

MAY 8 1939

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

The

JOURNAL

of the

**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**



**MAY
1939**

TREASURE ISLAND IN SAN FRANCISCO BAY. SEE PAGES 150-153.

The Most Important New Movement

in the field of Education during the past thirty years is the teaching of Safety. From the large city systems to the one-room schoolhouse, there is a growing demand for a Safety Program and for Safety Training against the hazards of modern life

THE ROAD TO SAFETY

BUCKLEY—WHITE—ADAMS—SILVERNALE

presents a basic, well-organized program in eight fascinating books for the first six grades. Incidents and experiences that are dramatic and thrilling but never tragic, arouse the pupil's interest, and appeal to his imagination. Through this correct psychological method the lessons of safety make a lasting impression. Safety attitudes and safety habits are thus established.

The Titles of the Books: AWAY WE GO, \$.20; HAPPY TIMES, \$.56; IN STORM AND SUNSHINE, \$.64; IN TOWN AND COUNTRY, \$.72; HERE AND THERE, \$.72; AROUND THE YEAR, \$.76; ON LAND AND WATER, \$.80; WHO TRAVELS THERE, \$.88. *Workbooks and Teachers' Manuals.*

AMERICAN BOOK COMPANY

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA DALLAS SAN FRANCISCO

FOR THE REFERENCE SHELF—

Encyclopedia Americana

30 VOLUMES

88,000 ARTICLES

10,000 ILLUSTRATIONS

100 MAPS

No reference library is complete without the latest edition of this great American reference work. It is authentic, comprehensive, and up-to-date. Special effort has been made by the Editorial Division on the articles dealing with the United States (all State articles completely revised), Foreign Countries, Important Cities, Developments in Science and Industry, Economic Trends, and numerous other subjects which are of great interest to the student of today.

Full Value for the Library Dollar!

In these days of rigid economy, schools and public libraries can afford to select only the very best books at the lowest prices possible. Cognizant of the need to replace worn-out reference material, and with a sincere desire to meet the requirements of reduced budgets, our company is now offering the "Encyclopedia Americana" to schools and libraries at a special reduced price. Free literature and information regarding prices and terms will be sent on request.

The latest edition of the "Encyclopedia Americana" will be on display at the N. E. A. summer conference in San Francisco. You will be cordially welcomed at our exhibit.

AMERICANA CORPORATION

2 West 45th St., New York City

The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 28, NUMBER 5

H. A. ALLAN, Business Manager

Between Editor and Reader

FELIX FRANKFURTER, who recently gave up teaching to become a member of the United States Supreme Court, published in 1938 a book on *Mr. Justice Holmes and the Supreme Court* (Harvard University Press). He dedicated this book "to Mr. Justice Cardozo, rightful successor of Mr. Justice Holmes." Much insight into Justice Frankfurter's social conscience is given in this book. He refers to Brookings Institution figures showing that 36,000 families received more income in 1929 than 11,000,000 other families. He points out that "the vital share of the Court" in shaping the nation politically and economically has largely escaped the attention of historians and emphasizes the great significance of the opinions of Mr. Justice Holmes, which have even more influence now than when they were delivered. Of special interest to teachers, who in their own work accept criticism as an important method of improvement, is the author's observation that the Court has been too little criticized from without. He quotes from Mr. Justice Brewer, who wrote in 1898:

"It is a mistake to suppose that the Supreme Court is either honored or helped by being spoken of as beyond criticism. On the contrary, the life and character of its justices should be the objects of constant watchfulness by all, and its judgments subject to the freest criticism. The time is past in the history of the world when any living man or body of men can be set on a pedestal and decorated with a halo. True, many criticisms may be, like their authors, devoid of good taste, but better all sorts of criticism than no criticism at all. The moving waters are full of life and health; only in the still waters is stagnation and death."

CONTENTS FOR MAY 1939

Future Teachers and the Centennial	Editorial	129
Educating for Service in a Democracy	L. J. Hauser	130
Our NEA Tenure Committee at Work	Donald DuShane	131
A Century of Teacher Education	Payson Smith	133
Out-of-Doors	Mary N. Terry	139
Shall I Become a Teacher?	Joy Elmer Morgan	141
Camping for Democracy	Norman Drachler	143
The State Director an Important Integration Factor	Reuben T. Shaw	144
Pedagogy thru Pictures		145
American Education Week		146
Salaries—Eight Years Later	Frank W. Hubbard	147
The School's Social Service Relationships		149
California Calls	Belmont Farley	150
The San Francisco Program		153
Proposed Amendments to NEA Bylaws	Cornelia S. Adair	154
"The Importance of Perfect Performance"—An Answer	Milton W. Field and Paul W. Pinckney	155
The Best Enrolment Plan	T. D. Martin	157
One Hundred Percent Enrolments		158
Notes and Announcements		159

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.

SECRETARIES OF DEPARTMENTS LOCATED AT NEA HEADQUARTERS: *Deans of Women*, Kathryn G. Heath; *Elementary School Principals*, Eva G. Pinkston; *Health, Physical Education, and Recreation*, N. P. Neilson; *Secondary School Principals*, Director, Discussion Group Project, Walter E. Myer; *School Administrators*, S. D. Shankland; *Supervisors and Directors of Instruction*, Mary F. Hazell.

*I'm Fresh as
a Daisy at
Closing Time*

**WITH THIS DOUBLE-CHECK
ON TOUCH!**

The Underwood Master which secretaries discuss over luncheon teacups today has convinced the world that there *is* something really new in typewriters.

For Underwood's advanced engineering has given it the speed that makes the day's work fly . . . the uniformity of type impression that lends beauty to the typewritten page . . . the ease of operation that makes typing fingers grateful.

Why not telephone for a free trial?

Typewriter Division
**UNDERWOOD ELLIOTT FISHER
COMPANY** • Typewriters . . . Accounting Machines
.. Adding Machines . . . Carbon Paper . . . Ribbons and
other Supplies • One Park Avenue, New York.

Sales and Service Everywhere
Underwood Elliott Fisher
Speeds the World's Business

Copyright 1939, Underwood Elliott Fisher Company



Underwood
MASTER TYPEWRITER

**WITH THESE MACHINES, TOO,
UNDERWOOD ELLIOTT FISHER
SPEEDS THE WORLD'S BUSINESS**



Underwood Sundstrand Adding-
Figuring Machine. Only 10 numeral
keys for greater accuracy and speed.



Underwood Typemaster Portable, Uni-
versal Model. There is an Underwood
Portable for every purse and purpose.



Sundstrand Model, Underwood Elliott
Fisher Accounting Machine — one of
three complete Accounting Machine lines.



The new Underwood Master Typewriter, with the new streamlined Sealed Action Frame, Champion Keyboard and Dual Touch Tuning . . . two distinct touch adjustment features instead of one. Typists have voted the Underwood "first" for ease of touch.

Future Teachers and the Centennial

IT IS FORTUNATE that the Future Teachers of America movement, which grew out of the centennial of Horace Mann's secretaryship in 1937, should be spreading thruout the nation in 1939, for this year marks the centennial of another event of the greatest significance—the founding of the first publicly supported normal school in America, which established a pattern of state responsibility for teacher education that has spread to every state and territory to become one of the very cornerstones of our democratic system. It is especially timely that the FTA movement should this year be making great headway in the teachers colleges, where many chapters are being formed this spring, for these chapters will be given special responsibilities in connection with the centennial. It will mean much to the students and to the schools in which they operate to have their FTA charters date from the centennial year, for the FTA movement may well prove as significant during the next century as the normal school has proved during the past century.

Fairly good progress has been made during the past century in training prospective teachers thru practice in their relationships with children. The art of teaching has been developed and in more recent years has been supported by a growing science of education. Relatively little progress has been made in training prospective teachers thru practice in their relationships to each other and to their fellow citizens as these relationships are exemplified in professional organization. It is in this field that the FTA movement operates.

Organized as an integral part of state and national education associations, FTA gives the prospective teacher the privilege of sharing actively in the organizations with which he will be connected thruout his professional life. Members of college Future Teachers chapters become junior members of state and national education associations and, thru the projects on which they work, learn the meaning of cooperation and democracy. No longer need student organizations be blind-alley activities, having little significance following graduation. The FTA chapter, like the training school, has a definite purpose and concrete materials with which to work and these are related to the lifelong needs of the teacher and the community.

The FTA movement looks toward greater professional unity and strength. In an age when people are divided in their interests by high specialization, education thru the common schools is the chief force making for unity and stability. It is therefore especially important that there be unity among the professional organizations serving the teaching forces of the nation. This unity needs to cut across local and state lines into a nationwide whole; to cut across departmental lines which divide our schools into compartments according to subject-matter; to cut across the barriers between elementary, secondary, and higher education; to cut across the age levels that separate beginning and younger teachers from older ones. The whole is greater than any of its parts, and loyalty to the profession as a whole and to the country as a whole is the basis of unity and security.

The following statement of purposes of Future Teachers of America is taken from "Suggestions for State Organizers":

[1] To interest the best young men and women in education as a life career.

[2] To develop among young people in teachers colleges and schools of education an organization which shall be an integral part of state and national education associations.

[3] To acquaint teachers in training with the history, ethics, and program of the organized teaching profession.

[4] To give teachers in training practical experience in working together in a democratic way on the problems of the profession.

[5] To encourage careful selection of persons admitted to schools which prepare teachers, with emphasis on both character and scholarship.

[6] To seek thru the dissemination of information and thru higher standards of preparation to bring teacher supply and demand into a reasonable balance.

May every school which prepares teachers organize an FTA chapter this spring and give that chapter, as its first project in cooperative action, responsibilities in connection with the Centennial of Public Teacher Education in America!

—Joy Elmer Morgan

Educating for Service in a Democracy

4 COMMENCEMENT ADDRESS FOR YOUNG AMERICANS

L. J. Hauser

SUPERINTENDENT OF SCHOOLS
RIVERSIDE, ILLINOIS

WHEN I was a youngster about your age, I was very much interested in the fascinating story of our country's and the world's history. I used to dream about the exciting and adventurous things that happened in the past. How unimportant and insignificant the present seemed to be! How wonderful it would have been to have lived in the days when things were really happening, when history was being made, and to have had a part in it! There is no longer any need for anyone to wish for that kind of a past—the present offers all the adventure, opportunity, and challenge anyone could ask for. We are living in one of the most crucial and important periods in the history of man.

The many problems that face our country and the world cannot be solved overnight. Our generation will leave you plenty of problems. You will have opportunity and obligation to contribute to the successful solution of the difficult problems that face the world today, among which the two most important are the menace of dictatorship and the danger of war. And closely tied up with these problems are the many economic difficulties that face people everywhere; millions of unemployed, the ability to produce far beyond our needs, inefficient methods of distribution. Altho temporary relief has been provided by "pump priming" methods, no permanent basic solution for our economic ills has been established.

We are living in an age of real challenge. The opportunity and the need for making worthwhile civic contributions have never been greater. Now is the time for you to make efficient preparation for meeting the many problems which will soon face you as voting citizens in our democracy.

You have heard grownups say that childhood is the happiest time in a person's life. "If I could only be a child again! Then there would be no worries for me and life would be happy and pleasant again." What a peculiar thing the memory of man is. Such people are indeed very stupid. As a wellknown speaker recently said, "It is true that when a child is sleepy somebody puts

him to bed. But it is equally true that when a child is *not* sleepy, somebody puts him to bed." I believe most of us would rather have a few worries and go to bed when we please.

This is a good explanation of the difference between a dictatorship and a democracy. Under a dictatorship the individual exists for the state. In a democracy the state exists for the individual, as a means to an end, and the welfare of the individual is of supreme importance. It is the claim of the Nazi, Fascist, and Communistic dictatorships that the people will be better fed, better clothed, and have less worries if the dictator does all the thinking and planning. But in a democracy we would all rather share in the worries and responsibilities of state, and have something to say about how we are to be governed, fed, and clothed. We hope to attain a life above the mere "pig" level of food and shelter.

I wonder if you boys and girls realize how fortunate you are to attend school in a democracy, where you can really receive an education. If you had to attend school in Russia, Germany, Italy, you would scarcely receive an education, but would be exposed to a highly organized system of propaganda. You would be taught to think the way the leaders in power want you to think. In the schools of our country we feel that it is much more important to learn how to think and to think straight than what to think. Instead of exposing you to a particular system of propaganda, it is the function of education to make you more intelligent in distinguishing propaganda from truth, so that you cannot be easily misled by misinformation and half truths.

We hope that you are learning and will continue to learn that problems cannot be solved merely on the basis of personal opinions, but upon the study and evaluation of the facts. Above all, we hope that you will be tolerant, not only

willing but anxious to hear all sides of a question, before you reach a decision.

But, of course, you cannot do any real thinking unless you have something with which to think. That is the reason it is so necessary for you constantly to devote yourself to the study of history, because it is upon the experience of the past that the future must be built.

In order to help you prepare further for the civic responsibilities of an active citizenship, it has been our aim to give you opportunities for experiencing real civic responsibilities here and now. The school safety program illustrates the point. Your cooperation in the development of safety rules has proved very helpful. Many of your suggestions have been even more valuable than those made by us, because of your close relationship to the problems. By having a part in the making of the rules, you understand the need for them and cooperate in their enforcement.

The school patrol offers an excellent opportunity for developing good habits of citizenship. The danger of accidents has been greatly reduced, because of the protection offered. The opportunities it offers the boys and girls for learning to accept responsibility cannot be overemphasized. Dependability and punctuality are a basic requisite. In spite of bad weather, be it below zero or heavy rain, the patrol must carry on.

The students accepted a real civic responsibility last year when they brought about the elimination of certain gambling devices in our community. Your class contributed its part in seeing to it that these devices were not allowed to return.

The homeroom organizations and the house committees provide additional opportunities for experiencing civic responsibilities. The orderly and efficient way in which the meetings are conducted is a real compliment to the students. Many important and necessary improvements have been brought about thru these organizations.

We hope that you realize that your education in citizenship is really just beginning and that it will never be completed, no matter how far you may continue with your formal education.

Our NEA TENURE COMMITTEE at Work

A NEW DEAL FOR OKLAHOMA CITY

EDITORIAL NOTE—*The National Education Association is actively interested in the welfare of the teachers of the nation. In no way is this better demonstrated than thru the work of its Tenure Committee, which has a notable record of service in the protection of teachers from mistreatment and injustice.*

It is the policy of the Tenure Committee, when an investigation shows the unjust discharge of teachers, not merely to make its report but also to do everything possible within its authority to rectify the injustice.

The following article taken from the Committee's preliminary report, describes its investigation of the discharge of twenty-two teachers at Oklahoma City. Requests for the investigation came to the Committee from a number of teachers of that city, the Oklahoma City Classroom Teachers Association, and the Department of Classroom Teachers of the Oklahoma Education Association. The NEA Committee on Tenure made a preliminary inquiry at Oklahoma City on August 13-15, 1938, interviewing teachers, schoolboard members, and other citizens, and securing documentary evidence.

Having decided to make an investigation, the Committee made numerous inquiries, secured additional documentary evidence, and made a personal investigation in Oklahoma City on October 21-23, 1938. While in Oklahoma City, the Committee interviewed the discharged teachers, other teachers and school officials, the superintendent of schools, schoolboard members, and a number of other citizens and public officials.

The Committee's preliminary report was issued on March 18 and was widely circulated by Oklahoma City newspapers prior to the primary election held on March 21. The election resulted in the nomination of seven men pledged to establish a new order in school affairs. The five members of the present board who were candidates for election were defeated.

BECAUSE OF RUMORS that numerous teachers were to be discharged without hearing or proper cause, the Oklahoma City Classroom Teachers Council in March 1938 instructed its schoolboard contact committee to ascertain from the schoolboard whether, in considering the discharge of teachers, they planned to act in accordance with the provisions of the tenure law. Various board members resented the presentation of this request by this committee.

Somewhat later the treasurer of the schoolboard, charged with the embezzlement of \$750,000 of school funds, was tried, found guilty, and sentenced to the state prison. The announcement of this embezzlement gave rise to several investigations. The conduct of the schoolboard affairs was investigated by a grand jury which convened on June 1.

On May 12 the teaching force for the following year was appointed, including the twenty-two teachers covered by this investigation. On May 13 all reappointed teachers were notified of their reappointment by letter.

On July 3 the grand jury brought criminal indictments against the schoolboard attorney and two members of the board, Ed Spivey and Rosco Price. All members of the board were charged with illegal contracting for school supplies, and with voting for insufficient bond for the school treasurer. The grand jury further recommended that all board members be removed from office, pending their trial. Thereupon, Judge Arnold ordered all members removed from office, and the governor appointed a temporary board to carry on school affairs. After a few days, the board secured a restraining order from the supreme court and again took charge of the schools.

Shortly thereafter, on July 26, the schoolboard having been privately advised by attorneys that the tenure law would be held unconstitutional, confirmed its appointment of teachers on May 13, with the exception of twenty-two teachers including the president, vicepresident, secretary, and a number of active members of the Classroom Teachers Association; the wife of Judge Arnold; the sister of the county superin-

tendent of schools; and the sister-in-law of the county election board secretary.

A careful investigation was made by the Tenure Committee of the twenty-two discharged teachers. It was found that they were competent and well prepared for their work, that they had been recommended by the superintendent of schools, and that the sole alleged reason for their discharge was their disloyalty to the schoolboard. On August 14, the president of the schoolboard, Mr. Otto Rose, stated emphatically to the chairman of the Tenure Committee that not one of these teachers would be reappointed, and that they were not being discharged because of incompetency or neglect of duty, but because of their disloyalty to the board. He revealed a detailed knowledge of the affairs of the Classroom Teachers Council and, inadvertently, the existence of an effective spy system. On August 3 Clay Venable, president, and Elizabeth Irwin, vicepresident of the Classroom Teachers Association, went into court and asked for an injunction restraining the schoolboard from functioning until its legal status had been established by the supreme court; and brought suit for damages under the Oklahoma tenure law.

On or before October 3, 1938, all of the discharged teachers had been reinstated, with the exception of Clay Venable; Elizabeth Irwin; Mrs. Ruth Higgins, sister of Miss Irwin; and Mrs. Florence Arnold. At the present all the dismissed teachers have been reappointed, except Elizabeth Irwin.

STATEMENTS BASED ON INVESTIGATION

[1] *Discharge of teachers*—The discharge of twenty-two teachers was not because of their incompetency or failure to perform their duties. Apparently the majority were discharged because they were active members of the Classroom Teachers Association and because they had been active in attempting to protect their fellow teachers from mistreatment by the schoolboard. Others were discharged apparently because of their relationship to people who had crossed the will of the majority of the board. Underlying these discharges also is a resentment against teacher organization, teacher tenure, and political freedom of

teachers. A majority of the schoolboard which discharged these teachers is no longer in office. The present board has partially rectified the injury done these teachers by reappointing all but one of them.

The one teacher who is not yet reappointed, Elizabeth Irwin, is thoroly trained and competent. A graduate of Missouri Valley College, she has a Master's degree from Columbia University. Her work is of such quality that she has been appointed as summer instructor in several teachers colleges. At the time of her discharge she was on the summer faculty of the Colorado State College of Education at Greeley. It is probably true that Miss Irwin was disloyal to the majority of the board which discharged her, but this disloyalty was because of her greater loyalty to the welfare of the school children, the school system, and the good name of Oklahoma City. In taking a stand against misconduct of school affairs by the majority faction of the schoolboard, she has demonstrated a high type of citizenship. It is to be hoped that the citizens of Oklahoma City will demand her return to her position.

[2] *Exercise of executive functions*—Experience has shown that the best interest of the schools is served by the performance of legislative functions by schoolboards and the delegation of school management to wellqualified professional executives. The Tenure Committee found that in Oklahoma City schoolboard members were performing many executive functions for which they were unfit. A few of the bad practices observed by the Committee:

[a] Giving to certain board members a quota of teachers' and janitors' vacancies to be filled each year. [b] The desire of various board members to have teachers call on them with grievances, complaints, and requests. [c] The attempts to secure the business or trade of teachers by certain of the board members. For example, one of the board members, who is a druggist, sent letters without postage thru the school office, inviting all teachers to stop into his store so that they might become better acquainted. [d] The operation of the board thru committees, and the delegation to these committees of too much authority. [e] The discharge of school employees without the recommendation of the superintendent, investigation, a statement of causes, or the right to a hearing.

[3] *Improper board practices*—The committee received testimony and other evidence indicating the existence of improper practices on the part of certain members of the majority of the old schoolboard: In some instances teaching and janitorial appointments subject to money payments; a payoff system whereby certain nonprofessional school employees deposited certain sums at a designated place; parties at which certain board members were present where liquor was served and commitments were made as to school contracts; bribery and illegal splitting of commissions.

[4] *Teacher intimidation*—The Committee has investigated many school systems, but it has never found such flagrant attempts to intimidate teachers as existed in Oklahoma City. There seemed to exist a spy system which brought in reports of teachers' conversations and detailed accounts of what happened at teachers meetings. At various times teachers were warned not to discuss certain matters, such as the Scroggs' case. Principals were warned not to allow their buildings to be used for meetings of Oklahoma City teachers with a member of the Tenure Committee. They were told that this would be disloyalty to the board. Officers of the Classroom Teachers Association who were not in sympathy with policies of the majority of the board were discharged. Attempts have been made to undermine or discredit teacher leaders. At the present time, rumors are being circulated that Elizabeth Irwin is a communist. As a matter of fact, Miss Irwin is a member of the Democratic party in good standing and is a staunch advocate and defender of democracy.

[5] *School management*—Experience has shown that the best method of school management is thru a small schoolboard, elected at large, at special school elections. The ward method of electing schoolboard members has been tried in many sections of the country and has been almost universally dropped. It encourages political control, makes the development of a spoils system easy, and often prevents the full and impartial consideration of school problems. The bad practices which have been discovered in the school management of Oklahoma City have largely been made possible by the ward system of election.

RECOMMENDATIONS

[1] The Committee finds that with a few exceptions the teaching force of the Oklahoma City schools is competent and worthy of public support. The twenty-two discharged teachers were above average in ability and training and would be a credit to the teaching force of any school system in the country. The Committee, representing the teaching profession, demands for the sake of the children in the schools that competent teachers who have proved their ability by service shall not be discharged except for good cause, and until they have had an opportunity to correct their mistakes if any, and until they have had a statement of reasons for the proposed discharge, and the right to a hearing before the board. It is most unfortunate the Oklahoma tenure law was declared unconstitutional. The Committee urges the people of Oklahoma City to make every effort to secure the passage of a sound tenure law in order to protect their school teachers from political and personal control, and to permit their teachers to do their full duty in the classroom without fear or favor.

[2] Elizabeth Irwin should be reappointed to her position, not only as a matter of justice, but as an indication to the teachers of Oklahoma City that their rights to organize and work for the best interests of the children of that city will not be again interfered with.

[3] It is recommended that the citizens of Oklahoma City exercise extreme care in the selection of new schoolboard members in order that bad conditions now existing may be immediately corrected, and that their schools which in the past have done excellent work, may be of still better service to the children of the community in the future.

[4] The Committee recommends that the ward system of election of schoolboard members be done away with, and that a small board be elected at large, so that it will be more difficult in the future for adverse conditions to come into existence in Oklahoma City.

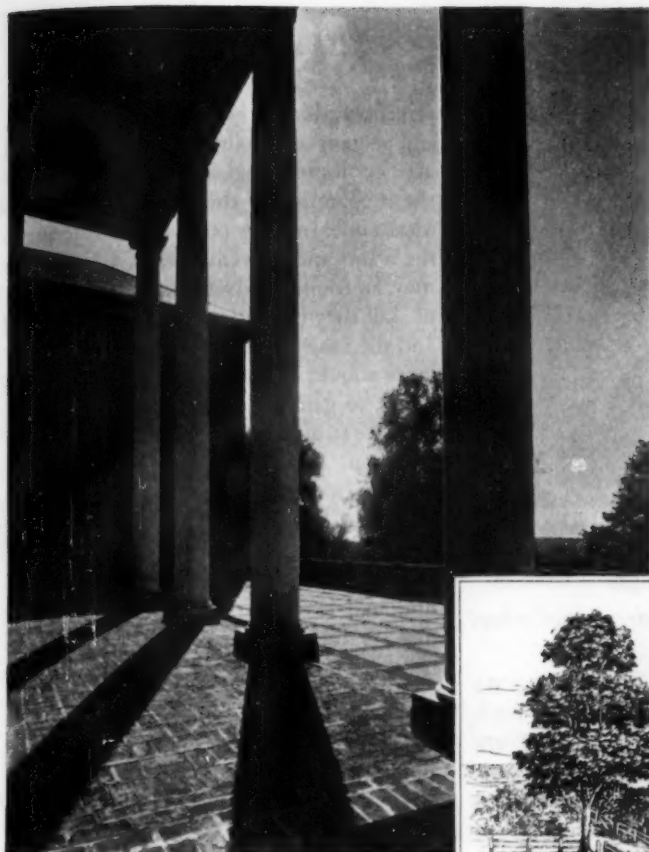
Respectfully submitted,

The Tenure Committee of the NEA:
DONALD DUSHANE, Columbus, Ind., chairman; MYRTLE HOOPER DAHL, Minneapolis; FRANCES JELINEK, Milwaukee; ROBERT C. KEENAN, Chicago; J. CONSTANCE KINGAN, Royal Oak, Mich.; MARY ELIZABETH O'CONNOR, Taunton, Mass.

A Century of TEACHER EDUCATION

PAYSON SMITH

Graduate School of Education, Harvard University; Chairman, Commission on Teacher Education, American Council on Education



Right, the first normal school at Lexington (later moved to Framingham); above, the Horace Mann Portico, State Teachers College, Framingham, Mass.



Courtesy, Worcester Museum

THE MOST IMPORTANT educational issue before the people of our country a century ago was precisely the same one that is before them today. So long as there are schools that issue will remain the most fundamental one. It relates to the qualifications of teachers.

In the early part of the last century there was evidently well-warranted dissatisfaction among citizens about the quality of instruction. This dissatisfaction was by no means restricted to Massachusetts, nor was the expression of it confined to the public officials of the Commonwealth. True, Governor Lincoln, in three successive inaugurals, those of 1826, 1827, and 1828, brought the matter to the attention of the Great and General Court. In the same decade, however, the governors of other states, including those of Maine, Vermont, New York, Rhode Island, Maryland, Connecticut, and Ohio, pointedly asked that attention be given to what must have been recognized as an important public question.

Various efforts to provide for the professional education of teachers had

been made. Reverend Samuel Hall had early established in a Vermont academy at Concord a course of instruction for prospective teachers. His work there was extended into other places. He wrote treatises on teacher education which were circulated to some extent among teachers. So well were those treatises regarded that the Massachusetts legislature proposed that they be printed and sent to the teachers of that state. New York was first among the states to adopt a policy of giving financial support to teacher education. This was done thru legislation authorizing courses in academies with state grants.

It remained, however, for Massachusetts to go the whole way by establishing schools for teachers under full public jurisdiction. This step carried implications of great significance to general policies of education. It settled not alone the question of the part to be taken by the state for the education of teachers. In answering that question the state likewise set an example of assuming complete responsibility for establishing and protecting the stand-

ards and the policies of public education.

It is not probable that the people generally realized all the implications of this policy of state education of teachers. They knew that the schools were badly taught. They desired a better state of affairs. Whether that better condition was to be had by courses in private colleges and academies, or in state schools, seemed to be perhaps a matter of no great consequence.

It does appear, however, that some of the educational leaders of the time had a wider conception, that they had keener foresight, that they had a conviction that it does make a great deal of difference to the advancement of democratic education whether or not the state controls the sources of teacher training.

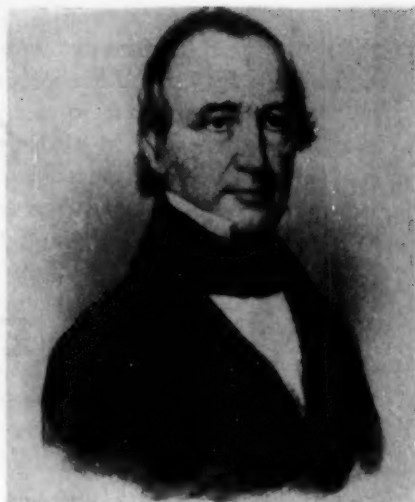
One thing is clear, namely, that the leaders of the educational reform movements of the first quarter of the last century regarded the institution of some kind of training facilities for prospective teachers as the paramount educational need of the times. All were agreed on that point. Brooks had returned from Europe, having been deeply impressed by the schools for teachers, particularly those of Prussia. He brought back not only ideas. He brought what is often more effective

for a campaign, that is, a slogan. His famous "Eight Words" [As is the teacher so is the school] have been sounded from a thousand platforms, and remain even today our most generally accepted, if most trite, expression for describing the commanding place of the teacher in determining the quality of the school. The cause was espoused by political leaders and was indorsed by governors of states and other leaders of public opinion. Webster, himself first a teacher, gave his eloquent voice to the cause. John Quincy Adams enlisted in it.

When Edward Everett became governor of Massachusetts he brought keen disappointment to the advocates of legislation for courses for teachers by veering from that objective which had been adopted by his immediate predecessors and by throwing his strength and influence toward the establishment of a state board of education and of a state school fund. It later appeared that his was probably the course of wisdom, since there must be substantial bases both of prudent administration and of assured support if state-controlled teacher-education institutions are to be well-organized, well-directed, and permanent.

The records of those early efforts, the debates, the sharp conflicts, the bitter opposition of schoolmen and of a large part of the clergy, show that interest was widespread and that feeling was intense. These records are of absorbing interest and are a part of the larger story of those stirring times when that which had been virtually the established church of Massachusetts was reluctantly losing its hold; when the new sense of nationalism was increasing; and especially when the entire intellectual life of the Commonwealth was being quickened as it had never been before, and perhaps as it may never be again.

Among the forces that were influential in developing sentiment for the better education of teachers, a leading one was the American Institute of Instruction, founded in 1829. A memorial of the Institute was submitted to the Massachusetts Legislature in January 1837. The entire resolution would be well worth reading if time permitted. Portions of it belong here:



From "Horace Mann, Educational Statesman" by E. I. F. Williams (Macmillan)

Edmund Dwight

Benefactor of the first state normal school

To the Honorable the Legislature of the Commonwealth of Massachusetts:

The Memorial of the Directors of the American Institute of Instruction, praying that provision may be made for the better preparation of the teachers of the schools of the Commonwealth, respectfully sheweth:

That there is, thruout the Commonwealth, a great want of well-qualified teachers;

That this is felt in all the schools, of all classes, but especially in the most important and numerous class, the district schools;

That wherever, in any town, exertion has been made to improve these schools, it has been met and baffled by the want of good teachers; that they have been sought for in vain; the highest salaries have been offered, to no purpose; that they are *not to be found* in sufficient numbers to supply the demand;

That their place is supplied by persons exceedingly incompetent, in *many* respects; by young men, in the course of their studies, teaching from necessity, and often with a strong dislike for the pursuit; by mechanics and others wanting present employment; and by persons who, having failed in other callings, take to teaching as a last resort, with no qualifications for it, and no desire of continuing in it longer than they are obliged by an absolute necessity;

That those among this number who have a natural fitness for the work now gain the experience, without which no one, whatever his gifts, can become a good teacher, by the sacrifice, winter after winter, of the time and advancement of the children of the schools of the Commonwealth. . . .

For every other profession requiring a knowledge of the principles of science and

the conclusions of experience, there are special schools and colleges, with learned and able professors, and ample apparatus. For the preparation of the teachers, there is almost none. In every other art ministering to the wants and conveniences of men, masters may be found ready to impart whatsoever of skill they have to the willing apprentice; and the usage of society justly requires that years should be spent under the eye of an adept, to gain the requisite ability. An apprentice to a schoolmaster is known only in tradition.

We respectfully maintain that it ought not so to be; so much of the intelligence and character, the welfare and immediate and future happiness of all the citizens, now and hereafter, depends on the condition of the common schools; that it is of necessity a matter of the dearest interest to all of the present generation; that the common education is to such a degree the palladium of our liberties, and the good condition of the common schools, in which that education is chiefly obtained, so vitally important to the *stability* of our State, to our very *existence* as a *free* State, that it is the most proper subject for legislation, and calls loudly for legislative provision and protection. The common schools ought to be raised to their proper place; and this can only be done by the better education of the teachers. . . .

We believe that you have it in your power to adopt such measures as shall forthwith diminish these evils, and at last remove them; and that this can only be done by providing for the better preparation of teachers.

We therefore pray you to consider the expediency of instituting, for the special instruction of teachers, one or more seminaries, either standing independently, or in connection with institutions already existing, as you shall, in your wisdom, think best. We also beg leave to state what we conceive to be essential to such a seminary.

[1] There should be a professor or professors, of piety, of irreproachable character and good education, and of tried ability and skill in teaching.

[2] A library, not necessarily large, but wellchosen, of books on subjects to be taught, and on the art of teaching.

[3] Schoolrooms, well-situated, and arranged, heated, ventilated, and furnished, in the manner best approved by experienced teachers.

[4] A select apparatus of globes, maps, and other instruments most useful for illustration.

[5] A situation such that a school may be connected with the seminary, accessible by a sufficient number of children, to give the variety of an ordinary district school.

Establish a seminary wherever you please, and it will be immediately resorted to. We trust too confidently in that desire of excellence which seems to be an element in our New England character, to doubt that any young man, who, looking forward, sees that he shall have occasion to teach a school every winter for ten years, will avail himself of any means within his reach, of preparation for the work. Give him the opportunity, and he cannot fail to be essentially benefited by his attendance at the seminary, if it be but for a single month.

In the first place, he will see there an example of right ordering and management of a school; the spirit of which he may immediately imbibe, and can never after be at a loss, as to a *model* of management, or in doubt as to its *importance*.

In the second place, by listening to the teaching of another, he will be convinced of the necessity of preparation, as he will see that success depends on thorough knowledge and a direct action of the teacher's own mind. This alone would be a great point, as many a schoolmaster hears reading and spelling, and looks over writing and arithmetic, without ever attempting to give any instruction or explanation, or even thinking them necessary.

In the third place, he will see put in practice methods of teaching; and though he may, on reflection, conclude that none of them are exactly suited to his own mind, he will see the value of method, and will never after proceed as he would have done, if he had never seen methodical teaching at all.

In the next place, he will have new light thrown upon the whole work of education, by being made to perceive that its great end is not mechanically to communicate ability in certain operations but to draw forth and exercise the whole powers of the physical, intellectual, and moral being.

He will, moreover, hardly fail to observe the importance of the *manners* of an instructor, and how far it depends on himself to give a tone of cheerfulness and alacrity to his school.

In the last place, if the right spirit prevail at the seminary, he will be prepared to enter upon his office with an exalted sense of its importance and responsibility—not as a poor drudge, performing a loathsome office for a miserable stipend, but as a delegate of the authority of par-

THE Centennial of Teacher Education has just one purpose—to acquaint our citizens in general and our teachers in particular with the significance of our teacher-educating institutions as the foundation of our democratic school system, and with the long heroic struggle by which they have been brought to their present plane of excellence, in order that there may be the will to go forward in the improvement of teacher preparation in keeping with the ideals of a free, selfgoverning people. For youth to take part in this celebration adds greatly to its scope and value, for youth have a longer life span ahead of them than do older persons. To aid in planning and carrying out the centennial observance in cooperation with the officers of their colleges may well be one of the first projects undertaken by Future Teachers of America groups.—JEM.



ents and the State, to form men to the high duties of citizens and the infinite destinies of immortality, answerable to them, their country, and their God for the righteous discharge of his duties. . . .

For the elevation of the public schools to the high rank which they ought to hold in a community whose most precious patrimony is their liberty, and the intelligence, knowledge, and virtue on which alone it can rest, we urge our prayer. We speak boldly, for we seek no private end. We speak in the name and behalf of those who cannot appear before you to urge their own suit, the sons and daughters of the present race, and of all, of every race and class of coming generations in all future times.

With the background, then, of popular dissatisfaction with the general condition of education; of years of public discussion; of legislative debate; and, at last, of the private donations of Charles Sumner and others, there followed definite action. We move now to the grand event itself; to that rainy day, the third of July 1839, when Cyrus Peirce and three young women met in a building, still standing opposite Lexington Common, there to constitute the first of that long line of institutions that over a century have, of all forces, most profoundly affected public education in the United States.

We who meet in this place are representative of various phases of teacher education in all parts of the nation. We are the inheritors of noble tradition; we are the beneficiaries of the work and sacrifices of thousands of men and women who have thought and

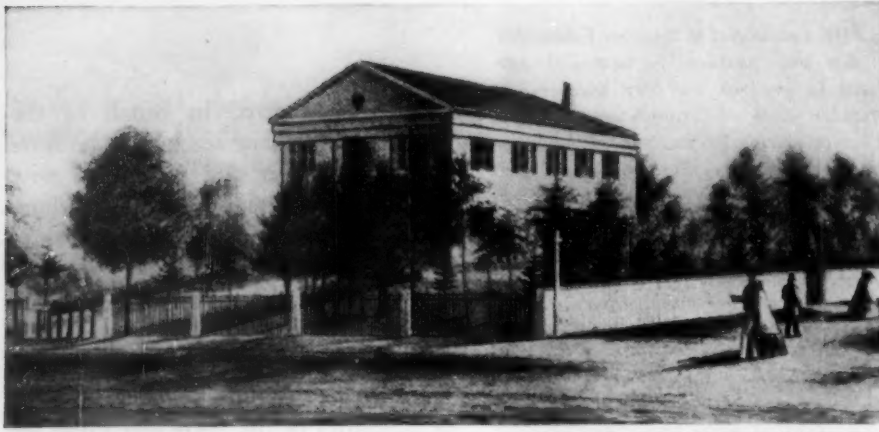
planned and acted in behalf of the better education of teachers. The little group of teacher and pupils has now become scores of centers, with thousands of students preparing to enrol with that host of a million teachers who instruct the youth of the nation.

There is not now the time; indeed, perhaps here is not the appropriate place even to outline the great number of outcomes of the particular event we here and now celebrate. We are, of course, aware of the expanding and continuing service to the education of teachers given by the colleges of liberal arts; we are mindful of the indispensable leadership that has been provided by the schools of education of the endowed and public universities.

Yet there are likely to be few to dissent from the view that the yeast which has leavened public education in the United States for the past ten decades has been provided chiefly by the institutions that have been an integral part of the public-school system.

Clearly, since there is in a century's record so broad a field upon which to report, on an occasion like this there must be a narrow selection of the things of which one will speak. It may be there are those of you who would wish that choice might be the record of the struggles and contentions that more than once threatened the early destruction of the new schools. It would be interesting to some of you, perhaps, if the choice were to be a retelling of the stories recorded so humanly in the Journals of Cyrus Peirce and his student, Mary Swift.

To describe the curriculum of that first school and to note its relationship to the public schools of his time, and to trace that relationship across a span of a hundred years, would open a field of speculation that could end not even with our own generation. To set forth the varied ways in which they went across the country into new fields and new institutions, the philosophies that prevailed in that group of pioneering institutions, might prove the most interesting of all things. The modifications and expansions of the original ideals and plans as they were applied in the newer and often more fertile



From "Horace Mann, Educational Statesman" by E. I. F. Williams (Macmillan)

At Bridgewater, Massachusetts

First state-owned normal-school building in the United States

fields of the West bear testimony to the soundness and the vitality of the seed that has been planted in New England.

But I turn from these attractive possibilities that I may indulge myself in setting forth some impressions of what seem to me to have been most far-reaching of the results of the decision made in Massachusetts to establish teacher education as a separate and distinct function of schools of teacher education, to be conducted under full support and control of the state.

Obviously, even here a choice must be made, without even extended discussion of the points that will be raised.

First, then, the decision mentioned had a prompt, direct, and permanent bearing on the secularization of public education. Now, at the end of the century, we can see in better perspective a fundamental social and political issue that was very much to the front at the start of the last century. It was an issue of distinct concern to those who were then trying to found a system of public education adapted to the requirements of a new nation that had decided on a complete separation of church and state.

Remember, education came to the shores of Massachusetts to serve not as the handmaiden of the state, but as that of the church. The Puritans founded schools primarily for the purpose of protecting and fostering the Puritan faith.

For a full two hundred years, well into the first years of the Constitutional Era, this close relation of education to the church was to continue. Clergymen

by law were members of school committees, and hence were the supervisors of public education. Moralistic instruction based on ideology of Puritanism pervaded the schools. As to secondary schools and colleges, nearly all of them for the first third or half of the century were under the patronage and support of religious denominations. While there were a few clergymen who courageously and vigorously supported the proposed reforms of the day, the clergy as a whole, as well as many of the schoolmasters, sharply opposed every proposal of Horace Mann and his associates on the ground that he and they wanted to turn the schools to atheism.

It was no doubt inevitable that sooner or later American public education would be completely separated from church control. There can be no doubt, however, that the period of adjustment was greatly shortened by the decision that the state itself should direct and control the preparation of those who were to teach in the public schools.

But this decision had not only its negative aspect. It had likewise a strongly positive one. And so we may list as another important outcome of state teacher education the effect of it upon democratic citizenship. For half a century and more, prior to 1830, there had been rapidly developing on this continent a new conception of human relationships, and with it a new conception of political government. The War of Independence had been fought and won. A Constitution had been written and accepted. A nation had been founded. The patriots of the Revolution and the Founding

Fathers had been constant and vigorous in their appeals to the people that they support schools for the education of all the people so that popular government might be made safe, secure, and lasting.

In that remarkable decade of the thirties the educational leaders were trying to have put into practical effect the principles that had been expounded. They wanted to create schools that would acquaint the youth with the duties and privileges of citizenship, and would help them worthily to fill their places in state and nation.

There is, indeed, a significant, if accidental, symbolism in the fact that the doors of the first state normal school in America opened on the eve of the Fourth of July, and that through its open windows blew the winds that had swept across Lexington Green.

Happily this point need not be left alone in terms of symbolism, since there can be no doubt that the normal schools of the several states sent increasingly into the public schools young men and women who, with eager wisdom and quickened spirit, have helped to make the American public school what it today is, the strongest of all forces for the protection and the promotion of the "American Way." With the establishment of each unit of state teacher education has been the starting of a center from which have radiated influences of incalculable value to the purposes of democracy. And, thus, it was an important decision for democracy when Massachusetts decided that the state itself was to provide for the education of its teachers.

A third gift of the normal schools to the century of education has been their service in enriching the education of the common man. For many years the elementary school was to provide most of the schooling for the majority of the people. The elementary school at the start of the century was in both content and method a pretty poor thing. This new institution, the normal school, had only one business in hand, that of educating teachers for the common school. Happily it was unfettered by tradition, and was soon to be made the ready vehicle for transmitting new ideas, new principles, and new methods for the

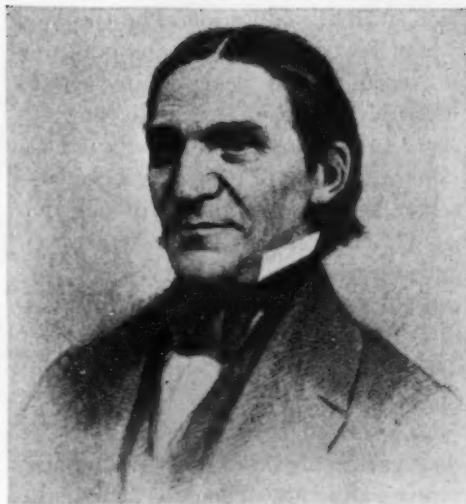
use of elementary education. It is easily possible to believe that many reforms that came to education in the past decade would have been long delayed if it had not been for the quick readiness of the normal schools to carry the message. For example, there was Guyot, whose contribution to geography literally flowed into the lower schools through the channels of the normal schools. Or there was Agassiz, who wanted the common man to share the secrets of natural science hitherto open only to the learned. It was the normal school that made it possible for the common schools to open the eyes of children to the wonders of nature. Without conscious planning on the part of the universities, the normal schools became their agencies of popular enlightenment.

As with Agassiz, so with James, who, working in a university, yet found not among his colleagues but in the normal schools keen and receptive listeners to his views on the place of psychology as an aid to teachers. It would indeed be interesting to trace in detail this broadening and vitalizing influence of the normal schools, to discover in how many instances it provided the open door of intellectual commerce. Such instances must indeed be very great in number.

That this broader service was within the purpose of him who led the first normal school is clearly shown in the letter which Peirce wrote to Henry Barnard in 1851:

Dear Sir:—You ask me "What I aimed to accomplish, and would aim to accomplish now, with my past experience before me, in a Normal School."

I answer briefly, that it was my aim, and it would be my aim again, to make better teachers, and especially, better teachers for our common schools; so that those primary seminaries, on which so many depend for their education, might answer, in a higher degree, the end of their institution. Yes, to make better teachers; teachers who would understand, and do their business better; teachers, who should know more of the nature of children, of youthful developments, more of the subjects to be taught, and more of the true methods of teaching; who would teach more philosophically, more in harmony with the natural development of the young mind, with



From "The First State Normal School in America"
(Harvard University Press)

Cyrus Peirce

First principal of the first state normal school at Lexington, Massachusetts

a truer regard to the order and connection in which the different branches of knowledge should be presented to it, and, of course, more successfully.

Again, I felt that there was a call for a truer government, a higher training and discipline, in our schools; that the appeal to the rod, to a sense of shame and fear of bodily pain, so prevalent in them, had a tendency to make children mean, secretive, and vengeful, instead of high-minded, truthful, and generous; and I wished to see them in the hands of teachers, who could understand the higher and purer motives of action, as gratitude, generous affection, sense of duty, by which children should be influenced, and under which their whole character should be formed.

In short, I was desirous of putting our schools into the hands of those who would make them places in which children could learn, not only to read, and write, and spell, and cipher, but gain information on various other topics (as accounts, civil institutions, natural history, physiology, political economy, etc.), which would be useful to them in after life, and have all their faculties (physical, intellectual, and moral), trained in such harmony and proportion, as would result in the highest formation of character. This is what I supposed the object of Normal Schools to be. Such was my object. . . .

It would be difficult to overestimate the importance of another contribution which state teacher education originally made, and even now for the most part defends. Reference is made to what has often been disparaged by academic edu-

cation, and, it is to be feared, often accepted with some apologies even by some institutions of teacher education. The practice demonstration and the later experimental schools of normal schools and teachers colleges belong in the very forefront of their activities. It is worthwhile often to recall that normal schools and all later institutions of teacher education are vocational or, if you prefer, professional schools. Their frank, open, and declared purpose has been and is that of producing the best possible practitioners. This central purpose is one of dignity, and is no more narrow than that of the medical school in the broad fields of health. For quite the span of the full century teacher education has been braving the attacks of those who have held to the premise that academic accomplishment alone guarantees good teaching.

If there had prevailed the idea that the education of teachers should be left to the colleges, it is hardly possible to guess at what late date, if ever, the real vitalization of the lower and then of the secondary schools would have begun. With emphasis, it may be repeated, normal schools and teachers colleges have had their strongest allies for the betterment of public education in the practice and demonstration schools which have made both realistic and inspiring the work of teaching to unnumbered students who were teachers in the making.

Finally there remains for mention that primary duty which from the first was enjoined upon the normal schools. Thru the process of producing better teachers for the schools, the schools themselves were to be made progressively better. The "Eight Words" were to describe an active and a dynamic principle. Thus it has turned out to be.

Let it be recalled that in 1830 the limits of public education were defined within the bounds of the common or elementary school. Not yet were the people generally ready to accept more than the merest responsibility for any education beyond that of common school. It was that school and not the lack of secondary education that was the reason for popular anxiety. It was to improve the quality of the common

school that the normal schools were started. It was to the business of that improvement that state education of teachers promptly gave attention. It was to that business to which it was to devote its entire thought and energies for more than half of the century that is now closing. Even now the burden of improvement of the lower schools rests most directly upon the state normal schools and the state teachers colleges. If there be any slight sense of inferiority because the functions of these schools have been thus restricted, there should be some compensatory thought in the contemplation of the results.

No other part of our entire school system has reached so clear an understanding as the elementary school has reached of its proper objective. No other part has so diligently tried to acquire a knowledge of the needs of the pupils to be served as the elementary school has tried to do. No other part has been more successful in the use of methods designed to promote growth—physical, mental, and moral—than the elementary school has been. No other part of our educational system has had a deeper consciousness of the obligations to society or has been quicker and more eager to meet the changing demands of the changing years.

It is not claiming too much for the state normal schools and state teachers colleges to say that they have provided by far the inspiration and the leadership that has brought this elementary school, with all its admitted defects, to a decent state of efficiency.

But that influence has by no means ended with the lower schools. The philosophy that has increasingly controlled the education of children has extended into upper areas of education and has expanded in all areas. Admitting that secondary and higher education has been improved by forces working from within, and like all education in great measure by forces entirely outside the schools, yet it remains the fact that the teaching and methods used with elementary children have modified those of the schools to which children have later gone.

The line of demarcation between the elementary school and the secondary school has been gradually becoming less marked. Universal education comes now to comprehend secondary as well

as elementary education. The common school in a very real sense is now that universal school. Without any serious measure of dissent the public now accepts full responsibility for the education of all youth thru the secondary-school age. So, it is not surprising that state teacher education has recently been keeping pace with this growing conception of the full range of public education, nor that increasingly state schools of education are playing a greater part in the training of all teachers.

It is indeed a noble record, that of the service of the institutions spread across our land, all looking across the century to that small beginning, the end of which might not then be seen, nor even yet may be fully foreknown.

Wider and deeper becomes that stream which bears the youth of a nation from childhood to a more nearly complete appreciation of the privileges and duties of citizenship in an increasingly intricate and complex civilization. Make no mistake about it—all institutions that educate teachers will expand in purpose; will increase in scope of service; will grow in strength and influence.

A very large part of the service of educating teachers is sure permanently to be performed by other than public institutions. Colleges and universities not under public control have, as said, become more conscious of the possibilities of the part they can play in building the profession of teaching. Whether public or private, all of them may pay tribute to that occasion when a tiny candle was lighted there on the edge of Lexington Common.

What I have said here tonight may seem to reflect a sense of attained perfection. Not so. The end of the century finds us with more unsolved than solved problems. There are errors to be corrected; there are pitfalls to be avoided; new courses to be charted; new challenges to be met. Every day sees a new parting of the ways. Each end is but a beginning.

On March 13, 1838, Horace Mann sent to the Senate and House of the Massachusetts legislature a letter saying that ten thousand dollars had been made available from private sources to promote the cause of popular education. He wrote these words in his private journal:

This appears to be glorious! I think I feel pretty sublime! Let the stars look out for my head! . . .

Then four years later, on March 3, this entry appears:

The brightest days which have ever shone upon our cause were yesterday and today. Yesterday, resolves passed the House for granting \$6000 per year for three years to the normal schools; and fifteen dollars to each district for a school-library, on condition of its raising fifteen dollars for the same purpose.

Language cannot express the joy that pervades my soul at this vast accession of power to that machinery which is to carry the cause of education forward, not only more rapidly than it has ever moved, but to places which it has never yet reached. This will cause an ever-widening circle to spread amongst contemporaries, and will project influences into the future to distances which no calculations can follow.

As with Horace Mann, with us there are occasions when we too may look to the stars! In the span of four years confident promise of permanency came to the realization of a great ideal. To us is given the privilege of observing in retrospect across a century how the cause of education has moved forward. of observing how that circle has indeed ever widened. And from the past we gain the confidence that was then felt, that influences may still be projected to distances which no calculations can follow.—An address before the Cleveland convention, American Association of Teachers Colleges, February 24, 1939.

For Further Study

The First State Normal School in America; The Journals of Cyrus Peirce and Mary Swift edited by Arthur O. Norton. Harvard University Press, Cambridge, Mass. 1926, 299p. illus.

The First State Normal School in America. Personal Growth Leaflet Number 15. National Education Association, Washington, D. C. 1939. 16p.

Life of Horace Mann by Mary Mann. National Education Association, Washington, D. C. Facsimile reprint, 1937. 600p.

Horace Mann, Educational Statesman by E. I. F. Williams. Macmillan, New York, 1937, 367p. Chapter 10, "Educating the Teachers."

"The First State Normal School" by Benjamin W. Frazier. *School Life*, Vol. 24, p131-32, February 1939.

OUT-OF-DOORS

Gifts, Farm Security Administration. Above photo by Rothstein. Lower photo by Lee.



around a low table. The bare sandbox gaped in crude loneliness. The teacher's desk towered empty.

Was this all the material that I was leaving the next teacher and the next group of children? No. The sight of the small benches rough with scars, sturdily practical, and entirely informal, denied the accusation. Eager young hands had pushed them close against



They left the stump!

the wall. They had been scratched by the dance of anxious little feet as their owners climbed up to watch meadow larks feeding just beyond the windows. They had borne the dreamy thoughtfulness of six-year-olds seeing the beauty of the hillside thru the changing seasons. They had held the charmed awe of thirty children as they looked at their first snow storm. How could the room ever be bare or formal so long as its windows were open to the great outdoors?

I walked out of the front door. It seemed as tho I were walking out of the clouds because the tops of the trees growing on the slope below made a carpet at my feet and I could see the surrounding country. The part of the view that held my attention was the hill itself. It was this hill

MARY N. TERRY
MILLBROOK, ALABAMA

with its varying forms of life that had touched the hearts of my children and had renewed my faith in living.



One hatched during school hours.

Before me was the clump of pine trees where the children had waited many times to watch for the rabbit that sometimes hid there. It was on these low pines that the children had hung strips of cloth for the birds to use in their nests; and it was near these pines in a plum thicket that Richard found the nest with one of the strips of cloth woven into it. Below me was the grassy plot



Farm Security Administration. Photo by Rothstein.

THE CORNFIELD WAS THE HAPPIEST SPOT OF ALL.



We went to see the little plants.

where the children liked to sit to listen to the bird chorus in the larger trees beyond. On this slope there had been johnny-jump-ups and bluets which the girls gathered for their playhouses and which the boys and girls planted in their eggshell gardens.

It was in the weedy field near the slope that we found caterpillars considerate enough to spin their cocoons in our cage while we watched. These were the first of our moths to emerge in the spring. To the delight of the children, one hatched during school hours and we watched him as he dried his wings and flew away.

Beyond the field was the spring that trickled out of the side of the hill and made a tiny branch where ferns grew and crawfish could be found. Around it were the maples that had waved their dainty leaves in the spring. Close by was the sycamore with its twinkling leaves and balls that would turn brown in the fall. In the background stood the ancient oaks, the leaves of which we had pinned together to make hats and belts, and

under the shade of which we had given our play for our mothers.

The happiest spot of the whole hill was the cornfield. When we went to get old cornstalks to make log cabins, we discovered that cornstalks made fine horses. All the fall and winter we made trips to the field just for the pleasure of romping on cornstalk steeds. As we romped we were not alone, for cockleburrs, Spanish needles, and beggar's-lice caught rides on overalls and socks. When spring came, we went back to the field to watch the farmer plow and to see the plants as they grew.

On the edge of the cornfield stood the stump of the sweet gum tree, a reminder of the encroachment of civilization upon our little world of nature. In the fall we gathered the gay leaves of the tree. At Christmas we painted the fancy balls and used them for decorations. When the electric company sent a crew of workmen to clear the right of way for the power lines, they left only the stump with its thirty annual rings to show us where the tree had been. As soon as the children discovered the disaster, they planted other trees which they believed would

finally take the place of their friend.

The sound of the dinner gong on the farm adjoining our cornfield called my attention to the place where the group had enjoyed many visits, Mrs. Day's pasture. There we had watched cows, horses, pigs, ducks, chickens, and turkeys. There we had waded in the branch where we found the clay bank, the water hyacinths, and the tadpoles. We caught two of the tadpoles one day in early spring and we cared for them until they became frogs.

I stepped into the car, piled high with the sort of equipment that every first-grade teacher acquires. The material was the type that helps the teacher—a bulletin board, an easel, pictures, a hectograph, charts, and a printing press. I had worked hard to make or buy the articles, but they had not meant nearly so much to my children as the trips to the woods had. In taking my materials I was not leaving the next teacher bereft. She and her group of children would have the life of the whole hillside to watch. They would have association with nature, which is the need of every child, his birthright, and the most inspiring part of his education.



We caught two tadpoles and cared for them until they became frogs.



Shall I Become a Teacher?

WHEN YOU ASK this question you are face to face with the greatest single decision of your lifetime—the use you will make of yourself. Your answer concerns not only you, but in a most vital way the lives of hundreds and even thousands who for better or worse will sit at your feet if you choose to devote yourself to the teaching profession, which both in numbers and influence is one of the major occupations of modern times. The question of your becoming a teacher has two main parts: First, the opportunities which teaching offers for service, for goodness of life, for security and income. Second, your own purposes, talents, and aspirations. As you consider each of these phases, you will study carefully such questions as those raised on the following pages and talk them over with your parents and several of the finest teachers you know.

How Many Teachers Are There?

TEACHING is the largest of the professions. It has increased steadily in numbers for generations until the teaching staff of the United States numbers well over a million. Since most young children are now in school and since the birthrate is slowing down, the number of elementary-school teachers may not change greatly, but the number of teachers required for highschools and colleges and for adult education will probably increase steadily. The economy of the future will require larger numbers of people in the professions and personal services and fewer in agriculture and industry. The trend is suggested by the fact that highschool enrolment in the United States measured in round numbers grew from 500,000 in 1900 to seven million in 1938. One person in four of the total population is now a teacher or a student.

What About Teachers' Salaries?

BEYOND the necessities of living and those dependent upon him, the question of financial income is far less important than that one shall be happy and useful. But it is important and should receive careful study. You can easily learn the lowest, average, and highest salaries for your part of the country and compare them with incomes in other fields. Information published by the National Education Association gives salaries for different types of positions in each state and may be consulted in your school

Shall I Become a **TEACHER?**

By

JOY ELMER MORGAN

Editor, *Journal of the*
National Education Association

PERSONAL
GROWTH
LEAFLET
NUMBER
TWELVE

PERSONAL GROWTH LEAFLETS

Publication of these leaflets is made possible by the Hugh Birch-Horace Mann Fund. Partial list of titles now available:

Your Life in the Making
Your Mind in the Making
Your Health in the Making
Your Home in the Making
The Planning of Your Life
Future Teachers of America
Community Forces and the School
The Challenge of a United Profession
The American Plan of Education
Education for Democracy
Education in a Living Universe
John Dewey's Pedagogic Creed
A Golden Treasury of Beauty and Wisdom
Selections from Ralph Waldo Emerson
Franklin's Plan of Selfimprovement
Shall I Go to College?
Learning To Be a Leader
A Parliamentary Primer
Seven Adventures in Pioneering

Send selfaddressed, stamped envelop for latest complete list of titles. Order from

THE NATIONAL EDUCATION ASSOCIATION
Washington, D. C.

or public library. Since the quality of preparation for teaching is improving, there will probably be a tendency for salaries to approach better levels. The highest salaries go to superintendents, principals, college presidents, and teachers who carry special responsibilities or who have exceptional skill.

How Are the Schools Organized?

IN AMERICA the aim is to keep the schools close to the people and free from centralized political dictation. While the obligation of the federal government to aid the schools financially and to equalize opportunity is clearly

recognized, their control and management under our constitutional system are the responsibilities of the states. Much of the states' authority is delegated to cities and local school districts, which are often too small for efficient service. Each state has a department of education with a state superintendent or commissioner at its head. There are also county superintendents of schools and boards of education in cities and towns who employ superintendents, principals, and teachers. Schools are commonly classified as elementary; junior high; senior high; junior college; college; professional; and university.

Do Teachers Lead Happy Lives?

A SENSE of being useful and helpful to others adds to one's happiness. If one enjoys teaching and is well-prepared for his work, he will find it the most satisfying of lives. The school is filled with the joy of growth and learning. One's associates in the profession have high standards of living and thinking. The teacher is honored in the community. He is called upon for leadership in movements for the civic betterment of his community. Teaching offers mental and moral growth. The vacation period offers an opportunity for travel and study. Some school systems allow sabbatical leave with full or part pay for professional study or travel. The teacher seeks ever to bring the world's knowledge to the service of the world's life. Adventure adds zest to life and teaching is one of the great adventures. The teacher looks to the future.

A Profession for Men and Women

CIVILIZATION has reached its best development where men and women have shared jointly in the cultivation of the young. It would be better for the children and for the women and the men in the schools, if teaching were about equally divided between the sexes on all levels and in administration. Under that arrangement, children in the school as in the home would have the influence of both sexes, which is especially important in cases where the father is missing in the home. If teaching service were nearly equally divided between the sexes, both unmarried men and women in the schools would have a better opportunity to find their mates within their field of common aspiration and interest. Both men and women have attained the highest distinction as teachers, principals, college presidents, and superintendents.

"Shall I Become a Teacher?" is now available as a Personal Growth Leaflet. These leaflets sell for one cent each in any quantity. No orders for less than 25 copies; cash with orders for \$1 or less. Order from the NEA, 1201 16th St., N. W., Washington, D. C.

What Are the Rewards of Teaching?

AS MEN AND WOMEN rise in the scale of living, they become less willing to spend their time and energies on activities that do not benefit their fellows. Even in fields where selfishness once ruled, service is rapidly gaining as an ideal. The businessman says, "He profits most who serves most." The teacher says, "He most lives who serves best." There is a joy in doing for others. In teaching this joy is immediate and intimate. Every teacher in his later years regards with satisfaction the success of men and women whose lives he helped to build. Teaching is the most fruitful of patriotic services. In a nation dedicated to democracy in home, school, industry, and business, intelligent cooperation is increasingly necessary. The teacher holds the most sacred trust within the gift of society and can do much to improve mankind.

What Are Drawbacks of Teaching?

TEACHING, like every occupation, has its disadvantages. In dealing constantly with immature minds one may miss the challenge of association with equals or superiors; he may lose the power to adjust himself to others who have different opinions. Teachers who repeat the same courses year after year may cease to grow unless they maintain broader interests thru reading and conversation. People who work constantly with others and who carry the heavy responsibility of the teacher, are subject to mental and nervous fatigue. Salaries are relatively low, especially in small-town and rural schools, in proportion to the preparation and standard of living required. The competition for better positions may make it difficult to advance unless one has exceptional ability. These drawbacks are offset by advantages noted elsewhere in this leaflet.

Have I the Needed Qualities?

ONE WAY to approach this question is to ask yourself "What makes a successful teacher?" Analyze the qualities of the teachers you most admire. Study the biographies of a few great teachers. Then make a list of the personal traits you believe necessary for successful teaching. Talk this list over with others and revise it. Arrange the traits in order, putting first the ones that seem most important. Then set down your own points of weakness and strength. Can you qualify by the standards of fitness which you would set for yourself? Here is a tentative list: Genuine

enjoyment of people; intellectual curiosity and initiative; a purpose to do good; sound health; selfcontrol; high ideals; originality; interest in education; joy in observation, reading, thinking; a sense of humor; patience; enthusiasm; the power of personal growth.

Do Not Become a Teacher

IF IN YOUR HIGH SCHOOL studies you rank below the average of your class.

If accumulating money means more to you than service to your fellowmen. Unless you like to work with young people of the age you plan to teach. Unless you are reasonably strong and in good health.

If you are not ready to give moral as well as intellectual leadership.

Unless you are able to have four years of preparation beyond high school.

Unless you expect and plan to be a life-long student yourself.

Unless you are ready to take your part thru organization to improve the profession of teaching.

Unless you are broad enough to see that education concerns the whole life and growth of the child and the whole life of humanity.

How Much Education Do I Need?

IN OUR EARLY HISTORY, the training of children was not thought to require highly educated teachers. They were largely drill masters in the three R's. Today the teacher is concerned with every phase of the child's growth and development. As education has widened in scope, requirements for entrance into teaching have become higher. It is recognized, too, that teachers of young children should be as well-prepared as high school teachers since the early years lay the foundation of the child's character. The minimum standard for all teachers recommended by the National Education Association is four years beyond the high school; some schools require five years. Frequently, the teacher returns to summer school or takes a year's sabbatical leave to study. For administrative positions and for college teaching, graduate study is necessary.

In What Field Shall I Teach?

THE BEST ANSWER to this question can be found by visiting the schools themselves. Arrange to talk with a teacher doing the particular work you would enjoy. If possible, do some tutoring or group teaching during vacation.

Ask yourself such questions as: Do I wish to teach children of kindergarten age, older children, or high school boys and girls? Have I special talents for teaching music, drawing, or home-making? Would I prefer to teach in a large school system or in a rural school? Among the fields of work are preschools, kindergartens, elementary schools, junior and senior high schools, rural schools, colleges, professional and graduate schools, adult education, librarianship, health, physical education, recreation, school administration, and research. Pioneers in new services soon become the leaders in those fields.

Where Shall I Attend School?

TEACHERS COLLEGES and universities differ in the preparation they offer for the various careers in teaching. Some emphasize preparation for elementary-school work; others, rural teaching; others, secondary education. With this in mind, examine the catalogs of the colleges you are considering. These catalogs can usually be consulted at your library. Your teachers will be glad to explain points which are not clear. Opportunities for selfhelp or scholarships may be a factor in your choice. Since requirements for a teaching certificate differ widely in the various states, it will be wise to determine whether the state in which you wish to teach will certify graduates of your college. Most states now maintain one or more teachers colleges especially to prepare young people for the teaching profession.

Future Teachers of America

THIS ORGANIZATION of young men and women in high school and college who expect to become teachers seeks: To encourage young people to cultivate in themselves the qualities of personality and character which are the foundation of successful teaching.

To acquaint young people with the inspiring story of the schools; the part free schools have played in the development of our democratic way of life; the heroic pioneering associated with their establishment and expansion.

To provide young people with specific information about the organization, requirements, salaries, and opportunities in the various fields of education. If you are seriously thinking of becoming a teacher, it will pay you to join or organize an FTA group. For further information write the National Education Association, Washington, D. C.

[Fifth printing. Total copies to date, 469,250.]



The camp council may be a laboratory of democracy.

CAMPING *for* DEMOCRACY

NORMAN DRACHLER

TEACHER, DETROIT PUBLIC SCHOOLS

BEING one of those who believe that at present too much cannot be said about democracy, I feel that this discussion should penetrate all educational institutions of our country, both private and public.

It is here that the summer camp can play an important role. "What!" I can almost hear some say, "turn the child's vacation into a forum on issues which confront adults?" No, not that. I don't want the children to *discuss* democracy—I want them to *practice* democracy. The summer camp can contribute its share to this vital problem which is facing the world at large.

We must remember, first, that camps, no longer a stranger in this country, are increasing in number; second, that the camp's influence is great since the child who stays eight weeks in a camp actually spends more hours there than he does in forty weeks at school; third, that character building is becoming an increasingly important factor in camp life.

Character building is closely allied with citizenship and democracy. In the camp we can practice democracy. Here the child spends twenty-four hours of the day. Here he has his own boundaries, his own officers, and his own regulations and laws. The camp is the child's

world—a world in which he acts as a citizen, with all the privileges and obligations which come with citizenship. He attends the camp council, where he discusses camp regulations, the program, sanitary conditions. He takes up the matter of Bunk Number Five, which does not do its share in the cleanup. He reports on the work in the garden and considers plans for improvement. He listens to a complaint against a group of campers who have formed a clique and do not participate in group activities. There are some campers who do not want to work. Others are "rugged individualists" who insist on their "rights," disregarding the interests of the majority. And all of these "internal" problems are discussed at the council, where arbitration rather than force is used.

The camper also has his racial and "international" problems to solve. Perhaps there are many camps in the neighborhood. Shall we practice isolation or cooperation? Shall we play ball with the children in Camp A because they belong to one religious group and ignore Camp B because they belong to another? Is Camp C to be ignored and not invited to our circus because its children pay only \$5 a week and not \$40, as do the campers of Camp D?

Altho many camps are models of living democracies, others have forgotten the real meaning of the word "camping," which suggests comradeship, cooperation in work and play, and roughing it, and, instead, have turned their institutions into juvenile hotels. These are the resorts where the children are only fed and amused; where they are told that theirs is a select group; where special shows are performed on visitors' days to make an impression upon the parents; and where camp spirit is turned into snobbishness.

The camp has so many excellent potential qualities that to overlook these is sheer negligence, harmful to the child in spite of the sun tan and the four and a half pounds that he may have gained. We can do several things to bring about a finer democratic camp spirit, and this will result not only in better camps but also in better citizenship.

First, the principle of work must be established. The children must realize that work is an essential part of life, to be respected by all.

Second, the camper should feel that he is part of a group, working for a common goal, that his cooperation is vital for the success of all, and that this spirit is necessary for good citizenship as well as for successful camping.

Third, there should be practiced in the camp a spirit of tolerance and friendship which should extend beyond the camp boundaries to the neighboring camps—bringing with it a closer friendship and better understanding. Occasional joint religious services with neighboring camps of different racial and religious creeds might bring benefits to all.

Fourth, the campers should be given an opportunity to govern themselves as much as possible. Camp elections, councils, government are of vast importance both to the children of the present and the nation of the future.

Let us in our country pass on to our youth a heritage of tolerance rather than bigotry, of equality rather than superiority, and of human justice rather than brute force. This, I believe, our summer camps can help to do. We teachers who work in summer camps must make it our duty to see that democracy is practiced there.

THE STATE DIRECTOR AN IMPORTANT INTEGRATION FACTOR

Reuben T. Shaw

PRESIDENT, NATIONAL EDUCATION ASSOCIATION

THE STATE NEA DIRECTORSHIP is growing in importance. Four factors are responsible for this: [1] The term of office has been changed to three years; [2] the State Directors are assuming more and more responsibility for the NEA membership in their states; [3] the State Directors are being recognized more and more as the official representatives and contact persons of the national Association in their states; and [4] the State Directors receive full expenses for the trip to the summer convention and therefore feel a growing responsibility to render effective service.

Prior to the amendment of the Bylaws changing the term of office to three years the State Directors frequently changed each year. The office was often passed around freely among the representatives of a state who usually attended the summer convention as an honorary gesture of esteem with no recognition of the fact that the position carried great responsibility and that the influence of the state in the national Association depended largely on the effectiveness of the work of the State Director. The result of this arrangement was that State Directors frequently found themselves rotated out of office at the end of a single year before they had discovered what their prerogatives and responsibilities were. The present three-year term guarantees time for effective service by giving a year for initiation experiences and at least two years for intelligent work.

Before the assets of the Association were large enough to permit the payment of the expenses of State Directors to the summer convention, the number of those who could afford to accept election to this position was materially limited since many who were competent to serve effectively were not financially able to attend the conventions regularly. The adoption of the plan of paying the expenses of the State Directors has enlarged the list of eligible candidates by removing the financial qualification and

allowing the choice to be based solely on ability to serve effectively.

The election of the State Director offers an excellent opportunity for closer integration between the units of our professional organization—local, state, and national. The Bylaws of the Association provide that the State Director shall be nominated on Monday of the summer convention by the local and state delegates from each state. Many leaders feel that the State Director should be nominated by the state association and thus become an official of both the state and the national organizations. Pending an amendment of the Bylaws to this effect, several states are experimenting in this field by having the state association suggest a nominee to be ratified by the delegates at the summer convention. Last December the Connecticut State Teachers Association passed the following motion recommended by its Board of Directors:

That a candidate for the office of NEA Director for Connecticut shall be nominated by the Representative Assembly and that notice of such nomination shall be communicated to the accredited delegates from Connecticut previous to the official meetings of the state delegation as held in connection with the annual NEA convention. That nominations for this candidate shall be subject to the rules for nomination as contained in our Constitution and Bylaws. This procedure for nominating the candidate for the office of the NEA director for Connecticut shall become a part of the Bylaws of the Connecticut State Teachers Association and should become operative on and after September 1, 1939.

At the New York City convention last year a rule was adopted requiring that in order to be eligible to serve as State Director one must have been a member of the NEA and of the state or district or local association with dues paid for a three-year period immediately preceding election. In addition to this official regulation, leaders are coming to recognize that the State Director, in order to serve

effectively, should be an outstanding representative of the profession in his state, thoroly familiar with organizational problems and with demonstrated ability to secure the cooperation of state and local leaders.

The activities of State Directors vary considerably but usually include: Serving as chairman of the state association Committee on NEA Membership and Relations; representing the national Association at state functions such as state association conventions, dedications of important buildings, and the inauguration of presidents of institutions of higher learning; representing or arranging for speakers to represent the NEA at district and local meetings and at teachers college assembly programs; recommending competent workers for membership on NEA committees; and preparing publicity material each month for the National Education Association page in the state association journal and in publications of local associations.

By maintaining a close working relationship with the president and secretary of the state association and interpreting the NEA policies and program thruout the state, the NEA State Director has a challenging opportunity as well as a direct responsibility for drawing local, state, and national associations closer together into the fully integrated professional organization which the educational interests of this country merit and need.

State Directors

WHOSE TERMS EXPIRE AT THE SAN FRANCISCO CONVENTION

Arizona—Harold W. Smith
Arkansas—W. E. Phipps
California—Helen Holt
Connecticut—Helen T. Collins
Florida—James S. Rickards
Hawaii—Earl L. McTaggart
* Indiana—L. V. Phillips
Iowa—Fred D. Cram
Maine—William B. Jack
Montana—M. P. Moe
New Hampshire—Lyle Wilson Ewing
New Mexico—D. N. Pope
Oklahoma—Kate Frank
Oregon—C. R. Bowman
Tennessee—S. L. Ragsdale
Washington—Cora Oleson
West Virginia—W. W. Trent
Wyoming—H. H. Moyer

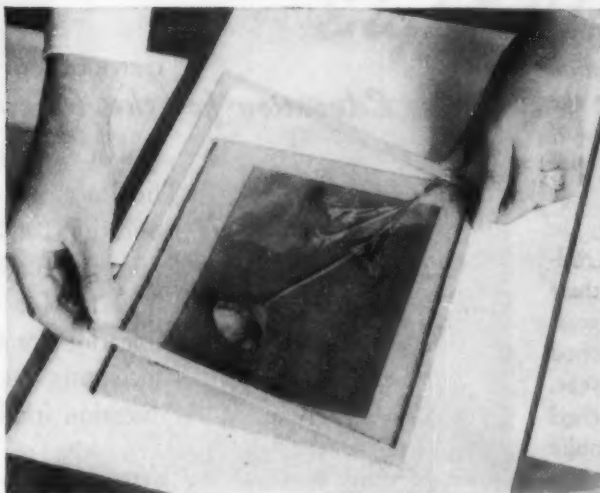
* Mr. Phillips was appointed to take the place of the late C. O. Williams, whose term would have expired in 1941. Therefore the director for Indiana elected at San Francisco will be chosen for a two-year term.

MAKING BLUEPRINTS OF WILD FLOWERS FOR NATURE STUDY

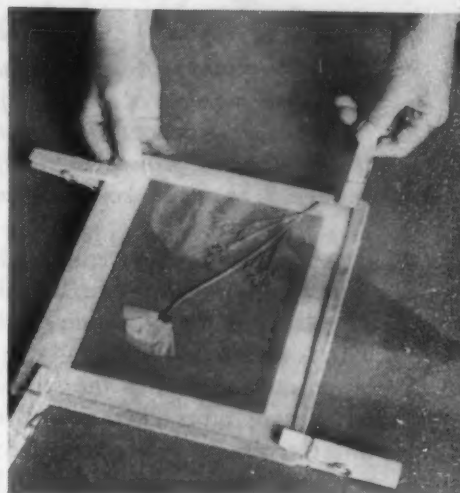
Pedagogy thru Pictures



1. Arranging flower artistically on blue-print paper on a board in subdued light



2. Covering with glass



3. Clamping with clothespins



4. Exposing to bright sunlight from one to two minutes



5. Immersing in clear water



6. Intensifying in potassium-bichromate ($\frac{1}{2}$ level teaspoonful to a gallon of water)



7. Rinsing thoroly in clear water



8. Drying and pressing between paper



9. Sharing the results

PHOTOGRAPHS FROM SANTA BARBARA, CALIFORNIA, SCHOOLS

AMERICAN EDUCATION WEEK

THE TIME WHEN THE NATION'S SCHOOLS REPORT TO THE PEOPLE IN CONCERT

THE FOUNDERS of American Education Week who paved the way for the first observance in 1921 little dreamed of the tremendous growth in significance and results that it has come to have.

IT IS ESTIMATED that seven or eight million parents and other citizens visit their schools during the observance each year. This is a visitation that can be matched by no other period in the school year. Millions of other citizens are reached thru the press, the radio, and the public meeting. The latter activities are highly important because of the increasingly large number of adults and taxpayers in America who have no children in school.

American Education Week has come to be recognized as the outstanding period of the entire school year for educational interpretation. It is the time of the year when the nation's schools report to the people in concert. There is a great advantage in this concentrated emphasis. It brings about a readiness upon the part of the nation's press, radio chains, national magazines, and scores of national organizations for active participation. The local community can utilize not only its own efforts but take advantage of the great impetus brought about thru this national emphasis.

AMERICAN EDUCATION WEEK succeeds because it is an enterprise which has the sympathetic cooperation of every group in America concerned with our educational system, and because of state and local school officials who sense the value of the observance and actively promote the program. Official national sponsors for American Education Week are the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

GENERAL THEME

Education for the American Way of Life

DAILY TOPICS

Sunday, Nov. 5	The Place of Religion in Our Democracy
Monday, Nov. 6	Education for Self-Realization
Tuesday, Nov. 7	Education for Human Relationships
Wednesday, Nov. 8	Education for Economic Efficiency
Thursday, Nov. 9	Education for Civic Responsibility
Friday, Nov. 10	Cultivating the Love of Learning
Saturday, Nov. 11	Education for Freedom

SCORES of other national and state organizations also contribute to the observance. These include the various service, women's, and business clubs; farm organizations; church and other groups.

THE AMERICAN EDUCATION WEEK program for 1939 is built largely around the spirit and materials of the report of the Educational Policies Commission on *The Purposes of Education in American Democracy*. The topics for Monday, Tuesday, Wednesday, and Thursday are the four main areas of educational objectives identified by the Commission. Other topics are closely related to them.

AMERICAN EDUCATION WEEK offers the profession an unequalled opportunity to bring this report of the Educational Policies Commission to the people of the nation for consideration. Every school can profit by a discussion of these purposes with parents and other citizens.

EARLY AND EFFECTIVE PLANNING is the first requisite of a successful observance of American Education Week. Planning in large areas such as states, counties, and cities, as well as by individual schools, is helpful in spreading enthusiasm and ideas regarding technics and procedures.

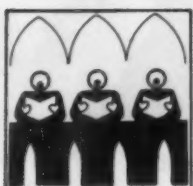
LAST YEAR the National Education Association materials for the first time were developed largely by field committees. A similar plan is being followed for 1939.

THERE WILL BE a 16-page folder on the topic for each school day of American Education Week at each of these school levels: Kindergarten-primary, upper elementary, junior highschool, highschool, and rural school.

IN ADDITION to these folders prepared by committees there will be a poster, leaflets, stickers, and other materials as in the past. These materials will be ready for distribution August 15 from the National Education Association, 1201 Sixteenth Street, Washington, D. C.

YOUR NATIONAL PROFESSIONAL ORGANIZATION makes these materials available to help you in planning your local program. They are not a substitute for local effort and initiative. Begin your plans for the observance of American Education Week 1939 in your schools at an early date.

FREE COPIES of an attractive folder outlining the 1939 observance may be secured from the NEA.



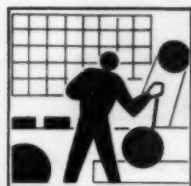
RELIGION AND AMERICA



EDUCATION FOR SELF-REALIZATION



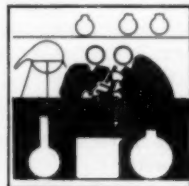
EDUCATION FOR HUMAN RELATIONSHIPS



EDUCATION FOR ECONOMIC EFFICIENCY



EDUCATION FOR CIVIC RESPONSIBILITY



CULTIVATING THE LOVE OF LEARNING



EDUCATION FOR FREEDOM



SALARIES— *Eight Years Later*

This brief summary of the salary situation in city school systems is based upon the ninth biennial salary survey of the Research Division. Much credit belongs to the cooperating school systems for the completion of the study.

Farm Security Administration. Photo by Vachon

UP UNTIL 1930 we usually spoke of events as happening "before the World War" or "after the War." With the economic collapse of 1930 a new reference point came into common usage. The term "before the depression" has assumed status along with "seventh heaven" and other descriptions of near perfection.

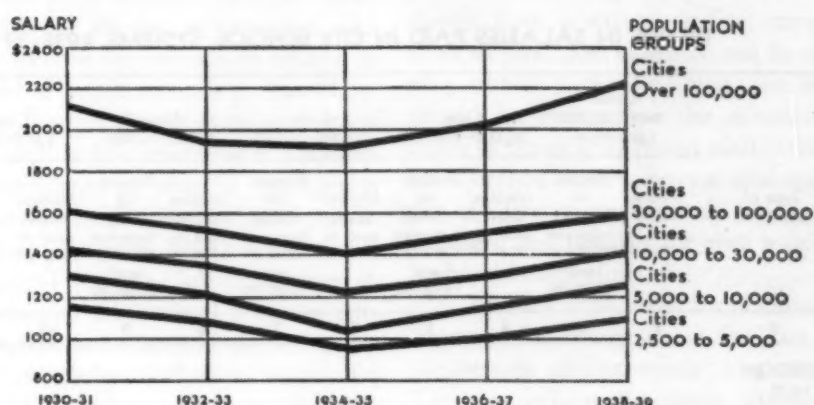
SALARIES OF CITY TEACHERS

As a result of the 1938-39 salary survey of the Research Division, we may say that *in general* teachers' salaries are close to predepression levels. True enough, median salaries for certain types of positions and in certain size cities are still below the high points of 1930, but the general situation has been one of marked recovery. If present trends continue, we may expect that for most positions in city school systems median salaries in 1940-41 will equal or even exceed those of 1930-31.

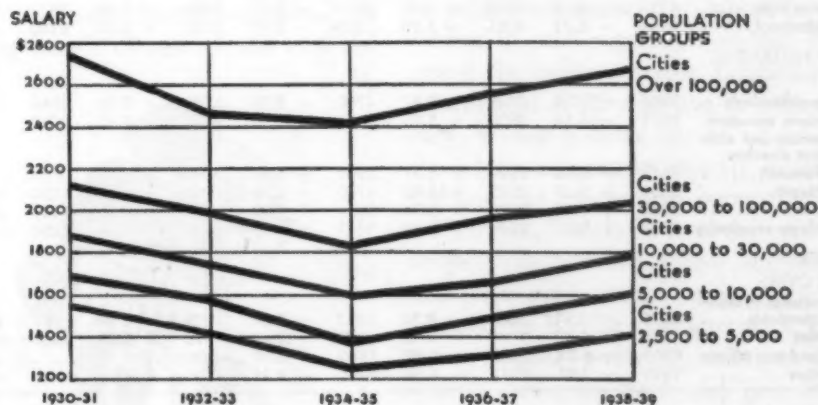
It will be seen from the figure that median salaries of teachers showed a decline in 1932-33 from their 1930-31 levels. Still further decreases from the 1932-33 level were shown by the 1934-35 survey (probably the lowest point for the country as a whole was reached in 1933-34). By 1936-37 the trends in most cities and for many types of positions had turned upward.

In cities of 30,000 to 100,000 population the median salary of elementary-school

TRENDS IN ELEMENTARY-SCHOOL TEACHERS' SALARIES, 1930-31 TO 1938-39



TRENDS IN HIGH-SCHOOL TEACHERS' SALARIES, 1930-31 TO 1938-39



Research Division, National Education Association

teachers was \$1609 in 1930-31 and \$1584 in 1938-39—less than 2 percent retarded. The salaries of senior highschool teachers in this city-size group are still behind the 1930-31 level by nearly 4 percent. Junior highschool salaries in cities of 30,000 to 100,000 population are on the average about 1 percent below the median of eight years ago.

Recovery has been generally most widespread in cities over 100,000 in population. The median salaries in these cities are nearly 5 percent above the 1930-31 average for elementary-school teachers; 4 percent ahead for junior highschool teachers. The median salary of highschool teachers lags about 2 percent behind the 1930-31 median.

Recovery has generally been slower in the smaller communities as shown by the percentages given in the table. For example, the median salary of highschool teachers is almost 9 percent below the 1930-31 level in cities of 2500-5000 population; 5 percent behind in the next two groups of larger cities; less than 4 per-



Recent population studies show that the nation is replacing its human resources largely thru the children born in rural areas. Yet a large proportion of these children will receive their early schooling from teachers who receive a mere subsistence wage.

—Willard E. Givens.

cent retarded in cities of 30,000 to 100,000 population; and 2 percent retarded in the largest centers. This same general condition holds for most classroom teaching positions, altho it is less consistently true for administrative positions.

SALARIES OF ADMINISTRATORS

The median salaries of administrators have followed the general pattern of "decline and rise" previously described

for classroom teachers. The salaries of superintendents, however, are recovering more slowly than the salaries of teachers. For example, in cities over 100,000 in population the median salary of superintendents is still 17 percent below the median of 1930-31. In this same city-size group the medians of teachers' salaries are higher than in 1930-31, with the exception of the highschool group (2 percent retarded). In other city groups superintendents' salaries are on the average below the 1930-31 medians: 30,000 to 100,000—9 percent; 10,000 to 30,000—9 percent; 5000 to 10,000—10 percent; and 2500 to 5000—9 percent.

As judged from the medians, the salaries of principals are not returning to 1930-31 levels as rapidly as the salaries of classroom teachers. On the other hand, principals' salaries have recovered more than the salaries of superintendents. In cities over 30,000 in population principals are usually from 3 to 5 percent below their 1930-31 salary levels; in smaller cities, from 6 to 11 percent below.

Salaries of supervisors and directors of instruction show uneven recovery perhaps because of the relatively smaller number of persons involved. In most cases in the largest cities the salaries of supervisors of art, music, penmanship, and manual training are farther from the 1930-31 levels than are the salaries of teachers in the same city-size groups. Directors of research, vocational education, home economics, and physical education appear in the largest cities to have approached or exceeded 1930-31 salary levels.

OTHER EMPLOYEES

In cities over 100,000 in population the median salary of school nurses is nearly 1½ percent higher this year than in 1930-31. In the smaller cities the median for school nurses is still about 10 percent retarded.

Secretarial salaries are still generally below what they averaged eight years ago. For some reason the lag seems to be greater in the largest places than in the smaller cities. Janitors' salaries also appear to have made more recovery in the smaller communities.

Further details on the salaries paid to certificated and non-certificated employees are reported in the March *Research Bulletin*, "Salaries of School Employees, 1938-39."—FRANK W. HUBBARD, associate director, Research Division.

TRENDS IN SALARIES PAID IN CITY SCHOOL SYSTEMS, 1938-39

Type of employee	Cities over 100,000 population		Cities 30,000-100,000		Cities 10,000-30,000		Cities 5,000-10,000		Cities 2,500-5,000	
	Median salary paid in 1938-39	Percent of change between 1930-31 and 1938-39	Median salary paid in 1938-39	Percent of change between 1930-31 and 1938-39	Median salary paid in 1938-39	Percent of change between 1930-31 and 1938-39	Median salary paid in 1938-39	Percent of change between 1930-31 and 1938-39	Median salary paid in 1938-39	Percent of change between 1930-31 and 1938-39
1	2	3	4	5	6	7	8	9	10	11
CLASSROOM TEACHERS										
Kindergarten.....	\$2208	+ 6.31	\$1647	+ 2.36	a		a		a	
Elementary.....	2217	+ 4.67	1584	- 1.55	\$1405	- 1.61	\$1251	- 3.99	\$1096	- 5.68
Junior high.....	2450	+ 4.34	1843	- 0.91	1589	- 1.85	1387	- 7.16	1283	- 5.66
Highschool.....	2672	- 2.16	2029	- 3.88	1779	- 5.17	1607	- 5.02	1410	- 8.86
PRINCIPALS										
Elementary teaching.....	2633	+ 8.09	1966	- 2.24	1676	- 3.79	1481	- 6.44	1301	- 7.67
Elementary supervising.....	3339	- 5.12	2467	- 6.76	2231	- 5.02	2028	- 9.42	1928	-11.36
Junior high.....	4359	- 3.13	3215	- 4.12	2667	- 3.47	2025	- 7.28	1579	-11.04
Highschool.....	4758	- 6.71	4055	- 5.28	3309	- 8.41	2597	- 8.07	2156	-10.28
ADMINISTRATIVE STAFF										
Superintendents....	8286	-17.14	6125	- 9.37	4700	- 8.72	3780	- 9.74	3244	- 9.00
Business managers.....	4571	-14.74	3500	- 5.15	2650	-17.19	2175	-13.00	2050	
Directors and assistant directors										
Research.....	3417	+ 0.50	2580	+ 5.31	2267	+ 5.44	1850*	-23.71		
Health.....	3350	+ 5.78	2525	+18.82	1700	- 3.79	1550	- 2.39	1150	-11.54
Art.....	3000	+ 4.64	2325	+ 0.04	1854	+ 1.53	1590	- 5.81	1469	+ 1.31
Home economics.....	3240	+ 0.65	2289	- 0.48	1647	- 4.13	1435	-11.04	1298	-14.94
OTHER EMPLOYEES										
Secretaries to superintendents.....	2075	-10.91	1668	- 8.10	1357	- 6.61	1092	- 8.39	921	+ 4.07
Nurses.....	1739	+ 1.40	1649	- 0.12	1578	-10.44	1490	- 9.20	1360	-12.03
Attendance officers.....	2219	+ 6.79	1569	- 9.62	1269	+ 6.19	-600 ^b			
Janitors.....	1429	- 7.27	1377	- 4.64	1315	- 3.31	1170	- 8.24	1131	- 4.96

* Combined with salaries of elementary-school teachers. ^b The median fell in the lowest step of the distribution, which was designated "less than \$600."

THE SCHOOL'S *Social Service*

RELATIONSHIPS



THE FUTURE HISTORIAN will probably record the growth of public social services as an outstanding social phenomenon of this age. Educational, recreational, and library services, as well as health and welfare services, have grown and developed in response to wellknown social changes. Governments are today assuming a leading role in the effort to improve the wellbeing of their people.

Lines of responsibility have not been so drawn to date as to distinguish appropriate functions of agencies created to discharge the public social services. Because these services are likely to expand further in the immediate future, the Educational Policies Commission has set forth in the document, *Social Services and the Schools*, certain policies that have a bearing on these anticipated developments as they affect the schools. Major emphasis is centered upon the relationships of public education to other services that contribute to individual wellbeing, personal development, and to the advantage of society.

The first point of emphasis concerns the home and its position in the social scene. The preservation and improvement of family life are important responsibilities of education. Schools and other agencies are providing social services thru the home and by doing so are strengthening the family as a social unit. The Commission declares that the principle of constructing social service programs in such a way as to dignify the status of the home and family life is not only sound public policy but essential to the achievement of democracy. By encouraging the development of family responsibility, the forces of social better-

ment at one stroke lighten their own task and strengthen their own efforts.

A second point of emphasis is the line drawn between school and home responsibility for the provision of food, clothing, shoes, glasses, and medical care. While school authorities are directly concerned with the needs of every child—because such needs affect his educational progress—the servicing of these needs is not an educational service. The responsibility, therefore, should not be reflected in the school budget, but rather, should be carried by the home or by appropriate social welfare agencies in cases of indigence. Except on a temporary and emergency basis, while home and community are preparing to meet the need adequately, the provision of medical care and other necessities by the school cannot be logically defended.

A third point of emphasis is the essential unity of library, recreational, and school services as community efforts in the field of public education. The Commission foresees the ultimate unification of all such public educational activities in communities or areas of appropriate size under the leadership of a *public education authority*. This authority will be charged with the administration of a community educational program embodying the activities now carried on by library, recreation, and school boards. Its powers will be derived from the state by virtue of existing state responsibility for public education. Its functions will include the provision of a broad educational and leisuretime program for persons of all ages. Because it can build on sound traditions firmly established by existing boards of control, the new au-



thority will combine the advantages of centralized administration of all public educational programs within the community and decentralized authority within the state.

A fourth point of emphasis is the need of planning for the community use of schools. Buildings should be so placed as best to serve the neighborhood community. Wherever possible each building should have a setting of five acres or more of land, part of which can be used as a public park. The structure itself should be planned as the educational center of the neighborhood with facilities for a branch library, recreational activities of many types for both adults and children, and possibly for even a neighborhood health clinic.

A corollary to the need for planning is the need for using school facilities for the benefit of the whole community. This is perhaps the most important single step that any community can take toward coordinating the formal and informal aspects of its educational program. Sound educational policy requires that public-school properties be opened to public use outside of school hours, subject to such regulation as will safeguard the public interest. Education is a birthright of all who live in a democracy. Widest possible use of schools by the whole community directly increases the scope of educational opportunity.

Final emphasis is given to the need for cooperation between school authorities and other public social service agencies. Despite its unique characteristics, education cannot work in isolation. The schools can gain most and give most thru developing cordial relationships with all public and private social services.





California Calls

Courtesy, Southern Pacific Co.



UTTER is the name, sir—Captain John A. Sutter."

A short, heavy-set, trimly clad gentleman of military bearing and Swiss ancestry begged of

Governor Juan Bautista Alvarado the right to settle "somewhere in the interior." The Mexican official advised his petitioner to take out naturalization papers, and granted the request.

The place was Yerba Buena, now called San Francisco. The year was 1839. The second invasion of California had begun. Waiting the return of the captain from Governor Alvarado's palace were the invaders—one German, four other white men, eight South Sea Islanders, a nondescript Indian boy, and a dog.

"Certainly a modest colony," thought the governor as he watched the caravan file away, perhaps more troubled at being aroused from his siesta than by his violation of repeated orders from Mexico City that foreigners must not be welcomed as immigrants to Alta California.

In a flotilla consisting of a rowboat and two schooners, with three small cannon for military atmosphere, Captain

Sutter and his retinue set out to select a location, his ambitious heart set, perhaps, upon establishing in this wilderness a principality. He did not have far to go, either to choose his property, or to create a domain of feudal character.

Where the American River flows into the Sacramento, he built an imposing fort which he called "New Helvetia." He claimed eleven square leagues of land, and soon owned more than four thousand cattle, two thousand horses, and great flocks of sheep. Captain by training as well as by title—Sutter was a graduate of Bern Military Academy, Switzerland—he organized and drilled the Indians into uniformed military companies with which he manned his fort, from the ramparts of which twelve pieces of artillery threatened potential enemies. He taught his Indian vassals to weave blankets and make hats, to operate a flour mill and a blacksmith shop,

and to cultivate fields of grain and vegetables. The colony owned a distillery and canned its own fruits. The captain was continually expanding farms and shops.

It was an accident of this expansion, indeed, which changed destiny—not only for Captain Sutter, but for California and the world. It may have been no accident that "New Helvetia" was on the most popular route from the United States to Alta California. Moreover, it lay where the trail entered the promised land from the high Sierras, an obstacle second only to the dry morass of Humboldt Sink in frustrating the spirit and depleting the resources of the pioneers.

Exhausted from hunger, physical strain, or illness, the travelers thronged into Captain Sutter's domain and replenished their supplies. Trade was good, at least for Captain Sutter. He and all his minions prospered. His colony grew in numbers. The captain

. . . And when thousands of teachers heed that summons to attend the 77th annual convention of the National Education Association in San Francisco, July 2-6, 1939, their visit to the Golden State will be more interesting and more profitable from having recalled the colorful careers of two history-makers who yielded to the lure of that wonderland long ago. For a list of references on California history, see page 160.

THE WEATHER

The United States Weather Bureau records for the Bay City area for the month of July are as follows:

Average highest temperature . . . 65°
Average for the month . . . 59°
Average lowest temperature . . . 53°

Bring your topcoat!

The normal rainfall for July is 1/100 inch. The heaviest rainfall for July on record—23/100 inch.

Leave your galoshes at home!

was no less generous than wealthy. Often he staked unfortunate immigrants with food and supplies. He sent rescue parties at his own expense to aid wagon trains in distress. Sutter was a great man, and his greatness was recognized by the Mexican authorities who made him an official of this frontier country, in spite of their fear that he was more loyal to the United States than to Mexico.

Then came the accident of riches that drove Captain Sutter almost to the rags of poverty. In January of 1848, James Marshall, one of Sutter's foremen, was building a sawmill and found some yellow nuggets. A short time later Sam Brannon, an excited storekeeper from Sutter's fort, rode headlong thru the streets of San Francisco, a bottle of gold-dust in his hand, yelling "Gold! Gold! Gold! From the American River!"

That was a shout heard 'round the world! San Francisco suddenly became a deserted village. Shops and stores were vacated. Sailors left their ships unmanned in the harbor. Even the school teacher locked the door of his tiny hall of learning and fled. The contagion spread. A vessel bound from the Sand-

wich Islands to Chesapeake Bay carried the story east. A Baltimore paper published it. In the spring of 1849 no less than 50,000 people left Independence, Missouri, on a five-month journey to the gold fields singing: "Oh, Susannah, don't you cry for me; I'm off to California with my wash-bowl on my knee."

The Forty-Niners who had no taste for campfires and forced marches over parching desert sands and across rugged mountain passes took the easier and quicker journey by way of Panama. The more patient and better financed treasure hunters leisurely voyaged around Cape Horn. No matter the route; they arrived in San Francisco. The Bay City did not long remain a deserted village. During the first six months of 1849, the population grew from eight hundred to ten thousand. Before the end of the year, thirty thousand more had piled into the tents and shanties of the Bay City.

A motley, shifting population it was, swarming back and forth from the placer fields, along the American and Sacramento Rivers and their tributaries, bringing nearly a million dollars worth of gold to San Francisco in the first four months of the mad rush. Prices of everything soared to ridiculous heights, and there began an orgy of extravagance, speculation, and gambling.

Up at Sutter's fort, trade was also good—but not for Captain Sutter. His properties were over-run and destroyed. His men left him to hunt gold. His status as a property-holder was changed when California became a state in 1850. Squatters claimed under American rights the land granted to Sutter by Mexico. The courts sustained the squatters. The captain was financially ruined. A generous California legislature gave him a pension to soften the blows of ill fortune, but the man from whose vast holdings was sounded history's most alluring call to easy riches, died poor in 1880 at Washington, D. C.

Irony is a daughter of Fate. A historian who appraised the political results of the hectic days of '49, headed his chapter "Gold Made California!" A Forty-Niner whose account of that colorful period is one of the most authentic and interesting ever written, wrote his book in a county infirmary.

"East is East and West is San Francisco."

Courtesy, Southern Pacific Co.



THE FIRST INVASION of California was as unpretentious in equipage and personnel as the second. The year was 1769. The Mexican sun beat unmercifully upon the ton-

sured head of an emaciated little padre whose burro picked its way cautiously thru the stubby chaparral and thorny cactus. The trail alternately faded on the rocks and then reappeared in dry arroyos where the dust raised by the mule's hoofs was whisked away into a little cloud by the dry wind. Ahead of the mule plodded two soldiers and a young boy.

Padre Junípero Serra was no longer young. His foot was so sore and swollen that he was unable to bear his weight upon it. Now and then his wan cheeks brightened into a smile. He was on his way to save California for Christianity. Two much more elaborately outfitted expeditions, one by land and another by sea, had gone on ahead to save California for Castile. They were all to meet at San Diego. Fray Junípero prayed that they would. The good ships San Carlos and San Antonio were heavily loaded with supplies for the journey up the coast of Baja California. The commissary of José de Galvéz, lately appointed visitador general to New Spain by the Crown, had not even forgotten tasty

THE PEOPLE

Californians are a race of people; they are not merely inhabitants of a state. They are the Southerners of the West . . .

Of course they have in the climate, an argument that is good for half an hour while you are thinking of your coal bills and heavy underwear. But as soon as they come to mistake your silence for conviction, madness comes upon them, and they picture the city of the Golden Gate as the Bagdad of the New World. — O. Henry, A Municipal Report.





Mission San Diego de Alcalá

seasoning for the generous rations of His Majesty's soldiers. The inventory listed one hundred twenty-five pounds of garlic among the other comestibles.

Fray Junípero felt certain his bread and cheese would last from Franciscan Mission to Franciscan Mission in the lower peninsula until he should undertake the second land expedition. But he was concerned about other articles in the cargoes of those vessels, among which were "seven large church bells, two heavy copper baptismal fonts, eleven pic-

tures of the Virgin, numerous silver censers, and many images."

Perhaps Fray Junípero reflected with some misgivings on the ways of Spanish soldiers. José de Galvéz was his true friend—he was certain of that. But there had been military expeditions to Alta California before this. First there were the conquistadores. But they found no gold in California. Conquistadores don't hunt for gold. They take it from the helpless. So they had left no traces of their incursions into that barren land. Later expeditionary forces had fared no better. The half-explored mystery land was open to the inroads of Russia, and rumors that explorers from that nation were interested in California had reached the ears of His Most Catholic Majesty King Carlos III.

To protect the outposts of Alta California from Russian encroachment and to provide ports of call for Spanish galleons to and from Manila, His Majesty decided to fortify San Diego and Monterey. Therefore this significant attempt "to conquer souls for heaven and land for the Spanish King." First in command for the latter purpose was Don Gaspar de Portolá, captain of dragoons and governor of California. First in command for the church was the humble, sweet-tempered, but strong-willed little man who hurried his mule toward the meeting place at San Diego where was to be built the first presidio and the first mission.

On the morning of July 1, 1769, the land expeditions, the soldiers and sailors

of the *San Antonio*, and Fray Junípero and his mule met at San Diego. Their first act was to celebrate a mass of thanksgiving, "their music the thunder of gunpowder, its smoke their incense offering" to the patron saint, San José. Their thanksgiving was all the more solemn and probably all the more sincere because only one-hundred-twenty-six of the two-hundred-nineteen men who left the peninsula now referred to as Southern California remained to take part in the celebration. The scurvy took all of the crew of the *San Carlos* except the cook and one seaman.

On July 16, 1769, Padre Junípero blessed San Diego de Alcalá, his first mission—and struck the plowshare of civilization into California soil. This was a century and a half after the pilgrims had landed at Plymouth Rock and one hundred and sixty-six years after the first Spaniard had set foot at historic San Diego.

If Fray Junípero had any fears that the Spanish soldiers would be of little help to him in civilizing California, those fears were well justified. Successors to the capable Gaspar de Portolá seemed to hamper the little Padre in every way they could. They almost starved him to death, and frequently made hostiles of the Indians whom the padre had converted into friends. The founding of the chain of missions from San Diego to San Francisco was accomplished in spite of rather than thru the aid of the Spanish sword, and in a spirit of patience, forbearance, and selfdenial seldom equalled in all the annals of history. Not until the footsore Junípero had trudged his way to Mexico City in the year 1772 did he get even the most urgent needs of his mission brethren cared for.

Only the strong will that dwelt in the frail body of Junípero kept him alive until 1784, fifteen years after the invasion that brought the arts of civilization to California, and left behind the symbol of its conquest in a type of architecture that was original, beautiful, and is yet today the most unique characteristic of a wonderland that attracts travelers from all over the world. Never to have seen its missions is not to have seen California.

—BELMONT FARLEY.



Mission San Francisco de Asís

THE SAN FRANCISCO PROGRAM

Tentative Outline of General Sessions

General Theme

THE RESPONSIBILITIES OF OUR PROFESSION

Sunday, July 2, 4:30 P.M.—Vesper Service

The tower of the sun—Brother Leo, Professor of Literature, Saint Mary's College, California.

Sunday, July 2, 8:00 P.M.—Discussion of Professional Organizations

A meeting for officers of professional education associations and those interested in professional organization work—local (city, county, regional, and district), state, territorial, and national.

Monday, July 3, 9:00 A.M.—First General Session

Addresses of welcome—California State and San Francisco City Officials

Response—Mrs. Myrtle Hooper Dahl, president, Department of Classroom Teachers of the NEA Golden Gate International Exposition—Publicity representative, Golden Gate International Exposition

Address—Reuben T. Shaw, president of the National Education Association

Monday, July 3, 5:30 P.M.—Eleventh Life Membership Dinner

Development of teacher education—Caroline S. Woodruff, past-president of the National Education Association

Honor guests—Mrs. Susan M. Dorsey, honorary president of the National Education Association and Ellwood P. Cubberley, dean-emeritus, School of Education, Stanford University

Monday, July 3, 8:00 P.M.—Second General Session

The World Situation

Totalitarian states and democracy—By an outstanding authority

Tuesday, July 4, 9:00 A.M.—Morning Assemblies

Radio education—To be arranged by leaders in this field

Intelligence—its nature and nurture—Under the direction of George D. Stoddard, director, Child Welfare Research Station, University of Iowa

Problems of presentday youth—To be arranged by leaders in this field

Tuesday, July 4, 8:00 P.M.—Third General Session

Foreign and Domestic Foes of Freedom

Un-American activities—By an authority on this subject

Civil liberties—By an authority on this subject

Wednesday, July 5, 9:00 A.M.—Discussion Groups

Civic education for a democracy
Laymen's conference on tolerance thru education
Major issues in teacher education

Reuben T. Shaw

PRESIDENT, NATIONAL
EDUCATION ASSOCIATION



Works Progress Administration
educational program

Financing of education
Cooperatives and credit unions
Salaries and economic status of teachers

Tenure

Retirement

Evaluating of secondary schools

Wednesday, July 5, 8:00 P.M.—Fourth General Session

The Wonders of Science

Address—Edwin G. Conklin, American Philosophical Society, Philadelphia

Demonstration of some of the modern wonders of science

Thursday, July 6, 9:00 A.M.—Morning Assemblies

Publications and program of the Educational Policies Commission—Program to be planned in cooperation with officers of the Commission

Relationships with Central and South American countries:

Cultural relations

Educational relations

Trade relations

Uses of visual education in forming attitudes of children—Under the direction of Mark A. May, director, Institute of Human Relations, Yale University

Thursday, July 6, 8:00 P.M.—Fifth General Session

Address—Will Hays, president, Motion Picture Producers and Distributors of America
Movie stars

REPRESENTATIVE ASSEMBLY

Tuesday, July 4, 9:00 A.M.—First Business Session

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

Nominations for President, eleven Vicepresidents, Treasurer, three members of the Executive Committee, and eighteen State NEA Directors

Reports:

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

Committee on Credit Unions—James E. Moran

Committee on Salaries—Willard S. Elsbree

All-Inclusive Membership—H. E. Gayman

National Council of Education—L. A. Pechstein

Appraisal Committee, Announcement by Orville C. Pratt

Wednesday, July 5, 9:00 A.M.—Second Business Session

Report of Committee on Academic Freedom—Henry Lester Smith

Report of Committee on Individual Guidance—Herbert R. Stolz

Report of the Executive Secretary—Willard E. Givens

Reports:

Joint Committee of the NEA and ALA—Martha M. Parks

Joint Committee of the NEA and American Legion—Walter L. Bachrodt

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

Committee on International Relations—Annie C. Woodward

Committee to Cooperate with the American Teachers Association—S. L. Smith

Committee on Code of Ethics—W. P. King

Joint Committee on Health Problems in Education—Charles C. Wilson

Educational Policies Commission—A. J. Stoddard

Legislative Commission—Sidney B. Hall

World Federation of Education Associations—Paul Monroe

Preliminary Report of the Committee on Resolutions—W. F. Hall

Thursday, July 6, 9:00 A.M.—Third Business Session

Reports:

Committee on Cooperatives—Albert M. Shaw

Committee on Supply, Preparation, and Certification of Teachers—R. E. Jagers

Committee on Tenure—Donald DuShane

Committee on Tax Education—Martin Wilson

Committee on Equal Opportunity—Helen Bradley

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

Committee on Resolutions—W. F. Hall

Board of Trustees—Joseph H. Saunders

Treasurer—B. F. Stanton

Auditing Committee—

Budget Committee—Helen T. Collins



Night scene on Treasure Island, Golden Gate International Exposition

PROPOSED AMENDMENTS to NEA Bylaws

NOTICE WAS GIVEN AT THE NEW YORK CITY CONVENTION IN 1938

Words or phrases in *italics* are to be added.
Words in brackets [] are to be deleted.

ARTICLE II, SECTION I(b)

Amend as follows:

Provided, however, that any state which has 20,000 or more paid members of the NEA as of May 31 preceding the annual meeting shall be entitled to a second director.

or

Provided, however, that any city which has 10,000 or more paid members of the NEA as of May 31 preceding the annual meeting shall be entitled to a second director in the NEA.

or

Provided, however, that New York City be given a separate directorship.

ARTICLE II, SECTION I(a)

Amend as follows:

The officers of the said corporation shall be a President, a *First Vicepresident*, a *Second Vicepresident*, and twelve *Regional Vicepresidents*, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the Bylaws. (See Act of Incorporation, section 6, first paragraph.)

The Second Vicepresident shall be elected from the United States at large at the same time and in the same manner as is the President of the Association. In case of a vacancy in the presidency of the Association, the Second Vicepresident shall succeed to this office.

On the first day of the annual meeting of the Association, the accredited delegates to the Representative Assembly from each state shall nominate for Vicepresident one or more members of the Association from their region. The election of the

Regional Vicepresidents shall be by the Hare System of Proportional Representation. Only accredited delegates from a specified region shall be permitted to vote for a Vicepresident for that region.

The twelve regions of the National Education Association are as follows:

- (1) *Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island.*
- (2) *New York, Pennsylvania, New Jersey, Delaware.*
- (3) *Maryland, Virginia, West Virginia, District of Columbia, North Carolina.*
- (4) *Michigan, Illinois, Indiana, Ohio.*
- (5) *Kentucky, Tennessee, South Carolina, Alabama, Georgia, Florida, Puerto Rico, Virgin Islands*
- (6) *Mississippi, Arkansas, Louisiana.*
- (7) *Texas, Oklahoma, New Mexico.*
- (8) *Nebraska, Kansas, Iowa, Missouri.*
- (9) *North Dakota, South Dakota, Minnesota, Wisconsin.*
- (10) *Colorado, Utah, Wyoming.*
- (11) *Washington, Oregon, Idaho, Montana, Alaska*
- (12) *Arizona, California, Nevada, Hawaii, Philippine Islands.*

Provided, however, that the Executive Committee may for good and sufficient reason approve the transfer of a state from one region to another.

ARTICLE II, SECTION I(b)

Amend as follows:

The Board of Directors shall consist of the President, the First Vicepresident, the *Second Vicepresident*, the Treasurer . . .

ARTICLE III

Amend by adding new Section 2 and renumbering other sections:

The Vicepresidents of the Association shall serve as assistants to the President for such services as may be required of them.

OTHER PROPOSED AMENDMENTS TO THE BYLAWS

Words or phrases in *italics* are to be added.
Words in brackets [] are to be deleted.

ARTICLE I, SECTION 8

Amend as follows:

The right to vote, to serve as a delegate in the Representative Assembly, and to hold office in the Association or in any Department thereof, shall be limited to active members whose dues are paid. The right to vote and to hold office in the *National Council of Education* shall be limited to the membership of the *said* Council whose dues are paid.

ARTICLE II, SECTION 9

Amend the last part of this section as follows:

The Representative Assembly shall adopt rules of procedure which shall not conflict with the Charter and Bylaws of the Association. It shall recommend an equitable plan for paying *some part* of the expenses of delegates to the annual business meeting of the Association.

ARTICLE III, SECTION 4(f)

Amend as follows:

The Board of Directors shall meet in connection with the annual meeting of the Representative Assembly, and may meet in connection with the annual meeting of the American Association of School Administrators and at such other times and places as may be determined by the President or requested in writing by a majority of the elective members of the Board of Directors [and the Committee on Bylaws and Rules].

ARTICLE XI, SECTION I

Amend as follows:

These Bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association; provided, that these Bylaws may be amended at the annual meeting of the Representative Assembly in [1937 and 1938] 1939 by a two-thirds vote if such amendment has been printed in the May Journal of the National Education Association.

STANDING RULES, RULE 4

Amend as follows:

At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following officers shall be made: President, a *Second Vicepresident* and twelve *Regional Vicepresidents*. . . . On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot, [provided, however, that in 1938 this election shall be on the third day] . . . The candidates for President, *Second Vicepresident*, Treasurer, member of the Board of Directors from each state, territory, or district, respectively, in which the term of office expires [and the eleven candidates for the office of Vicepresident] receiving the highest number of votes shall be declared elected. . . .

CORNELIA S. ADAIR,
Chairman, Committee on Bylaws and Rules.

"THE IMPORTANCE OF PERFECT PERFORMANCE"

-An Answer

WE HAVE READ with interest an article in the January 1939 JOURNAL entitled, "The Importance of Perfect Performance," by Julia N. Goodman. To our minds, the author so misses the point of modern educational philosophy and practice that we feel compelled to justify some of the practices of present-day schools that she so strongly condemns.

May we say at the outset that we have no quarrel with the author in her plea for instilling in the children the necessity for high standards of performance at all times. Pupils should be urged to produce as nearly perfect work as possible, but it is the education involved in the process that is chiefly important. Certainly many disciples of progressive education in their enthusiasm for attaining some equally important results in the educational process have for a time lost sight of the necessity for maintaining standards of academic accomplishment in keeping with the ability of the individual child.

Our disagreement with the author's viewpoint is, however, fundamental. Mrs. Goodman believes that we must continue arbitrary grade standards even tho she admits that they must be revised downward. Such a revision would only tend to make the work even easier for the capable pupil without doing away with the evil of the failure. She believes pupils must not be promoted from grade to grade until they have attained mastery of subjectmatter under these grade standards in "certain studies which depend upon fundamental skills." We agree that no child should attempt to do work dependent upon the mastery of certain fundamentals until he has mastered those fundamentals, but neither must a child be allowed to stagnate from year to year in a grade until he is ready mentally to master some fundamentals arbitrarily decided upon as standard for a certain grade.

A school which gives the child worthwhile experiences will develop certain aspects of personality and character which are not mainly concerned with subject mastery. The accomplishment of some of these important functions is absolutely dependent upon the child's progressing thru school in an orderly man-

MILTON W. FIELD
SUPERVISING PRINCIPAL, ROOSEVELT AND
SILVER BEACH SCHOOLS, BELLINGHAM,
WASHINGTON

PAUL W. PINCKNEY
SUPERVISING PRINCIPAL, COLUMBIA AND
ROEDER SCHOOLS, BELLINGHAM,
WASHINGTON

ner regardless of his academic achievement at any given time in relation to the achievement of any other pupil in his group, the group as a whole, or any arbitrary grade standards. Certainly the health, the emotional stability, and the happiness of the child are of far more importance than whether he knows his "two tables" at any particular time.

Not more than a decade ago one of the writers of this article became principal of a school whose program was based upon a philosophy similar to that outlined by Mrs. Goodman in her article. Pupils, in theory, were promoted only when they had reached arbitrary standards laid down in the course of study. Of course, as Mrs. Goodman says, mastery was not required. A certain arbitrary passing mark was set up. However, to set a standard of mastery, even tho the amount to be mastered in any grade was small, would not eliminate failures. We would have many of them, as Mrs. Goodman recognizes. In actual practice, the school to which we refer promoted its pupils after two years in a grade whether they had reached the standards set up in the course of study or not. Either this would have to be done in a "mastery" school or we would soon have more retarded pupils than we ever had in a traditional school—unless the amount of material laid out to be mastered was so little as to be a joke. Nearly half the pupils in the above mentioned school had failed of promotion at one time or another and over 10 percent were two or three or more years over-age for their grade. It was not uncommon to find

sixteen-year-old pupils in the same sixth-grade room with ten- and eleven-year-olds.

The results, of course, were anything but successful. These older pupils were discouraged thru repeated failures. Discipline was a real and ever present problem. The teacher was continually faced with the problem of having not only to adapt the work to the ability of the child, but also of having to adapt it to several different ages of pupils. At the best it was a very trying situation for both teacher and pupil, and at worst it became an endless repetition of the same old thing for the over-age pupil. No matter by what name you call it, the failure plan of handling our slow pupils will produce the same type of results whenever tried.

Mrs. Goodman draws a parallel between business and the schools. She says, "In business and industry 70 percent efficiency in performance counts for little." We all hasten to agree, but let's carry the comparison a little further. When children leave school no one expects them all to do the same things or even to choose occupations that require equal abilities to carry on in a successful manner. Many people graduating from or leaving before graduation any sort of a school that we can imagine will never be even "70 percent efficient druggists." If they tried, they would most certainly fail. They should, rather, be encouraged in school to choose a vocation at which they could have some hope of mastery or success. So in the school. We should do everything possible to determine what the child's abilities and inclinations are and to see that he makes the best possible use of them. Neither the elementary nor the secondary school is, at present, doing all or nearly all that can be done in this direction.

Of course, it is important what a child is taught, but it is also important how he is taught. Often whether a child knows a certain part or phase of subjectmatter is greatly overemphasized in the minds of teachers. We would like to question Mrs. Goodman's idea of teaching formal number drills, for example, before meaningful arithmetic is entered into. We might, rather, substitute the understanding of the arithmetic of the

child's everyday life as one of our first major objectives and thereby lay the foundation for the quantitative thinking of children. If a child needs drill in order to better understand these relationships, then this drill should be provided, if it is meaningful drill.

Also with reading. It isn't just comprehension and speed in reading with which we should be concerned, but also those extremely important reading objectives such as the pleasure that one gets from his reading and the use to which reading is put in problem-solving that must receive much attention.

Dr. John W. Studebaker, United States Commissioner of Education, says, "Our democracy depends not so much on the number of facts our highschool or college graduates remember about Queen Victoria or Napoleon, but upon how competent these young people become in thinking thru the real issues they themselves are going to confront as adult citizens."

What solution would we offer to this problem? Certainly we have no right to criticize Mrs. Goodman's method of attacking this very pressing problem unless we can offer a better solution. We think we can, and in doing so, we claim no credit for originality. Similar plans are being discussed and put into operation all over the country at this time.

Pupils should be admitted to the elementary school at about six years of age and should graduate to the secondary school six years later, promotion depending almost entirely upon chronological age, with now and then an adjustment because of physical or emotional factors. Promotion thru the secondary school should be on a similar basis. Every possible facility should be available to the teachers for determining the abilities and interests of the pupils. Each teacher should feel it her responsibility to begin with each child at his level of accomplishment and to take him as far as possible along the road of education. When the pupils have completed their secondary education, which should be general education in the same sense that education at the elementary level is general, some would be ready and more than ready for a college education along professional lines; some would be ready for entering vocational training along skilled lines; some might be ready for lines of endeavor that require little in

the way of academic achievement because they had accomplished little along this line in school. It is easy to see that rigid courses of study with arbitrary grade standards, either of mastery or of "70 percent mastery" would have no place in such a school.

Immediately you hear the criticism that such "idealistic philosophizing" has little to do with the situation faced by a given teacher with a particular group of children who, as Mrs. Goodman might say, "have not been taught to make the most of their natural endowments." Certainly the children should not be failed. Each teacher's duty at all times is to see that each child in her charge makes the best possible uses of his natural abilities. The place for any teacher to begin is in the situation with which she is faced at any given time. The first step in a situation where as simple a presentation as possible were going right over the children's heads would be to throw "The Spectator" or whatever the problem before the class happened to be "out of the window," Mrs. Goodman to the contrary. We should then find out as quickly as possible what the children could understand, start with material at their comprehension and interest level, and try our utmost to see that they gained as much as possible in real understanding while under our influence. Is it not true that any normal child will read willingly and gainfully if the material which he reads is suited to his natural interests, the vocabulary of which is familiar, and the content of which is suited to his maturity level? The knowledges that a child acquires are of importance but growth in knowledge and in wisdom are dependent upon maturation. It is the child's growth in understanding that should be of major concern to teachers.

If we are to live in a democratic society, if we are to contribute to democracy in education, we must come to realize that our schools have a much bigger job than simply providing all the pupils with the same sort of an academic education. Pupils simply are not going to be kept in the elementary school indefinitely and then be pushed out of school without the benefits of a secondary education with all that such an education implies. We educators are prone to say that if a delinquent person had stayed in school longer, he probably would not have ended up in a prison. In one of our

large penal institutions in this country most of the inmates do not have even a sixth-grade education. Could their lack of interest in subjects they could not master and the repeated failures that resulted have had anything to do with their leaving school so early?

Those pupils who have had great difficulty in learning certain academic materials at the grade level in which these materials have traditionally been placed are going to be in our secondary schools in increasing numbers. Our secondary schools must provide them with an education regardless of whether that education is to be our traditional idea of a highschool education, or whether, in a great many cases, it must include much of what we've been led to believe is part of elementary education, or whether it may, in some cases, be entirely different from any of our ideas of public-school education at the present.

We believe that the greatest problem facing public education, both elementary and secondary, at the present is the evaluation of its traditional curriculum in the light of how that curriculum meets the needs of pupils of today, and the drastic revision of that curriculum to meet the needs now faced by public-school graduates.

The reader of this article may gain the impression that it is an attempt to defend the "progressive" idea of education in its entirety. Such is not the case. It is an attempt to defend the growing practice in our schools of abandoning the failure as a weapon in scaring our children into doing their best work. Much that Mrs. Goodman has brought out in her admirably presented article must be taken as just criticism. The idea of "mastery" is an excellent one. Certainly our schools must labor with increasing vigor and intelligence to see that the individual pupil makes the most of his educational opportunities in order that he may make his contribution as a participating member of a democratic society, pointing toward a goal of discovering the values of life, and then following them out in living abundantly. However, is this best accomplished by insistence upon perfect performance in the skills to the extent of pupil failure if these skills are not mastered at a given time, or is it a matter of understanding the child, his needs and abilities, and governing our teaching accordingly?

THE BEST ENROLMENT PLAN

WE ARE ALL looking for a better enrolment plan. The best is none too good. For fifteen years I have been asking officers of local and state associations what plan they have found most satisfactory for enlisting their associates in their professional organizations. With surprising unanimity they have responded:

"At the first meeting of our local association in the fall we pass a motion that the clerk of the board of education be authorized to take an amount from our November salary checks sufficient to cover our professional dues in local, state, and national associations."

"But," someone objects, "I protest! That plan is undemocratic. It is unworthy of a profession." These objections, which at first thought may seem valid, fade considerably if not completely on further consideration.

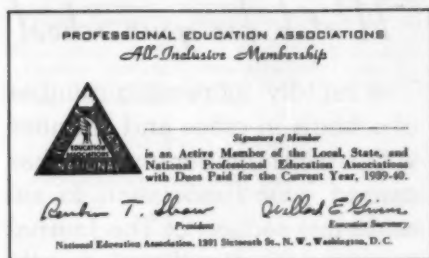
Is the procedure undemocratic if the action is voted freely in an open meeting by the members of the organization? Our Revolutionary ancestors rebelled against "taxation without representation." They did not resent self-imposed taxes. They knew, as we all know, that effective organized action—whether it be political, social, or professional—requires adequate financing and they provided taxes to support their government as we provide dues to support our professional organizations. Few people really enjoy paying either taxes or dues but the more intelligent pay them readily, realizing that returns from them are larger than from any other investments they make.

How Much Shall We Pay?

DUES in local associations vary from nothing to \$25 and in state associations they range from 75¢ to \$3.50. Ten dollars has been proposed as a reasonable fee, to be distributed as follows:

- \$5 for the local association
- \$3 for the state association
- \$2 for the national association

Five dollars per member is more than most local associations are accustomed to. However, many locals are weak because they lack adequate financing. If they would collect \$5 local dues, they could finance their delegates to state and national conventions and otherwise expand their activities effectively.



The "all-inclusive" membership card is now available. President Shaw is arranging to have it sent in lieu of the regular NEA card to all who report that they are members of their local, state, and national organizations.

Since all members of the community enjoy the services which taxes buy, all pay their share. Since all members of a profession enjoy the benefits secured by the work of the professional organizations, all should pay their share of the costs involved. These are axioms which all fair-minded teachers will accept. The only question at issue, therefore, is: "What procedure is most efficient for the enlistment of the membership and the collection of the dues?"

The plan of having the dues collected by the local treasurer works fairly well in many communities, provided the treasurer is by nature or experience a good organizer and a "go-getter," but it requires hard work on his part and it seems an unnecessary imposition on him, since the more efficient procedure of the "November deduction plan" is available.

Many schools, cities, and counties take pride in maintaining 100 percent enrolment records in their professional associations, local, state, and national. An unusually hard-working treasurer can sometimes secure this perfect record under the individual payment plan, but it is frequently hard to get, since almost every large group has at least one or two "hitch-hikers." These do not, of course, intend to side-step their responsibility; they merely forget to pay!

The plan of having the clerk of the board deduct professional dues from the November salary check sometimes delays getting the report of names and addresses of the members to the secretaries of the state and national associations in

time for the early fall issues of the magazines. This difficulty can usually be overcome without serious inconvenience if the clerk will simply send the list of names promptly the last of August or the first of September with a statement that the dues will follow early in November. Practically all secretaries are glad to make arrangements for this deferred payment plan. Superintendent Henry H. Hill of Lexington, Kentucky, recently reported that the teachers in his city have requested the treasurer of the board of education to deduct professional dues from their last check in the spring and he added this significant comment, "The matter is paid and forgotten when school starts in September."

The "deduction" plan for the payment of professional dues is not a rival of the "all-inclusive" enrolment plan which is becoming popular in many sections of the country. It is simply one type of "all-inclusive" plan. Both plans are movements toward the same desirable goal—the complete enlistment of the profession. I am not sure that this plan is the best possible plan but it is simple, easy to administer and effective, and it is growing in favor in many communities.—T. D. MARTIN, director, Membership Division, NEA Headquarters Office.

A Million Teachers

SOMETIMES like to contemplate just how it would feel to belong to an organization of teachers with a membership of almost a million, each member of which paid a fee of \$10 per year. If we had such an organization, we would have no trouble in selling education to America. We would have sufficient funds to give daily radio broadcasts over national hookups. We would have enough power and prestige to demand all of the newspaper space that we would need, and the general work of such a vast organization would be sufficiently important to get a place on the front page of all of our big daily papers.

In a few years such an organization of teachers would be able to raise the standards of teaching so high that only the most superior type of individual would be in the teaching business and then teachers would, within a very short time, control the social and economic forces instead of being dominated by them.—L. H. Moore in *Texas Outlook*.

ONE HUNDRED PERCENT ENROLMENTS

TEACHERS COLLEGES

TEACHERS COLLEGES are beginning to realize their responsibility for introducing their students to the problems and services of professional organizations and they recognize that this can be done most effectively when the members of the faculty set the pace for the students by maintaining memberships in these organizations. The 100 percent enrolment records indicated below are for the year, 1938-39.

ALABAMA—*Jacksonville*, State Teachers College, C. W. Daugette.

ARIZONA—*Phoenix*, Phoenix Junior College, E. W. Montgomery.

ILLINOIS—*Charleston*, Eastern Illinois State Teachers College, R. G. Buzzard; *Normal*, Illinois State Normal University, R. W. Fairchild.

KENTUCKY—*Murray*, Murray State Teachers College, James H. Richmond; *Richmond*, Eastern Kentucky State Teachers College, H. L. Donovan.

MAINE—*Castine*, Eastern State Normal School, Wm. D. Hall; *Gorham*, Western State Normal School, Walter E. Russell; *Machias*, Washington State Normal School, Philip H. Kimball; *Presque Isle*, Aroostook State Normal School, San Lorenzo Merriman.

MISSOURI—*Kansas City*, Teachers College of Kansas City, J. C. Bond; *St. Joseph*, St. Joseph Junior College, Nelle Blum; *St. Louis*, Harris Teachers College, C. C. Vannest; *Stowe*, Teachers College, Ruth M. Harris.

NEBRASKA—*Kearney*, Nebraska State Teachers College, Herbert L. Cushing.

NEW YORK—*Geneseo*, State Normal School, James B. Welles; *New Paltz*, State Normal and Training School, Lawrence H. van den Berg.

NORTH DAKOTA—*Park River*, Walsh Co. Agriculture and Training School, E. J. Taintor.

OREGON—*La Grande*, Eastern Oregon College of Education, C. A. Howard.

PENNSYLVANIA—*Bloomsburg*, State Teachers College, Francis B. Haas; *California*, State Teachers College, Robert M. Steele; *Edinboro*, State Teachers College, Carmon Ross; *Indiana*, State Teachers College, Samuel Fausold; *Kutztown*, State Teachers College, Q. A. W. Rohrbach; *Mansfield*, State Teachers College, Joseph F. Noonan; *Slippery Rock*, State Teachers College, Charles S. Miller.

SOUTH DAKOTA—*Aberdeen*, Northern State Teachers College, Carl G. Lawrence.

WISCONSIN—*Ashland*, Ashland Co. Normal School.

MY LIFE MEMBERSHIP in the National Education Association entails a real financial sacrifice for me but it is my way of expressing an appreciation for what the Association has done; it is my way of showing high regard for what the organization is doing; and it is a vote of confidence that the Association will bring about in the future those conditions in education which all of us hope to see.—John J. Pryor, Sewanhaka High-school, Floral Park, New York.

Watch for your school

The rapidly increasing number of schools in cities and counties with every member enrolled has caused your Association to set aside this section of The Journal to record this significant growth.



Completed Enrolments

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

TWENTY YEARS

OHIO—*Elyria*, McKinley

FIFTEEN YEARS

MARYLAND—*Crumpton*, Crumpton
OHIO—*Rocky River*, Garnett

THIRTEEN YEARS

MINNESOTA—*Minneapolis*, Washington
NEW JERSEY—*Duellen*, Whittier School No. 1
PENNSYLVANIA—*Camp Hill*, Nathan C. Schaeffer;
Media, Crozer
WASHINGTON—*Centralia*, Jefferson-Roosevelt
WYOMING—*Cheyenne*, Johnson

TWELVE YEARS

NEW JERSEY—*Vineland*, Magnolia Road, Park and Second Streets
UTAH—*Bountiful*, South Junior High

ELEVEN YEARS

OHIO—*Willoughby*, Browning, Lincoln
UTAH—*Spanish Fork*, Clinton

TEN YEARS

HAWAII—*Kaunakakai*, *Molokai*, Kaunakakai
PENNSYLVANIA—*Hanover*, High St.; *Marcus Hook*, Public

NINE YEARS

CALIFORNIA—*Fresno*, Jane Addams, Chester Rowell;
Santa Ana, Franklin
CONNECTICUT—*East Hartford*, Woodland
FLORIDA—*Tampa*, Seminole Hgts.
MISSOURI—*Kansas City*, W. W. Yates

EIGHT YEARS

MINNESOTA—*Minneapolis*, Northrup

SEVEN YEARS

PENNSYLVANIA—*Mansfield*, Senior High; *Yardley*, Lower Makefield Twp.
WEST VIRGINIA—*Pine Bluff*, Pine Bluff

SIX YEARS

ARIZONA—*Globe*, Central, Noftsgar Hill
CALIFORNIA—*Anaheim*, Citron
PENNSYLVANIA—*Chester*, Lincoln
TEXAS—*Dallas*, John H. Reagan
WASHINGTON—*Everett*, Jefferson; *Spokane*, Cooper, Field
WISCONSIN—*Milwaukee*, Longfellow

COUNTIES

RURAL TEACHERS receive on the average the lowest salaries of any group of teachers in the country but they are beginning to realize that those who receive least have the most to gain thru organized action. This year's list of 100 percent counties is the largest in the history of the Association. The county is given in italics. The superintendent's name follows that of the county.

ALABAMA—*Chilton*, Roscoe Maddox; *Cullman*, R. E. Moore; *Montgomery*, C. M. Dannelly; *Shelby*, J. L. Appleton; *Talladega*, E. A. McBride.

FLORIDA—*Suwannee*, W. T. Newsome.

GEORGIA—*Carroll*, J. H. McGiboney; *Decatur*, Andrew Avery; *Emanuel*, Arthur Blackburn; *Glynn*, George W. Wannamaker.

INDIANA—*Switzerland*, Charles B. Noble.

KENTUCKY—*Campbell*, J. W. Reiley; *Fayette*, D. Y. Dunn; *Kenton*, Robert Sharon; *Lewis*, Anna L. Bertram; *McCreary*, William O. Gilreath; *Nelson*, Charles W. Hart; *Pendleton*, Chris Wilson.

LOUISIANA—*Acadia*, A. T. Browne; *Ascension*, L. J. Babin; *Avoyelles*, L. A. Cayer; *Bienville*, J. A. Shelby; *Catahoula*, H. W. Wright; *Clai-borne*, Theron Hanchey; *Iberia*, L. G. Porter; *Jackson*, W. H. McLaurin; *Sabine*, G. C. Reeves; *West Baton Rouge*, J. H. Bres.

MARYLAND—*Queen Anne's*, Franklin D. Day.

NEVADA—*Clark*, Esmerelda, *Eureka*, Mineral, *Ormsby*.

OHIO—*Allen*, Herschel Litherland; *Carroll*, Edward A. Saltsman; *Clinton*, Carl H. Shanks; *Crawford*, K. M. Whaley; *Logan*, A. G. Welshimer; *Sandusky*, H. E. Ryder.

PENNSYLVANIA—*Berks*, Alvin F. Kemp; *Pike*, C. B. Dissinger; *Snyder*, F. S. Attinger; *Somerset*, Guy N. Hartman; *Tioga*, Walter G. Clark.

SOUTH CAROLINA—*Allendale*, J. D. Livingston; *Lexington*, H. Odelle Harman.

TENNESSEE—*Davidson*, W. C. Dodson; *Shelby*, Sue M. Powers.

UTAH—*Beaver*, S. Melvin Wittwer; *Box Elder*, Hervin Bunderson; *Davis*, H. C. Burton; *Duchesne*, William J. Bond; *Emery*, W. O. Bickmore; *Iron*, N. J. Barlow; **Jordan Dist.*, C. N. Jensen; **Juab Dist.*, Ralph F. Nilsson; *Morgan*, J. R. Tippetts; *Piute*, J. E. Oscarson; *San Juan*, H. Lloyd Hanson; **South Sanpete Dist.*, L. E. Anderson; *Utah*, David Mitchell and Owen L. Barnett; *Wasatch*, C. Ostlund; *Weber*, Keith Wahlquist.

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

VIRGINIA—*Bath*, T. R. Sinclair; *Nansemond*, H. V. White; *Norfolk*, James Hurst.

ONE HUNDRED PERCENT ENROLMENTS (Continued)

FIVE YEARS

ILLINOIS—Waukegan, Beach School Dist. No. 5
MISSOURI—Kansas City, Marlborough
NEW YORK—Batavia, Robert Morris
PENNSYLVANIA—Pittsburgh, Belmar
WASHINGTON—Bellingham, Roeder; Everett, Jackson
WEST VIRGINIA—Bridgeport, Bridgeport

FOUR YEARS

CALIFORNIA—Berkeley, Jefferson; Fresno, Parental; Gardena, Los Angeles, Amestoy Ave.; Los Angeles, Van Ness Ave.; Oakland, Garfield Jr. High, Highland, Lafayette, Webster; Sacramento, Donner, Fremont
ILLINOIS—Roselle, Public School Dist. No. 12
INDIANA—Hammond, Harding; Indianapolis, Public School No. 72
KANSAS—Manhattan, Roosevelt
MAINE—Westbrook, Saco St.
MASSACHUSETTS—Amherst, South Amherst
MISSOURI—Kirkwood, Adams Ave.
OREGON—Bandon, Bandon; Portland, Capitol Hill, Hudson
PENNSYLVANIA—Mainesburg, Mainesburg; Morton, Sidney Smedley; Pittsburgh, Lincoln
TENNESSEE—Memphis, Ford N. Taylor
WASHINGTON—Spokane, Holmes, Lincoln; Tacoma, Fern Hill, Grant
WEST VIRGINIA—Beckley, Skelton

THREE YEARS

ALASKA—Kasilof, Kasilof; Kodiak, Longwood Territorial
CALIFORNIA—Oakland, Hamilton Jr. High; Parker Dam, Parker Dam Elem.; Rice, Rice Elem.
HAWAII—Kaunakakai, Molokai, Holomua; Pukoo, Molokai, Kilohana
INDIANA—Monroe City, Entire System
IOWA—Waterloo, Kingsley
LOUISIANA—Tickfaw, Antioch
MISSOURI—Weaubleau, Weaubleau
NEVADA—Fallon, Churchill County High

NEW JERSEY—Greenwood, Broad St.
NEW YORK—Toughkeepsie, Senior High
OHIO—Cincinnati, Sewing Vocational High
OREGON—Bandon, Bandon High; Gold Hill, Gold Hill; Medford, Roosevelt; Portland, Gilbert
PENNSYLVANIA—Jeannette, Penn Twp. Schools
UTAH—Centerville, Centerville; Clearfield, West Point; Huntsville, Huntsville; Kaysville, Kaysville
WASHINGTON—Bellingham, Silver Beach, Sunnysland; Spokane, Hutton, Irving, Jefferson, Logan, Sheridan, Washington; Tacoma, Madison, Mann; Vancouver, Columbian, Harvey

TWO YEARS

ALASKA—Chignik, Anchorage Bay
CALIFORNIA—Long Beach, Naples; Los Angeles, Avalon Blvd.; Oakland, Markham
COLORADO—Colorado Springs, Administration Bldg.
FLORIDA—Miami, Kinloch Park
MAINE—Auburn, Walton Jr. High; Castine, State Normal
MASSACHUSETTS—Wellesley Hills, Annie F. Warren
NEVADA—Elko, Star Valley
NEW JERSEY—Vineland, Kingman (Vineland-Landis Twp.)
NEW YORK—Syracuse, Gere
NORTH CAROLINA—High Point, Oak Hill
OREGON—Eugene, Whiteaker; Medford, Jackson, Washington
PENNSYLVANIA—Prospect Park, Kedron; Woodlyn, Folsom Elem.; Wyncote, Wyncote
TENNESSEE—Knoxville, Claxton
UTAH—Salt Lake City, Sherman (Granite Dist.)
VIRGINIA—Cradoch, Portsmouth, Cradoch High; Richmond, Powhatan
WASHINGTON—Vancouver, Central
WEST VIRGINIA—Point Pleasant, Central

CURRENT YEAR

ALASKA—Juneau, Minfield; Kanatak, Kanatak; Kasau, Kasau; Kivalina via Kotzebue, Kivalina; Nunachuk, Nunachuk; Old Harbor via Kodiak, Old Harbor; Peak Island via Valdez, Peak Island; Shageluk via Holy Cross, Shageluk; Shishmaref via Wales, Shishmaref; Shungnak, U. S. Government; Tetlin, Tetlin; Tyonek, Tyonek; Wacker City via Ketchikan, Territorial

ARKANSAS—Jacksonville, Jacksonville High; Osceola, Entire System
CALIFORNIA—Los Angeles, Cambria High
COLORADO—Sterling, Entire System
HAWAII—Halawa, Molokai, Halawa; Hoolehua, Molokai, Molokai High; Maunaloa, Molokai, Maunaloa
ILLINOIS—Chicago, West Pullman; Harrisburg, Dorrisville Grade; Peoria, Columbia Jr. High, Franklin
INDIANA—Prairieton, Prairieton Public; West Terre Haute, Dresser, Fairview, West Terre Haute Cons., Whitcomb Hgts.; Terre Haute, Highland
IOWA—Clinton, Irving
LOUISIANA—Jackson Parish, Entire System; Mansfield, Lula Elem.
MAINE—Kingfield, Kingfield Primary
MASSACHUSETTS—Holden, Jefferson; Worcester, Greendale
MISSOURI—Kansas City, Teachers College of Kansas City
NORTH CAROLINA—Newell, Newell Cons.
OHIO—Cincinnati, Greenhills; Elmwood Place, Elmwood Place; Painesville, Merrick Hutchinson, Nursery
PENNSYLVANIA—Chester, Hoskins, Martin, John A. Watts
UTAH—Layton, Layton; Woods Cross, South Bountiful, West Bountiful
VIRGINIA—Clifton Forge, Griffith; McClung, Decle
WEST VIRGINIA—Hinton, Brooklyn; Sissonville, Point Harmony
WISCONSIN—Milwaukee, East Trowbridge St.

New Life Members Received Since Last Publishing

ILLINOIS—Wesley C. Eastman, Elinor C. McCollom, C. C. McCormick
KENTUCKY—Maurice F. Seay
MARYLAND—James A. Wain
MICHIGAN—N. J. Martin
OHIO—Merritt C. Nauts, Carl A. Wright
OKLAHOMA—C. Dan Procter
PENNSYLVANIA—Frank P. Schonaker
TEXAS—A. L. Weinberger
UTAH—H. C. Mortensen
VERMONT—Lyman C. Hunt
VIRGINIA—Lewis A. Ward
WEST VIRGINIA—John T. Fife, French W. Thompson
WISCONSIN—J. C. Chapel



NOTES AND ANNOUNCEMENTS



Attention—Local Affiliated Associations

☆ EVERY LOCAL affiliated association with dues (\$5) paid for 1938-39 is entitled to send one delegate to the Representative Assembly of the NEA for each 100 of its members or major fraction thereof (51) who are NEA members. Place your association on the map by having at least one official representative at San Francisco. Do not let this opportunity pass. Transportation rates were never lower. Ideal summer climate prevails. And between sessions there is Treasure Island with its multitude of attractions. If your local association is not affiliated, write us immediately for further information.

If You Change Your Address

☆ ANY MEMBER of the National Education Association whose address for the school year 1939-40 will be different from his present address should notify us of this change in order that he may receive his September JOURNAL without delay. This JOURNAL will contain a report of the important happenings of the San Francisco convention.

To Meet at San Francisco

☆ NEA DEPARTMENTS—In addition to the National Council of Education, the following departments will meet in San Francisco, July 3-6:

American Association of Health, Physical Education and Recreation; American Educational Research Association; Adult Education; Art Education; Business Education; Classroom Teachers; Elementary School Principals; Home Economics; Kindergarten-Primary Education; Lip Reading; Rural Education; Science Instruction; Secondary Education; Secondary-School Principals; Special Education; Supervisors and Directors of Instruction; Visual Instruction; Vocational Education; National Association of Deans of Women; National Council of Administrative Women in Education; and the National Council for the Social Studies.

ALLIED ORGANIZATIONS meeting in San Francisco include:

American Association of Visiting Teachers; American Classical League; American Industrial Arts Association; National Association of Journalism Directors; National Association of School Secretaries; National Association of Secretaries of State Associations; National Association of Student Officers; National Conference of Student Participation in School Government; National Association of Teachers of Speech; National Council of Geog-

raphy Teachers; National Council of Teachers of English; National Council of Teachers of Mathematics; National League of Teachers Associations; National Vocational Guidance Association; School Garden Association of America; and School Public Relations Association.

New Life Members To Be Initiated

☆ THOSE WHO HAVE BECOME Life Members during the past year will be initiated at the Life Membership Dinner which will be held at the Palace Hotel in San Francisco, July 3. Life Members, their friends, and prospective Life Members are eligible to attend. Be sure to get your ticket when you register at the Registration Desk in the Exhibit Hall.

Reduced Postal Rate on Books

☆ THE LOWERED POSTAGE RATE ON BOOKS, in effect for an experimental period between November 1, 1938, and June 30, 1939, is resulting in improved educational and library services. Reports sent to the U. S. Office of Education show that hundreds of libraries and schools are taking advantage of the reduced mailing fee. In most instances the amount saved in postage



The Minnesota American Education Week committee in action at its first meeting March 18: Clifford P. Archer, Nina Draxten, R. L. Eddy, W. E. Englund, Bernice Dainard Gestie, O. S. Glover, Edna Murphy, Paul Schmidt, Thomas Pfaender, Alice Corneveaux, Alvin Halvorson, and Alice McCarthy.

is used to buy additional books. Comments on the desirability of the new rates from librarians, school officials, and teachers will have great weight in determining whether this new rate will be continued beyond June 30. Address your letters to the White House, Office of Education, or NEA.

A Fine Record

☆ SECRETARY J. P. Coates reports that for the second year every white teacher in the state is a member of the South Carolina Education Association.

James W. Crabtree Club, FTA

☆ THE FUTURE TEACHERS CLUB of Hooper Highschool, Hooper, Nebraska, has been named for one of Nebraska's most distinguished sons in education, J. W. Crabtree, secretary-emeritus of the National Education Association.

Advice to School Architects

They who build a school should ask
Magic powers for their task;
Basements for school buildings go
Thirty decades deep below;
Make roofs flexible and free,
To grow like a redwood tree;
Tho they tower to the skies
Higher each year they must rise.
Use Aladdin lamps for light,
To keep youth's high fancies bright;
Ventilating plants create
That will rid the air of hate;
Murals paint in this fair place
That shall beautify each face;
Such a heating plant instal
As will warm the souls of all;
Camelot, the legends say,
Rose to music: Build that way,
So that work of brain and hands
Catch the beat of marching bands.
Fix it so that by some grace
All may show a happy face.
Ye who build a school should ask
Magic powers for your task!

—CORTLANDT W. SAYRES, Detroit, Mich.

A Master Builder

☆ T. P. GIDDINGS, veteran music leader of Minneapolis, was honored on his seventieth birthday, February 19, by a party attended by 800 representatives of school and music groups. A check of \$2500 was presented by teachers and public to Mr. Giddings for a building at the National Music Camp, Interlochen, Michigan. Mr. Giddings is a cofounder of the Camp, which will be open this year from June 25 to August 20.



Blackstone Studies, New York

Dr. Thomas D. Wood, whose fine service as chairman of the Joint Committee on Health Problems of the NEA and the AMA is described on page A-114.

Fifteenth Yearbook, EPA

☆ "AMERICA'S EDUCATIONAL PRESS," the Fifteenth Yearbook of the Educational Press Association of America, containing a classified list of educational periodicals, listing more than 500 educational magazines under 43 classifications, will be off the press June 1. To secure a copy, send 50¢ to the Educational Press Association, 1201 Sixteenth Street, Washington, D. C.

Journal Service Pages

☆ THE PAGES for elementary, rural, and high schools, and future teachers, which have proved so popular during 1938-39, will be continued in the fall, beginning with the September issue.

The National Council of Education

☆ THE Council will meet in San Francisco on Sunday, July 2, at 9:30 AM, and 1:30 PM. NEA members are invited to attend both sessions.

BE SURE TO REGISTER AT SAN FRANCISCO

Membership in the National Education Association is prerequisite to membership in any NEA department.

Bring your NEA membership card and register at Civic Auditorium, beginning at 9:00 AM, Saturday, July 1. General registration will remain open thruout the convention. Registration of delegates will close at 8:30 AM, on Wednesday, July 5.

The badge, which admits you to meetings, and the program must be obtained at the Registration Desk.

From the Registration Desk your friends may locate you; telegrams may be readdressed; and committee chairmen may locate the whereabouts of members of committees.



Before the San Francisco Convention

☆ IN PREPARATION for your Western trip this summer, you may wish to supplement the story on page 150 of this JOURNAL. The following are helpful references:

Chapman, Charles Edward. *Founding of San Francisco*. New York: Macmillan & Co., 1917. p373-386. (Reprinted from *The Pacific Ocean in History* by H. Morse Stephens and Herbert E. Bolton. New York: Macmillan & Co.)

... *Founding of Spanish California*. New York: Macmillan & Co., 1916. 485p.

Engelhardt, Charles Anthony Z. *San Francisco or Mission Dolores*. Missions and Missionaries of California Series. Old Mission, Santa Barbara, California: the Author. 1924. 432p.

Fitch, Abigail Hetzel. *Junipero Serra*. Chicago: A. C. McClurg & Co., 1914. 364p.

Gudde, Erwin Gustav. *Sutter's Own Story*. New York: G. P. Putnam's Sons. 1936. 244p.

Harlan, Jacob Wright. *California '46 to '88*. Oakland: the Author. 1896. 242p.

White, Stewart Edward. *Forty-Niners*. New Haven: Yale University Press, 1921. 273p.

Cavalcade of the Golden West. The Golden Gate Exposition. This pageant, one of the outstanding features of the Fair, dramatizes the story of the West.

Another Teacher on the Supreme Court

☆ IN THE NOMINATION of William O. Douglas as associate justice of the United States Supreme Court, President Roosevelt again honors the teaching profession. Mr. Douglas, chairman of the Security and Exchange Commission, is Sterling Professor of Law at Yale University. Recently appointed Justice Frankfurter was also a university professor.

Has Your School an Audiometer?

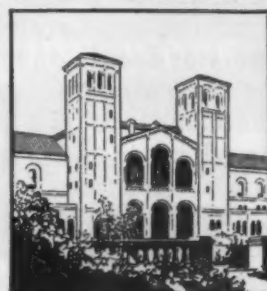
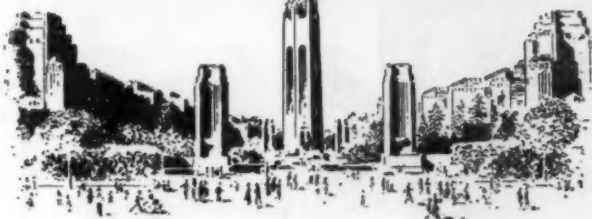
☆ THE AMERICAN SOCIETY for the Hard of Hearing, Washington, D. C., makes annual surveys of the work done in public, private, and parochial schools for the detection of impaired hearing and the prevention of deafness. The Society asks that all school or health [Cont. on page A-104]

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



AT BERKELEY

CALIFORNIA



AT LOS ANGELES

Whether you are working for a higher degree or credential, or wish to increase your professional skill, you will find a wide choice of courses among the more than 260—in 36 academic departments—offered this summer on **either** campus—Berkeley or Los Angeles. More than 50 courses in Education. Outstanding instructors from leading universities supplement the large regular staff.

Golden Gate International Exposition invites you to be a "Guest of the West in '39." This colorful *Pageant of the Pacific* is only a few miles from the Berkeley campus and is easily reached from the Los Angeles campus of the University of California.

California is a "play land" with beaches, mountains, redwoods, resorts helping to create its charm. This year there is the added attraction of the West-ern World's Fair.

Both campuses—at Berkeley and Los Angeles—provide many opportunities for recreation. Special lectures, recitals, drama, organized sports.

For Announcement 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

**MARKS THE SPOT
WHERE AN ACCIDENT
WAS PREVENTED**

Even if a child receives a direct or glancing blow from an EverWear Safety Swing Seat, the injury will be slight. EverWear's exclusive rubber-cushioning prevents disfiguring cuts . . . absorbs shock . . . cushions the blow.

You owe it to your pupils and their parents to provide the safest playground swing apparatus that money can buy. Replace old swing seats with EverWear rubber-cushioned Safety Swing Seats.

Write for Catalog No. 30 Today
Address Dept. J

EverWear
Manufacturing Company
Dept. J, Springfield, Ohio

All edges, ends and corners are deeply cushioned with flexible tubular rubber to absorb shocks and blows. Notice how deeply the cushioned rubber ends of the seat can be bent to prevent any dangerous effects of a blow to the child's head. All seat surfaces are non-slip. Suspension clevises are reversible so that both sides of seat may be used. Interior frame is strongly braced spring steel.

Send for Catalog No. 28-W describing complete line of
BEACH and POOL EQUIPMENT

PEABODY TABLES & CHAIRS

**GIVE YOU FLEXIBLE SEATING THAT
FITS IN WITH MODERN TEACHING IDEAS**

Peabody Tables are built in a wide variety of sizes to answer your requirements in kindergarten, grades, high school classrooms, libraries or cafeterias. They are strong, sturdy tables with steel pedestals and Birch Plywood tops or Linoleum tops. Peabody construction gives full clearance for students' legs and feet.

For complete details on Peabody Tables and Chairs, write for copy of Peabody Catalog Number 38. It's free to school equipment buyers.

Class Room Table
No. 240

PEABODY SEATING CO. Box 6, No. Manchester
Indiana

IT SELLS ITSELF

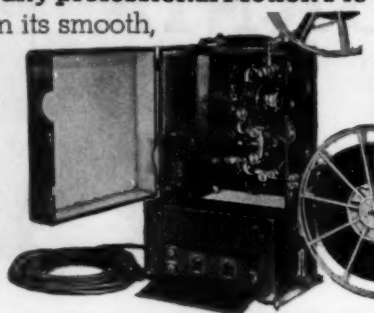
Let the audience decide its merits on picture and sound performance. Let any professional Motion Picture Operator decide on its smooth, quiet mechanical action—its predominance of machined parts—its dependable beltless drives, ball bearings, etc., and ease of operation, threading, changing all lamps, etc.

Ask the Film Owner how slight the film breakage and wear.

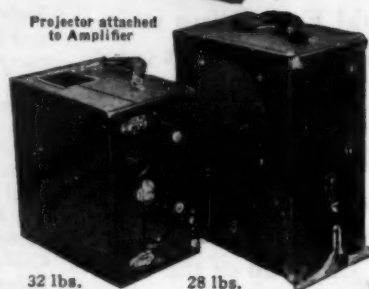
Write for catalog today.

ONLY 60 LBS. TOTAL
Projector—Amplifier—Speaker
ASK ABOUT OUR FREE
DEMONSTRATION OFFER

HOLMES PROJECTOR CO.
1815 Orchard St. CHICAGO



Projector attached to Amplifier



32 lbs.

28 lbs.

Holmes
PROJECTORS
16 mm and 35 mm

[Cont. from page 160] authorities or others who own audiometers for group testing please send a card immediately to the chairman of the Committee on Hard of Hearing Children, Dr. Warren H. Gardner, Alpha Hall, Bloomington, Indiana, and give the name and type of the audiometer, when purchased, when it was last used, and whether now in use.

The Need for a Larger Membership

☆ I WOULD LIKE to relate a little incident that happened year before last when a committee of five of us appeared before the House Committee on Education at Washington. We were speaking with Honorable Brooks Fletcher, co-author of the Harrison-Black-Fletcher Bill on federal aid for education. We told the Congressman that we were from Louisiana, and that we represented our teachers at the request of the National Education Association. Congressman Fletcher listened to us attentively, and then he said, "You do not represent the teachers of the nation. In fact, you are a minority group that represents only about one-fifth of all of the teachers. How, then, can you say you represent the teachers? Naturally, as co-author of the bill, I am heartily in favor of federal aid for education, but it is hard to convince some of

my colleagues that the bill should be enacted into law. All who are here are politicians in the true sense of the word, and I for one am proud to say that I am a politician. Minority groups do not receive very much consideration before the Congress. Now, my advice to you is that you return home and build up the membership in your National Education Association to seven or eight hundred thousand. Then come back to us not to ask but to demand federal aid for education. There is no question in my mind but that you will get it."—J. N. Poche in *Louisiana Schools*.

If You Are Going to San Francisco By Automobile

☆ BECAUSE of the location of the summer meeting of the National Education Association at the terminus of one of America's great vacation lands, many teachers will make the trip by automobile. Those who select this method of transportation will be greatly helped by careful advance study of the sightseeing possibilities en route both ways. By special arrangement with the American Automobile Association, National Education Association conventioners may receive free information about points of interest on the various highways west of the Mississippi River. Requests for this information should be addressed to the

Write now for

LIST OF PUBLICATIONS

The April 1939 list of publications of the National Education Association is now available for free distribution. More than 150 of the most recent bulletins, year-books, and reports are listed, from the following sources:

N. E. A. Committees	Department of Classroom Teachers
Research Division	
Educational Policies Commission	Department of Elementary School Principals
American Association of School Administrators	Department of Rural Education
American Association for Health, Physical Education and Recreation	Department of Supervisors and Directors of Instruction
American Educational Research Association	Department of Deans of Women

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 Sixteenth Street N. W.
Washington, D. C.

American Automobile Association, Washington, D. C. The material is available both to members and to non-members of the AAA.

Testimonial to E. T. Cameron

☆ ON JANUARY 1 E. T. CAMERON retired from the executive staff of the Michigan Education Association. Mr. Cameron was the first fulltime secretary of the MEA, serving from 1921 until 1935. For the past three years he has served as business representative on a parttime basis. As a testimonial to the important part he has played in the development of that association, a bound volume of letters of appreciation was presented to him at the Representative Assembly of the MEA on March 31.

Teachers' Incomes Subject to Taxation

☆ IN THE JOURNAL for March, page A-60, attention was called to a Supreme Court decision of May 1938 in the Port Authority Case which suggested the possibility of a changed attitude on the part of the Court in the matter of states' taxing incomes paid by the federal government and the federal government's taxing incomes paid by the states or their political subdivisions. On March 27 the Supreme Court of the United States handed down a far-reaching decision reversing previous [Cont. on page A-106]

**OPPORTUNITY
KNOCKS TWICE!**

2 SUMMER CRUISES TO SOUTH AMERICA

for the 8th Biennial Congress
W. F. E. A.

Double opportunity for a new kind of vacation . . . cruising to interesting "Good Neighbor" lands, attending this important educational congress, using ship as your hotel throughout. . . all at a cost scarcely more than living at home! Choose the sailing that fits your plans:



SUMMER-LONG CRUISE

By Holland-America Liner "Rotterdam", from New York July 6, returning Aug. 28 . . . visiting Nassau, Havana, Kingston, Curacao, Venezuela, Pernambuco, Buenos Aires, Montevideo, Santos, 5½ days at Rio de Janeiro for the Congress, Bahia, Trinidad, Barbados, St. Thomas, Puerto Rico. College extension courses available. 53 days. Rates from

\$500



MID-SUMMER CRUISE

By American Republics Liner "Argentina", from New York July 26, returning Sept. 2 . . . visiting Rio de Janeiro (5 days for the Congress), Santos, Montevideo, Buenos Aires. 38 days. All outside rooms on this splendid, modern liner of the famous "Good Neighbor Fleet" . . . First Class from \$550, Tourist Class from

\$410

Complete information from
**World Federation of
Education Associations**

1201 Sixteenth St., N. W., Washington, D. C.

Two highly interesting films FOR YOUR VISUAL EDUCATION WORK



**JERRY
PULLS THE STRINGS**
... the romantic story
of coffee acted
by marionettes



**ALASKA'S
SILVER MILLIONS**
... the story of salmon
told in its
natural setting



YOU'LL find both these educational films excellent for classroom work. Each tells its own story in a way that will capture the interest of every student . . . and each correlates a number of different studies: History, Geography, General Science and other related subjects. Helpful, well-planned Teachers' Guides are furnished as required. To get either film—or both—just fill out the coupon and mail it. The only cost to you will be return postage.

AMERICAN CAN COMPANY



We Manufacture Cans—We Do No Canning

TO GET EITHER OR BOTH—JUST MAIL THIS COUPON

Home Economics Department J-59, American Can Company, 230 Park Avenue, New York, N. Y.

Please send me, free of charge, your motion picture film:

(Check) ☐ JERRY PULLS THE STRINGS

(Check) ☐ ALASKA'S SILVER MILLIONS

Date required

Date required

Date film will be returned

Date film will be returned

Send film checked: ☐ 35 mm. sound ☐ 16 mm. sound

Send film checked: ☐ 35 mm. sound ☐ 16 mm. sound
☐ 35 mm. silent ☐ 16 mm. silent

Also send Teachers' Guides

Also send Teachers' Guides

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

Name and Title

Name of School

Street Address

City and State

Why Teach PRINTING ?



DONALD PHIPPIN, Supervisor of Printing, Hartford Public Schools, preparing students for Boy Scout test in Printing at A. E. Burr High School, Hartford, Conn.

PRINTING is unlimited in its educational and social influence in the school. Organizing the elements of the printed page is a task that challenges the student's creative ability and judgment...widening his field of knowledge and sharpening his intellectual faculties. Active participation teaches the value of cooperative effort and helps the individual adjust himself to the needs of any group undertaking. The familiar "Learn by Doing" principle of modern education is best exemplified in the practical Laboratory of Printing course



Send for free copy of booklet Why Teach Printing?

American Type Founders
Department of Education
200 ELMORA AVENUE • ELIZABETH, NEW JERSEY



Types used: Tower, Stylis Medium and Italic

[Cont. from page A-104] decisions so that the salaries paid by both the states and the United States are subject to the regular income taxes of either states or nation. In the future the salaries of teachers will be subject to the national income tax.

A New Science Program in the Making

★ THE NEA DEPARTMENT OF SCIENCE INSTRUCTION is attempting the construction of a program in science education that will really function in all schools, from grades one thru fourteen. All national organizations of science instruction have been invited to cooperate in the development of such a program, thru representation on the general committee or the consultant group. Subcommittees have been selected to make a thoro study of science education based on: Philosophy or frame of reference; present-day needs of boys and girls; evaluation of methods and results of teaching; teacher education; administration.

The committee held its first meeting at Cleveland February 23-24. The next meeting of committee and consultants will be in Cleveland May 12-13. Teachers of science interested in cooperating in the making of this new science program are invited to get in touch with Ira C. Davis, University Highschool, Madison, Wisconsin.

Board of Education Pays Part of NEA Delegate's Expenses

★ THE CONSTITUTION of the local teachers association at Logan, Utah, requests that the Logan City board of education match any sum of money, not to exceed \$50, which the executive committee may set aside for the purpose of sending a delegate to the NEA convention.

Rotary To Use Policies Commission Report

★ SELECTION by Rotary International of the Educational Policies Commission report, *The Purposes of Education in American Democracy*, as the subject for one of its community service bulletins which provide program materials for Rotary clubs, marks a new departure in use of Commission publications by laymen. The bulletin is entitled, "What Are the Marks of an Educated Man?"

Teachers in the Front Line

★ IN THE LAST YEAR two Republics have fallen before the advance squadrons of the Nazis . . . They died—not by bullets, but by infection . . . For the new and deadly weapon is propaganda. . . . The two fallen nations teach a great military lesson to America. . . . Their [Cont. on page A-108]

CLARK UNIVERSITY SUMMER SCHOOL

Worcester, Mass.

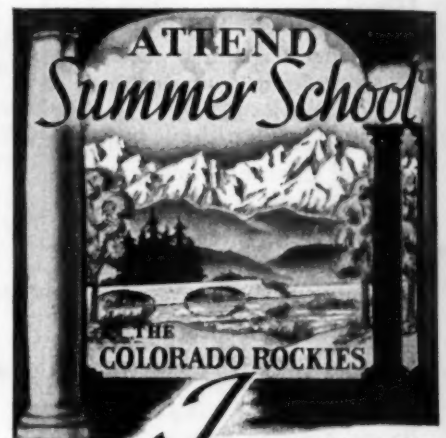
July 5—August 11, 1939

Special Schools: Geography; History, Economics, Sociology; Biology; Education; English, Dramatics and Speech.

For Bulletin and further information address:

ROBERT S. ILLINGWORTH,
Director

Room 312, Clark University Summer School, Worcester, Mass.



THE UNIVERSITY OF COLORADO presents a summer program for serious and effective study. It provides excellent buildings, libraries, laboratories, and a faculty of nationally recognized competence. Located in the foothills of the Rockies, a mile above sea level, in sight of perpetual snow, the University has a superior environment for summer study, with unsurpassed climatic and recreational advantages. Organized hikes, week-end outings, visits to glaciers, excursions to the Rocky Mountain National Park, and mountain climbing.

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

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

UNIVERSITY OF COLORADO BOULDER, COLORADO

Dean of Summer Quarter (Dept. S)

Please send complete information and Bulletins checked:

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

Name _____

St. and No. _____

City and State _____

INQUIRE NOW MINNESOTA SUMMER SESSION

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

MORE THAN 800 COURSES OFFERED

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

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

TWO TERMS
JUNE 19 to JULY 28—JULY 31 to SEPT. 1

Write Now For Complete Bulletin. Address
Director of Summer Session
643 Administration Bldg.

UNIVERSITY OF MINNESOTA
MINNEAPOLIS • MINNESOTA



Time—Hours spent on various operations are major factors in the cost of PRINTING. Through careful planning and advanced production methods we have reduced the time element to a minimum.

Consult us—any size job interests the "Master Printer"

JUDD & DETWEILER
IN THE NATION'S CAPITAL

NATIONAL ASSOCIATION OF TEACHERS' AGENCIES

A national organization for the clarifying, standardization and improving of teacher placement procedure in the interests of education . . . Membership open only to agencies conforming with the code of ethics and conducting business along ethical lines . . . School executives and classroom teachers are invited to write to members of the association when in need of the highest type of teacher placement service.

CALIFORNIA

Frankford Pacific Teachers' Agency, Los Angeles

COLORADO

Rocky Mountain Teachers' Agency, Denver
Western Teachers' Exchange, Denver

CONNECTICUT

Cary Teachers' Agency, Hartford

ILLINOIS

Albert Teachers' Agency, Chicago
Clark-Brewer Teachers' Agency, Chicago
Fisk Teachers' Agency & American College Bureau, Chicago
Hughes Teachers' Agency, Chicago
Illiana Teachers' Agency, Champaign

IOWA

The Midland Schools Teachers' Agency, Des Moines
Sabins' Educational Exchange, Des Moines

MAINE

New England Teachers' Agency, Portland

MASSACHUSETTS

American Teachers' Agency, Springfield
Grace M. Abbott Teachers' Agency, Boston
The Cary Teachers' Agency of Boston
Fickett Teachers' Agency, Boston
Fisk Teachers' Agency, Boston

MICHIGAN

Detroit Teachers' Agency, Detroit

MINNESOTA

Clark-Brewer Teachers' Agency, Mpls.
Schummers School Service, Mpls.
Western Teachers' Exchange, Mpls.

MISSOURI

Clark-Brewer Teachers' Agency, Kansas City
Specialists' Educational Bureau, St. Louis

MONTANA

E. L. Huff Teachers' Agency, Missoula

NEBRASKA

Davis School Service, Lincoln

NEW YORK

Allied Teachers' Agency, New York
American and Foreign Teachers' Agency, New York
Bardeen-Union Teachers' Agency, Syracuse
Clark-Brewer Teachers' Agency, New York
Co-Operative Teachers' Agency, Buffalo
Interstate Teachers' Agency, Rochester
Kellogg Teachers' Agency, New York
Pratt Teachers' Agency, New York
Schmerhorn Teachers' Agency, New York

NORTH DAKOTA

Love Teachers' Agency, Fargo

OHIO

Ohio Midland Teachers' Agency, Columbus
Schmerhorn Teachers' Agency, Cleveland

OREGON

Northwest Teachers' Association, Portland

PENNSYLVANIA

Bryant Teachers' Bureau, Inc., Philadelphia
Great American Teachers' Agency, Allentown
Central Teachers' Agency, Harrisburg

SOUTH CAROLINA

Southern Teachers' Agency, Columbia

SOUTH DAKOTA

Bensagel Teacher Service, Aberdeen
National Teachers' Exchange, Sioux Falls

TENNESSEE

College & Specialist Bureau, Memphis
Southern Teachers' Agency, Chattanooga

UTAH

Yergensen Teachers' Agency, Salt Lake City

VIRGINIA

Southern Teachers' Agency, Richmond

WASHINGTON

Clark-Brewer Teachers' Agency, Spokane

WISCONSIN

Parker Teachers' Agency, Madison

OFFICERS

President, R. C. Reynolds, Chattanooga, Tenn.
Vice-President, T. B. R. Bryant, Philadelphia, Pa.
Secy-Treas., H. S. Armstrong, Rochester, New York.
Chairman, Publicity Committee, George R. Ray, Madison, Wis.

FISK

**TEACHERS
AGENCY
CHICAGO**
**OUR SERVICE
IS NATIONWIDE**

There are better opportunities for qualified teachers than ever before. Executives are searching carefully for teachers who have the educational training, experience, and excellent qualifications in personality. Early registration is an advantage. Member N.A.T.A. Address 1200-11 Steger Bldg., 28 E. Jackson Blvd., Chicago

MILLS COLLEGE SUMMER SESSION FOR MEN AND WOMEN

Enroll at Mills this summer for stimulating work with distinguished leaders in art, music, child development, French, international relations, and education; for a rich program of concerts, exhibits, lectures, and recreation.

Live on the Mills campus—it's just half an hour from San Francisco and the Fair.

June 20-30—Institute of International Relations

June 25-August 5—Regular Summer Session

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

For Bulletin, write
DIRECTOR OF THE SUMMER SESSION
Box 496
Mills College, Oakland, California

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Summer Session—July 5 to
August 11

Devoted Exclusively to Materials and Problems of Secondary Education and School Administration. Regular Undergraduate and Graduate Courses. Special Progressive Workshop Courses.

A Program of Study and Recreation on a Suburban Campus of Seventy Acres within Eighteen Miles of New York and the World's Fair. Weekly Field Study Trips to New York and the World's Fair.

Schoolmen's Conference on New York State Regents Inquiry and Thirty School Experiment—July 10 to 14

Well-known Authorities as Visiting Lecturers and Discussion Leaders: Wilford M. Alkin, Thomas H. Briggs, Philip W. L. Cox, H. G. Espy, Will French, Luther H. Gulick, Daniel C. Knowlton, J. B. Nash, Truman Reed, W. Carson Ryan, Harold S. Sloan, Hugh H. Stewart, V. T. Thayer, Charles C. Wilson, Howard E. Wilson, Caroline B. Zachry, and others.

New England-French Canada Field Course August 14 to 24

Tuition Six Dollars a Point—Non-Resident Tuition Eight Dollars—Residence Hall Rates Moderate—Write for Bulletin.

McGill University FRENCH SUMMER SCHOOL

Faculty of Arts and Science

Montreal June 29—Aug. 9

Students may select courses comparable to (a) elementary, (b) regular undergraduate course, (c) post-graduate. Co-educational. Certificates and College credit. Only French spoken at all times. Staff includes visiting professor from Sorbonne, Paris. Residence in new Douglas Hall. Inclusive fee \$180. Write for booklet to Secretary, French Summer School, McGill University, Montreal, Canada.

WEST COAST SCHOOL OF NATURE STUDY

Invites You to Come to California for a Satisfying Summer of Recreation and Study
YOU CAN

1. Go to the World's Fair on Treasure Island—
2. Attend the N.E.A. convention in San Francisco—
3. Get acquainted with the out-doors, with the beautiful high mountains of the west—
4. Earn summer school college credit!

Dates: June 18 to July 15. Four one-week sessions. Take your choice.

Places: Fallen Leaf Lake, Lake Tahoe; Mammoth Lakes; Sequoia National Park.

Write Dr. P. Victor Peterson, State College, San Jose, California, for further information.



Study in Comfort

University of Denver

SUMMER SCHOOL

Graduate and undergraduate work in Liberal Arts, Sciences, Commerce, Librarianship, Education. Progressive Education Emphasis. Fees determined by courses taken. Enjoy cool, delightful week-ends in snow-capped Colorado Rockies.

Two Terms

June 10 to July 21 July 24 to Aug. 25

UNIVERSITY OF DENVER

Department A Denver, Colorado

Kindly send me your Summer School Bulletin.

NAME _____

Street & No. _____

City & State _____

BALOPTICONS

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



Bausch & Lomb

[Cont. from page A-106] fate proves—that unless guarded—a nation's soul is more vulnerable than its coast line. . . . The poison battalions seek no open measuring of forces. . . . With a snake's cunning they seek to paralyze the nation by injecting hatred and intolerance into its life-stream. . . . And so on the world front our navy is no longer our first line of defense. . . . Our fleet combat divisions are the public-school teachers. . . . And upon each of them descends a sacred duty. . . . For they must forever dispel darkness by giving early light! . . . They must meet the poison of race hatred with the inoculation of tolerance. . . . They must arm each child invincibly with the Truth! . . . For in the light of international events their horizon has enlarged. . . . The school teachers are no longer merely helping children to develop themselves. . . . They are fighting in the front line trench—for the life—of the republic!—Walter Winchell, *Times-Herald* (Washington, D. C.), March 22, 1939.

Indiana Leads the Nation

☆ ONE HUNDRED PERCENT ENROLMENT records are difficult to achieve in large communities, rural or urban. Indiana is proud of her record. Out of five cities having more than 100,000 population with 100 percent NEA enrolment, three are in Indiana:

City	Population	Superintendent
Evansville	102,249	J. Ralph Irons
Fort Wayne	114,946	Merle J. Abbott
South Bend	104,193	Frank E. Allen

Tribute to Jule B. Warren

☆ AT THE ANNUAL CONVENTION of the North Carolina Education Association in March, special tribute was paid to the executive secretary, Jule B. Warren, upon the completion of his seventeenth year of service to that association. The following statement was made by President B. L. Smith:

By chance I recently came across his first report. I was struck by the suggestion and recommendation of matters that are this year finding realization and receiving emphasis.

He proposed teacher retirement. That is one of our major legislative objectives this year. He called for increased membership in the Association. It was 8000; it has reached a high record this year with 17,595 and is virtually 100 percent of our teaching profession. He advocated a wider reading of the magazine which we did not at that time own, but which he advised that we purchase. The subscription list then was 3000; today it is 17,595. He recommended a local unit program of activities. Our first handbook was issued for that purpose this year. He recommended district meetings. The idea is in practice. He advocated the bolstering of rural education. A department has been organized and special emphasis is being given that field of work.

When he came with us, [Cont. on page A-110]

In New York's
Popular West Side

HOTEL HAMILTON

141 WEST 73rd ST.

A Modern Distinctive Address



- Only 3 Minutes to Times Square
- 1 Block from Central Park
- 1 Block from New Riverside Drive Park
- World's Fair Grounds can be reached in 1/2 hour for 5¢ fare

Excellent Restaurant—

Attractive Roof Garden

Spacious Rooms—Modernly
and Beautifully Appointed

\$3.00 Per Person for 2 in a room
Per Day

\$2.00 for each additional Person
Per Day



On Your
TRIP

to the

N. E. A.

CONVENTION

**GRAND CIRCLE
TOUR including
BOTH FAIRS
only \$69.95**

This all-time-low rate allows 90 days to visit both the New York World's Fair and the Golden Gate Exposition on a thrilling "swing around America" over your choice of scenic routes. You can easily make the trip in as little as two weeks, if you wish.



This may be the first and last chance in transportation history to travel so many miles for so little money—and in strictly modern, streamlined comfort. You can actually go from your home town to the New York World's Fair, then cross-continent to San Francisco's Golden Gate Exposition (and the N. E. A. Convention)—then back home, all for \$69.95! A friendly tip: if World's Fair-bound, purchase Greyhound expense-paid tours to assure hotel reservations and carefree enjoyment.

PRINCIPAL GREYHOUND INFORMATION OFFICES:
New York City . . . 245 West 50th St.
Cleveland, O. . . East 9th & Superior
Philadelphia, Pa. . . Broad St. Sta.
Chicago, Ill. . . 12th & Wabash
Washington, D. C. . . 1400 New York Ave., N. W.
Detroit, Mich. . . Washington Blvd. at Grand River
Minneapolis, Minn. . . 509 Sixth Ave., N.
Boston, Mass. . . 60 Park Square
St. Louis, Mo. . . Broadway & Delmar Boulevard
San Francisco, Cal. . . Pine & Battery Streets
Ft. Worth, Tex. . . 906 Commerce St.
Charleston, W. Va. . . 156 Summers St.
Cincinnati, Ohio . . . 630 Walnut St.
Richmond, Va. . . 412 E. Broad St.
Memphis, Tenn. . . 627 N. Main St.
New Orleans, La. . . 600 N. Rampart St.
Lexington, Ky. . . 801 N. Limestone
Windsor, Ont. . . 400 Ouellette Ave.
London, England . . . A. B. Reynoldson, 48 Leadenhall St.

FREE: Bright Pictorial Booklets, Facts about Both Fairs

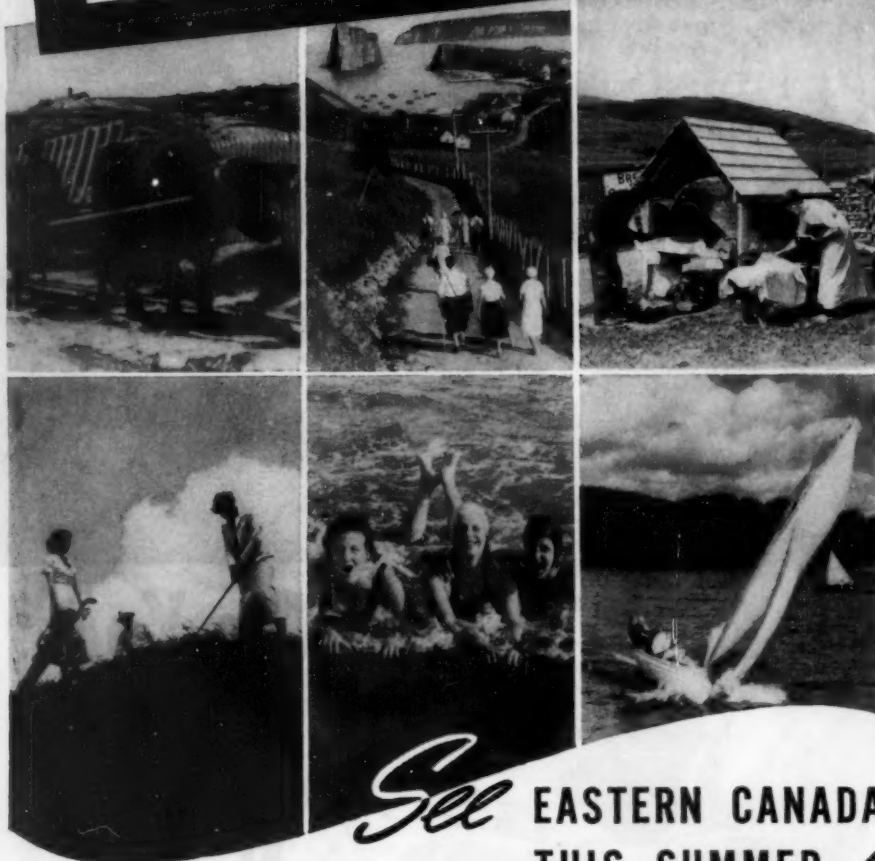
This coupon brings most attractive pictorial and informational folders, all about the NEW YORK WORLD'S FAIR ☐, or San Francisco's GOLDEN GATE EXPOSITION ☐. Check the one you want—no cost or obligation.

Name

Address

NEA-5

Come to the land of
HISTORY • ROMANCE • COLOR



See **EASTERN CANADA
THIS SUMMER !**

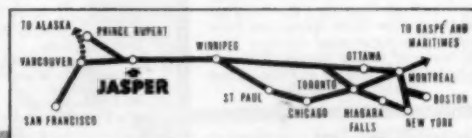
Call or write any Canadian National
Office for illustrated booklets.

Boston.....186 Tremont Street
Buffalo.....22 North Division Street
Chicago.....4 South Michigan Blvd.
Cincinnati.....206 Dixie Terminal Building
Detroit.....1239 Washington Boulevard
Duluth.....428 West Superior Street
Kansas City.....607 South Grand Avenue
Los Angeles.....634 Marquette Avenue
Minneapolis.....673 Fifth Avenue
New York.....1500 Chestnut Street
Philadelphia.....355 Fifth Avenue
Pittsburgh.....G. T. R. Station
Portland, Maine.....648 Market Street
San Francisco.....1329 Fourth Avenue
St. Louis.....314 North Broadway
St. Paul.....First National Bank Building
Washington, D. C.....922 15th Street, N. W.
Montreal, Quebec.....360 McGill Street

FROM NEW YORK'S WORLD'S FAIR—step
overnight into this ideal vacationland.
Call or write your nearest Canadian National
office for information on conven-
ient all-expense tours. Swift, comfort-
able train service and delightful hotel
accommodations.

The charm of the old world calls you to East-
ern Canada where primitive ox carts are still
in use in some sections...and bread is baked
in outdoor ovens as was done a century ago.
See America's only walled city, romantic Que-
bec...Gaspé...Percé Rock and famed bird
sanctuary...picturesque fishing villages in the
Maritimes. And that's only *part* of the fun!

For here, too, are cool lakes fringed with
pine, sun-kissed beaches, golf courses, trout
streams...every facility for enjoying your fa-
vorite sport in an inspiring new setting.



CANADIAN NATIONAL
TO EVERYWHERE IN CANADA

[Cont. from page A-108] we had no headquarters building, no magazine, no district meetings, no local unit program, no field secretary, no money. All these and more, we now have. Jule Warren has helped us get them. I am personally indebted to him for great assistance in the work of the year. Only those who work closely with him know the load of details and the amount of responsibility he carries.

An Invitation to South Dakota

☆ SECRETARY S. B. NISSEN of the South Dakota Education Association calls attention to the interesting scenic opportunities of the Black Hills and Bad Lands of South Dakota for teachers passing thru the Midwest on their way to the NEA meeting in San Francisco.

And Utah Invites You

☆ LOUISE HENDERSON of Salt Lake City calls attention to the following as some of the beautiful and interesting spots of Utah which teachers en route to the San Francisco convention will not want to miss: Bryce, Cedar Brakes, and Zion Parks; Salt Lake City, Great Salt Lake, the LDS Tabernacle; the copper mines near Bingham; Bear Lake; and Utah's seven distinctive canyons.

Enriching the Curriculum for the Elementary-School Child

☆ THIS is the title of the Eighteenth Yearbook of the Department of Elementary School Principals, which will be ready for distribution September 15, 1939. Chapter headings will be: The nature and significance of curriculum enrichment; enriching the content of courses of study; methods of teaching that vitalize learning; enrichment thru school materials and equipment; making use of community resources; measurement and guidance in relation to curriculum enrichment; vitalizing the curriculum under various types of school organization; other administrative aspects of curriculum enrichment; contributions of research to curriculum enrichment.

Education for Family Life

☆ THIS WILL BE the topic of the 1941 Yearbook of the American Association of School Administrators. Superintendent E. W. Jacobsen of Oakland, California, is chairman of the commission which will prepare the Yearbook. Other members of the commission are:

Lawrence K. Frank, vicepresident, Josiah Macy, Jr. Foundation; Ernest R. Groves, University of North Carolina; Mrs. Kate W. Kinyon, director of home economics, Denver Public Schools; Gertrude Laws, chief, Bureau of Parent Education, California State Department of Education; Superintendent DeWitt S. Morgan, Indianapolis, Ind.; Flora Thurston, Cornell University; Superintendent Worcester Warren, Bridgeport, Conn.

NEA Department of Business Education in Action

☆ THE DEPARTMENT'S summer convention will be held in San Francisco, July 3-6. Plans include general sessions, sectional meetings, round-table discussions, luncheons, and breakfast. The "Delta Queen" River Cruise for business educators and their guests will be a never-to-be-forgotten feature of the convention. In making reservations for the convention, write to the chairman of NEA Housing Committee, 200 Exposition Auditorium, San Francisco. Ask for accommodations at the Whitcomb, and be sure to identify yourself as a member of the NEA Department of Business Education.

With its present membership of 4000, the Department of Business Education is one of the largest NEA departments. President Joseph DeBrum predicts an increase of 1000 members by June. Vernal Carmichael, Ball State Teachers College, Muncie, Ind., is national membership director.

The National Business Education Quarterly, Jessie Graham, Los Angeles, editor, is treating in symposium style such topics as "What's New in Business Education" and "Personality." A professional newspaper, *The National Business Education News*, issued under the direction of Clyde E. Rowe of Pittsburgh, supplements the *Quarterly* as an additional membership service.

Increase in Affiliations

☆ THE NEA DIVISION OF AFFILIATED ASSOCIATIONS reports an increase of 115 local affiliations since June 1, 1938, making a total of almost 800 teachers organizations that have established this relationship. This Division was organized at headquarters last October for the purpose of increasing the services of the Association to these groups. One of the privileges of affiliation is the sending of delegates to the Representative Assembly, the policymaking body of the Association. Notices concerning credentials of delegates to the San Francisco convention have already been sent to affiliated groups that have paid their dues this year. See page 159.

Dates To Be Remembered

May 7-13—National Music Week. For information write to C. M. Tremaine, 30 Rockefeller Plaza, New York, N. Y.

May 18—World Goodwill Day.

June 18-24—Convention of the American Library Association in San Francisco.

July 2-6—Annual convention of the National Education Association in San Francisco. See pages 150-53.

July 3-6—San Francisco convention to be conducted jointly by the National Association of Student Officers and the [Cont. on page A-112]

ENJOY THE Biggest Vacation Bargain IN HISTORY



...in Air-Conditioned
BURLINGTON TRAILWAYS

LUXURY
DIESEL LINERS

See **BOTH FAIRS**

San Francisco and New York

(Include the N. E. A. CONVENTION
in San Francisco July 2-6)

Complete Round Trip Transportation

only **\$69⁹⁵**

● Think of it — you can visit BOTH FAIRS — circle the entire United States from coast to coast and back home for only \$69.95 round trip. You can also include the N.E.A. CONVENTION in San Francisco July 2-6.

See all America this summer for a penny a mile or less. Your choice of scenic routes with unlimited stopovers at places you have always dreamed of. Tickets on sale April 20, good for 90 days—final return limit December 29. Mail coupon today for interesting Vacation Literature.

New Luxury Diesel Liners READY EARLY IN JUNE

Burlington Trailways' new fleet of ultra-modern Diesel-powered buses will operate on fast through schedules over short scenic routes between Chicago and California. Completely air-conditioned, more "leg-room" — only 28 seats in space for 37, with five restful reclining positions. Baggage carried inside, always handy. Wide double-pane windows and Venetian-type blinds.

Plan your Vacation to ride these new luxury *Diesel Liners* at no extra cost.

LOW ROUND TRIP FARES TO EITHER FAIR

OMAHA TO NEW YORK CITY **\$34¹⁵** } For Example { CHICAGO TO SAN FRANCISCO **\$56¹⁰**

CORRESPONDINGLY LOW FARES TO AMERICA'S GREAT VACATIONLANDS

IN THE WEST—Black Hills, Colorado, Yellowstone Park, Southern California, Hollywood, Pacific Northwest.

IN THE EAST—Niagara Falls, Canada, Atlantic City, Washington, Mt. Vernon, Philadelphia, New England.

ALL-EXPENSE TOURS—Hotel reservations and other details arranged in advance—one low cost covers everything except meals. To both World's Fairs and America's Vacationlands. Special Tour Booklet.

Mail COUPON FOR HELPFUL VACATION FOLDERS

Burlington Trailways Travel and Tour Bureau
Dept. J-1, 547 W. Jackson Blvd., Chicago, Ill.
Please send me Vacation Literature on a trip to.....

☐ Also send Booklet on All-Expense Tours

Name

Address

Town State

NATIONAL
TRAILWAYS
SYSTEM

Burlington
TRAILWAYS

When you visit CALIFORNIA'S GOLDEN GATE EXPOSITION



... it's easy to see
YOSEMITE



Just turning a corner on your California trip—by train or auto—brings you Yosemite's panorama of mighty walls, giant peaks and plunging waterfalls—grandeur acknowledged by travelers as one of the wonders of the world. Your travel agent will tell you how easily a Yosemite stop-over can be included on your transcontinental tickets. For scenic folders giving full details, write to Yosemite Park and Curry Co., Yosemite National Park, California.

**CALIFORNIA'S
SCENIC WONDERLAND**
Open all year

[Cont. from page A-111] National Conference on Student Participation. Information may be secured from Adeline M. Smith, Bloom Township Highschool, Chicago Heights, Illinois.

July 7-9—Stanford University School of Education Conference on "Educational Frontiers." Information may be secured from Paul R. Hanna, Stanford University.

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 10-21—Annual School Executives' Conference under the auspices of the University of California at Berkeley. Professor F. W. Hart at the University will supply further information.

July 10-21—Fourteenth Annual League College of the National League of Teachers Associations, to be held at Stanford University. Inquiries should be addressed to Florence Weschler, 4625 Highview Boulevard, Erie, Pennsylvania.

August 6-11—Eighth Biennial Congress of the World Federation of Education Associations to be held in Rio de Janeiro, Brazil. For information address the WFEA at 1201 Sixteenth Street Northwest, Washington, D. C.

Citations for Outstanding Contributions to Educational Research

☆ OF THE STUDIES listed in the 1937 volume of *Review of Educational Research*, the Committee on Awards of the American Educational Research Association has selected the following as outstanding:

In the field of the curriculum—Wrightstone, J. Wayne. *Appraisal of Newer Practices in Selected Public Schools*. And *Appraisal of Experimental High School Practices*. New York: Teachers College, Columbia University, 1936. 117p and 194p.

In the field of school organization—Edwards, Newton. *The Courts and the Public Schools*. Chicago: University of Chicago Press, 1933. 591p.

In the field of special methods and the psychology of the elementary-school subjects—Hardy, Martha C. and Hofer, Carolyn H. *Healthy Growth*. Chicago: University of Chicago Press, 1936. 360p.

Bringing the Convention to the Teachers

☆ ATTENDANCE AT AN NEA CONVENTION is an educational adventure which every teacher should experience. However, your school system may wish to work out a plan for "bringing the mountain" to those "Mohammeds" who cannot attend the San Francisco meeting. The Oakland (California) Teachers Association has an effective type of reporting on NEA conventions. At one of the teachers meetings for which institute credit is given, delegates report on the convention, the main theme being divided up under main topics, each of which is presented by three or more persons.

DESP Banquet at San Francisco

☆ AT THE BANQUET of the Elementary School Principals to be held at the Palace Hotel at 6:00 PM., Tuesday evening, July 4, Dr. and Mrs. Ellwood P. Cubberley and Dr. Susan M. Dorsey will be honor guests.

ALASKA MEXICO SOUTH AMERICA EUROPE

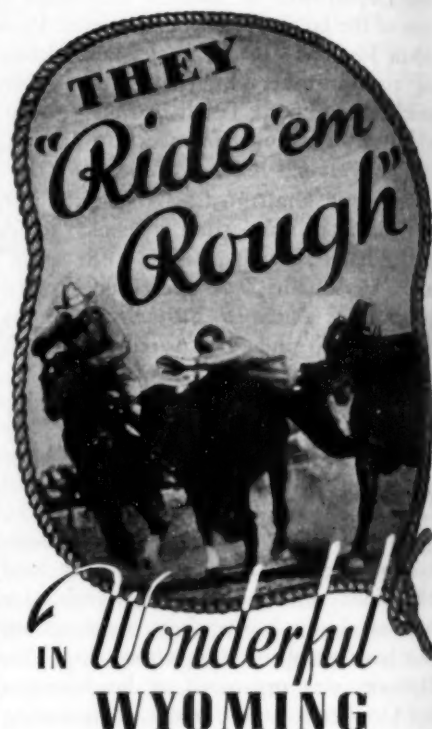
Conducted and Independent Tours everywhere. Excellent leaders. Trips including both Fairs. Economy Tours to Europe—England, Holland, Belgium and France—34 days—\$298, New York to New York. Bicycle Tours, Forums and Seminars. Special tours emphasizing Home Economics, Industry and Commerce, Photography, etc.

Send for Booklet A

WILLIAM M. BARBER

Babson Park

Mass.



"Yip-ee! let 'er buck!" From east to west, from north to south "they ride 'em rough and they scratch 'em often." Cowboys, Indians, Bucking Brones... every section of this old-time western land of adventure has its individual, unique outdoor show. Each one different, amusing, fascinating... yet all are typical, reminiscent—the West the visitor anticipates... the Old West that exists only in Wyoming. From early June to mid-September, somewhere there's a show going on... bulldogging, steer-roping, bronco-busting, Indian dances and Ceremonials, sham battles, exhibition riding and roping... thrilling, spectacular, historical entertainments by the World's greatest performers. Come to Wyoming for your vacation.

DEPARTMENT OF COMMERCE & INDUSTRY

Geo. O. Houser, Exec. Mgr. 606 Capitol Bldg., Cheyenne

Kindly send me free information as checked below:

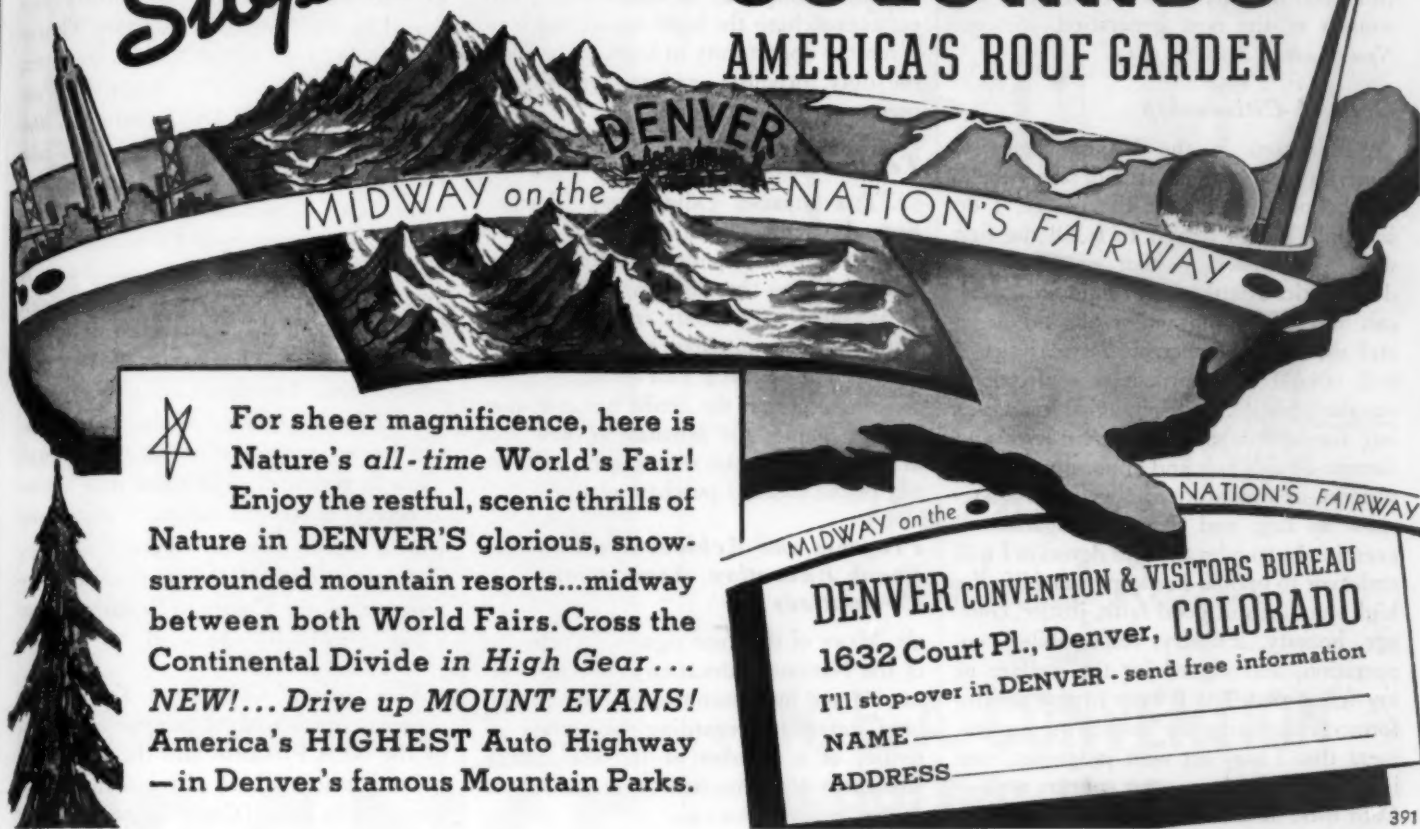
- | | |
|--|--|
| ☐ Rodeos, Frontier Celebrations and Outdoor Shows | ☐ Indian Sun Dances |
| ☐ Dude Ranches & Resorts | ☐ Hot Springs |
| ☐ Yellowstone Nat'l Park | ☐ Highway Maps and |
| ☐ Grand Teton Nat'l Park | ☐ General Information |
| ☐ Mountain Camping | |

NAME _____

ADDRESS _____

Stop-over in COLORADO

AMERICA'S ROOF GARDEN



391

Education, the Backbone of Free Government

☆ EQUALITY of opportunity of education is an Iowa tradition. Robert Lucas, our first territorial governor, emphasized the necessity of providing for a school system. As a result, the history of the one hundred years past is resplendent in the development of our schools and colleges. There is much to be done if the schools and colleges are to keep up with the demands of modern life and serve our rising generation. And we want nothing less. All admit that education is the backbone of free government. But it is not enough to say that our state has the least percentage of illiteracy and then blind our eyes to problems needing attention. We want our program of education to advance and to be adequate to meet presentday needs. Improvement in the financing of our schools, in the welfare of teachers and pupils, and in the complete divorcing of our schools from politics, should no longer be delayed. We would be derelict in our duty did we not pause long enough to pay high tribute to the teachers in our schools and colleges, whose sacrifices and wholehearted devotion have contributed so much toward the enduring values of education. Mistake it not, they are the sustaining force of free government, the

bulwark of democracy.—From the inaugural address of George A. Wilson, Governor of Iowa, January 12, 1939.

A Forward Step

☆ ARTHUR E. MOORE, president of the Logansport (Indiana) Public School Federation, writes: "In order to help further the idea of a strong organization and to help make teachers more professionally minded and organization conscious, also to help place our local association on an equal basis with other civic groups our teachers here voted to contribute \$10 per teacher per year to our local organization. This money is to be used as follows:

"\$2 for membership in the Indiana State Teachers Association; \$2 for membership in the NEA; \$1 for local and state federation dues; \$5 to underwrite a public lecture course such as has been sponsored for the past two years, to provide money for an annual social and banquet, to provide money for a scholarship to some worthy highschool senior, to provide funds to contribute to worthwhile charities."

If You Are a Candidate, Read:

☆ TRUE CONFESSIONS OF A PH.D., by Carroll Atkinson, published by the Edinboro Educational Press, Box 335, Edinboro, Pennsylvania.

du Pont Tax Wipes Out Florida Deficit

☆ ACCORDING to the Associated Press, payment of \$2,927,338.62 inheritance tax by the estate of Alfred I. du Pont has erased Florida's deficit and given the state a boost toward paying its public-school appropriation.

Nursery Schools Could Be New Billion Dollar Industry

☆ INTENSIVE EDUCATIONAL EXPERIMENT and pioneering practice since the World War show that the whole future lives of little boys and girls are greatly benefited by a special kind of schooling for those from two to six. Nursery schools under the guidance of trained teachers, supplementing the benefits of the home, bring the children into a happy, effective world ideally fitted for them. . . .

There are about 600 to 700 private and public nursery schools in addition to the 2000 WPA nursery schools created in the past three years and available only to children of those in the very low income brackets. This means that little more than 100,000 children are in nursery schools whereas there are some 10,000,000 children of nursery school age.

Here is material [Cont. on page A-114]

[Cont. from page A-113] for a great educational expansion, an extension of the educational system into the younger years of childhood in order to have better men and women of the next generation.—*Science News Letter*, April 1, 1939.

Oath of Citizenship

☆ BELIEVING in the United States of America as a government of the people, by the people, and for the people, I do solemnly pledge myself to fulfill the first duty of democracy—that of remaining democratic. Thankful that I am an American and that I may enjoy the privileges and duties of democracy, I swear that I will uphold those principles of freedom, equality, justice, and humanity for which our forefathers sacrificed their lives and fortunes. I will love and honor my country, support its constitution, obey its laws, respect its flag, and defend it against all enemies. In true loyalty and devotion I will endeavor to uphold in my personal life the high standards of good faith, justice, courage, honesty, industry, responsibility, cooperation, and regard for the welfare of my fellowmen. I will keep myself well-informed concerning the laws of my government that I may act with judgment, vote intelligently, and serve my country well.—Oath used in the citizenship ceremony for

the youth of Western Kentucky held at Murray State Teachers College on February 22. The oath was part of a program for Citizenship Day in which young people approaching the legal voting age were given the opportunity to learn more about the duty, privilege, and responsibility of preserving democratic ideals.

Teacher Credit Union

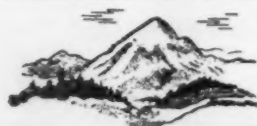
☆ THE HIBBING (Minnesota) Teachers Federal Credit Union paid a 6 percent dividend to all depositors, including borrowers, during the past year. Membership is available to teachers in the Hibbing system thru the purchase of one share costing \$5. The *Hibbing Teacher* in its recent issue reports that the credit union is now able to finance the purchase of new cars at a much lower rate than can be had thru any of the so-called purchase plans.

Progress and Achievements of National Education Association Committees

☆ MANY of the most significant activities of the National Education Association are carried on by committees. Herewith are brief statements regarding the current activities of a number of the committees. Chairmen of committees were announced in the January JOURNAL.

Joint Committee on Health Problems of the National Education Association and the American Medical Association—One of the most popular publications ever issued by the National Education Association has been the report of this committee, *Health Education—A Program for Public Schools and Teacher Training Institutions*. This report is being revised to take the place of the former edition now out of print. This Committee held its twenty-eighth annual meeting at Cleveland in February, having been active since 1911. A great unselfish service was rendered this Committee and the two sponsoring organizations by Dr. Thomas D. Wood, now retired from Teachers College, Columbia University, who served as chairman of the Committee continuously from 1908 to 1938, when he resigned. The committee is now in process of reorganization, in accordance with a set of principles agreed upon by both organizations, looking toward the continuance of the Committee's unique contribution to health education.

The National Council on Teacher Retirement consists of 25 persons appointed by the NEA President and the officials of fourteen state and ten city retirement systems. At its Feb- [Cont. on page A-116]



Blue skies . . . vast desert plains . . . awe-inspiring Carlsbad Caverns . . . exotic Old Mexico . . . shimmering beach sands . . . modern cities . . . giant primeval forests . . . unbelievable Golden Gate International Exposition and N. E. A. Convention, July 2-6, at San Francisco . . . snow-capped mountain peaks . . . majestic waterfalls . . . well-appointed trains with competent staffs to assure your complete comfort—Here are the ingredients for a perfect Western vacation that brings more thrills for your vacation dollars. You may go one way—return another.

De luxe GOLDEN STATE LIMITED—luxury-economy CALIFORNIAN—leave Chicago daily. To make your trip long remembered and completely satisfying . . .

Go ROCK ISLAND to see MORE of the WEST



All-Expense tours are economical, carefree. All of the fun, with none of the responsibilities.

MAIL THE COUPON

W. J. LEAHY, Passenger Traffic Manager, Rock Island Lines
723 La Salle Street Station, Chicago, Illinois
Please send illustrated literature and complete travel information about:
☐ San Francisco World's Fair ☐ All-Expense Tours
Name _____
Address _____
City _____ State _____ 357B-S

USSR

Land of Color and Progress



ALL-UNION AGRICULTURAL EXPOSITION
opens Moscow, Aug. 1st, 1939.
Greatest exhibition in Soviet history—333 acres devoted to USSR's massive achievements in agriculture.

A THRILLING LAND—vivid color, dynamic progress, brilliant achievement and scenic grandeur, in mighty panorama! From bustling Baltic ports, down the epic-making Volga, over to the Black Sea—a glorious sweep of cultural, industrial and social advance! Nowhere is travel more exhilarating: nowhere less expensive. For all-inclusive rates give you complete tour-transportation in the USSR, hotels, meals, sightseeing, guide-interpreter service—**ALL for only \$5 a day, \$8 tourist, \$15 first class.** Write for illustrated booklet 43-B.

SEE INTOURIST OR YOUR TRAVEL AGENT

Intourist, Inc.

LOS ANGELES
756 S. Broadway

NEW YORK
545 Fifth Avenue

CHICAGO
360 N. Michigan Ave.



In the ancient land of the Basques

FRANCE

This Vacation

LIVE WHILE YOU LEARN!

This summer...live the life you lead!—Study in France...where living is an art and Art is living...come where cobblestones and cathedrals...belfries and bastions...customs and costumes are eloquent lectures in History and the Arts...where a look through the Louvre or the Luxembourg...a stroll through glorious chateaux gardens or along a gay boulevard walk is itself a course in culture...where an evening in Paris means a lifetime of memories ★ Formal classes with priceless degrees in the great fountainheads of French learning...University of Toulouse; The Sorbonne; Franco-American Summer School of Fine Arts ★ Wander through pensive provinces...see the walled city of Carcassonne that mirrors the arts, customs and handicrafts of centuries ago...or behold the France of antiquity, built by the Romans when France was still Gaul...the theater and arena of Arles...the Bridge of Gard...the arena of Nîmes...here's a seminar wide as all France and high as the Pyrénées...come over to study...and play while you work!

**Rail fares reduced 40%...favorable exchange
...gasoline discounts...lower travel costs**

Delightful Spas, glittering seaside resorts and tumultuous mountain districts triple the allure of travelling in France...and the quaint way-side inns and hotels 'petites', with their ample comfort and delicious cuisine make a trip through France a bargain impossible to overlook.

Your local travel agent has informative literature...or write to

French Government Tourist Bureau
610 FIFTH AVENUE • NEW YORK



The Direct Overland Route

to the

- N. E. A. CONVENTION
 - WORLD'S FAIR
- in San Francisco

The magnificent San Francisco World's Fair is an added reason for attending the N. E. A. Convention this year. Plan to go on fast, air-conditioned Union Pacific trains. Travel the direct Overland Route West. Fares are low!

Return via Los Angeles at No Extra Fare

You can double the enjoyment of your trip by going one way, returning another. On the way East, make side trips to Boulder Dam and Zion-Bryce-Grand Canyon National Parks. Or return via the Northwest, visiting famous Sun Valley, Idaho, or Yellowstone-Grand Teton National Parks. Salt Lake City and Denver can be included in your trip at no additional fare.

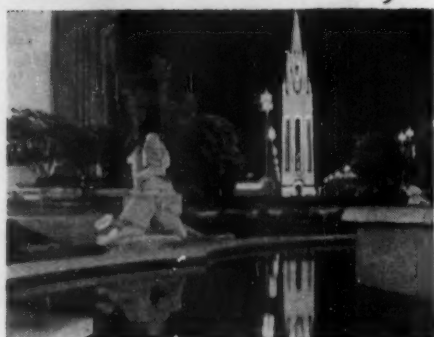
For information, write
W. S. BASINGER, Passenger Traffic Manager
Room 725, Union Pacific Railroad
Omaha, Nebraska

THE PROGRESSIVE

UNION PACIFIC

Road of the *Streamliners* and the *Challengers*

...FOR SPEED—*The Streamliners*
FOR ECONOMY—*The Challengers*



SAN FRANCISCO WORLD'S FAIR

The vacation you've dreamed about . . . a ride on one of the North Western's famous trains and a visit to the Fair with glorious side trips to the West's wonderlands. Many routes from Chicago including the direct Overland Route (C. & N.W.-U. P.-S. P.) and low round trip fares from Chicago.

SAN FRANCISCO and NEW YORK

World's Fairs on one glorious circle trip, from any point in the United States, by any route you choose—round trip rail fare in coaches, only . . . **\$90.00**
In Pullmans (berth extra) . . . **\$135.00**

PACIFIC COAST—San Francisco, Los Angeles, Pacific Northwest. All the high spots of the West Coast on one grand circle tour. Round trip in coaches . . . **\$65.00**

BOULDER DAM—Lake Mead. En route to or from California. Tours from Las Vegas, Nevada, as low as . . . **\$3.45**

COLORADO—Sublime mountain vacation—land overnight from Chicago. As low as . . . **\$31.10**

YELLOWSTONE—Magic land of geysers, waterfalls, canyons. Round trip in Pullmans (berth extra) . . . **\$49.30**

ZION, BRYCE, GRAND CANYON NAT'L PARKS—See all three awe-inspiring wonderlands on one tour. Round trip to Cedar City in Pullmans (berth extra) . . . **\$50.60**

BLACK HILLS, SO. DAK.—Highest mountains east of the Rockies. Picturesque. Romantic. Site of Mt. Rushmore Memorial. As low as . . . **\$26.45**

SUN VALLEY, IDAHO Famous mountain resort on the edge of America's "Last Wilderness." Round trip in coaches **\$54.90**

CANADIAN ROCKIES—Banff, Lake Louise, Vancouver. En route to or from the Pacific Coast. Round trip in Coaches . **\$65.00**

ALASKA—Midnight Sun Land. Round trip from Seattle **\$95.00**

NORTH WOODS of Wisconsin, Upper Michigan, Minnesota —Forest playground of the Middle West. As low as . . . **\$9.35**

—MAIL THIS COUPON—

R. THOMSON, Passenger Traffic Manager
Chicago & North Western Ry.
Dept. 45—400 W. Madison St., Chicago, Ill.
Please send information about a trip to

Name . . .

Address . . .

☐ Also all-expense tours

If student, please state grade . . .

CHICAGO & NORTH WESTERN RY.

[Cont. from page A-114] ruary meeting are discussed technical aspects of administering state and local teacher retirement plans. During the NEA summer convention the Council sponsors exhibits and meetings designed for classroom teachers. In cooperation with the NEA Research Division the committee issued in January 1939 a 32-page bulletin entitled *Analysis of the Statutory Provisions for State Teachers Retirement Systems*.

Tenure Committee—See pages 131-32.

Equal Opportunity—The general purpose of this committee is to study discriminatory practices within the teaching profession. Reports now being prepared deal with salary schedule discriminations affecting men and women and methods used by local organizations to prevent unfair discriminations in the employment of women.

Salaries—A report of this committee covering the principles of salary scheduling is being prepared for presentation at the San Francisco convention.

Academic Freedom—This committee, in cooperation with the Research Division, is making a study of opinion with regard to the amount of freedom desirable for teachers. Opinionnaires were sent to school-board members, lawyers, physicians, housewives, realtors, and teachers. A report is expected by the San Francisco meeting.

Credit Unions—A report on the status of the movement is now being made for the committee by the Research Division with the help of the Farm Credit Administration. Data will be presented on the financial status of both federal and state chartered groups. At San Francisco one discussion group will be devoted to the problems and possibilities of credit unions and cooperatives.

International Relations—This committee, with the cooperation of the NEA Research Division and the U. S. Office of Education, is preparing a pictorial booklet on schools of the United States for South American teachers, especially for use in connection with the forthcoming biennial conference in August of the World Federation of Education Associations at Rio de Janeiro. Copies of the booklet in English, Spanish, and Portuguese will be available from the Government Printing Office about July 1, 1939. In addition, the committee is sponsoring a handbook of organizations distributing materials dealing with peace, international goodwill, and similar subjects. This guide should be of interest to teachers who are seeking free and inexpensive instructional aids.

CARIBBEAN Magic

Sheer sorcery . . . the way a Guest Cruise whisks you from the classroom into the exciting Caribbean! Fortressed Spanish ports, historic seas and intriguing bazaars are your textbooks . . . gay companions your colleagues . . . and a snowy liner your cool inviting home in this storied,



different world. Outside staterooms, outdoor pools, orchestras, movies, unexcelled cuisine and the hospitable entertainment of the Great White Fleet fill days and nights with more abundant pleasure. . . . Every Saturday there's a cruise from New York to Costa Rica with 2 calls at Havana,



and a visit to the Panama Canal Zone (15 days, \$175 up) . . . Every Wednesday a cruise to Barranquilla and Cartagena, Colombia, S. A., with 2 calls at Kingston, Jamaica, B. W. I. and a visit to the Panama Canal Zone (15 Days—\$175 up) . . . Alternate Saturdays Guatemala Tour in-



cluding calls at Santiago, Cuba and Puerto Cortes, Honduras with one week exploring in Highlands of Guatemala and one week on-your-own. 26 Days, all expenses, \$263 up. Ask about other services from New York, Philadelphia and New Orleans.

GREAT WHITE FLEET

Apply any Authorized Travel Agent or United Fruit Co.
Pier 3 N. R. or 632 Fifth Avenue, New York
Also Chicago, New Orleans, Philadelphia, Boston.

EUROPE • MEXICO • SOVIET UNION.

You see how life is really lived—you meet the people—you travel with companions of your own mental age in a small informal group—those things best done together are done cooperatively; otherwise you pursue your own interests—services are generously inclusive.

EGYPT AND GREECE under leadership of Dr. Victor Robinson, author of "Story of Medicine," etc. The antiquities of the Mediterranean with particular reference to the origins of medicine. Travel arrangements First Class. **\$975**
Sailing June 17. Back Aug. 15.

SCANDINAVIA, SOVIET UNION, TURKEY, BALKANS, GREECE under leadership of Prof. Colston E. Warne. 14,000 miles: London, Copenhagen, Stockholm, Helsingfors, Leningrad, Moscow, Kharkov, Kiev, Odessa, Bucharest, Istanbul, Athens, Salonika, Belgrade, Budapest, Paris. **\$698**
Sailing July 6. Back Sept. 5.

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

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

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

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

Steamship Passage Third Class except for "Egypt and Greece" and "Mexico in Progress." For information regarding itineraries, social and cultural programs, etc., on these and other trips, write for descriptive catalogue, "The Open Road in Europe, Mexico and the Soviet Union."

THE OPEN ROAD
Dep't 4
8 West 40th Street New York
Cooperating in the Soviet Union with Intourist

Cooperatives—The preparation of an extensive report on the subject of cooperatives and consumer education is well underway by this committee. The 1938 report attracted much attention from teachers at the New York convention.

Tax Education—This committee held its first meeting at the Cleveland convention. Among the activities under consideration are: [1] Preparation of articles on the subject for professional journals, [2] preparation of material emphasizing the interdependence of schools and business (possibly a revision of the NEA's earlier bulletin, *The School and Business*, published in 1930 and out of print), [3] preparation of study guide materials for highschool classes studying the purposes, principles, and technics of taxation.

Supply, Preparation, and Certification of Teachers—One of the promising problems now before this committee is the preparation of a handbook of technics for making supply and demand studies. It is hoped that this handbook can be issued late in 1939 and that it will encourage most of the states to carry out studies of supply and demand during the next five-year period. The committee is preparing a platform or series of principles to be presented to the San Francisco convention.

Economic Status of the Rural Teacher—This committee has been at work for two years. A partial report of the committee's findings was published as the January *Research Bulletin* of the National Education Association. The complete report of the committee's study was published in April 1939 in a 128-page document which will be officially presented at the San Francisco convention. The report is now available from the National Education Association for 50¢. Plans are being developed for the publication of brief popular reports based on the committee's findings.

Joint Committee of the National Education Association and the American Library Association—Three leaflets have been prepared by the committee: "Mr. Superintendent," "The School Library Is . . ." and "Elementary School Libraries." The latter leaflet thru pictures and text interprets the library as an active force in the educative process. Teachers and parents who read this leaflet will understand better the library's value to children. Distributed by the American Library Association, 520 North Michigan Ave., Chicago; 100 copies, \$2; 500, \$7.50; 1000, \$13.

Individual Guidance—This committee, thru the chairman, has provided a popular series of articles on guidance for *THE JOURNAL* of the [Cont. on page A-118]



*Double your
pleasure...*

go on the Olympian
via the
PACIFIC NORTHWEST
to San Francisco



SEE TWICE as much on your western vacation. Ride the famous OLYMPIAN to the Pacific Northwest—then on to the San Francisco World's Fair and the N. E. A. Convention, returning via another route. Rail fare is the same as direct to San Francisco from most of the United States and Eastern Canada.

En route visit the geysers of Yellowstone . . . Spokane's peaceful lakelands . . . mighty Grand Coulee Dam. Explore the romantic waterfront of Seattle; see the glaciers of Mt. Rainier; cruise picturesque Puget Sound. And then, the myriad wonders of the World's Fair.

Comfort at Low Cost

The OLYMPIAN is air-conditioned. It carries, during the summer, open observation cars affording close-ups of the spectacular scenery and the chance to breathe deep of healthful mountain air. There's no soot or cinders, thanks to 656 miles of electrification through the mountains. You'll enjoy this exclusive feature.

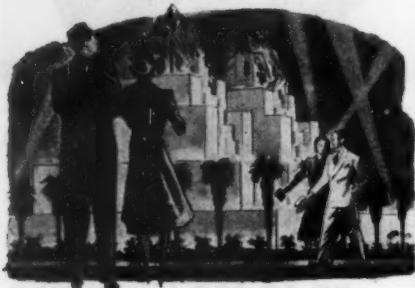
Get illustrated booklet, "Vacation Suggestions—Pacific Northwest and the San Francisco Fair." It's free. Write for it today.

F. N. Hicks, Passenger Traffic Manager
Room 239, Union Station, Chicago, Ill.

The MILWAUKEE ROAD The OLYMPIAN
The HIAWATHA



How to SAVE MONEY on your trip to the SAN FRANCISCO WORLD'S FAIR and see twice as much!



You may think a train trip to the San Francisco World's Fair costs a lot of money, but it doesn't on Southern Pacific.

We have two economy trains to California that are very easy on the budget—the *Californian* and the *San Francisco Challenger*. You'll be amazed at their modern chair cars and tourist sleeping cars, their comfortable lounge cars for tourist passengers, their private chair cars for women and children, their friendly diners, serving breakfast for 25¢, lunch for 30¢, dinner for 35¢.



Best of all, these trains speed to California over two entirely different scenic routes. You can go on one, return on the other and see twice as much of the West for not 1¢ extra rail fare (from most eastern and mid-western places).

Here's all it costs from Chicago to California

Round trip in chair cars . . .	\$65.00
14 meals	4.10
Total	\$69.10

Also low fares in tourist and standard Pullmans.

**N. E. A. CONVENTION
SAN FRANCISCO • JULY 2 to 6**

MAIL THIS COUPON today for booklets describing Southern Pacific's economy trains and the San Francisco World's Fair. Address O. P. Bartlett, Dept. JO-5, 310 So. Michigan Avenue, Chicago.

Name _____
Address _____
City _____ State _____

Southern Pacific

[Cont. from page A-117] National Education Association during 1938-39. Plans are being made for collection and dissemination of descriptive statements of guidance practices.

Ethics—The NEA Committee on Ethics is now at work preparing a uniform code of ethics which it is hoped will be adopted by the National Education Association and the state education associations. The following Core Committee on Ethics has just been appointed.

W. P. King, executive secretary, Kentucky Education Association, Louisville, Ky., chairman; H. Claude Hardy, superintendent of schools, White Plains, N. Y.; Ward G. Reeder, Ohio State University, Columbus, Ohio; Kathora Remy, 216 Primera Drive, San Antonio, Tex.; Mrs. Autie C. Sanford, superintendent, Rusk County Schools, Ladysmith, Wis.

Cooperation with the American Teachers Association—This committee of the NEA to cooperate with the national organization of Negro teachers was organized in 1926. Its purpose is to facilitate cooperation between the NEA and the American Teachers Association.

Personal Growth Leaflets

☆ THE LIST of Personal Growth Leaflets (see page 141) has been expanded to include 25 titles. The leaflets sell for 1¢ each; no orders for less than 25 copies. Cash to accompany orders for \$1 or less. The complete list includes:

Your Life in the Making
Your Mind in the Making
Your Health in the Making
Your Home in the Making
The Planning of Your Life
Future Teachers of America
Shall I Become a Teacher?
Community Forces and the School
The Challenge of a United Profession
The American Plan of Education
Education for Democracy
Education in a Living Universe
John Dewey's Pedagogic Creed
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
A Parliamentary Primer
Horace Mann's Letter to Young Americans
The Code of the Good American
Seven Adventures in Pioneering

New NEA Publications

Twenty-three states now have some form of legislation to set minimum salaries for teachers. A recent memorandum on *Minimum-Salary Legislation for Teachers, 1937 and 1938*, compiled by the Research Division of the National Education Association



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

National College of Education
EDNA DEAN BAKER, PRES. BOX 916-E EVANSTON, ILL.

REST AND PLAY

... at ...
MOUNT ELBERT LODGE
Twin Lakes, Colorado
Most beautiful spot in Rockies
American—\$3.00 per day
Write for Information

Exchange your home with some other teacher during the summer. You may spend your vacation in New York, Washington, D. C., or anywhere you choose without paying additional rent. For complete details, write to **National Teachers Home Exchange Bureau, Box 4216, Bellevue Branch, Pittsburgh, Pa.**

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.**

How to go...

Save time when making your plans for attendance at the National Education Association Convention in San Francisco, July 2-6, 1939, by consulting the advertisements in the JOURNAL. Many suggestions are offered on the routes to be used in going to and coming from the convention. Go one way and return another at no extra cost.

What to see...

Do not overlook the opportunity of making stopovers on your trip to and from the coast, and visit some of the interesting places throughout the country, which you have so often planned to see.

★ ★ ★ ★

All of this can be arranged for you or suggestions submitted, without obligation, by writing to any of the advertisers represented.

● EUROPE JUNE 13 ●

Very attr. trip, 4 weeks, 8 cities, low rate. Similar sailings June 30, July 1, 13, 25. Exe. low rates Sept. 5, 16, all expense.

Send for Itinerary booklet G-3.

METROPOLITAN TRAVEL SERVICE, Inc.

Specialists in European Travel
260 Tremont St., Boston, Mass.



VACATION'S HAPPIEST LANDING

Let this "happiest landing" be yours when school closes. Draw the curtain on class-room routine, and get away to new, refreshing scenes.

AMERICAN REPUBLICS

LINE to South America
RIO • SANTOS
MONTEVIDEO
BUENOS AIRES
TRINIDAD • BARBADOS
38 DAY CRUISE from \$480.
A sailing every other Friday,
midnight from New York.

AMERICAN SCANTIC

LINE to Northern Europe
DENMARK • SWEDEN
POLAND • FINLAND
RUSSIA
42 DAY CRUISES. Regular
sailings from New York.

Consult your Travel Agent, or
**MOORE-McCORMACK
LINES, Inc.**
5 Broadway New York, N. Y.

ciation, reports that California, Georgia, and Washington were added to the list during the 1937-1938 biennium. Bills were introduced in several states at the beginning of the 1939 legislative session; the Research Division is asking for information on the progress of this legislation.

Circular Number 3, March 1939, of the Educational Research Service, *Salary Schedule Provisions for Classroom Teachers in 84 School Systems in Cities over 100,000 in Population, 1938-39*, is sent to members of the Educational Research Service; others may obtain copies at 50¢ each.

Teachers in Rural Communities, published in April 1938, is the complete report of the Committee on Economic Status of the Rural Teacher. It presents the results of a national survey of the professional, social, cultural, and economic status of teachers employed in the open country and in towns under 2500 in population. Information is given for both white and Negro teachers. 128p. 50¢.

The March issue of *Educational Method* is a special number on "Teacher and Community," which teachers, parents, and even students will enjoy. "We Gave Them Experience," "Youth Visits Industrial Detroit," "Students Make a Recreational Survey in Denver," "A Community Experiment in Art Education" are some of the interesting articles in this number. The entire series has been reprinted in a small pamphlet at 25¢ a copy. A companion pamphlet, "Radio in Education," is also available at 25¢. These publications are prepared by the NEA Department of Supervisors and Directors of Instruction.

Color posters, size 9" x 12", summarizing in quotable form the recommendations of the Educational Policies Commission, have been prepared for display at conferences or on school bulletin boards and for reproduction in magazines and bulletins. The set is comprised of twelve posters, four being based on *The Structure and Administration of Education in American Democracy*, four on *The Purposes of Education in American Democracy*, and one each on *The Unique Function of Education in American Democracy*, *A National Organization for Education*, *The Effect of Population Changes on Education*, and *Social Services and the Schools*. Sets are available at 25¢; copies of any single poster are 3¢.

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

Colorado Rockies AND THE Feather River Canyon BY DAYLIGHT



EXPOSITION FLYER

*New Through Service... Only
Two Nights en route Chicago to
San Francisco Beginning June 10*

The Scenic Way Across America—direct to California—on a schedule which gives you a panorama of Western scenery by daylight.

Mile-high Denver; snow-capped Rockies; colorful canyons of the Colorado River; fascinating Salt Lake City; the rugged Sierras; spectacular Feather River Canyon; gold country of the forty-niners; orange and olive groves of the Sacramento Valley. Then a glorious climax... San Francisco Bay... Treasure Island, a fairyland suspended between sky and water.

A Complete Through Train Chicago—San Francisco

Standard and tourist Pullmans lounge car for all sleeping car passengers, luxurious reclining chair cars; all cars air-conditioned. No change of cars en route. Delicious meals (as low as 90¢ a day for coach and tourist car passengers)... hostess-nurse service... free pillows.

TWO NIGHTS EN ROUTE

Le. Chicago... 12:35 pm 1st day
Ar. Denver... 7:55 am 2nd day
(Colorado Rockies)
Ar. Salt Lake City... 11:55 pm 2nd day
(Feather River Canyon)
Ar. San Francisco... 10:30 pm 3rd day

Through standard sleeper and coach leave St. Louis on the General Pershing Zephyr at 2:00 pm to Lincoln, Nebraska; thence, on the Exposition Flyer. Also through standard and tourist sleeping car service from Chicago via the Royal Gorge.



MAIL COUPON TO

A. COTSWORTH, Jr., Burlington Route,
Burlington Building, Chicago, Ill., or
H. I. SCOFIELD, D.&R.G.W.R.R.,
Equitable Bldg., Denver, Colo., or
J. G. WHEELER, Western Pacific R.R.,
Mills Bldg., San Francisco, Calif.

Please send me illustrated booklet and complete information about the "Exposition Flyer" way to the Coast.

Name.....
Address.....
City..... State..... N-1

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

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.

Hotel arrangements should be made promptly and it will be to advantage to use the reservation form printed below.

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.

Hotel	Rate per day for room with bath accommodating ONE person	Rate per day for room with bath accommodating TWO persons		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
Alexander Hamilton (50)	\$3.00 to \$3.50		\$5.50 to \$7.00	Lankershim (350)		\$3.00 to \$3.50	\$4.00 to \$5.00
Ambassador (250)		\$3.00		La Salle (150)	\$3.00	\$3.50	\$4.00
Angelus		3.50	\$4.00	Lombard (125)	4.00	5.00	6.00
Baldwin		3.00		Manx (350)	\$2.50 to \$3.00	4.00 to 4.50	5.00
Bellevue (300)	2.00 to 3.50	\$4.00 to \$5.00	6.00	Mark Hopkins (500)	6.00 to 8.00		9.00 to 12.00
Biltmore (75)	\$2.50	3.00 to 3.50	4.00 to 4.50	Mark Twain (150)	3.50	4.50	
Broadmoor (200)	3.50	4.50		Maryland (100)		4.50	
Californian (300)	3.50	5.00	6.00	Maurice (200)	3.50	5.00	
Canterbury (250)	3.50	5.00	6.50	Mayflower (108)	2.50	3.50	6.50
Carlton (170)	2.50	4.00 to 5.00	6.00 to 7.00	New Olympic (250)	2.50	3.50 to 5.00	6.00
Cartwright (150)	2.50 to 3.00	4.00 to 5.00	6.00	Ormond (100)	1.50 to 2.00	2.00 to 2.50	
Cecil (150)	3.00	4.00	4.50 to 5.00	Oxford (150)	3.00 to 3.50	4.00	5.00
Clark (140)	3.00	4.00 to 4.50	4.00 to 5.00	Padre (90)	2.00	2.50	
Clift (500)	4.00 to 5.00	6.00	7.00 to 8.00	Paisley (72)	2.50	3.50	
Colonial (120)	2.50 to 3.50	3.00 to 5.00	4.00 to 6.00	Palace (550)	4.00 to 6.00	6.00 to 8.00	7.00 to 10.00
Commodore (120)	4.00	5.00	6.00	Pickwick (200)	3.00 to 3.50	4.00 to 4.50	5.00 to 5.50
Court (132)		4.50	6.00	Plaza (300)	3.00 to 3.50	4.50 to 5.00	5.00 to 6.00
Crane (114)		2.50 to 3.00		Powell (205)	2.50 to 3.00	3.00 to 3.50	4.00 to 5.00
Davenport	2.00 to 2.50	2.50 to 3.50	3.00 to 4.00	President (150)	3.00	4.00	
Drake-Wiltshire (340)	3.50	5.00	6.50	Ritz (102)	2.50	3.00 to 3.50	
Edison (117)	2.50	2.50 to 3.50	4.00 to 5.00	Roosevelt (165)	2.00 to 2.50	3.50 to 4.00	
El Cortez (325)	3.50 to 4.00	4.00 to 5.00	5.00 to 7.00	St. Francis (1000)	4.00 to 8.00	6.00 to 10.00	7.00 to 12.00
Embassy (100)	2.50 to 3.00	3.50 to 4.00		San Carlos	2.50	3.00 to 4.50	
Empire (500)	3.00 to 4.00	4.00 to 5.00	4.50 to 7.00	Senate (96)		4.00	
Fairmont (500)	4.00 to 6.00		7.00 to 8.00	Senator (120)	2.50	4.00	4.50
Federal		3.50		Shaw (150)		3.50 to 4.00	4.50
Fielding (175)	3.00	4.00 to 5.00	6.00	Sir Francis Drake (600)	3.50 to 5.00	5.00 to 8.00	6.00 to 9.00
Franciscan Hotel (175)	2.50 to 3.50	4.00 to 5.00	6.00	Somerton (200)		3.00 to 4.00	4.00 to 5.00
Gaylord (200)	3.00 to 3.50	4.50	5.00	Stewart	3.00 to 3.50	4.00 to 5.00	4.50 to 5.00
Geary (120)		3.00		Sutter (250)	2.00 to 3.00	3.00 to 4.00	3.50 to 4.50
Glen Royal (100)	2.50	4.00	5.00	Terminal		3.00	
Golden State (200)	2.50 to 3.00	3.00 to 4.50	5.00	Victoria (150)	2.00 to 3.50	3.00 to 5.00	4.00 to 6.00
Gotham (115)	2.50 to 3.00	3.50 to 4.00	4.50 to 5.00	Virginia (150)	2.50	4.00	4.50
Granada (250)	2.50 to 3.50	3.00 to 5.00	4.00 to 6.00	Washington (200)	3.00	5.00	6.00
Harvard (80)	1.50 to 3.00	4.00		Western Women's Club	3.50		5.00
Herald (150)	2.00 to 2.50	2.50 to 3.00	3.00 to 3.50	Whitcomb (500)	2.50 to 4.00	4.50 to 6.00	5.00 to 7.00
Herbert's (107)		3.50		Worth	3.00 to 4.00	4.00 to 5.00	5.00 to 6.00
Keystone (168)		3.50		Yuba	1.50	2.50	
Lafayette (100)	2.00 to 2.50	2.50 to 3.50	4.00 to 5.00				

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

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

Please reserve following accommodations during the period of my attendance at the convention of the National Education Association:

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.....