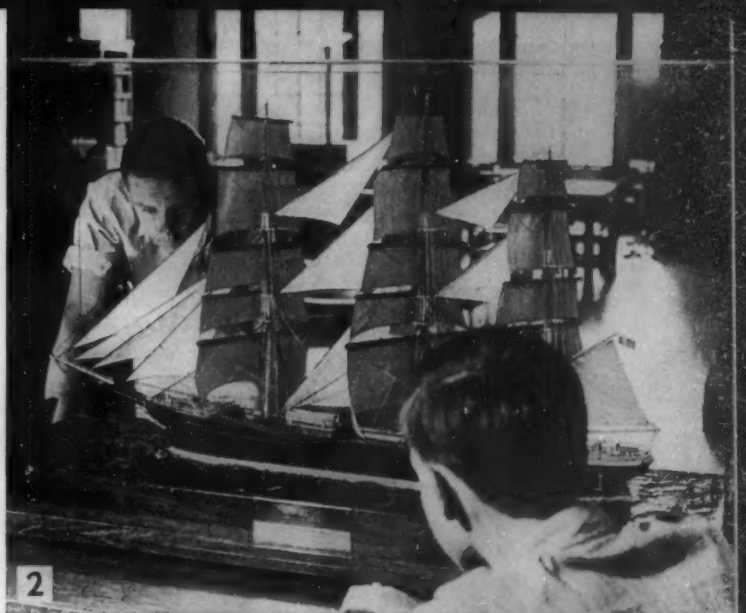
Personally, I believe that the greatest influence the CCC has is a human influence, and that in doing that it gives to hundreds of thousands of our young men an opportunity for some social experiences of which they have been deprived, because they never had the opportunity to go to a highschool or a college, to go into the Army or the Navy, or to do any work in which they are taught teamwork with other men, which, of course, is the very essence of any democratic principle. Therefore, in the establishment of a permanent institution it might be well for us to think of the various bases upon which we wish to rest it and make that institution what the American public want it to become.

I recommend that studies be made and careful means be developed to make education in the CCC a universal opportunity. The CCC may be in a position to struggle thru on its own initiative; certainly it has made great strides. But if it needs our help in making the proper legislative pattern, it should have it. Perhaps Senators will find the War Department should be relieved from its position as head schoolmaster to the boys, and the Commissioner of Education given a more direct responsibility.

MAKING A BOAT



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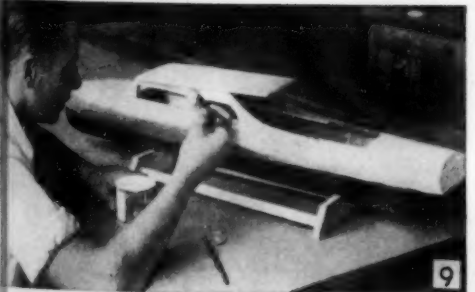
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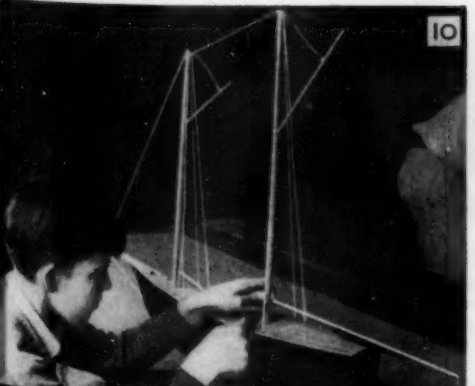
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11

Pedagogy thru Pictures

This unit is furnished thru the cooperation of the Santa Barbara, California, public schools.

- 1—"I'd like to make a boat"
- 2—Viewing a real job on display
- 3—Studying about woods used for boats
- 4—Checking all materials needed
- 5—Laying out patterns to scale
- 6—Cutting stock to the patterns
- 7—Glueing up the hull
- 8—Finishing the hull
- 9—Painting below and above water line
- 10—Rigging the ship
- 11—The completed ship and launch

Are you going to Rio with the WFEA?

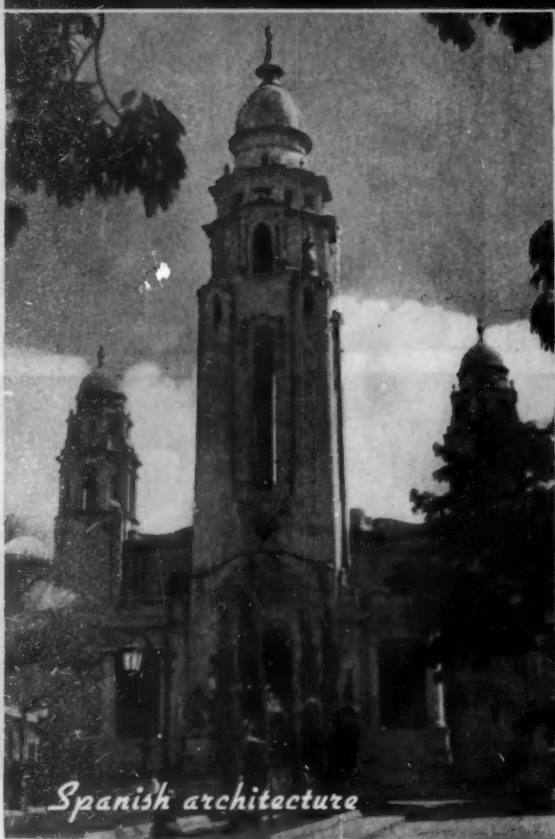
So widespread has been the interest in the 53-day Rotterdam Cruise to Rio de Janeiro in conjunction with the Eighth Biennial Conference of the WFEA, August 6-11, 1939, that a second ship, the Argentina, has been chartered for a 36-day cruise. For information, address

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

1201 SIXTEENTH STREET NORTHWEST
WASHINGTON, D. C.



The Rio harbor



Spanish architecture



Local color



Mosaic pavements in Rio



In Buenos Aires



Beautiful Argentine scenery



The steamship Rotterdam

Top—The harbor of Rio de Janeiro. Photo by Albert W. Stevens, copyright National Geographic Society. Center, left, and upper—Two views in Caracas, Venezuela: the National Pantheon, an old church made into a national shrine; and a

scene in the market place. Center right, upper and lower; and lower left—Scenes in South America from photographs furnished by the Pan American Union, Washington, D. C.—The Rotterdam offers a colorful, comfortable, fascinating trip.

Franklin's Plan of Selfimprovement

[From his famous *Autobiography*]

IT WAS about this time I conceived the bold and arduous project of arriving at moral perfection. I wished to live without committing any fault at any time; I would conquer all that either natural inclination, custom, or company might lead me into. As I knew, or thought I knew, what was right and wrong, I did not see why I might not always do the one and avoid the other. But I soon found I had undertaken a task of more difficulty than I had imagined. While my care was employed in guarding against one fault, I was often surprised by another; habit took the advantage of inattention; inclination was sometimes too strong for reason. I concluded, at length, that the mere speculative conviction that it was our interest to be completely virtuous was not sufficient to

Working Out the Plan

prevent our slipping; and that the contrary habits must be broken, and good ones established, before we can have any dependence on a steady, uniform rectitude of conduct. For this purpose I contrived the following method.

In the various enumerations of the moral virtues I found that different writers included more or fewer ideas under the same name. Temperance, for example, was by some confined to eating and drinking, while by others it was extended to mean the moderating every other pleasure, appetite, inclination, or passion, bodily or mental. I proposed to myself, for the sake of clearness, to use rather more names, with fewer ideas annexed to each, than a few names with more ideas; and I included under thirteen names all that at that time occurred to me as necessary or desirable, and annexed to each a short precept.

The Virtues and Their Precepts

- [1] *Temperance*. Eat not to dullness; drink not to elevation.
- [2] *Silence*. Speak not but what may benefit others or yourself.
- [3] *Order*. Let all your things have their places; each activity its time.
- [4] *Resolution*. Resolve to perform what you ought. Perform what you resolve.
- [5] *Frugality*. Make no expense but to do good to others or yourself.
- [6] *Industry*. Lose no time; be always employed in something useful.
- [7] *Sincerity*. Think and speak justly.
- [8] *Justice*. Wrong none by doing injuries, or omitting benefits that are your duty.
- [9] *Moderation*. Avoid extremes.

Franklin's Plan of SELFIMPROVEMENT

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

PERSONAL
GROWTH
LEAFLET
NUMBER
FORTY-TWO

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.

- [10] *Cleanliness*. Tolerate no uncleanness in body, clothes, or habitation.
- [11] *Tranquility*. Be not disturbed at trifles, or at unavoidable accidents.
- [12] *Chastity*. Clean thoughts and wholesome activities lead to clean living.
- [13] *Humility*. Imitate Jesus and Socrates.

One Virtue at a Time

MY INTENTION being to acquire the habitude of all these virtues, I judged it would be well not to distract my attention by attempting the whole

at once, but to fix it on one of them at a time; and, when I should be master of that, then to proceed to another, and so on, till I should have gone thru the thirteen; and as the previous acquisition of some might facilitate the acquisition of certain others, I arranged them with that view, as they stand above. *Temperance* first, as it tends to procure that coolness and clearness of head, which is so necessary where constant vigilance was to be kept up, and guard maintained against the unremitting attraction of ancient habits, and the force of perpetual temptations. This being acquired and established, *Silence* would be more easy. This and the next, *Order*, I expected would allow me more time

The Need for Daily Examination

for attending to my project and my studies. *Resolution*, once become habitual, would keep me firm in my endeavors; *Frugality* and *Industry* freeing me from my remaining debt, and producing affluence and independence, would make more easy the practice of *Sincerity* and *Justice*, etc. Conceiving that daily examination would be necessary, I contrived the following method for conducting that examination.

I made a little book, in which I allotted a page for each of the virtues. I ruled each page with red ink, so as to have seven columns, one for each day of the week. I crossed these columns with thirteen red lines, one for each of the virtues, on which line, and in its proper column I marked by a black spot every fault I found upon examination to have been committed respecting that virtue upon that day.

Form of the Record Pages

TEMPERANCE

Eat not to dullness

Drink not to elevation

	S	M	T	W	T	F	S
Temperance							
Silence							
Order							
Resolution							
Frugality							
Industry							
Sincerity							
Justice							
Moderation							
Cleanliness							
Tranquility							
Chastity							
Humility							

"Franklin's Plan of Selfimprovement" and other Personal Growth Leaflets listed above are now available on attractive India stock 3 x 5 inches. One cent each in any quantity or combination. No orders for less than 25 copies. Cash to accompany orders for \$1 or less. Order from the NEA, 1201 Sixteenth Street Northwest, Washington, D. C.

One Week to Each Virtue

I DETERMINED to give a week's strict attention to each of the virtues successively. Thus, in the first week, my great guard was to avoid even the least offense against *Temperance*, leaving the other virtues to their ordinary chance, only marking every evening the faults of the day. Thus, if in the first week I could keep my first line, marked *Temperance*, clear of spots, I supposed the habit of that virtue so much strengthened, and its opposite weakened, that I might venture extending my attention to include the next, *Silence*, and for the following week keep both lines clear of spots. Proceeding thus to the last, I could go thru a course complete in thirteen weeks, and four courses in a year; till in the end, by a number of courses, I should be happy in viewing a clean book, after a thirteen weeks' daily examination.

The Wisdom of the Ages

THIS my little book had for its motto these lines from Addison's Cato:

"Here will I hold. If there's a power above us (and that there is, all nature cries aloud thru all her works), He must delight in virtue; and that which He delights in must be happy."

And conceiving God to be the fountain of wisdom, I thought it right and necessary to solicit His assistance of obtaining it; to this end I formed the following little prayer, which was prefixed to my tables of examination, for daily use:

"O powerful Goodness! bountiful Father! merciful Guide! Increase in me that wisdom which discovers my truest interest. Strengthen my resolutions to perform what that wisdom dictates. Accept my kind offices to thy other children as the only return in my power for thy continual favors to me."

The Daily Program

THE PRECEPT of Order requiring that every part of my business should have its allotted time, one page in my little book contained the following scheme of employment for the twenty-four hours of the day.

MORNING	5	Rise, wash, and address powerful Goodness! Contrive day's business and take the resolution of the day; prosecute the present study, and breakfast.
Question. What good shall I do this day?	6	
	7	
FORENOON	8-11	Work.
NOON	12	Read, look over my accounts, and dine.
AFTERNOON	1	
	2-5	Work.

EVENING	6	Put things in their
Question. What good have I done today?	7	places. Supper. Music or diversion, or conversation. Examination of the day.
	8	
	9	
NIGHT	10-4	Sleep.

The Art of Virtue

IT WILL BE REMARKED that, though my scheme was not wholly without religion, there was in it no mark of any of the distinguishing tenets of any particular sect. I had purposely avoided them; for, being fully persuaded of the utility and excellency of my method, and that it might be serviceable to people in all religions, and intending some time or other to publish it, I would not have anything in it that should prejudice anyone, of any sect, against it. I purposed writing a little comment on each virtue, in which I would have shown the advantages of possessing it, and the mischiefs attending its opposite vice; and I should have called my book *The Art of Virtue*, because it would have shown the means and manner of obtaining virtue, which would have distinguished it from the mere exhortation to be good, that does not instruct

Forbidden Because Hurtful

and indicate the means, but is like the apostle's man of verbal charity, who only without showing to the naked and hungry how or where they might get clothes or victuals exhorted them to be fed and clothed. [James 2: 15, 16.]

In this piece it was my design to explain and enforce this doctrine, that vicious actions are not hurtful because they are forbidden, but forbidden because they are hurtful, the nature of man alone considered; that it was, therefore, everyone's interest to be virtuous who wished to be happy in this world; and I should, from this circumstance, have endeavored to convince young persons that no qualities were so likely to make a poor man's fortune as those of probity and integrity. [See *Personal Growth Leaflet No. 1*, "Your Life in the Making," and No. 44, "The Tyranny of Bad Habits."]

Humility Added to My List

MY LIST of virtues contained at first but twelve; but a Quaker friend having kindly informed me that I was generally thought proud; that my pride showed itself frequently in conversation; that I was not content with being in the right when discussing any point, but was overbearing, and rather inso-

lent, of which he convinced me by mentioning several instances; I determined to cure myself, if I could, of this vice or folly, and added *Humility* to my list, giving an extensive meaning to the word. I cannot boast of much success in acquiring the reality of this virtue, but I had a good deal with regard to the appearance of it. I made it a rule to forbear all direct contradiction to the sentiments of others, and all positive assertion of my own. I even forbid myself the use of every word or expression in the language that imported a

Humility Gives Power

fixed opinion, such as certainly, undoubtedly, and I adopted, instead of them, *I conceive, I apprehend, or I imagine* a thing to be so or so; or it *so appears to me at present*. When another asserted something that I thought an error, I denied myself the pleasure of contradicting him abruptly; and in answering I began by observing that in certain cases his opinion would be right, but in the present case there appeared to me some difference. I soon found the advantage of this change in my manner; the conversations I engaged in went on more pleasantly. The way in which I proposed my opinions procured them a readier reception and less contradiction; I had less mortification when found to be in the wrong, and I more easily prevailed with others to give up their mistakes and join with me when I happened to be in the right.

BENJAMIN FRANKLIN, one of the most interesting men of history, was born in Boston January 17, 1706. At 8 years of age he was sent to school; at 10 taken out to assist his father; at 12 apprenticed in his brother's printing office. At 17 he ran away to Philadelphia. At 23 he became a publisher and at 26 began *Poor Richard's Almanac*. That was in 1732, the year George Washington was born. Always a student and an inventor, he studied modern languages and experimented with electricity. He became postmaster first of Philadelphia and in 1753 of the Colonies. He was much in London as agent for the Colonies. He began his famous Autobiography in 1771. He greatly aided the Revolution and helped negotiate the treaty in which it ended. He was a most influential member of the Convention that framed the Constitution of the United States. He died April 17, 1790.

[Second printing. Total copies 252,250]



From "All the Children," Thirty-ninth Annual Report of the Superintendent of Schools, New York City

SIXTY EDUCATIONAL BOOKS of 1938

THIS LIST is prepared annually for the American Library Association and THE JOURNAL of the National Education Association, by the Education Department of the Enoch Pratt Free Library, Baltimore, with the cooperation of more than 300 specialists in various educational fields thruout the country. Some 900 publications have been examined and hundreds of reviews scanned. From these the final selection has been made, on the basis of the scorings and comments of the cooperators who perform this valuable service each year.

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

There is a widespread feeling that all is not well with progressive education in particular and the educational program in general. Bode and Dewey analyze the theoretical reasons, while such studies as the Learned report, the Regents' Inquiry, and those of the American Youth Commission reveal unflattering facts. Hopeful signs are the many selfcritical studies and curriculum improvement programs. The idea that the school is only one influence in the life of the child and that the school cannot advance far beyond community standards and ideals is having several effects. The whole child in all his relationships is being studied and the curriculum is built upon the concept of community living, with integrated rather than separate subject programs. The need for more adequate interpreta-

tion of the meaning of the school in the community is recognized. Guidance and interpretation are the key ideas. Democracy is entering the classroom both in pupil-teacher and teacher-administration relationships.

In the special subjects, there are more titles than usual in physical and health education (for teacher as well as student) and much needed books in business training. Reading continues prominent but there is little in visual, art, nursery, or radio education.

The American Association for Adult Education has continued its *Studies in the social significance of adult education in the United States* which present on the whole an optimistic appraisal of the education activities of parent and drama groups, informal classes, men's and women's clubs, and the public library. The general summary and separate reports of the U. S. Advisory Committee on Education are extremely important publications. The Cooperative Study of Secondary School Standards offers further attempts at evaluation.

Outstanding revised editions are: Bovard and Cozens, *Tests and measurements in physical education*; Bennett, *Occupations and vocational guidance*; and Woodring and Sanford, *Enriched teaching of mathematics in the junior and senior high school*.

Modern language teachers will welcome the second volume of Coleman's *An analytical bibliography of modern language teaching, 1932-1937*. Buross continues his valuable service in the measurement field with *The nineteen thirty-eight mental measurements yearbook of the School of Education, Rutgers University*. The U. S. Office of Education has performed a

valuable service in the *Classified list of courses of study 1934-1937*, by B. E. Leary, which describes clearly and briefly some 1660 courses—with a subject index. Menefee and Chambers' *American youth* is the first comprehensive survey and digest of the literature covering attitudes, employment, education, health, child labor, family life, leisure, citizenship, delinquency, and many other phases of the youth problem. Rue's *A subject index to readers* offers easy access to the contents of school readers for the teacher looking for material to use in specific units.

Books especially recommended for teachers and smaller public libraries have been starred. Librarians will also be interested in Pettus, *Subject headings in education* because of its up-to-date headings and full cross references. The definition of terms is a valuable feature.

Mention should be made of the following books which appeared too late for adequate consideration: Curti, *Child psychology*; Kandel, *Conflicting theories of education*; Spencer, *Fulcrum of conflict*; Strang, *Problems in the improvement of reading in high school and college*. Also valuable, tho too specialized for inclusion, are Ramsey, *Educational work in museums of the United States*; Laubach, *Toward a literate world*; and Kandel, *Educational yearbook of the International Institute of Teachers college, Columbia University*, which this year is devoted to rural education and rural society.

All teachers and students of education who are doing intensive research in any subject should consult the complete list of titles appearing in *School and Society* for March 31, 1939, and the similar comprehensive annual lists in *School and Society* since 1927.—MARION E. HAWES and REA J. STEELE.

Principles, Philosophy, and Current Trends

* BODE, B. H. *Progressive education at the crossroads*. 128p. 1938. Newson. \$1.

Without a clearly understood philosophy, progressive education can easily become merely a method. It could be the exponent of the democratic way of life if its avowed emphasis upon the individual were changed to a social ideal and if its respect for personality were recognized as bringing the "common man" into his own. Such is Bode's diagnosis of the situation. He offers a program for reform.

* COOK, L. A. *Community backgrounds of education; a textbook in educational sociology*. 397p. 1938. McGraw. \$3.

A "first book" in school and community relations, made concrete by well-selected case studies and personal experience documents. Part I presents several types of communities and their educational implications; Part II considers the social forces shaping the child; Part III suggests the integration of teacher, school, and community. "A field in which Cook has no real rivals."

DEWEY, JOHN. *Experience and education*. 116p. 1938. Macmillan. \$1.25.

Believing that progressive education has too often been an "ism" rather than an education, the "father" of the movement examines the controversy between traditional and progressive points of view to clarify the broader issues. He sees the need for continuity of experience, for linking the present with the past, for the use of organized subjectmatter, and for distinguishing between freedom and absence of control.

EVERETT, SAMUEL, ed. *The community school (Society for Curriculum Study, Committee on the Community School)*. 487p. 1938. Appleton-Century. \$2.25.

That schools which adapt their program to local needs and conditions can be active agencies for community betterment is ably demonstrated in these studies. The actual operation of nine such programs in various types of areas, urban and rural, Indian and immigrant, is presented, together with an analysis of them by the editor and an introduction on community learning by William H. Kilpatrick.

JOHN DEWEY SOCIETY. *Educational freedom and democracy; second yearbook*; ed. by H. B. Alberty and B. H. Bode. 292p. 1938. Appleton-Century. \$2.25.

A changing world needs something more than a static education. Teachers must be free to teach about the world as it is, if children are to learn to think and act effectively. Teachers must also have a sense of social responsibility and an understanding of the meaning of democracy. What this freedom is, how far it exists and is understood and used at all levels in the educational system is expertly discussed.

* NATIONAL EDUCATION ASSOCIATION. EDUCATIONAL POLICIES COMMISSION. *The purposes of education in American democracy*. 154p. 1938. The Association. 50¢.

An excellent attempt to translate what the Commission is trying to do into concrete terms for the classroom teacher and the layman. It vigorously states what the schools ought to accomplish in a democratic society, and describes some of the things which need to be done to realize these aims. The last chapter points to necessary administrative and other reforms.

Administration and Supervision

BARR, A. S., BURTON, W. H., and BRUECKNER, L. J. *Supervision; principles and practices in the improvement of instruction*. 981p. 1938. Appleton-Century. \$4.

Cooperation is the keynote in supervision today and emphasis is upon leadership rather than upon authority. In its greatly extended scope, the new definition centers in the teacher-learning situation. The objectives of education, the curriculum itself, the interests and attitudes of pupils, and the evaluation of the effectiveness of supervision find a place in this "most complete treatment of supervision available."

BRIGGS, T. H. *Improving instruction: supervision by principals of secondary schools*. 587p. 1938. Macmillan. \$3.50.

Viewing supervision as leadership—the duty of every principal to help "teachers grow in professional effectiveness"—the author discusses the meaning of supervision and its organization and purpose, with emphasis on principles rather than devices and techniques. A simply written account, especially good for beginners.

MOEHLMAN, A. B. *Social interpretations; principles and practices of community and public-school interpretation*. 485p. 1938. Appleton-Century. \$3.

The success of the school depends upon how efficiently it serves community needs and how well its purposes and results are understood by the man in the street. This point of view and the educational policies growing out of it are sketched as a background for placing the whole school personnel in its proper relation to society. Later chapters discuss interpreting relationships with other community agencies. Presents a fresh and practical approach for the alert administrator.

* NATIONAL EDUCATION ASSOCIATION. EDUCATIONAL POLICIES COMMISSION. *The structure and administration of education in American democracy*, by G. D. Strayer and others. 128p. 1938. The Association. 50¢.

The "growing economic and social-cultural unity of this nation" makes federal aid necessary in order to help equalize educational opportunities for all. The Commission, however, points out that control must be left to the states and local units. They also set forth trends in the structure and scope of the public-school system today.

NEW YORK [STATE] REGENTS' INQUIRY INTO THE CHARACTER AND COST OF PUBLIC EDUCATION IN THE STATE OF NEW YORK. 1938. McGraw.

An exhaustive two-year survey of the present problems and conditions in the New York school system to "serve as the basis for a comprehensive reconsideration of the educational needs and policies." The study was made by a competent staff of educators of national note. Their recommendations constitute a significant program suited to present and future needs in any state. Among the several volumes covering personnel, school costs, visual, radio, citizenship, adult, secondary, elementary, and health education, as well as community relations, the following deserve special mention: Reeves, Fansler, and Houle, *Adult Education* (171p. \$2) and Judd, *Preparation of School Personnel* (151p. \$1.50). Both educators and laymen should read the general summary by L. H. Gulick, *Education for American Life* (167p. \$2) which presents in clear and forceful English the basic problems and suggested changes.

Educational Research

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *The scientific method in education; thirty-seventh yearbook*, Pt. II. 529p. 1938. Public-School. \$4; \$3 paper.

Specialists here describe the concrete results of the scientific study of educational problems, with emphasis upon the influence of research on changes in educational practice in the last generation. Section I deals with research in particular fields: administration, training of teachers, curriculum, etc.; Section II, with the methods and techniques of such inquiry.

History

* NOBLE, S. G. *A history of American education*. 440p. 1938. Farrar. \$2.50.

A new kind of history based on the idea that education is a lifelong "process of social and individual development, conditioned by environmental forces both within and without the schools." The author therefore emphasizes the economic, political, and social trends and movements which have influenced education. An attractive and readable book because of format as well as content. Interesting illustrations and well-documented.

Child Psychology

STRANG, RUTH. *An introduction to child study*. Rev. ed. 681p. 1938. Macmillan. \$3.

This "applied psychology of childhood" presents a nontechnical treatment of development, learning, special problems, and methods of study and guidance for each age period from birth to adolescence. A useful handbook for parents and teachers who wish research studies translated into practical terms. A large proportion of these research studies have been made since the last edition was published in 1930.

Youth Studies

* AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. *Youth education today; sixteenth yearbook*. 509p. 1938. The Association. \$2.

Not a commentary on the existing economic order, but a study of youth in perspective and a forward-looking program planned to "stimulate educational leaders to re-examine and reorganize co-operatively for more effective work among the agencies that contribute to the upbuilding of youth." The appendix lists private and governmental organizations with leisuretime services for youth and outlines the purposes and activities of other youth-serving organizations.

BELL, H. M. *Youth tell their story; a study of the conditions and attitudes of young people in Maryland between the ages of 16 and 24, conducted for the American Youth Commission*. 273p. 1938. American Council on Education. \$1.50.

Thirteen thousand five hundred representative youth speak for their generation, revealing their problems at home, at school, at work, at play, and at church. They identify their most pressing needs as economic security, equality of educational opportunity, and provision for recreation, challenging educators and social workers to coordinate their efforts in developing programs which will meet these needs.

LINDLEY, BETTY and LINDLEY, E. K. *A new deal for youth: the story of the National Youth Administration*. 315p. 1938. Viking. \$3.

A full picture of human interest stories and statistics describing what the NYA is doing, calculating its cost and its returns. Shows clearly the inequality of educational opportunities, the need for more funds put to better use in "developing the kind of education youth recognizes as serviceable for them." Altho this experimental program is developing "outside the framework of education," it has much to offer those interested in curriculum revision.

Educational Psychology

FREDERICK, R. W., RAGSDALE, C. E., and SALISBURY, RACHEL. *Directing learning*. 527p. 1938. Appleton-Century. \$2.75.

"Study, not teaching, is the focal point of the modern classroom" and the keynote of this comprehensive treatment of classroom procedure. The au-

thors have broken away from the "recitation-learning concept of teaching" and centered their attention on problem-solving. Many illustrations and suggestions for technique make the book practical.

*PRESCOTT, D. A. Emotion and the educative process; a report of the Committee on the Relation of Emotion to the Educative Process of the American Council on Education. 323p. 1938. American Council on Education. \$1.50.

An intensely interesting and thought-provoking book, challenging educators to broaden their thinking about problems of personality adjustment. This study examines the role of "effective behavior" on personality and the educational process, and surveys and evaluates the experimental work done in the field of emotions, relating it to the program of the school.

SANDIFORD, PETER. Foundations of educational psychology; nature's gifts to man. 464p. 1938. Longmans. \$3.25.

Presents objectively the more interesting problems raised by modern research as well as fundamental principles of educational psychology: heredity, environment, behavior, individual differences, and the nature and measurement of intelligence and personality. To be followed later by a volume dealing with the psychology of learning.

Tests and Measurements

BUROS, O. K. *ed.* The nineteen thirty-eight mental measurements yearbook of the School of Education, Rutgers University. 415p. 1938. Rutgers University Press. \$3.

An extremely useful and valuable reference book, well planned to include a vast amount of information otherwise scattered or entirely lacking. Provides for the first time critical analyses of tests by giving "frankly evaluative reviews by able test technicians" and specialists as well as full particulars on test construction, validation, and use. The bibliography of books on measurement, statistical methods, and research methodology will be of real value.

LINDQUIST, E. F. A first course in statistics, their use and interpretation in education and psychology; and Study manual. 226p; 122p. 1938. Houghton. \$2.25; 80¢ manual.

This text with its accompanying *Study Manual* is a departure from the usual method of teaching statistics. Using the Socratic method of approach, the student is led by a series of questions to work out for himself significant underlying meanings rather than to rely on memorization. Use, rather than mechanics, of statistics is stressed in order to develop a critical attitude in the interpretation of test results.

Special Education

FRAMPTON, M. E. and ROWELL, H. G. *eds.* Education of the handicapped; vol. 1, History. 260p. 1938. World Book. \$2.40.

Reveals "the growth, thru the ages, of the care and education of the handicapped, with stress upon those things in the past which have influenced the present or may influence the future." *Handicapped* here includes those who deviate physically, mentally, or socially from the normal. A future volume will discuss the philosophy underlying their education.

School Libraries

FARGO, L. F. Activity book for school libraries. 208p. 1938. American Library Association. \$2.50.

Hundreds of practical ideas for purposeful activities centering in or hinging upon the use of the library have

been culled from books, periodicals, pamphlets, and the like, and grouped according to suitability for auditorium and assembly, curriculum subject activities, library clubs and committees, stimulation of reading, contests, and publicity. Chapter bibliographies and an index add to the usefulness of the book.

Teachers and Teacher Training

*NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF CLASSROOM TEACHERS. Fit to teach: a study of the health problems of teachers; ninth yearbook. 276p. 1938. The Department. \$1.

A study for teachers, by teachers, about teachers' physical and mental health, including information from earlier studies and data from recent questionnaires. Covers personal health practices, the effect of factors inside and outside the school, and what communities and professional organizations are doing. A surprisingly readable report, replete with constructive suggestions, the some of the statistical data may be questioned.

Curriculum and Methods of Teaching

*HORRALL, A. H. and others. Let's go to school; integrative experiences in a public elementary school. 434p. 1938. McGraw. \$3.

Proving that a good school is made "not by books, bricks, and gadgets but by the intelligence, imagination, and courage of its teachers," this readable account of the change from traditional to progressive practice under the limitations of an average public-school system is both inspirational and practical. Photographs, narratives, and samples of pupils' work enliven the text, and three units are described in detail.

MOSSMAN, L. C. The activity concept; an interpretation. 197p. 1938. Macmillan. \$1.50.

A teaching-learning method which helps pupils find the way to welcome the adventure of living in the midst of change—this is the imperative of modern education. Mrs. Mossman believes the activity method is the answer. She interprets concisely and sanely both the basic principles and practical applications of the activity concept, with attention to its historical evolution.

*SIMON, H. W. Preface to teaching; with a foreword by Abraham Flexner. 98p. 1938. Oxford. \$1.50.

Teaching—"what the job is" and "how to do it." In a book as forceful and compact as these section headings indicate, the author gives sane advice to the beginner which may well be pondered and applied by the experienced teacher. The style and language are unacademic, even entertaining.

Preschool, Kindergarten, and Elementary Schools

*HOCKETT, J. A. and JACOBSEN, E. W. Modern practices in the elementary school. 346p. 1938. Ginn. \$2.60.

Questions and problems raised by teachers themselves have in general determined the scope of this book. It suggests the modern, organic approach in discussing "organizing the class for living and learning," units of work, managing the daily program, meeting individual needs, and other specific problems. An unusually readable and very helpful book.

*MCKOWN, H. C. Activities in the elementary school. 473p. 1938. McGraw. \$3.

A helpful reference tool for teacher or principal who must originate, supervise, and evaluate many activities formerly termed extracurriculum. Assem-

WAYS THIS LIST IS USED

- { 1 } Individual teachers use it to discover the professional books which they should examine, read, or buy.
- { 2 } Instructors in teachers colleges refer their students to these lists to encourage wide reading.
- { 3 } Persons in charge of professional libraries for teachers and students use it as a checklist in making up purchase orders.
- { 4 } Librarians in public libraries use it as a buying list for their teachers' reading room.
- { 5 } Librarians in foreign countries use it to keep in contact with educational writings in this country.
- { 6 } Directors of extension courses for teachers study these lists to discover material for reading courses.
- { 7 } Editors use it to seek new ideas for their magazines.



bly programs, homeroom activities, clubs, trips, publications, campaigns, music, dramatics, and physical recreation are included in its scope.

REED, H. B. Psychology of elementary school subjects. Rev. ed. 582p. 1938. Ginn. \$2.40.

This revised edition, necessitated by the changing points of view in psychology in the past ten years, has been largely rewritten, with changes in theory as well as content. Greater emphasis has been placed on "organization, motivation, and individual differences," in keeping with the view that education should "develop the individual so that he may take his place in the world." Practical applications for teachers are given, and chapters have been added on science and health.

*UPDEGRAFF, RUTH and others. Practice in preschool education. 408p. 1938. McGraw. \$3.

A narrative, descriptive presentation of the day-by-day activities of the Iowa Preschool Laboratories, where education is considered a vital preparation for and part of effective living. Theory, principles, and methods are interwoven as integral parts of this realistic and readable account. Helpful material in the appendix includes the list of phonograph records used and a bibliography for nature study.

WRIGHTSTONE, J. W. Appraisal of newer elementary school practices. 221p. 1938. Teachers College, Columbia University. \$2.25.

The purposes of this study are "[1] the survey and analysis of trends in experimental and conventional elementary schools, [2] the construction of new instruments of evaluation, and [3] the application of the newly constructed as well as conventional instruments to matched pupils in experimental and conventional types of curriculum programs." Altho the historical survey is interesting, this book is particularly valuable because of the instruments of evaluation developed and the author's interpretation of the objectives of elementary education.

Secondary Education

*DOUGLASS, A. A. Modern secondary education: principles and practices (a revision of *Secondary Education*). 782p. 1938. Houghton. \$3.

A thoroughly revised edition of a standard basic text, with emphasis on the youth problem. Discusses the social purpose of education, the importance of health, guidance, and the development of character and personality. Less space is given to the history of secondary education and more to the curriculum in terms of "learning experiences and desired outcomes, rather than of subjectmatter."

LANGFITT, R. E. The daily schedule and high school organization. 339p. 1938. Macmillan. \$2.50.

Because much of the best material on schedule-making is "scattered thru many

books, magazine articles, special investigations, and other publications not readily available" this is a welcome volume. It summarizes a variety of techniques and procedures and discusses teaching load, curriculum offerings, and guidance in relation to schedule-construction.

LOGASA, HANNAH. The study hall in junior and senior high schools, 190p. 1938. Macmillan. \$2.

The advantages and disadvantages of several types of study halls are given and plans for their control, organization, and equipment. In addition to the study hall itself the author considers pupil behavior and methods of improving study. A compact and realistic treatment of a neglected problem.

Reading and Languages

*COLE, LUELLA. The improvement of reading; with special reference to remedial instruction. 350p. 1938. Farrar. \$1.75.

Consideration is given to the problems of speed, comprehension, vocabulary, eyesight, interest, and reading readiness as contributing factors in the training of good readers and the improvement of poor ones. Procedures and materials used in remedial treatment are described in detail. Chapter summaries and bibliographies add to the book's usefulness.

*NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Newer practices in reading in the elementary school (Bul. vol. 17, no. 7). p229-704. 1938. The Department. \$2.

Reflects the viewpoints of the fifty authors and combines the results of research and critical thinking by specialists, with firsthand experiences of principals and teachers in the supervision and teaching of reading. The essential elements of an adequate reading program are outlined in chapter I, and various phases of such a program are treated in subsequent chapters.

ROSENBLATT, L. M. Literature as exploration. A publication of the Commission on Human Relations, Progressive Education Association. 340p. 1938. Appleton-Century. \$2.25.

"How can the experience and study of literature foster a sounder understanding of life and nourish the development of balanced, humane personalities?" From her wide experience and study of literature, sociology, and anthropology, Dr. Rosenblatt has written a lucid and convincing answer which has relevance not only for teachers of literature but "for any teacher who seeks to illuminate human experiences."

Mathematics and Science

*MILLER, D. F. and BLAYDES, G. W. Methods and materials for teaching biological sciences; a text and source-

book for teachers in training and in service. 427p. 1938. McGraw. \$3.50.

A wellorganized textbook for teachers of elementary biology from junior highschool to junior college. Essentially practical, it encourages turning from too much textbook teaching to more general use of other materials and tells how to obtain and prepare such materials. It suggests their uses in the classroom, and fosters "the use of the problem and project method."

* MORTON, R. L. Teaching arithmetic in the elementary school; Vol. 2, Intermediate grades. 538p. 1938. Silver. \$2.72.

By recognizing the importance of understanding the meaning of arithmetic and by combining this method of study with that of learning by drill, the author has written a helpful and stimulating book for progressive teachers of arithmetic for grades 4, 5, and 6. Part of its value lies in its detailed treatment of processes, with illustrative practices, and review questions.

PROGRESSIVE EDUCATION ASSOCIATION. COMMISSION ON SECONDARY-SCHOOL CURRICULUM. Science in general education: suggestions for science teachers in secondary schools and the lower division of colleges. 591p. 1938. Appleton-Century. \$3.

This orientation of science to the general field of education and to the problems of living makes interesting collateral reading for science teachers. It shows how, thru science, to meet the needs of adolescents in the basic aspects of living, and in personal, social and economic relationships. Appendices contain practical illustrative material.

Social Studies

KREY, A. C. A regional program for the social studies. 140p. 1938. Macmillan. \$1.25.

Insists upon a "thoro preliminary survey of a community for building any curriculum" and emphasizes the importance of classroom teaching as the "final determining factor in the success or failure of any program." Altho written from the "subject-content viewpoint," describing a social science program for an agricultural region, this study is well worth the careful attention of all interested in curriculum construction.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES. Utilization of community resources in the social studies; ninth yearbook. 220p. 1938. The Council. \$2.30; \$2 paper.

A practical yearbook in its emphasis on the community in teaching the social studies. Many actual examples of excursions, exploring local history, building public opinion, and making community surveys show how teachers are developing techniques in the use of community resources, thus putting theory into practice.

Business, Industrial, and Vocational Education

EASTERN COMMERCIAL TEACHERS' ASSOCIATION. Modernizing business education; eleventh yearbook. 409p. 1938. The Association, 1200 Walnut St., Philadelphia, Pa. \$2.50.

The development of desirable personal traits in business pupils, their education as intelligent consumers, and provision for individual differences in instruction are three of the vital problems considered in this study of the relation between economic and social adjustments in the field of business and changing philosophies in education.

* LEE, E. A. ed. Objectives and problems of vocational education. 2nd ed. 476p. 1938. McGraw. \$3.50.

Changes in social and economic conditions since 1928 and increased interest in vocational education and problems of youth adjustment have necessitated revision of this important symposium. Some chapters have been completely rewritten and all have been brought up to date and expanded where statistical information and new legislation are involved.

* STRUCK, F. T. Creative teaching; industrial art and vocational education. 623p. 1938. Wiley. \$3.50.

Primarily useful as a textbook in principles, procedures, and techniques for prospective teachers of industrial arts and vocational education, or as an aid to teachers actively engaged in that field. However, the fundamental principles of classroom organization, motivation of learning, lesson planning, teaching methods, integration, etc., may be adapted equally well to any school subject.

Guidance and Personnel Service

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Guidance in educational institutions; thirty-seventh yearbook, Pt. 1. 313p. 1938. Public-School. \$2.50; \$1.75 paper.

The aim of the committee preparing this yearbook has been to define guidance as an integral part of every phase of education, to describe its procedures, and to present the latest techniques and methods essential to an effective program. Critical appraisal of developments is not lacking.

* PATERSON, D. G., SCHNEIDER, G. G., and WILLIAMSON, E. G. Student guidance techniques; a handbook for counselors in high schools and colleges. 316p. 1938. McGraw. \$3.

Considering the lack of technically-trained workers an obstacle in the development of effective personnel programs, the authors have produced a valuable handbook for administrators, teachers, and students in training. They discuss diagnostic techniques and the treatment of educational and vocational problems. A considerable portion of the book is devoted to the description, reliability, and validity of a selected list of tests.

Health and Physical Education

CASSIDY, ROSALIND. New directions in physical education for the adolescent girl in high school and college; a guide for teachers in cooperative curriculum revision. 231p. 1938. Barnes, A. S. \$2.50.

A "penetrating, realistic discussion" of the physical education curriculum based on an organismic viewpoint. Opening with a study of the American adolescent girl and her needs, the author proceeds with plans for cooperative curriculum revision designed for use in round-table discussions with teachers. Considers the newer educational theories necessary for any intelligent redirection of the physical education program.

* CONRAD, H. L. and MEISTER, J. F. Teaching procedures in health education. 160p. 1938. Saunders. \$1.75.

Because "health practice lags considerably behind the realization of health knowledge," the authors feel that our health instruction, especially in secondary schools, needs scrutinizing. They have presented a real teaching aid with emphasis on "learning-by-doing" techniques. The importance of lesson planning, selection of subjectmatter, and use of visual aids is stressed.

* RYAN, W. C. Mental health through education. 315p. 1938. Commonwealth Fund. \$1.50.

The author attempts to answer the question "How does educational prac-

tice today . . . square with what is known of mental hygiene?" and shows that in many respects there are serious discrepancies. He finds outstanding progress in nursery schools and parent education with greatest complaints in the fields of administration and teachers' attitudes. The constructive criticism offered and the suggestive "next steps" to be taken should be a challenge to all teachers.

Rural Education

* WOFFORD, K. V. Modern education in the small rural school. 582p. 1938. Macmillan. \$2.75.

In spite of the consolidation movement, 43.8 percent of American children still attend one- and two-room schools. Their teachers, whether beginners or veterans, will find help here in solving the problems peculiar to the rural school. Appendices suggest plans for grouping pupils, for daily programs, record forms, equipment, sources of inexpensive supplies, etc.

Higher Education

EVENDEN, E. S. and others. Standards for college buildings. 226p. 1938. Teachers College, Columbia University. \$2.25.

The most comprehensive volume on objective standards for college buildings in print, representing the composite judgment of nearly three hundred persons familiar with different phases of the problem. It covers site, buildings, service systems, instruction, and other units. A supplement is devoted to standards for normal schools and teachers colleges.

HAND, H. C. ed. Campus activities. 357p. 1938. McGraw. \$3.

Dedicated "to all student leaders and faculty advisers who would make the campus a laboratory of democracy," this volume embodies the findings concerning extracurriculum activities in more than 250 colleges. The surveys by which this information was obtained were conducted and reported by members of a seminar for student leaders at Stanford University.

HOLLIS, E. V. Philanthropic foundations and higher education. 365p. 1938. Columbia University Press. \$3.50.

A significant, if somewhat cautious, study of the history, policies, activities, and organization of some one hundred foundations. In analyzing the type of undertaking in higher education to which support has been given, the author brings out their direct or indirect importance in determining policies in some institutions.

* LEARNED, W. S. and WOOD, B. D. The student and his knowledge (Bul. no. 29). 406p. 1938. Carnegie Foundation. Free.

A highly significant report on a Pennsylvania project occupying ten years. It involved the examination of 26,000 high-school seniors and compared the learning achievements of secondary-school pupils and college students. The study shows how discouraging are the results of present credit standards and marking systems. The report proposes abandoning them and reorganizing the curriculum for a better understanding of student needs, interests, aptitudes, and personal endowments.

LLOYD-JONES, ESTHER and SMITH, M. R. A student personnel program for higher education. 322p. 1938. McGraw. \$2.75.

The total personnel programs: Its scope, organization, and functions. The interrelation of emotional, social, and physical aspects of the problem are recognized by discussing the selection and admission of students, their orientation and introduction into the social program as well as their health, extracurriculum activities, and vocational guidance.

Adult Education

* CHANCELLOR, JOHN, TOMPKINS, M. D., and MEDWAY, H. J. Helping the reader toward self-education. 111p. 1938. American Library Association. \$1.25.

While written by librarians for librarians who would give the reader guidance, this clear and simply written introduction to the field will be valuable as well for other adult educators and counselors. There is a brief and practical sketch of day-to-day practice, suggestions for understanding the reader and for judging readability, and a design for reading for the librarian.

* OVERSTREET, H. A. and OVERSTREET, B. W. Town meeting comes to town. 268p. 1938. Harper. \$2.50.

The Town Hall in New York is a unique American institution, founded on truly democratic principles to encourage thinking and speaking on all sides of our common problems. Its latest and perhaps most significant feature is the "Town Meeting of the Air" reaching untold numbers of radio listeners. This is a spirited account of the birth of this last idea, a history of the institution, and an evaluation of its results. There is much on the technic of managing adult groups.

ADDRESSES OF PUBLISHERS MENTIONED

American Council on Education, 744 Jackson Pl. N. W., Washington, D. C.
American Library Association, 520 N. Michigan Ave., Chicago, Ill.
D. Appleton-Century Co., Inc., 35 W. 32nd St., New York City
A. S. Barnes & Co., 67 W. 44th St., New York City
Carnegie Foundation for the Advancement of Teaching, 522 Fifth Ave., New York City
Columbia University Press, 2960 Broadway, New York City
Commonwealth Fund, Division of Publications, 41 E. 57th St., New York City
Eastern Commercial Teachers' Association, 1200 Walnut St., Philadelphia, Pa.
Farrar & Rinehart, Inc., 232 Madison Ave., New York City
Ginn and Co., 15 Ashburton Pl., Boston, Mass.
Harper & Brothers, 49 E. 33rd St., New York City
Houghton Mifflin Co., 2 Park St., Boston, Mass.
Longmans, Green & Co., 114 Fifth Ave., New York City
McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York City
Macmillan Co., 60 Fifth Ave., New York City
National Council for Social Studies, Harvard Univ., Cambridge, Mass.
National Education Association, 1201 16th St. N. W., Washington, D. C.
Newson & Co., 72 Fifth Ave., New York City
Oxford University Press, 114 Fifth Ave., New York City
Public-School Publishing Co., 509-513 N. East St., Bloomington, Ill.
Rutgers University Press, New Brunswick, N. J.
W. B. Saunders Co., W. Washington Sq., Philadelphia, Pa.
Silver, Burdett & Co., Everett Bldg., 45 E. 17th St., New York City
Teachers College, Columbia Univ., 525 W. 120th St., New York City
Viking Press, Inc., 18 E. 48th St., New York City
John Wiley and Sons, Inc., 440 Fourth Ave., New York City
World Book Co., 313 Park Hill Ave., Yonkers-on-Hudson, New York City

How St. Louis Schools Serve Their BRIGHT PUPILS

MATA V. BEAR

*Assistant, Division of Tests and Measurements, St. Louis
Board of Education*

ST. LOUIS has not followed the trend to separate bright pupils into special schools or classes. Instead, the city's public schools have operated on the theory that the capacity for leadership and social service of such pupils can be developed best by keeping them with others of the same age and grade. The exceptional child, it is held, should be trained to work with and for his less gifted classmates. Separation will not train him properly for life.

This plan, obviously, puts on each classroom teacher the responsibility of adapting instruction to the varying abilities of her pupils. A heavy responsibility, perhaps! And yet those in charge of the St. Louis school system have always held that the knowledge and skill for dealing with individual differences should be an essential part of the modern teacher's professional equipment.

To weigh this theory by actual classroom practice, a study of specific cases was made last year. Results are described in detail in the annual report of Superintendent of Instruction Henry J. Gerling.

In the spring of 1938 the Division of Tests and Measurements invited teachers to send illustrative case descriptions to the board of education office for study. Replies were received from 283 elementary-school teachers and 46 high-school teachers. Of these, the 254 replies received from teachers of white elementary schools relating to bright children of general ability were selected as the largest and most typical group for detailed analysis. They came from more than 50 percent of the city's schools and represented practically all of its geographic sections and types of social environment. The Division felt justified, therefore, in accepting this sampling as representative of the school system as a whole. It seemed clear, also, from cases examined, that methods of dealing with bright pupils in highschools and schools for Negroes were similar to those employed in white elementary schools.

"Teachers listed more than 200 different activities which they had employed to meet the needs of these exceptionally bright pupils," the report says. "The variety of activities was greater for the boys than for the girls. For both, however, the activities enumerated were wide enough in scope and different enough in kind to show that teachers are individualizing their efforts very thoroly to meet the needs of these pupils."

In general, they can be described as activities which the bright child, under the direction of the teacher, initiated and led, but in which other pupils shared. Examples are: Writing an original play for school use; making an enlargement of map for the convenience of the class; keeping a scrapbook of modern scientists; collecting science specimens for class use. Teachers tactfully encourage the selection of bright pupils as chairmen of committees, editors of school papers, or leaders in other activities because as exceptionally intelligent adults these same pupils will have the responsibility of leadership thruout life.

The report gives a complete account of three typical cases. One tells of a twelve-year-old boy, in the eighth grade, with an intelligence quotient of 142, who in addition to high general ability had a special talent for drawing. Without allowing him to think of himself as unusual, his teacher found many ways of helping him to develop his capacities. She encouraged him to make black-board illustrations for science classes, sketch costumes and scenery for a play, give drawing demonstrations, enter poster contests, lead class discussions, and take important parts in school dramatics.

The subject of the second case is a ten-year-old boy, in the fourth grade, with an intelligence quotient of 137, who supplemented his work in science with special exhibit pictures, his work in history



Courtesy, Pittsburgh Public Schools

with a report on Andrew Carnegie and the Palace of Peace, and the like. He also wrote an original play and was a leader of teams in gymnasium stunts.

A girl of twelve, with an intelligence quotient of 143, in the eighth grade, was selected for the third illustration. She wrote a series of book reviews and conducted make-believe radio broadcasts in which other pupils participated. She rigged up a laboratory in her home and reported her experiments to the science class. She was a leader of a reading club.

Of the cases reported by white elementary schools, 143 were girls; 111, boys. The median intelligence quotient was 127 for the girls and 129 for the boys. The median age of the girls was 9.8 years; of the boys, 10.8 years. The median placement for the girls was fifth grade, second month; for the boys, fifth grade, fifth month.

It appears, therefore, that the girls have been promoted faster than the boys, altho it is important to note that neither girls nor boys have been promoted so rapidly that they were rushed into high-school without the necessary emotional maturity.

The success of the bright girls is, however, an interesting sidelight of the study because not only were they promoted more rapidly than the boys (in spite of the fact that their median IQ was two points lower) but a larger number of them were selected by teachers for case descriptions, altho a summarization of intelligence quotients for all children in the school system shows an equal number of superior boys and girls. This confirms the recognized fact that bright girls fare better in school than bright boys.



ELEMENTARY-SCHOOL SERVICE



Too Fast for Me!

*I'm trying to write a poem
About the cheerful spring.
I've thought of the bees and birds,
But I can't make up a thing.*

*I've thought and thought and thought!
I've thought of a long-necked giraffe,
A donkey and a horse. . . .
And many other things,
But I'm slowly getting worse.*

*Teacher has just told us
That ideas are floating in the air.
But I can't seem to catch them
Or find one anywhere!*

—Boy, 4A

—From "Rainbow Roads," a collection of poems written by the teachers and children of the Bakersfield, California, schools, Lawrence E. Chenoweth, superintendent.

From California—The schools of California are noted for their vitality and pioneering spirit. Many teachers will plan to visit these schools in connection with the San Francisco convention. Contributions on this page have been gathered thru the courtesy of Helen Hefferman, chief of the Division of Elementary Education and Rural Schools, California State Department of Education. Other states are invited to contribute to the JOURNAL Service pages.

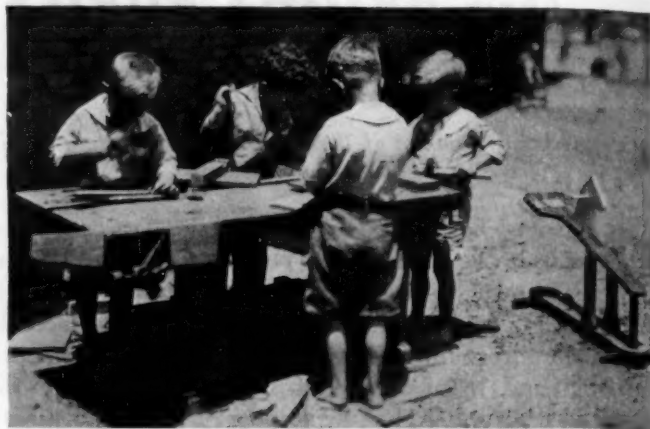
G. E. Men Chase the Outlaws—Is your schoolroom invaded by enemies of Good English? Then call out the G. E. Men to protect the country of Speechland! Fourth-graders used this game to bring their English lessons to life. They grouped the most common enemies of English in one Outlaw Family. The name of each character and his picture, were put on a card. Here are some:

Old Man Ain't
Sister Seen
Brother Et and Baby Wanna
Lemme and Gimme (lazy twins)
Aunt Whatcha and Uncle Willya
Grandma Yeah and Grandpa Huh

Everyone in the room is a G. E. Man. Any time an Outlaw is heard, some alert officer will catch him by placing the Outlaw's card on the offender's desk where it remains until someone else forgets. All cards are collected at the end of the day so that Speechland starts each morning with a clear record.—Edith Fox, teacher, Bakersfield, California.

THE YOUNG CHILD'S PLAYGROUND should have swings and slides to give him the pulling and climbing his body needs. Packing boxes, kegs, and planks, which may be obtained without cost, will give him materials to manipulate and arrange into boats, trains, and houses. Guidance, too, is as

necessary here as in the classroom and each teacher goes out with her own group to guide them in their play. To avoid overstimulation from too many children, each group uses the playground at a different time.—A Los Angeles elementary-school principal.



Drawing with colored chalk on wet paper is a helpful technic for all children, especially those with poor coordination. Large sheets of newsprint, 18 by 24 inches, are economical, but any kind of paper may be used. To prevent tearing, two or more sheets are placed together, then dipped in water to be saturated but not dripping. The wet paper is then fastened to an easel or a smooth-surfaced board. A damp sponge is useful to smooth out wrinkles or moisten dry spots. The larger poster chalks are easier for little hands to hold and do not break as readily as the ordinary sizes. Colors may be spread with the fingers or damp sponge. Large free designs are especially good.—Mary Edmunds, Honey Lake School, Lassen County, California.

What is good voice quality? Is there a best method of teaching reading? These and other questions are answered in *The Implications of Research for the Classroom Teacher*, Joint Yearbook of the American Educational Research Association and the Department of Classroom Teachers. Order from the NEA, Washington, D. C. 318p. \$1. For individual and group study both in elementary and secondary schools.

A Practical Plan—Peter H. Snyder, principal, Washington Elementary School, San Diego, writing in the *Sierra Educational News*, suggests that teachers keep a filing-box (which may be purchased from a ten-cent store) on their desks in which to note on 3 by 5 inch

cards ways to observe special occasions. Why not clip and mount material from JOURNAL Service pages, such as the following for April and May anniversaries:

Pan American Day, April 14, commemorates each year the bonds of friendship uniting the 21 republics of the Western Hemisphere. Materials for planning a program may be secured by teachers or group leaders without cost by addressing the Pan American Union, Washington, D. C.

World Goodwill Day, May 18, sponsored by the World Federation of Education Associations, Washington, D. C., to foster friendship among the children of the world. Teachers may get helpful program material from the World Peace Foundation, 40 Mt. Vernon Street, Boston, and the National Council for the Prevention of War, 532 Seventeenth Street Northwest, Washington, D. C.

Horace Mann's Birthday, May 4, is observed each year to honor the father of the American free public-school system. His *Letter to Young Americans* is now available as Personal Growth Leaflet Number 61. Give a copy to each child in your school. For suggestions for observing Horace Mann's birthday, write to the NEA, Washington, D. C.

Mother's Day, observed the second Sunday in May, "in honor of the best of mothers—your own." Let the children write tributes to their mothers suggested by the following:

"All that I am, or hope to be, I owe to my angel mother."—Abraham Lincoln.

"A man never sees all that his mother has been to him till it is too late to let her know that he sees it."—W. D. Howells.



RURAL-SCHOOL SERVICE



Making a Garden

*Man plows and plants and digs and weeds;
He works with hoe and spade;
God sends the sun and rain and air,
And thus a garden's made.*

*He must be proud who tills the soil
And turns the heavy sod;
How wonderful a thing to be
In partnership with God.*

—IDA M. THOMAS.

School gardening, one of the best means available for the character development of young people, should be more widely extended. Teachers interested in this field will wish to get in touch with Paul R. Young, secretary, School Garden Association of America, and supervisor of school gardens, Cleveland, Ohio. For a good article on school gardening, see p125 of the April 1937 JOURNAL.

Begin your garden library with the following Farmers' Bulletins, available from the Superintendent of Documents, Washington, D. C.:

The Farm Garden. 1936. 68p. illus. 10¢.
Herbaceous Perennials. 1929. 10¢.
Growing Annual Flowering Plants. 1929. 62p. illus. 5¢.
Insect Enemies of Flower Garden. 5¢.
Diseases and Insects of Garden Vegetables. 1937. 58p. illus. 10¢.

Soil Management Calendar, by Marvin M. Brooks, secretary, School Garden Association of New York:

March 20: Spade in the ground cover, top-dressing, and compost that is well rotted, or leafmold.

April 1: Rake and plow (hand plow) and in every second or third furrow "string" along more rotted manure, powdered sheep manure, or a mixture of top soil with powdered manure and bone meal plus a very small amount of peat moss. Stir in and rake over.

April 15: Plant early peas and other early vegetables and in the bottom of each drill mix in thoroly a very small "string" line of some type of commercial fertilizer.

May 10: Work in with a rake commercial fertilizer scattered between rows. Do this every two weeks. Keep a calendar of work and crops. Do not burn plants by placing fertilizer too close. Use sheep manure with bone meal just before school closes. Do not disturb blossoms and growing plants.

May 25: Repeat work of May 10; also the 10th and 25th of June, July, and August.

Weekly: Cultivate deeply with hoe, weeder, or plow to kill weeds and break up hardpan. Rake vigorously back and forth before leaving the garden to produce a dust mulch which slows up loss of moisture.

July 15: Plant crops for fall harvest.

September 15 or later: Abandon garden culture except for fall flowers. Broadcast lime every three years. If no rain, wet down. Spade deeply, gather refuse for drying and burning, or placing in compost heaps. Spade the ashes (potash) in the soil; add bone meal. Do not disturb vegetables still giving crop returns.

September 20: Sow cover crop of winter rye and vetch mixed in vacant rows and later broadcast on bare spots. Vetch and rye in rows add beautiful rows of deep green to our fall gardens. Such a cover crop prevents leaching away of plant food in the soil. Vetch fixes additional nitrogen in the soil. Cover crops spaded under in the spring become green manure and during the winter prevent erosion.

November 20: Top dress or broadcast manure mixed with peat moss. Best mixture is cow manure and horse manure.

Send for your copy of Community Resources in Rural Schools, the 1939 Yearbook of the NEA Department of Rural Education, Washington, D. C. 109p. 50¢ (free to members of the Department).

Thru Junior Audubon Clubs, boys and girls of school age will enjoy studying about birds and animals and conservation of natural resources. All clubs get *News on the Wing*, the Junior Audubon Clubs' newspaper. In addition, clubs of 25 or more members receive during the school year, a free subscription to *Bird-Lore*, the official bi-monthly publication of the National Association of Audubon Societies. Membership in the Junior Clubs costs each child ten cents a year. For information address the NAAS at 1006 Fifth Avenue, New York City.

A Rural Teacher Speaks—It is necessary for me to find work during the summer in order to provide fuel to keep my home warm in winter, and sufficient clothing for me to wear when I am teaching. My current expenses keep me at the task so continually that travel or further education during the summer months is out of the question. For the past two years I have been unable to

reduce further the doctor and hospital bills incurred in the summer of 1934.

The supply of current magazines and professional literature in my house is at a minimum, and many other worthwhile things must be entirely eliminated. My car now is six years old and badly needs replacing. These material things may seem unnecessary, and each one alone would possibly be insignificant. Collectively, however, they are of the utmost importance in the life of a teacher. Not only I, but other teachers similarly situated, are having a hard struggle to retain the spirit and self-respect that a member of the teaching profession should have.—Quoted from *The Rural Teacher's Economic Status*, January 1939 Research Bulletin of the National Education Association. 25¢.

A useful bibliography for rural schools is entitled *Government Publications of Use to Teachers of Geography and Science*. Price 10¢ from the Superintendent of Documents, Washington, D. C.

Don't miss reading the 1939 Yearbook of the American Association of School Administrators on "Schools in Small Communities." See page A-93.

Rural Arts Number—The March 1939 issue of *School Arts Magazine* (published monthly at Printers Building, Worcester, Massachusetts) contains many suggestions which will "give encouragement to every rural teacher who has little material to work with."

Creative Rhythm thru Music—In our school all the children from first grade thru the eighth enjoy expressing themselves thru creative bodily rhythm practiced to music. During a unit on communication the children wished to depict carrying the mail by stagecoach to California, thru such scenes as the loading of the mail, hitching the horses, the dash across the prairie, the Indian attack, and the arrival of the coach at a stage stop. The pianist (a mother in the district) played selections while the children listened to determine the music best suited for the action they wished to express. Phonograph records may be used if no piano is available.—Eunice H. Rush, teacher, Missouri Bend Rural School, Lassen County, California.

For Class Discussion—What are the measurements of mankind, and why is it that daily some add new treasures to the storehouse of civilization, while others take from and waste the store already accumulated? Many and varied estimates of man's value have been made. Statisticians reckon the average man's value at \$600 a year. Each worker in wood, iron, or brass stands for an engine or industrial plant worth \$10,000, producing at 6 percent an income of \$600. The death of the average workman, therefore, is equivalent to the destruction of a \$10,000 mill or engine. The economic loss thru the non-productivity of 20,000 drunkards is equal to one Chicago fire involving two hundred millions.—From *A Man's Value to Society* by Newell Dwight Hillis.

Investing Your Summer in Guidance—Instead of attending summer school during July and August, could not teachers work in factories, offices, and shops, and be given credit toward a degree for the time spent in the workaday world? Many teachers are given vocational guidance duties. Yet how convincingly can a teacher discuss employment problems with his students unless he has actually worked in various places? What percentage of teachers know how to approach the "hiring-on" man in work more or less foreign to their experience? The teacher who was successful in getting and holding a job during the summer would return to school with a keen appreciation of the employment problems facing his students. A program could be set up whereby a teacher could work and attend school alternately for four summers and receive credit equivalent to a Master's degree. They would work as apprentice, non-salaried employees.—Harry Farkas, senior interviewer, Michigan State Employment Service, Detroit; former guidance counselor, Grosse Pointe and Adrian Highschools, Michigan.

Simple friendliness in the schoolroom would seem to be one of those easily attainable and obviously desirable conditions for any human enterprise having to do with good mental health, but the



Model Shakespearean Theater—An effective appreciation of Shakespeare by highschool students requires a knowledge of the Elizabethan stage and its architecture. The model in the picture above was built by a pupil. The frame is made from pine, cut by a band-saw. A small lathe turned out the pillars and balustrades. Match sticks, sandpapered and fitted, form the balusters. All joints are glued together; gray and white enamel was the paint used. Small doll figures serve as actors in this model theater.—Paul Marsh, teacher of English and theater, Whittier School, Lorain, Ohio.

visitor to schools finds it in shockingly few of the places he visits.—W. Carson Ryan.

On World Goodwill Day, May 18, students may well begin correspondence with young people in other lands. A list of foreign names and addresses may be secured for a small charge from the International Friendship League. For details send a self-addressed, stamped envelope to the League headquarters, 41 Mt. Vernon Street, Boston.

Hobby Fair—Every four years the West Dearborn Teachers Club sponsors a Hobby Fair in the highschool auditorium and gymnasium at which hobbies from all levels of the school system are displayed. The Fair is open for a three-day period from ten in the morning until ten at night. During the evening, stage programs of movies, music, dancing, fencing, marionettes, and other hobbies, are given. The police department exhibits a safety display and has on duty two men from the fingerprinting department to make prints of

the children and adults who crowd about this booth. Three months before the Fair, the central committee, consisting of the executive board of the club, starts the work of planning. There were 508 student entries and 102 adult entries. For information about the Fair write the West Dearborn Teachers Club, Dearborn (Michigan) Highschool.

For Social Studies—The second series of radio broadcasts by the United States Department of Commerce on typical American industries is now available in a 150-page pamphlet, *Stories of American Industry*. Order from the Superintendent of Documents, Washington, D. C., 20¢.

"Oh, let him pass!" He is not going to need what you are trying to teach him. He already has a job promised him at . . . Teachers often receive this sentimental advice from fellow-teachers and parents. Why does the pupil want to "pass"? To get his diploma. Why does he want a diploma? Because it is a compliment to him, often necessary to have in order to get a job. And why is it a compliment and an employment prerequisite? Because others before him have worked so hard to attain this diploma that society and industry recognize it as standing for something. To make it worth less is to destroy the incentive for getting it.—M. P. Gray, Woodlawn Highschool, Birmingham, Alabama.

Educating for Democratic Citizenship—As teachers it is our obligation to show our pupils how their united judgment can be made to prevail as the working policy of the country. It is our duty to teach them the way to discuss, to interchange views, to clarify propositions, to resolve controversies; in other words, to settle situations and problems in the democratic way. It is our duty to show them the need, if need there be, to appreciate the desirability of change by persuasion and not by force; of tolerance as opposed to totalitarianism; of brotherhood as opposed to race segregation.—Irwin A. Eckhauser, Washington Junior Highschool, Mt. Vernon, New York.

The Teacher

*They called Him Teacher, too,
That lowly Nazarene
Who was the Way, the Truth, the Life
itself.*

*By Galilean lakes so blue, serene,
He in His gentle way
And simple form, did share
His wisdom with the seekers of His day;
The Master of all teachers. Nor did he
care*

*For creed or biased opinions,
Or pompousness—but love—
A simple thing all men must need,
And truth and kindness,
To offset hate and lies and greed.
These were His texts and tools
By which He molded men. The silly rules*

*We fuss and fret about were all so vain
To One who had compassion for all men,
And little ones. His words, like rain,
Fell gently, and like the rain did send
New life and hope and love arrayed
In robes of tolerance and faith;
For so He taught and prayed.*

*I too shall dare to teach
Not only texts and ever-changing rules,
But these entrusted to my skill;
To mold their fresh and unresisting minds
To shape their thoughts for good—and
still*

*Be mindful that these things abide
Above all else—truth, tolerance, and love,
Whate'er betide.*

—K. STEVENSON SHAFFER

The Plan in Highschools—In junior or senior highschools, an FTA club may be formed by four or more students. This group, under the sponsorship of an able teacher, will receive a charter upon sending application with dues to the National Committee, FTA. National dues are ten cents annually per member, but where there are fewer than ten members a minimum of one dollar per year must be paid by each highschool club to obtain a charter or to keep it in force. This fee covers the cost of a library for each club, as well as individual library service materials for each member.

Services to FTA College Chapters—Future Teachers of America in the colleges aims to bring together in each school one or more carefully selected groups of leaders—both men and women



Mrs. Freda Y. Conaway, state FTA organizer for West Virginia, and sponsor of the Future Teachers chapter at West Liberty State Teachers College.

—who are ready to work on the problems of the profession. Each organized group of ten or more members upon application to the National Committee, FTA, accompanied by national dues of one dollar per student, will be issued a charter and a chapter library. In addition, students in the chapter, as junior members of the NEA, are entitled to receive *THE JOURNAL*.

Leaflets Furnished to Future Teachers—Each member of a chartered highschool FTA club receives a copy of the following Personal Growth Leaflets: Future Teachers of America; Your Life in the Making; Shall I Become a Teacher?; Shall I Go to College?; Franklin's Plan of Selfimprovement. Each member of a chartered college FTA chapter receives these five leaflets and the following in addition: Your Mind in the Making; The Planning of Your Life; Selections from Emerson; Learning To Be a Leader; Your Health in the Making.

The Robert J. Breckinridge Chapter, FTA, Murray (Kentucky) State Teachers College—Among the activities of this new FTA chapter are: Furnishing a club room, being responsible for chapel programs at the college and in highschools of the district, sending delegates to the Kentucky Education Association, and presenting programs conducive to professional growth.

Study teaching opportunities in your own state. How many elementary-school teachers are employed in the state? Secondary school? College and university? How many principals, supervisors, superintendents? What is the average number of years of professional preparation for teachers now in service? How many qualified teachers are unem-

ployed? How many teachers are now being trained in teacher-educating institutions? How many new candidates are certified to teach each year? How many vacancies are there each year? What are the average salaries for teachers? How do teaching opportunities and needs compare with those in other states? In making such a study, write to the state department of education, use NEA Research Bulletins, pool your information with other FTA groups gathering similar data. Send summaries of your study to the National Committee, Future Teachers of America, 1201 Sixteenth Street Northwest, Washington, D. C.

Wanted, then, a teacher! Not a recitation-post, not a windvane, not a water gauge, not a martinet, not a pedant, not a pedagogue—the mere slave to the student; but a teacher, “one who is a combination of heart and head and artistic training and favoring circumstances.” One who has that enthusiasm which never calculates its sacrifices, and is willing to endure all things if only good may come. One who loves his work; who throws his whole soul into it . . . who can therefore see more in his work than can any other. . . . One who feels the keenest selfreproach because students fail to advance. . . . One who can change the shambling mental gait of the average student into firm and definite and well-ordered activity. One who can take that nebulous, filmy, quivering mass which a boy's family and friends kindly call his brain, and give it a clearness of outline and toughen its fiber and make it lithe and sinewy. One who . . . has infinite patience and pity for the weak; who will not suffer them to be crowded to the wall. . . . One who can open the mind of a boy without committing statutory burglary. . . . One who can develop the spiritual side of a boy's nature, his character, the man in him, the man of feeling and emotion which can and will dominate both mind and muscle. . . . One who can teach the boy how to get life—a far grander thing than to get a living. Above all, one who feels that as a teacher he is a born leader of men, a kingly citizen, and who does not propose to be degraded from his high estate.—Lloyd N. Morrisett.

Toward Cultural Understanding with Other Nations

REUBEN T. SHAW

President, National Education Association

WE HAVE BEEN ACTIVE in urging teachers of the United States to attend, next summer, the biennial meeting of the World Federation of Education Associations in Rio de Janeiro. In connection with this coming meeting, we have established what is known as the Emergency Fund for Joint Enterprise. A more complete statement regarding the project was published in the February JOURNAL, p57. It is expected that a total of several thousand dollars will be raised for such purposes as the printing and distribution of copies of a leaflet, "Toward World Understanding," the publication of materials describing the aims and accomplishments of the NEA International Relations Committee and of the World Federation of Education Associations, and the translation and printing of pamphlets describing the American school system for teachers of South America.

Some of the larger contributions which have been received include \$248.10 from the Detroit Teachers Association; \$103.01 from the Milwaukee Administrators Association; \$55.02 from the Altoona (Pennsylvania) Education Association; \$100 from the 5th district of the Kentucky Education Association; \$98.05 from the North Central Indiana Teachers Association; \$298.08 from the Lake Shore (Illinois) Education Association; \$127 from the New Jersey Teachers Association; \$117 from the New Hampshire Teachers Association; and \$46.65 from the Vermont Education Association. These amounts were contributed by the teachers of these areas on a strictly voluntary basis. It is hoped that many other groups will contribute. All such funds, either from individual teachers or groups, should be sent to the National Education Association, Washington, D. C., marked "Emergency Fund for Joint Enterprise." Contributions, great or small, will be helpful.

Intense interest in South American relations and the coming World Federa-

tion meeting was evidenced at the recent Cleveland convention. Ben Cherrington, formerly of the University of Denver, and now head of the Division of Cultural Affairs of the Department of State, arrived at the convention directly upon his return from an extensive tour of South America following the Lima conference. He made a number of appearances at the convention. The creation of the new Division of the Department of State, which Mr. Cherrington heads, is a source of great satisfaction to educators and others interested in the development of cultural relations with other countries. Since time immemorial the nations of the world have sought to improve commercial relationships—each to its own advantage. The larger perspective of mutual understanding and helpfulness which the new Division of Cultural Relations stands for is one of the most hopeful signs on our diplomatic horizon for many decades. It marks the beginning of a new epoch in diplomacy.

World Goodwill Day is annually observed on May 18. This date offers an opportune occasion to take out or renew associate membership in the World Federation of Education Associations. Any institution or association whose chief function is education is eligible to this membership. The associate membership fee is \$10 per year. Five subscriptions to *World Education*, published six times a year in format similar to *The Reader's Digest*, are furnished for each associate membership.

Individual goodwill memberships are available at \$2 per year. Each goodwill member also is entitled to a subscription to *World Education*.

Let the teachers of America dedicate themselves to the cause of world goodwill. Let them take positive action by joining with the teachers in other lands to make the World Federation of Education Associations a living force in the remolding of the world toward peace. Take this step on or before World Goodwill Day.

☆ ☆ ☆

NOTES AND ANNOUNCEMENTS

New Personal Growth Leaflets

☆ THE LIST of Personal Growth Leaflets is being expanded to include 25 numbers. Among titles in addition to those listed on page 115 of this issue are:

Education for Democracy—Bertrand Russell
The Challenge of a United Profession—Willard E. Givens
Community Forces and the School—Harold Benjamin
My Pedagogic Creed—John Dewey
Education in a Living Universe—L. P. Jacks
The American Plan of Education—Educational Policies Commission
Your Home in the Making—Joy Elmer Morgan
A Parliamentary Primer—F. M. Gregg

The leaflets by Bertrand Russell, Willard E. Givens, and Harold Benjamin are based on the material published in this issue of THE JOURNAL.

The new leaflets will be available by April 15. One copy of each of the 25 may be had in a single order for 25¢ in cash. Order from the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Informal Conferences at Cleveland

☆ ONE of the unique features of the Cleveland convention was a series of informal conferences with displays of related materials in the following areas: Tests and Measurements, Safety Education, Guidance and Personnel, Planning and Policy-Making in Education, Reports of Superintendents of Schools, American Education Week, Vocational Guidance and Placement, Curriculum Problems in Small Communities, and Curriculum Problems in Large Cities. In connection with these informal conferences one hundred specialists were on hand at appointed times to conduct discussions and confer with anyone interested in the various phases of the field with which the conferences dealt.

A Horace Mann Stamp

☆ THE UNITED STATES Post Office Department is planning a special series of postage stamps which will pay tribute to prominent Americans in the various professions and callings. Assurances have been received at NEA headquarters that education will not be omitted from this series and that the

claims of Horace Mann will be given careful consideration in this connection. If you believe that there should be a Horace Mann stamp in this series, write or telegraph Postmaster General James A. Farley at once.

Shall Boards of Education Be Abolished?

☆ UNDER "Editor and Reader" in THE JOURNAL for March, we referred to the proposal to abolish boards of education brought to a head by the recommendations of the Griffenhagen report for the reorganization of the government of the nation's capital. As this issue goes to press, hearings are underway on the report before a committee of the House of Representatives. The report has brought a storm of protest both from the people of Washington, D. C., and from the country at large. This issue will bear constant watching by all who believe that schools should be kept free from partisan politics and patronage.

A Good Gain in Membership

☆ UNDER THE ABLE HAND of its veteran executive secretary, Sherwood D. Shankland, the American Association of School Administrators has steadily increased its membership since 1933. The Department enrolled 1263 members in 1922, 3114 in 1927; 4013 in 1931; 3110 in 1933; and 4299 in 1938. The 1938 membership was the greatest in the history of the organization.

Education's Task

☆ ONE OF THE MOST encouraging things about public education in America is that the educators seem never to be wholly satisfied with their product. . . . It has been well said that human progress is in large measure the result of the urgings of "divine discontent. . . ." So thoughtful laymen should welcome the zeal and energy with which the leaders of educa-

tion attack the problems of their own field, as well as many other provocative issues in the affairs of the day. It all helps to show that American education is a vigorous and conscientious enterprise, mindful of its shortcomings, but gloriously alert to the ever-expanding task demanded of it by the changing patterns of American civilization.—From an editorial in the *Cleveland Plain Dealer*, February 27, 1939.

Pennsylvania Leader Retires

☆ J. HERBERT KELLEY retired from the office of Executive Secretary of the Pennsylvania Education Association on February 28 at the completion of eighteen years of service with the Association and nearly forty-five years of service in education. Dr. Kelley, thru the years, has been a dynamic professional leader. He was a pioneer among the fulltime state association secretaries. He developed the Pennsylvania State Education Association until nearly 100 percent of the teachers of the state are members. [Cont. on page A-78]

☆ ☆ ☆ HONOR ROLL OF THE NEA ☆ ☆ ☆

"IN UNITY THERE IS STRENGTH." Many teachers are not members of the National Education Association and are not acquainted with what is being done by it. Those who do belong should use every opportunity to inform non-members of the advantages of membership. Superintendents and principals should try to secure the memberships of teachers with whom they work because of the good that will result to the teacher and the school. As we increase the percent of our number who are members of the NEA, so our influence for good will increase and we shall see improved conditions in teaching.—E. M. LENON, principal, Emma Roach School, Evansville, Indiana. Evansville is one of the few cities in the United States with a population of 100,000 or more that have 100 percent enrolment in the NEA.

New Life Members Received in February

ALABAMA—Kenley J. Clark
ALASKA—A. J. Westall
CALIFORNIA—Harold T. L. Frasier, George C. Mann, Paul A. Silvey, Vera Ann Swoboda
DISTRICT OF COLUMBIA—Mrs. Myrtle R. Phillips
ILLINOIS—Clara MacGowan, S. B. Sullivan
INDIANA—Iona Ahrens, John V. Maier, E. Duane Thistlethwaite
LOUISIANA—Ralph E. Boothby, Lawrence D. Crocker, Sr.
MISSOURI—W. P. Shofstall
NEW JERSEY—Isabel Hill
NEW YORK—Ralph P. Bridgman, Sherman G. Crayton, Charles E. Harbordt, Margaret A. Lindquist, John J. Pryor, Theodore L. Shull
PENNSYLVANIA—Howard P. Bevilacqua, H. K. Rhodes, Walter H. Sauvain
PUERTO RICO—J. J. Osuna
TEXAS—Charles M. Rogers, W. W. Wimberly

Completed Enrolments

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

TWENTY YEARS

COLORADO—Greeley, Washington
OHIO—Elyria, Garford

NINETEEN YEARS

COLORADO—Colorado Springs, Washington
WYOMING—Cheyenne, Converse

EIGHTEEN YEARS

WYOMING—Cheyenne, Gibson Clark

SEVENTEEN YEARS

ARIZONA—Phoenix, Lowell
CONNECTICUT—East Hartford, Union
WISCONSIN—Kenosha, Durkee
NEW JERSEY—New Brunswick, Lord Stirling No. 1

SIXTEEN YEARS

CALIFORNIA—San Jose, Hawthorne
MICHIGAN—Grand Rapids, Madison
VIRGINIA—Lynchburg, Biggers

FIFTEEN YEARS

COLORADO—Pueblo, Bradford, Centennial Sr. High, Hinsdale, Park View, Somerlid, Thatcher Elem.
DELAWARE—Wilmington, Public School No. 9
MARYLAND—Church Hill, Church Hill Sr. High; Grasonville, Grasonville; Sudlersville, Sudlersville, Sudlersville Sr. High.
MINNESOTA—Minneapolis, Simmons
OHIO—Alexandria, Highschool
PENNSYLVANIA—Munhall, Munhall Sr. High
UTAH—Gunnison, Gunnison Sr. High

FOURTEEN YEARS

COLORADO—Colorado Springs, Helen Hunt; Pueblo, Park Hill Jr. High
FLORIDA—West Palm Beach, Palm Beach
MAINE—Presque Isle, Aroostock State Normal
MINNESOTA—Minneapolis, Whitney
MISSOURI—Kansas City, Sanford B. Ladd
NEW JERSEY—Atlantic City, Brighton Ave.; Camden, Read

PENNSYLVANIA—Chester, Harvey, Howell; Reading, Tenth & Green St.
WISCONSIN—Kenosha, Frank
WYOMING—Casper, Casper Jr. High

THIRTEEN YEARS

HAWAII—Honolulu, Alaie
NEW JERSEY—Ventnor, Oxford Ave.
OHIO—Ashtabula, Columbus Grade, Pacific Grade; Columbus, West Broad St.
PENNSYLVANIA—Camp Hill, Camp Hill High; Chester, Booker T. Washington; Ward, Village Green
WASHINGTON—Centralia, Centralia Sr. High
WISCONSIN—Two Rivers, H. P. Hamilton
WYOMING—Cheyenne, Park Addition

TWELVE YEARS

COLORADO—Colorado Springs, Columbia
FLORIDA—South Bay, South Bay Jr. High
HAWAII—Honolulu, Kapulena; Kailua, Oahu, Kailua
MICHIGAN—West Dearborn, Dearborn
MISSOURI—Kansas City, McCoy
NEW JERSEY—Vineland, South Vineland
UTAH—Clearfield, Syracuse

ELEVEN YEARS

ALABAMA—Birmingham, Martin
ILLINOIS—Siles, Entire System
NEW YORK—Rochester, Lewis H. Morgan No. 37
OHIO—Willoughby, Memorial Jr. High
PENNSYLVANIA—Reading, Fifteenth & Perkiomen Ave.
UTAH—Birdseye, Clinton
WISCONSIN—Kenosha, McKinley Jr. High

TEN YEARS

COLORADO—Denver, Swanea
DELAWARE—New Castle, Rose Hill No. 47
HAWAII—Hilo, Hilo Union, Kaiwili, Kaumana, Waiakea-kai, Waiakea-waena; Kurtistown, Kurtistown; Paauilo, Paauilo; Pahoa, Kalapana
ILLINOIS—Bellevue, Entire System
MISSOURI—Kansas City, William Cullen Bryant
NEBRASKA—Omaha, Benson West
PENNSYLVANIA—Arnold, Entire System; Hanover, Eichelberger Elem.; Hanover St.; Munhall, Franklin, Homestead Park; Williamsport, Benjamin Franklin

NINE YEARS

CALIFORNIA—Glendale, Balboa
DELAWARE—Bear, Eden
HAWAII—Pahala, Kapapala; Napoopoo, Napoopoo; Paauhau, Paauhau
ILLINOIS—Kenilworth, Joseph Sears
MINNESOTA—Saint Cloud, Garfield

NEVADA—Austin, Simpson Park; Lovelock, Lake Consolidated
NORTH DAKOTA—Fargo, Roosevelt Jr. High
OHIO—Chillicothe, Southern
OKLAHOMA—Tulsa, Riverview
PENNSYLVANIA—Lakawasen, Lakawasen Cons.; Nesquehoning, East End, Junior-Senior High; Shohola, Shohola High
WISCONSIN—Kenosha, Edward Bain; La Crosse, Webster

EIGHT YEARS

ALASKA—Cordova, Entire System
FLORIDA—Tampa, Seminole Hgts.
MASSACHUSETTS—North Attleboro, Towne St.
MICHIGAN—Detroit, Mason
MISSOURI—Kansas City, Jane Hayes Gates Institute, Jackson Opportunity, Thatcher
NEW YORK—Mount Vernon, Washington Jr. High; Solway, Prospect
VIRGINIA—Hot Springs, Valley Sr. High
WASHINGTON—Spokane, Mann
WISCONSIN—Port Washington, Hill, Wisconsin St.

SEVEN YEARS

CALIFORNIA—Fresno, Lowell
COLORADO—Colorado Springs, West Jr. High
GEORGIA—Atlanta, Calhoun
ILLINOIS—Bellwood, Wilson; Cicero, Woodbine
MISSOURI—Kansas City, William Rockhill Nelson; St. Louis, Lincoln
NEW YORK—Oneonta, Mitchell St.; Rochester, Samuel Lattimore No. 11
OHIO—Chillicothe, Eastern
PENNSYLVANIA—Allentown, Hokendauqua; Arnold, Junior High; Belle Vernon, Kerr Jr. High; Fayette City, La Grange; Forest Grove, Wycombe Independent; Fullerton, Fullerton; Hanover, Walnut St.; Haverhill, Haverhill Borough; Hulmeville; Hulmeville - Middletown Twp.; Langhorne, Langhorne-Middletown Elem.; Langhorne-Middletown High; Munhall, Woodlawn; Norristown, Whitpain Twp.; Reading, Buttonwood & Pear St., Eleventh & Pike St., Elm & Moss St., Northwest Jr. High, Park, Seventeenth & Cotton St., Sixteenth & Hawk St., Spring & Moss St., Twelfth & Windsor St., Washington & Rose; Stiles, West Coplay; West Newton, Collinsburg; Woodside, Edgewood Jr. High, Lower Makefield Twp.
WISCONSIN—Milwaukee, Girls' Jr. Tech (North), Hill, William McKinley, Morgandale, Mound St., Thirty-fifth St.

SIX YEARS

ALABAMA—Birmingham, Cunningham
CALIFORNIA—Fresno, Lafayette
FLORIDA—Homestead, Redland Jr.-Sr. High
GEORGIA—Atlanta, Williams St.
HAWAII—Hilo, Waiake-uka; Honolulu, Pauoa, Wai-iki; Kukuiahele, Kukuiahele
ILLINOIS—East St. Louis, National City
INDIANA—Indianapolis, Washington Irving No. 14
KANSAS—Cullison, Cullison Rural High
MINNESOTA—Minneapolis, Penn
MISSOURI—St. Louis, Riddick
NEBRASKA—Omaha, Washington
NEW JERSEY—Atlantic City, Pennsylvania Ave.
NEW YORK—Elmira, Riverside No. 7; Syracuse, Wm. H. Taft
OHIO—Chillicothe, West Fifth St.; Dola, Washington-Cessna; North Olmsted, Butternut Ridge; Youngstown, Haselton; Wooster, Junior High
PENNSYLVANIA—Hanover, Eichelberger Sr. High; South Langhorne, South Langhorne
TEXAS—Houston, Cooley
VIRGINIA—Warm Springs, Mitchelltown
WASHINGTON—Spokane, Adams, Emerson, Willard
WISCONSIN—Balsam Lake, Polk County, Office of the Supt.; La Crosse, Washburn; Superior, Franklin

FIVE YEARS

CALIFORNIA—Fresno, Winchell
HAWAII—Ewa, Oahu, Ewa; Hakalau, Hakalau; Hilo, Hilo Standard, Keaukaha; Honolulu, Pohukaina
IDAHO—Pocatello, Washington
ILLINOIS—Aurora, Indian Creek, Young
INDIANA—Evansville, Benjamin Bosse High
IOWA—Keokuk, Junior High, Senior High
KANSAS—Chase, Chase
MASSACHUSETTS—North Adams, Johnson; Rutland, Center
MICHIGAN—Detroit, Berry
MINNESOTA—Minneapolis, Pierce
MISSOURI—Kansas City, Bruce
NEBRASKA—Omaha, Druid Hill
NEW JERSEY—Montclair, Montclair Sr. High
NEW YORK—Poughkeepsie, Three Year Unit Trade
NORTH CAROLINA—Durham, East Durham Jr. High
OHIO—Middle Point, Middle Point; North Olmsted, North Olmsted High; Sylvania, Central Ave., Hillview
PENNSYLVANIA—Chester, Daniel W. Jefferis, Larkin, Huber, Wetherill; Lewisburg, Fifth Ward, Logan St., Wayne St.; Macungie, Red Lion Elem.; Newport, Newport Jr. Sr. High; Troxelville, Troxelville
TENNESSEE—Antioch, Rains; Nashville, Weakley
TEXAS—Dallas, John F. Peeler
UTAH—Bountiful, Stoker; Salt Lake City, Monroe Jr. High
VIRGINIA—Hot Springs, Thomastown Elem.; Millboro, Millboro

WEST VIRGINIA—Middlebourne, Ellsworth
WISCONSIN—Milwaukee, Bay View High, Peckham Jr. High
WYOMING—Sheridan, Custer St.

FOUR YEARS

CALIFORNIA—Compton, Entire System; Oakland, Charles Burkhalter, Melrose, Peralta
COLORADO—Akron, Akron Sr. High, High Prairie Sr. High; Linton, Linton High; Otis, Lone Star Sr. High, Otis High
DISTRICT OF COLUMBIA—Washington, Paul Jr. High
HAWAII—Honolulu, Honaunau; Honolulu, Likilike; Pahala Kau, Pahala; Pearl City, Oahu, Pearl City
ILLINOIS—Normal, Community Sr. High; Peoria, Washington
IOWA—Mustaine, Grant
MINNESOTA—Minneapolis, Van Cleve
MISSOURI—St. Louis, Charles
NEBRASKA—Omaha, Rosehill
NEVADA—Contact, Contact High
NEW JERSEY—Atlantic City, Chelsen Hgts.; Mantua, J. Mason Tomlin; New Brunswick, Washington No. 5
NEW YORK—Gloversville, Central, Columbia, Kingsboro Ave., Lexington Ave., Park St.; Mount Vernon, Wilson Jr. High; Troy (Lansingburg), Whipple
NORTH DAKOTA—Minot, McKinley
OHIO—Alger, Alger-Roundhead; Bremen, Ruch-creek Memorial High; Elyria, Edison; Forest, Forest-Jackson Rural; Hepburn, Dudley; Mechanicstown, Public School No. 16; Ridgeway, Ridgeway-Taylor Creek
PENNSYLVANIA—Confluence, Confluence High; Kutztown, State Teachers College; Odensburg, Odensburg; Reading, Schuylkill Ave. & Greenwich, Thirteenth and Union Sts.; Roaring Branch, Roaring Branch; Trescow, Trescow; Ulster, Ulster Ind. Sr. High; Upper Darby, Oakmont; Wellsboro, Marsh Creek Cons.; Wyalusing, Wyalusing Boro
TEXAS—Texarkana, Sunset, Whitaker
VIRGINIA—Alexandria, Woodlawn
WASHINGTON—Spokane, Brown, Whittier; Tacoma, Franklin, Oakland
WEST VIRGINIA—Charleston, Mt. Ovas; Elkwater, Elkwater; Eskdale, Eskdale
WISCONSIN—Milwaukee, Bartlett Ave., Clarke St., Custer High, Siefert

THREE YEARS

ALASKA—Pilot Station, Pilot Station; Unalaska, Unalaska Territorial
CALIFORNIA—Chico, Chapman; Chula Vista, Otay; El Modena, El Modena; Fresno, T. L. Heaton; Goffs, Via Fenner, Essex; Oakland, Allendale, Fruitvale
CONNECTICUT—East Hartford, Columbus St.
FLORIDA—Miami, Shadowlawn
HAWAII—Hilo, Hilo Intermediate; Holualoa, Puuanahulu; Waipahu, Oahu, August Ahrens
ILLINOIS—Sherrard, Sherrard Com. Sr. High
INDIANA—Evansville, Entire System; Terre Haute, Booker Washington
IOWA—Ames, Welch Jr. High; Waterloo, Edison, Emerson, Whittier
KENTUCKY—Corbin, Entire System; Hopkinsville, Virginia St.; Murray, Murray State Teachers College
LOUISIANA—Luling, Luling
MARYLAND—Elkton, Leeds; Warwick, Warwick Elem.
MICHIGAN—Alma, Wright Ave.; Bay City, Dolsen; Detroit, Cerveney, Higginbotham
MINNESOTA—Minneapolis, Agassiz; Stillwater, Central
MISSOURI—Kansas City, Longfellow; St. Louis, Dunbar, Lyon
NEVADA—Beowawe, Tenabo
NEW JERSEY—Metuchen, Edgar No. 3; Trenton, Parker
NEW YORK—Gloversville, Oakland Ave.; Hempstead, Jackson; Montauk, L. I., Montauk Public School No. 7; New Rochelle, Quaker Ridge (Scarsdale No. 2)
NORTH CAROLINA—Cove City, Cove City
OHIO—Cambridge, Park; Campbelltown, Jackson Twp. Cons.; Dayton, Gorman; Independence, Independence Cons.; Kings Mills, Kings Mills Rural Cons.; La Rue, La Rue; Marathon, Marathon; McCaffey, McCaffey-McDonald; Risingun, Risingun; Unionville, Unionville; Vickery, Townsend Twp.; Wapakoneta, Williamson; Wayne, Montgomery Twp.
PENNSYLVANIA—Bellefonte, Ferguson Twp.; Chester, Gartside; Chester Heights, Chester Hgts.; Harrisburg, L. O. Foote Bldg., Hamilton Bldg., Open Air, Shimmell; Indiana, Senior High, Thaddeus Stevens; Jersey Shore, Jersey Shore Borough; Reading, Elm & Madison Ave., Northmont, Oakbrook, Thirteenth & Green Sts., Tyson-Schoener; Swarthmore, Rutgers Ave. Elem.; Wellsboro, Stony Fork School; Williamsport, South Williamsport Boro
TEXAS—Dallas, John Henry Brown
UTAH—South Sanpete District, Entire System; Salt Lake City, Unith
VIRGINIA—Burnsville, Burnsville; Williamsville, Williamsville
WASHINGTON—Bellingham, Lincoln; Spokane, Arlington, Bemis, Edison, Madison, McKinley, Roosevelt, Stevens, Webster
WEST VIRGINIA—Bluefield, Preston; McComas, Crane Creek

WISCONSIN—Beloit, Gaston; Milwaukee, Townsend St.; North Fond du Lac, North Fond du Lac Senior High

TWO YEARS

ARIZONA—Glendale, Glendale School Dist. No. 40
ARKANSAS—Jonesboro, E. B. Barrett
CALIFORNIA—Alhambra, Granada; Fresno, Jackson; Los Angeles, Ninety-Ninth St.
COLORADO—Cheyenne Wells, County High
DELAWARE—Farmington, Farmington; Magnolia, Magnolia School Dist. No. 50; Ocean View, Gumboro
DISTRICT OF COLUMBIA—Washington, Hubbard
FLORIDA—Miami, Orange Glade; Miami Springs, Miami Springs
HAWAII—Aiea, Oahu, Aiea Jr. High; Hilo, Pihonua; Honolulu, Kapalama; Honoum, Honoum; Keauhou, North Kona, Keauhou; Waialua, Oahu, Waialua High
ILLINOIS—Peoria, White
INDIANA—Columbus, Adjustment, Garfield, Jefferson, McKinley, Wilson; Sullivan, Junior High
KANSAS—Harper, Harper
KENTUCKY—Benham, Benham High; Middletown, Middletown; Praise, Cumberland Cons. Sr. High
MAINE—Rockland, Purchase St.
MARYLAND—Conowingo, Pilot; Rising Sun, Calvert School Dist. No. 9
MASSACHUSETTS—Greenwich, Greenwich School
MICHIGAN—Hastings, Hastings
MISSOURI—St. Louis, Shepard
NEBRASKA—Omaha, Miller Park, Windsor
NEVADA—Caliente, Caliente; Cherry Creek, Cherry Creek; Contact, Contact Grammar; Gardnerville, Douglas County Sr. High; Mina, Mina
NEW HAMPSHIRE—Walpole, Walpole Sr. High
NEW JERSEY—Atlantic City, General Industrial, Junior High; Acon, Neptune City Schools; Irvington, Myrtle Ave. No. 12; Lavallette, Lavallette
NEW YORK—Bedford, Coman Hill (North Castle No. 3); Bellport, Bellport High; Central Islip, Central Islip High; Gloversville, McKinley, McNab; Manortville, West Manortville; Orchard Park, Entire System; Portcharter, Ridge St. (Rye No. 5); Syracuse, Bellevue Jr. High, Cleveland, Garfield, Grant, Jefferson, Merrick, John Nichols, Pere Lemoine, John T. Roberts, Salina, Sumner; Troy, Public School No. 13; Valley Stream, Union Free No. 13
OHIO—Athens, East Side; Branch Hill, Branch Hill Rural; Cincinnati, Central Fairmount, Theo. Roosevelt; Elyria, Ely; Frazeysburg, Perry-Pike High; Loudonville, Loudonville Elem.; Toledo, Crissey
OREGON—La Grande, Riveria
PENNSYLVANIA—Cheltenham, George K. Heller, Rowland; Chester, Graham Voc.; Colonial, Lower Paxton Twp.; Elkins Park, Cheltenham Twp. Public School Dist., Elkins Park Jr. High, Benjamin R. Myers, Shoemaker; Hatboro, Prospectville; La Mott, La Mott; Meyersdale, Meyersdale Borough; Mt. Holly Springs, Mt. Holly Springs; Pittsburgh, Lee; Prospect Park, Lincoln, Prospect Park Borough, Washington Ave.; Reading, Chas. S. Foss, Millmont, Amanda E. Stout, Twelfth and Buttonwood Bldg.; Swarthmore, College Ave. Elem.; Williamsport, DuBoistown Boro, Porter Twp.; Woodlyn, Leiperville Elem., Woodlyn Elem.
SOUTH CAROLINA—Warrentonville, Warrentonville
TEXAS—Hearne, Hearne Independent School Dist.
UTAH—Clearfield, Clearfield; La Sal, La Sal; Mt. Pleasant, North Sanpete Jr. High
VERMONT—Burlington, Pomeroy; Pomfret, Pomfret
VIRGINIA—Hot Springs, Ashwood
WISCONSIN—Madison, Draper, Lapham; Milwaukee, Windlake Ave.

CURRENT YEAR

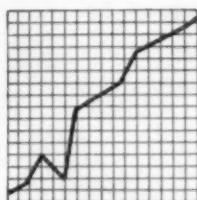
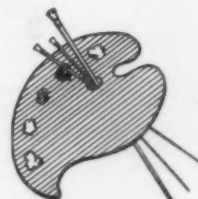
ALASKA—St. Michael, St. Michael
ARKANSAS—North Little Rock, Blue Hill
CALIFORNIA—Copperopolis, Copperopolis Elem.
DISTRICT OF COLUMBIA—Washington, Murch
FLORIDA—Miami, Pinewood Park
GEORGIA—Carroll County, Entire System
HAWAII—Hilo, Kapiolani, Puumaila Home; Honolulu, Liholihi; Kahuku, Oahu, Kahuku; Kailua, Holualoa; Kapoho, Kapoho; Mountain View, Mountain View; Nanakuli, Oahu, Nanakuli; Olat, Olat; Opihikao, Opihikao; Pepeekeo, Pepeekeo; Waialua, Oahu, Waialua; Waipahu, Oahu, Waipahu
ILLINOIS—Chicago, Waller High
INDIANA—Anderson, Columbia; Lafayette, Washington; Osceola, Osceola; Richmond, Joseph Moore
IOWA—Sioux City, Board of Education
KANSAS—Fredonia, Lincoln Jr. High; Leavenworth, Jefferson, Sumner
KENTUCKY—Middletown, Middletown
LOUISIANA—Henry, Henry High; Jennings, Jennings Central
MARYLAND—Corriganville, Corriganville
MASSACHUSETTS—Melrose, Washington
MISSOURI—Kansas City, Askew
NORTH CAROLINA—Charlotte, Wesley Heights; Greensboro, Jacksonville
OHIO—Elmwood Place, Elmwood Place; Loudonville, Entire System
PENNSYLVANIA—Harrisburg, Dorrisville Grade
TENNESSEE—Knoxville, Park City-Lowry
TEXAS—Dallas, Pacific Ave.
VIRGINIA—Bath County, Entire System; Richmond, J. E. B. Stuart
WEST VIRGINIA—Dorothy, Dorothy; Oakvale, Entire System
WISCONSIN—Milwaukee, Forest Home Ave., Girls' Jr. Tech (South), Thirty-Seventh St.

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All these things cost money. All these things cut into publisher's profits. All these things tend to push textbook prices up, as do increased costs of labor and materials and mounting taxes. Yet, even so, over a twenty-five-year period textbook prices per 100 pages show little change. Thanks to improved methods and machinery and to the economy of including more pages within the covers of a single book, the cost of the bigger, more attractive textbooks of today remains, as always, relatively low.

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Publication of the Pintner General Ability Tests: Verbal Series marks a significant forward step in mental measurement. This series combines all these features:

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The Intermediate Test for grades 4 to 9 and the Advanced Test for grade 9 and above are now ready for distribution. Tests for primary grades are in preparation.

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World Book Company

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Chicago

[*Cont. from page 127*] At the same time he built up the NEA membership in the state until in six of the past seven years Pennsylvania has had more NEA members than any other state. Dr. Kelley has been a vigorous worker for closer integration of the state associations with the National Education Association. He developed and put into practice the idea of the coinclusive membership plan whereby the teachers join local, state, and national associations at the same time, a plan which has worked successfully in Pennsylvania for the past ten years.

Responsibility of Administration for Instruction

☆ WHAT SEEMS to be the responsibility of administration for instruction today? It is no longer to prescribe what is to be taught, or how, or when; but to provide the environment most conducive to maximum pupil growth and to work cooperatively with pupils, teachers, and community to provide a broad and flexible instructional program adapted to the present and future needs of all of the children in the community which the school serves.—Sidney B. Hall, state superintendent of public instruction, Richmond, Virginia, in an address before the AASA at Cleveland, February 27, 1939.

Convention Publicity By Radio

☆ A RECORD in convention publicity by radio was established at the Cleveland meeting of the American Association of School Administrators, February 25-March 2, with arrangements for twenty-four coast-to-coast hookups on the three principal radio chains to take convention addresses and activities to the public.

Included in the series was a recognition of Washington's birthday on February 22, when "Our American Schools" presented Walter Hampden on the National Broadcasting Company in a reading of excerpts from George Washington's Farewell Address. Another highlight convention radio program was a panel on "The Challenge of Crime" over the Mutual Broadcasting System. Members of the panel were: James A. Johnston, warden, United States Penitentiary, Alcatraz Island, California; Austin H. McCormick, commissioner of correction, New York, New York; William E. Grady, associate superintendent of schools, New York, New York; and Honorable Harold H. Burton, mayor of Cleveland. The radio panel was conducted by Joseph Reis of Station WLW, Cincinnati.

The convention radio series closed after the final meeting of the convention with a news summary of the five-day sessions

by Lyman Bryson, Teachers College, Columbia University, on the Columbia Broadcasting System.

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.

Fifty Years' Service in the Public Schools

☆ S. R. FITZ, who retired in February, after fifty years of service as a teacher in the public schools, the last 28 of which were spent as principal and district superintendent of the elementary schools of the Garden Grove (California) School District, has been presented a Life Membership in the California Teachers Association. In a special editorial "respectfully saluting" Mr. Fitz, the Garden Grove *News* states: "It is hard to imagine how a lifetime could be spent in a more worthwhile manner." [*Cont. on page A-80*]



Three Books THAT MAKE TEACHING MORE INTERESTING

...Highly Educational, Written to Appeal to
Students. Send for your FREE copies today.



This Seal of Acceptance denotes that the educational material in these books is acceptable to the Council on Foods of the American Medical Association.

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The history, cultivation, preparation for market, and packaging of coffee are all described in this interesting 40-page booklet. It is illustrated throughout with photographs. Contains a section for home economics teachers on the brewing of coffee.

Hawaiian Islands and the Story of Pineapple

This 48-page booklet contains an historical description of the Islands, plus the complete story of the origin, cultivation, and canning of pineapple; also contains excellent recipes; illustrated. The cover unfolds into an attractive 4-color map of the Islands.

The Story of Salmon

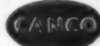
This booklet describes the life of the salmon—its beginning in cold Alaskan streams, its mysterious rush to unknown parts of the Pacific—its dramatic return upstream to its birthplace, there to spawn and die. The book contains chapters on salmon fishing, salmon as a food, and methods of conservation, all profusely illustrated. Mail coupon for your free copies today.

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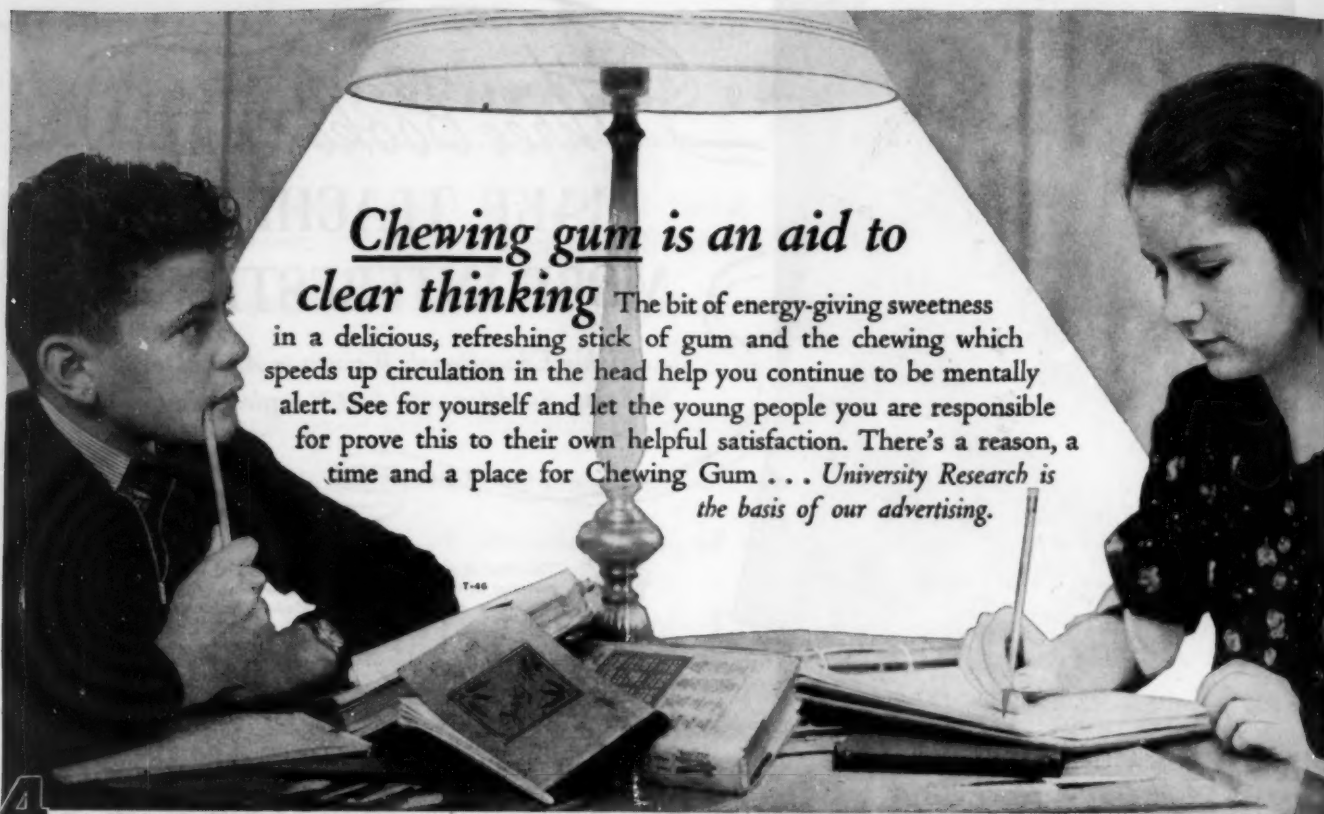
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The bit of energy-giving sweetness in a delicious, refreshing stick of gum and the chewing which speeds up circulation in the head help you continue to be mentally alert. See for yourself and let the young people you are responsible for prove this to their own helpful satisfaction. There's a reason, a time and a place for Chewing Gum . . . *University Research is the basis of our advertising.*

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THE NATIONAL ASSOCIATION OF CHEWING GUM MANUFACTURERS, ROSEBANK, STATEN ISLAND, NEW YORK

[Cont. from page A-78] Certainly other callings bring greater financial reward; other lines of activity may bring more fame, more recognition, more pleasure perhaps. But down in the heart of a schoolmaster, who has so believed in the worth of his calling that he has stuck to it for fifty years, there must be a deep feeling of satisfaction that men in other walks of life never experience."

NEA Field Service Activities

☆ A SERIES of regional conferences is being conducted during March and April by the National Education Association and the Educational Policies Commission. President Reuben T. Shaw and Executive Secretary Willard E. Givens of the National Education Association, and Secretary William G. Carr of the Educational Policies Commission will attend these conferences: Columbia, South Carolina, March 30; Memphis, Tennessee, April 1; Kansas City, Missouri, April 2; Denver, Colorado, April 3; Salt Lake City, Utah, April 4; Spokane, Washington, April 6 and 7; and Chicago, Illinois, April 10.

Agenda for the conferences will consist principally of three main items: Federal aid for education, professional organization relationships, and the work of the Educational Policies Commission.

The Director of Field Service, Charl Ormond Williams, has spent a large part of the past year working in the southern states. Interest of the teachers of the South in professional problems is steadily developing, as shown by the growing membership in the National Education Association as well as in the state associations.

An Institute of Professional Relations was sponsored last summer at George Peabody College for Teachers. This Institute proved so helpful that it is to be repeated and several other similar institutes are being planned. Several will be conducted at the institutions of higher education in Oregon; one at the Universities of Utah, Oklahoma, and Omaha; seven in West Virginia; at least one in Kentucky; two in North Carolina; and probably five in Tennessee.

Toward Coordination in Health Education

☆ LAST NOVEMBER a conference was held in New York City of representatives of forty organizations in the field of health education. The reports presented gave a colorful picture of the great variety of ways that the different organizations operate, of the wealth of diversified services, of the many different groups that are served, and of the difficulties which hinder

the attainment of their objectives. No group expressed entire satisfaction with the services it had been able to render. The need for coordination in this important field was apparent. It was proposed that there be organized a national committee on cooperation in school health education to operate for a three-year period. This committee has been appointed and is now at work. Further information may be secured from N. P. Neilson, executive secretary, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street Northwest, Washington, D. C.

And They Want To Cut Expenditures for Schools

☆ TOTAL SALES of the five cigarette leaders in 1938 aggregated about 133,000,000,000, as follows: Camel, 43,000,000,000; Lucky Strike, 38,000,000,000; Chesterfield, 35,000,000,000; Philip Morris, 9,000,000,000; Old Gold, 8,000,000,000. The total figure for 1937 was 141,000,000,000.

American Education Week 1939

☆ AEW will be observed November 5-11. An attractive announcement folder may be secured free from the National Education Association. Committees and administrators may wish to secure a number of copies for distribution. [Cont. on page A-82]

NEW RESEARCH BULLETINS

The Rural Teacher's Economic Status

Presents facts on the incomes and expenditures of 10,000 rural teachers. January 1939, 64 pages, 25¢ per copy.

Salaries of School Employees, 1938-39

Summarizes the salaries paid in 1850 city school systems. March 1939, 32 pages, 25¢ per copy.

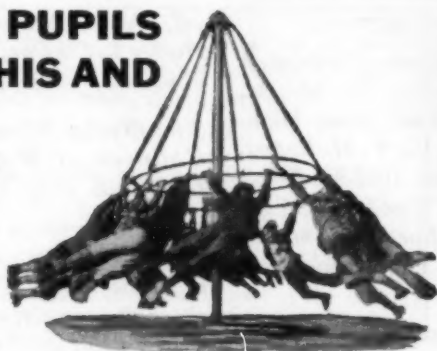
Orders should be accompanied by funds in payment. Discounts on quantity orders of the same publication: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more copies, 33½ percent.

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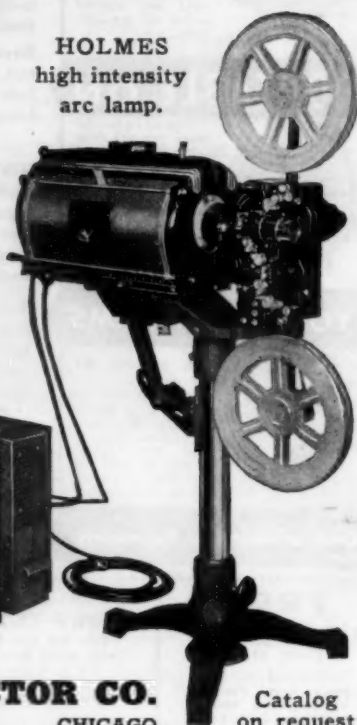
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[Cont. from page A-80] Aside from school planning for the observance, why not hand copies of this leaflet to local lay groups with the suggestion that they plan at least one of their fall programs around the theme of American Education Week, "Education for the American Way of Life"?

The following are chairmen of committees developing materials for 1939:

KINDERGARTEN-PRIMARY SCHOOL MATERIALS

Anne O'Neill, Oregon Normal School, Monmouth, Oregon; *Maycie Southall*, professor of elementary education, George Peabody College for Teachers, Nashville, Tenn.; *Jennie Campbell*, director, Elementary Education, Department of Public Instruction, Salt Lake City, Utah; *Elma A. Neal*, first assistant superintendent of schools, San Antonio, Texas; *Irene Hirsch*, assistant professor of education, State Teachers College, Buffalo, N. Y.

UPPER ELEMENTARY-SCHOOL MATERIALS

Lulie Nettleton, principal, Green Lake School, Seattle, Wash.; *J. Ernest Crane*, principal, Summer Avenue School, Newark, N. J.; *F. H. McKelvey*, principal, Highland School, Rockford, Ill.; *Frank R. Pauly*, director of research, Public Schools, Tulsa, Okla.; *Pauline G. Staats*, supervisor of elementary schools, Pittsburg, Kans.

JUNIOR HIGH-SCHOOL MATERIALS

Landis R. Klinger, principal, Northwest Junior Highschool, Reading, Pa.; *Mrs. M. R. Merritt*, principal, Taft Junior Highschool, Washington, D. C.; *V. M. Rogers*, superintendent of schools, Boulder, Colo.; *L. E. Luberger*, principal, West Junior Highschool, Madison, Wis.; *Josephine Thomas*, principal, McDonough Highschool, New Orleans, La.

HIGH-SCHOOL MATERIALS

M. G. Neal, professor, Educational Administration, College of Education, University of Minnesota, Minneapolis; *Thomas F. Richardson*, Highschool, New Haven, Conn.; *Arvid J. Burke*, director, Studies and Information Service, New York State Teachers Association, Albany; *Stanley Diamond*, supervising instructor, Department of Social Studies, Detroit, Mich.; *Mrs. Elizabeth Denehie*, teacher, Wiley Highschool, Terre Haute, Ind.

RURAL-SCHOOL MATERIALS

N. Howard Jensen, principal, Central School, Tooele, Utah; *John R. Slacks*, associate professor, Rural Education, Iowa State Teachers College, Cedar Falls; *V. H. Culp*, director, Rural Education, The Northern Normal and Industrial School, Aberdeen, S. D.; *Wayne L. Lowe*, princi-

pal, Central School, Cazenovia, N. Y.; *Homer L. Johnson*, county superintendent of schools, Pittsfield, Ill.

The World Wireless Message of the Children of Wales, for World Goodwill Day (May 18)

☆ "THIS IS WALES CALLING! The boys and girls of Wales are calling the boys and girls of all the world! We rejoice to think that, above the tumult, on this one day of the year, we can greet each other as members of one great family, the family of the nations of the future.

"The world is full of suffering, cruelty, and strife, and we are told that civilization may perish. Let us tell the world that civilization shall not perish. More than ever the world needs what we alone can give—the confidence and the comradeship of youth.

"May we then, on this Goodwill Day, dedicate ourselves afresh to the service of our fellows in ever-widening circles, to the service of our home, of our neighborhood, of our country, so that our country may better serve the world to which we all belong?

"So shall we, millions of us, grow up to be the friends of all, the enemies of none."

Schools sending answers or greetings to this message should [Cont. on page A-84]

School of Education



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Intercession June 5—June 30, 1939 Summer Session July 5—August 11, 1939

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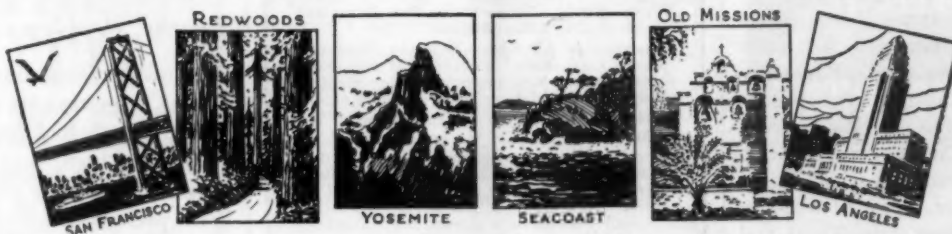
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National Education Association Convention — July 2 to 6, 1939 — San Francisco

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Of special educational interest to the visitor to California in 1939 is the Golden Gate International Exposition —The Pageant of the Pacific—on San Francisco Bay.

Particular attention is devoted to study of contemporary trends. Courses accredited for bachelors' and master's degrees. Special lectures, recitals, dramas, athletics—and opportunities for excursions to scenic points of interest. For announcements of courses, address: Dean of the Summer Session, University of California, Berkeley; or Dean of the Summer Session, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California.

UNIVERSITY OF CALIFORNIA SUMMER SESSIONS Berkeley and Los Angeles — June 26 to August 4

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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



A PERFECT COMBINATION

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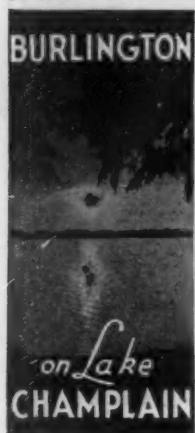
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Work—Study—Play—in the San Francisco Bay Region

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

DIRECTOR OF THE SUMMER
SESSION

Mills College, Oakland, California

Include Oregon, the Air-Conditioned State, in your Far Western summer plans. Summer schools: Institute of Marine Biology and University of Oregon, June 12-July 21; Portland and Oregon State College, June 19-July 28. Address Director, Dept. B, 814 Oregon Building, Portland, Oregon.

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Established 1885. General Placement Bureau. Public School, Teachers' College, University. Special demand for Elementary, High School, Art, Music, Commercial and Home Economics teachers for Suburban and City Schools. Folder on request. NATA.

[Cont. from page A-82] address them to the Rev. Gwilym Davies, Vicepresident, Welsh Council of the League of Nations Union, 10, Museum Place, Cardiff, Great Britain. The postage will be 5¢ for letters weighing an ounce or less.

Youths' Problems and Desires

☆ YOUTH, being unorganized, is handicapped in getting its problems before the public. Youth looks to the future with a vision of a home and participation in society as an effective citizen but finds little in the presentday school program to fit him for it. Youth wants a fulltime job and ability to be selfsupporting. Youth asks measurable security for the future, without great wealth. Youth no longer accepts democracy with childlike faith. Youth looks upon war with a fatalistic attitude.—Edmund E. Day, president of Cornell University, in an address before the AASA at Cleveland, Feb. 27, 1939.

Will Your School Observe This Centennial?

☆ SEPTEMBER 28, 1939, will mark the 100th anniversary of the birth of Frances E. Willard, founder of the World WCTU. Some states observe in the schools September 28 as temperance day, calling it Frances E. Willard Day.

Median Salaries Higher

☆ TEACHERS' SALARIES in 1938-39 are definitely higher than they were two years ago, according to the March 1939 *Research Bulletin* of the National Education Association, now in press. The median salary of elementary teachers in cities over 100,000 in population is \$2217, which is 9.37 percent higher than in 1936-37. For junior highschools the figure is \$2450, an increase of 6.38 percent; for senior highschools \$2672, or 4.74 percent above 1936-37. The smaller cities are showing similar upward trends.

White House Conference on Children in a Democracy

☆ PRESIDENT ROOSEVELT is honorary chairman, Secretary of Labor Frances Perkins chairman, and Katharine F. Lenroot, chief of the Children's Bureau, is secretary of the White House Conference on Children in a Democracy to be held at the White House April 16. The first White House Conference, officially known as the Conference on Care of Dependent Children, met in Washington in 1909 on the call of President Theodore Roosevelt. The second, the Conference on Child Welfare Standards, was held under the auspices of the Children's Bureau in 1919 as the concluding activity of "Children's Year," with the

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official support of President Wilson. The third, called by President Hoover, was the White House Conference on Child Health and Protection held in 1930. Among the educators who will serve on the Planning Committee for the fourth conference are William G. Carr, secretary, Educational Policies Commission of the NEA and the American Association of School Administrators; Ben G. Graham, superintendent of schools, Pittsburgh, new president of the AASA; Frank P. Graham, president, University of North Carolina; Homer P. Rainey, director, American Youth Commission; and George F. Zook, president, American Council on Education.

Lord Bertrand Russell

☆ READERS of the article on page 97 of this issue will be interested in the following facts about Lord Russell: World famous as mathematician, philosopher, and educator, he was born in 1872, the son of an English lord. From 1910 to 1916 he was a lecturer at Trinity College, Cambridge, but was imprisoned and deprived of his lectureship for pacifist activities during the World War. He has written such popular scientific books as *The ABC of Atoms*, *The ABC of Relativity*, and *On Education*. He has lectured widely in the United States.

New Pennsylvania Secretary

☆ HARVEY GAYMAN has been elected executive secretary of the Pennsylvania Education Association for a six-year term. He takes the position formerly held by J. Herbert Kelley. Mr. Gayman had been with the Association for nine years as Assistant Executive Secretary and Director of Research. He is a Life Member of the NEA and also NEA state director for Pennsylvania.

Department of Supervisors and Directors of Instruction

☆ AT THE ANNUAL MEETING of the Department of Supervisors and Directors of Instruction at Cleveland, the following officers for the year 1939-40 were elected:

President, Julia L. Hahn, division supervising principal, Washington, D. C.

First Vicepresident, Helen Heffernan, chief, Division of Elementary Education and Rural Schools, State Department of Public Instruction, Sacramento, California

Second Vicepresident, Prudence Cutright, assistant superintendent of schools, Minneapolis, Minnesota

The Executive Committee consists of these officers, the Field Secretary, James F. Hosis, and three other members: Edith M. Bader, assistant [Cont. on page A-86]

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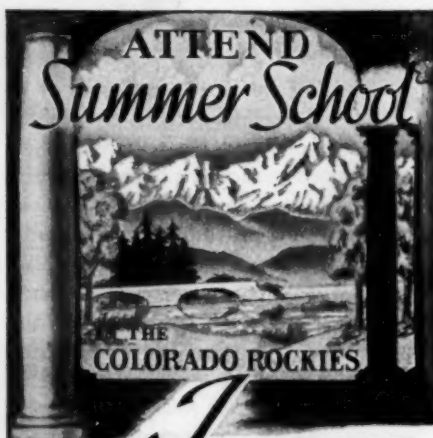
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[Cont. from page A-85] superintendent of schools, Ann Arbor, Michigan; Hollis L. Caswell, Teachers College, Columbia University; and R. D. Lindquist, director of Cranbrook School, Bloomfield Hills, Michigan.

The latest publications of this Department are: Eleventh Yearbook, *Cooperation: Principles and Practices* (256 pages, \$2) and *Radio in Education* (48 pages, 25¢). The Twelfth Yearbook, now in preparation, is on *Newer Instructional Practices of Promise*. The chairman of the yearbook committee is Helen Heffernan of Sacramento, California.

Officers of Deans of Women

☆ THE EXECUTIVE BOARD of the National Association of Deans of Women (an NEA Department), including those elected at Cleveland, is as follows:

President—Sarah G. Blanding, dean of women, University of Kentucky, Lexington

Vicepresident—M. Eunice Hilton, dean of women, Syracuse University, Syracuse, New York
Secretary—Esther A. Dayman, dean of undergraduate students, Mills College, Mills College, California

Treasurer—Elizabeth B. Oakes, girls' counselor, Proviso Township Highschool, Maywood, Illinois
Executive Secretary—Kathryn G. Heath, 1201 Sixteenth Street Northwest, Washington, D. C.

Headquarters Consultant—Mary Louise Brown, dean of women, The American University, Washington, D. C.

Past President—Harriett M. Allyn, academic dean, Mount Holyoke College, South Hadley, Massachusetts

Chairman, University Section—Dorothy Gebauer, dean of women, University of Texas, Austin

Chairman, College Section—Helen Dalton Bragdon, dean, Hood College, Frederick, Maryland

Chairman, College of Education and Teacher Training Section—Helen H. Moreland, dean of women, New York State College for Teachers, Albany

Chairman, Junior College Section—Amelia E. Clark, dean of women, Colby Junior College, New London, New Hampshire

Chairman, Secondary-School Section—Edna L. Dugan, assistant principal, John Marshall Highschool, Cleveland, Ohio

Dates To Be Remembered—

April 10-14—Annual convention, Association for Childhood Education, Atlanta, Ga. For information address this organization at 1201 Sixteenth Street Northwest, Washington, D. C.

April 14—Pan American Day. Suggestions may be had from the Pan American Union, Washington, D. C.

April 29-May 6—Boys and Girls Week. *A Manual of Suggestions* for carrying out the program for this week may be secured from the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago, Illinois. [Cont. on page A-88]

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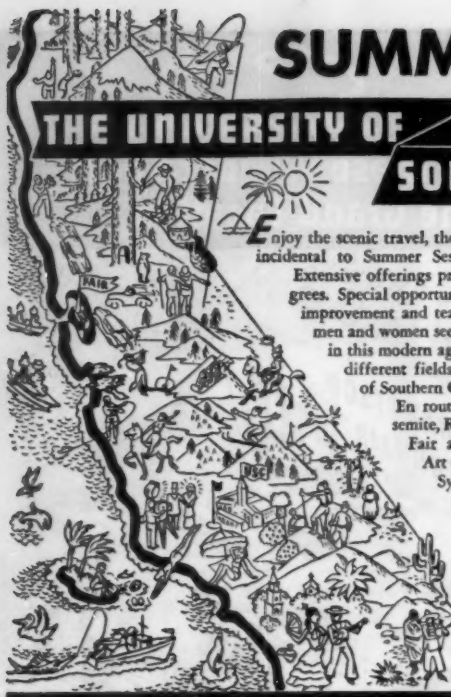
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[Cont. from page A-86]

May 1—May Day, Child Health Day. The slogan this year is: "The health of the child is the power of the nation." Material for the observance in schools is being prepared by the U. S. Office of Education and can be obtained thru the state departments of health.

May 4—Horace Mann's birthday. See page 122.

May 7-13—National Music Week. For suggestions, write to the Committee, 30 Rockefeller Plaza, New York, N. Y.

May 15-17—Annual Meeting of the American Association for Adult Education, Niagara Falls, Ontario.

May 18—World Goodwill Day. See page 126.

June 15-17—Annual School Administrators Conference at George Peabody College for Teachers, Nashville, Tenn.

June 20-23—Annual meeting, American Home Economics Association, San Antonio, Texas. Write to AHEA headquarters, 620 Mills Building, Washington, D. C.

June 29-30—Annual Conference on Business Education to be held at the University of Chicago.

July 2-6—Annual convention of the National Education Association in San Francisco. See pages 107-08.

July 8-21—Third Annual Conference on Elementary Education, sponsored by the NEA Department of Elementary School Principals, to be held at the University of California, Berkeley. For information, write to Eva G. Pinkston, 1201 Sixteenth Street Northwest, Washington, D. C.

July 8-22—Summer Institute for Social Progress at Wellesley College.

July 16-22—World Congress of Workers for the Crippled to convene in London, England. Vivian M. Hackett, Elyria, Ohio, will supply information upon request.

August 6-11—World Federation of Education Associations in Rio de Janeiro. See page 114.

Chancellor Lindley Retires

☆ E. H. LINDLEY has retired as Chancellor of the University of Kansas after long and faithful service. Chancellor Lindley, one of the outstanding university presidents of the nation, has been a friend and advocate of the interests of the people as opposed to special privilege.

The Cleveland Resolutions

☆ DEMOCRACY—The American Association of School Administrators reaffirms its faith in democracy as the pattern of human relationship most likely to bring [Cont. on page A-90]



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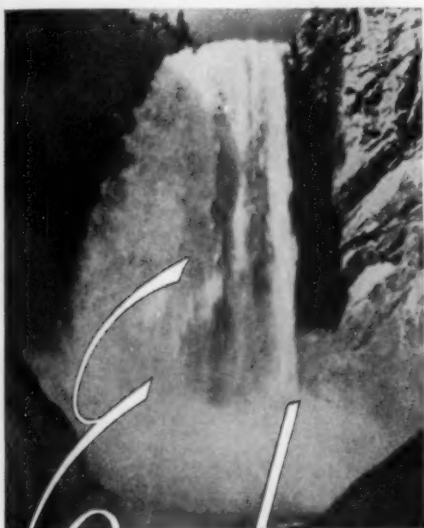
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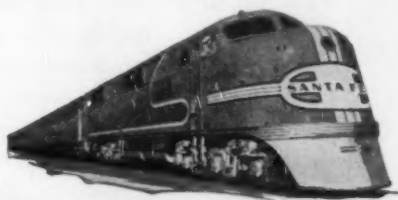
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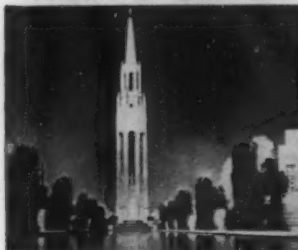
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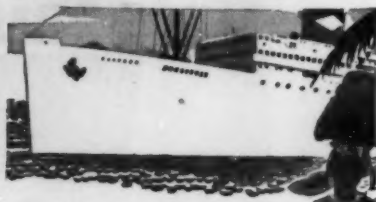


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and one at the Panama Canal Zone (15 Days—\$175 up) . . . Alternate Saturdays—tours to the Highlands of Guatemala with calls at Santiago, Cuba and Honduras (26 days, all expenses \$263 up). Ask about other services from New York, Philadelphia and New Orleans.

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[Cont. from page A-88] about the maximum happiness and wellbeing of all peoples. In order to maintain, to uphold, and to apply ever more widely the principles and ideals inherent in democracy, we urge the educational profession to promote and support a nationwide program, particularly within the school, to insure that all youth and adults achieve an intelligent understanding of problems democracy faces—social, political, and economic; and thru this understanding, to facilitate the changes which society from time to time finds indispensable to the effective realization of such democratic ideals as the guarantee of life, liberty, and the pursuit of happiness; the establishment of social and economic security; the control of public policies by all peoples; the equality of opportunity for each personality; and freedom of expression.

The Association recommends an active recognition of the educator's responsibility in defending and maintaining democracy by building a better world understanding in these days of conflict among nations. The Association insists that it is Utopian to believe that enduring world peace can be built upon any system of human relationships other than one which permits the masses of men to order their own ways for their own benefit and makes the state a servant of the individual.

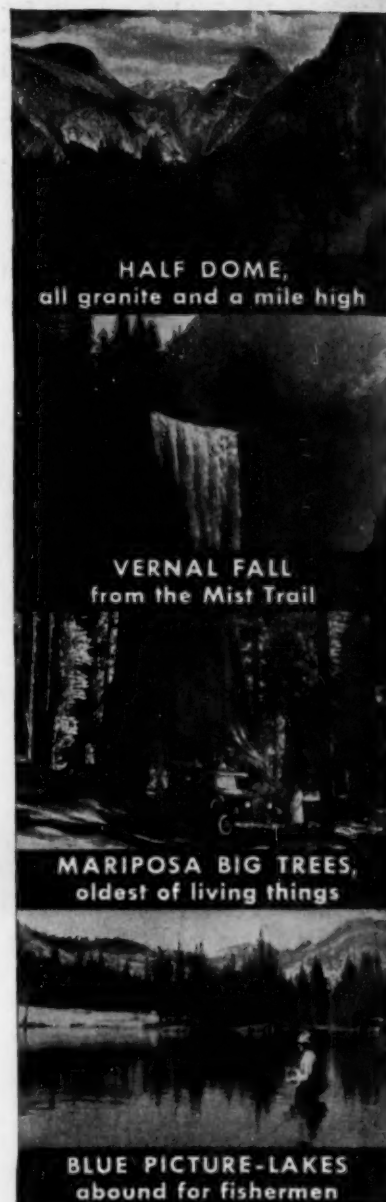
EDUCATIONAL POLICIES—The American Association of School Administrators commends the recent work of the Educational Policies Commission and calls upon the membership to aid in carrying out the pronouncements of the Commission that this continuing program of public education in America shall become operative in a continuously increasing degree thruout the United States of America.

In terms of an educational program, the Association urges its members:

[a] To make the work of schools include more definitely the study of economic and social realities and the problems of American democracy today.

[b] To provide youth, whether in or out of school, with adequate services for adjustment, guidance, and vocational placement. Our Association views with alarm the large number of unemployed youth between the ages of 16 and 24 years and calls upon the schools to give special consideration to furnishing these services to this group of young people.

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[c] To coordinate school activities with the activities of many other desirable agencies that influence and affect the lives of youth.

FEDERAL AID TO PUBLIC EDUCATION—
[For this resolution, see page 109.]

DUPLICATION OF EDUCATIONAL AGENCIES—Consistent with our historic principle of the control of education by the states, the American Association of School Administrators warns the American people that the development of two public-school systems in this country, one controlled by Washington, the other controlled by the localities and the states will not only result in needless duplication, waste, and inefficiency, but will be particularly dangerous at a time when authoritarianism and regimentation are gaining the upper hand in so many countries. This danger comes from the creation of various federal educational agencies which, it is true, perform indispensable services. Federal support for these agencies is essential, but federal control is neither necessary nor desirable. Since every state has a going school system, the administration of these services should be lodged in the states. Local and state control is one of the strongest supports of our civil liberties and of intellectual freedom.

Similarly, we warn against the growing tendency of federal departments and bureaus to establish educational agencies and quasi-educational activities which function without regard to the legally established federal Office of Education and frequently result in confusion and waste of public funds. The administration of all federal services to education should be lodged in the United States Office of Education.

ALLOCATION OF PUBLIC FUNDS—Since the primary obligation of the states and communities is caring for the training, education, and placement of the youth of America, the needs of children and youth should have first consideration in the allotment of public funds.

INDEPENDENT EDUCATIONAL CONTROL—The Association recognizes with pride that the American system of electing boards directly by the people to control public education without interference from city councils and commissions has been responsible for a large share of the independence of schools and the educational achievements of the country.

The Association [Cont. on page A-92]

Happy adventuring awaits you in Washington



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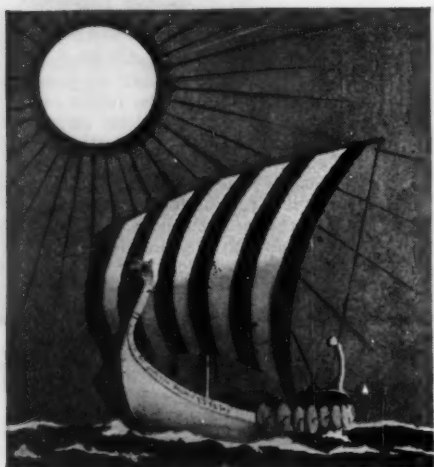
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See the magnificent fjords of Norway; visit quaint Copenhagen in Denmark; the free city of Danzig; romantic Visby on the Island of Gotland; Tallinn, capital of Estonia; Leningrad* in Russia; Helsingfors, capital of Finland; Stockholm and Gothenburg, Sweden; and finally Edinburgh. From.... **\$415**

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[Cont. from page A-91] condemns vigorously recent attempts to break down this system by subordinating the control and support of education to boards charged with many other responsibilities in government.

THE IMPROVEMENT OF ADMINISTRATION—The American Association of School Administrators recommends that steps be taken toward setting up study groups or conferences in administrative practice designed for training administrators and for improving administrative practices. The Association urges that schools of education study and adapt courses to the problems of education in small communities.

REDUCTION OF POSTAL RATES—The American Association of School Administrators commends the President's action in reducing the postal rates on books and urges Congress to enact legislation making permanent the flat rate now in effect.

New NEA Publications

"Salaries of School Employees, 1938-39," the *Research Bulletin* for March 1939, summarizes the ninth biennial survey of salaries paid to city school employees. Gives trends, medians, range, and distribution of salaries paid the various types of school employees in 1850 city school systems. Also contains supplement on salaries paid to rural teachers. 32p. 25¢.

"Critical Analysis of Teacher Tenure Legislation" is a report of the Committee on Tenure, issued in January 1939. It deals with the laws of sixteen states regarding provisions for tenure as defined to mean permanent employment with notice before dismissal and right to a hearing. The 32-page bulletin sells at 25¢ per single copy.

"The Implications of Research for the Classroom Teacher" is the joint yearbook of the American Educational Research Association and Department of Classroom Teachers. It summarizes what research has to say on hundreds of classroom problems. Invaluable for individual and group study both in elementary and secondary schools. 300p. \$1.

The *Review of Educational Research* for December 1938, "Educational Tests and Their Uses," represents the third cycle of treatment of educational tests. The literature reviewed covers in general the period from July 1935 to July 1938. The *Review* may be obtained for \$1.

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COOPERATIVE EUROPE. Auspices Cooperative League of U. S. A. Leader: Dr. J. Henry Carpenter. Denmark, Sweden, Finland, Norway, Scotland, England, France, Switzerland. Sailing July 2. Back Sept. 3 **\$675**

PUBLIC HOUSING IN EUROPE AND THE SOVIET UNION (fourth season) under leadership of Irving Brant, Vice-Pres., National Public Housing Conference. England, Denmark, Sweden, Finland, Soviet Union, Czechoslovakia, France, Holland. Sailing June 22. Back Aug. 10 **\$598**

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. Sailing July 1. Back Sept. 5. **\$498**

MEXICO IN PROGRESS (second season) under leadership of Herbert Weinstock. An unusually complete survey. Sailing July 6. Back Aug. 15. Travel arrangements First Class..... **\$468**

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Standards for Superintendents of Schools is a preliminary report of the Committee on Certification of Superintendents of Schools of the American Association of School Administrators. It summarizes existing standards and qualifications proposed or required of superintendents of schools: [a] Expert opinion as to the function of the superintendent of schools, [b] state legal requirements, [c] state certification requirements, [d] special training programs offered by colleges and universities, and [e] standards suggested in codes of ethics adopted by professional organizations. On the basis of its investigations to date the Committee submits tentative recommendations for study and discussion. 64p. 50¢.

Schools in Small Communities is the Seventeenth Yearbook of the American Association of School Administrators. It is a handbook for administrators and school-board members in small communities—a practical treatment of problems in guidance, curriculum, public relations, school-house planning, budgeting, finance, and leadership. The report was prepared by a commission of twelve under the chairmanship of Hobart M. Corning. 608p. \$2.

Analysis of the Statutory Provisions for State Teachers Retirement Systems, issued January 1939, is a report of the Research Division and National Council on Teacher Retirement. The report is restricted to the features of laws which establish statewide retirement systems. The 30-page bulletin sells at 25¢ per single copy.

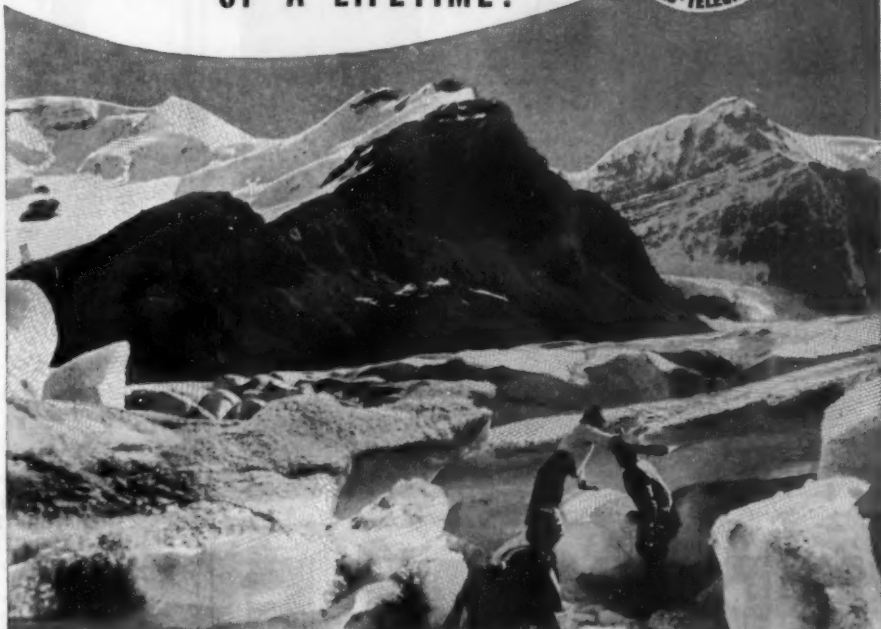
The National Association of Deans of Women, an NEA Department, has available a 70-page annotated bibliography, *Guide to Guidance* (mimeographed), which contains reviews selected from 877 publications of interest to guidance workers. 50¢ a copy.

Just off the press is the Educational Policies Commission publication, *Social Services and the Schools*, dealing with the schools' relationships to public health, recreation and welfare agencies, and public libraries. The experience of several typical communities as well as advice of numerous experts in each of the fields represented have been drawn upon in the preparation of this document. A highlight is the Commission's proposal that public recreation, library, and school services be unified under a public education authority. Copies are obtainable at 50¢ per copy.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33⅓ percent. Send orders to the NEA, 1201 Sixteenth Street Northwest, Washington, D. C.

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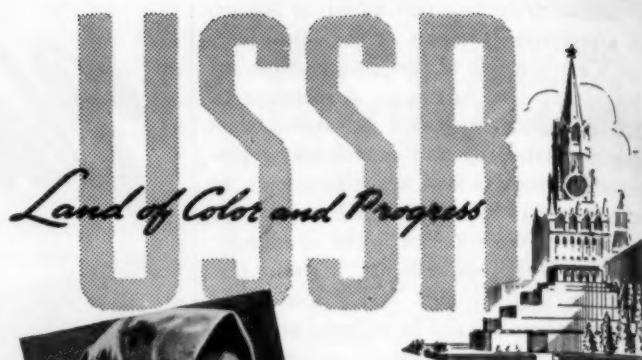
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The Seventy-Seventh Annual Convention of the NATIONAL EDUCATION ASSOCIATION of the UNITED STATES

Will Be Held At
SAN FRANCISCO
July 2 - July 6, 1939

General sessions, representative assemblies, registration headquarters, and exhibits will be located in buildings at the Civic Center. Meetings of the departments and allied groups will be arranged in the vicinity of the Civic Center to the fullest extent possible. Headquarters for state delegations generally will be located at the Palace Hotel.

Registration, exhibits, and some preliminary official meetings will be held on Saturday, July 1. The convention proper opens Sunday afternoon, July 2, and carries through Thursday, July 6.

Transportation to the convention is possible by various routes which offer attractive travel features. Write to the transportation companies whose advertising appears in the Journal and obtain the helpful schedules and descriptive material that they will send on request. Do not overlook the additional pleasures of travel that can be arranged so readily with slight, if any, additional expense.

Attendance at summer courses may be included in the convention plans. Write some of the institutions whose announcements are carried in the Journal advertising columns and obtain information regarding the possibilities of combining convention attendance and summer professional work.

Hotel arrangements should be made promptly and it will be to advantage to use the reservation form printed below. Reference to street plan shown on other page shows convenience of various hotels to the Civic Center. Practically all hotels listed are easy of access to Market Street either by walking or by street car. On Market Street is excellent double line street car service to and from the Civic Center.

Hotel rates as listed have been furnished by the hotel associations to the National Education Association Convention Housing Committee of San Francisco. The number of hotels is large but only limited numbers of rooms are available in many cases. Hotel demands during the period of the convention will be heavy due to the operation of the Golden Gate Exposition.

----- USE THIS FORM FOR APPLICATION FOR HOTEL ACCOMMODATIONS -----

Be specific as to dates of occupancy, types of rooms desired, and prices to be paid. If hotel of first choice is unable to accept reservation the Housing Committee will endeavor to comply with your second or third choices in the order named. You will receive confirmation direct from the hotel accepting your reservation.

To CHAIRMAN OF N. E. A. HOUSING COMMITTEE
200 Exposition Auditorium
San Francisco, California

Please reserve sleeping room accommodations during the period of my attendance at the convention of the National Education Association as noted below:

Hotel of 1st choice.....2nd choice.....3rd choice.....
.....Room(s) with bath for one person—rate desired.....\$.....to \$.....
.....Room(s) with bath for two persons, double bed—rate desired.....\$.....to \$.....
.....Room(s) with bath for two persons, twin beds—rate desired.....\$.....to \$.....

Arriving July.....hour.....A.M.....P.M. Leaving.....

Names of occupants, other than myself, with their addresses, are attached hereto.

SIGNED.....

ADDRESS.....CITY AND STATE.....

HOTEL RATES—SAN FRANCISCO

Following list shows only rooms with baths accommodating one person and two persons. Suites and apartments are available in many of the hotels listed. Some also have rooms without baths at rates lower than those quoted below. Apartments of various sizes also are available and lists of these will be furnished by the Housing Bureau. Numbers in parentheses following names of hotels show total number of rooms in each hotel.

Key to Plan	Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		Key to Plan	Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons	
			Double bed	Twin beds				Double bed	Twin beds
28	Alexander Hamilton (50)	\$3.00 to \$3.50		\$5.50 to \$7.00	18	Lankershim (350)		\$3.00 to \$3.50	\$4.00 to \$5.00
16	Ambassador (250)		\$3.00		9	La Salle (150)	\$3.00	\$3.50	\$4.00
32	Angelus		3.50	\$4.00	35	Lombard (125)	4.00	5.00	6.00
72	Baldwin		3.00		45	Manx (350)	\$2.50 to \$3.00	4.00 to 4.50	5.00
38	Bellevue (300)	2.00 to 3.50	\$4.00 to \$5.00	6.00	77	Mark Hopkins (500)	6.00 to 8.00		9.00 to 12.00
69	Biltmore (75)	\$2.50	3.00 to 3.50	4.00 to 4.50	30	Mark Twain (150)	3.50	4.50	
92	Broadmoor (200)	3.50	4.50		51	Maryland (100)		4.50	
39	Californian (300)	3.50	5.00	6.00	47	Maurice (200)	3.50	5.00	
68	Canterbury (250)	3.50	5.00	6.50	95	Mayflower (108)	2.50	3.50	6.50
58	Carlton (170)	2.50	4.00 to 5.00	6.00 to 7.00	23	New Olympic (250)	2.50	3.50 to 5.00	6.00
70	Cartwright (150)	2.50 to 3.00	4.00 to 5.00	6.00	21	Ormond (100)	1.50 to 2.00	2.00 to 2.50	
52	Cecil (150)	3.00	4.00	4.50 to 5.00	17	Oxford (150)	3.00 to 3.50	4.00	5.00
14	Clark (140)	3.00	4.00 to 4.50	4.00 to 5.00	12	Padre (90)	2.00	2.50	
40	Cliff (500)	4.00 to 5.00	6.00	7.00 to 8.00	96	Paisley (72)	2.50	3.50	
75	Colonial (120)	2.50 to 3.50	3.00 to 5.00	4.00 to 6.00	57	Palace (550)	4.00 to 6.00	6.00 to 8.00	7.00 to 10.00
59	Commodore (120)	4.00	5.00	6.00	97	Pickwick (200)	3.00 to 3.50	4.00 to 4.50	5.00 to 5.50
71	Court (132)		4.50	6.00	63	Plaza (300)	3.00 to 3.50	4.50 to 5.00	5.00 to 6.00
44	Crane (114)		2.50 to 3.00		25	Powell (205)	2.50 to 3.00	3.00 to 3.50	4.00 to 5.00
93	Davenport	2.00 to 2.50	2.50 to 3.50	3.00 to 4.00	98	President (150)	3.00	4.00	
64	Drake-Wiltshire (340)	3.50	5.00	6.50	24	Ritz (102)	2.50	3.00 to 3.50	
27	Edison (117)	2.50	2.50 to 3.50	4.00 to 5.00	13	Roosevelt (165)	2.00 to 2.50	3.50 to 4.00	
50	El Cortez (325)	3.50 to 4.00	4.00 to 5.00	5.00 to 7.00	56	St. Francis (1000)	4.00 to 8.00	6.00 to 10.00	7.00 to 12.00
8	Embassy (100)	2.50 to 3.00	3.50 to 4.00		37	San Carlos	2.50	3.00 to 4.50	
5	Empire (500)	3.00 to 4.00	4.00 to 5.00	4.50 to 7.00	7	Senate (96)		4.00	
78	Fairmont (500)	4.00 to 6.00		7.00 to 8.00	20	Senator (120)	2.50	4.00	4.50
4	Federal		3.50		3	Shaw (150)		3.50 to 4.00	4.50
54	Fielding (175)	3.00	4.00 to 5.00	6.00	62	Sir Francis Drake (600)	3.50 to 5.00	5.00 to 8.00	6.00 to 9.00
55	Franciscan Hotel (175)	2.50 to 3.50	4.00 to 5.00	6.00	53	Somerton (200)		3.00 to 4.00	4.00 to 5.00
48	Gaylord (200)	3.00 to 3.50	4.50	5.00	43	Stewart	3.00 to 3.50	4.00 to 5.00	4.50 to 5.00
94	Geary (120)		3.00		65	Sutter (250)	2.00 to 3.00	3.00 to 4.00	3.50 to 4.50
67	Glen Royal (100)	2.50	4.00	5.00	79	Terminal		3.00	
34	Golden State (200)	2.50 to 3.00	3.00 to 4.50	5.00	76	Victoria (150)	2.00 to 3.50	3.00 to 5.00	4.00 to 6.00
6	Gotham (115)	2.50 to 3.00	3.50 to 4.00	4.50 to 5.00	42	Virginia (150)	2.50	4.00	4.50
66	Granada (250)	2.50 to 3.50	3.00 to 5.00	4.00 to 6.00	73	Washington (200)	3.00	5.00	6.00
19	Harvard (80)	1.50 to 3.00	4.00		60	Western Women's Club	3.50		5.00
22	Herald (150)	2.00 to 2.50	2.50 to 3.00	3.00 to 3.50	2	Whitcomb (500)	2.50 to 4.00	4.50 to 6.00	5.00 to 7.00
33	Herbert's (107)		3.50		49	Worth	3.00 to 4.00	4.00 to 5.00	5.00 to 6.00
26	Keystone (168)		3.50		1	Yuba	1.50	2.50	
10	Lafayette (100)	2.00 to 2.50	2.50 to 3.50	4.00 to 5.00					

STREET PLAN OF SAN FRANCISCO

