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The

JOURNAL

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NATIONAL EDUCATION ASSOCIATION
UNITED STATES



SEPTEMBER
1939

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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 28, NUMBER 6

H. A. ALLAN, Business Manager

Between Editor and Reader

AMY H. HINRICHs, president of the National Education Association for 1939-40, is principal of the Audubon School in New Orleans and a charming lady of the Old South. She is a graduate of Tulane University, B. A., and Boston University, M.A., and has also done graduate work at Harvard, Columbia, and the University of Virginia. She has long had a prominent part in professional and civic affairs and has held many offices, including the presidency of the Louisiana Teachers Association. She is especially interested in the further growth of the NEA; development of Future Teachers of America; and the movement to work out a nationwide Citizenship Recognition Day for young people who have reached the age of twenty-one during the year. Elected without opposition at San Francisco, Miss Hinrichs comes to her office under most favorable circumstances. She has the good wishes and we believe will have the active support of the entire body of NEA members. The first woman president of the National Education Association—the brilliant and beloved city superintendent, Ella Flagg Young of Chicago—was elected in Boston in 1910 in a contest that some of the “old guard” considered a young revolution. The next woman president of the NEA was Mrs. Mary C. C. Bradford, who served during the critical war year 1917-18. Since then women and men have served alternate years in the NEA presidency, in a fine spirit of mutual helpfulness and cooperation.

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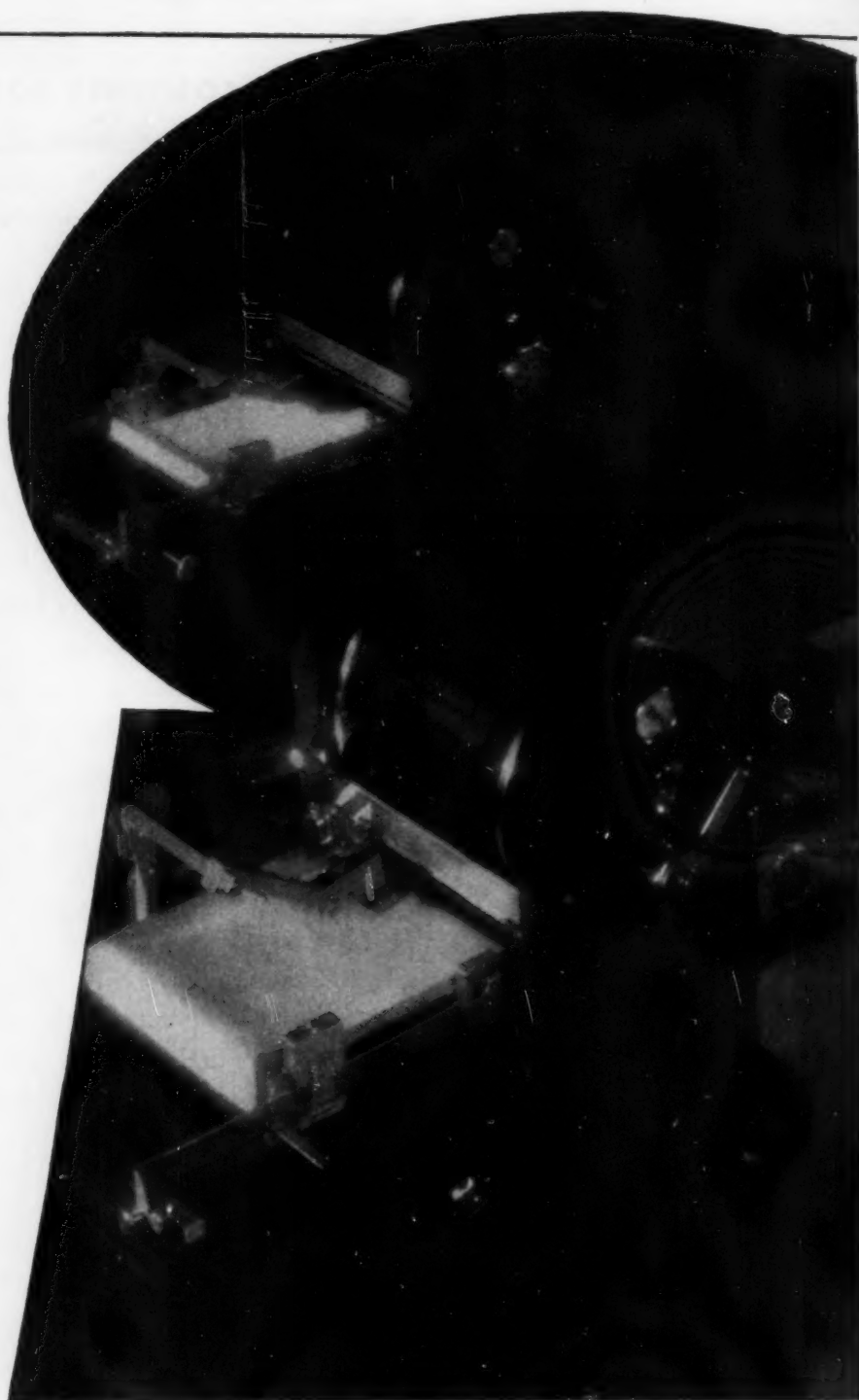
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THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION



The San Francisco Convention

THE CENTENNIAL of Public Teacher Education gave to the San Francisco convention a special significance and interest. During the century that has passed since the first state normal school in America opened its doors at Lexington, Massachusetts, on July 3, 1839, our schools have made amazing progress. In keeping with the spirit of the Centennial, President Reuben T. Shaw chose as the general theme of the convention, "Responsibilities of our Profession." From the opening Vesper Service on July 2, featuring an address by Brother Leo of St. Mary's College, to the closing day, Friday, July 7, which was NEA Day at the Golden Gate International Exposition, interest was well sustained.

The Exposition proved an added attraction, and encouraged many delegates to come by auto with their families. The Exposition is especially notable for the beauty of its setting, its landscaping, and its lighting. Built in the heart of San Francisco Bay, with the great Oakland-San Francisco Bridge on one side and the majestic Golden Gate Bridge on the other, Treasure Island after the close of the Fair will become an airport.

Comparing favorably with other years, there were 1489 delegates to the Representative Assembly, which under Dr. Shaw's able and impartial presiding, performed its work with dignity, dispatch, and goodwill. The NEA Bylaws were amended, giving two members on the Board of Directors to states having twenty thousand or more NEA members. New York and Pennsylvania have already qualified under this provision and have two directors for next year. California and Ohio are within close reach of the goal.

Secretary Willard E. Givens reported a paid membership in the Association of 201,682 as compared with 195,605 a year ago, and 160,883 in 1935.

An informal poll of the states in the lobbies at San Francisco indicates that the new school year will be hard going for education from a financial point of view. Meanwhile the economic security, the health, and character of great numbers of our people are being sapped by vast expenditures for liquor, gambling, tobacco, and night life—all matters to which schools may well give sustained attention this year.

The Life Membership Dinner, the reception to President and Mrs. Shaw, the Classroom Teachers dinner, and NEA Day at the Fair were leading social occasions of the convention.

The Span of Gold Pageant presented by the schools of San Francisco was a brilliant and popular spectacle. Other general evening sessions featured Congressman Noah Mason of Illinois and Senator Elbert D. Thomas of Utah in a discussion of our heritage of freedom and civil liberties; "Estimates of Lincoln" by Willard S. Campbell and "Education for Democracy" by Edwin G. Conklin; and Will Hays on "The Motion Picture in Education."

The meetings of 21 NEA departments reflected the growing strength of this phase of the Association's work. Three new departments were created by vote of the Representative Assembly: School Garden Association of America, National Association of Journalism Directors, and National Association of Teachers of Speech. The third annual post-convention Conference on Elementary Education, sponsored by the Department of Elementary School Principals at the University of California, July 8-21, attracted an attendance of 378.

The increasing part which radio broadcasts and motion pictures play in mass education was reflected in several programs and features.

Convention exhibits were attractive and well attended.

San Francisco school people and citizens in their planning, management, music, and hospitality, maintained the high standards for which California is famous.

A full report of the convention, including addresses, committee reports, and minutes of the Assembly, may be had early in October in the 1000-page *Proceedings*, which goes to Life Members and \$5 members and is available to others at \$3 per copy. A list of the new officers, the Resolutions, and material from leading addresses and committee reports appears elsewhere in this JOURNAL.

—Joy Elmer Morgan

RESPONSIBILITIES of our PROFESSION

A PROFESSION is distinguished from other occupations by the following generally accepted criteria:

- [1] The "call," the strong desire to give one's life to a particular field of endeavor.
- [2] Requirement of broad general training.
- [3] Requirement of training in specialized fields of knowledge.
- [4] Exalting service above gain.
- [5] Requirement of continuous study and growth.
- [6] Stimulation of growth of pride in the service rendered.
- [7] Development of a wellknit professional organization.

Other professions have moved forward in their standing among the other occupations by raising the requirements for admission and by developing codes of ethics within the profession. The teaching profession should work in a similar direction.

The call—While our profession has advanced greatly in the last twenty-five years in practically all the above directions, we still have hundreds and thousands who use the teaching position as a stepping-stone or stop-gap in an attempt to get into more gainful occupations. This occurs because of our standards of admission, even tho standards for certain fields in the teaching profession are high enough to require evidence of a real desire to enter the profession and also a broad general background.

General training—Some states and cities require broad general training equal in all respects to that required for entrance into other professions. But our small school systems and our rural schools in many states permit teaching by those who have had less than a high-school education.

Training in specialized fields of knowledge—Some of our states, and in a large measure our cities, require for entrance into the teaching profession certain advanced training in specialized subjects and skills and methods that compares favorably with that required in other professions. Our smaller systems are not held to such standards.

Service above gain—It has been an outstanding characteristic of the teaching profession to make service rendered

Reuben T. Shaw

PRESIDENT, NATIONAL EDUCATION
ASSOCIATION, 1938-39

much more important than the gain received for that service. That attitude is so common that the public generally has come to expect teachers to be satisfied with a small amount of gain and a none too large amount of appreciation.

Continuous growth and study—Here again the teaching profession measures well with other professions. Many state laws require periodic attendance at college or university as a prerequisite to advancement on the salary scale.

Pride in service—Many teachers are proud of their calling. Many, however, especially those who have come into the profession primarily on a stepping-stone basis and who have continued without seeing the next place to step, have developed a dissatisfaction with their profession.

A wellknit professional organization—Organizations within the teaching profession have evolved as the demand from time to time arose. They have been built around some limited interest such as science or English teaching or within geographical boundaries. Only in recent years has it become apparent to any considerable proportion of the teachers how important it is to link together the activities of all educational associations, especially those organized on a geographic basis. There is much to be done in the way of perfecting our professional organizations so that local, state, and national associations may more fully cooperate with each other.

We have reason to be proud of the progress that has been made toward the professionalization of teaching. We have much to do. The teaching profession has a unique function in the American democracy in its program to build future voting citizens.

Promoting education in the United States—Teaching is probably the most important profession in the United States inasmuch as democracy can function only thru an educated and enlightened citizenry. Our teachers have taught

subjectmatter more or less effectively. Relatively few, however, have measured up to the desired possibilities in this field or in all those other phases of school life which contribute to an educated and enlightened citizenry. Few teachers recognize that one of their responsibilities is that of becoming thoroly acquainted with many fields of endeavor within the profession. Classroom teachers know little about the problems that must be faced by administrators. Principals gradually slip into the position of handling their own particular job so as to please the superintendent and avoid friction with the teachers, without knowing about the teacher's job or the superintendent's relationship to the school system and the public. The superintendent is often so busy with the problems of meeting his board and his public that he gets farther and farther away from the problems of teacher and principal. We need to take definite steps to remedy these conditions.

Teachers must find ways and means of presenting to the public not only the needs of their own school but also the needs of the whole school system in the city, county, state, or nation.

Responsibilities of the classroom teacher classify themselves as those concerning the particular subject or grade in the classroom; the support given by the public in that particular community to that school or school system; the general program of education within that state; extent to which the aims and purposes of education in democracy are being carried out thruout the nation.

The responsibilities of the administrator differ only slightly from those of the classroom teacher, the differences being largely those of the grouping of activities.

In my judgment, the teacher who is professional will be happy to share in the responsibility of presenting to the public the splendid accomplishments of the profession and its needs in the way of financial and spiritual support, to the end that the aims and purposes of the schools in America may be more fully carried out.—From an address before the San Francisco convention, NEA, July 3, 1939.

PROGRESS *thru* TEACHER EDUCATION

Caroline S. Woodruff

PRINCIPAL, STATE NORMAL SCHOOL,
CASTLETON, VERMONT

THIS YEAR, 1939, all over this land the anniversary of a great moment is being observed—a moment that from Lexington, Massachusetts, 100 years ago was destined to be recognized all over the world. Those early patriots who in 1775 on Lexington Common “fired the shot heard round the world” little realized that Lexington Common would be the scene 64 years later of, shall I say, a far greater event.

It was a great moment when on Wednesday, July 3, 1839, three young women, Misses Damon, Smith, and Hawkins, came into the reception room of an old building that had been leased for three years as the home of the first state normal school in America. They had come to be examined and enrolled as the first student body of a state normal school in America. Teacher-training institutions from coast to coast are celebrating that moment.

Briefly let me trace the growth and development of the normal school idea. There was the period of the Renaissance and the resultant spiritual and intellectual awakening. Then came, with the invention of the printing press, the beginning of the Reformation when a new spirit emerged. Priestly orders in the sixteenth century organized schools which served as models for teacher-training schools in both Europe and America. The work of these leaders was felt directly in the United States, and was followed by the mission schools established by the Franciscan and other friars among the Indians. These padres, in their cultural and religious teaching, trained their brighter students as teachers. These were the beginnings of formal teacher training in this country.

In this last century the name of Pestalozzi stands out in clear light. It was he who first proclaimed that there is something more to the preparation required of a teacher than mere knowledge of the subjects he teaches, that there is a technic of diffusing that knowledge. Stimulated by the writings of Rousseau, Pestalozzi's energies and influence rapidly spread to Germany, taking a firm hold on Froebel and Herbart, his contemporaries in the

early nineteenth century. And it was in this period that seminaries for the training of elementary-school teachers were established in Prussia and other German states and a few years later that followers of Pestalozzi inaugurated similar training schools in England. The forebears of the normal schools in America may be traced directly to Switzerland, Germany, and England.

Except for the work of Pestalozzi, however, all this development in Europe was unknown to American educators until about 1820, for we should remember that all this was before the coming of the railroads, telegraph, telephone.

A Lancastrian model school established in New York City attracted much attention, particularly that of Governor DeWitt Clinton who urged that one such school be placed in each county, with the training of teachers as one of its functions. This plan never prevailed but academies all over the state soon made teacher-training classes required courses, and by 1834 such courses were organized into a concrete system.

William Russell, too, the first editor of the *American Journal of Education*, used every available opportunity to stress the importance of a seminary for teachers. The spirit seemed to be moving all thru New England, New York, and somewhat thruout the East.

And here let me pay special tribute to another pioneer in teacher training—Samuel R. Hall, an itinerant preacher—who in 1823, stimulated by the activities of his contemporaries, gave a tremendous push to the teaching course, by opening in his own house at Concord, Vermont, and at his own expense, the first teacher-training school in America. He introduced a new study called the “Art of Teaching,” basing it on his own experience as a teacher. To make clearer his idea he wrote out a series of *Lectures on Schoolkeeping*. In 1829 these were published, and formed the first book in English on the subject of teaching to be

published in this country. On the site of this school, a spot hallowed by its century and more of tradition, the legislature of that state, on its hundredth anniversary in 1923, erected a granite shaft bearing a bronze tablet with a tribute to Samuel Hall.

The eagerness with which Hall's textbook on teaching was received is shown by the fact that the educational leaders in New York State ordered at once ten thousand copies to be placed in the hands of every school district in the state, and the committee on education in Kentucky recommended that every teacher in that state be given a copy at public expense.

Another must be mentioned, too, one who did much to publicize the normal school movement in America, Charles Brooks, who in the summer of 1834 made an exhaustive study of the European systems of teacher training already in effect. On his return home, he called together all the inhabitants of Plymouth County, Massachusetts, to an open-air meeting where he might proclaim the plans he was promoting in America. The great audience which met with him on the appointed day was deeply moved and at the close of his appeal one Ichabod Morton promised to give \$1000 toward the establishment of the first teachers seminary.

Refusing any compensation whatever, Brooks spent the next two years lecturing on this important subject, riding over two thousand miles in his one-horse chaise and appearing before numerous state legislatures, as well as in the principal cities and towns. These efforts of Charles Brooks largely determined the form which normal schools took in this country.

The period from 1820 to 1825 has been called the gloomiest period from an educational standpoint in New England history, but was followed by one of spirited educational reform, productive of men and women with wide vision, who were sometimes called educational revivalists.

Among these was James G. Carter, of whom Henry Barnard said: “More than to any other one person, belongs the

credit of having first arrested the attention of the leading minds of Massachusetts to the necessity of the immediate improvement in the system of public schools and of having pointed out the most direct mode of procuring this improvement by providing for the training of competent teachers for these schools."

A firm foundation was being laid and the time seemed ripening for the establishment of the first state normal school. With men like Horace Mann and Cyrus Peirce to encourage its development, the cause was bound to succeed.

As in all new movements, the next step was raising funds to carry on the work. Joy reigned when Edmund Dwight, a wealthy Boston merchant, authorized Horace Mann to propose to the Massachusetts legislature that \$10,000 would be given toward the establishment of the project provided the legislature would give the same amount for the same cause. The bill was introduced, almost unanimously passed both houses, and was approved by the governor, Edward Everett, on April 19, 1838. And one year later on July 3, 1839—one hundred years ago this very day—the first state normal school in the United States opened its doors at Lexington, Massachusetts.

Rev. Cyrus Peirce, a Harvard graduate, who had done conspicuous educational work in Nantucket, was engaged as the first principal. It is written of him that during these years: "He not only did all the teaching but he was his own janitor. He allowed himself but four hours of sleep. When the weather was very cold he would go at eleven or twelve o'clock at night and fill up the furnace, and again at three or four in the morning, to insure that the room would be comfortable when school was opened. After he had attended to the fires at the later hour, he would sweep the snow from the steps when that was necessary, shovel paths around the house, bring water enough from a well nearby to last during the day, and then study till school time."

The normal-school movement spread like wildfire thru Massachusetts. In September of that year a second school was opened at Barre, and the following year a third opened at Bridgewater. And the cause was won.

Other states were quick to follow—New York in 1844 opened a normal school; Connecticut in 1850; Michigan



AMY H. HINRICHS

*Principal, Audubon School, New Orleans,
and newly elected President of the National
Education Association*



in 1853; Rhode Island in 1854; New Jersey in 1855; Illinois in 1857; Pennsylvania in 1859; Minnesota in 1860.

Step by step, year after year, teaching as a calling, as an art, and as a profession, has been advancing to higher levels.

A great step in its development as a profession came eighteen years after the Lexington beginning when in Philadelphia in 1857 a handful of teachers—forty-one men and two women from twelve of the thirty-one states then belonging to the Union, met at Philadelphia, to form the teachers of the nation into one great educational brotherhood. That was the birth of the National Education Association, now grown from a membership of forty-three to nearly a quarter of a million. And along with this tremendous growth of the national Association, the teacher-training program has advanced in character and in content.

Let us recount. One hundred years ago there was one state normal school in this country, a one-year course, one instructor, three pupils. Today there are 169 4-year degree-granting teachers colleges, 62 state normal schools of two and three-year curriculums, with more than 100,000 students enrolled.

And what of tomorrow? In preparation for this talk, a questionnaire was

sent to presidents of teachers colleges asking their opinions on the next steps in the field of teacher education. Of the thirty-nine replies came the following most significant ones:

[1] Re-examination and evaluation of the unique function of teacher training.

[2] Broader academic and cultural background.

[3] Broader acquaintance with vital fields of human thought affecting modern civilization.

[4] Strengthening the practice of democracy.

[5] Training teachers in the spiritual revival which America must face.

[6] Training in understanding and appreciation of other peoples and nations for peace and goodwill.

[7] Developing dynamic leadership.

[8] Providing for parent- and family-life education.

[9] Setting up a philosophy of education understandable to the profession and also to the lay public, attainable by all.

[10] Professionalization of teaching.

All around us we see awakened consciousness among educators everywhere—that in the expanding program of education itself, the responsibility is upon the teacher-training institutions.

I turn to the last Yearbook of the American Association of Teachers Colleges, and see under "Next Steps in Teacher Education," Dr. Kefauver's far-seeing needs in and challenges to teacher education; Dr. Bigelow's review of the report of the American Council on Education on major issues in teacher education today; Dr. Hubbard's survey on professional and public relationship courses offered in Teachers Colleges with its implications; and Dr. Engleman's "what next" in preparation of teachers for community relationships.

I see the work being done in the South and West and now spreading all over the country thru the institutes of professional relations. I see an increase in interest and voluntary membership in the great national Association. And I quote in closing Dr. Zook's significant words: "We ourselves have had too mean or too lowly a conception of the teacher's function. We have made it a craft and have trained people to practice it. We must lift it to the status of a profession and educate people to follow it."—From an address before the Eleventh Life Membership Dinner, NEA, San Francisco, California.

Education for DEMOCRACY

FOR MORE THAN fifty-five years I have been a teacher, beginning in a one-room "district school" where I taught everything from the alphabet to algebra and was also janitor, as well as judge, jury, and executioner, and for nearly fifty years I have been a professor of biology in colleges and universities. This experience has influenced my views of human nature and its development, of the influences of heredity, environment, and education on the development of the bodies, minds, and morals of young persons, and it has also caused me to re-examine the aims and methods of education and of democracy.

All development, whether of animals or of men, consists in progress from a relatively simple to a more complex condition by means of increasing differentiation. Every higher animal or plant has come from an egg cell which contains none of the organs of the adult, but which gives rise to these parts by the process of progressive differentiation.

Development occurs only in response to stimuli. Extrinsic stimuli are found in food substances, proper temperature, moisture, in the surrounding environment; intrinsic stimuli are found in the constitutional or inherited needs and satisfactions of the organism.

But development depends also upon the appropriate response of the organism, and this is limited by its heredity. No combination of stimuli can cause a hen's egg to develop into a duck and no amount of educational stimuli can convert a born fool into a wise man. The possible control of development is limited largely to the environmental stimuli since there is no way of changing bad heredity into good. Education is an internal transformation and not an external accumulation of information or experience. Only as these environmental conditions cause internal responses and transformations are they truly educative.

Among germinal elements of the mind are *differential sensitivity*, capacity of responding differently to different

EDWIN G. CONKLIN

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NEW JERSEY



stimuli; *organic memory*, retention of the effects of previous stimuli; *tropisms* and *reflexes*, inherited methods of response to stimuli; *instincts*, chains of reflexes usually leading to beneficial ends; *conditioned reflexes* and *habits*, established by oft-repeated stimuli and responses. As development progresses, differential sensitivity gives rise to special senses; reflexes and tropisms to instincts and habits; organic memory to associative memory and the ability to learn; seeking satisfaction by the process of trial and error together with associative memory leads to intelligence; conflicting stimuli and selective responses, to inhibition, choice, and will; intelligence, memory, and will, to freedom, purpose, and self-consciousness and all of the preceding to specific types of behavior, conduct, and character.

In general this process is a gradual progression from the relatively simple to the more complex, but there are certain critical stages when it seems to jump from a lower to a higher level. One of the most striking of these is the period of birth. Another is when organic memory becomes associative memory, and learning becomes possible. Another is when remembered results of experience or learning become intelligence. Another when intelligence regarding specific things leads to generalizations and reasoning. Another when intelligence and reason become factors in shaping behavior, and so freedom and purpose are born. Finally the highest level of human development is attained when freedom and purpose, joined to social emotions, training, and habits shape behavior not only for personal but also for social satisfactions; thus ethics is born

and man becomes a free moral agent.

This scientific view of the development of the body, mind, and morals of man is apparently in sharp contrast to the traditional view of their supernatural origin, but it is not really such. For while all these processes of development are according to nature there is here no explanation of nature. For all science knows to the contrary, there may be in the whole of nature, from sands to stars, from germ cells to geniuses, a mental, moral, spiritual substratum in which all development occurs. This is the view of many scientists and philosophers as well as of great religious leaders.

It seems incredible that all the marvelous complexities of an adult person should have issued from so simple a beginning in the egg. If we did not know that it is true it would be incredible that the greatest men that have ever lived—Socrates, Plato, Aristotle, Newton, Darwin, Pasteur, Shakespeare, Goethe, Beethoven—were once babies, embryos, and germ cells, and yet no one can deny this. This ever present miracle of development is the most wonderful thing in the world.

Education is the attempt to direct development into beneficial channels by means of proper stimuli. All the teacher can do is to stimulate the pupil and by the choice of appropriate stimuli seek to bring forth the desired response. Such responses, oft repeated, become habits, and "habits are second nature" while heredity is first nature. Within the limits which heredity fixes, a vast variety of responses are possible and when such responses become habits, they largely determine character and personality.

If the acquiring of information is the chief aim of education, it is a dismal failure as measured by its lasting results. When alumni come back to reunions what things remain in their memories? What do they discuss with one another and with their old teachers? Not the detailed information they so painfully acquired. I am continually surprised

when former students tell me of the things which most impressed them in my teaching. They tell of words, deeds, ideas, and ideals which have deeply influenced them and of which I usually have no remembrance. It makes me think of the scriptural warning, "Every idle word that men shall speak, they shall give account thereof in the day of judgment." Evidently my example has had a more lasting effect on my students than information I labored to impart.

What then are the enduring effects of education? Perhaps the only lasting ones are the formation of good habits of body, mind, and morals. It is the paramount duty of teachers to help pupils acquire good habits and avoid bad ones. By proper stimuli, example, inspiration, we can help pupils develop good habits of body—health instead of invalidism, skill instead of bungling, industry instead of sloth. We can help them acquire good mental habits—accuracy instead of inaccuracy, zeal instead of indifference, success instead of failure. We can stimulate them to develop good social and moral habits—sincerity instead of pretense, sympathy instead of hate, tolerance instead of bigotry, peace instead of war.

How much the world needs these good habits is illustrated on every hand. The present world crisis is not due to bad heredity, to inexorable nature, or to the devil, but to bad education in cultivating habits of fear, intolerance, and hate of alien individuals and races, of foreign religions, nations, and ideologies. The peace and progress of mankind depend upon the acquiring of habits that make for peace and progress.

The bearing of all this on education for democracy is not far to seek. Democracy emphasizes the rights, freedom, and importance of the common man in the organization of society. The preamble of our Declaration of Independence is the charter of our democracy. Recognizing natural differences in physical, intellectual, or social endowments, it is still true that all men are born equal in their rights to life, liberty, and the pursuit of happiness. Democracy holds that every person is born with the right to live; society may take it from him because he has become a danger to society. He is born with the right to liberty but he may lose that right by misbehavior. He is born with the right

to the pursuit of happiness, but this also must be limited by the needs and satisfactions of society. These rights are relative, not absolute, and the differences between democracy and autocracy are in the emphasis placed on these rights.

Everywhere in a society liberty must be balanced by responsibility, equality by capacity, individual happiness by social welfare. But within these necessary limits, ideal democracy stands for the greatest possible liberty, equality, and happiness of individuals in society, and it leaves the determination of these limits to the will of the majority, whereas autocracy leaves all such regulations to the will of a dictator.

But while these differences between democracy and autocracy are relative, they are world-wide, ages-long, and oceans-deep. It is only necessary to contrast the Bill of Rights, incorporated in the Constitution of the United States, with the theories and practices of the totalitarian states to appreciate these differences. Here we are guaranteed free speech, free press, freedom of assembly and petition, freedom of religion, freedom of person and of property against unwarranted seizure, trial by jury in courts of law. How many of these freedoms are maintained in the autocracies with their rigid censorships of speech and press, of education and religion, with their forcible seizure of person and property, their blood purges?

In this country we are often discouraged by some local and temporary infraction of our Bill of Rights. These departures from the democratic system can be corrected by peaceful means. Whereas in autocracies the bodies, minds, and consciences of the people are enslaved; criticism is suppressed with ferocity; and apparently the only means of relief is by revolution.

President Wilson spoke of our mission to "make the world safe for democracy." I hope this may still be America's mission, but by the democratic and peaceful processes of education, example, and persuasion and not by force. But today a much more insistent mission is to make America safe for democracy, since our time-honored ideals of freedom, fair play, majority rule, and the general welfare as opposed to special interests are under serious attack, not only by foreign dictators but many of our own citizens.

With the example of the practices

of the dictatorial governments before us it seems incredible that any citizens of a free government should wish to adopt these practices. And yet the growing abuses of democratic freedom here are causing many to say that the only solution for America is to adopt a more authoritative and dictatorial system. We should not forget that it was the abuses of freedom in Italy and Germany, the paralysis of governmental and social services by uncompromising conflicts among numerous political parties, labor unions, religious and social organizations that led to the limitations of all freedom. And similar things may happen here.

It is profoundly disturbing to see the many evidences of the loss of social morale, the pressure groups that force thru legislatures selfish programs in utter disregard of the general welfare; the failures of justice where lawyers and witnesses, juries and judges may be bought; the mob violence engendered by the deliberate cultivation of hate of certain races and religions and social ideals; the gangsters and racketeers who are often beyond the reach of justice—these and a hundred other violations of democratic principles are a cause of serious concern to all thoughtful citizens.

The quick and easy way to remedy these evils is by way of dictatorships and force. But while dictatorships may for a time reduce some of these evils they greatly increase others and they afford no permanent remedy.

Democracy is not merely a form of government but a way of life, a set of social habits, a code of ethics. It concerns not only the organization and functions of government, but also the rights and duties of industry, capital, and labor, possession and use of property, and the health, happiness, perpetuation, education, and improvement of the general population. Most important of all are the democratic habits of the people, the balancing of individual freedom by social responsibility, the control of emotions by intelligence, compliance with the will of the majority, and reliance on education rather than force to sway public opinion.

How can America be made safe for democracy? Is there any other way than that of education—education in the ideals and habits of democracy, education for freedom and responsibility, edu-

cation for order and social welfare, education for eugenics and euthenics, education for ethics and character? This means education for discipline rather than for information.

Old-fashioned education for discipline is no longer favored in progressive education; perhaps that is one of the reasons why we see undisciplined youth leading irrational mobs, for example, the student strikes in colleges and universities against presidents, professors, courses of study, or what have you.

The protest against disciplinary education is widespread and in some instances justified. Where discipline is interpreted as punishment, and disciplinary studies and examinations are exacted in order to break the will of the student, or where stupid pedagogs put the infinite variety of human material that comes to them thru the only mill they know without regard to the individual capacities, needs, and satisfactions of the student, my sympathies are with the students. But on the other hand, if we look upon education as habit-formation, certain bad habits must be overcome and other good ones cultivated.

To be fit for life in society there are certain habits of fair play, respect for the rights of others, defense of one's own rights, that must be learned on the playing field or in association with other children. There are certain subjects such as reading, writing, and arithmetic which must be mastered by everyone who expects to take any vital part in society. There are others important in the cultivation of habits of accuracy, reality, and rationality, such as the natural sciences. There are others that enrich and enlarge one's influence and enjoyment, such as languages and literature, history, biography, and the fine arts. Some are essential—all are desirable—as a basis for effective cooperation in society, but within these general classes of subjects there are many subdivisions and alternatives that can be chosen to fit the individual capacities, needs, and preferences of students. To permit students to substitute their own individual preferences for those subjects that are fundamental to all effective cooperation in society is ruinous, but to insist that culture or discipline can be had only by traveling one narrow road is bigotry.

It is amazing and pathetic to see so many teachers asserting that their one

subject of study is the *sine qua non* of education. Think of the words and tem- pers that have been wasted, and worst of all, the education of students that has been sacrificed, in the war of the classics upon the sciences, or of the humanities on both! As if the aim of education were information on some subject rather than the formation of character.

One recalls the old story of the professor and the guide in a canoe on a lake. "Have you studied Latin or Greek?" asked the professor.

"No," answered the guide.

"Well," said the professor, "you have lost a quarter of your life. Have you read history and poetry?"

"No," replied the guide.

"Well, you've lost another quarter of life," said the professor.

Just then the canoe upset and the guide shouted, "Can you swim?" to which the professor burred, "No."

"Well," said the guide, "you've lost the whole of your life."

More important than scholarly culture are the habits by which we live and by which we hope to perpetuate and improve the race. Habits are formed by repeated responses to particular stimuli and these stimuli are not furnished exclusively from the study of a few chosen subjects. Sports cultivate in those who take an active part habits of intense effort, of teamwork, of fair play often in striking contrast to the habits of inattention, dawdling, and failure acquired in some classes. Success and failure are habits and many students acquire more bad habits than good ones in college. A former president of Princeton once said jocosely,

"'Tis better to have come and loafed
Than never to have come at all."

On the contrary, it were better to have worked on a farm or in a factory, to have learned the habit of hard work, than to have loafed thru college.

An old maxim in the copybook of my school days was this, "There is no excellence without great labor." We had to write that many times and it entered into our minds and habits. Every student should acquire the habit of hard work. There is no royal road to learning. Happy is he who is compelled to work, thrice happy he who has learned to compel himself!

This is education for discipline and

this is also education for democracy. If our democracy is to survive and prosper, it must be based on decent instincts and democratic habits acquired in the course of education. It must cultivate and respect the individual's liberty insofar as this does not interfere with the liberty of society. It must defend the rights of the common man as outlined in our Bill of Rights. It must resist tyranny, whether of capital or of labor, of economic royalists or of union dictators. Education for democracy must cultivate habits of sympathy, cooperation, and goodwill; of service and sacrifice for the common good; of joy and pride in good workmanship. While accepting majority rule as expressed in free elections, it must defend the rights of minorities to try to change majority opinion by peaceful methods of criticism, persuasion, and education.

All these habits of democracy are acquired in the course of individual development; they are the products not merely of the formal education of the schools but the informal education that comes from the multitudinous experiences of life. More important than any subject of study in shaping our habits and characters are the personalities that surround us. The personality of the teacher counts for more in shaping the habits of pupils than formal instruction.

Almost every great man has acknowledged his indebtedness to some inspiring teacher. Marcus Aurelius in his "Meditations" begins with a list of his relatives and teachers from whom he had acquired the habits that formed his character. Louis Agassiz inspired most of the teachers of biology in America, and the granite boulder that marks his grave bears the simple inscription, "A Teacher." There is no finer, no greater eulogy than this. Even He who was the greatest among the sons of men was known as "a Teacher come from God." Upon the teachers of America rest to a large extent the opportunity and responsibility of making America safe for democracy. In the presence of the downfall of democracies thruout the world it is the duty of the teachers of America to highly resolve that "government of the people, by the people, for the people shall not perish from the earth."—From an address before the Fourth General Session, National Education Association, San Francisco, California.

RESOLUTIONS *Adopted at San Francisco*

[1] **THE DEMOCRATIC SCHOOL IN A DEMOCRACY**—The National Education Association reaffirms its unswerving loyalty to the American ideals of democracy and its determination to strengthen democracy in all its activities, including the practice of the democratic way of life in school management.

[2] **PARTICIPATION IN CIVIC AFFAIRS**—The National Education Association urges that its members inform themselves more thoroly in matters pertaining to the civic and political life of the community, state, and nation, and that in every way not inconsistent with the positions they hold, they endeavor to participate more generally in these affairs.

[3] **CITIZENSHIP CEREMONIES**—The National Education Association indorses the practice of initiating youth and naturalized aliens into citizenship by impressive ceremonies under educational sponsorship.

[4] **DEVELOPING RACIAL AND RELIGIOUS TOLERANCE**—The National Education Association views with concern the growing activities of certain agencies which seek to spread in the United States the racial hatred and intolerance which have imperiled the peace of other nations. The Association, therefore, urges that brotherhood and an appreciation of the contributions of all races, creeds, and nationalities be actively promoted by school assemblies, by classroom teaching, and by the personal influence of members of this Association.

[5] **THE AUTONOMY AND INDEPENDENCE OF SCHOOLS**—The National Education Association holds that public education on the local, state, and national levels should be independent of all other governmental agencies. All employing and dismissing of school employees, all operation of merit and tenure systems, all construction and maintenance of school buildings should be handled by the established educational authorities.

[6] **FEDERAL AID FOR EDUCATION**—The National Education Association again recommends increased federal participation in the support of public education without federal control of educational policies.

[7] **TENURE**—For the welfare of pupils the National Education Association welcomes the growth of tenure for teachers thruout the nation as a furtherance of the tenure principles long advocated by the Association. State and local organizations are urged to make use of the advice, experience, and facilities of the National Edu-

cation Association Committee on Tenure in drafting and securing tenure legislation.

[8] **TEACHER SUPPLY**—The National Education Association commends the movement growing out of the Horace Mann Centennial known as Future Teachers of America and urges leaders in local, state, and national associations to give it their hearty support.

The Association empowers the Committee on Supply, Preparation, and Certification to consider promotional activities of this sort as one of its functions to the end that the most suitable youth be recruited for the profession. The Association requests teacher-training institutions to lend their cooperation in selecting only well-qualified candidates for the teaching profession.

[9] **TRADE EDUCATION**—The National Education Association recommends that public-school authorities in states and local communities utilize advisory committees representing labor and industrial management in the planning of trade education programs.

[10] **ADULT EDUCATION**—The National Education Association commends the establishment of adult education programs thruout the country and asks that the National Council of Education make a study which will enable it to recommend programs, their administration and support.

[11] **RURAL EDUCATION**—The National Education Association reaffirms its recommendation that special effort be made by the state and national governments to improve the educational opportunities of rural children and youth in order to enrich rural life both economically and culturally.

[12] **TAX EDUCATION**—The National Education Association recommends a continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools and regarding the principles of taxation within the various states so that they may avoid being misled by false propaganda.

[13] **OCCUPATIONAL FORECASTING**—The National Education Association asks that some federal agency provide forecasts of occupational trends in the United States for use in planning educational programs.

[14] **INSTITUTES FOR PROFESSIONAL RELATIONS**—The National Education Association indorses the move for Institutes of Professional Relations to train teachers in the following relationships: [a] teacher-

student, [b] teacher-profession, and [c] teacher-public.

[15] **AFFILIATED ASSOCIATIONS**—The National Education Association recommends that all local and county education associations affiliate with the National Education Association in order that the profession may present a united front. To that end there should be made available in every community an opportunity for the payment of all-inclusive membership dues to be paid at one time for membership in the local, district, state, and national associations.

[16] **NATIONAL AND STATE ASSOCIATION RELATIONSHIPS**—The National Education Association recommends close cooperation between the national Association and the state associations and between their respective similar committees.

[17] **EDUCATIONAL POLICIES COMMISSION**—The National Education Association calls upon all those interested in education to familiarize themselves with the publications of the Educational Policies Commission and to apply principles set forth to actual teaching situations.

[18] **AMERICAN EDUCATION WEEK**—The National Education Association appreciates the cooperation of the American Legion, the United States Office of Education and the National Congress of Parents and Teachers in sponsoring the celebration of American Education Week. The theme for 1939, "Education for the American Way of Life," suggests a means for presenting to the people of the community the part played by schools in perpetuating American civilization.

[19] **CEDING OF SUBMERGED COASTAL LANDS**—Since the forced ceding of submerged coastal lands in some states to the federal government would seriously decrease the school funds of those states, the National Education Association recommends that the federal government purchase such lands if it seriously needs them.

[20] **APPRECIATION**—The National Education Association wishes to express its appreciation to all those whose efforts and hospitality have contributed to the success of this 77th Annual Convention. The visiting members cannot repay them but hope that each may experience the satisfaction which comes to those whose work is well done.—*W. F. Hall, chairman; Helen Bradley, vicechairman; George Skewes, secretary.* [Adopted at the San Francisco convention of the Association, July 6, 1939.]

COMMITTEE REPORTS

in a Nutshell

COMMITTEE REPORTS presented at San Francisco maintain the high standard set by NEA committees of the past.

The National Council of Education (L. A. Pechstein, chairman) announces that it is ready to receive and consider, from NEA Departments, questions on broad general policy.

Academic Freedom (Henry L. Smith, chairman)—A survey by this committee reveals that: Laymen and teachers are unaware of many significant academic freedom problems in elementary and secondary education. Many persons are not consistent in the application of their general belief in the necessity of academic freedom, to concrete situations. Younger, better educated, liberal, urban residents most frequently recognize infringements upon teachers' rights and duties. Teachers, lawyers, and doctors are more inclined to grant academic freedom than are other groups.

All-Inclusive Membership (H. E. Gayman, chairman)—This committee urges the use of the all-inclusive membership card. See page 180.

Cooperatives (Albert M. Shaw, chairman)—The committee suggests that cooperatives and consumer education be taught as a separate fulltime course and in connection with other subjects also.

Credit Unions (James E. Moran, chairman)—The committee is preparing a compendium of information on teacher credit unions, to be available soon.

Economic Status of the Rural Teacher (William McKinley Robinson, chairman)—The committee virtually completed its work with publication of "Teachers in Rural Communities" in April. Results of this national survey of the professional, social, cultural, and economic status of rural teachers should be placed before schoolboards, legislators, lay organizations, and other citizens.

Educational Policies Commission (William G. Carr, secretary)—Over 20,000 copies of "The Purposes of Education in American Democracy" have been distributed and widely used since its publication in September 1938. In November a new project was inaugurated in the field of civic education. The February convention of the American Association of School Administrators

was developed around the commission's findings. A report on "Social Services and the Schools" was issued in April. In May the commission began a program of greater cooperation between the teaching profession and lay groups.

Equal Opportunity (Helen Bradley, chairman)—The committee collects, interprets, and distributes facts on discriminatory practices in education and methods of correcting these inequalities. The committee, which is planning a clearinghouse for magazine articles and a speakers' bureau to disseminate information, invites correspondence.

Ethics (W. P. King, chairman)—It will be the purpose of this recently appointed committee to study codes of ethics and to develop a master code which can be adopted by the NEA and the various state associations.

Individual Guidance (Herbert R. Stolz, chairman)—Purposes of the committee have been to promote interest among Association members in the mental hygiene approach to classroom procedure; to disseminate suggestions to teachers regarding technics for detecting significant individual differences; and to offer suggestions as to how individual guidance may be implemented where little specialist service is available.

International Relations (Annie C. Woodward, chairman)—Thru NEA convention discussions, reports, and resolutions, the "way of reason" in international affairs has been shown to be educational in its spirit and methods. The committee welcomes suggestions for making its work of increasing value to the teachers of America, in building better world understanding.

Legislative Commission (Sidney B. Hall, chairman)—During the past year the commission has been concerned chiefly with legislation for federal aid for education, working in close cooperation with President Roosevelt's Advisory Committee on Education. The revised bill was introduced in the Senate by Senators Thomas and Harrison, and in the House by Congressman Larrabee, and is known as S. 1305 and H. R. 3517. If the bill is included in the President's legislative program in the 1940 session

of Congress, it is highly probable that it will be enacted into law.

The National Council on Teacher Retirement (Robert B. Hougham, chairman) maintains at NEA conventions a booth from which information on sound retirement systems is given to interested teachers. A legislative consultant committee has been provided to cooperate with the NEA research division in appraising proposed retirement legislation and in assisting groups in establishing sound retirement funds.

The Committee on Salaries (Willard S. Elsbree, chairman) has devoted its attention to clarification of issues involved in salary scheduling. The committee hopes to prepare a handbook for use in formulating salary policies.

Supply, Preparation, and Certification of Teachers (Richard E. Jagers, chairman)—The committee has prepared a tentative platform of principles which asserts that teacher education in a democracy must: Have a definite objective; lead to understanding the major problems of social life; develop leaders in the major learning areas and levels; provide for professional integration and orientation, selection and guidance, and evaluating results.

The Committee on Tax Education (Martin Wilson, chairman) is preparing and distributing articles, study units, graphic illustrations, leaflets to meet the current propaganda that all taxes are bad. A campaign of tax education must be carried to teachers, pupils, and public, lest desirable social services be swept into the discard and irreparable damage done to education.

The Committee on Tenure (Donald DuShane, chairman) has supplied legislative advice and information, investigated charges of injustice, and sponsored a series of research publications.

Reports were presented by joint committees of the NEA and the National Congress of Parents and Teachers (Mrs. J. K. Pettengill); American Medical Association (Charles C. Wilson); American Teachers Association (S. L. Smith); American Library Association (Martha Parks); American Legion (W. L. Bachrodt). These and other committee reports appear in the annual volume of *Proceedings*.

SAID at San Francisco

YOU CANNOT preserve a democracy, you cannot preserve freedom of speech, of worship, of the press, of the person, *by force* because the instrument becomes the instrument of destruction. Freedom and liberty constantly face the moral of Aesop's greatest teaching: An eagle in flight was shot down. Gasp- ing, he turned to see what was the cause of his destruction, and lo, the arrow which had pierced him had been guided in its flight by eagle feathers. As the eagle breathed his last, he moaned, "Alas, there is in each of us the element which will bring our own destruction." But if there are in freedom and liberty the elements which will destroy both, there are also in them the elements of their own perpetuation. That man can commit suicide does not mean that all men do commit suicide.—ELBERT D. THOMAS, United States Senator from Utah.

TRADITIONALLY it is the function of libraries to store the knowledge of mankind. It is the function of American public libraries to convert these storehouses of human knowledge into powerhouses of ideas—dynamic, live, vital ideas—ready for use in furthering the education and civilization of mankind.—COTT COOLIDGE, librarian, Hayward Public Library, Hayward, California.

CERTAINLY one way to help insure our tradition of liberty in business, as well as personal relationships, is to give to the youth of today, as vividly as possible, knowledge of its background and antecedents. In such a purpose, the motion picture makes an important contribution. Never was there at any time, anywhere before, a mirror which so completely and faithfully reflects the progress and failures, the culture or lack of it, the economic, political, and social stress and strains of the whole human family as the photoplay. It is a school which is "never out."—WILL H. HAYS, president, Motion Picture Producers and Distributors of America, Inc., New York, N. Y.

THOSE engaged in the work of education may well be mightily inspired by these words of Lincoln, "I can only say that education is the most important work which we as a people can be engaged in." In advice to young men he said, "Get good books and read and study them carefully—work, work, work, that is the principal thing."—WILLARD S. CAMPBELL, West Philadelphia Highschool, Philadelphia.

IT IS NOT ENOUGH for governments in their official relations to follow the Good Neighbor policy, indispensable as that is. It is necessary that the people themselves shall become good neighbors. The people of the Americas must know and understand each other, their history, outlook on life, ideals and aspirations, finest creations of mind and spirit. These must be shared in common. On every hand in the United States is unmistakable evidence of the eager desire of our people for better knowledge and understanding of our neighbors to the south and in turn to be known and understood by them.—BEN M. CHERRINGTON, chief, Division of Cultural Relations, U. S. Department of State, Washington, D. C.



BETTY ANN HARPER, "YOUNGEST DELEGATE" AT THE CONVENTION, ACCOMPANIED HER FATHER, LAURENCE HARPER, HIGH SCHOOL PRINCIPAL, SHASTA CITY, CALIF.

TO CHECK the growth of communism in this country, we must put the unemployed back to work at decent wages; stop spreading class prejudice and hatred; bring about a better and more equitable distribution of the products of labor.—NOAH MASON, member of Congress from Illinois.

YOUTH feel "lucky" if allowed to work. They are playing safe and not risking their jobs by looking for other work. The result is that when a boy or girl gets into a blind alley, he stays in it. He dare not let go. Many a young person is working on a job that he does not like. Many ambitious youth who might be of greater value to society in other work are thus led to hold on to the job they have with little or no future rather than risk its loss by seeking positions with greater prospects for advancement.—AUBREY WILLIAMS, administrator, National Youth Administration, Washington, D. C.

DEMOCRACY requires that science serve the social order of today. If science is so vital a factor in the peace of a people, if it can create or destroy economic and social standards, if it can turn love into hate, then only those social applications of science that are peace-making, creative, and uplifting can be tolerated.—LESTER A. RODES, supervising principal, South River, New Jersey.

THERE is a pressing demand throughout the country from individual teachers and from local and state associations for enlargement of the services now being rendered by the NEA and for additional services. We have over 200,000 members, the largest educational organization in the world, but we enrol only one teacher out of every five. At the least, we should enrol one-half of all the teachers. If each of us will secure one new member, we can double our membership in one year and thereby secure sufficient funds to increase our services to meet these urgent demands.—JOSEPH H. SAUNDERS, superintendent of schools, Newport News, Virginia.

THE HOUSE was old and had a leaky faucet in the bathroom. One brother wanted to tear the house down and build a new one to eliminate the defective plumbing. The other felt that since the faucet had leaked since grandfather's day, no harm would be done if it leaked a little longer. Common sense would have said, "Have a plumber put a new washer in the faucet." In our own national thinking there are those who are willing to scrap our American economic system. They believe that defects exist in our political structure and that we must have a new one to cure the faults of the old. There are also those who stubbornly stick to the "status quo" and insist that since we have survived the iniquities of our own way of doing business thus far, no harm can come from enduring them a while longer. Neither has thought to tell the plumber to put a new washer in the bathroom.—MRS. LAUREL KNEZEVICH, teacher, Canfield Avenue School, Los Angeles.

WE HEAR from the beginning of our youth so much about the freedom of the press, freedom of speech, and religious liberty, inherent as they are in our fundamental rights, that we may perhaps take these things too much for granted. I would like to make sure that every boy and girl appreciates almost from the very beginning that these things are a priceless heritage, but a heritage easy to lose and requiring constant vigilance and support.—JAMES ROOSEVELT, vicepresident, Samuel Goldwyn, Inc., Los Angeles.

WORLD INTEREST in Latin America has increased greatly during recent years. This development is wholly logical, for not only are other vast sections of the earth's surface suffering from war or fear of war but also the intrinsic richness of the Americas cannot be questioned. Latin America is slowly but surely coming into her natural destiny. The size of the area, the diversity and vastness of her natural resources, and the initiative of the population in the subtropical and temperate zones are leading features.—ELIOT G. MEARS, Graduate School of Business, Stanford University, California.

WE HAVE CONTINUED to this day to reflect in our personal attitude toward all law the spirit of our revolutionary forefathers when they jet-tisoned valuable merchandise and manhandled His Majesty's excise-

men because tax laws were deemed unfair and unreasonable. An attitude which was doubtless a virtue in those days when we were struggling to gain our personal liberties, and when rugged individualism was necessary for survival, seems today to be among our most egregious vices and the first task of the school is to modify that attitude without losing the precious spirit of personal liberty.—JOHN ASELTINE, principal, San Diego Highschool, San Diego, California.

IN THE RECENT YEARS of general unemployment, it has only slowly come to be realized that there is a special problem of youth unemployment. Definite proof was furnished by the 1937 Census of Unemployment, which found that of the almost 11,000,000 workers wholly unemployed except for emergency work, almost 4,000,000 were between the ages of 15 and 24 inclusive. The unemployment rate was over 40 percent for the group of available workers between 15 and 20 years of age, altho under 20 percent for every age group above 25. No age group, even that comprising adults over 65, is more difficult to place.—FLOYD W. REEVES, chairman, President's Advisory Committee on Education, Washington, D. C.

HEALTH EDUCATION is not limited to formal instruction in health and hygiene, or if it is the time thus spent might better be devoted to music, art, mathematics, or

play. I need cite only a few examples: Excellent didactic lessons in the value of vitamins and minerals nullified by a school cafeteria stocked with pastry, hotdogs, and caffeinated soft drinks; beautiful ideals of cleanliness to be compared by the children with antiquated, dirty washrooms without soap or towels; lessons in eyesight conservation read out of books printed in small type on glossy paper in rooms inadequately lighted. We must organize our health instruction so that what we do shall not shout so loud that our students cannot hear what we say.—WILLIAM W. BAUER, director, Bureau of Health and Public Instruction, American Medical Association.

IN REINTERPRETING the Three R's thru the enrichment program the arts will take a conspicuous place. They are essentials. No experiences which help us to identify and to appreciate loveliness in life, lead toward social and emotional poise, have such large recreational and vocational possibilities, can be looked upon as frills. No program which helps to build the character of a person can be classed as unnecessary.—AGNES SAMUELSON, executive secretary, Iowa State Teachers Association, Des Moines, Iowa.

THE SCHOOLS have the special responsibility of molding rational human beings in whose lives the primitive impulses of the race shall be subordinated to the spiritual powers. The attitude of critical but sympathetic thinking must become habitual. Error will then become an outcast and civic life will come to embody the ideals of peace, justice, and fraternity.—B. C. B. TIGHE, principal, Senior Highschool, Fargo, North Dakota.

IF THIS OBJECTIVE of civic responsibility—social activity—could be realized, we should have heaven on earth. But if our democracy is to survive, the teaching profession must double its efforts in developing a spirit of humanitarianism. Our students should be taught to be interested in the welfare of one another and in the general welfare. They must be taught to judge values from a social viewpoint which is achieved in group activity.—MINNIEMAE JONES, president, Public-School Teachers Association, Leavenworth, Kansas.



MRS. ANNA KALFUS SPERO OF BERKELEY, CALIFORNIA, AN NEA LIFE MEMBER FOR SIXTY-TWO YEARS, ATTENDED THE SAN FRANCISCO CONVENTION OF THE ASSOCIATION



Extension Service, U. S. Department of Agriculture photos

BEAUTIFYING *the* FARMSTEAD

RURAL TEACHERS may find in the following outline suggestions for planning their year's work.

The teacher's objectives in this study are to lead students to see the esthetic value of beautiful farm premises; to see that improving a farmstead artistically is no more difficult than improving it unattractively; to develop appreciation of various types of farm architecture and landscapes; to feel responsibility in caring for their own farm premises according to good rural landscaping principles; to see the commercial value of beautiful farm premises; to learn that farm beauty is not necessarily in proportion to the amount of money spent; and to develop tact in personal relationships.

The pupils' objectives might include the following points: To conduct a "farm clean-up week"; to recognize "uglies" and decide which may be removed and which must be made inconspicuous; to trace the development of

American farm architecture; to identify land contours and decide which type of farm house and other improvements best suit each landscape; to plan farm houses so as to capture sunsets and other natural beauties; to learn to use form, line, color, and decoration.

In introducing a study of beautifying the farmstead, have pupils search out both pleasant and unpleasant passages in recent short stories and novels which describe farm premises. Display copies of countryside pictures by Grant Wood and other modern artists, calling attention to their satirical qualities when present. Have each pupil inspect at least three farm premises, one of which is his own, and [1] write a private report of the "uglies" which he thinks may have justified modern novelists' and painters' satire, and [2] list the farm beauties which he thinks should be restored or retained. Display before-and-after pictures from farm and garden magazines.

JOY C. BAKER

State Teachers College, Peru, Nebraska



A STUDY OUTLINE

[1] Brief history of farm architecture in the United States, contrasting it with that of other countries as to building materials, plan, location, appearance.

[2] Farm building sites: Hill tops, rolling valleys, mountain crests, plains.

[3] Adaptation of architecture to countryside: Rambling house on or near hill crest, steep roofs and peaked gables on mountainside, comparatively low house with horizontal lines predominating on plains, avoidance of city-type house.

[4] Location of farm buildings on site:

[A] Farmhouse remains center of interest. This will call for barns and out-buildings less vividly colored and farther from road than house is, screened with hedges and shrubbery.

[B] Windows and porches have pleasant views.

[C] Drainage is healthful.

[D] Hitch-hikers and the noise and dirt of traffic do not intrude. Driveways, bordered by hedges, aid privacy.

[E] Larger and taller houses retain dignity by proper distance from the road.

[F] Decoration of farmhouse expresses rural character thru simple lines and sincere ornamentation, sturdy construction, generous proportions.

[G] Farm grounds harmonize with rural setting. To achieve this, avoid too elaborate and artificial planting scheme and too formally terraced grounds. Frame the house as a picture.

[5] Estimate costs of making farmsteads more attractive and compare with increased value of property.

Excursions and field trips—On the first excursion, the pupil writes a report on "uglies." After the second excursion, he revises his report. Other trips might be to pastures and woods to identify and tag wild shrubs and trees which could be profitably moved without defacing

natural scenery. Similar trips may be made to nurseries, gardens, flower shows.

Construction work might include home beautification and plant-culture scrapbooks; clean-up squads to aid busy farm wives; making a curving flagstone walk; models of appropriate landscapes, displayed so parents could see them.

Creative work would be fostered by students' making a collection of poems on farm life; designing gates and fences; or preparing publicity (news copy and posters) for "farm clean-up week."

Group discussion would be encouraged by reports on interesting information in garden and farm magazines,

government bulletins, and pamphlets.

Outcomes to be expected include:

[1] Attitudes: To make and keep the farmstead attractive, to cherish the farm as an ideal place to live.

[2] Habits and skills: Drawn-to-scale maps, unaided research, easy recognition of many plants and trees, recognition of farm architectural types.

[3] Interests: To visit beautiful forests and farm estates, to find new attractions for their homes, to have a flower show.

[4] Appreciations: Of parents' work in homemaking, beauty in home surroundings, of student's responsibility toward his home.





The Polish booth



A Russian mother spun flax in the Russian booth

A SCHOOL-COMMUNITY PROJECT IN A *Study of Nationalities*

Florence Battle

CONNECTICUT STATE BOARD OF EDUCATION
WILLIMANTIC, CONNECTICUT

COLCHESTER is a small, thickly settled New England township, situated in one of the loveliest spots of Connecticut. From an aristocratic, prosperous past, it has emerged into a village of numerous shops and wayside luncheon stands. Its population has gradually changed into one in which many nationalities are represented. Russians, Poles, Jews, and Irishmen all mingle together, transacting business and visiting one another on friendly terms.

Recently many rural schools of the district were consolidated into one large modern building in the center of the village. We have high hopes for the success of the new school. In the light of certain outstanding needs we set up major objectives toward which to work. First, it was our wish that children and teachers work for the unity of the school, that every student be keenly interested in the welfare of the entire group, that grade lines be broken down as nearly as possible. Second, we saw the need for leading children of entirely different heritages to work well together. Third, we wished the new school to be a real community center, with parents feeling that they were a part of the school life.

With these ends in view, such plans as a student council, a school newspaper, athletic teams, school entertainments, and integrated assembly programs took shape. Perhaps the most interesting and

educational project was a school-community enterprise which involved all the children from grades four to eight and a large number of community members. This enterprise consisted of a study of the various nationalities found in Colchester.

Children and teachers entered upon the work with enthusiasm and vigor. Various groups—Russian, Irish, Polish, Spanish, Italian, and early American—were formed. Each child was encouraged to join the group in which he was most interested. In almost every case the children joined the groups studying the countries from which their own parents had come. As the groups met together to plan the work, many fine discussions took place. The children were free in raising questions, offering suggestions, and expressing opinions.

They formulated problems for research work and chose interesting activities to clarify meanings. Responsibility for carrying out the various activities was placed upon committees. Every child was a member of a committee. We knew that the parents could give us invaluable aid by lending objects and imparting first-hand information. One child told of the beautiful lace her Italian mother could make and volunteered to ask her to come to school and show the children how it was done; another told of the folk dances which her parents knew. All the children eagerly described objects of interest in their homes which had been

brought from the "old countries." Very soon treasures began pouring in—a large comb, a fan, and a lace mantilla from Spain; embroidery, cutwork, costumes, and dishes from Poland; wood-carving, pottery, toys from Russia; lace and embroidery from Italy—each with some bit of history attached.

Before long the parents and other community members began coming to school, at first timidly and then with more confidence. A Spanish father told of his experiences in Spain. A Polish mother helped the children make Polish costumes. An Italian mother demonstrated the preparation of certain Italian foods.

We noted the pride which the children were showing in their parents' accomplishments, the increased respect for their parents and for the countries from which their parents had come. A child who speaks English fluently is likely to have, perhaps unconsciously, a feeling of superiority over a parent who neither speaks nor understands the language well. Thru our project this feeling was lessened because the children were seeing their parents win approval of their fellow students. The parents themselves felt that they were contributing to the life of the school and that school and community were one.

We felt that we were making progress



An Italian mother made spaghetti in the Italian booth



Two mothers, dressed as Pilgrims, in the American booth

toward our objective of unifying the school itself. Children in searching for material for their own group would also gather materials for other groups. They seemed eager to help children in the other rooms. This promoted an interest in the success of the entire school and encouraged attitudes of helpfulness and consideration for others.

From a purely educational or scholastic point of view we believed the enterprise successful. Each group developed a wellrounded unit of interest. A description of the activities planned and carried out by the group studying Russia gives a fairly typical picture:

Before beginning the study of Russian life the children were encouraged to browse thru books, magazines, and newspapers. Many lively discussions took place as the group met to talk over what they were learning and to plan further work. One member was kept busy jotting down the continually arising questions, which were later organized and used as a guide for study. Some time was spent each day in reading to

solve the problems, in discussions of reports given, and in evaluation of progress being made.

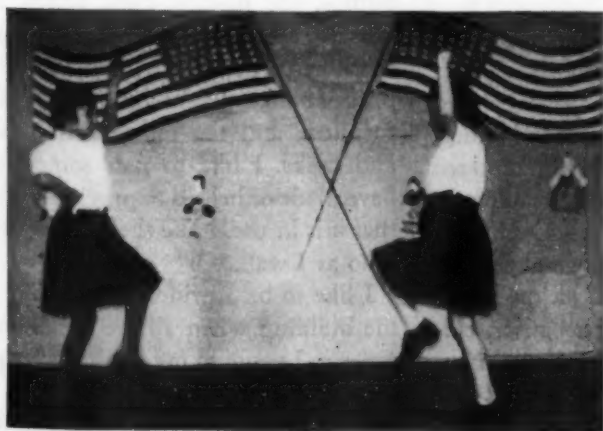
The children collected many Russian articles from the community, wrote letters for illustrative material, and secured an exhibit on Russian life from the Slater Museum. Several people in the community who had lived in Russia came to tell of their experiences; some showed the boys and girls how to engage in Russian handicrafts. The children enjoyed producing pottery, toys, and wood carvings similiar to those found in Russia. They built a Russian village consisting of homes, barns, a watermill, a well, and showing Russian people at work.

Records of the progress of the unit—in the form of original poems, stories, songs, and paintings—were kept in a large class book. The children wrote a play depicting Russian life today. Scenery and costumes were made for the play, altho numerous articles of real Russian clothing were offered to us by people in the community.

As a summary to the entire study of nationalities the children held an evening entertainment in the school auditorium for parents and townspeople. This was in the form of a European festival, altho one part of the auditorium was set aside for the purpose of depicting early American life. Each country studied was represented by a large picturesque booth containing articles from that country as well as children's work. Parents, dressed in native costume and engaged in handicrafts, sat in the booths.

The program contributed by the children consisted of folk dances such as the Polish Polka, Highland Schottische, and the Irish Lilt. The community was represented by two adults who sang old folk tunes. As a finale the teachers and entire student body, dressed in costume, went from booth to booth singing songs from the country represented by the booth. The auditorium was packed with appreciative parents and other citizens.

*The Highland Schottische
and the Irish Lilt*



I Like TO BE A Principal

EDGAR A. STANTON

Brighton School, Seattle, Washington

I LIKE to be a principal because I like children.

I like to see a boy send a ball to the right spot at the right time. I like to see girls with red cheeks and sparkling eyes coming in from play.

I like to see girls with white headbands and aprons in the lunchroom, happy in serving others. I like to see them in the sewingroom, making clothes to wear with pride. I like to see a boy perspiring to shape wood or metal to his will. I like to see the kindergarten children so earnest about their important affairs.

I like the confident youngster who knows his answer is correct. I like the shy one with insufficient faith in himself. I like the problem children, those who can do anything wrong, who are always behind the procession, who will not travel with the group. I like them when they prove all my efforts ineffectual.

I like to settle quarrels, to hear the ancient excuses for unsocial action, to implant by illustration and suggestion the attitudes that contribute to right conduct. I like to bandage the minor cuts on chubby hands, to paint the gravel scrapes on brown knees. I like the letters and other little tokens of appreciation and affection that I find on my desk.

I like to be a principal because I like, yes, I like to uncover wrongdoing—not that I like the wrong, of course, but I like the wrongdoer. I like to help him to become a rightdoer.

☆

I like to be a principal because I like the people with whom I work.

I like the teachers. I like to see a young teacher growing daily in skill and understanding of her many tasks. I like to see an older one with the wisdom and competence of experience, continuing in good work. I like to see a good teacher teach, to wonder at her skill.

I like the custodian and janitor, efficient in their work, willing to help maintain or improve the school. I like the cook, whose thought and labor culmi-

nate effectively at noon. I like the nurse, watchful, sensible, guarding and improving health. I like the clerk; she does so much for all of us.

I like to meet parents, to advise and reassure them concerning their children. I like especially those who, busy with boys and girls of their own, find time to do so much for other children, for children everywhere.

I like the social workers who come to see me; they labor toward a better race.

☆

I like to be a principal because I like to work with others.

I like to suggest a new approach, a better way; to point out a helpful book or stimulating article. I like to study and plan, adapt and dream, write and speak, for my school, for education. I like to experiment, to try to make a contribution to progress.

I like to note the forces that act upon the school, to determine the conclusions of the various groups, to estimate the direction and magnitude of the grand resultant which we call education.

I like to see something working better, some one happier, because I have helped.

☆

I like to be a principal because I like the physical part of the school.

I like the great boilers, the roaring stoker, the clattering compressor, the swiftly-running belts, the throbbing pumps, the motors, fans, valves, thermostats, and all. I like smoothly-running machinery. I like the many rows and piles of books, the shelves of supplies, the furniture and the many chairs, tables, and desks. I like to pass something I have made or helped to provide and note that it is in use. I like the long halls that echo as I walk.

I like to be a principal because I like the building when all are gone. Sometimes as I pause in my work in the quiet office, I think I hear the spirit of the school speaking softly above the clock.

Courtesy, Long Beach, Los Angeles, Detroit Public Schools, Montevello (Ala.) State College for Women

INDIVIDUAL GUIDANCE *thru the* SCHOOLS

THE IMMENSELY INFLUENTIAL SERVICE of the committees of the National Education Association is too little known. As one of its contributions to the advancement of the Association's work, the Hugh Birch-Horace Mann Fund is publishing a series of leaflets, of which this is one, dealing with the activities and findings of important NEA committees. These leaflets will be useful to the officers and state directors in interpreting the work of the Association. They are also intended for use with Future Teachers of America. These and other Personal Growth Leaflets may be had in any quantity or combination at one cent each—no order for less than 25¢; cash with orders for \$1 or less. Order from the National Education Association, Washington, D. C. For a list of Personal Growth Leaflets issued to date, see page A-128 of this JOURNAL.

What Is Individual Guidance?

IN YOUR CLASS of forty children have you a boy who is so noisy that he disturbs other pupils? Do you know whether he is like that at home, on the playground, at the movies? Have you tried to understand what makes him do it? Have you talked it over with him as you would talk over something interesting with a friend? Have you tried to find ways in which he can feel important without interfering with other people? Do you use disciplinary measures appropriate to his motives? Have you praised him when he has achieved greater selfcontrol during a limited period? Then you have been practicing individual guidance. In similar fashion, individual guidance might be illustrated for a girl who does not get along well with the other children, for a boy who stammers, for a girl who is easily fatigued.

What Does Guidance Include?

INDIVIDUAL GUIDANCE is directed to meet the needs, not of children in general, but of some particular boy or girl. It means more than collecting test data, urging parents to have a child's tonsils removed, giving a child special help in reading, or setting up a cumulative record form. All these things are useful, but it is the attitude and understanding of the teacher and the principal which will make or defeat the effort. We must start with a teacher who thinks of each of his pupils as an interesting young friend whom he *wants* to understand and help. He gathers information about each child and puts it together into a pattern which seems to explain why he behaves as he does. For information or help in interpreting it, he seeks the assistance of the

principal, parent, or specialist if available.

Understanding the Child's Needs

EACH CHILD *needs to belong to a group*, to feel that he is able to contribute to it. How well this need is met in the classroom will largely determine his liking for school and his happiness there. It is the teacher's function to help each child secure his place in the group. If she implies that he is not acceptable because he cannot read or isn't clean, she undermines his relationship with his peers. The child needs help in facing his failures realistically, but he needs also to feel his adequacies and to gain emotional security thru the balance of these two. *A child needs to have one or more strong friends.* A teacher should endeavor to find out the child who has no warm, close friend and to help him have a variety of contacts until a bond has been established. This is particularly important for a child new to the neighborhood.

Needs of the Growing Child

A THIRD NEED of the growing child is to *understand the world in which he lives.* He needs a wide variety of experiences in reality, for only thru firsthand experiences can life become meaningful to a child. He must learn to use his own body and to be skilful in manipulating and controlling his environment. Understanding and control are essential for emotional security. We fear what we do not understand or what we understand and cannot control. *A child also needs to learn how to symbolize and organize his experiences thru language.* Probably one of the most important functions of the elementary schools is to help a child

learn to use language. But language cannot be learned except thru using it. A child should have freedom to express himself verbally and help in finding the word or phrase which will express adequately his meaning.

The Art of Observing Children

INDIVIDUAL GUIDANCE should be based upon understanding the child. Knowledge of what he has been is gathered from his parents, former teachers, school records, special tests and inspections. But for the teacher the most important knowledge is that which he gets from direct observation of the pupils in action. Thru well-directed practice anyone may improve in the art of observing children. Spend fifteen minutes a week looking at the pupils while they are engaged in drawing or some other activity which does not require your direct participation. With a scratch pad before you, let your eyes rest on each pupil in turn, and jot down a few words which best describe him. If you continue this practice, it will raise questions which will make you increasingly observant of each child thruout the following week.

What To Look For

TO BE a keen observer one has to have real interest in the thing to be observed. In a wellbehaved child, obvious signs of chronic fatigue are frequently overlooked. The composite impression of dragging footstep, slouching posture, tendency to sit down whenever possible, lack of normal exuberance when school is dismissed, avoidance of active games—calls for investigation. Moderate impairment of hearing often remains undetected for years despite inattention, poor enunciation, slight twisting of the head, chronic sinus infection. The signs of selfconsciousness and emotional disturbance over pimply skin or homemade clothing are at times misunderstood. Impudence arising from insecurity is confused with impudence of genuine aggressiveness because the teacher has not gained insight from systematic incidental observation.

The Classroom Teacher's Part

UNLESS the teacher looks upon each individual child as a person worthy of her friendship, the basic relation for guidance does not exist. Often she must

search in a child for something she can like. There are certain times when a child needs a real assurance of this friendly attitude. When he first enters school, he relies upon his teacher to protect and help him. As the weeks go on, he may take this friendly support for granted, but he will actively seek it at times of particular stress, as when his mother is sick. His seeking may show only by a glance, but if the teacher really fulfills her role as the child's friend, he will depend upon her during his serious times. Fairness in the classroom does not mean treating all children alike. Only thru treating them differently can individual needs be met.

Guidance and Discipline

ALTHO the need of a child for the teacher-friend is more obvious in the early years, it continues thruout school life. But the teacher's role as friend may become complicated by the fact that she is responsible for disciplining him. The purposes of discipline are to protect a child, to give him security, to induct him into appropriate behavior, and to protect others and their property. The teacher must constantly change the emphasis and extent of her control as new needs emerge in the maturing individual. She must be skilful in providing a framework of expected activity without jeopardizing the freedom of the child during the rest of the day. She must seek to understand the motive and circumstances underlying infractions of school rules, as with the child who steals money to spend at the school fair.

Guidance and the Home

TENS OF THOUSANDS of parents and teachers work together harmoniously. Yet misunderstandings occur frequently enough and with such disastrous effect upon children, that we continue to look for ways of preventing them. In making a plan to establish cordial relations with the home, we need to look squarely at the common causes for antagonism. Sometimes there is rivalry, perhaps unconscious, between teacher and parent, as to who shall play the significant role in guiding a child. Sometimes teachers forget that to a parent his child's success and happiness are the most important measures of teacher and school. When cultural standards of the school differ

from those of a particular home, parents may feel that the school is breaking down traditions. Parents often do not understand why changes have been made in subjectmatter and methods.

Cooperating with Parents

IT IS CLEARLY our responsibility as schoolmen and women to take the initiative in establishing contact with parents—not in the spirit of "you do your job and I'll do mine," but of "let's work together." Organized parent-teacher groups have made notable progress in establishing this ideal of genuine cooperation. But those parents with whom the school finds it most difficult to establish rapport are the very ones who do not attend these meetings. Progress in individual guidance thru teamwork between school and home calls for systematic effort on the part of each principal and teacher to establish personal relations of understanding and mutual respect with at least one parent of each child soon after he enters school and thru the years to develop an increasing mutual confidence which will help him get the most out of school.

The Principal and Guidance

THE PRINCIPAL'S ATTITUDE toward individual guidance of pupils usually determines the practice among the teachers. When a principal is genuinely interested in what is happening to each boy and girl in his school, his attitude tends to permeate the thinking of his teachers, is reflected in his conferences with them, modifies the disciplinary procedures thruout the school, determines the general quality of parent-teacher relations, and leaves its mark upon curriculum and administrative practice in that school. This is true of large or small schools in cities or in rural surroundings. Without the wholehearted participation of the principal, the program of individual guidance will remain inadequate despite the best efforts of the teachers, the plans of the superintendent, or the skilled assistance of guidance specialists.

What the Principal Can Do

THE TEACHER often needs the principal's encouragement and help in handling a difficult child. Thru individual conferences, faculty meetings, and co-ordination of the efforts of teachers and specialists, the principal accepts the re-

sponsibility of helping his teachers understand their boys and girls. He helps teacher and parent to understand each other so that they may pull together in guiding a child. He assumes the responsibility for interpreting the school's program of guidance to the community. The public expects more and more individualized education, but at the same time views with alarm any deflection of effort from the instruction of pupils in traditional school subjects and resists any increase in cost. It devolves upon the principal to explain to community leaders the changing emphasis and its implications.

Specialists and Community Agencies

SCHOOL SPECIALISTS have been added to meet needs as schools have enlarged their responsibility. In the past there has been confusion of purpose and even competitive effort between these supplementary school services, but now they are being welded together to more nearly fit the needs of a real child who functions as a whole. For instance, the public health nurse no longer deals solely with problems of physical wellbeing. Her realm often includes attendance, mental hygiene, and cooperation between home and school even in matters of scholastic adjustment. In a few city school systems the administrative organization has been remodelled to coordinate all efforts which are largely directed toward recognizing and fulfilling the special individual needs not cared for by the experiences offered to all pupils.

The Committee on Individual Guidance

THE APPOINTMENT of the NEA Committee on Individual Guidance in December 1937 reflects the increasing interest of the National Education Association in the problem of individual children and in the responsibility of the schools for dealing with the whole life of the child in the light of the community circumstances which surround him. The Committee on Guidance submitted its first report to the Representative Assembly at the New York convention of the Association in 1938. The material in this leaflet is based on a series of articles sponsored by the Committee and prepared by Dr. Herbert R. Stolz. The articles appeared in *THE JOURNAL* during 1938-39.

WHAT DO YOU KNOW ABOUT YOUR NEA?

TO THE TEACHERS of the United States of America: However progressive their individual philosophies of education may be, few teachers have gotten entirely away from "tests." Question-and-answer "quizzes" are becoming increasingly popular. We shall begin our JOURNAL year with a sort of adaptation of a "quiz."

What do you know about your National Education Association?

[1] *Do you know its purpose?*

Our charter puts it succinctly thus: "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States." Ours is the great professional organization of the teachers of the United States of America.

[2] *Do you know the extent of its membership?*

There are 941,136 public-school teachers employed in our country. The final membership figure for the year 1938-39 is 201,682. That is 21 percent. Less than one in four of our teachers are enrolled in our incomparable national organization.

The goal that we have officially set for ourselves for the coming year is a 10 percent increase—that is 221,850 members—by the close of 1939-40. I am not satisfied with that prospect tho, and I want nothing more intensely than for you to enter into a compact with me now to bring that membership up to the one-in-four mark at least, 235,284 by the end of our year. Let's take one-in-four as our unofficial goal and reach—perhaps exceed it!

[3] *Do you know the various kinds of memberships that are available?*

Active membership dues, including JOURNAL \$2; including other publications in addition to THE JOURNAL \$5; Life Membership \$100. I submit that no teacher in America can afford not to have at least the regular \$2 membership. The other types of membership do indeed give their holders a great deal more statistical and research material on the problems of the profession; but the regular membership is the *sine qua non* of an adequate professional life. Is it really not as untenable to enter upon educational duties without this regular membership in your professional association as it would be to enter upon those duties without a pair of shoes? Are not both fundamental?

[4] *Could you name and discuss a few of the many outstanding accomplishments of the NEA?*

AMY H. HINRICHS

PRESIDENT,
NATIONAL EDUCATION ASSOCIATION

[a] Advances thru the years in the areas of salary, tenure, and retirement systems (and the fact that the depression did not result in a greater setback in those fields) are directly attributable to the united strength, the highly scientific and up-to-the-minute research, and the constant readiness in fact finding and fact publishing of your NEA. In 1870 the average annual salary of teachers in the United States was \$189. Between 1917 and 1931, when the Association was most active in its salary campaigns, the average annual salary rose from \$655 to \$1440. During the transition years since 1931, it declined to \$1227 and would certainly have gone much lower had it not been for the Association's research work and publicity campaigns. The average annual salary has started upward again and was approximately \$1380 in 1939.

[b] If the NEA did nothing else than make available thru its JOURNAL, its *Research Bulletins*, the publications of its 27 Departments, and its annual volume of convention *Proceedings*, the vast wealth of material on professional and pedagogical matters and on all the relations of the school—to the child, to the public, to taxation, to other institutions—it would merit your support.

[c] Volumes could be written on the work of the NEA in interpreting the schools to their communities and to the citizenship of the country in general.

[d] The emphasis that the NEA has put on character and citizenship training, on developing the child's capacity to live the more abundant life, is one of the most wholesome and effective services in American life today.

[5] *Do you know how you may have a voice in the affairs of your great organization?*

[a] See that your local organization is an affiliated association of the NEA. Your state association already is. Many local associations are, but not all.

[b] Take active part in the election and instruction of delegates to the annual convention of the NEA.

[c] Attend the conventions yourself.

[d] Read THE JOURNAL (it has the largest circulation of any professional magazine in the world), and other NEA publications.

[e] Give suggestions to your national officers. Write me immediately after read-

ing this. You in the field have ideas that would be invaluable to your official representatives. No letter will ever be disregarded by me or by the headquarters staff.

[f] Visit headquarters when you can get to Washington, and thru discussion with the leaders there get your requests, suggestions, and views to the fore. You will feel *proud* when you visit that seven-story building that is yours! There is a notable plaque in the main hallway. You should resign your position at once if, as you read it, you do not feel electrified by profound gratitude that yours is the opportunity of the teaching profession and by an intense feeling of solemn obligation and purpose to make the best contribution that you possibly can to the cultural and spiritual nurture of the children of America. The plaque reads: "Dedicated to the upbuilding of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children, and foster the education of all the people."

[6] *Do you know the greatest service that you can render your great national professional organization now, early this fall in particular and thruout the year?*

[a] Renew your own membership promptly, or if you are a Life Member, pay your current instalment promptly.

[b] Urge upon all teacher nonmembers with whom you have contact their really sacred professional obligation to join.

The added strength of purpose, of inspiration, of accomplishment that will come with this greater union of teachers (which means all educators) is beyond calculation.

"Into one great educational brotherhood" (and of course the limitation of language makes that also mean, very definitely, the women of our profession)—thus the founders of the NEA expressed their purpose and ideal, and thus Dr. Woodruff entitled her admirable discussion, in her presidential address in New York in 1938, of our opportunity for service. Dr. Shaw did a tremendous work last year in deepening and cementing professional relations.

Your new president pleads for active work on the part of each member, that it may be our privilege this year to hasten the time when *every teacher in the United States of America* will be a *participating member* of our great National Education Association.

A UNITED FRONT IMPERATIVE

Willard E. Givens, Executive Secretary, NEA

THE HISTORY of education shows that two factors are important for educational progress—individual leadership and organized cooperation.

Horace Mann, William T. Harris, John Dewey are names that stand out as blazing examples of individual leadership. By their enthusiasm, persistence, and genius, they inspired their associates with faith in education as a means of human progress. Great as were their contributions as individual leaders, they utilized organized action. In the American Institute of Instruction, the National Teachers' Association, and the National Education Association they found national platforms from which to present their messages and organized institutions to forward their progressive programs.

For more than three quarters of a century local, state, and national teachers associations have promoted educational progress. Every new worthwhile educational movement has prospered thru their cooperation. The need for a united profession is greater than ever *right now* if teachers are to play their full part in these confused days.

Strong faith in the value of education has always been an outstanding characteristic of American democracy but this faith has varied in intensity. Following the World War it grew conspicuously but has slipped during recent years.

Last spring, the President of the U. S. Chamber of Commerce, George H. Davis, said in his annual address:

"A quarter of a century ago, twenty-one million pupils were studying in our elementary schools, highschools, and colleges; and, in 1939, thirty-one million, or half again as many. But, in the twenty-five years, the cost of that training has risen more than four times. In 1914, we spent six hundred million dollars of public funds for education, and in 1939, about twenty-five hundred million. . . . As I look at the more than fourfold increase in the cost of education, I ask myself the question: 'Is the output four times better than it was twenty-five years ago?' . . . In meeting some of our situations, let us remember that when we wish to give new vigor to a languishing tree, we frequently find that a pruning of the dead limbs is even more important than additional nourishment to the roots."



1939 VICTORY HONOR ROLL

STATES WHICH INCREASED THEIR NEA MEMBERSHIP
10 PERCENT OR MORE

State	State Director	Membership May 31, 1939	Per- cent of In- crease
LA.	J. N. Poche	3,114	61
N. C.	Elmer H. Garinger	1,869	45
S. C.	A. C. Flora	1,461	32
GA.	M. D. Collins	2,066	29
ALA.	L. Frazer Banks	2,581	22
KY.	William S. Taylor	3,237	21
ARK.	W. E. Phipps	681	18
TENN.	S. L. Ragsdale	2,108	18
IDAHO	W. D. Vincent	789	15
IND.	L. V. Phillips	7,570	15
TEXAS	Rush M. Caldwell	3,739	15
ALASKA	Everett R. Erickson	334	13
VA.	Mrs. Edith B. Joynes	3,051	13
D. C.	A. Grace Lind	1,540	12
P. R.	Francisco Rodriguez-Lopez	64	12
MISS.	H. V. Cooper	1,050	11
MONT.	M. P. Moe	566	11
OKLA.	Kate Frank	1,531	11



Mr. Davis raised questions in the minds of many citizens not familiar with information in the NEA *Research Bulletin*, "Why Schools Cost More."

Competition for the tax dollar is growing keener. Appropriations for relief, unemployment insurance, old age pensions, public roads, and armaments are increasing at an astounding rate and legislatures are having serious difficulty finding funds with which to meet these demands without cutting educational appropriations. In New York State last spring, big business under the scarehead of "crisis" worked desperately for reduction in the state educational budget with the result that \$10,000,000 was cut from the state school fund. In Georgia the legislature adjourned without finding the \$5,000,000 needed to pay the state's share of the teachers' salaries, and in Colorado 65 percent of the income tax receipts was diverted from the schools to the general fund. In other communities, schools were closed early and budgets slashed. To meet this situation a strong national association is imperative.

The "all-inclusive" enrolment plan offers opportunity for uniting our educational forces more effectively. Many progressive communities are proud to maintain high enrolments in local, state, and national associations. Many already use an "all-inclusive" enrolment plan.

This device used for years with marked success in many places is growing in favor. Leaders in some communities with 100 percent enrolment prefer to use their local directories, giving one copy to local association officers, another to the secretary of the state association, a third to the secretary of the national organization. Either plan is satisfactory. *But send names and addresses early in the year so that members may begin receiving their JOURNAL without delay.*

The "all-inclusive" membership card available this year for the first time has been received enthusiastically. It symbolizes a new "united front," indicating that our professional organization is not three separate units but a unified force—the teachers of the nation working together for the advancement of the profession and the welfare of the children.

All-Inclusive Enrolment in Professional Education Associations 1	
Name _____	
Street Address _____	
City _____	State _____
All-inclusive dues paid for the current year:	
Local \$ _____	State \$ _____ National \$ _____
No. _____	Date of Payment _____
This card should be retained by local treasurer for his file	
All-Inclusive Enrolment in Professional Education Associations 2	
Name _____	
Street Address _____	
City _____	State _____
All-inclusive dues paid for the current year:	
Local \$ _____	State \$ _____ National \$ _____
No. _____	Date of Payment _____
This card should be forwarded promptly with dues to local treasurer to the Secretary of the State Education Association	
All-Inclusive Enrolment in Professional Education Associations 3	
Name _____	
Street Address _____	
City _____	State _____
All-inclusive dues paid for the current year:	
Local \$ _____	State \$ _____ National \$ _____
No. _____	Date of Payment _____
This card should be forwarded promptly with dues to local treasurer to the Secretary of the National Education Association, 1201 K Street, N. W., Washington, D. C.	
RECEIPT FOR MEMBERSHIP DUES IN PROFESSIONAL EDUCATION ASSOCIATIONS 4	
This certifies that	
Has paid \$ _____ covering dues for the current year in the local, state and national education associations.	
No. _____	Date of Payment _____
Local Treasurer _____	
Address _____	
This card should be returned to the member. It is not valid until signed by the member and by the local treasurer.	

Membership in Education Associations—1939

States and other units	Number of teachers	Membership in National Education Association					Membership in State Associations			
		May 31, 1938	May 31, 1939	Percent of teachers members 1939	Relative rank 1939	Life Membership May 31, 1939	May 31, 1938	May 31, 1939	Percent of teachers members 1939	Relative rank 1939
1	2	3	4	5	6	7	8	9	10	11
Total	941,136	195,605	201,682	21		4,960	769,957¹	782,270¹	86¹	
Alabama	19,026 ¹	2,113	2,581	14	34	65	16,837 ¹	16,605 ¹	87	35
Alaska	325 ¹	296	334	103	1	13		325	100	11.5
American Samoa	59	7	2	3	53	0				
Arizona	3,397 ¹	1,934	1,790	53	5	44	3,746	3,742	110 ²	1
Arkansas	13,003 ¹	575	681	5	50	47	7,199 ¹	8,054 ¹	62	49
California	45,211	17,099	17,762	39	10	456	35,412	36,457	81	37
Canal Zone	213	8	7	3	54	4				
Colorado	9,500 ¹	3,715	3,801	40	9	73	9,100	9,138	96	21
Connecticut	10,522 ¹	1,652	1,749	17	29	58	10,529	10,171	97	17
Delaware	1,715 ¹	776	786	46	7	17	1,786 ¹	1,654	96	19
District of Columbia	3,056	1,370	1,540	50	6	110	2,431 ¹	2,402 ¹	79	41
Florida	13,292 ¹	1,574	1,541	12	38	60	11,350 ¹	12,673 ¹	95	23
Foreign	138	164				19				
Georgia	21,040	1,603	2,066	10	42	66	16,143 ¹	16,867 ¹	80	38
Guam	197	1	1	1	56	1				
Hawaii	2,850 ¹	2,594	2,483	87	2	111	2,581	2,567	90	32
Idaho	4,671	689	789	17	28	31	4,505	4,621	99	13
Illinois	47,819 ¹	11,459	12,147	25	18	264	44,475	44,500 ²	93	26
Indiana	22,537	6,611	7,570	34	11	142	16,046	16,343	73	46
Iowa	26,207 ¹	3,295	3,328	13	36	85	20,959	22,032	84	36
Kansas	19,212 ¹	3,550	3,634	19	25	55	17,863	17,799	93	28
Kentucky	18,614	2,679	3,237	17	27	60	18,454 ¹	18,858 ¹	101 ¹	9
Louisiana	13,517	1,938	3,114	23	22	46	13,750 ¹	13,750 ¹	102 ¹	8
Maine	6,290	1,446	1,436	23	23	47	6,637	6,494	103 ¹	5
Maryland	8,800	1,320	1,317	15	31	48	5,059 ¹	4,977 ¹	57	51
Massachusetts	27,869	3,753	3,920	14	32	115	20,700	21,200	76	44
Michigan	32,207 ¹	8,455	7,665	24	20	126	32,713	33,693	105 ¹	3
Minnesota	32,179 ¹	2,810	2,707	12	37	77	16,245	16,244	73	45
Mississippi	14,912	946	1,050	7	49	24	11,024 ¹	11,850 ¹	79	39
Missouri	25,598	5,826	5,660	22	24	117	25,648 ¹	26,130 ¹	102 ¹	7
Montana	5,293 ¹	509	566	11	40	32	5,078	5,086	96	22
Nebraska	13,865 ¹	1,947	1,883	14	33	88	12,038	12,115	87	34
Nevada	910 ¹	723	698	77	3	5	740 ²	703	77	43
New Hampshire	3,025	443	474	16	30	16	2,800	2,912	96	20
New Jersey	28,317 ¹	7,690	7,794	28	17	180	27,296	27,846	98	14
New Mexico	4,500 ¹	560	577	13	35	36	4,107	4,200 ²	93	25
New York	80,498	23,616	22,854	28	15	336	48,094 ¹	48,117 ¹	60 ¹	50 ¹
North Carolina	25,537 ¹	1,829	1,869	7	47	55	22,390 ¹	22,405 ¹	88	33
North Dakota	7,655 ¹	621	570	7	46	44	4,775	4,775	62	48
Ohio	42,000 ¹	17,237	17,734	42	8	445	40,346	40,528	96	18
Oklahoma	20,930 ¹	1,379	1,531	7	48	63	20,100 ¹	20,467 ¹	98	15
Oregon	7,537	2,176	2,380	32	14	55	5,573	5,829	77	42
Pennsylvania	63,867 ¹	21,097	20,979	33	13	403	57,306	57,627	90	31
Philippine Islands	27,801	74	76	1	57	21				
Puerto Rico	5,291	57	64	1	55	21				
Rhode Island	4,500 ¹	233	218	5	51	13	4,436	4,500 ²	100	11.5
South Carolina	14,568 ¹	1,108	1,461	10	41	25	14,998 ¹	14,969 ¹	103 ¹	6
South Dakota	8,335 ¹	740	727	9	44	33	7,615	7,530	90	30
Tennessee	19,348	1,782	2,108	11	39	51	18,113 ¹	18,381 ¹	95	24
Texas	46,260	3,242	3,739	8	45	273	30,740 ¹	30,495 ¹	66	47
Utah	5,000 ¹	2,683	2,744	55	4	24	4,895	5,004	100	10
Vermont	2,746 ¹	760	643	23	21	21	2,950	2,950	107 ¹	2
Virginia	17,249 ¹	2,710	3,051	18	26	76	16,637 ¹	17,827 ¹	103 ¹	4
Virgin Islands	124	10	6	5	56	4				
Washington	11,704 ¹	4,076	3,871	33	12	49	10,839	10,670	91	29
West Virginia	15,777	1,665	1,424	9	43	63	13,759 ¹	14,655 ¹	93	27
Wisconsin	21,941	6,303	6,112	28	16	123	20,917	21,379	97	16
Wyoming	2,726 ¹	630	667	24	19	24	2,230	2,154	79	40

¹ The letter "e" indicates that the figure is an estimate.

² Figure furnished by officials of state associations.

³ Less than one percent.

⁴ Total for reported and estimated memberships.

⁵ Membership in colored state teachers association is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

⁶ Includes enrolment in both white and colored associations (separate organizations).

⁷ The rank of the New York State Association is lowered by the fact that New York City teachers at present work wholly thru local organizations. There are approximately 45,000 teachers in this state outside of New York City. When this figure rather than the one given in column 2 is used in calculating the percent of teachers who are members 107 percent is obtained. This would change the rank in column 11 to 3.

⁸ Membership in white state teachers association is an estimate. Figure includes enrolment in both white and colored associations (separate organizations).

⁹ Calculated on the basis of the number of teachers in the forty-eight states, Alaska, the District of Columbia, and Hawaii.

¹⁰ The percents in excess of 100 percent are accounted for by the fact that members are enrolled among laymen and teachers in private schools and institutions of higher learning.

THIS TABLE shows the facts regarding professional organizations and indicates the relative standing of each of the states with respect to membership in both national and state associations. The total membership in the National Education Association was 195,605 on May 31, 1938, and 201,682 on May 31, 1939. This latter figure is 21 percent of the 941,136 teachers in the United States and territories. The Life Membership in the National Education Association was 4,960 on May 31, 1939.

The figures for state associations for May 31, 1938, show a membership in these associations of 769,957. This figure for May 31, 1939, is 782,270, which is 86 percent of the 907,451 teachers in the forty-eight states, Alaska, D. C., and Hawaii.

In the United States in 1938, 21 percent of the teachers of the country were enrolled in the National Education Association; this same percent, given at the head of column 5, were enrolled in 1939. The percent of teachers enrolled in state associations in 1938 was 85; the corresponding percent for 1939, given at the head of column 10, was 86. The preceding percents are based upon the number of teachers in each state in 1935-36, as reported by the U. S. Department of Interior, Office of Education. The figures of column 2 include teachers, principals, and supervisors in public elementary and secondary schools. The figures for state associations (Columns 8 and 9) are based on signed reports from officers of those associations.

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NEW JERSEY—Sarah O. Whitlock, principal, Lincoln School, New Brunswick
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NEW YORK—Rena Rockwell, teacher, 364 West Clinton, Elmira
Frederick Houk Law, teacher, 345 East Fifteenth Street, New York City
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NORTH DAKOTA—G. W. Hanna, supt. of schools, Valley City
OHIO—L. W. Reese, supt. of schools, Washington Court House
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TENNESSEE—S. L. Ragsdale, principal, Humes Highschool, Memphis
TEXAS—Rush M. Caldwell, teacher, Woodrow Wilson Highschool, Dallas
UTAH—N. Howard Jensen, principal, Central School, Tooele
VERMONT—Joseph A. Wiggin, principal, Highschool, Brattleboro.
VIRGINIA—Mrs. Edith B. Joynes, principal, Washington-Gatewood Schools, Norfolk
WASHINGTON—Cora Oleson, teacher, Ridpath Hotel, Spokane
WEST VIRGINIA—W. W. Trent, state supt. of schools, Charleston
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WYOMING—H. H. Moyer, principal, Highschool, Rawlins

A Great Trust

OF THE TEACHER it may truly be said that his "echoes roll from soul to soul and grow forever and forever." His influence is immortal. It extends not only to those hundreds of students with whom he comes into immediate contact but beyond them to the thousands whom they in turn will influence. Every true teacher wants to be worthy of this great trust. But the degree of his service to others depends upon the use he makes of himself. In seeking to make one's life most effective the first step is critical selfappraisal. Like the accountant who audits his books regularly, let the teacher periodically check up on his own points of strength and weakness. A balance sheet of the assets and liabilities in his own character, personality, and professional skill will aid the "growing teacher" in reaching his greatest usefulness.

"Know Thyself"

THE CHECKLIST on the following pages has been prepared for the teacher who wishes to make an honest estimate of his personal and professional self. Far too often one's contribution is limited because of some minor defect of which he may be completely unaware. Perfection is made up of trifles, but perfection is no trifle. Let each teacher ask himself the following questions once a week or once a month. In the squares following the questions, mark those items needing your special attention. Ask a friend whose judgment you trust to go over the list with you, as a check on your own appraisal. Criticism, like honest confession, is good for the soul. Yet the ability to take the kindest of criticism—even when sought—is a rare virtue. The teacher who can face facts about himself is already making worthwhile personal growth.

My Appearance

IS MY APPEARANCE as attractive as I can make it? ☐

Am I wellgroomed, with hair neat, clothes pressed, shoes in good repair? ☐

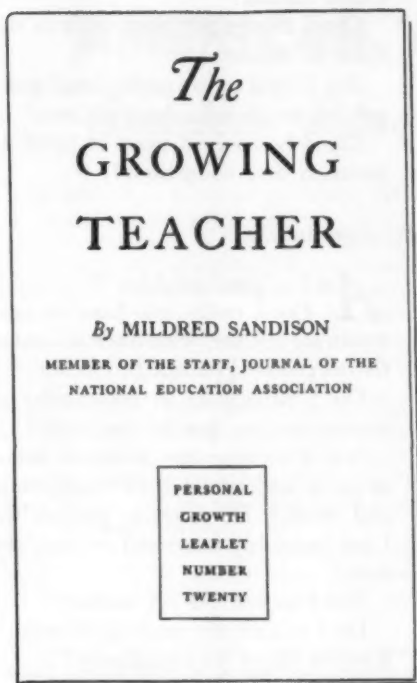
Are my hands and nails clean and wellkept? ☐

Do my teeth and breath indicate proper eating and mouth care? ☐

If a woman, are my cosmetics used conservatively and skilfully? If a man, am I properly shaved? ☐

Do I stand erect, rather than leaning or lounging on the desk? ☐

Is my carriage graceful, with head up,



SPECIAL ANNOUNCEMENT

The growth of civilization literally waits on the growth of teachers. Superintendents and principals of schools will wish to present copies of this message—now available as a Personal Growth Leaflet—to the teachers under their leadership. For presentation to highschool and college students the following leaflets are especially helpful:

- Your Life in the Making
- Your Mind in the Making
- Your Personality in the Making
- The Planning of Your Life
- Learning To Be a Leader
- Franklin's Plan of Selfimprovement

The habit of keeping a supply of these attractive leaflets on hand for use in guiding and inspiring students is spreading rapidly. Send selfaddressed, stamped envelope for latest complete list of titles or send a \$1 bill, asking for a complete assortment of Personal Growth Leaflets issued to date. Order from the National Education Association, Washington, D. C.

shoulders back, chest out, stomach in, weight on toes, with arms and legs swinging easily? ☐

Are my clothes suitable, becoming, wellkept, and of sufficient variety to avoid monotony for the students? ☐

Do I avoid mannerisms, such as fidgeting, twirling a pencil? ☐

My Health

HAVE I the buoyant strength that comes from good health? ☐

Are my health habits sensible and regular: Do I get sufficient fresh air and sunshine? Do I have proper eating

habits? Do I have adequate rest and exercise? ☐

Am I free from remediable health defects and chronic ailments? ☐

Do I avoid habits injurious to my health? ☐

Do I have my "nerves" under control, rather than using them as an alibi? ☐

Am I maintaining enough reserve strength to go thru the year without developing chronic fatigue? ☐

Have I the cheerfulness and radiance of spirit that bespeak good mental and spiritual health? ☐

Am I neither too thin nor too fat? ☐

Have I chosen my physician and dentist with care? ☐

My Conversation

DO I make a good impression when I speak, both publicly and in personal conversation? ☐

Do I carry my share of a conversation, without monopolizing it? ☐

Have I ever had my voice tested thru a recording so that I know that it is low-pitched and pleasant? ☐

If I have a voice defect such as mumbling, nasality, or inarticulation, am I applying proper remedies? ☐

Do I speak slowly enough? ☐

Do I practice daily to achieve careful, resonant pronunciation and clear enunciation? ☐

Am I always seeking to increase my vocabulary? Do I consistently consult the dictionary as to pronunciations about which I am uncertain? ☐

Am I constantly on the alert to improve my English, to keep it worthy of imitation by my pupils? ☐

My Personality

HAVE I a sense of humor, even when the joke is on me? Do I laugh often, but with discriminating taste? ☐

Do I try to speak tactfully and kindly, without being too outspoken? ☐

Can I remain calm and poised in spite of provocation, refusing to have my "feelings hurt," and profiting by criticisms and suggestions? ☐

Do I meet people easily, with my eyes meeting theirs squarely, my handshake firm? ☐

Are my table manners satisfactory? ☐

Do I write interesting letters? ☐

Do I refrain from overuse of "I"? ☐

Have I at least one hobby and a versatility of interests? ☐

Am I well enough informed in current events, music, literature, sports, and other areas that my conversation is not limited to "talking shop"? ☐

My Professional Growth

AM I a participating member of local, state, and national education associations? ☐

Do I enrich my teaching thru professional reading, association conventions, summer school, travel? ☐

Have I studied and do I abide by the code of ethics of my profession? ☐

Do I appreciate the importance of the teaching profession and am I acquainted with its history? Would I rather teach than do anything else? ☐

By selfrating, supervisors' suggestions, or experimenting with new methods, do I discover and try to conquer my teaching weaknesses? ☐

Do I ever write up my classroom experiences for publication? ☐

Am I spending at least 1 percent of my salary for wellchosen books? ☐

Am I a thoro student of at least one important area of human welfare? ☐

My Students

Do I treat my students as friends and build up mutual understanding, confidence, and respect? ☐

Do I have a real interest in each of my pupils that makes itself felt in fair, impartial treatment? ☐

Do pupils have opportunity to discuss grades and other problems with me? ☐

Is my classwork so wellplanned and effective that students really learn? Do students enjoy my classes? ☐

Do the children find my instructions and assignments clear and reasonable? ☐

Do I secure good order thru interesting class activities, to which each learner makes a definite contribution, rather than thru enforced obedience? ☐

Do I handle difficult children individually outside of class, without calling class attention to their conduct? ☐

Is my classroom neat and clean, an attractive school-home for my students? ☐

My Colleagues

ARE MY relationships with my colleagues satisfactory? ☐

Do I cooperate with teachers, administrators, and schoolboard? ☐

Am I doing my share of duties outside the classroom—lunchroom and playground supervision and the like? ☐

Am I generous in congratulating my colleagues on their successes? ☐

Do I make reports and records punctually and accurately? ☐

Do I look upon faculty meetings as an opportunity to learn? ☐

Is it an inflexible rule of mine never

to make disparaging remarks about a fellow teacher? ☐

Can I change my plans to fit in with those of others? ☐

Am I loyal to my professional group, putting its interests above my own? ☐

Can I be counted upon to fulfill my promises and obligations? ☐

My Community

AM I a "good neighbor"? ☐
Do I really live here or am I a suitcase teacher, with interests and activities centered outside this locality? ☐

Do I participate in community activities, such as church? Do I vote? ☐

Am I visiting my students' homes so as to understand their backgrounds and needs? Do I show parents that I am genuinely interested in their children? ☐

Am I an active PTA worker? ☐

Do I vitalize my teaching by relating it to the life of the community? ☐

Are my social and moral standards worthy of my profession? Is my choice of out-of-school associates prudent? Have I made a wise choice for a rooming and boarding place? Do I respect local customs? ☐

Do I endeavor to interpret the schools to the public? ☐

Selfdiscipline and Selfimprovement

THE MOTORIST whose car will not start has made progress when he locates a wornout battery as the cause of the trouble. But the mere discovery is not enough. Before the engine will start, a new battery must be installed. So it is with the teacher. Awareness of a defect does not in itself insure improvement. The important thing is to put intelligence, patience, and persistence to bear upon its correction and upon the cultivation of fine qualities. In striving to make the most of your own life and in the inspiration and guidance of students, you will find the Personal Growth Leaflets helpful. Several of these leaflets relating to life, mind, personality, and selfimprovement are listed on page two. Send selfaddressed, stamped envelope to the National Education Association for the latest complete list.

The Supreme Purpose

THE GREAT PURPOSE of a teacher's growth and work is to make a difference in the lives of others. Are your pupils happier, wiser, more human, useful, and cooperative because they have

known you? This is the most important yardstick against which a teacher may measure his achievement, the best index as to his success or failure. Your effect on others is produced most surely by personal concern so deep and abiding that it refuses to be swamped by the endless petty detail in which the teacher can be so easily lost but which can be brought under control by careful planning and good management. Personal work with individual students, having always in mind their character growth and spiritual development, is the very essence of true teaching. The growth of the student is the teacher's supreme purpose and highest joy.

The Test of Years

EVERY TEACHER who looks beyond the moment and tries to comprehend the whole lives of his students knows that many forces will play upon those lives and they will either weaken and break under the strain or rise in noble majesty to their higher selves. Whether it shall be the one or the other depends much upon the ability of teachers to awaken and nourish the unconquerable spirit which is at the base of all real greatness. Keep in touch with your students—if not all, at least a representative few—year after year. Follow them into their homes, their occupations, their citizenship, asking always what real difference your teaching made or might have made had it been better. By weighing constantly your own continuing influence on the lives of your students, you will realize more fully the glory and greatness of teaching.

POUR OUT light and truth, as God pours sunshine and rain. No longer seek knowledge as the luxury of a few, but dispense it amongst all as the bread of life. Learn only how the ignorant may learn; how the innocent may be preserved; the vicious reclaimed. Collect whatever of talent, of erudition, or eloquence, or authority, the broad land can supply, and go forth and teach this people.—

HORACE MANN.

[Sixth printing. Total copies to date, 496,000]

MAKING A SIMPLE BACKDROP

WITH THIS PAGE THE JOURNAL CONTINUES THE SERIES

Pedagogy thru Pictures



Pasting strips of wrapping paper together to give the desired width

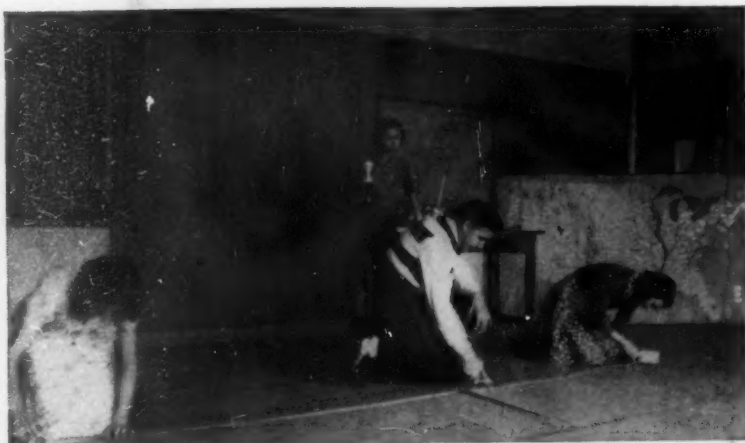
THESE photographs were sent in by Clare Symonds, a geography teacher of Quincy, Illinois. She writes: "To make their program on Poland 'real,' students prepared a scenic backdrop for the stage. It was made with inexpensive wrapping paper, paste, and tempera paint."



The artist sketches the scene; the painting crew follows



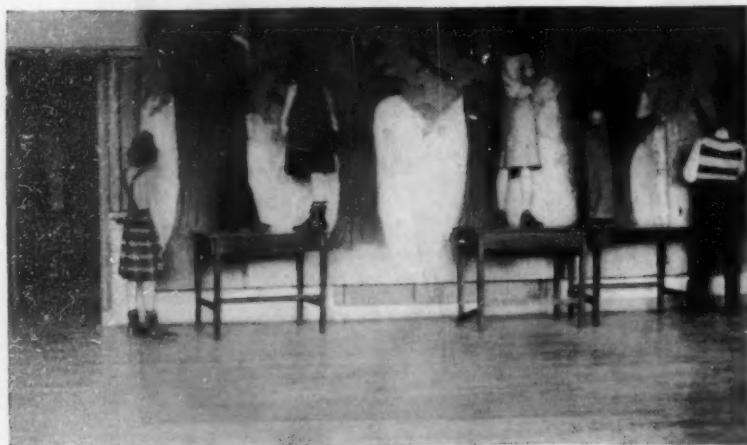
The artist puts on the finishing touches



Reinforcing the top edge and punching holes



Inserting the bent wire hangers



Putting up the backdrop



Admiring their handiwork

Envy

*My teacher says that I'm the best
And smartest boy in school.
I'm never careless, like the rest;
I never break a rule.
If visitors should come to call,
She has me speak a piece,
Or tell what makes an apple fall,
Or bound the coast of Greece.*

*You might expect that since my brain
Holds such an awful lot,
I'd be extremely proud and vain—
But, oh, indeed, I'm not!
For Willie Brown's a cleverer lad
Than I can hope to be.
Why, I'd give anything I had
To be as smart as he.*

*He can't recite "Hark, Hark the Lark";
He's not the "teacher's pet";
He never gets a perfect mark
In 'rithmetic—and yet,
Could I be he, I'd waste no tears
On foolish things like sums;
For Willie Brown can wag his ears
And dislocate his thumbs.*

—Deems Taylor.

From the County Superintendent's Notebook—District 17, after studying cooperatives, organized its own "Tip Top Cafeteria" in which each child bought a share at 5¢.

I like the idea used in the intermediate room of District 5 to acquaint pupils with unusual facts. An envelop marked "Do you know that?" hangs near the door. When the children learn a strange fact, they write it on a slip of paper to deposit in the container.

The pupils of Miss Irene Hiniker keep a daily weather record. They note on a large chart such items as wind velocity and direction, temperature, clouds, sunrise, sunset, moon phases, rain, snow.

Miss Lucile Kauffman has a sand-table on the cover of a large carton, which contains sand and rests on the floor. When not in use, it is stored away or discarded, thus saving floor space.—J. P. Karpen, county superintendent of schools, Hastings, Minnesota.

Conservation Project—The seventh and eighth grades of Field School, Curry County, New Mexico, sent the following questionnaire, based upon class dis-

cussion, to parents in the community, and presented the findings in a radio program on "Soil Conservation in Curry County."

Name
Do you own your farm?
How many acres do you farm?
Do you contour your land?
Does your land need terracing?
How many acres are planted in wheat?
In broom corn?
In grain sorghum? In beans?
In pasture land?
Do you think wind erosion is a problem for eastern New Mexico?
Can we do anything about it?
—From the March 1939 *New Mexico School Review*.

Ideas, Facts, Plans—Of practical value to every teacher is the 1939 Yearbook, *Community Resources in Rural Schools*, published by the NEA Department of Rural Education, Washington, D. C. 109p. 50¢ (free to members of the Department).

For Science Study—The Cornell Rural School Leaflets contain excellent science material for upper elementary grades. A year's subscription is 50¢. Write to the Office of Publication, New York State College of Agriculture, Ithaca, New York. Recent titles include:

The Elementary Science Library
Waterways in Fall
What's the Difference? (chemistry)
Creeping, Sprawling, Climbing Plants



A Reading Corner in an elementary school in Jessamine County, Kentucky, Roland Roberts, superintendent. The county schools have a centralized library of more than three thousand volumes.

Tree Planting—School children in the rural schools of Washington County, Minnesota, have planted 5500 trees in the last two years. Grace McAlpine, county superintendent, reports that they expect to plant 2600 trees this year. The children plant the trees at home or on the schoolgrounds and take good care of their trees. The project is made possible thru cooperation of the county superintendent and the judge of probate and juvenile courts.

Free Materials for Rural Schools, Personal Growth Leaflet No. 73, by Howard A. Dawson, director, NEA Division of Rural Service, is now available from the NEA, 1201 Sixteenth Street Northwest, Washington, D. C. Price: 1¢ each; no orders accepted for less than 25¢. Cash must accompany orders for \$1 or less. Send for latest complete list of titles.

He who knows what sweets and virtues are in the ground, the waters, the plants, the heavens, and how to come at these enchantments, is the rich and royal man.
—RALPH WALDO EMERSON.

The Modern Farmer—The amount that each person on the farms can produce has gone up steadily in the past 100 years. Science and engineering have been responsible. Today, the average American farmer, after providing for himself, for three other persons in his family, and for a hired laborer, produces food and fibers for 12 people in this country who *don't* live on farms, and besides that for two more persons in foreign countries. In 1830 three working persons in each four were doing their work on farms. Today, one working person out of five in the United States works on a farm. And the one person today turns out more farm products than the three persons did in 1830.—M. L. Wilson, Under-Secretary of Agriculture.

Going Forward during 1939-40—Is your school planning a program of community beautification? Of conservation? Of bird study? Of tree planting? Write a brief description for this page which appears each month in *THE JOURNAL*.

Morning at School

A moment more and they will gather—
some
With faces shy, and some with eager
smiles;
With welcoming eyes, and all the little
wiles
That speak of love and trust tho lips are
dumb.
Soon this hushed room will quicken with
the hum
Of many voices, and these narrow aisles
Will feel the tread of softly-walking
files—
Only a moment more and they will come.
O, I am glad today that I may stand
Again within the walls of this glad
place;
Dwelling once more in Life's bright
borderland,
A tenant in Youth's country for a space;
Holding awhile sweet Childhood by the
hand—
Teacher of little children, by God's
grace!

—Marion B. Craig

For a Healthy Year—Teachers will find useful the following pamphlets published by the Office of Education. Order from the Superintendent of Documents, Washington, D. C.:

What Every Teacher Should Know about the Physical Condition of Her Pupils, 5¢

Safety and Health of the School Child: A Selfsurvey of School Conditions and Activities, 10¢

Classroom Growth Record—A new wall chart for classroom records of height and weight thru the school year is available from the NEA, Washington, D. C. Size 23 $\frac{3}{4}$ " x 19". Price 3¢.

"Little Washington"—A unique project in character education has been worked out by the sixth grade of the Hamilton, New York, Central School, Mary M. Barber, teacher. Using Mrs. Roosevelt's book, *Trip to Washington with Bobby and Betty*, the class arranged the schoolroom to represent the capital city. Officers were elected to correspond to national executives—president, vice-president, cabinet members, senators, and others. All officers have specific duties. The citizens of "Little Washington" make their own laws and have charge of their own discipline. Seats in the

room are arranged like the Senate chamber. The "Smithsonian Institution" contains souvenirs sent by national leaders in reply to letters written by the children, including a small leather Bible from Mrs. Garner, a coin from Senator Glass, and Indian beadwork from Senator Murray. The "Botanical Gardens" contain plants for nature study, and books are kept in the "Congressional Library."

Observation Guide—A useful outline for parents and teachers who wish to check the progress of their children is given in the American Education Week packet for kindergarten-primary schools (see page 185).

School Operetta—An all-school project which created citywide interest, was the presentation of our Christmas operetta, "Rumpelstiltskin" (published by C. C. Birchard and Company). Thruout the fall months, art, music, English, and dramatic work centered around this production. The Choral Club was the nucleus on which we built, but every grade had its own projects. The children worked in committees for scenery, costumes, programs, publicity, and the like. All the scenery, including a nine-foot windmill with movable arms and a doorway for the boastful miller, was made by the students.—W. B. Trammell, principal, East Highlands School, Columbus, Georgia. [See photo below.]

For Your Radio Calendar—The NBC Music Appreciation Hour, conducted by Walter Damrosch, will begin its twelfth year of school broadcasting on October 13. The program is broadcast



Fitzpatrick in St. Louis Post Dispatch
SCHOOL OPENS IN EUROPE

every Friday from 2 to 3 PM EST. A *Teacher's Guide* (5¢ postpaid) may be secured from the NBC, New York.

Planning the Year's Work—Three recent bulletins of the Association for Childhood Education, Washington, D. C., suggest ways to make the most of school equipment and resources:

Uses for Waste Materials, 12p. 20¢

School Housing Needs of Young Children, 40p. 35¢

Equipment and Supplies, A List of Recommended Materials, 48p. 50¢

Reference Tool—The *Handbook of English for Boys and Girls*, recently published by the National Conference on Research in English, is for the child's use thruout the middle grades so that he may find the answer to his own questions about speech and writing. Order from Scott, Foresman Company, Chicago; 60¢ a copy, quantity discounts.

Readers are invited to send material for this page.



A Teacher Prays

*The sun so long hidden this cheerless day
Blandly ignores the window's barrier
And overwhelms with torrential light
The classroom
And the faces of those seated before me.*

*Dear God, grant that I, like the sun,
May flood with light
The dim, unexplored recesses of the mind
So that they may know*

*Truth,
Beauty,
Tolerance,
Wisdom, honesty,
And love.*

*But I grow afraid,
For the torrent of light
Touches them but misses me
Where I stand in the shadow
At the front of the room.*

—Jewel Standerford, Central Senior
Highschool, Muncie, Indiana.

"Know Your School" Leaflets—A series of study outlines for the use of students, parents, and civic groups, has been published by the Office of Education. Order the leaflets at 5¢ each from the Superintendent of Documents, Washington, D.C. Titles include: *Know Your Board of Education, Know Your Superintendent, Know Your School Principal, Know Your Teacher, Know Your School Child.*

Films for the Improvement of Reading—The Harvard Film Service has prepared a series of 16mm. films for highschool and college students and also for grades one to nine. Sample selections, teachers' guides, and comprehension tests will be sent for preview purposes on request to the Harvard Film Service, Harvard University, Cambridge, Massachusetts.

Safety Materials—A kit of visual aids for the teaching of safety on the highway may be secured from C. R. Lindstrom, State Teachers College, Peru, Nebraska, price 15¢. Includes diagram of hills, intersections, and other hazards, with small cars to simulate road conditions; also a teaching unit on "Man and the Motor Car."

For the School Library—A Catalog of the American Guide Series may be obtained free from the Federal Writers' Project, 1734 New York Avenue, Wash-

ington, D.C. Guides are now available for over twenty states. [See "The American Guide in the Schools," THE JOURNAL for May 1938, p140-41.]

For Geography and History Teachers—Pricelist No. 53 on *Maps* published by the United States government has been revised and is free on request from the Superintendent of Documents, Washington, D.C. The official map of the United States is also available from the Superintendent of Documents at \$2. The map is 5 by 7 feet mounted on cloth.

Good material for consumer education classes will be found in *The Consumer Education News Letter*, published by the Institute for Consumer Education, Stephens College, Columbia, Missouri, 25¢ for nine issues, October thru June.

Cooling the Hot Spots in High School is the title of the Third Yearbook of the Washington State Highschool Principals' Association. Copies may be secured for \$1 from the editor, Frank Jones Clark, Broadway Highschool, Seattle. "Hot spots" discussed include study hall, guidance, contests, awards, and college entrance. Single copy, \$1; 5 copies, 60¢ each; 10 or more, 50¢ each.

Play Day or Get-Acquainted Programs are sponsored by the Lackawanna Valley Secondary-School Principals Association of Pennsylvania. Each month a particular highschool acts as host to groups from other highschools in the valley. Transportation for the visiting students is provided by teachers who donate their cars and who meet at the host school to join the monthly meeting discussion groups of the Pennsylvania State Education Association, which are held on the same day.

Reading for Background—This series of bibliographies, published in cooperation with the American Library Association, is available from H. W. Wilson Company, New York, single copy, 35¢; 10 or more copies of any title, half price. Titles include: *Background Readings for American History, What Shall We Read Next?, Books about Spain, Background Readings in Music, Poetry for High Schools.*

A pamphlet summary of Clarence K. Streit's notable book, *For Union Now: A Proposal for a Federal Union of the Democracies* (Harper, New York), will enable teachers and students to get the essence of his plan for international welfare. The pamphlet is published by the Union Press, National Union Building, Washington, D. C. 40p. 25¢ a copy; in quantities, 10¢ each, postpaid.

The Safety Valve has saved many lives; explosions and catastrophes have been avoided by this little device. There are safety valves in education as well as in industry. One cause of dissatisfaction among students is the grade which they receive. When a student receives a lower grade than he feels he deserves, he soon convinces himself and even others that the teacher is unfair. As a safety valve, I ask all students who do not understand why they received a certain grade to make an appointment with me to go over the grades. I find that in practically every case the student is satisfied when the reasons for giving the grade are pointed out to him. For students who will not come even if they disagree with the grades they receive, I use another safety valve. Before I give out the grades, I ask each student to hand in to me the grade he honestly feels he deserves for that six-weeks' period. If I find we differ two points (I refer to the 1, 2, 3, 4, 5-point grading system) I ask that student to come and see me after school. We go over the records and clear up the misunderstanding.—Virgil Y. Russell, head of social science department, Casper, Wyoming.

For Social Studies Classes—One or more of the following materials will be useful to schools which are planning community surveys:

How To Make a Community Youth Survey, American Council on Education, Washington, D. C. 1939, 45p. 25¢.

Outline for a Community Survey, Curriculum Laboratory, George Peabody College for Teachers, Nashville, Tennessee. 10¢.

Your Community: Its Provision for Health, Education, Safety, and Welfare by Joanna C. Colcord. Russell Sage Foundation, New York, 1939, 249p. 85¢.

Greeting his pupils, the master asked: "What would you learn of me?"

And the reply came:

"How shall we care for our bodies?"

"How shall we rear our children?"

"How shall we work together?"

"How shall we live with our fellow-men?"

"How shall we play?"

"For what ends shall we live?"

And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things.—From *Principles of Education* (Houghton Mifflin Co.), by George S. Counts and J. Crosby Chapman.

For the Centennial of Teacher Education—On July 3, 1839, the first public normal school in the United States was begun at Lexington, Massachusetts. As a part of its celebration of the centennial of this historic occasion, the American Association of Teachers Colleges announces the publication of *A Century of Public Teacher Education* by Charles A. Harper. This 175-page book, which tells the story of the state teachers colleges as they evolved from the normal schools, should be in the library of every teacher-educating institution and every prospective teacher. Order from the American Association of Teachers Colleges, Roscoe L. West, chairman, State Teachers College, Trenton, N. J., at 50¢ a single copy postpaid. Quantity discounts are 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more copies, 33⅓ percent.

Of Mutual Advantage—By keeping a continuous exchange of ideas going on between the teachers in the college and the teachers in the field, theory and practice will act as a constant check on each other to the good of both. Such an exchange is provided by having cadet teachers do part of their practice work under master teachers in the field instead of all in the possibly too closely supervised and idealized situation of the campus school. The students touch reality and gain much from their master teachers. The master teachers in turn receive help and a fresh outlook on their problems from the cadets.—R. W. Swet-

man, president, State Normal School, Oswego, New York.

Future Teachers of America—Your attention is invited to one of the most important movements in this country today—the development of the organization "Future Teachers of America." A project of the National Education Association and its affiliated state and local associations, FTA is arousing widespread interest. For information concerning the organizing of FTA clubs in highschools and FTA chapters in colleges, write to the National Committee, Future Teachers of America, 1201 Sixteenth Street Northwest, Washington, D. C.

Integrating Theory and Practice—The program of work in a teacher-training institution falls into three divisions—subjectmatter courses, specific courses in education, and practice teaching. To coordinate work among these departments and courses, the Illinois State Normal University, Normal, Illinois, has since 1937 had a "Director of Integration," Floyd T. Goodier. In the *Illinois Teacher* for December 1938 Dr. Goodier tells how this institution is "Integrating Theory and Practice in a Teacher-Training Program."

Now Available for FTA Groups—Write to the National Committee, Future Teachers, for copies of the Personal Growth Leaflet, "Program Suggestions for FTA Clubs and Chapters." This leaflet will be invaluable in the planning of programs and projects for the coming year.



The Robert J. Breckinridge Chapter, Future Teachers of America, State Teachers College, Murray, Kentucky

A Fitting Tribute—The FTA club in McAlester Highschool, McAlester, Oklahoma, is known as the Clara Elizabeth Holmes Club, Future Teachers of America, "in honor of a former principal of the junior highschool, who labored long and faithfully in our school system."

American Education Week Helps—Have you ordered a teachers college packet from the National Education Association? In addition to posters, leaflets, and stickers, the packet contains suggestions to aid in the observance of the centennial of teacher education. The price of this helpful packet is 50¢.

Statewide FTA Conferences have been held in South Carolina, Ohio, Kentucky, North Carolina, and Oklahoma during the spring and summer of 1939.

Professionalism—Few teachers would be classed as anti-professional, but too many of them are without the qualities that bind members of other professions together. One reason is that normal schools and teachers colleges do not do enough toward building up the teaching profession. There has been too little said about teachers' ethics and the need of teachers working together to accomplish that which is best for all the schools and for all the teachers.—George O. Smith, superintendent of schools, Princeton, Illinois.

It is hoped that Future Teachers of America chapters will serve as practice schools to do for prospective teachers in their professional and civic relations during the next century what the training school has done in preparing them for their relationships with children during the past century. The movement differs from other student groups on two points: First, that it is an organic part of local, state, and national associations; and second, that it has a definite content of professional and civic outlook, as represented in the Personal Growth Leaflets. The list of these leaflets is being continually enriched and expanded in the light of new needs. See page A-128.

★ ★ ★ NOTES AND ANNOUNCEMENTS ★ ★ ★

New Life Members

★ THE FOLLOWING have become Life Members since the list was last published in THE JOURNAL:

ALABAMA—LeRoy Brown
 ARIZONA—Edwin L. Riggs
 CALIFORNIA—Carl Thomas Cobbs, Marguerite Collier, Marion Howard Dunbar, Frederik Frederiksen, Walter T. Helms, Helen F. Holt, Margaret M. Holland, Harry E. Moore, Mary Morris, Leonard Ward
 CANADA—Edwin M. Greaves, Clifton L. Hall
 COLORADO—Milton H. Andrus
 DISTRICT OF COLUMBIA—Mrs. Ethel H. Grubbs, Stephen James, Helen Kiernan-Vasa
 ILLINOIS—Albert F. Iske
 INDIANA—Frederick W. Stoler
 LOUISIANA—Lether Edward Frazar
 MASSACHUSETTS—Pearl Edith Belonga, Alexander H. Ladd, Anna J. Masterson, Mrs. Abbie T. Matheson, Elizabeth I. Spargo
 MICHIGAN—F. W. Frostic
 MONTANA—Alfred D. Grandchamp
 NEBRASKA—Elizabeth Rainey
 NEVADA—Adelyn M. Rotholtz
 NEW JERSEY—Elizabeth A. Frankenfield, Lanning Myers
 NEW YORK—Laura B. Harney, Ernest D. Lewis, Lawrence Willard Shaw
 OHIO—Earl F. Bopp, Esther Smith Bower, Muriel Goen, F. R. Harris, Louise Marie Voth, Joseph F. Woodruff.
 PENNSYLVANIA—Walter M. Hollis, Henry Van Dyke Shaw, Robert Gardner Shaw
 RHODE ISLAND—George H. Baldwin
 SOUTH DAKOTA—Olaf Slostad
 TEXAS—Doyle D. Jackson

Personal Recruiting Counts

★ R. K. SALISBURY, principal, Greenhills Public School, Greenhills, Ohio, recently wrote: "Each year since becoming a Life Member, I have secured one additional Life Member and today I am glad to forward my new recruit for this year." If every Life Member would secure a new one each year, the list of Life Members would grow in an inspiring manner.

Pedagogy thru Pictures

★ TEACHERS are invited to send to THE JOURNAL teaching units told thru photos.



In recognition of twenty-five or more years of continuous service as teacher in the Cleveland Public Schools, this certificate is awarded to

By The Cleveland Kiwanis Club
 This day of, 1939.

PRESIDENT

SECRETARY

R. T. Allen, superintendent of the Cleveland, Tennessee, schools, reports that five teachers of that city were last spring presented with a certificate of service by the local Kiwanis club.



Rodger in The San Francisco News

BULWARK OF DEMOCRACY!

Horace Mann Stamp

★ FOR SEVERAL YEARS the National Education Association, the Horace Mann League, and other groups interested in public education have been urging the U. S. Post Office Department to issue a memorial stamp commemorating the public service of Horace Mann. Postmaster General James A. Farley announced in July that he had authorized the issuance of a special series of postage stamps in honor of famous Americans, among them Horace Mann. Other educators to be honored on the postage of their country are Charles W. Eliot, Booker T. Washington, Frances E. Willard, and Mark Hopkins. Thirty-five separate stamps will be issued, five in each of the following groups: Authors, artists, poets, educators, inventors, composers, and scientists. Some of the series will probably be placed on sale early in 1940.

Miss Tarbell on Policies Commission

★ BY JOINT ACTION of the executive committees of the National Education Association and the American Association of School Administrators, Miss Emily Tarbell, teacher in the Vocational Highschool, Syracuse, New York, was appointed to membership on the Educational Policies Commission to fill a vacancy occasioned by the death of Lotus D. Coffman a year ago. Miss Tarbell has previously served on the Commission in an *ex officio* capacity as President of the Department of Classroom Teachers of the NEA.

St. Louis Convention, AASA

★ THE SEVENTIETH annual convention of the American Association of School Administrators, a Depart- [Cont. on page 192]

ONE HUNDRED PERCENT ENROLMENTS

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 membership 100 percent since April and have continuously enrolled in their national professional organization for the number of years indicated:

TWENTY YEARS

MISSOURI—*St. Louis*, Simmons

SEVENTEEN YEARS

ARIZONA—*Phoenix*, Entire System

FIFTEEN YEARS

OHIO—*Alexandria*, Entire System

FOURTEEN YEARS

MISSOURI—*St. Louis*, Roe, Wyman

TWELVE YEARS

CALIFORNIA—*Los Angeles*, Los Feliz

ELEVEN YEARS

NEW JERSEY—*Atlantic City*, Senior High

OHIO—*Willoughby*, Union Senior High

TEN YEARS

MISSOURI—*St. Louis*, Mallinckrodt

NEW JERSEY—*Atlantic City*, Chelsea Hgts., Richmond Ave., Venice Park

NEW MEXICO—*Albuquerque*, John Marshall

NINE YEARS

MISSOURI—*St. Louis*, Dumas, Eliot, Herzog, Madison, Meramec, Pestalozzi, Shenandoah, Washington, Wilkinson

WISCONSIN—*Wausau*, Marathon County Normal

EIGHT YEARS

MISSOURI—*St. Louis*, Carondelet, Carr Lane, Clay, Clinton, Delany, Dewey, Humboldt, Longfellow, Oak Hill, Resident Open Air, Rock Spring, Scruggs

NEW JERSEY—*Atlantic City*, Board of Education

NEW YORK—*Solvay*, Boyd

SEVEN YEARS

KENTUCKY—*Lexington*, Arlington

MISSOURI—*Kansas City*, Lowell; *St. Louis*, Central High, Cole, Cottage Ave., Grant, Harrison, Jefferson, Meramec Hills Farm, Mullanphy, Riddick, Stix, Turner, Walbridge

SIX YEARS

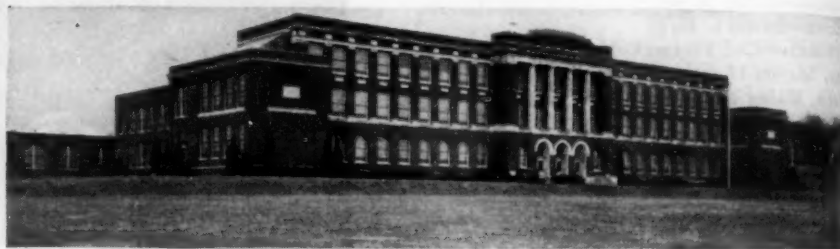
DISTRICT OF COLUMBIA—*Washington*, Seaton

HAWAII—*Kilauea*, Volcano, Keakealani

IDAHO—*Albion*, State Normal

MISSOURI—*Kansas City*, Henry C. Kumpf; *St. Louis*, Baden, Bellefontaine Farms, Chouteau, Lafayette, Monroe, Shaw, Sigel, Wade

The entire system of the *St. Joseph, Missouri*, schools has been 100 percent in NEA membership since 1918.



CENTRAL HIGHSCHOOL, ST. JOSEPH, MISSOURI

NEW JERSEY—*Atlantic City*, Junior High
PENNSYLVANIA—*Norristown*, Roosevelt

FIVE YEARS

KENTUCKY—*Lexington*, Cassidy
MISSOURI—*St. Louis*, Buder, Charles, Fanning, Gallaudet, Gardenville, Garfield, Gratiot, Hodgen, Long, L'Ouverture, Mason, Michael, Mount Pleasant, Peabody, John H. Schroeder, Sherman, Special School No. 2, Taussig Open Air, Waring, B. T. Washington Voc., Woodward
OHIO—*La Rue*, Entire System

FOUR YEARS

KENTUCKY—*Lexington*, Ashland, Johnson, Lincoln, Maxwell
MISSOURI—*St. Louis*, Busch, City Hospital School No. 1, Dunbar, Educational Museum, Froebel, House of Detention, Laclede, Lindenwood, Virginia Ave.
OHIO—*Ohio City*, Entire System

THREE YEARS

ALASKA—*Belkofsky*, Belkofsky
HAWAII—*Kailua*, North Kona, Kalaea
ILLINOIS—*Bridgeport*, Entire System; *Dundee*, Entire System
INDIANA—*Bruceville*, Entire System
KANSAS—*Kingsdown*, Kingsdown Cons.
KENTUCKY—*Lexington*, Entire System
MISSOURI—*St. Louis*, Banneker, Clark, Corrective Speech Teachers, Emerson, Field, Henry, Shepard, Special School No. 14, Wornner
NEW YORK—*Syracuse*, Huntington, Sumner

TWO YEARS

CALIFORNIA—*Los Angeles*, Thirty-sixth St.
MISSOURI—*St. Louis*, Cote Brillante, Wayman Crow, Southwest High, Special School No. 10, Stowe Teachers College, West Belle
NEW JERSEY—*Elizabeth*, Continental
NORTH CAROLINA—*Winston-Salem*, West End
NORTH DAKOTA—*Park River*, Entire System
RHODE ISLAND—*Cranston*, Gladstone St.

SOUTH DAKOTA—*Madison*, Garfield
UTAH—*Tooele*, Tooele Central

CURRENT YEAR

ARKANSAS—*Little Rock*, Badgett
CALIFORNIA—*Big Creek*, Big Creek; *Columbia*, Columbia Elem.; *Kentfield*, Adeline E. Kent; *Los Angeles*, Monte Vista St.; *San Francisco*, Sunshine Orthopedic
COLORADO—*Windsor*, Entire System
CONNECTICUT—*Torrington*, Wetmore
DISTRICT OF COLUMBIA—*Washington*, Macfarland Junior High
FLORIDA—*Sarasota*, Central
ILLINOIS—*Chicago*, Washburne Trade; *Glen Carbon*, Entire System
INDIANA—*Bedford*, Lincoln; *Hartford City*, West Side; *Terre Haute*, Fort Harrison
IOWA—*Lisbon*, Entire System
KANSAS—*Kingsdown*, Entire System
KENTUCKY—*Irvine*, Entire System
LOUISIANA—*Lula* (via Benson), Lula Elem.; *Vidalia*, Vidalia Sr. High
MAINE—*Lincolntonville*, Camden High
MASSACHUSETTS—*Leominster*, Bennett, Field Primary, George St., Lancaster St.
MICHIGAN—*Grand Rapids*, Palmer
MISSOURI—*St. Louis*, Blow, Bryan Hill, Cupples, Division of Tests and Measurements, Dunnica, Fremont, Lowell, Scullin, Sumner High Preparatory, Vashon Preparatory
NEW JERSEY—*Elizabeth*, Christopher Columbus No. 15
NORTH CAROLINA—*Greensboro*, Charles H. Moore; *Winston-Salem*, Waughtown
OHIO—*Ellsworth*, Ellsworth Rural
OREGON—*Modoc Point*, Grade
RHODE ISLAND—*Central Falls*, Central St.; *Cranston*, Cottage St., Howard; *Harrisville*, Harrisville; *Nasonville*, Nasonville; *North Smithfield*, Union Village; *Pascoag*, Pascoag Grammar; *Westerly*, Chestnut St., Park Ave.
VERMONT—*Barre*, Trow Hill
VIRGINIA—*Norfolk*, Campostella Hgts.; *Virginia Beach*, W. T. Cooke
WEST VIRGINIA—*Charleston*, Mercer, Taft

[Cont. from page 191] ment of the NEA, will be held in St. Louis, Missouri, February 24-29, 1940. All the large downtown hotels were reserved to capacity before the end of July. As usual, single rooms are exhausted. The chairman of the Housing Bureau is Philip J. Hickey, 910 Syndicate Trust Building, St. Louis.

Beautifying the Farmstead

☆ JOY C. BAKER, author of the article on page 172, is the wife of Dr. B. K. Baker, professor of educational psychology at the State Teachers College, Peru, Nebraska. She writes, "This subject of beautiful farmsteads is dear to my heart. It involves not money or convenience so much as the

farmer's knowing what is desirable from the standpoint of beauty."

Home Economics Program for American Education Week

☆ THE DEPARTMENT of Home Economics of the NEA has prepared a special program for use during American Education Week, November 5-11, 1939. The theme of the program is "Home Economics Education and the American Way of Life." The four skits included in the program show contributions of home economics to the four main areas of educational objectives identified by the Educational Policies Commission: Education for selfrealization, for

human relationships, for economic efficiency, and for civic responsibility. The bulletin containing this program is now ready for distribution and will be mailed immediately to those who enrol in the Department for 1939-40. Nonmembers may purchase the bulletin by sending 25¢ to Clara Lee Cone, Girls Highschool, Atlanta, Georgia.

Dean of NYU School of Education

☆ GEORGE E. PAYNE has been chosen dean of the School of Education, New York University, to succeed John W. Withers, who is retiring, as dean-emeritus, after 42 years of service to education. Dr. Payne, eminent sociologist [Cont. on page A-128]

NOW

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School use is the principal use for which this outstanding new instrument has been built. Its volume...its ease of operation...its fidelity of reproduction...and its price, all meet school requirements.

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Modern schools stay modern with RCA Radio Tubes in their sound equipment.



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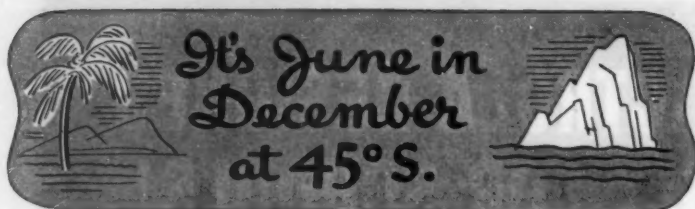
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Educational Department, Camden, N. J.
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School _____

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NE-9



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[Cont. from page 192] and a pioneer in safety education, has been a member of the university since 1922, assistant dean since 1926, and was acting-dean the past year when Dr. Withers was on leave of absence.

Personal Growth Leaflets

★ THESE 3 x 5 leaflets may be had in any quantity or combination at one cent each, no order for less than 25¢; cash with orders for \$1 or less. Order from the National Education Association, Washington, D. C. Sixteen new titles are now available, making the complete list as follows:

Your Life in the Making
Your Mind in the Making
Your Health in the Making
Your Home in the Making
Your Citizenship in the Making
Your Personality 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 First State Normal School in America
The American Plan of Education
Education for Democracy
Education in a Living Universe
John Dewey's Pedagogic Creed
The Growing Teacher
A Golden Treasury of Beauty and Wisdom

A Golden Treasury from the Bible
Selections from Ralph Waldo Emerson
Selections from Abraham Lincoln
Selections from Horace Mann
Shall I Go to College?
Learning To Be a Leader
Franklin's Plan of Selfimprovement
The Tyranny of Bad Habits
A Parliamentary Primer
The Story of the National Education Association
NEA Resolutions and Platform
Individual Guidance thru the Schools
Projects for Local Associations
American Education Week
Our Faith in Education
Free Materials for Rural Schools
Student Selfgovernment
Horace Mann's Letter to Young Americans
The Code of the Good American
Education for the American Way of Life
Seven Adventures in Pioneering
True Americanism
Have You Had Your Vitamins?
Shall I Become a Smoker?
How To Become an Expert Typist
Suggestions for FTA Organizers
Program Suggestions for FTA Clubs and Chapters

Supervisors and Directors of Instruction

★ THE REPORT of the meeting of the Department of Supervisors and Directors of Instruction held during the NEA Convention in San Francisco, July 2-6, will be re-

ported in the October *Educational Method*, official journal of this organization.

School Bells

★ THERE'S a certain sound that is inseparable from our civilization—the sound of ringing school bells. Tomorrow it will be heard in full volume thruout the length and breadth of the land, to be followed in a week or two by colleges and universities resuming their work. No sensational headlines will proclaim the event; no radio commentator will make breathless announcement of it to the nation; it will occasion no public excitement whatever. The few hundred thousand uniformed children in Germany, Italy, and Spain will continue to be held before our minds; we shall go on hearing of the 3,000,000 on WPA; but of this momentous daily march of 30,000,000 American youth to school, scarcely one word will be said. Not that we complain. When so tremendous a fact can be taken for granted as part of the national routine, more is said by its quiet acceptance than anyone possibly could say by calling attention to it. These multitudes going forth to school show us the future America in visible form. . . .

The shortcomings of our educational system—who hasn't heard of them?—and

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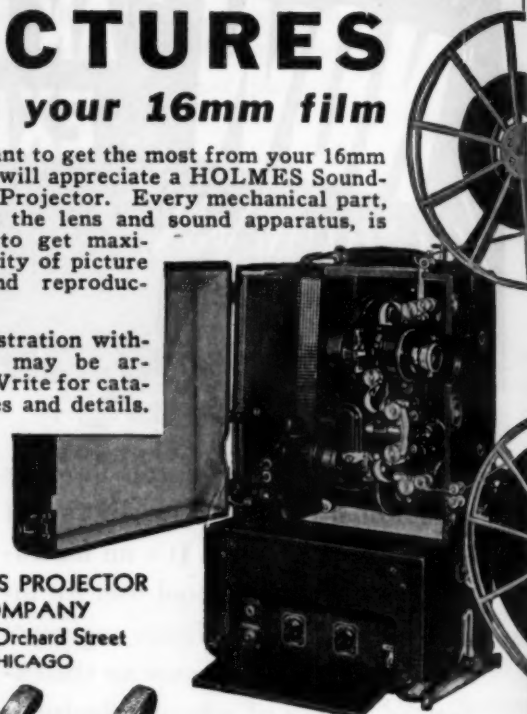
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mostly from educators themselves. Teachers, whom we must rank with the highest type of public servants and the least fairly rewarded, are fully aware of the difficulties of our educational task, such a task as never before has been undertaken. True, in every age amongst every people training has been provided for those who are to succeed to public responsibility. It has always been recognized that those who are to rule kingdoms, command armies, or administer institutions should be subjected to the intellectual and moral discipline of education. And, as these offices formerly were filled by the scions of princely and powerful families, educational opportunity was restricted to them.

Well, when the democratic idea was born, it began to prepare its administrators and its protectors in the same way. In a democracy the road to the highest place runs alongside every cradle. . . . The interests of the democratic state require therefore, that, as responsible men might arise from any class, the facilities of education must be extended to every class. Democracy, to protect its heritage, must rear competent custodians and trustees. In obedience to that necessity, there appeared in these parts of North America and for the first time in the Christian era, an inclusive national ideal in education. It was a new thing in the world; it presented a more challenging task than educators ever had met before, and American educators have made more progress with it than we commonly realize. No nation headed for dictatorship or class rule, for mobocracy or plutocracy, would spend as much time and treasure on general education, the great preventive of these diseases, as we do.

It has been a wonderful experience these last few years to observe the natural ability of American youth, as it enters the field of higher education, to run the gauntlet of exposure and enticement, and emerge not only unscathed but largely immunized to the social and intellectual toxins of the times. Not in a score of normal years could youth have met and tested and judged so many theories as this rising generation has done. Many who do not know the reserves and reactions of youth were horror-struck at the contacts it was permitted to make with ideas that to wiser minds seemed diseased and dangerous. But there we failed of faith in our kind. There we forgot the armor that clothes the youth and maiden, giving each a jurisdiction in his or her own right. The whole Vanity Fair of fallacies was paraded and reviewed, and the verdict of youth was substantially what the verdict of maturity always has been.

Other generations [Cont. on page A-130]



Complete education for teaching (54th year) in elementary grades, kindergarten and nursery school. Children's demonstration school and observation center. Special summer classes. Beautiful resident hall. Located Chicago's lovely North Shore near lake. Cultural education plus vocational training. B. E. degree conferred (4 yrs.), also 3-year diploma and 2-year certificate. Write for list of successful alumnae.

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NEW Enriching the Curriculum for the Elementary School Child, Eighteenth Yearbook, Department of Elementary School Principals, 1939. 480 pp. \$2.00 per copy.

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When you start for school in the morning, don't you think about the weather? "Is it going to storm?"

"Shall I take my umbrella?" Why not plan just as carefully to meet the storms of misfortune which are certain to come! They may strike you in the form of accident, sickness, or quarantine. Suppose they come to you within the next week—or the next month. Will you be prepared to meet them? For forty years T.C.U. has never left a member-teacher unprotected for a single hour—night or day. Whether teaching, traveling, working, playing, sleeping or awake, alone or in crowds, T.C.U. Protection, as symbolized by the big umbrella, has never failed.

It Costs So Little to be Safe—and So Much to be Sorry

For less than a nickel a day you can enjoy the protective benefits of T.C.U. membership. Why not mail the coupon and get the facts?

Then you can think the matter over. You can see what it costs. You can read what other teachers have to say about it. You can make up your mind without anyone high-presuring you because **No Agent Will Call.**

Mail this coupon today!

Here's What T.C.U. Will Do for You!

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Pay \$1,000 to \$3,000 for accidental loss of life.

Pay \$333 to \$3,000 for major accidents.

Pay \$50 a month when totally disabled by confining sickness or accidental injuries (including automobile).

Pay \$50 a month when quarantined and salary stopped.

Pay certain Hospital and Operation Benefits. Policies paying larger benefits will be issued you if you so desire.

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TEACHERS CASUALTY UNDERWRITERS

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Free Information Coupon

To the T.C.U., 651 T.C.U. Bldg., Lincoln, Nebr. I am interested in knowing more about T.C.U. Protective Benefits. Send me, without obligation, the whole story.

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IN THE NATION'S CAPITAL

[Cont. from page A-129] of young Americans triumphantly have met a *single* crucial test, but here is a generation that has had the uttermost foundations and the innermost and outermost structure of our national and social and economic life set out before it for reassessment, and it has justified the builders. This daily march of the 30,000,000 to the schools of the land is a great fact and a great reassurance and a great prophecy.—W. J. Cameron in a talk given on the Ford Sunday Evening Hour, September 18, 1938.

National League of Teachers Associations

★ THE LEAGUE was organized in 1912 to give teachers opportunities to study the problems of education and association work and to develop leadership. Since 1925 the organization has conducted its League College, an annual two-weeks Study-Your-Own-Problems college course with two credits, covering such studies as tenure, taxation, legislative procedures, and health. This summer the course was sponsored by Stanford University under the directorship of Dean Grayson Kefauver and Dr. John Almack. The annual convention of the National League was held in San Francisco July 2-6. The following officers were elected: President,

Jean Armour MacKay, Highland Park, Mich.; Midwest vicepresident, Frances Jelinek, Milwaukee; secretary-treasurer, Mrs. Lottie Warmbold, Minneapolis.

Education for Democracy

★ THE ARTICLE by Edwin G. Conklin on page 165 is available as a Personal Growth Leaflet, under the title, "Education for the American Way of Life." See page A-128.

Drinking Habits and Life Insurance

★ MANY MEDICAL DIRECTORS and underwriters are forced to decline outright or accept at special high rates more applicants for life insurance for excessive drinking habits than for any other cause. The chief medical director of a leading life insurance company reports that for each 100 applications rejected by his company, 24 indulged excessively in liquor. With high blood pressure and serious heart ailments, both frequently the results of drinking, they are responsible for more rejections than all other causes combined.—Charles R. Jones, executive vicepresident, American Business Men's Research Foundation.

Two Deaths at San Francisco Convention

★ C. J. HEATWOLE, secretary of the Virginia Education Association since 1922,

died of a heart attack on July 6 while attending the NEA convention in San Francisco. Dr. Heatwole, an NEA Life Member since 1931, was a member of the Association's Legislative Commission, and had taken part in many Association activities. He is succeeded as secretary of the Virginia association by Francis S. Chase, who has been principal of the Suffolk High-school for twelve years.

Miss Miriam Cohen, principal of the A. D. Crossman School, New Orleans, died at San Francisco on July 6, following a cerebral hemorrhage. Miss Cohen was attending the NEA convention.

— — — — — Tear this out — — — — —

Is This Address Correct?

Is the address to which this issue of THE JOURNAL was mailed correct? If not, please fill in the blank below and return it to the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C.

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[Cont. on page A-132]

Now is the time to PLAN for AMERICAN EDUCATION WEEK 1939

MATERIALS TO HELP YOU

Combination Packets

Each of the five packets listed below contains a classroom supply of posters, leaflets, and stickers and a sixteen page folder $5\frac{1}{2} \times 8\frac{1}{2}$ inches in size for each of the five school days of American Education Week plus a folder of administrative suggestions:

Kindergarten-Primary School Packet
Elementary School Packet
Junior High School Packet
High School Packet
Rural School Packet

A Teachers College Packet has also been prepared stressing the one hundredth anniversary of teacher education in the United States.

Price of Packets: 50c. No further discounts for quantities. Discount allowed in the 50c price due to the generous supply of materials included.

Separate Items

Poster— $11\frac{1}{2} \times 17$ inches in three colors. Price: 40c per package of ten. Sold only in packages of ten.

Leaflet—"Education for the American Way of Life." Four pages, 3×5 inches. Briefly and simply answers two questions: "What is the American Way?" and "What is education for the American Way?" Gives dates of observance and suggests school visiting. In two colors on white stock. 35c per package. Sold only in packages of 100.

Leaflet—"How Your School Helps Your Child." Four pages, 3×5 inches. Built around *The Purposes of Education in American Democracy*. In two colors on white stock. 35c per package. Sold only in packages of 100. (This is a reprint of the popular 1938 leaflet.)

Sticker— $1\frac{1}{2} \times 2$ inches in three colors on gummed stock. To be used on report cards, letters, menus, etc. Sold only in packages of 100; 25c per package.

Discounts on more than one package of above materials: 2-9 packages 10 percent; 10-99 packages 25 percent; 100 or more packages 33 $\frac{1}{3}$ percent.

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

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

The Story of Salmon

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

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

City and State.....

[Cont. from page A-130]

Elementary Principals' Officers

☆ OFFICERS of the Department of Elementary School Principals for 1939-40 are:

President—Irvine A. Wilson, 437 S. Stone Avenue, La Grange, Ill.

First Vicepresident—Maude A. Rhodes, 185 Westminster Drive, N. E., Atlanta, Ga.

Second Vicepresident—Robert H. Edgar, Bedford School, Pittsburgh, Pa.

Third Vicepresident—Sarah L. Young, Parker School, Oakland, Calif.

Fourth Vicepresident—Lester J. Nielson, 724 Windsor Street, Salt Lake City, Utah

Fifth Vicepresident—Marjorie Walters, Harrison School, Cedar Rapids, Iowa

Executive Committee—Ira M. Kline, 177 Gibson Avenue, White Plains, N. Y.; Arnold Gregory, Raupp School, Lincoln Park, Mich.; Isabel Tucker, Festus Wade School, St. Louis, Mo.; Elizabeth R. Malcolm, Truman Street School, New Haven, Conn.

Certification Division—Cassie F. Roys, *director*, 2609 Bristol Street, Omaha, Neb.

Life Membership Division—Herbert C. Hansen, *director*, 1045 N. Lockwood Avenue, Chicago, Ill.

Professional Relations Division—Mason A. Stratton, *director*, Brighton Avenue School, Atlantic City, N. J.

Retirement Division—M. Emma Brookes, *director*, Windsor, Ashtabula County, Ohio

Executive Secretary—Eva G. Pinkston, 1201 Sixteenth St., N. W., Washington, D. C.

Teachers as Bondholders

☆ A REPORT from the United States Treasury shows that teachers hold 800,000

U. S. Savings Bonds, which are now distributed among more than a million people thruout the country—no other single security being held by as many owners. Teachers who are earning their first salaries would do well to investigate these bonds, which may be had in small units and to form the habit of systematic saving at the very beginning of their careers.

Curriculum Conference

☆ THIRTY-THREE STATES and four foreign countries were represented at the Curriculum Conference sponsored by the NEA Department of Supervisors and Directors of Instruction in cooperation with Peabody College at Nashville, Tennessee, July 27-29, 1939. The topic of the conference was "Rural Life and the Curriculum." The conference themes were discussed broadly during the general sessions in the morning. The afternoon discussion groups considered the more specific aspects of these major themes. Many public and private agencies engaged in the improvement of the rural community were represented on the program.

A Significant Statement

☆ THE KENTUCKY EDUCATION ASSOCIATION adopted the following resolution at its last annual convention:

The Kentucky Education Association is in cordial agreement with the objectives and purposes of the National Education Association. It wishes to express its appreciation to the NEA for its work in the field of research, for its sponsorship of federal aid for education, for its efforts to procure better salaries for teachers, and for its service in connection with teacher retirement and tenure. The NEA will never be able to champion the program of education for all the teachers in America on a satisfactory basis until all the teachers in America are members of the NEA. To that end we urge all Kentucky teachers and administrators to become members of the national organization.

World Federation of Education Associations

☆ IT IS NEWS when teachers can charter a large passenger liner for a combination goodwill cruise of 15,000 miles to fifteen Latin-American ports and a conference of the World Federation of Education Associations. This took place this summer when 750 teachers sailed from New York on July 6 aboard the S. S. *Rotterdam*, and returned to New York August 28. A pamphlet giving the history, aims, and objectives of the World Federation may be had from the office of the Secretary General, 1201 Sixteenth Street Northwest, Washington, D. C.

A Thought for the New School Year

☆ HOW LIFE would be enriched if we would all show appreciation of others! . . . Oftentimes the pupil in school is

scolded or penalized for failing to finish a task, or for violating some rules, but no commendation is given if he does something particularly well or performs some act of kindness. A complimentary word will do much to inspire youth to higher achievement.

How many of us are as thoughtful about our associates as we should be? When a fellow teacher receives an encouraging word or a compliment do we rejoice or do we envy? Many a mediocre teacher has become an excellent teacher because some observant principal had the common sense to commend the good things she did before he criticized the mistakes she made. . . .

It matters not how many degrees an administrator has, or how keen he is on administration, or how fine his building program is, or how politic he is in "handling" his board—if he fails to say an encouraging word to the obscure teacher (and the prominent teacher—for they all need it) he has simply failed in one of his most vital and human duties, and however great his success may be, it would be better still if he had gladdened the hearts of his co-workers by showing appreciation of the good things they have done.—Editor W. P. King in the *Kentucky School Journal*.

Department of Elementary School Principals

☆ THE OCTOBER *National Elementary Principal* will contain a report of the meetings of this Department held in San Francisco, July 2-6.

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, is available at 50¢ a copy from the Educational Press Association, 1201 Sixteenth Street Northwest, Washington, D. C.

All-Inclusive Plan at Logan

☆ LOGAN, UTAH, by action of the teaching body the following clause is inserted in the teacher's contract: "It is mutually agreed that deductions from monthly salary checks may be made for such professional organization as adopted by the Logan City Teachers Association and shall include the remittance of dues on the Sick and Hospital Benefit Plan as adopted by said association." Present deductions amount to \$11 per year:

Local fees	\$1.50
UEA dues	3.00
NEA dues	2.00
Sick and hospital fund	4.50

And Here Lies the Best Chance for a New World

☆ TODAY more than seventeen hundred teachers faced more than sixty thousand boys and girls in the schools of Toledo at the beginning of a new season in the educational program of our community. Someone has well said that if the battle for civilization be lost in the public schools, it cannot be won elsewhere. With what an opportunity and with what a responsibility are these teachers confronted! It is an old story to say that all of education does not come out of books, that it comes out of life's infinite variety of experience. More to the point, let us say that most of education comes from contact—contact with character, with ideas, and with ideals, as personified in the life of a teacher.

Ask men and women today what school did for them and they will little remember the date that Caesar crossed the Rubicon. But they will remember Miss A. or Mrs. B. or Mr. C. And consciously or unconsciously they are today very much the product, in habit of thought and character, of the mind and heart of their teachers.

Emerson said: "Beware of what you want, for you will get it." To teachers he might have said: "Beware of what you are, for in the long years to come there will be many, many indeed who will be what you were."—From an editorial in the *Toledo [Ohio] Blade*, September 1938, sent to THE JOURNAL by Sarah M. Perry, supervising principal, board of education, Adams Township, Toledo, Ohio.

Facts on American Education

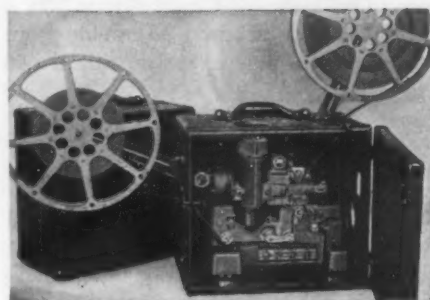
☆ THERE ARE approximately 276,500 public and private schools and colleges in the United States. Fulltime day schools in 1936 enrolled 30,587,000 persons, of which 22,770,000 were in elementary schools, 6,435,000 in secondary schools, and 1,208,000 in higher education institutions. Of the 1,073,000 teachers in 1936, 266,000 were men. 3.32 percent of the nation's adults are college graduates; 15.1 percent of the adults including the college graduates, are highschool graduates. These and other facts are included in the "Statistical Summary of Education," which is available from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 10¢.

The Future Teacher's Library

☆ FUTURE TEACHERS OF AMERICA has definite purposes requiring study and action. Importance is therefore attached to the club library furnished by the National Committee, FTA, and to the reading materials furnished to each member. Each member of a highschool club receives five Personal Growth [Cont. on page A-134]

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Include () sound () free silent film catalog of new school films. (NOTE: Sound film catalog is free to owners of sound projectors, 25¢ to others.)

Name _____
School _____
Address _____
City _____ State _____

PRECISION-MADE BY
BELL & HOWELL

[Cont. from page A-133] Leaflets each year. Each member of a college chapter receives 10 Leaflets and is a junior member of the NEA and receives its JOURNAL. For information concerning the FTA movement, see page 190.

Teacher Credit Union

☆ THE HIBBING, Minnesota, Teachers Federal Credit Union has reduced its rate of interest from one percent to eight-tenths of one percent a month on the unpaid balance. The Hibbing Credit Union has a membership of 124 and has made loans totaling \$8890 since it was organized two years ago.

Dates To Be Remembered

September 28—One hundredth anniversary of the birth of Frances E. Willard. For suggestions for celebrating this centennial, write to the National Woman's Christian Temperance Union, 1730 Chicago Ave., Evanston, Ill.

October 9-13—National Recreation Congress to be held in Boston. For information write to 315 Fourth Ave., New York, N. Y.

November 5-11—American Education Week. See page 185.

November 13-19—Book Week. Information may be secured from Publish-

ers' Weekly, 62 West 45th St., New York, N. Y.

February 24-29—St. Louis meeting of the American Association of School Administrators.

April 24-27—Annual convention of the American Association for Health, Physical Education, and Recreation, a department of the National Education Association, to be held with the Midwest Physical Education Association at the Hotel Stevens, Chicago.

New NEA Publications

Federal Activities in Education, published by the Educational Policies Commission in August, describes the purposes, scope, administration, and organization of certain federal activities that concern education in the states and local communities. This 151-page paperbound volume is available at 50¢ a copy.

The *Eighteenth Yearbook* of the Department of Elementary School Principals, "Enriching the Curriculum for the Elementary School Child," will be ready for distribution September 15. Sent to Department members without charge, the *Yearbook* sells for \$2 to nonmembers of the Department.

The May 1939 *Research Bulletin*, "Tax Legislation Affecting State School Revenues, 1934-38" completes a ten-year summary of efforts of states to improve and to revise their tax structures. The first report issued in 1934 reviewed the previous five-year period when the nation was in the depths of economic depression. The bulletin just published shows state legislative activity during a period of economic recovery. The recent period has been complicated by the broadened scope of governmental services, particularly relief and pension plans. The trend to relieve the property tax thru other types of taxes continued during 1934-38. This search for new sources of revenue inevitably intensified the competition between the states and the federal government. State leaders will find this concise 64-page summary of special value in their legislative activities of the next two or three years. 25¢ per copy.

Circular Number 5, April 1939, of the Educational Research Service, *Relationship of Local School Systems to Council-Manager Plan of Municipal Government*, summarizes replies to an inquiry directed to the forty-five cities over 50,000 in population with the council-manager plan of municipal government. The forty-five cities have all retained the schoolboard and

Publications of the N.E.A. —

Tax Legislation Affecting State School Revenues, 1934-38

Vol. XVII, No. 3, May, 1939. 60 pp. \$.25

Salaries of School Employees, 1938-39

Vol. XVII, No. 2, March, 1939. 32 pp.25

The Rural Teacher's Economic Status

Vol. XVII, No. 1, January, 1939. 64 pp.25

Safety Education Thru Schools

Vol. XVI, No. 5, November, 1938. 64 pp.25

Statutory Status of Six Professions: Accountancy, Architecture, Law, Medicine, Nursing, Teaching

Vol. XVI, No. 4, September, 1938. 56 pp.25

Why Schools Cost More

Vol. XVI, No. 3, May, 1938. 56 pp. \$.25

From High School to College

Vol. XVI, No. 2, March, 1938. 64 pp.25

Population Trends and Their Educational Implications

Vol. XVI, No. 1, January, 1938. 60 pp.50

Improving Social Studies Instruction

Vol. XV, No. 5, November, 1937. 56 pp.50

Federal Support for Education; the Issues and the Facts

Vol. XV, No. 4, September, 1937. 32 pp.25

Teacher Retirement Systems and Social Security

Vol. XV, No. 3, May, 1937. 64 pp.50

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the position of superintendent of schools. The Circular is sent to members of the Educational Research Service; others may obtain copies at 50¢ each.

Mimeographed pamphlets recently issued by the NEA Research Division include:

Organizing for Work on a School Salary Schedule, based on the experience of local school systems, emphasizing committee service and teacher participation as a democratic approach to an administrative problem. 40p. 10¢ per copy.

The Story of Salary Scheduling in Fourteen City School Systems illustrates different types of organization ranging from a schedule prepared by the superintendent alone to a situation in which the chief responsibility is carried by a committee of teachers. 26p. 10¢ per copy.

State Aid to Private and Sectarian Schools, first issued in March 1937, revised in April 1939 with the assistance of state departments of education, reports status of state legislation, court decisions, and practices in the area of state assistance to private and sectarian schools and to pupils thereof. 43p. 15¢ per copy.

The Limits of Academic Freedom is a report of the Committee on Academic Freedom, issued in June 1939. Data, collected by questionnaire, are presented under these headings: [1] The general status of academic freedom in local communities, [2] acceptable definitions of the term "academic freedom," [3] the traits of teachers who should be allowed considerable freedom, and [4] case studies involving the right of teachers to teach and the opportunities of pupils to learn. 25¢ per single copy.

International Relations: Services and Activities of 174 Organizations is a handbook prepared by the Committee on International Relations, published June 1939, [1] to bring to the attention of teachers and administrators the principal activities of some of the leading agencies promoting international understanding; [2] to indicate which groups supply materials and services directly to teachers and students on an elementary, secondary, or college level; and [3] to describe briefly the specific materials and services. 25¢ per copy.

Status of Teacher Credit Unions, a report of the Committee on Credit Unions issued in June 1939, presents data on state-chartered and federal-chartered credit unions in schools and colleges. The introduction includes a brief historical sketch of the credit union movement. 45p. 25¢ per copy.

The following reports were issued by the Committee on Equal Opportunity in June 1939:

It is the purpose of *Progress and Problems in Equal Pay for Equal Work* to call attention to the present status of certain salary inequalities among groups of teachers; to show whether or not the trend of change is toward equal pay; and to point out the lines on which progress is being made. 25¢ per single copy.

Protecting the Employment Status of Women presents the results of a questionnaire survey under the following headings: Policy of women's organizations relative to gainful employment of women; ways in which women's clubs have influenced the elimination or curtailment of discriminatory practices; extent of discriminations against women teachers; specific examples of discriminations practiced against women wage earners; effective methods of combating discriminations; the need for responsible action. 30p. 25¢.

Recent bulletins dealing with tenure include:

Opinions on Tenure: Schoolboard Members and Superintendents, a report of the Committee on Tenure issued May 1939, compiles the opinions of one hundred schoolboard members and five hundred superintendents on principles and features of tenure. All except 11 percent of the superintendents approve in general of tenure but only 45 percent of the schoolboard members approve. 25¢ per copy.

Tenure of School Administrators, a report of the Committee on Tenure, attempts to assemble data as of the year 1938 concerning the tenure of administrators and includes a survey of laws and practice in the election or employment of county and city superintendents and principals. 25¢ per copy. 24p.

Court Decisions on Teacher Tenure, Reported in 1938 is the fifth annual review of court decisions affecting teacher tenure. This report summarizes the cases which reached the highest state courts and the United States Supreme Court. Information is given in each instance as to the question involved, the court's decision, and the reason for the judgment. Cases are indexed by title and subject. Of the fifty-two cases reported in 1938, a majority are concerned with the clearly recognized instances of unfair and discriminatory practices where tenure laws should be effective. 25¢ per copy.

The First Five Years of Teaching Experience, a report of the Committee on Tenure issued in May 1939, investigates the experience of 936 teacher-training graduates of the classes of 1933. By the end of the first five years after graduation, 207 had left the teaching profession; 86 others had never secured a teaching position in the public schools; and only 500—or 52 percent—had taught all five years in the public schools. 25¢ per single copy.

The Review of Educational Research for February 1939, "Mental and Physical Development," represents the third cycle of treatment of mental and physical development. Literature reviewed covers the period from July 1935 to July 1938. Order from the NEA; \$1 to nonmembers of the AERA.

Discounts for quantities on NEA publications are as follows: 2-9 copies, 10 percent; 10-99 copies, 25 percent; 100 or more, 33⅓ percent. Send orders to the NEA, 1201 Sixteenth Street Northwest, Washington, D. C. No orders for less than \$1.

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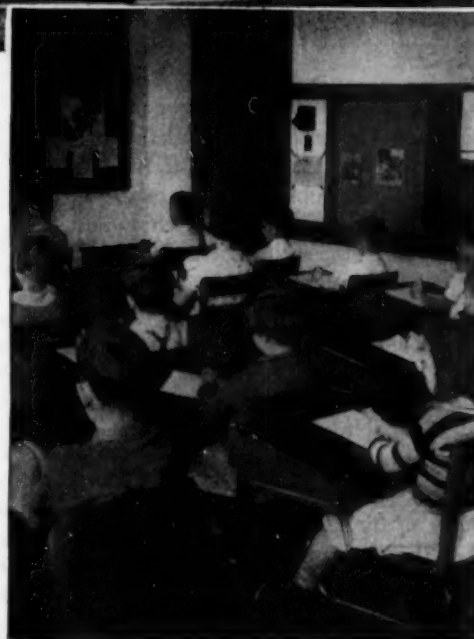
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