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The JOURNAL of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

JOY ELMER MORGAN, Editor

VOLUME 28, NUMBER 7

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Between Editor and Reader

WE PUBLISH in this issue addresses by Charles A. Beard and Dorothy Canfield Fisher, before the Congress on Education for Democracy, held in New York City, August 15, 16, 17, under the auspices of Teachers College, Columbia University. This Congress brought together wellknown American financiers, industrialists, citizens, and educators, including several representatives from the NEA. There were speakers from Great Britain, France, Sweden, and Poland. The conference was well reported in *School and Society*, which printed the leading addresses in full. Its proceedings are to be published by Columbia University Press.

AT THIS CONGRESS our able United States Commissioner of Education, J. W. Studebaker, pointed out eloquently, as he has done on many another occasion, that if our ideals of democracy are to survive, they must be made to work; that education of both children and adults must give a kind of preparation for citizenship which will enable the people to recognize and to cope effectively with the problems of our times. Said the Commissioner: "We shall have to see clearly what threatens democracy. The boastful propaganda of the totalitarian regimes is not the basic menace to democracy. Fundamentally, self-government is being undermined by its failure to solve the crucial problems of the technological age. Ten million unemployed, vast farm surpluses, unused plant capacity, waste and destruction of surpluses, widespread and utterly needless poverty in the presence of scientific power for unprecedented productivity—these are the factors which threaten democratic life."

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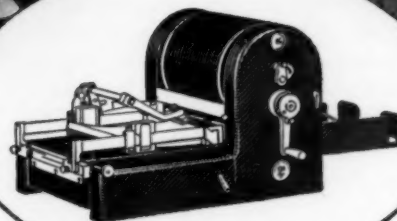
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The Teacher's Personal Program

*I*N TALKING the other day with a teacher who has been unusually happy and successful, we made mental note of the factors responsible for her success. She did not speak of a program and seemed hardly conscious of having one, so completely had her many activities been fitted into the system of daily habit, but the plan of life and work was there. It ran something like this:

First, to maintain myself in the best possible condition thru a routine of diet, exercise, work, rest, recreation, and worship, that experience has proved suitable to my individual needs.

Second, to do my part to bring happiness and success to each member of my immediate family.

Third, to perform my daily work as a teacher with the greatest possible skill, endeavoring constantly to do some personal work with each youth in my care, that he may be awakened to purpose and aspiration and put into possession of his best self.

Fourth, to do my full share both as an individual and as a member of the organized teaching profession to improve its standards and status, that the schools may command support and education go forward.

Fifth, to encourage the best young men and women to consider teaching as a career, and to take a sustained personal interest in at least one young man or woman who is planning to become a teacher.

Sixth, to keep in personal touch with at least a few of the young people who pass thru my classes each year, following them into maturity and active life, that I may see how my teaching may be improved by noting its longtime effects.

Seventh, to take my part as a citizen to encourage intelligence, goodwill, and effective cooperative action in keeping with American ideals of democracy.

Eighth, to provide for my own growth as a teacher, a citizen, and a good human being thru systematic attention to methods of growth.

Ninth, to plan my expenditures, savings, and investments for the year and for my life as a whole so as to give modest security against the inevitable rainy day and the later years.

The elements in such a program are closely interwoven so that each strengthens the other. They are fundamentals that good teachers have always sought to achieve. Little wonder that such teachers succeed. They have learned from their parents, or wise teachers, or observation and their own experience to fix attention on the things that count most and to keep it there. From sheer habit they weed out the trivial and the irrelevant. They have acquired the arts of command and concentration. The days are packed so full of deeds that one marvels that they can all be fitted in, but there is no sense of hurry or pressure. The very presence of such a teacher in a classroom or a community has a profound influence. She radiates serenity, goodwill, and intelligence as the sun gives heat and light.

The encouraging thing about our profession is that there are many such master teachers and an increasing number of beginners who have the purpose to become masters.

A still further encouragement is that these habits that make the master teacher can be cultivated. The number of such teachers can be multiplied. It was a stirring realization of this truth that led Horace Mann to exclaim of the first normal school whose centennial we this year celebrate, "Coiled up in this institution, as in a spring, there is a vigor whose uncoiling may wheel the spheres." Had Mann lived later, he might have exclaimed likewise on the growing science and art of democratic school administration, and still again on the power of professional organization. For these three—discriminating teacher education, democratic administration, and cooperative professional action—are the main sources of vigor in our schools. The fall months are a good time to emphasize organization and to make a concerted attack on our common problems. As Secretary Givens points out in "Projects for Local Associations" [see page 215], professional organization affords every teacher an opportunity to include constructive participation in his personal program of achievement.

Joy Elmer Morgan.



Courtesy, Federated Council of Cincinnati Teachers Organizations

What Parents Expect of the School

LESTER S. IVINS

DEAN, DEFIANCE COLLEGE, DEFIANCE, OHIO

religiously illiterate and spiritually undernourished." "Schools should revise their courses of study so as to provide in some way for greater opportunities for religious education." "It is not so much the failure of the church to provide this instruction in a greater degree as it is the lack of opportunity of the church to assist the pupils, because their time is so completely monopolized by the public schools."

The questionnaire asked parents: "What are the most desirable lessons to be taught?" Their answers are listed below, rated in their rank order:

- [1] Lessons that will impress the value of a good character.
- [2] That may prevent selfishness toward others.
- [3] That will improve or produce good manners.
- [4] That teach the value of honesty and truthfulness.
- [5] That will aid in good sportsmanship.
- [6] That will teach respect for the church, other pupils, and authority, as well as for the proper kind of government officials.
- [7] To impress the value of cooperation with others.
- [8] Worthwhile lessons from the textbooks.
- [9] Facts from magazines and library books that contain a lesson of importance.
- [10] To show why great men did succeed.

No mention of textbook material is made until we reach statement 8. Numbers 8 and 9 were the only two of the ten that made specific reference to what we usually think of as standardized subject-matter as taught in the elementary and secondary schools.

Reading the replies, one is impressed with the fact that parents are deeply concerned over developments which they called "secularization of modern life" and "the stress schools place upon the spectacular in education to the detriment of programs that will improve the manners and morals of children."

Parents say, "A part of our difficulty is the result of teacher-made courses of study." Parents think the school admin-

istration should receive more suggestions from parents when revising courses of study.

Parents are decidedly of the opinion that the teacher is the greatest factor in the success of any school. Their answers as to characteristics they expect from a good teacher are these:

- [1] One who commands the respect of the pupils and the community by the life he leads.
- [2] One who teaches the value of a good character, good health, and good citizenship.
- [3] One who stands for honest and thoro work by the pupils.
- [4] One who shows respect for the less fortunate.
- [5] One who teaches respect for authority.
- [6] One who is a good American citizen and who believes in a democracy.
- [7] One who teaches his pupils the proper respect for the church and the reasons for regular attendance upon the services of some church.
- [8] One who shows patience toward retarded pupils.
- [9] One who possesses a thoro college training as well as common sense.
- [10] One who is industrious and eager to advance in his profession.

Their comments added: "The teacher should have a four-year college course but he should have also a sympathetic attitude toward some church and the program of the church." "Schools should have as teachers those persons who are sympathetic toward the Christian and democratic way of life."

The outstanding difference between the answers received in 1934 and 1938 reflected a decided change in favor of a stronger program of religious education for our public-school children. A change was noticed also in that parents expect schoolboards to employ teachers who are sympathetic toward the success of the church and interested in its program, teachers who will give more attention to the promotion of religious education and to a type of training that will give boys and girls better manners and improve the moral standard that exists in many communities.

IF WE really desire to learn what parents expect of the school, we must consult the parents. This does not mean just a few members of some select group but it does mean parents from all walks of life in the different income groups, of various nationalities, and from all parts of the country.

The writer was approached by a group of men at an NEA meeting to make such a survey covering all parts of the nation and to report it thru a publication of wide circulation.

The first effort, completed in 1934, contained some surprising facts. It was thought best to get a check on the 1934 findings by conducting a similar study at a later date. The second study included at least 70 percent of the first group of parents to see if they had changed their minds. The second study also included a greater number of income groups as well as a larger representation of nationalities and more completely covered the entire nation.

The 1938 results were even more convincing than the 1934 answers in showing the desire upon the part of parents of the nation for greater opportunities for their children in religious training that will improve the ethical and moral behavior of children in the public schools.

Comments frequently made by parents in spaces left for suggestions were: "Our schools are sending out pupils

ESSENTIALS of DEMOCRACY

WHEN WE concentrate our thought upon experience in the United States, we find six enduring elements now intertwined under the prevalent conception of democracy: popular government within a span of time, efficiency in function, sustaining economy, civil liberty, appropriate education, and the spirit of humanity and enlightenment which lifts men and women above the beasts of the field and confers upon them moral rights and social duties. These six elements are inseparable parts of the whole. Neglect or failure of one imperils the fortunes of all.

It is true that democracy is often defined narrowly as the "form of government in which the sovereign power resides in the people as a whole and is exercised either directly by them . . . or by officers elected by them." But this definition leaves out of account specific conditions of life and economy indispensable to the existence and functioning of democracy.

Both in conception and practice popular government in the United States transcends any superficial definition of form at a given moment. It is democratic in the sense that all high public authorities endowed with political power over lives and properties are chosen directly or indirectly by popular vote, and in the long run the sustained and matured will of the duly constituted majority is allowed to prevail. Here popular sovereignty and the time span are combined. Under this system, no mere majority of men and women at any momentary election of public authorities or in any given legislative assembly can immediately compel the enactment and enforcement of any law they are pleased to demand amid the heats and tumults of a single campaign. If such immediacy is an essential element of democracy, then America has never been and is not now a democracy. Only in limited matters do simple majorities or pluralities control the decisions and actions of government. In all sovereign matters, as the Constitution of the United States prescribes, extraordinary majorities are required and a due process calling for an extension of actions in time must be followed. In no sovereign matter does the snap judgment of a majority or a

CHARLES A. BEARD

NOTED HISTORIAN AND
INFLUENTIAL CITIZEN



plurality given at a mere moment have the force of law. Our system, in respect of great issues, allows for the time element and guarantees that prudence and daring, conservatism and radicalism, may each have its day in court, that discussion and education may intervene, that pleas and counter-pleas may be heard, and that decision may be matured.

The declaration of popular will, even if matured, is only the beginning of democratic government; in action its function is the discharge of concrete duties. Government in action deals with issues of finance, economy, health, utilities, conservation of resources, human relations, national defense, foreign affairs, and the general welfare broadly and realistically conceived. If it is to endure, government must grapple with these issues competently, efficiently. Is popular government a guarantee that a democratic government can and will display this competence, this efficiency? If it were, then surely the elected parliaments of so many nations would not have vanished in our own time. Unless the agencies of popular will can legislate appropriately and administer efficiently, then democratic forms will perish, no matter what flowers of eloquence bloom in their defense.

When, therefore, the test of efficiency is applied to democracy in the United States, an inescapable question arises: Is popular government, as now constituted, really competent to deal effectively with the general functions common to all governments, and more especially with the specific issues forced upon this government by giant technology, by the power of enormous private corporations, by huge urban aggregations unlike the cities of earlier times, by organized labor, by the decline in freehold agriculture, by periodic crises in economy, by the complications of internal rivalries? Here is a question of the hour which challenges all talents and powers. Can popular government come to grips with

these issues, overcome them, and efficiently administer its decisions?

Already in our smaller laboratories of popular experimentation—cities and states—has appeared a profound conviction that many of our inherited institutions are not adapted to the requirements of the age, are in fact inefficient. In all our great cities the double chamber council has been abolished, a single chamber installed, and the mayor endowed with broad powers in his own right. In 650 cities the mayor-and-council system has been discarded and the city-manager plan substituted for it. In a majority of the states the inherited scheme of administration has recently been abrogated, in whole or in part, and the power of the governor over finance and the conduct of public business has been materially increased. In several states an attack has been made on the weaknesses of legislatures, and a legislative council instituted for the purpose of concentrating research, knowledge, and imagination on public questions.

This quest for efficiency in government extends to national affairs. Already critics are saying that in the Congress of the United States a zeal for spending borrowed money, placating special interests, and framing bills against dissident minorities outruns the capacity to concentrate powers of mind upon the supreme issues of the time.

In allowing some validity to these criticisms, no aid and comfort need be given to the carping censors who fondly imagine that they can set the clock back to 1928 or 1898, or any other year in the past, and thus find instantaneous solutions of our pressing problems of efficiency in government. Most of the measures now urged upon the federal administration by its detractors are the identical measures which were in full force during the regime of golden prosperity, so-called, which exploded with such a devastating crash in 1929. Why repeat the very origins of our present calamity? Both experience and reason suggest that the search for efficiency in government be turned to the invention of new devices for concentrating talents and wills on needs now clearly before us.

Bound up with popular government and its functioning is the economy of

the people who are supposed to control the form and process. Nothing is truer than the old adage: An empty meal sack cannot stand up. All governments have economic foundations. This axiom of politics does not come from armchair philosophers or demagogues or agitators. It comes from the founders of the nation, leaders of large vision, wide experience, demonstrated capacity in great affairs.

In words that admit of no equivocation these great of old who instruct us from their tombs declare that politics and economics are forever united. Ringing thru utterances like the tones of a clear bell is the warning thesis: A wide diffusion of property and a general equality of condition are the very foundation stones of popular government; a high concentration of wealth is incompatible with universal suffrage; a broad distribution of opportunity and assurance to labor is necessary to the security of republican institutions; the revolutions which have shaken other societies to pieces have sprung from the antagonism of private interests and popular power, fired by ambitious leaders. These findings, wrought out of hard experience, are set forth in many places by American statesmen of early times—nowhere more trenchantly than in the writings of James Madison, justly called the Father of the Constitution.

In 1830 Madison, with amazing vision, forecast the primary features of the economic scene as they appeared one hundred years later, in 1930. The proportion of farmers who are tenants has increased rapidly until it is now more than 40 percent of the total number; and at least one third of the nominal owners are heavily burdened by debts. In the great cities the major portion of the inhabitants are without property sufficient for assurance if not entirely without hope of acquiring it. About ten million workers are unemployed and losing faith in the possibilities of employment. There have been grand gestures in the direction of economic security, but grave doubts are entertained respecting the underlying strength of that assurance. Our economic machine, on which all the people rely for sustenance and the government depends for its very existence, rumbles along in uncertainty at about one half of its full capacity.

Such are the axioms of experienced

statesmen. Such are glaring economic facts of our present situation. The crisis in national life forecast long ago has arrived. This is the age in which the wisdom of the wisest patriots, as Madison warned us, is required for the resolution of the dilemma.

If we are to learn from the instructions bequeathed to us by the founders and builders of the Republic, it is idle gossip to speak of the longterm promise of democracy unless leaders in government, business enterprise, agriculture, and labor can cast off their hate-born formulas, rise to the occasion as did the creators of the republic, unite upon methods and measures that will expand production, enlarge and steady the domestic market, and assure the wide distribution of employments, goods, and services essential to the stability and progress of a democratic society.

But at a given moment government may be popular in form, efficient in administration, competent to provide the condition necessary for a wide economic security, and yet by its conduct of affairs undermine those civil liberties upon which democracy depends for its long-run existence. It may destroy that freedom which brings knowledge and wisdom to bear upon its operations, supplies criticism, and furnishes constructive thought for new occasions and measures. In operation popular government is government by public opinion and decision, enlightened by discussions that permit all causes and parties to be duly heard, even those hateful to the majority. Without freedom of press, speech, and person from arbitrary power, popular election becomes a farce, government a tyranny, and administration an agency of personal vengeance.

It is not enough that the maxims of civil liberty be spread upon paper and celebrated by sunshine patriots. They are futile unless made dynamic in government itself. They are mere trash unless supported by citizens in daily conduct. More is needed: systematic instruction in the subject by the public schools and a deeprooted respect for the tolerances of civil liberty among the people upon whom rest the fate of their government.

In connection with the functioning of democracy, in its public and private aspects, education may point the way upward or downward. It may prepare the people for the fulfillment of a great mis-

sion or for subjection to sheer force. If education is to be effective in strengthening all phases of democracy, it must be appropriate to the exigencies of American civilization. While it has a precious heritage to guard, education has a duty to assemble and diffuse the knowledge required by citizens and their leaders in operating popular institutions, in making them effective in every sphere, and in preserving civil liberties. No longer can education proceed safely on the assumption that, by training youth for the successful pursuit of private interests, it will automatically insure the general welfare and the perpetuity of democracy.

Universal suffrage, efficient government, material foundations, declarations of rights, and education alone cannot guarantee the safety of civilization against the storms of passion and the lust of men for power. Behind all beneficent institutions of society, ever helping to sustain them, is that elusive but potent force known as the humane spirit. This spirit has been associated with all great religions. Trampled upon by power, crushed by the organization of interests, the humane spirit endures in many forms, under varied professions of faith, and offers the strength of justice and mercy against the effronteries of tyranny and the angers of brute destruction. Without it even democratic government is an empty shell.

If our powers are to be effectively applied in sustaining the forms and achieving the ends of popular government, this humane spirit must be cherished and quickened, and ever brought to bear as a dynamic element in the enrichment of life. Knowledge is not enough. Science is not enough. Both may be employed to kill as well as to heal. Accumulated facts, tho high as mountains, give us no instruction in human values and the choices of application. It is the humane spirit that points the way to the good life. To reiterate the maxims of this spirit, to restate them in terms of new times, to spread them thru education and daily intercourse, to exemplify them in private conduct, to incorporate them in public practice, to cling to them despite our infirmities and hypocrisies—this too is a task of all who fain would make government by the people and for the people endure upon the earth.—From an address before the Congress on Education for Democracy.

IN A CENTURY and a half, which is, as far as emotional human adjustment to change goes, no longer than a snap of the fingers, the work which was women's contribution to society, and which they had always done inside the home, has been drained out by the irresistible suction of our machine-using industrial society and scattered abroad to be done in places for which there were not, a century and a half ago, names in any language—like steam-laundries, factories, public schools, homes for the aged, colleges for women, insane asylums, hospital schools for trained nurses.

During the first rushing phases of this change, those women of the wage-earning class so poor that the new way of living did not fully reach their homes, kept their moral and physical health about as it always had been, but those women of the more well-to-do classes, whose work as educator, nurse, manufacturer, laundress, cook, protector of infancy and old age, had been whirled out of their hands by the hurricane of change, collapsed for a couple of generations, stunned, upon the mid-Victorian nervous invalid's sofa. From this they began to rise in the seventies and eighties, to learn their way out from their emptied homes to where their work was to be found, to take it up again, to assume their adult share of responsibility for what needs to be done, to grow out of infantilism to maturity.

For note that women with a dramatic unanimity which can but be instinctive since it certainly is not due to any pre-concerted plan, have only sought out the work they have always done. What is school-teaching but a transposition of what mothers, grandmothers, aunts, older sisters always did in the home? What are these white-capped, book-trained nurses doing but what their unlettered great-grandmothers did by the hearth? These girls in canning factories, these armies of women who run and fetch and carry and give personal services in shops and offices, who run looms in woolen and cotton mills and sewing machines in garment-making establishments—they are only doing in the modern way what women have always done—producing and serving. It can no more be said of them that they have left their old work to take up new than it could be said of the farmer that he is no longer the producer of food be-

Women, EDUCATION, and DEMOCRACY

Dorothy Canfield Fisher

NOTED AUTHOR AND EMINENT CITIZEN



cause he reaps his wheat with a machine, not with a sickle.

With the same astonishing unanimity women have abstained from attempting to enter an enormous and quite open field of human activity which did not correspond to anything that they had done inside the home. This is the field of commerce, of profit-making. To buy low enough so that selling will bring in a profit—that women never did; that they still do not do. The manufacturing and serving which they formerly did for the inmates of the home did not have any connection with profit-making, nor have modern women, accused by fascists and obscurantists of taking away the work of men, stepped one foot upon this age-old and vastly spacious masculine field of the merchant.

During the later nineteenth and early twentieth centuries, they made their way painfully, against prodigious opposition, into schools, colleges, hospitals, normal schools, where they could get the training they needed to go on in the new way with their old services. These girls brought up by prudish mothers who blushed at a chance word, where did they get the steely, stoic bravery to face down the sneers and slurs against their character rained on them when they first tried to learn how to do, in the only way the modern world would let them, the service for the sick, for infants, for the old, which women had always done?

They deserve no more praise for courage than do the men and women shut up in the Calcutta Black Hole, passion-

ately straining for air to keep them alive. They too were fighting their way to the only air they could breathe.

All this to show that altho when superficially considered, women's work in the modern world looks like something newfangled, it is literally and accurately exactly what it always has been, what the experience of the race, ancient beyond compare has decreed. The danger is in that surface aspect of newness, which makes possible a variety of attacks upon the health of the race.

The most obvious attack is of course the lowering bull-headed fascist contention that modern women must be expelled from modern fields of activity and sent back to do their old work in the home. Of all the many attempts of the fascists to turn the clock back, to force winged creatures back inside their split cocoons, this is perhaps the most picturesquely imbecile. So picturesquely, in fact, that it is not worth taking time to discuss it with any intelligent American.

But to realize this is not enough. There are other dangers in the situation of women in modern democracies which have the dangerous invisibility of things taken for granted. One of them is the exploitation by capitalism of the uncertainty of society and of women themselves about their situation. As fascism has learned from modern research in psychology how to excite to fever the qualities in men which will forward the intentions of dictatorships, how to suffocate, crush, and kill those human qualities opposed to fascist ideals, so modern business has learned from the same laboratories how to play upon the covetousness, material-mindedness, greed, vanity, envy, and fear (of which women have their full human share) which can be counted on to create more purchasers of goods, and how to mute and silence and chill the creative instincts, the generous human impulse to help and serve of which women also have their full share and which, flowering into expression would keep the possessive instinct down to its natural lesser place in human life. Everybody knows that the crux of the late-capitalistic phase is difficulty in the distribution of the goods so magically turned out by its machines and its marvellous business organizations. What we do not all so clearly see is that a desperate grab at women is being made to ease this difficulty by

making their life work the productive occupation of superfluous buying. Such is the role constantly held up to them by the subtle skill and inexhaustible ingenuity of those propagandists of our times—the advertisement writers.

The ideal of the fascist order is the woman who is nonexistent except to produce boy-babies to grow up to be soldiers. The ideal of the business world is the woman who is non-existent, except as a spender of money. She is held up to praise who buys the most furniture, household gadgets, cosmetics, clothing, hats, shoes, automobiles, and she is constantly told by all the devices of our commercial propaganda that only thus can she be accepted by society and admired and cherished by husband, children, acquaintances, hotel-keepers, stewards on ocean liners, passersby, and other sound judges of human values.

It seems to me that educators alone have wits keen enough and a position in society far enough away from profit-making to be objective about the feverish anxiety of commerce to find means to go on undisturbed in its old ways. It is therefore for educators to feel an especial responsibility for the education of women which will open the door to that full maturity of character, which makes it impossible for either the fascist return to literal barbarism or the capitalistic over-emphasis on material possessions to push women back to infantilism. *Not for their sakes.* For the welfare of all the race.

Are you mentally protesting, "But this need not be said in 1939! The doors are open to women. They are being educated." Schooling is opened to them, yes: the tools of education are not forbidden them. The more forceful, the more gifted, those with unusual divination of where reality lies find the way to go forward into maturity. But the responsibility of education is not to educate those especially gifted natures which would find their way forward in any case. Far too large a proportion of women in our day, as they grow up into physical maturity still look out at life bewildered and unguided—the road to truly creative life almost hidden in a tangle of old prejudice, stupidity, reactionary conservatism, and deliberate misrepresentation by the commercial instinct, while the road to triviality, passivity, unproductive, noncreative life stretches out clearly

marked, wide, trodden to-smoothness by many feet. Education does not create around women all thru their youth the moral atmosphere which would make it as natural for them to become truly mature in character as it is for men.

In the old days, when the education of women was done at home, this moral atmosphere was around them. Every girl (with the exception always an exception to rules of character-health, the negligible minority of the idle classes) was expected by those who educated her to grow up to take on her full arduous share of producing and serving. In the warm sunshine of this general expectation, girls grew naturally to be strong women. Industrial society puts the women of all but its poorest classes into a cellar of twilight uncertainty as to what is expected of them, allows it to be understood that only exceptions among them need make the struggle to escape thru the windows opened by schooling into the sunshine of productive power and usefulness. For far too many of them, the unspoken word is passed along (uncontradicted by their education) that it is quite all right to twine about in the dim light in long, pale, strengthless, sterile sprouts of bridge-playing, beauty-parlor frequenting, superfluous buying and buying and buying, with an occasional touching attempt to grow out of those white strengthless stems a few tendrils of imitation culture, a leaf or two of haphazard social service.

Are you thinking me naive to state over again so obvious a truism about women and education? *Is it so obvious?* Is it obvious enough to be acted on? Here is a test case which we see tried out, over and over again, the attempt to expel married women from useful service outside the home. Educators must know that the idea of retiring married women from active work in order to make more jobs for those who need work is pure pretense, or the effort would be made to retire from active work anyone—man or woman—with income enough to live without a job. They must know that this is a tentacle of the octopus of fascism flung out to seize and strangle what it can of democratic society. But do we see educators leap up in a body to repel hotly this flank attack on human freedom to give useful service where it is needed by those who can give it well?

Again, it is wellknown to educators, as to all informed intelligent people, that fascism must have, as the only medium in which it can work, widespread infantilism among its victims. It offers certain childish trivial rewards for the practice of civic infantilism, rewards which democracy cannot and would not offer. Hence democracy must educate its people not to value these foolish rewards.

For two reasons women of our time are especially vulnerable to the temptation to return to infantilism. First, industrialism has taken away many of women's older opportunities for maturing the *character* thru vital work and service; and, secondly, in the fascist home (of which there are always many even in a democracy) she is always offered the trivial and mean fascist rewards for remaining immature and docile. Hence it is natural that—as always happens—she should be the first of our race who in great numbers are singled out for special attack by the attempt to establish fascism in a nation. It *should* be as natural for educators, bulwark and only hope of democracy as they are, to keep open the way to full maturity for women, *in life* as well as in schools, for if the way to maturity is not open to them in life, educating them for the practice of maturity will be futile.

Do you ask, you educators, why I should consider it *your* part to correct in the education of women the mistakes of society? What else are educators for? It is now in your hands that the modern world puts the total training of our young. Educators know, as all informed people know, that it is dangerous for the whole body politic to hamper the free development of any class or race to the dignity of complete maturity and usefulness. They should know that it is *poisonously* dangerous so to hamper the growth to maturity of women. Shut out Jews from education, from the hope of having their fair share of leadership and authority, from freedom to develop by action the best and most useful of their traits, we all know that you create a ghetto that is a plague-spot in a nation. So shut out women, tho ever so subtly, and your plague-spot ghetto is half of man's life, is the whole of the life of all young children who represent the future of the nation.—From an address before the Congress on Education for Democracy.



Courtesy, New York City Public Schools

SERENITY

MANY SCHOOL TEACHERS SOONER or later become aware of a need for some form of complete relaxation to offset nerve strains. Unrelieved tensions often result in mental or physical disorders, with loss of efficiency, and impairment of that zest for living which is so essential a component of the balanced life. Most physicians can bear witness to the number of teachers who suffer from various kinds of nervous ailments, from nervous indigestion to nervous prostration.

The remedy is to learn and regularly to practice some simple and effective method of relaxation, unkink the tight muscles and with them the tight nerves, and at the same time to cultivate a mental attitude of quiet and serene acceptance of one's work and its necessary conditions.

Two types of objections will arise at this point. The first is, "I can't relax!" That means you are already in a bad way! The answer is, "You can learn." The other objection usually goes this way: "Oh, I know *how* to relax, but it doesn't do any good!" The answer to that one is, "If it doesn't do any good, you *don't* know how to relax; you only think you do."

To those who may be seeking an effective method of physical relaxation, one which will also help to cultivate a mental attitude of serenity toward unavoidable working conditions which may not be ideal, an article published

late of the University of Iowa. Dr. Bagchi presents the Hindu doctrine of quiescence as an escape from the tension ills of Western civilization, as well as a source of renewed vitality growing out of regularly practiced periods of complete relaxation.

After reading this excellent article, the thought was rather forcibly borne in upon the present writer that the time may be ripe to publicize some experiments in relaxation, not only for teachers, but for children, which have been carried on for more than six years in an elementary school at Christmas, Arizona.

I had long been interested in the art of relaxation, but had not seriously pursued it until I came to the Christmas School district about eleven years ago as principal-teacher. At that time physical, professional, and family stresses threatened to burden me beyond the limit of safety, and seeking some basis of serenity and strength, I took refuge in a system of relaxation which, persisted in with continuity and perseverance, has proved a life saver to me.

I had had the good fortune to meet Dr. Bagchi, who has since done notable work at the University of Iowa in the field of relaxation, from whom I learned some simple technics of relaxation which worked a revolution in my approach to my problems and enabled me to carry on my work with comparative equanimity. After a few months of

practice I had become an enthusiastic convert to the gospel of relaxation.

Later, the idea naturally suggested itself that what was conducive to poise and vitality for the teacher should be equally helpful for the pupil. So began an experiment which has become a vital part of our program.

Definite problems arose. First, the difficulty of taking time out of the crowded curriculum of a rural school for something not included in the course of study. This we adjusted by charging time taken out for our quiet periods against time allowed for physical and mental hygiene, to both of which categories relaxation belongs.

Next, if time were to be taken, how much time? Considerable trial and error finally fixed the duration of relaxation according to the age of the pupils. Grammar-grade pupils can devote five minutes to the period, only about three of which will consist of real relaxation and inner quiescence, as there will be a certain amount of shifting of position and dying away of restlessness before the quiet becomes deep and general. For primary children from one to two minutes of real quiet seems best. When all grades are in one room, the time must be adjusted according to the average age of the class. We find it best to break the silence gently as soon as small stirrings begin to be manifest. Muscular quiescence prolonged beyond the point of enjoyment is not advisable for children. We take four periods a day with a total time of three minutes for each. These periods come immediately upon taking up school after any recess, and the first is a part of our regular morning exercises.

Posture was the next consideration. It must be restful and not inconvenient in the classroom. We find it possible to rest comfortably in a sitting position, provided the seats are correctly adjusted.

RELAXATION

for School Children

ELEANOR VORE SICKLER

Principal-Teacher, Public Schools, Christmas, Arizona

in *Your Life* (February 1939), is hereby recommended. The writer is Dr. Donald A. Laird of Colgate University, who gives a stimulating presentation of the subject of relaxation as used by Dr. B. K. Bagchi,

This is important. The feet should be flat on the floor; the spine straight, allowing free circulation and correct breathing; the hands loose on desk or in lap; and the eyes preferably closed, so as to shut out distracting visual impressions. In this posture all muscles except those holding the spine erect can be comfortably relaxed.

Our last difficulty proved to be no problem. The matter of enlisting the cooperation of the class which I had approached with more dubiety than any other was surprisingly simple. With very few exceptions the children have always taken to it as if it were their native element—as indeed it may be.

There are always some who do not care for the period and who do not therefore really relax, but the quiet is good for them just the same. The majority like the experience, complain if for any reason it is missed, and many tell us they keep it up at home during vacations. Some of the older ones were selfconscious at first, but that passed.

Two other teachers who have shared in the experiment and who are now carrying it on in other systems than ours, report that their new groups, whose background is very different from ours, are reacting satisfactorily. Both remark on one common result—"no discipline problems."

Our children are more selfcontrolled and less restless since we introduced relaxation practice, and some very nervous ones show marked improvement at home and at school. Our boys and girls are lively, normal, healthy children, full of mischief and high spirits. We have not seen any wings sprouting! Still, they seem to be rather unusually reasonable human beings, too, and that is a real gain. We find them quick in wholesome response to life situations which present themselves in our small community, and in the adjustments they make with so little strain I believe I see one of the results of our relaxation. Our sympathetic and enthusiastic county superintendent, school nurses, visitors from the state department, and others, comment favorably and generously upon our children's attitudes, their work, and the atmosphere of the school.

There are definite, positive physiological and psychological reactions to proper relaxation, which can be absolutely depended upon to operate, espe-

cially if the relaxation instruction is attended by a parallel indoctrination in the tenets of practical idealism. I once heard Dr. Bagchi make the following statement to a class of students:

"If you daily follow a routine for the realization of a given mental or spiritual ideal, God's law and your own nervous system will do the rest! We supplement our relaxation with the best we can offer of spiritual values in connection with every aspect of our work. As a man thinketh in his heart, so is he, may be trite, but triteness doesn't make it less true. The influence of the ideas with which a child occupies his mind during periods of quiescence cannot be over-emphasized."

It may be added that our experience seems to point to the conclusion that habitual periods of quiet withdrawal from activity *tend to create* in time a controlled and balanced attitude toward circumstances and events; quieter nerves; a storing up of energy; and the ability later to channel it into daily tasks. There is also the possibility of developing better powers of concentration if the practice is conducted over a period of years, as we have done it here.

In conditioning the child to regular periods of mental and bodily quiescence we are laying hold of a fundamental law of nature—the law of alternation. We set over against the concentrated activity of playground and classroom alternate periods of rest. In the compensation between the two reactions (for rest is a kind of reaction, too) he will presently begin to sense a point of balance—a something poised—an over-self, in effect, that is behind both his activity and his rest. He finds in this equilibrated self something that rests him, that commands respect, that makes him feel more himself than before, yet that he can bring under his control because he can revert to it *at will*.

Thus he becomes acquainted by direct experiential knowledge with the meaning of selfrespect and selfcontrol. Presently he begins to think for himself out of this inner center which he has discovered. He will thereafter relax and rest and concentrate because it will have become an integral part of his experience to do so, and he will also learn.

Perhaps the clearest way of showing how we "tie in" our relaxation with the rest of our program is to give here the

program we use for our first twenty-minute morning exercises. In this we try to correlate certain universal idealistic principles.

- [1] *Flag salute*
- [2] Children clean lungs by emptying, slowly draw three deep breaths, assume relaxation posture.
- [3] *Teacher*: Let us be quiet—feet still, hands still, eyes still—minds still.
- [4] *Class*, in concert: May our eyes be filled with His beauty. May our ears be filled with His music. May our minds be filled with His truth. May all unloving thoughts go away from our hearts. May we follow what is good, noble, and truly beautiful.
- [5] *Quiet*
- [6] Teacher begins to break the relaxation.
- [7] *Class*: Where the mind is without fear, and the head is held high; Where knowledge is free; Where the world has not been broken up into narrow domestic walls; Where words come out from the depths of truth; Where tireless striving stretches its arms towards perfection; Into this heaven of freedom, my Father, let my country awake! Into this heaven of freedom, my Father, let my country awake! [Abridged from Rabindranath Tagore's *Gitanjali*].
- [8] *Music*

Other suitable introductions of altruistic value can be substituted to please individual taste—the Lord's Prayer, the Twenty-third Psalm—the possibilities are manifold. Whatever carries a sense of peace and beauty is valuable in inducing a happy mental rest.

For the remaining quiet periods of the day—one after each intermission—no verses are used. The teacher reminds the pupils to think of something that rests them.

It is very important that the teacher should rest *with* the children—her relaxation a part of theirs. There should be a sense of rest in the room such as to be an almost tangible experience. After the allotted time is past the teacher quietly says, "That was a good rest," or "Let us go to work quietly now." There should be no drowsiness or sluggishness as a result of this relaxation—rather a resurgence of stored-up energy.

We make no claims for this relaxation as a panacea for all teaching ills. We feel it has been good for us. We confidently recommend it to anyone who will give it a fair and consistent trial. Will you?

TEACHERS MEETINGS *with a* PURPOSE

DURING THE PAST YEAR, we have carried on a series of nine professional teachers meetings, following a plan suggested by Dr. Thomas H. Briggs in a class on "Administration and Supervision of the High-school."

In too many instances teachers meetings are a bore to the teachers and a burden to the supervisor—called by him because he has a feeling that duty demands such gatherings. Teachers are present only because their corporeal attendance is required. One value of these "principals' meetings for teachers" may be that teachers learn to be courteous tho bored, a social accomplishment often needed. Some faculty meetings are unprofitable because they pertain to announcements that might well have been mimeographed and handed out. Other meetings are used by the principal to unload his tribulations on the teachers or to complain to all in order that the shortcomings of a few may be corrected. Then there is the meeting where the principal, in his omnipotent role, lectures to the teachers.

We must distinguish between "professional" teachers meetings and those called for business purposes. A professional meeting has as its prime purpose an attempt to learn more about the work in which we are engaged, that of teaching youth. A "non-professional" deals with organization and administration.

The motivation back of the professional meetings described here was to avoid objectional meetings, to keep the meetings on a high professional plane, and to provide teachers opportunity to discuss—in their own way—phases of the work in which they were interested.

The place of the principal in this setup is clearly defined. It is his duty to provide a time and place for the meetings and take care of the details of organization. He may sometimes act as chairman of the meetings. As long as he uses his chairmanship to avoid conflict of personalities, to lead the discussion thru to



March of Time photo

Kenneth C. Coulter

SUPERVISING PRINCIPAL, JAMESBURG HIGHSCHOOL, JAMESBURG, N. Y.

some conclusion or statement of principle, and refuses to inflict his ideas in opposition to the general trend of the thinking, he need not be afraid of defeating his own ends.

Soon after the beginning of the school year each teacher was asked to rate this list of forty proposed topics for meetings:

- Professional reading
- Supervision
- How to make teachers happy
- The curriculum
- Correlation between subjects
- Textbooks, selection and uses
- Supplementary and illustrative materials
- Lesson planning
- Classroom procedures
- Project teaching
- The socialized recitation
- Assignment
- Motives and incentives
- Study
- What I consider a thoro preparation of a lesson
- Rational home study requirements
- Study hall problems
- Uses of the library
- The laws of learning and of retention
- How children learn; habit formation
- Questioning
- Mastery, reviews and drills
- Testing: Prognostic, diagnostic, and measuring
- Taking notes and making outlines
- Caring for individual differences
- Problems of exceptionally dull and bright pupils; the retarded and the accelerated
- Demonstration lessons
- What I learned at summer school
- Experimentation

- Some significant teaching that I have observed
- Pupils' ideas of a good teacher
- Constructive and remedial discipline
- Student participation in government
- Extracurriculum activities
- Assembly programs
- Special aims for the year
- What this school stands for
- The special functions of our school

- Some recent developments and trends in secondary education
- School publicity
- Professional reading
- Some lessons I have learned from pupils
- Professional ethics
- Time schedule, shortened or omitted periods
- Handling supplies
- Economics with materials
- Marking systems
- Failures
- Discipline
- Teacher rating schemes
- Retention, promotion, and discharge

Ten topics, listed below in order of teacher preference, were chosen: Marking systems; caring for individual differences; assignment; classroom procedure; lesson planning; failures; special aims for the year; correlation between subjects; assembly programs; discipline.

The topic selected for the first meeting was "marking systems" and teachers were assigned certain phases to discuss either on the basis of their knowledge in that particular field or on the basis of their evident need to do some work on that particular subject. If a teacher were weak on the subject of "marking," to have him prepare a discussion on it for presentation to his fellow teachers would result in reading and study in that field. In meetings after the first, teachers were selected as leaders of discussion by their co-workers or by a volunteer method.

The meetings were profitable to the principal and teachers and were eagerly attended by all.

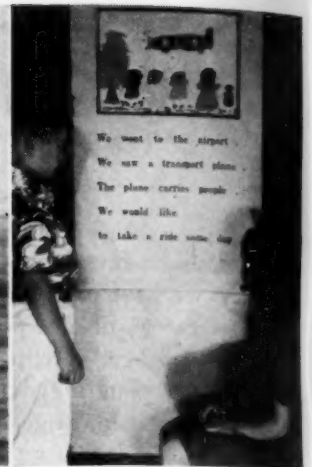
Pedagogy thru Pictures
**YOUTH STUDIES
 AVIATION**

Living in an environment rich in opportunity for firsthand experiences, students in the Burbank, California, schools—from the first grade thru the adult classes—study units of work on aviation.

FIRST-GRADE CHILDREN integrate reading, art, and other activities with building a block airplane (pictures 1-5).

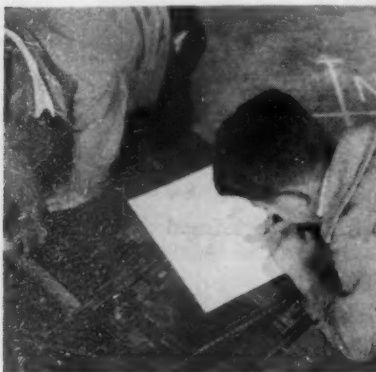


1—Visiting an airport



2—Art work and reading

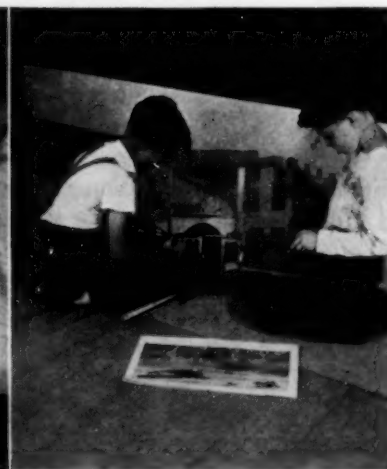
FIFTH-GRADE CHILDREN build an airport on the floor (pictures 6-8).



6—Planning from blueprints



7—Reading maps



8—Using picture models

JUNIOR HIGH SCHOOL BOYS AND GIRLS are interested in how industry works. An eighth-grade class builds a model airplane factory (pictures 9-11). A junior high science class studies weather and radio instruments (pictures 12-14). Another makes an illuminated relief map of air routes (pictures 15-17).



13—Receiving reports



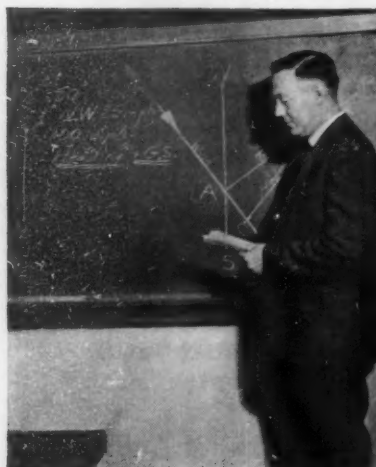
14—Studying weather



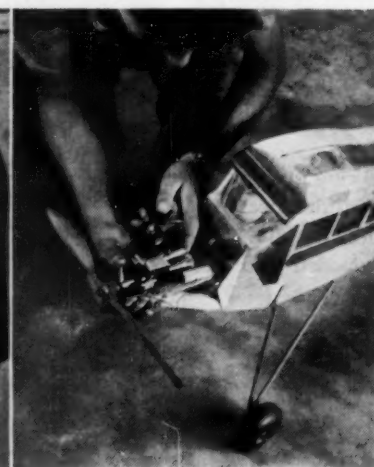
15—Gathering data



16—Mapping locations



20—Figuring problems



21—Assembling model plane



22—Testing results



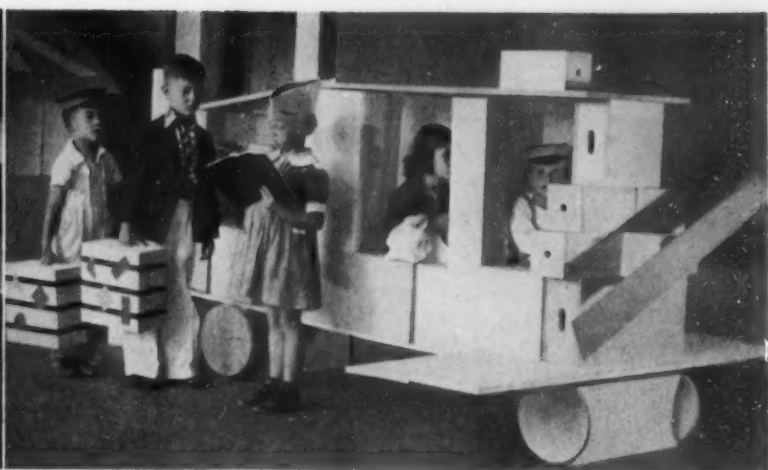
23—Forming firsthand opinions



3—Expressing rhythm



4—Making a block airplane



5—Playing together in finished plane



9—Visiting an airplane factory



10—Sharing findings



11—Building factory



12—Observing film



17—Finishing the map

OLDER STUDENTS study economic, technical, and vocational aspects of aviation. Senior high and adult students study actual airplane construction (pictures 18-22). Others explore economic and vocational possibilities (pictures 23-27).



18—Examining engine



19—Drawing plans



24—Making interviews



25—Studying vocations



26—Learning actual operations



27—Interpreting data

HANDICRAFT

in Chicago Elementary Schools

WILLIAM H. JOHNSON

Superintendent of Schools, Chicago, Illinois

MODERN EDUCATORS know that children learn thoroly only when they have the opportunity to take part actively in lifelike experiences. Altho school subjects have had their origin in the practical needs of life, they have tended to become separated in the school curriculum from the out-of-school situations in which they are needed and for which they are of use. Students lose sight of the relationship between the subjectmatter taught in school and its application in their out-of-school experiences. To counteract this lack of association, teachers have recognized the value of introducing handwork in their classes as a device to help make meanings clear and to give the reality of personal experience to school learning.

Handwork should grow out of the work of the school, out of the many problems in geography, history, and arithmetic, and should serve to intensify interest and to promote understanding and appreciation.

Learning thru personal participation by handling materials, recognizing the problems that arise, and contributing to their solution, gives pupils an understanding—a sense of personal acquaintance—that can be achieved in no other way. The handicraft method thus often serves as an approach to more advanced forms of industrial studies as well as the means to carry such studies forward with greater comprehension.

Left—Boys like to make models in their craft clubs. Right—A pioneer Colonial home is reproduced.

Over three hundred thousand Chicago boys and girls in grades one to eight have had an opportunity to use craftwork. This handwork may be divided into two types. One division is handwork integrated with school subjects growing out of problems in geography, history, arithmetic, art, or other subjects and used to intensify interest and promote understanding or appreciation. The second division of handwork activities is the craft clubs in which the aim is to provide the child with a manipulative form of creative leisuretime expression.

Altho English, reading, science, and social studies are most often made vivid by the use of handicraft, there are excellent examples of integrated activities in every subject. A recent analysis of the classwork of 977 teachers in 28 elementary schools involving 36,400 pupils shows the following percentage relationship: Social science, 44 percent; elementary science, 20 percent; English, 16 percent; art, 9 percent; mathematics, 8 percent; music, 3 percent.

Science classes in the Chicago elementary schools recently displayed their handicraft activities at a citywide science exhibit. The projects built at the Prussing School illustrate the type of work carried on in the elementary grades. In the study of electricity, electrical projects such as buzzers, magnets, crystal radios, motors, and bell connections were made. Periscopes and pin hole cameras were constructed during the study of light.

In city schools, every means must be used to impress children with safety

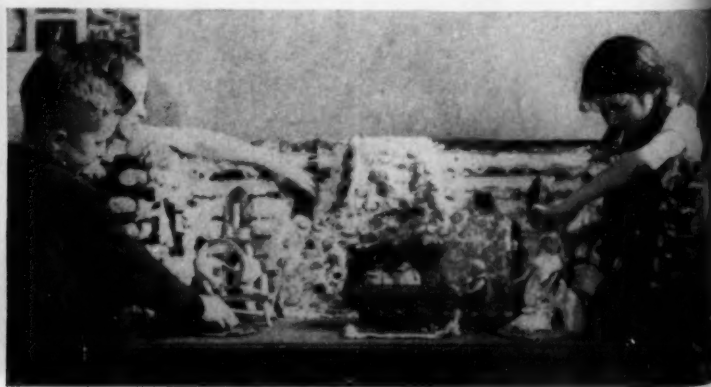
rules. Handwork in posters, table scenes, and diagrams was frequently effective. Both the Audubon and the Caldwell Schools have effectively used puppets in a safety assembly to emphasize the necessity of careful observance of traffic rules.

The types of handwork used in these integrated projects have been listed by teachers who have developed them: Bookmaking, block printing, blue printing, child-size projects, clay modeling, dioramas, lantern slides, leather tooling, maps, metal working, modes and apparatus, pottery, paper construction, puppets and marionettes, soap carving, sewing, table problems, toy making, weaving.

Children are fascinated by puppets or marionettes. Crude or elaborate, their creators are able to transpose them into any character and recreate the life of any period. Children of every grade are successful at making some kind of puppet. Boys and girls all thru the elementary school profit from the oral expression which a puppet dramatization involves.

Handwork in addition to being an important part of the teaching method in all subjects offers pupils many opportunities for leisuretime activities thru craft clubs. These handwork clubs constitute the second phase of handicraft developed in the Chicago elementary schools.

The encouragement of craft clubs in the Chicago schools has resulted in an increased interest in handicraft. A recent survey shows that a large majority of the schools in Chicago—70 percent of those reporting—use craft technics in their club work. All but 16 percent of the schools sponsor activities with similar objectives. Of all the types of clubs that engage in craft work, 72 percent are organized primarily for the craft work itself and for the interests it promotes. Art clubs and science clubs make the next greatest use of the craft technics. Social science, English, mathematics, and



music clubs also make some use of handicraft in their various activities.

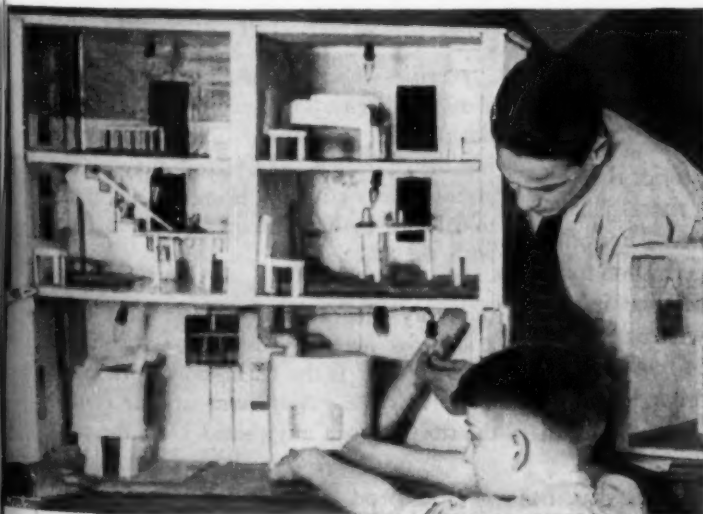
The greatest number of clubs is found in the sixth (12 percent), seventh (25 percent), and eighth (23 percent) grades. The average number of craft clubs in each of the Chicago elementary schools is three. The number in the various schools ranges from one to nine. Nearly one-third of all craft club activity is some type of needlework. Woodcraft ranks second, while weaving and basketmaking, paper and cardboard construction, metal work and ceramics rate consecutively in popularity.

The Girls' Handcraft Club at the Reinberg Elementary School was organized to help the girls with instruction and new ideas in needlework so that they might turn to it in their leisure time. The members at first brought any sewing they wished—embroidery, knitting, crocheting, and weaving. During the first semester the board of education furnished the club with enough gingham to make table covers. During the last semester cross-stitch material was obtained and purses made. Several members wished to learn dressmaking, so patterns were studied and garments were cut out and basted during club time. The machine work was done at home. Throughout the year there has been a spirit of helpfulness among the members, and the club has filled the need for this kind of work among the girls.

Children are encouraged to work out their problems at home and to make other articles of a similar nature on their own initiative. Thus profitable use is made of out-of-school hours and the way paved for home workshops and permanent leisuretime pursuits.

The craft club satisfies a need of the growing child by giving him the place, time, and assistance for creating something with his own hands. School becomes more real and lifelike to him when he is allowed to work at activities of vital interest to himself. Club work may motivate the regular classroom work and often has resulted in improved teacher-pupil relations.

Upper right—Children take a great interest in the city fire department. Upper center—The construction of models illustrates processes with a definiteness that cannot be attained by pictures or written description. Lower center—The puppets are made, the plays written, and the scenes staged by the children. Lower right—The making of masks and decoration of figures find places in the craft clubs. Below—Handwork gives opportunity for the child to think vividly and concretely in contact with realities.





Courtesy, New York City Public Schools

GETTING READY TO WRITE

THE FOLLOWING plan may offer some suggestions for teaching the short story in a practical way. It is a method intended to give background, familiarity with the best short stories, and a working basis of criticism. At the same time it offers an opportunity for oral and written composition, application of grammar, and perhaps some creative thinking.

When the student is first introduced to the short story as a definite literary form, a brief review of the development of this form may be interesting. Appreciation may be quickened when earlier stories are read to show how the technic of writing has improved since story telling began. Early stories such as were written in medieval times illustrate the form and material that amused the reader. Chaucer's *Prioresses Tale* and the story "About the Peasant Who Got into Heaven by Pleading" from the *Gesta Romanorum* may be read to the class to illustrate the *Conte Devot*, those little pious narratives which originated with the Greek and early Christian literature. These miraculous happenings were later told in Latin and improved upon by the French. They indicate a growing admiration for the Virgin Mary and a

of purpose of the short story. To show the variety of subjects treated by the early writers, other medieval stories should be examined. The main purpose is to show how old is the art of story telling, how the form was improved, and to acquaint the student with several stories which are worthwhile background material.

The later forms of the short story will appeal to the student because they are more realistic. The periodical literature of the 18th century, which gave much space to essays dealing with fashions and human nature, found the short narrative a sugar coating for the less pleasing moral or criticism of manner the writer wished to present. Addison's "Vision of Mirzah" and Dr. Johnson's "Lingering Expectations of an Heir" typify the short story, incorporated in the essay to embellish and enliven an otherwise dull platitude. In these essay-stories the characters and scenes were generally taken from contemporary life. Periodical literature from that day to this has found the short story admirable for its use. When the 19th century writer turned to romance and fiction, this revived form needed only to be improved and extended.

Teaching the SHORT STORY

Isabella Miller

NEW KENSINGTON, PENNSYLVANIA

love of stories about saints. Students can appreciate how useful these stories were to the church.

These simple, charming stories, so direct in treatment, help students to understand the method of composition of the more complex story of our own time. From the beginning, the student can see the oneness

Scott, Irving, Poe, and Hawthorne can be studied more intelligently when this background material has been briefly reviewed. Irving's rambling, whimsical, and romantic tales may be contrasted with the exquisitely constructed short stories of Poe. With Poe the student can turn to a closer examination of the technic of writing the short story.

Suggestions for the study of the short story might be made more comprehensible by giving the students mimeographed copies of the following outline:

OUTLINE FOR STUDY

What to look for in the short story

CHARACTERS—No characters are introduced that are not absolutely necessary to the story. **QUESTIONS TO ASK YOURSELF WHILE READING THE STORY**—Are the characters many or few? Which are the most important? From which class of society are they drawn? Are they lifelike? In what way? Are they braver, more fortunate, more beautiful, or more wicked than people in real life? Are any historical? Has the author kept to known facts about them, or does he use his imagination? How? Is the character distinctly good or bad? Are these traits mingled? Is the character consistent? Does the character remain the same or get better or worse? In what way? What do you admire about the main character?

SETTING—There should be little or no change of scene. The setting should aid in determining the action or in understanding the characters. The setting may create atmosphere, or it may bring out an emotional idea by harmonizing or contrasting with the emotions of the character. **QUESTIONS**—Does the setting help to place the story geographically? How does this knowledge help us to understand the people or action? Is the setting merely decorative? Was the setting necessary, or could the story happen anywhere? Does the set-

ting influence character? How? Does it determine action? How? Are the emotions of the characters in harmony or in contrast with the physical background? In what way?

PLOT—The action should be presented in the shortest possible time. The story should not be complicated by more than one major narrative event. The action should not drift. **QUESTIONS**—In what way is the story interesting? Does the interest lag at any point? Where? Is the story probable? Does the action rely too much on coincidence? If there are improbable events, do they spoil the story? Is there more than one major narrative? Is there a minor story? Is it well connected with the major event? Does the story ramble? What unnecessary material is added? Is the plot retarded too much by description? Does the action progress steadily from beginning to end? Does the action begin with some event which is explained later? What event? When is it explained? Does the story progress to a climax? Where is the climax? Does the unraveling of the story occur at the climax? What was the outcome? What devices were used to create suspense? Are you prepared for the outcome by events at the beginning? Does the story end happily or unhappily? Was the ending natural, or was it manipulated to suit the author? Is the plot just another "happy-ending"?

THEME—Every story should have some theme. The theme may be definitely stated as a moral or some truth, or you may have to figure it out. The theme should grow naturally out of the story and appear logical when the story is finished. If the theme is humor, it should not depend upon puns or jokes, but should grow out of cleverly contrived situations and dialog. It should have intellectual appeal. **QUESTIONS**—What is the theme or lesson of the story? Is it definitely stated or implied? What situation or type of character was used to develop the theme? Has the author supported his theme with false evidence? Was the theme worth developing? Was it trivial or silly? If the theme was to amuse, what devices were used?

STYLE—A good short story should have one narrative effect or one strong impression. The effect may be humor, fear, pity, admiration, or sympathy. No irrelevant material should be used, *i.e.*, no dialog description, or action which does not have a direct bearing on the theme. The opening paragraph, even the opening sentence, should set the mood or pace of the story. The story should end when this purpose is accomplished. The language should suit the characters. The style of writing—

choice of words and the way they are used—should be sufficiently varied to appeal to the imagination. **QUESTIONS**—What emotion or mood was created by the author? How was this done? What words in particular helped to create the effect? Was there unnecessary conversation, description, or incident? What were they? What examples can you find to show how the author revealed his characters, action, or setting quickly? Did the opening sentence set the pace for the story? Why do you think so? Did the opening paragraph do it? Did the author end his story when he had finished with his purpose? If not, what material was unnecessary? Did the author vary his style of writing? Find examples of good figures of speech, good imagery, color, sound, which helped to contribute the right atmosphere.

Plan of Study:

[1] Read ten short stories and report on them by filling in the outline blanks.

[2] Write a brief synopsis of five of the stories.

[3] Write an analysis of one of the stories by Poe, O. Henry, Hawthorne, or de Maupassant. Select a topic from the above list and develop a composition by answering the questions. Be prepared to discuss the others orally in class. Be concise. Present enough evidence from the story to support your opinions.

[4] Read a short story from any current magazine. Write a paper analyzing the story, using the questions on character, plot, as a guide.

[5] If you do not select item 4, write a short story of your own. The story need not be long, but it should show an understanding of all the essentials of a good short story. Before you begin, select some theme and devise some plan for developing it. When this has been approved, try the story itself. Pay attention to your own style, grammar, and composition.

During the time the background material is being studied in class, and some dictation has been given on essential points, the student should have been assigned outside reading. The following outline blank may be used as reference later when stories are analyzed in class.

OUTLINE BLANKS FOR THE SHORT STORY

Title
Author
Setting: Time Place
Importance of setting in the story: Gives atmosphere
Local color Aids action
Influences character

Plot: How are the characters involved in an interesting situation?

At what point in the story is the outcome most uncertain?

How does it end?

Character: What are the typical traits of the most important character?

What are the individual traits?

How was character revealed?

Theme: Is it definitely stated or implied?

State the theme

What is your reaction to the story?

At least ten short stories, selected from the best American or European stories to illustrate various types, should become the familiar property of the student. The study of one short story in class, using the "outline for study" as a guide, will familiarize the student with the technic of writing a short story and will provide a basis for future analysis and criticism. Poe's "Cask of Amontillado" makes an excellent laboratory selection. From the opening sentence to the end, every line contributes to the final effect. However, any well-constructed story would do for the initial analysis.

With this working background, the student can finish the study of the short story by applying his knowledge to the story he has selected from some modern magazine. Even a story from a pulp magazine might be valuable, so that the student can see for himself its inferior quality.

By using the questions in the "outline for study" as a guide, the student can demonstrate his understanding of the short story either in oral discussion or a written composition. This gives him an opportunity to show that he can organize and write concisely a composition of more than ordinary theme length. For the student who lacks creative ability, this type of composition offers a chance to demonstrate his skill in handling a definite problem. For the student with imagination, an original short story will not only be an inspiration to write, but it will test his knowledge of the short story itself. These two plans, as well as the study of the background material, provide the student with information on the subject as well as a reasonable purpose for composition, either written or oral.

ADJUSTMENT of SCHOOL FURNITURE

OBSERVATION of schools and of pictures in school literature has led me to conclude:

- [1] That most school furniture is not and much cannot be properly adjusted.
- [2] That the elevation of the desk above the seat is usually wrong. To the best of my knowledge, there is no adequate literature to which teachers and furniture manufacturers can go for guidance.
- [3] That little attention has been given to the effects of having the desk too high above the seat.
- [4] That the effects of this wrong adjustment on eyesight, reading, writing, and posture are such that the matter deserves serious consideration.

Direct results when a desk is too high above the seat—The pupil will pull himself up against the desk and bend over so that he can look directly at a paper that is on the desk. This usually places the eyes from four to eight inches from the thing at which he is looking. Often when one is writing, the eyes will not only be too close to the point of the pen, but the two eyes will not be equidistant from it.

Effects on eyesight when the desk is too high above the seat—When looking at a distance, the line of vision is directly in front of the eye. In order that both eyes may focus on a letter or word when reading, muscular control must cause them to converge on the thing seen. The closer an object is to the eyes, the greater the angle of convergence necessary. We are told that children should read with their books at least twelve inches from the eyes. While most children can see clearly at less than twelve inches, as they grow older there is less ability to converge the lines of vision at a short distance. Glasses are usually fitted for a reading distance of fifteen inches. Habits that do not cause serious eyestrain for children in the lower grades may do so in highschool or in college.

When looking at an object close at hand, not only must the two eyes converge on one particular point, but also each eye, thru muscular control, must be focused for the particular distance of the object of vision from the eyes. We are told that, in recent years, myopia has

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increased considerably among school children. Those who have studied the problem feel that it is due to the fact that children are doing more reading and other desk work in schools than formerly. It is reasonable to believe that if, while working in school, a child keeps the eyes focused for a distance of four to eight inches instead of a normal distance, there will be a tendency on the part of the muscles of each eye to allow it to retain the shape in which it is held for such focus, and near-sightedness may be the result.

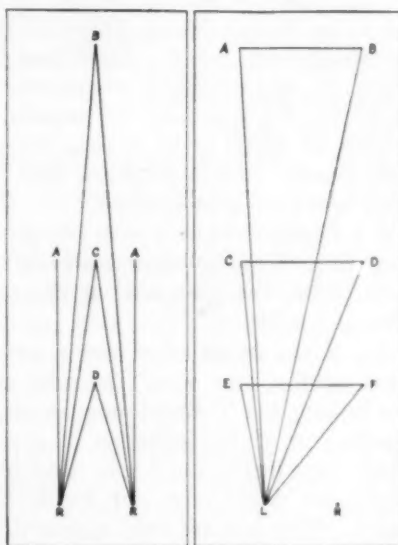


ILLUSTRATION 1

ILLUSTRATION 2

Illustration 1: R's represent the points of vision on the retinas of the two eyes. Lines R—A represent the line of vision when looking at a distance. Lines R—B show the angle at which the eyes must converge when looking at a point 15 inches from the retina. Lines R—C show the angle of convergence when looking at a point 8 inches from the retina. Lines R—D show the angle of convergence when looking at a point 4 inches from the retina.

Illustration 2: L represents the left eye. R represents the right eye. Lines A—B, C—D, and E—F represent lines of print 4 inches long and 15, 8, and 4 inches from the eyes respectively. Angle A—L—B shows the movement of the left eye in crossing the page when the book is 15 inches from the eyes; angles C—L—D when 8 inches from the eyes; and angle E—L—F when 4 inches from the eyes. Lines showing similar movements of the right eye are omitted.

Effects on reading when the desk is too high above the seat—If the book is flat on the desk, the pupil must lean over with his eyes close to the print in order to see. The sloping desk does not remedy this because sufficient slope would make the desk impractical for other types of work. If the book is held in both hands, the bottom of the book on the desk, a high desk will spread the elbows far apart and bring the book too close to the eyes. In either case, a pupil pulls himself up against the desk instead of sitting back in a normal position.

Following from the left side of a line to the right when reading—Illustration 2 shows how much more movement of the eyes (or of the eyes and head combined) is necessary when the line of print is four or eight inches from the eyes instead of fifteen inches. I have seen many pupils in the lower grades turn the head from side to side as they followed across the lines.

Inability to follow readily across the line is said to be one of the causes of much reading disability. This in turn accounts for many retarded pupils who have been greatly helped by special work for slow reading groups. Prevention is always better than cure. May not proper adjustment of desks with a clear comprehension of the problem on the part of teachers in the lower grades avoid many failures and discipline cases in the upper grades of our schools?

Effect on writing when the desk is too high above the seat—When the desk is too high for the seat, pupils naturally take one of three positions:

[1] Straight front position; body too close to and bent over the desk; elbows too far apart; eyes too close to the point of writing; in some cases head turned to one side.

[2] Left arm off the desk; back twisted; head turned to the side; eyes too close to and not equidistant from the point of writing.

[3] Right arm off the desk; back twisted; one shoulder higher than the other; head turned to the side; eyes too close to and not equidistant from the point of writing.

For anyone who has observed penmanship class work, the difficulties met

in correcting wrong habits formed because of any of the positions outlined above needs no comment.

When the eyes are too close to the point of writing or are not equidistant from it, vision is poor. The pupil does not see his faults and therefore cannot correct them. When this position becomes habit it is very difficult to correct it even when the desk has proper height. If a pupil changes to correct distance, he sees his mistakes, especially wrong slant; thinks he cannot write in that position; crawls down over his work to do better; does worse writing, but because he cannot see properly, thinks the writing is better. This deception of vision, more than any other factor, accounts for the fact that so many boys and girls carry even beyond the high-school, habits formed at home and in the lower grades of school.

Distance the seat should be from the desk—It is very difficult to give definite instructions for such placement because different makes of furniture have seats that vary considerably in width from front to back. A seat should be far enough from the desk to allow the pupil to bend forward from the hips in good writing position without leaning against the desk.

Adjustment of furniture—Most attempts to solve this problem have tried to find a direct relation between the height of the pupil and the correct elevation of the desk above the seat. Such studies were doomed to failure because they did not consider natural variations in the lengths of arms and legs as compared with the length of the trunk in different individuals and at different stages of development in the same individual. Actual measurement and trial have shown that a girl five feet tall may need the same elevation of desk above the seat as a boy six feet, two inches in height.

A child in Grade I has very short arms and legs in proportion to the length of the trunk and therefore can use a greater elevation of the table above the chair than his height would indicate. Up to the period of adolescence children grow principally in arms and legs and therefore there is little change in the elevation to be used. In Grade VI, some pupils have grown in trunk so that a decided change is necessary in the

height of the desk while others have not yet arrived at the same stage of development. This accounts for the fact that a variation of 9 to 10 inches is indicated later in this article for that grade. Occasionally we have a pupil below the sixth grade whose development requires a gap of 10 inches or one in Grade VII who needs a gap of 9 inches.

It is easiest for a janitor in measuring, to use the top of the desk at the edge toward the seat, and the highest point of the seat. The following measurements are for such elevations:

Grade I	8 inches
Grades II, III, and IV ..	8½ inches
Grade V	9 inches
Grade VI	9 to 10 inches
Grade VII	9½ to 10½ inches
Grades VIII and IX ..	10 to 11 inches
Above Grade IX	10½ to 12 inches

The lowest point of a chair seat is usually about one-half inch lower than the highest point of the seat from which the above measurements are taken.

The best elevation, for a majority of pupils in Grade XII is about eleven inches. In Grade II, eight and one-half inches is good for all normal pupils. This indicates a change of two and one-half inches in ten years, an average of one-fourth of an inch a year. When, keeping this in mind, we consider the fact that a desk one-half inch higher or lower than the ideal will not cause serious trouble, it is easy to understand why, with very few exceptions, all pupils of a given grade may be reasonably comfortable at desks which have the same elevation above the seats.

How to adjust furniture:

[1] If the room is used for one group only, arrange the pupils as you expect to keep them.

[2] While the pupils are in the room, have the janitor adjust the seats as high as possible for comfort.

[3] After the seats have been properly adjusted, have janitors change all desks



Courtesy, John V. Jewett, Brookline, Massachusetts

to the proper elevation for the particular grade. This can be done best when the pupils are not in the room. In Grade VI, where two different measurements will usually be needed for the larger and the smaller pupils, the teacher must indicate where the gap shall be 9 inches and where 10 inches. The same is true where one room is used for combination of grades.

[4] After the furniture is adjusted as indicated, there may be a few pupils whose desks will need further change.

The illustration above shows a pupil in good writing position at a desk properly adjusted. Note the angle at which this desk is cut on the side toward the pupil. Most such furniture is more nearly perpendicular on this side. It is difficult to realize how much difference this makes in room for the legs. We have had no additional expense in having our furniture cut at this angle.

Once when I called the attention of a doctor to the fact that many pupils in a school were working with their eyes too close to the work, he said, "That's the teacher's fault. She should see that they do not do it." My answer was that if she were to try to do so where the desks are too high, she would have little time left for teaching. It is very difficult for a teacher to call the attention of pupils to the same fault over and over without impairing the effectiveness of her teaching. Where possible the good teacher removes the cause of the fault.

NOV. 5-11

AMERICAN EDUCATION WEEK

The National Program

GENERAL THEME

Education for the American Way of Life

DAILY TOPICS

<i>Sunday, November 5</i>	—THE PLACE OF RELIGION IN OUR DEMOCRACY
<i>Monday, November 6</i>	—EDUCATION FOR SELF-REALIZATION
<i>Tuesday, November 7</i>	—EDUCATION FOR HUMAN RELATIONSHIPS
<i>Wednesday, November 8</i>	—EDUCATION FOR ECONOMIC EFFICIENCY
<i>Thursday, November 9</i>	—EDUCATION FOR CIVIC RESPONSIBILITY
<i>Friday, November 10</i>	—CULTIVATING THE LOVE OF LEARNING
<i>Saturday, November 11</i>	—EDUCATION FOR FREEDOM

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

NEA Resolution—At the San Francisco convention of the NEA the following resolution was passed:

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.

The nationwide observance of American Education Week will be of increasing importance and significance in 1939 and the next few years.

A Serious Situation—Social and economic changes are calling for expansion of educational services at a time when the schools are confronted with financial pressure from two directions. On the one hand is a growing determination to reduce taxes and public debts. At the same time, increasing demands

are being made for appropriations for relief, old-age pensions, and armaments.

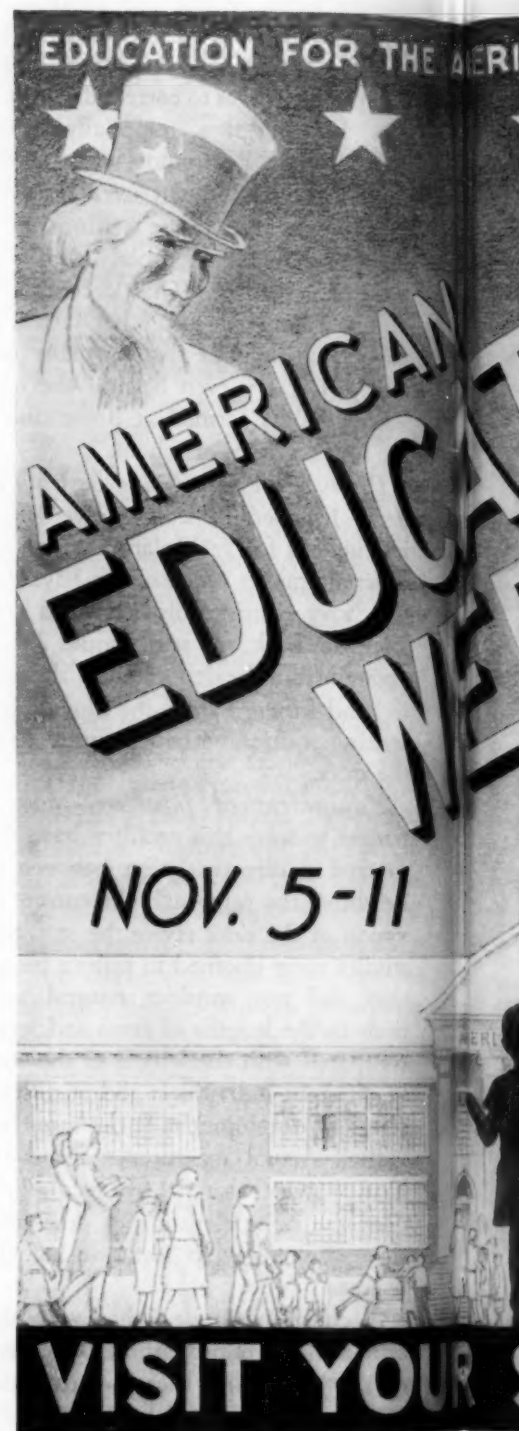
Because of these insistent demands, educational leadership faces an extremely serious situation in the next few years. In many states and communities retrenchment in educational funds is already under way.

What To Do—What is to be done? One imperative is increased attention to the problem of keeping the American people—in every community—informed regarding the needs, aims, and achievements of the schools. This program of educational interpretation must be carried out from one year's end to the other.

In this age of steady pressure and propaganda upon the people from all sides, there is the added necessity of reaching a climax at least once a year in educational interpretation.

American Education Week offers the best single opportunity of the school year for this purpose. The record of past achievements shows what can be done by cooperative action. More than 7,000,000 parents and other citizens annually visit the schools on this occasion. No other period in the year can match this visitation. Other citizens are reached thru the press, radio, and public meeting.

If, during American Education Week 1939, effective observances are held in every community, much can be done to stem the tide of educational retrenchment.



This is a reproduction of the American Education Week poster. The poster itself is 11½ x 17 inches in size with red and blue colors on white stock. The basic design for the 1½ x 2 inch sticker and also in color. Turn to page A-18 for information on these and other items which are available.



American Education Week Poster for 1939. 7 inches in size and attractively produced on white stock. The drawing is also the inch thick and for the cover of the leaflet "American Way of Life." These items are available for information regarding prices on request from the NEA.

The Local Observance

LOCAL PROGRAM—The national program for American Education Week offers an excellent basis for local observances. It is suitable for use in any school system. However, adaptations should be made to local needs if they promise to be more useful in a given situation.

Thru American Education Week the teaching profession has an unequalled opportunity to bring the report of the Educational Policies Commission on *The Purposes of Education in American Democracy* to the people of the nation. More important is the fact that a thoroughgoing discussion of these educational purposes with parents and citizens will be highly valuable to any school system.

Things To Do—Organize a general American Education Week committee. Decide upon the principal features of the program. Appoint subcommittees to carry out various phases of the work such as program, publicity, lay cooperation, and exhibits. Secure the support of lay groups. Plan for exhibits and open-houses. Prepare or secure materials for distribution. Aside from plans for general school and community programs, see that each teacher has materials to aid her in observing the occasion in the classroom, and in Future Teachers and other student clubs. Plan a careful campaign of publicity concerning all phases of your program. Utilize community and school papers, posters, the radio, printed messages to homes, and other means of making your community "education conscious" during American Education Week.

NEA Helps—The materials available from the National Education Association (see page A-148) will be found helpful to local school systems in planning and carrying out observances.

Posters, leaflets, and stickers are attractive for use in publicizing your program. Sixteen-page folders for each

day included in the special packets are designed to provide teachers at all levels with specific, practical suggestions for classroom and community programs for each school day of American Education Week. They were prepared by cooperating committees of experienced public-school and college workers.

In addition to these materials, it is strongly recommended that every school system and American Education Week committee secure copies of the attractive 156-page report of the Educational Policies Commission, entitled *The Purposes of Education in American Democracy*. Copies may well be distributed to key lay leaders. They are available from the Commission at 1201 16th Street Northwest, Washington, D. C., at 50¢ per copy with discounts on quantity orders.

Lay Support—The national sponsors of American Education Week have secured the cooperation of scores of national, regional, and state organizations. These groups encourage their local units to take an active part in observances of American Education Week. The local units of such organizations, therefore, are ready to cooperate with American Education Week committees.

Some Local Objectives—To increase public understanding of the schools; to encourage parents to visit the schools; to secure the participation of the people in improving the schools; to encourage civic groups to give consideration to education.

Local Initiative—A genuinely successful observance requires dynamic local leadership with a vision of what can be accomplished in such a celebration. Strong leadership coupled with early planning produces gratifying results in several thousand school systems each year. If this has not been true in your schools before, resolve now to make it so in 1939. The need is great. American Education Week is your opportunity.

A Program of Action FOR CLASSROOM TEACHERS

Elphe K. Smith

*President, NEA Department of
Classroom Teachers*



THERE is nothing of greater importance to the American people in the preservation of the American way of life than the improve-

ment and support of the American public schools. To make the public aware of this vital need, the classroom teacher, who is near to the child and the parent, has a great responsibility and opportunity. Teachers have accepted this challenge, and thru their professional organizations have done much to make the schools better. These organizations have grown to importance as factors in public education because of the urge within their memberships to improve the technic of teaching. Higher standards in educational qualifications for teachers, health stabilization of teachers, and progressive undertakings are the result of agitation within the teaching ranks for the betterment of our profession.

Much of this work has been accomplished by teachers who have learned that a united group has greater force than any individual action can attain. Many members of the profession, however, do not realize the need of national solidarity, with its greater scope of achievement. This is due to the failure to see that affiliation with a national organization gives the teacher a greater opportunity of interpreting to the public, thru widespread mediums, the steps in our educational advance.

Education in the public schools can be bettered only thru the improvement in the status of its personnel. One of the great interests of the National Education Association is the welfare of teachers. Its aid in the problems of security of position, retirement, salaries, and the improvement of teaching conditions has been evidenced in important test cases which only a national authority could

initiate. The resultant general benefits are engendering reciprocal loyalty from teachers thruout the country.

Unification of educational forces is imperative if maximum results are to be obtained. This cannot be done by local and state groups alone, nor can it be accomplished by a national organization whose policies are supported by the memberships of only 25 percent of the teaching profession. "Nothing is good or great alone. All are needed by each one," said a great educator.

One branch of the National Education Association which works for this greater union of the professionally minded in the United States is the Department of Classroom Teachers. Affiliation with the National Education Association makes any group of teachers in any part of the country working partners in the national organization. Much splendid work for the improvement of education is being amalgamated for the common good thru this relationship.

The new constitution of the Department of Classroom Teachers provides six regional directors, thus extending service and bringing director and constituents into closer relation. Regional directors cooperate with state directors and assist in forming new teachers organizations.

This year, each affiliated group is asked to cooperate in forming new organizations in nearby communities which are without professional representation in the national association. Guest participation in a well-organized group at work is a fruitful source of inspiration and mutual benefit.

Regional directors have been asked also to promote the Institute of Professional Relations, a movement indorsed by the National Education Association at San Francisco, its aims being to train teachers in their relationships with their students, the members of the other pro-

fessions, and the public. Bound by a community of interests, this trinity of educational units should engender broader vision in teacher training and more purposeful tolerance in individualized endeavor.

With the development of this program in mind, the Department of Classroom Teachers has a new committee charged with the study of teacher participation in these relationships. Its objectives will be a study of the purposes of education and the ways and means for its public support; research into the part professional organizations play in protecting and extending public education; and an assumption of public relation methods to bring the value of public education to the attention of the citizenry.

These purposes stress the relationships of the teacher with the adult world. Confident that a new spread of understanding will make fruitful these mutual endeavors, the classroom teacher entrusts their propagation to the new world force, youth. With Horace Mann's work in the selection and preparation of teachers in mind, the National Education Association, in representative assembly at Detroit in 1937, urged that "there be established in each community, Future Teachers of America groups which will seek to interest the most promising young people in teaching as a career." Of these groups, Joy Elmer Morgan says, "The Future Teachers of America is an organization based upon the important fact that the future of mankind is in the youth of today. This organization purposes to establish for young people activities thru which they can improve themselves and look forward to future careers in the greatest of all occupations—teaching."

When the classroom teacher has evolved a nationwide hookup of professional effort, has joined hands with the other professions and the rest of the public of which all are a part, and has set goals which can be stepping-stones for an apprentice generation, other Horace Manns shall be born who will build in the hearts of the American people an abiding faith in education.

But "sowing the seed in the mental ground is not enough. You cannot sit down and watch it grow." There must be sustained planning and cooperative action.

WHAT DO YOU KNOW ABOUT YOUR NEA?

IT WAS my happy privilege this August to spend nine days at NEA Headquarters in connection with my duties as your president. I had visited Headquarters many times before, but this time my view was consciously that of your official representative. I was looking at Headquarters with your eyes, as it were.

Everything there is being done with the idea of definite, often immediate, service to you, our members. Everybody there is guided daily by developments, trends, and thought out in "the field." It is a glorious realization that "the field" is synonymous with teachers laboring with common purpose from Alaska and Hawaii across the forty-eight states to the Canal Zone, the Virgin Islands, and Puerto Rico. Headquarters thinks often of you. Do you think of Headquarters as definitely *yours*? I think you will if you take a peep with me at the Divisions that serve you there.

"There" is a truly beautiful building at 1201 Sixteenth Street Northwest, right in the midst of a historic and important section of your capital city. Its arrangements are ideal for its purposes. If you have visited Headquarters, you must have been inspired by our dignified and attractive quarters. If you have not yet seen your Washington home, you may well look forward to visiting it some day.

THE JOURNAL of the NEA is your most regular contact with the organization. You will be interested in a few facts about the magazine, which has the largest circulation of any professional periodical in the world. Each month THE JOURNAL goes to more than 200,000 members of the National Education Association and to several thousand lay readers, so that a grand total of more than 2,000,000 copies is printed each year. THE JOURNAL staff is always glad to receive your evaluation of articles and issues and your suggestions for improvement or of things you would like to see included.

Other publications of the NEA are numerous and varied. Stacks and stacks of them are kept on the shelves of the mailing department, wrapped and ready

for addressing and instant dispatch. The day's mail from the NEA office looks like that unloaded from the train at a sizable railroad station. In addition to THE JOURNAL, which goes to all members, the annual *Volume of Addresses and Proceedings* (1000 pages of official reports and convention addresses) and the five *Research Bulletins* of the year are sent to those who take out the \$5 yearly membership and to Life Members. Life Members pay \$10 per year for ten years.

You will always be welcome in the Executive Secretary's office, to your left as you enter Headquarters, where it will be a pleasure for you to meet our able and cordial Executive Secretary, Mr. Willard E. Givens, and the Chief Assist-

ant to the Secretary, Miss Harriett M. Chase, whose knowledge of the history and workings of the National Education Association is unsurpassed.

After you have been duly and cordially welcomed, you will visit the various Divisions. It will be an eye-opening and soul-stirring experience. You probably didn't realize that the work of your Association is so systematized and so far-reaching.

Miss Mary Jane Winfree presides over the Division of Accounts and Records. There you will find the membership files (both actual at any given moment and potential), with addressograph plates arranged by states, counties, communities, towns, and cities according to size. Miss Winfree's office does the bookkeep-

A Visit to Your

ASSOCIATION HEADQUARTERS



Amy H. Hinrichs

PRESIDENT, THE NATIONAL EDUCATION ASSOCIATION

ing connected with all dues received in NEA Headquarters. A busy, superbly organized, and thoroly efficient office it is.

The Division of Affiliated Associations is a new one, with tremendous possibilities. It is presided over by Miss Agnes Winn, vivacious, charming, and identified with the NEA for a number of years. The office is the clearinghouse for all information, problems, and activities concerned with some 900 state and local education associations affiliated with the National Education Association.

Presiding over the Division of Business you will find Mr. H. A. Allan. Ask him anything about convention business arrangements—your question will not go unanswered. JOURNAL advertising, the purchasing of all supplies, arrangements with exhibitors at the conventions, all outgoing money—these are some of Mr. Allan's major responsibilities. Busy tho he may be, you can always count on unruffled courtesy and intelligent conception of your particular problem from Mr. Allan.

You may not find Miss Charl Ormond Williams, Director of Field Service, in her office. She is, of course, very likely to be out in the field. Miss Williams has traveled thru the length and breadth of our land acquainting the teachers of America with their national professional organization. A recent development of her work, most valuable and helpful, is the holding of two-day Institutes of Professional Relations at various colleges and universities, usually during the summer sessions. The Institutes are now in their third year, and have certainly proved their worth.

In charge of the Division of Membership is Dr. T. D. Martin. Dr. Martin's concern is membership promotion and analysis of membership statistics. The NEA Directors of the various states constitute Dr. Martin's official family. He keeps in close and constant touch with them, and the results of his and their combined efforts reflect themselves in our constantly growing membership. With the help of each one who reads this, we hope that this year's growth will be phenomenal—surpass all others. At conventions you will find Dr. Martin greeting delegates and other Association members at the official registration booth. If you don't feel welcome after he has

spied you—well, it will be your fault, not his.

Mr. Joy Elmer Morgan is editor of THE JOURNAL referred to above, and Director of the Division of Publications. Among the most interesting of the publications with which Mr. Morgan's Division is busy at the present time are the Personal Growth Leaflets which along with Future Teachers of America are carried on under the Hugh Birch-Horace Mann Fund, an outgrowth of the Horace Mann Centennial celebration. This fund was given by Mr. Birch, aged 91, who is—so far as we know—the only living person who knew Horace Mann. There are now forty-five Personal Growth Leaflets, distributed over the fields of character and personality; education and professional organization; citizenship and culture. (See page 223.)

The Division of Research is under the guidance of Dr. William G. Carr, Director, and Dr. Frank W. Hubbard, Associate Director. The five *Research Bulletins* each year are recognized in all educational circles as the last word in their various fields—for instance, teachers' salaries, economic conditions of the profession, rural education, safety education, tax facts in relation to schools. The Research Division also assists in the preparation of special reports of regular NEA committees, as in the fields of tenure, academic freedom, retirement, and international relations. Dr. Hubbard, who is noted for getting a great deal done in a quiet, unostentatious manner, and whose background of preparation in the social sciences well fits him for his position, has been largely responsible for the regular work of the Division for over three years, during which Dr. Carr has been "lent" to the Educational Policies Commission, to serve as its Executive Secretary.

Dr. Carr, of boyish appearance and dynamic brain, has served the Commission (joint enterprise of the NEA and its Department, the American Association of School Administrators) thru the publication of four major reports: *The Unique Function of Education in American Democracy*, *The Structure and Administration of Education in American Democracy*, *The Purposes of Education in American Democracy*, and *Social Services and the Schools*. If you have not read that most useful volume, *The*

Purposes, you owe it to yourself to do so at once. The Policies Commission project for this year is a survey and appraisal of what is being done in representative schools in the way of training for citizenship. The publication on that subject which the Commission will issue by June 30, 1940, will be a tremendously significant one.

The Division of Rural Service, headed by Dr. Howard A. Dawson, furnishes one of the most intimate connections of Headquarters with the field. Its activities touch closely and directly the lives of thousands of teachers and millions of children. Dr. Dawson has ably led a good deal of the National Education Association's pleading, on behalf of the children of America, particularly rural children, for federal aid for general education. Careful analysis of the needs of American education inevitably leads to the conclusion that the only way to supply adequate educational opportunity to all is to "tax the wealth where the wealth is" in order to provide the wherewithal to "educate the children where the children are." That very sane policy is all the more justifiable because "where the children are" today is in many cases not the place where they will spend their adulthood. The mobility of our population makes the education of all the people the concern of all the people.

We must leave the Departments, of which six of the twenty-seven are housed at NEA Headquarters, for another article; but we must, before we leave the building for this time, look at the tremendously interesting material for American Education Week, November 5-11, which has already begun to move into the field. The publications for the Week have been prepared with much care by committees in the field. They deal with *Education for the American Way of Life*. It is our duty and privilege as educators to use them in making our communities gratefully conscious of the blessings of the American Way.

You who have read this, will you not, with me, dedicate this year to the increase of our National Education Association membership, to the end that united we may as we never can singly serve the children of America and assist in the development of citizens who will appreciate and exemplify our great American democracy?

The Cradle of Democracy

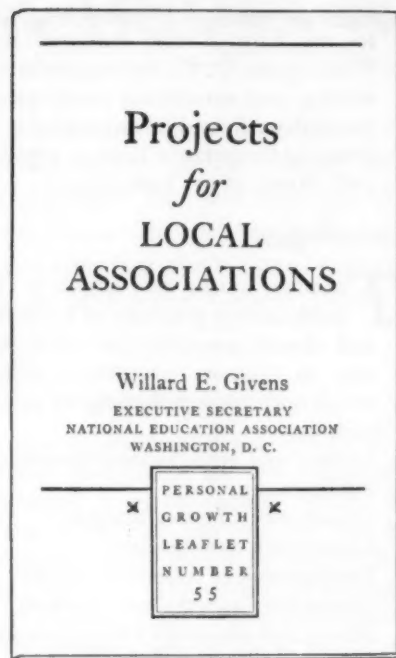
THE LOCAL ASSOCIATION is the cradle of democracy in professional organization. It is close to the people and to the conditions which concern the schools. It is the training ground of leadership; a laboratory for cooperative projects. State and national associations gain in strength as professional attitudes and loyalties are built up thru the activities of local associations. Local, state, and national go forward together. Let the ideal be: One hundred percent enrolment in local, state, and national associations, with every teacher at work on the problems of the profession. The projects outlined on the following pages emphasize the perfecting of our associations, the improvement of teacher status, the betterment of the schools, and the enrichment of community life. Let each local association work actively on one or more of these projects.

United We Stand

LOCAL, STATE, AND NATIONAL education associations are but three phases of one whole. They must advance together if the best interests of the schools are to be served. Our problems are so great that we need the full force of a united profession. Allinclusive membership gives stability and assures support for the important work of our associations. It is suggested that there be allinclusive dues, including whatever sum may be agreed upon for the local and state, plus \$2 for the national. An allinclusive membership card is now available. A number of local associations have already gone forward on the allinclusive basis. Let each local association look forward to adopting this plan after full discussion of the problems involved and values to be received. By wise leadership every teacher can be led to cooperate in putting the plan into effect.

State Association Projects

EACH STATE ASSOCIATION has a continuing program of teacher welfare and educational improvement designed to meet conditions in its state. This program needs the support of every teacher. Let the local association perfect plans to keep every member informed about the state association program and active in its behalf. Where this program involves proposed legislation, a committee of the local association should keep in touch with local candidates for the legislature before election and with representatives after election. Leading citizens can be interested in improved educational legis-



PERSONAL GROWTH LEAFLETS

These leaflets are published under the Hugh Birch-Horace Mann Fund. Among titles now available are:

The Challenge of a United Profession
The Story of the NEA
NEA Platform and Resolutions
The Story of American Education Week
Future Teachers of America
Suggestions for FTA Organizers
Programs for FTA Clubs and Chapters
The American Plan of Education
The First State Normal School in America
Our Faith in Education
Individual Guidance thru the Schools
Your Citizenship in the Making

Send self-addressed, stamped envelop for latest list of titles or send a one dollar bill asking for a complete assortment of Personal Growth Leaflets issued to date. Order from

THE NATIONAL EDUCATION ASSOCIATION
Washington, D. C.

lation thru personal conference. They may well be invited to advise with committees of the local association. Without becoming involved in partisan quarrels teachers should use their ballots and influence to keep in office true servants of the common welfare.

Teacher Welfare Projects

FOR MANY YEARS the NEA in cooperation with state and local associations has led in a program of teacher welfare to which the ablest leaders in the profession have given their best planning. This widening program is reflected in

the work of NEA committees and in the titles of *Research Bulletins* and other publications. It includes such matters as salaries; tenure; sick leave and sabbatical leave; teacher load; and retirement. In each of these fields conditions vary widely in different sections; some areas are more advanced than others. In some cases legislation is required; in others local boards have power to improve conditions. Working with the school administration and with the state association, the local association can gather facts and formulate a longtime program of action. Call on your state and national associations for help.

Educational Interpretation Projects

THESE INCLUDE such enterprises as:
American Education Week

Systematic home visitation by teachers
The study of the school in the school
School news service to local papers
Group listening to educational and civic radio programs

Establishing a shortwave school radio station to serve the community
Public forums and mass meetings

Popular goodwill, understanding, and articulate support are essential to the stability of the schools during this period when they must compete for public funds with highly aggressive demands for roadbuilding, armament, public employment, and social security on the one hand, and with the campaigns of tax reductionists on the other. Not to be active now may mean much lost ground. Watch THE JOURNAL or write the NEA for suggestions.

Federal Aid Project

FEDERAL AID to equalize educational opportunity is vital to the welfare of the schools and the nation. To obtain federal aid legislation requires vigorous and sustained cooperative action, based upon a thoro understanding of the conditions which make such aid necessary. The alert local association will keep its members informed as to federal aid legislation under consideration by Congress. A special committee may well be given responsibility for organizing the community in support of such legislation. Familiarize citizens with steps the federal government has already taken to aid the schools. Show that federal aid to state school systems is an extension of the principle of state aid to local districts. Ask influential citizens to keep in touch with their representatives in Congress. Write the NEA for information and suggestions.

The Future Teachers Project

FUTURE TEACHERS OF AMERICA, which grew out of the Horace Mann Centennial, is a project of the National Education Association and its affiliated state and local associations. Its aim is to improve the character of American life by improving the quality of the people who take up teaching as a career. In highschools young people expecting to be teachers form FTA clubs. In colleges young people preparing to be teachers form FTA chapters, whose members are junior members of state and national education associations. By working on projects, FTA groups learn the art of professional and civic cooperation. Local education associations may well sponsor FTA clubs in highschools and hold occasional joint meetings with them. For further information see Personal Growth Leaflets 11, 161, and 162, or write the NEA.

Good Fellowship Projects

IT IS IMPORTANT for people who are to work together to know and enjoy one another. There may well be several occasions each year to bring members together in happy association. These need not be allowed to become a burden in either time or expense. They may include such projects as breakfasts, luncheons, or dinners; picnics; social evenings in various homes; afternoon teas. Provision for group singing is one of the best ways to insure the success of such occasions. An association glee club or quartet may be organized. Some local associations have a dramatics section for members interested in studying and giving plays. Others encourage members to join in reading groups, hikes, nature walks, swimming or dancing parties. Still others have their own bowling teams, sponsor golf matches, hold tennis and badminton tournaments.

Cooperative Projects

PROJECTS thru which teachers work together for mutual help and improvement include: Maintaining a local association library or reading group. Establishing credit unions, which encourage systematic saving and facilitate borrowing at reasonable rates. Providing special financial assistance for teachers in need or emergency. Sponsoring group hospitalization. Carrying cooperative group insurance. Organizing or working thru consumers cooperatives for buying books, food, clothing, gas, oil, and supplies. Write to the National Education Association for material on

credit unions and cooperatives. Write to the Farm Credit Administration, Washington, D. C., for suggestions on starting and conducting credit unions. For information on cooperatives, address the Cooperative League, 167 West 12th Street, New York City.

Civic Projects

TEACHERS by the very nature of their work occupy positions of leadership, and should constantly use their influence to promote community welfare, which opens up a wide range of projects such as:

Lecture and entertainment courses
Public forums
Community Chest campaigns
Community cleanup days
Development of recreation facilities
Community surveys and planning
School and community beautification
Citizenship Recognition Day

Any project which improves living conditions in the community is worthy of teacher support, and the fact that teachers are active in behalf of the common welfare puts them in a better position to teach citizenship and at the same time attaches public importance to civic responsibility.

School and Community Beautification

THRU A PROGRAM of school and community beautification, the local association can make a valuable and lasting contribution. Secure the students' cooperation in making and carrying out a detailed and careful plan. Work out a schedule so that there will be flowers in bloom on the schoolgrounds thruout the spring and summer. Have an annual ceremony for the planting of trees on the grounds by each graduating class. Sponsor flower shows. Organize school garden clubs whose members will, upon request, go into the community and plant or take care of flower gardens. Cooperate with community garden clubs in improving the appearance of your city. Endeavor to arouse civic pride until the entire community is seeking to make homes, lawns, and public buildings more attractive. This project helps citizens to appreciate the school.

Citizenship Recognition Day

ONE OF THE most effective civic projects which any local association can sponsor is Citizenship Recognition Day. Such a recognition service should be conducted under the schools, which represent all the people, as a logical climax to their work in civic education.

Working in cooperation with other educational, civic, and religious groups, plan a special ceremony for George Washington's birthday, February 22, at which all youth in the community who have become of age within the year or who will become of age before election day in November, and all naturalized citizens, will receive public recognition. The ceremony may be preceded by special study groups devoted to a consideration of our American ideals and way of life. The local club or chapter of Future Teachers of America may well have a prominent part in this enterprise.

Effective Working Arrangements

HAVE a headquarters office where business can be carried on and meetings held. This may well be located in the building from which the schools are administered.

Have a system for distributing important information, by means of bulletins, letters, or telephone calls. Information prepares for action.

Work with other professional and lay groups in the community on common problems. Actively support worthy community enterprises.

Keep a committee at work on a long-time program of projects and goals.

Make regular checkups and surveys to estimate progress and discover needs.

Assign every member to some project.

Systematically train members in parliamentary procedure and the art of conducting meetings and leading discussions.

Cooperative Action the Real Test

WHAT DOES professional organization mean to you? Does it mean merely paying dues in one or more associations? Does it mean merely talk? Or does it mean *action* in a cooperative enterprise to which you give not only your money and your voice but your time and your heart—to the building of a better profession, to the improvement of the schools, to the safeguarding of American institutions? Rabindranath Tagore, the great teacher of India, defines happiness: "Man's abiding happiness is not in getting anything but in giving himself up to what is greater than himself, to ideas which are larger than his individual life, the idea of his country, of humanity, of God. His existence is miserable and sordid till he finds some great idea which can truly claim his all."

[Second printing. Total copies 242,000]



RURAL-SCHOOL SERVICE



AS A SPECIAL SERVICE to rural schools, THE JOURNAL publishes here Personal Growth Leaflet Number 73, "Teaching Materials for Rural Schools" by Howard A. Dawson, director of rural service, NEA. This and other 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 list of Personal Growth Leaflets issued to date, see page 223 of this JOURNAL.

Aids for Teachers

IN COLLECTING free or low-cost teaching materials, seek first the aid of your own state—the agricultural colleges, universities, teachers colleges, state and county libraries, museums, and state departments. For example, the following bulletins are free from the state department of education: *The Community as a Source of Materials of Instruction* [Georgia]; and *Special Opportunities of Small Rural Schools* [Pennsylvania]. Next find out what national sources can furnish. Two pamphlets by Mary Dabney Davis, *Helps for Teachers* and *Teaching Aids for Teachers* [both free from U. S. Office of Education, Washington, D. C.] list charts, maps, bulletins, and films available from many sources including the government. Helpful yearbooks available from the National Education Association, Washington, D. C., are: *Aids to Teaching in the Elementary School* [1934, 416p. \$2]; *Materials of Instruction* [1935, 242p. \$2]; and *Community Resources in Rural Schools* [1939, 109p. 50¢].

Building the School Library

A SHELF OF BOOKS for a one-room school and longer lists are given in *Rural School Libraries* [NEA Dep't of Rural Ed'n, Washington, D. C. 1936, 96p. 50¢]. Graded booklists may be secured at low cost from the American Library Ass'n, 520 N. Michigan Drive, Chicago, Ill., pricelist on request. From the Ass'n for Childhood Ed'n, Washington, D. C., may be secured: *Selected List of Ten-Cent Books* [1939, 12p. 15¢] and *Bibliography of Books for Young Children* [1939, 64p. 50¢]; also a pamphlet on *Uses for Waste Materials* [1939, 12p. 20¢]. *Aids in Book Selection for Secondary School Libraries* may be ordered from Sup't of Documents, Washington, D. C., 5¢. *Good References* is a series of leaflet bibliographies on subjects of interest to rural schools; single copies free from U. S. Office of Ed'n, Washington, D. C. *A Guide to the Literature of Rural Life*, Federal Council of Churches of Christ in America, N. Y., lists over 500 titles [1939, 15p, 10¢].

Using Government Publications

A LIMITED NUMBER of publications of the federal government are free and may be requested from the agency which publishes them. *All material for which a charge is made* should be ordered from the Sup't of Documents, Washington, D. C. Send coin, money, or check. Do not send stamps. Free pricelists of government publications may be secured from the Sup't of Documents, for example on *Education*; *Foods and Cooking*; *Health*; *Farm Management*; *Plants*; *Roads*; *Birds and Wild Animals*; *Handy Books*; and others. The United States Information Service, Washington, D. C., answers inquiries and serves as a clearinghouse for information about the government. It supplies free a chart of the federal government and a *Digest of Current Federal Agencies*, which reveal sources of material. "New Government Aids for Teachers" is a helpful feature of *School Life*, monthly magazine of the U. S. Office of Ed'n [subscription \$1 a year, Sup't of Documents].

The Department of Agriculture

EVERY RURAL SCHOOL may well write to the U. S. Department of Agriculture, Washington, D. C., for its latest *List of Available Publications*. This free booklet describes the wealth of free and low-cost material available from the Dep't and its numerous Bureaus, such as *Farmer's Bulletins* and *Leaflets*; the *Educational Series* of the Weather Bureau [free to highschool teachers, 10¢ to others]; consumer information from the Consumers' Counsel Division; educational charts on agriculture and home economics; photographs; maps; posters; and loan exhibits. The Extension Service, which sponsors the 4-H Clubs, produces still and motion pictures for loan and purchase; catalog on request, also pricelist of film strips. Copies of many Dep't publications, including the *Yearbook*, may often be obtained free thru a Senator or Representative in Congress. The "Farm and Home Hour" broadcast daily by the Dep't may well be a part of the rural-school curriculum.

Guidance in the School

FOR ADVICE on guidance aids, write to the Occupational Information and Guidance Service, U. S. Office of Ed'n, Washington, D. C. Consult Wilma Bennett's *Occupational and Vocational Guidance: A Source List of Pamphlet Material* [H. W. Wilson Co., N. Y. 1938, \$1.25]. *Vocational Training for Older Rural Youth* is a free bulletin from the Vocational Division, U. S. Office of Ed'n. *Young Men in Farming*, Bulletin 188, 1936, may be secured for 15¢ from the Sup't of Documents. Inexpensive leaflets useful in guidance work include: [1] *Personal Growth Leaflets*, described on page 223 of this JOURNAL. No. 53 is on "Individual Guidance thru the Schools." [2] *Merit Badge Library*, Boy Scouts of America, 2 Park Ave., N. Y., over a hundred pamphlets on vocations and hobbies, 20¢ each. [3] *Guidance Leaflets* on many vocations, by the Office of Ed'n. Price 5¢ each from Sup't of Documents. [4] *Occupational Pamphlets*, 25¢ each, Occupational Index, Inc., New York University, N. Y.

Health, Safety, and Recreation

FOR A FREE LEAFLET on *Health Education Material for Teachers*, write to the American Ass'n for Health, Physical Ed'n, and Recreation, Washington, D. C. *Safety Education thru Schools* [NEA, 1938, 64p. 25¢] has a section on "Where Safety Education Aids May Be Obtained." *Physical Education in Small Rural Schools* may be secured for 25¢ from Calif. State Dep't of Ed'n, Sacramento. *Music Education in Small Rural Schools*, [Bulletin 370, 1939] is free from Dep't of Public Instruction, Harrisburg, Pa. Pricelists and free material may be obtained from the following: [1] *In Washington, D. C.*: the NEA [ask for *Health Ed'n Publications* pricelist]; Allied Youth [temperance ed'n]; and U. S. Public Health Service of the Treasury Dept. [2] *In New York City*: Nat'l Recreation Ass'n, 315 4th Ave.; American Social Hygiene Ass'n, Nat'l Society for Prevention of Blindness, and Nat'l Tuberculosis Ass'n, all at 50 W. 50th St. [3] *In Chicago*: National Safety Council, 20 N. Wacker Drive.

On Geography and History

THE SCHOOL Service Dep't, Nat'l Geographic Society, Washington, D. C., will supply, free to teachers, sample copies and pricelists of its materials. For 25¢ postage, schools may get a year's subscription to the free illustrated weekly, *Geographic News Bulletin*, of the Society. *Highway Transportation: Basic Source Material for School Activities* is a 52-page bulletin free from

Ass'n for Childhood Ed'n, Washington, D. C. A useful bibliography for rural schools is *Government Publications of Use to Teachers of Geography and Science* [Leaflet 31, U. S. Office of Ed'n, 10¢ from Sup't of Documents]. Free from Sup't of Documents are pricelists No. 53 on *Maps*; No. 35 on *Geography and Explorations*; and No. 50 on *American History and Biography*. Sample maps may be secured from the Geological Survey, U. S. Dep't of Interior. A catalog of the *American Guide* series, which includes many states and cities, is free from WPA, 1734 N. Y. Ave., Washington, D. C.

On Current Affairs

SOCIAL STUDIES materials for rural schools are listed in *Understanding Our World*, free leaflet by State Ed'n Dep't, Albany, N. Y. The Civic Ed'n Service, Washington, D. C., publishes *The American Observer* and other school newspapers without advertising. For free pamphlets on cooperatives, write the Farm Credit Administration, Washington, D. C. Over 600 free or inexpensive pamphlets are listed in *Public Affairs Pamphlets*, Office of Ed'n Bulletin 3, 1937, and *Supplement* [10¢ each, Sup't of Documents]. Low-cost pamphlet series for school use are: [1] *Building America* [425 W. 123 St., N. Y., monthly 30¢]; [2] *Public Affairs Pamphlets* [10¢] and *Headline Books* [25¢] from Silver Burdett Co., N. Y.; [3] American Ed'n Press pamphlets [40 S. 3 St., Columbus, Ohio, 15¢]. Write the publishers for titles. The *Radio Calendar* issued each November [free on request] by the American Ass'n of School Administrators, Washington, D. C., lists programs suitable for school listening.

On Science and Nature Study

THE *Cornell Rural School Leaflets* contain excellent material for upper elementary grades. A year's subscription is 50¢ from Office of Publication, College of Agriculture, Ithaca, N. Y. *The Science Guide for Elementary Schools*, published monthly except June and July, is \$1.25 a year from the Calif. State Dep't of Ed'n, Sacramento. Write to the U. S. Forest Service, Washington, D. C., for its free list of *Material of Interest to Teachers*, including bulletins, posters, film strips, and lantern slides. *Science and the Young Child* is a 40-page booklet, 35¢ from the Ass'n for Childhood Ed'n. Can you begin a Children's Forest in your county? Free from the College of Agriculture, University of Wisconsin, Madison, is a bulletin on *Forestry 4-H Club Work*. Membership in the Junior Audubon Clubs costs each child 10¢ a year. Sponsored by the Nat'l Ass'n of Audubon Societies, 1775 Broadway, N. Y.,

the Clubs study birds, animals, and conservation.

On Conservation

WHAT PRICE AMERICA?—the text of radio programs on conservation—is free from U. S. Dep't of Interior. *Helps in Teaching Conservation in Wisconsin Schools* is a 102-page bulletin free from State Dep't of Instruction, Madison. *Little Waters*, an illustrated booklet, and other materials including "Soil Conservation Charts" are free from Soil Conservation Service, Washington, D. C. *Conservation in the Education Program*, Office of Ed'n Bulletin 4, 1937, is 10¢ from Sup't of Documents. Bibliographies 70, 71, and 72 on "Conservation Education in Elementary Schools" are free from the Office of Ed'n. An illustrated booklet, *Birds of the States*, may be obtained for 25¢ [10¢ in lots of ten or more] from American Nature Ass'n, 1214 16th St. N. W., Washington, D. C. Free and low-cost material may be obtained from the Emergency Conservation Committee, 734 Lexington Ave., N. Y. *Farm Forestry* [Office of Ed'n Bulletin 196, 1939] is 15¢ from Sup't of Documents.

Films and Other Visual Aids

THE U. S. FILM SERVICE, Nat'l Emergency Council, Washington, D. C., will supply free a *Directory of United States Government Films*. Two films for rural schools are rent-free from this Service, 16 or 35mm: *The River* and *The Plow That Broke the Plains*. Other sources of films are state governmental bureaus, college and university extension services, and industrial organizations. The *Educational Film Catalog* [1936, \$2] and yearly *Supplements*, published by H. W. Wilson Co., N. Y., list over a thousand instructional films. Write to Yale Univ. Press Film Service, New Haven, Conn., for an illustrated booklet describing *The Chronicles of America*, historical photoplays. Two pamphlets by the Office of Ed'n may be obtained from Sup't of Documents: *Sources of Visual Aids and Equipment for Instructional Use in Schools* [Pamphlet 80, 10¢] and *School Use of Visual Aids* [Bulletin 4, 1938, 10¢]. Many museums will furnish at low cost photographs of their materials.

Organizations for Rural Youth

SEND for a copy of *Rural Youth in Farm Organization and Other National Agency Programs*, American Council on Ed'n, Washington, D. C., 1939, 30¢. Information about each organization may be secured from the sponsors, such as: *The Juvenile Grange*, sponsored by the Nat'l Grange, 1343 H St., N. W., Washington, D. C. *Farmers Union Juniors*, by the Farmers Ed'l and Cooperative Union of Amer-

ica, Oklahoma City, Okla. *Junior Farm Bureau* by American Farm Bureau Federation, Washington, D. C. *Youth Section of American Country Life Ass'n*, 297 4 Ave., N. Y. [free handbook]. *Boys' and Girls' 4-H Clubs* by Extension Service, U. S. Dep't of Agriculture. *Future Farmers of America* by the U. S. Office of Ed'n, Washington, D. C.; and *Future Teachers of America* by the National Education Ass'n [see Personal Growth Leaflets 11, 161, 162]. *Parent-Teacher Associations* by Nat'l Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago, Ill.

Material for Special Days and Weeks

American Education Week, Nov. 6-12, 1939. "Rural School Packet" from the NEA, Washington, D. C., 50¢.

Children's Book Week, Nov. 12-18, 1939. Manual free from Book Week Headquarters, 62 W. 45th St., N. Y.

Arbor Day, March or April—Free Arbor Day leaflet from Dep't of Agriculture.

Pan American Day, April 14. Free helps from Pan American Union, Wash., D. C.

Child Health Day, May 1. Free helps from Children's Bureau, Washington, D. C.

Horace Mann's Birthday, May 4. Free helps from the NEA, Washington, D. C.

Music Week, first week in May—Helps from Nat'l Music Week Committee, 30 Rockefeller Plaza, N. Y.

World Goodwill Day, May 18 [also *Armistice Day*, Nov. 11]—Helps from Foreign Policy Ass'n, 8 W. 40 St., N. Y. or World Peace Foundation, Boston. A 55-page pamphlet [25¢ from NEA] is on *International Relations: Services and Activities of 174 Organizations*.

NEA Service to Rural Teachers

THE National Education Association serves the rural teacher in many ways: First, thru its Department of Rural Education which publishes many fine bulletins including: *Newer Types of Instruction in Small Rural Schools* [1938, 144p. 50¢] and *Community Resources in Rural Schools* [1939, 109p. 50¢]. Second, thru the Division of Rural Service at NEA Headquarters, and third, thru special committees, such as the Committee on the Economic Status of the Rural Teacher, whose report, *Teachers in Rural Communities*, may be secured from the NEA for 25¢. A pamphlet summarizing this report, entitled *A Fair Start in Life for the Country Child*, may be secured for 10¢, quantity discounts. THE JOURNAL publishes each month on its "Rural School Service" page, sources of free and inexpensive materials. Radio programs of the NEA are described in free leaflets which may be obtained from the NEA for distribution to parents and citizens.

[Second printing. Total copies 242,000]

The Teacher

*She sees beneath each ugly duckling's down
The shining feathers of the swan to be.
She knows there lies some hidden brilliancy
Within each chrysalis of dingy brown.
She checks no awkward strivings with a
frown,
But by an understanding smile sets free
The prisoned power which, by example,
she
Directs toward service rather than renown.
She plows and harrows, sows the fertile
seed
And watches till the grain is fairly grown,
While always minist'ring to others' need
She never claims the harvest for her own.
Now may she teach to others her profes-
sion—
To guide and love and never claim posses-
sion.*

—Katherine Dummer Fisher

This sonnet, which was sent to THE JOURNAL by Carleton Washburne, superintendent of Winnetka, Illinois, schools, was written by an appreciative parent to Marion Carswell, former principal of the Hubbard Woods School in Winnetka.

To the Boys of America—"Of course what we have a right to expect from the American boy is that he shall turn out to be a good American man. Now the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean-lived, and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow into the kind of a man of whom America can really be proud. In life as in a football game the principle to follow is: "Hit the line hard; don't foul and don't shirk, but hit the line hard."—THEODORE ROOSEVELT, whose birthday is October 27. Other notable birthdays in October are: James Whitcomb Riley, poet, October 7; Richard E. Byrd, explorer, October 25.

Give a copy of "The Code of the Good American," Personal Growth Leaflet No. 62, to each child in your classes. Ask them to compare the Code with Theodore Roosevelt's Message. For information on ordering Personal Growth Leaflets, see page 223 of this JOURNAL.

Practical rather than theoretical is the 1939 Yearbook of the NEA Department of Elementary School Principals on *Enriching the Curriculum for the Elementary-School Child*. This 480-page book describing the experiences of more than fifty teachers, principals, and curriculum experts, is \$2 (free to members) from the Department, 1201 Sixteenth Street Northwest, Washington, D. C.

Yellow crayon in place of white has been used in many schools for several months, and already in Wisconsin an outbreak of lead poisoning has been found among school children. When the air in the classrooms was tested for lead, the contamination was found to be several times greater than that which would be tolerated by public health authorities in factories doing processing of lead pigments, glazes, and similar materials. Use of yellow chalk in schoolrooms was, therefore, banned in the city of Milwaukee.—*Consumers' Digest*, June 1939.

Blackboard motto: Do the next thing well.

Fire Prevention Week, October 8-14, 1939, is a good time to emphasize correct procedure for fire drills. The Pennsylvania Department of Instruction recommends this student-conducted drill:

When the alarm is sounded, pupils rise and walk out without books, hats, or wraps, walking rapidly but not running. When

lines are at least fifty feet away from the building and clear of fire hydrants, pupils face the building but remain in line. Room monitors, one for every two windows, close their windows and follow the room lines. Room captains, who stand at the doors of their respective rooms until all pupils and teachers are out, close the door, report the number of the room to the fire marshal, and take their places in the room line. Other captains inspect halls, toilets, and cloakrooms, and report to the fire marshal who is stationed at the main exit with pad and pencil to check all occupants as the building is emptied by numbers given by respective room captains.

Hallowe'en—Why not let the children design, construct, and paint their own Hallowe'en masks? Natural clay or plasticine is used in modeling the face on a board. When the clay dries, the model is covered with strips of paper toweling or newspaper soaked in water and soaked in paste. The dry clay should be greased with vaseline and then the strips of wet paper carefully laid over the model and pressed in all crevices. Layers may be added to secure the thickness desired. Allow the mask to dry. Remove, trim, cut desired opening, shellac and paint with tempera paints, then shellac the painted surface.—From *Creative Hands and Purposeful Activities in the Elementary School*, Industrial Arts Bulletin 333, 61 pages, 1939, Department of Public Instruction, Harrisburg, Pennsylvania.

"United States Fair"—Fifth-grade children of Cadwalader School, Trenton, New Jersey, are shown above with the exhibits created for their "United States Fair," inspired by a visit to the World's Fair. A colorful wall map of the United States, made from a small map, involved scale drawing to enlarge the map and arithmetical skill in measuring. From this map hung streamers leading to various state exhibits. Correspondence with fifth-grade



children in the capital cities of other states and with state governments brought sample products.—Ruth S. Hinterberg, teacher.



HIGH SCHOOL SERVICE



Youth's Oath of Fidelity—The "Oath of the Athenian Young Man" [see Personal Growth Leaflet No. 21, *A Golden Treasury of Beauty and Wisdom*, page 7] has been adapted for American youth by Robert T. Hill of the National Youth Administration under the title, "Youth's Oath of Fidelity":

Upon our honor we will never bring disgrace to our country or community by any act of dishonesty or cowardice. We will strive, alone and together, for our ideals, and for those of our homes and country. We will revere and obey the law, and do our best to incite a like respect and reverence in those about us. We will strive unceasingly to quicken the civic spirit and public regard for earnest performance of public duty. We will always aim to maintain and perfect our traditions of public trust and public honor. We acknowledge our inheritance from the past, our privileges of the present; we promise to transmit them unblemished to the future.

For Business Training Classes—Send for Personal Growth Leaflet No. 121, *How to Become an Expert Typist* by Stella Willins, international woman champion typist. For a complete list of Personal Growth Leaflets with prices see page 223 of this JOURNAL.

Town Hall of the Air—weekly radio broadcast on problems of American democracy—will begin its new series October 5 at 9:30 PM EST. These programs may well be discussed by classes in social science, English, and public speaking. To purchase study guides and other listener aids, write to Town Hall Advisory Service, 123 West 43rd Street, New York City.

For Classes in Social Studies—Write the Treasurer of the United States, Washington, D. C., for copies of *The Graphic Story of United States Savings Bonds*.

The Quiz Assembly Program—The popularity and educational value of such radio programs as "Information, Please," "Ask-It-Basket," and "What's My Name?" inspired us to adapt this method to our all-school assembly programs. The students formulate the questions and a small committee classifies

them in certain groups, such as music, local facts, personalities, sports, languages, travel, historic events, and foreign news. The program must not be overweighted in one specific field. Faculty members also prepare questions in their respective fields. Students act as judges, timekeepers, scorekeepers, and musical "authorities." We use our public address system and each student is given instruction in using the microphone correctly. If answers are not forthcoming in the allotted time, the audience is asked to give the answer. This contestant-audience participation is a feature of the program that brings about keen attention on the part of everyone. The quiz assembly makes integration of subjects more natural. Students read newspapers and textbooks more thoroly; they are more observing and more critical of their answers.—*John J. Gach*, teacher of social studies, Highschool, Janesville, Wisconsin.

A plan for enriching the curriculum without unduly increasing the per capita cost of instruction is outlined in Bulletin 291 on *Directed Correspondence Study in the Field of Secondary Education*, by the Pennsylvania Department of Public Instruction, Harrisburg, 1938, 79p. Free.

For History Classes—A useful pamphlet is Headline Book No. 15, *Shadow Over Europe: The Challenge of Nazi Germany* by Shepard Stone, published by the Foreign Policy Association. Single copy 25¢ from Silver Burdett Company, New York City; quantity discounts.

For Your Classroom or Study Group—Twenty-four recordings of the outstanding educational radio series, "Americans All—Immigrants All" are now ready. For a purchase order blank, write to the Federal Radio Education Committee, U. S. Office of Education, Washington, D. C. If you have a phonograph you can use the recordings. A *Handbook* and *Manual* are sent free to purchasers of the recordings; to others the cost is 25¢ for the two publications. Here is a new approach to the teaching of tolerance and goodwill toward all peoples who make up our American democracy.

For an Outstanding AEW Observance—Send for a copy of the special *High-school Packet* which gives plays, assembly programs, and other suggestions for making the most of American Education Week in your school. 50¢.

The first bulletin of the Florida Program for the Improvement of Instruction is now available. Its title is *Source Materials for the Improvement of Instruction* and includes valuable aids for teachers in grades 7-12. Price 55¢ postpaid from M. L. Stone, Florida Curriculum Laboratory, P. K. Yonge Laboratory School, Gainesville, Florida.

Democracy in Little America—The practice of democracy within the school is not only a splendid thing for the child and for the school; it is the safeguard of our national democracy. But for the good of the school child, that he may be spared the pains of disillusionment, there should be some way to help him understand the difference between the controlled and kindly environment which constitutes the schoolroom democracy, and the extremely variable and competitive environment of the world in which we live. It is easy for a teacher, heading a miniature society, to be generous with superlatives when appraising the work of his pupils. Too many graduates have the feeling of complete mastery, a feeling nourished by teachers who instead of giving the students more to master, stop at praising them for the perfection with which they mastered their most recent task. It is our responsibility to encourage students always. But to withhold superlatives in our appraisals, and to substitute additional problems of research and study and activity would be more profitable to all than to cause the young to bristle with selfsatisfaction because of an accomplishment which the world will regard with mild favor or ignore altogether.—*Howard C. Aley*, teacher, Youngstown, Ohio.

Over 30,000,000 young people will enrol in the nation's schools this fall: 21,750,000 in elementary schools; 7,200,000 in highschools; and 1,400,000 in colleges and universities.

UNLESS WE CAN AGREE on what the values of life are, we clearly can have no goal in education, and if we have no goal, the discussion of methods is merely futile.—James Truslow Adams.

The normal school is now a century old. In that period it has grown from an infant institution in a little but historic Massachusetts town to the stature of a giant, one perhaps a bit uncoordinated and lumbering but of a power of which even its partisans are not aware. One salutes with particular fitness those founding fathers who brought that infant institution into existence. . . . In its singleness of purpose, the American normal was from the beginning a professional institution. It envisioned for its students no other prospect but teaching.—A. L. Crabb, professor of education, George Peabody College for Teachers, Nashville, Tennessee.

Teaching as a Career—In answer to youth's inevitable question, "What shall I be?" the Institute for Research, 537 South Dearborn Street, Chicago, is publishing a series of monographs giving a panoramic view of "what there is to be." One of the most notable of the monographs is number 52, "Teaching as a Career," which is worthy of study by every prospective teacher. Write to the Institute for prices.

Future Teachers of America—At its San Francisco convention, the NEA adopted the following resolution:

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.

For information concerning this movement and application blanks for securing a charter for Future Teachers groups, address the National Committee, FTA, 1201 Sixteenth Street Northwest, Washington, D. C.

Cooperation in the Improvement of Teacher Education—This statement by the Commission on Teacher Education of the American Council on Education, which is making a study of the education of teachers "from the time they determine to enter the profession to the time they withdraw from it," may be secured free from the Commission at 744 Jackson Place, Washington, D. C.

American Association of Teachers Colleges—The current officers of this NEA department are as follows:

President—Charles C. Sherrod, president, State Teachers College, Johnson City, Tennessee; **vicepresident**, Frank D. McElroy, president, State Teachers College, Mankato, Minnesota; **secretary-treasurer**, Charles W. Hunt, president, State Normal School, Oneonta, N. Y.; **executive committee**, Marvin S. Pittman, president, South Georgia Teachers College, Collegeboro, Georgia; Frank E. Baker, president, State Teachers College, Milwaukee, Wisconsin; H. L. Donovan, president, Eastern Kentucky State Teachers College, Richmond, Kentucky.

For American Education Week—A packet of material to aid teachers colleges in their celebration of American Education Week may be secured from the NEA for 50¢.

Fellowships for Teachers—One of the recommendations growing out of the Regents' Survey of the schools of New York State is the establishment of fellowships worth \$500 plus the teacher's present salary. The purpose of these scholarships would be to recognize outstanding teaching and to permit a year of travel, further study, or rest.

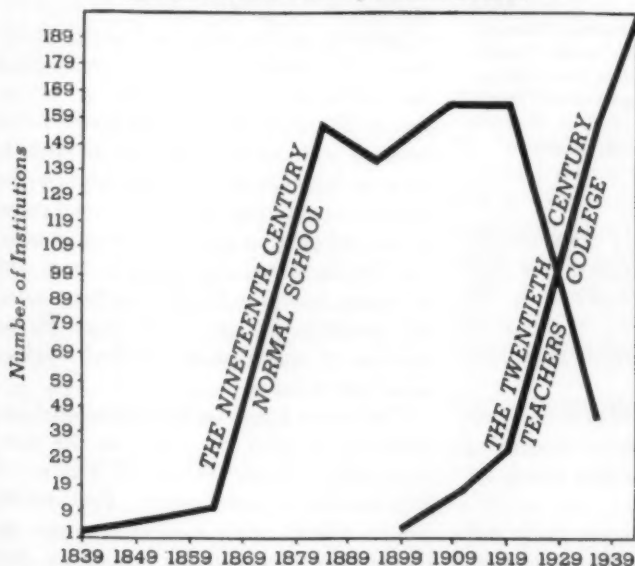
Many deans keep a supply of Personal Growth Leaflets (see page 223) on a table in their outer office for students to read while waiting for conferences or to take with them.

Study of Local Institutions—Practical experience in planning and carrying out community field trips is offered to students at Ball State Teachers College, Muncie, Indiana. Local institutions such as religious organizations, hospitals, police and fire stations, and newspaper offices are visited for the cultural value to the college student; for subjectmatter and experiences applicable to school children to be taken on such excursions by their teachers; to discover the technics and problems, involved in planning, executing, and evaluating such excursions with school children.

In-Service Education of Teachers is the title of a recent publication of the Pennsylvania Department of Public Instruction. This bulletin lists the following types of inservice educational activity: Constructive supervision, demonstration and school visits, consultative services, follow-up by teacher-education institutions, summer study, extension and home study, professional and cultural reading, travel, sabbatical leave, institutes, professional organizations and meetings, panel discussions, salary increments, retirement plans, tenure legislation, research investigations, and school survey.

Teacher-Education Service—Your cooperation is invited in the preparation of this page dedicated to the service of all those interested in teacher education, both preservice (including Future Teachers of America) and inservice. A number of the above items were included at the suggestion of Dr. C. A. De Young, professor of education, Illinois State Normal University, Normal, Illinois. Information and suggestions from other readers will be appreciated.

The Twentieth Century Teachers College Replaces The Nineteenth Century Normal School



This chart is from the Eighth Annual Report of the President of Wilson Teachers College, Washington, D. C.

Teachers and the War

☆ THE WAR breaking in Europe as this JOURNAL goes to press places added responsibility on teachers and teaching in our own country. It multiplies the need here for intelligence, goodwill, alert citizenship, and the poise required to keep our heads amid confusion and propaganda. It is a challenge to our education associations and to every teacher to do his part in them for it emphasizes anew the helplessness of the individual working alone and the necessity of cooperative action to solve common problems.

Executive Committee Meets

☆ THE EXECUTIVE COMMITTEE of the NEA held its regular fall meeting at Association Headquarters on September 30.

Congress on Education for Democracy

☆ PRESIDENT HINRICHS attended, officially, the Congress on Education for Democracy at Columbia University, August 15-17. She participated in the seminar concerned with definite classroom and school procedures in educating for democracy.

Institutes on Professional Relations

☆ MORE THAN THIRTY colleges and universities thruout the country from Oregon to the Carolinas have cooperated with the National Education Association and their respective state education associations, during the past summer, in holding Institutes on Professional Relations. Thru correspondence and visits, Miss Charl Ormond Williams as a representative of the National Education Association worked with institutions and associations in the organization of these institutes, and on June 1 distributed questionnaires to the 38 colleges or universities that had indicated an intention of holding conferences. Below are listed the 31 institutions replying. The four colleges marked by asterisks returned only programs, not full questionnaires.

A story concerning the work of these institutes will appear in the November JOURNAL.

Arkansas—State Teachers College, Conway, June 9, M. C. C. Denney, head, Department of Education.

Kentucky—Eastern Kentucky State Teachers College, Richmond, June 13-16, R. A. Edwards, director, Training School; Kentucky Wesleyan College, Winchester, June 19, S. W. Grise, dean; Murray State Teachers College, Murray, June 30, Miss Alice Keys; Nazareth College, Louisville, July 7, Sister Mary Ramona, dean; Union College, Bar-

bourville, June 21, C. R. Wimmer, dean; University of Kentucky, Lexington, June 20, William S. Taylor, dean; Western Kentucky State Teachers College, Bowling Green, June 16, Lee Francis Jones.

Nebraska—University of Omaha, Omaha, June 12-13, L. O. Taylor, head, Department of Education.

Montana—Montana State University, Missoula, June 28, Freeman Daughters, dean, School of Education.

North Carolina—University of North Carolina, Chapel Hill, June 14-15, Guy B. Phillips, professor.

Oklahoma—University of Oklahoma, Norman, June 9-10, Leonard Logan, director, Short Courses, Extension Division.

Oregon—Eastern Oregon College of Education, La Grande, July 14, Roy L. Skeen; Oregon College of Education, Monmouth, July 11, Delmer R. Dewey, professor; Oregon State College, Corvallis, July 12, M. Elwood Smith, director, Summer Session; Southern Oregon College of Education, Ashland, July 10, Walter Redford, president; University of Oregon, Portland, July 11, Alfred Powers, dean, General Extension Division; University of Oregon, Eugene, July 13, W. G. Beattie, professor.

Tennessee—George Peabody College for Teachers, Nashville, June 22-23, Doak S. Campbell, Professor of Education; *State Teachers College, Murfreesboro, May 19-20, N. D. Beasley, Dean-Registrar; University of Tennessee, Knoxville, June 30, John A. Thackston, dean, College of Education; Tennessee A. and I. State College, Nashville (Negro), June 21, George W. Gore, Jr., Director of Instruction.

South Carolina—Winthrop College, Rock Hill, July 19, Willis D. Magginis, head, Department of Education.

Utah—University of Utah, Salt Lake City, June 26-27, Leroy E. Cowles, dean, Lower Division.

West Virginia—Concord State Teachers College, Athens, July 28, J. F. Marsh, president; *Fairmont State Teachers College, Fairmont, July 14, Joseph Rosier, president; Marshall College, Huntington, June 26, Miss Virginia Foulk, Department of Education; Shepherd State Teachers College, Shepherdstown, July 7, I. O. Ash, head, Education Department; West Virginia University, Morgantown, July 12, A. J. Dadisman, Director of Summer Session; West Virginia State College, Institute (Negro), July 31, Harrison H. Ferrell, dean; Bluefield State Teachers College, Bluefield (Negro), July 27, H. L. Dickason, president.

City Managers

☆ ON PAGE A-49 IN THE JOURNAL for March in discussing the threat to free public education which is involved in the movement to abolish boards of education a sentence was included about organized city managers.

The International City Managers Association has made a statement concerning their position upon this subject which we are glad to publish:

"This Association has never made any studies or suggested any plan of relationships that should exist between school systems and manager government."

School Bells

Thruout the land their echo rings,
And each clear tone a vision brings;
The nation's strength and hope and pride
Thru far-off years shall e'er abide—
While school bells ring.

Above the din of crowded street,
'Mid ceaseless tread of hurried feet,
Thru fruitful fields of countryside,
Where hamlets 'neath the mountain
hide—
The school bells ring.

Their music tells of opened doors
To education's richest stores.
The hand is trained, the mind is freed,
The heart is stirred by word and deed—
Where school bells ring.

Where'er young lives are taught aright
That truth and honor are man's might;
That character is life's chief gain,
That righteousness tow'rs o'er the
brain—
There school bells ring.

Ring out, school bells, across the sky,
Proclaim the cause that ne'er shall die.
Thru distant time, in ev'ry clime
Where men lift eyes to heights sublime—
Let school bells ring.
—CHARLES G. REIGNER

Relief Wages Higher Than Salaries of Rural Teachers

☆ THE NEW SCHEDULE of monthly security wages for WPA project workers, effective September 1, 1939, sets monthly salaries higher than those paid to many teachers in the public schools. In region I, comprising northeastern and north central states, the monthly wage of professional and technical workers is set at \$68.90, \$76.70, \$84.50, or \$94.90; the lowest is for counties with no municipality as large as 5000 in population and the highest for counties containing cities of 100,000 population and over. In region II, the mountain and Pacific states, the range is from \$78 to \$94.90; in region III, the southern states, the lowest is \$55.90, the highest \$81.90. Salaries of unskilled and skilled workers are at lower rates.

The lowest figure set for professional and technical workers on relief, in the rural counties of region III, would add up to \$670.80 for a year's work. Few people would regard such minimum wages as higher than necessary for subsistence. But only four of the thirteen states in region III reported average salaries for country

teachers in 1936 as high as \$650; in two states the average salary was less than \$500. For the whole United States the average for country teachers was \$827, which just equals a year's subsistence wages in rural areas of wage region II and is below that for region I.

The National Education Association on the Air in 1939-40

☆ THE NATIONAL EDUCATION ASSOCIATION will sponsor for and in behalf of teachers five or more radio programs each week on national networks. Four of them will be in connection with the American School of the Air, three programs of which the NEA sponsored last year. Arrangements are complete for the following programs. They will be presented on the days indicated over the network of the Columbia Broadcasting System for classroom use:

EVERY TUESDAY 2:30-3:00 PM EST—*Folk Music of America*

A program of music appreciation adapted to children of the upper elementary grades, junior and senior highschools. The Music Educators National Conference will join the National Education Association in the sponsorship of this program.

EVERY WEDNESDAY 2:30-3:00 PM EST—*New Horizons*

A program of geography and natural history broadcast from the American Museum of Natural History, New York City, cooperating with the National Education Association.

EVERY THURSDAY 2:30-3:00 PM EST—*Tales From Far and Near*

A program of literature adapted to elementary grades sponsored by the Association for Arts in Childhood and the American Library Association in cooperation with the National Education Association.

EVERY FRIDAY 2:30-3:00 PM EST—*This Living World*

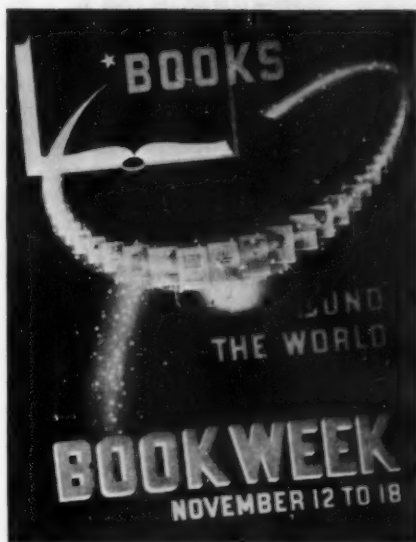
A program describing and interpreting important economic conditions, human relationships, and governmental functions. Timely discussions of problems that face America today at home and abroad.

Conference on Elementary Education

☆ THE Fourth Annual Conference on Elementary Education sponsored by the Department of Elementary School Principals will be held at the University of Wisconsin, Madison, Wisconsin, immediately following the NEA meeting in Milwaukee next July. This two weeks' conference is being planned for those persons who are interested in elementary education.

For American Education week

☆ "ESSENTIALS OF DEMOCRACY" (see page 195) may well be brought to the attention of parents and other citizens during American Education Week, perhaps thru publication in the local paper.



The Book Week poster, in full color, size 17 x 22 inches, is available from Book Week headquarters, 62 West 45th Street, New York City, at 25¢ a copy.

Professional Loyalty

☆ MISS MINNIE TOWNSEND, Glendale, California, has held continuous membership in the National Education Association since 1918. Her teaching experience began in 1889. She has served in Vermont, North Dakota, and California, the last thirty-four years being in Los Angeles. On July 1, 1939, Miss Townsend retired from active service. Her membership in the National Education Association would have expired on August 31. In order to keep it continuous and because she is just as interested as ever in education and in the program of the Association she has supported so long, she became a Life Member on September 1. Miss Townsend writes "I hope that my retirement and the leisure thus afforded may make possible more study and reveal new opportunities for service along educational lines."

Education in America

☆ THE SURVEY GRAPHIC for October 1939 is a special issue devoted to "Education in America," with articles by E. C. Lindeman, John Chamberlain, Eunice Fuller Barnard, John Tunis, Alvin Johnson, William Allan Neilson, Farnsworth Crowder, Ordway Tead, John Palmer Gavit, Carson Ryan, Jr., and Ben Graham.

Retirement for Illinois Teachers

☆ WHEN GOVERNOR HENRY HORNER of Illinois on July 16 attached his signature to House Bill 499, he ended a fifteen-year effort on the part of the Illinois Education Association and other friends of the schools to secure a safer and more adequate system of retirement for teachers of that state.

Personal Growth Leaflets

☆ THESE LEAFLETS, described by U. S. Commissioner of Education J. W. Studebaker, as "most interesting in content" and "filling a specific need," sell for 1¢ each in any quantity or combination. No orders accepted for less than 25¢. Cash must accompany orders for \$1 or less. Order from the National Education Association, Washington, D. C. The following leaflets are now available:

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 Platform and Resolutions
Individual Guidance thru the Schools
Projects for Local Associations
The Story of American Education Week
Our Faith in Education
Horace Mann's Letter to Young Americans
The Code of the Good American
Teaching Materials for Rural Schools
Seven Adventures in Pioneering
True Americanism
Student Selfgovernment
Have You Had Your Vitamins?
Shall I Become a Smoker?
How To Become an Expert Typist
Suggestions for FTA Organizers
Programs for FTA Clubs and Chapters
Education for the American Way of Life

— — — — — 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.

NEW ADDRESS

Name
Address
City State

OLD ADDRESS

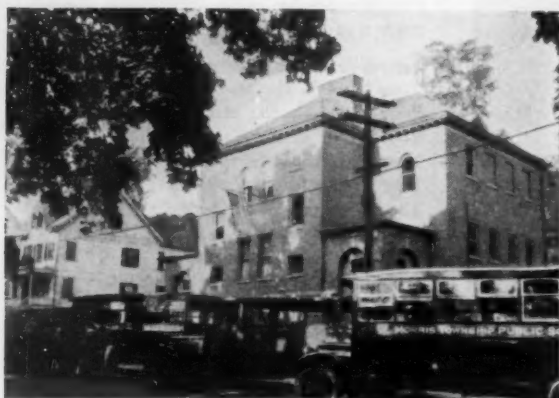
Address
City State

[Cont. on page 224]

★ ★ 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.

MORRISTOWN TOWNSHIP, N. J., SCHOOLS HAVE BEEN 100% IN NEA MEMBERSHIP SINCE 1918.



Hillside—oldest



*Roy P. Stillwell,
superintendent*



Alfred Vail School—newest

Completed Enrolments

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

SIXTEEN YEARS

OHIO—Warren, Roosevelt

TWELVE YEARS

UTAH—Nebo District, Entire System

SEVEN YEARS

ILLINOIS—Peoria, Lincoln, Longfellow
UTAH—Juab Dist., Entire System; Provo, Farrer Jr. H.S.

SIX YEARS

ILLINOIS—Peoria, Kingman
NEW YORK—Syracuse, William H. Taft
UTAH—Provo, Entire System

FOUR YEARS

ALABAMA—Montgomery, Cottage Hill, Sidney Lanier
High; Hope Hull, Pintlala Jr. High
ILLINOIS—Peoria, Lucie B. Tyng

THREE YEARS

ALABAMA—Montgomery County, Entire System
ILLINOIS—Peoria, Douglas, White
WISCONSIN—Winneconne, Winneconne High

TWO YEARS

ILLINOIS—Peoria, Columbia Jr. High
NEW YORK—Syracuse, Bellevue Jr. High, Cleveland, Garfield, Grant, Pere Lemoyne, Merrick, John Nichols, John T. Roberts

CURRENT YEAR

NEW YORK—Syracuse, Thomas W. Meachem
UTAH—Provo, Joaquin

[Cont. from page 223]

Prayer for a School

For a schoolhouse anywhere
I send up a silent prayer:
"Christ, great Teacher, bless this place;
On it shed Thy love and grace.
Teach the teachers; let them see
That they shape earth's destiny.
Home and church and school—these three
Carry on Thy ministry.
As from Thee come growth of seed,
So to Thee we bring our need:
What to plant and how to sow,
That is what we pray to know.
Let schools be in Thy pure sight
Bethlehems of truth and light."
For a schoolhouse anywhere
I send up a silent prayer!

—CORTLANDT W. SAYRES

NEA Committee to Cooperate with the American Legion

★ PRESIDENT AMY HINRICHS announces the appointment of the NEA Committee to Cooperate with the American Legion on educational matters: Charles F. Dienst, deputy state superintendent of public in-

struction, Lincoln, Nebraska, *chairman*; Fred D. Cram, professor of education, Iowa State Teachers College, Cedar Falls, Iowa; J. Frank Faust, 524 Montgomery Avenue, Chambersburg, Pennsylvania; J. N. Poché, teacher, Samuel J. Peters Highschool of Commerce, New Orleans, president, Louisiana Teachers Association, and State NEA Director for Louisiana; James H. Richmond, president, Murray State Teachers College, Murray, Kentucky. Chairman Dienst officially represented the NEA at the Chicago convention of the Legion September 25-28. President Hinrichs also visited the convention as a special guest.

Catalog of Films for Classroom Use

★ A DOCUMENT which educators will find exceptionally useful is the "Catalog of Films for Classroom Use," available from Teaching Film Custodians, Inc., 25 West 43rd Street, New York, N. Y., for 50¢. The catalog classifies and describes films produced for theatrical entertainment which the Advisory Committee on the Use of Motion Pictures in Education has selected as useful for educational purposes

and especially for classroom teaching. Willard E. Givens, executive secretary of the National Education Association, is a member of the Advisory Committee. Commercial owners of the films are making them available to schools for an experimental period of three years. Prints will be furnished to bona fide educational institutions for exhibitions before classroom groups, with the understanding that admission shall never be charged. Rental fees to be paid by the school to Teaching Films, Inc., cover the cost of making duplicates, cataloging, evaluating, and distributing. The schedule of fees for black and white 16 mm pictures per reel of about 400 feet, ranges from \$5 for a period of two weeks or less to \$30 for the entire three-year period.

Strike at the Source of Gambling

★ A FEDERAL GRAND JURY in Chicago which has been studying the business operations of one M. L. Annenberg, head of a nationwide wire service dealing in race-track news, has decided against indicting the news service as a monopoly under the antitrust laws and [Cont. on page A-144]



Award for Attractiveness

For its First Annual Exhibition of Textbooks this spring the Textbook Clinic of The American Institute of Graphic Arts selected Sixty Textbooks from 563 entries.

Chosen for inclusion were eight recent Ginn and Company books (shown here). The Ginn and Company representation was twice as large as that of any other publisher.

This exhibit again emphasizes two truths: First, that American textbooks (long considered the finest in the world) are today climbing to new heights in attractiveness—in illustration, in color, in binding, and in printing.

Second, that for value offered, the cost of American textbooks today is extraordinarily low. Where else can you find a book of 237 pages with more than 60 illustrations in color drawn by a skilled artist, as well as handsome colored photographs, for 76¢, less discount? Where else can you find a book of 524 pages with more than 125 illustrations (some in color and some especially drawn for it) for \$1.72, less discount?

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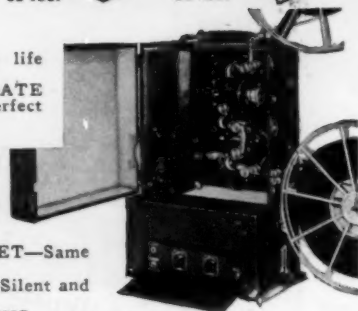
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7. Expansion to the Pacific
8. Sectional Conflicts

9. The War for Southern Independence
10. The Country During Civil War-time and Reconstruction
11. Mechanical and Industrial Progress
12. Big Business and the Farmer-Labor Protests
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14. America as a World Power
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SOCIETY for VISUAL EDUCATION, Inc.

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[Cont. from page 224] urged instead that it ought to be destroyed by legislation in Congress on the more straightforward ground that it is engaged in "activities which by their very nature are illegal," namely, furnishing the raw material for an incalculable amount of gambling in hide-outs and by bookmakers. Mr. Annenberg, it is understood, has already been indicted on charges of defrauding the federal government out of \$5,500,000 in income taxes. It would be indeed a salutary thing if Congress were to recognize the vicious results of gambling and pass such a law as the Chicago grand jury suggests.—*Scottish Rite News Bureau*.

Supervisors and Directors of Instruction

☆ THE DEPARTMENT of Supervisors and Directors of Instruction has expanded its organization in the Headquarters office to take care of the increasing demands for service in the field. Much to the regret of the officers and members of the Department, Miss Mary F. Hazell resigned as executive secretary after long and untiring service with the organization. Her resignation became effective July 1, 1939. Miss Edna Simmons was granted leave of absence from her work in Wilson Teachers

College, Washington, D. C., to assume the duties of executive secretary. Miss Lou L. LaBrant will serve as managing editor of *Educational Method*.

No Lifetime Immunization

☆ NOTHING has handicapped the American educational plan more than the tendency of American citizens to think of schooling as a kind of vaccination against ignorance and to consider that a concentrated dose of it in youth makes one immune for a lifetime. Actually, the immunity lasts only a few years, and unless it is renewed by periodic inoculations of study and thinking, one falls victim to a chronic type of ignorance which is often more dangerous than the acute form, because the patient, incompetent to recognize the symptoms, doesn't know he has the disease. We meet such chronic sufferers from ignorance everywhere. They look all right on the outside. They hold school diplomas or college degrees; they present a perfect picture of mental health; their voices are lusty; and they spout opinions as regularly as Yellowstone's Old Faithful. But inside, their minds are suffering from atrophy. Instead of thinking thru problems in the light of all available facts, they merely supply a pattern of opinions based on facts that went out of date along with their yellow-

ing diplomas, and liberally garnished with prejudices that have accumulated in their minds like broken furniture in an attic.

If democratic individuals are to hold their own against the increasing pressure of totalitarian sycophants, education must be a lifetime process. Adult education is not merely a substitute for schooling that was missed in youth. Nor is it a type of recreation designed to fill the so-called leisure hours which men and women are coming to enjoy as a result of shorter working hours. It is a vital necessity in the preservation of the democratic ideal. Autocracies may survive for intermittent periods with populations of "yes men"; but democracies need a perennially renewed supply of "know men"—and I spell that "know," K N O W.—Robert Gordon Sproul, president, University of California.

Increasing Teacher Efficiency by Physical Exercise

☆ OFTEN the teacher's best role is that of a guide, stimulating and encouraging pupils to perform their own work. It is so much easier to do some of the pupils' work and thus deprive them of valuable experiences leading to independence and confidence. Extra long hours of work may seem to indicate excellent teaching, but sometimes this may be [Cont. on page A-146]

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Bausch & Lomb

[Cont. from page A-144] merely blind faithfulness to the job, with lowered efficiency. We should have enough courage, when we become fatigued, to relax, play, and exercise. This is an investment of time that will more than pay us and our school-boards in the long run. Each teacher should definitely allot several regular periods each week when he shall be free from appointments and shall participate in some group activity that has physical exercise and true relaxation as objects.—Charles W. Clifford, chairman, Science Department, Canoga Park Highschool, Canoga Park, California.

Plenty of Money

☆ THE FEDERAL Deposit Insurance Corporation reported on August 28 that its 13,569 insured banks had a record high total of \$52,327,000,000 of deposits on June 30 which was 10 percent higher than in June 1938.

Educational Policies Commission

☆ THE COMMISSION announces the following changes in its headquarters staff:

Appointments, Civic Education Project: G. L. Maxwell, *assistant secretary*, on leave from the University of Denver, and for the last three years assistant director, Works Progress Administration Education Program; Howard E. Wilson, *consultant (Social Studies)*, on leave from Harvard University; Samuel Everett, *consultant (School-Community Relations)*, on leave from Northwestern University; Oliver H. Bimson, *consultant (School Administration)*, on leave from the Public Schools of Lincoln, Nebraska; Harold Benjamin, *consultant (parttime)*, dean, School of Education, University of Maryland.

H. C. Hutchins, assistant secretary of the Commission, has been granted a leave of absence of approximately four months to prepare materials on education for the 1940 White House Conference on Children in a Democracy. Miss Elsie King, research assistant with the Commission since its inception, resigned during the summer.

Louisiana Secretary Resigns

☆ SPENCER PHILLIPS, executive secretary of the Louisiana Teachers Association since January 9, 1937, has resigned from that office to accept appointment as one of three members of the Louisiana Tax Commission. The Executive Council of the Louisiana Teachers Association appointed H. W. Wright, superintendent of Catahoula Parish Schools for twenty-two years, to succeed Mr. Phillips. Mr. Wright has been active in the work of the Louisiana association for several years, having served as a member of the Executive Council for two years and on the Legislative Committee for four years.

The National Elementary Principal

☆ THE OCTOBER *National Elementary Principal* contains a report of the meetings of the Department of Elementary School Principals at San Francisco, July 2-6, 1939, as well as a report of the Third Annual Conference on Elementary Education held at the University of California, Berkeley, July 8-21, 1939.

NEA Departments

☆ AT THE San Francisco Convention, the name of the "Department of Secondary Education" was changed to "Department of Secondary Teachers." By action of the Representative Assembly, three new departments were created as follows: DEPARTMENT OF GARDEN EDUCATION—Paul H. Jones, president, Fordson Highschool, Dearborn, Michigan; Paul R. Young, secretary, School Garden Supervisor, Board of Education, Cleveland, Ohio. NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS—William E. Blake, president, Hartford Highschool, Hartford, Connecticut; Orval C. Husted, secretary, Sand Springs, Oklahoma. NATIONAL ASSOCIATION OF TEACHERS OF SPEECH—A. Craig Baird, president, Professor of Speech, University of Iowa, Iowa City, Iowa; R. L. Courtright, secretary, Professor of Speech, Wayne University, Detroit, Michigan.

A Visit to Your Association Headquarters

☆ THE ARTICLE by President Hinrichs on page 213 is the second in a series on "What Do You Know About Your NEA?" The first appeared in the September JOURNAL.

"It Isn't Good at Home Either!"

☆ "WHY do you North Americans arm your enemies with such weapons as this?" The editor held out a United States picture weekly and thumbed it to the photograph of a college boy and girl kissing as they sprawled on a sofa.

"For years I have advocated the exchange of students between our countries. I have planned to send my little girl to school in the United States. But after this, no. She will remain in the Argentine!"

The editor, director of a Buenos Aires daily of 40,000 circulation, and two weekly magazines, was educated in the states and broke in as a cub reporter on a Boston paper.

"We of the profession," he said, "know the tricks of the game. I know, as you know, that this is no true picture of North American college life . . . but my little girl, does she know? She gets too many ideas of life in the states from pictures like this and the movies! If I, knowing the publishing business, [Cont. on page A-148]

1939 Books

by the

Educational Policies Commission

of the National Education Association and
American Association of School Administrators

SOCIAL SERVICES AND THE SCHOOLS

Policies clarifying the relationships of schools to public health, welfare, and recreation agencies and public libraries.

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Facts relative to the purposes, scope, organization, and administration of certain Federal Government activities in education.

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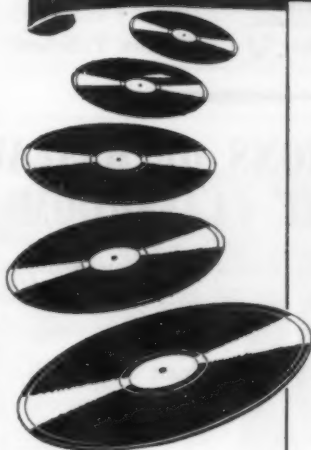
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This RCA Victor Portable Recorder MI-12701 is popular in schools from coast to coast. It comes in an attractive gray carrying case—may be carried from room to room easily. Records at speed of 78 r.p.m. and is delivered to you complete with Amplifier, Visual Indicator Meter and famous Aerodynamic Microphone. It immediately replays the records it makes.

There's something distinctly new in modern schools these days. It's the RCA Victor Recorder. And as one principal said recently, "Schools have been quick to purchase the RCA Victor Recorder because its advantages to the school are not only numerous—but as easy to see as the nose on your face!"

Just as the RCA Victor Recorder itself offers many excellent advantages, so too, do RCA Recording Discs. These discs provide a high standard of performance. They record sound with exceptional fidelity, are warp-resisting, and may be used with any

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These outstanding new recording discs are available in two types. The de luxe type has an aluminum base, comes in five standard sizes—6", 8", 10", 12" and 16". The economy type has a specially treated metal core, comes in 6" and 8" sizes.

All discs, of course, have blank labels for you to fill in when recordings are made. For further details visit your RCA Victor dealer, or mail the coupon.

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Lists 174 organizations interested in the development of international goodwill. In spite of existing wars both in Europe and in the Orient, the citizens of the United States still have the problem of developing understanding and working out cooperative relationships. This directory is an attempt to list without bias some of the resources to which classroom teachers and principals may turn for useful information.

60 pages

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September, 1939

Vol. XVII, No. 4

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[Cont. from page A-146] knowing America from personal observation, am alienated from your country by such pictures, then what of the masses, the untutored, or the conservatives among our leading people?

"I know that all American young couples do not—what is that dance, the swing?—perform in public like contortionists locked in amorous embrace; I know the governors in the states wear shoes, that visiting statesmen do not shave in public—that all society matrons do not pass out from alcohol at gay functions and have to be carried home.

"I know all this, but there are millions here who misunderstand. That is true, also, I think, in Germany, in Italy, and in the Orient. Such pictures are reproduced for propaganda purposes. The enemies of your country say, 'Here are America's own photographs of itself! Are the Americans not immoral and k-r-a-z-y?'"

"But you buy the magazine?"

"Ah, yes. Of course, I buy it. It is beautifully printed; it contains much of current interest. It has the punch, the sex appeal . . . If you of the states wish to picture your weaknesses, who am I to avert my gaze? . . . We do not sensationalize crime, divorce, or suicide. That news goes on a back page. We do not play up criminal trials. We have never published a picture of a corpse. If we use a picture of a governor, we think it just as good if he wears shoes. A long time ago—four, or was it five years?—a wealthy man killed his sweetheart. We obtained photographs of the principals, but we did not publish them. We posted them in our office and informed the readers they could call to view them in private. Only four or five came, yet we received hundreds of letters thanking us for not exploiting the photographs!"—W. H. Shippen, Jr., in the *Evening Star*, Washington, D. C.

President Hinrichs Addresses Delta Kappa Gamma

☆ PRESIDENT AMY HINRICHS addressed the national convention of Delta Kappa Gamma at Asheville, North Carolina, on August 30. She spoke on the work of the National Education Association.

Francis B. Haas Succeeds Lester K. Ade

☆ GOVERNOR JAMES of Pennsylvania has appointed Francis B. Haas, president of Bloomsburg State Teachers College since 1927, as State Superintendent of Public Instruction, a post he held from 1925 to 1927. Dr. Haas succeeds Lester K. Ade, who resigned the position May 29, 1939, when his term expired. Dr. Ade was recently named president of Mansfield State Teachers College.

Ten Tenets of American Democracy

- [1] Freedom of speech
- [2] Freedom of the press
- [3] Freedom of religion
- [4] Freedom of contract
- [5] Right of peaceable assembly
- [6] Right of trial by jury and habeas corpus
- [7] Right of equal opportunity
- [8] Broad and liberal public education for all
- [9] Government by consent of the governed thru the right of suffrage
- [10] Right of individual protection against seizure or destruction of real and personal property.

Compare these guarantees with what fascism, communism, nazism, sovietism, and the other "isms" have to offer. Can we afford to sell our democracy short?—Lester A. Rodas, supervising principal of schools, South River, New Jersey.

The Need for Professional Unity

☆ IN AN AGE when people are divided in their interests by high specialization, education thru the common schools is the chief force making for unity and stability. It is therefore especially important that there be unity among the professional organizations serving the teaching forces of the nation. This unity needs to cut across local and state lines into a nationwide whole; to cut across departmental lines which divide our schools into compartments according to subjectmatter; to cut across the barriers between elementary, secondary, and higher education; to cut across the age levels that separate beginning and younger teachers from older ones. The whole is greater than any of its parts, and loyalty to the profession as a whole and to the country as a whole is the basis of unity and security. The Future Teachers of America movement emphasizes professional unity. For information concerning Future Teachers, address the National Committee, FTA, 1201 Sixteenth Street Northwest, Washington, D. C.

Free Textbooks

☆ UNDOUBTEDLY some people in every community will oppose the inauguration of a free textbook system, just as a century ago they opposed free public education. But if education is to be made really free, in practice as well as theory, the charges within our public schools must be eliminated. Provision for free textbooks is a major essential of free, democratic public education.—From a statement published by the Wisconsin Education Association.

[Cont. on page A-150]



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FAIRNESS WITH SPEED

"I think your fairness and unhesitating response in my time of need has had much to do with cutting short the usual long convalescence from a weakening attack of influenza. Freedom from worry is a great health builder."—Zula Z. Ballew, Palo Alto, Cal.

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Helps for AMERICAN EDUCATION WEEK

"Education for the American Way of Life" is the general theme for American Education Week, November 5-11, 1939. The daily topics, as outlined on p. 208, have to do with the purposes or objectives of education.

Your schools will profit greatly by a carefully planned observance designed to secure the attention and enlist the support of parents and citizens. Have you made plans for this observance in your school and community? If not, there is still time. The materials listed below will help you. If your plans are already underway, you may need additional supplies.

Act now! Order today while there is still ample time to enable you to make the best use of these materials.

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Leaflet—"How Your School Helps Your Child." Four pages, 3 x 5 inches, built around the report of the Educational Policies Commission, *The Purposes of Education in American Democracy*. Illustrations and text on the four major areas of objectives proposed. In two colors on white stock. Price: 35¢ per package of 100. Sold only in packages of 100. (A reprint of the popular 1938 leaflet.)

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Washington, D. C.

Combination Packets

Each of the five packets listed below contains a classroom supply of posters, leaflets, and stickers. They also carry six 5½ x 8½ inch folders of 16 pages each. One folder in each packet gives general suggestions. Each of the other five deals with one of the daily topics and contains material appropriate to the school level indicated by the title of the packet. These folders were prepared by field committees. They contain a wealth of specific practical material and ideas for classroom and community use. The list of packets follows:

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

Price of packets 50¢. No discounts for quantities. The six folders in each packet sell separately at 10¢ each and in addition each packet carries an average classroom supply of posters, leaflets, and stickers.

A Teachers College Packet has also been prepared which stresses the one-hundredth anniversary of teacher education in the United States. Price: 50¢.

[Cont. from page A-149]

Dates To Be Remembered:

October 22-28—National Hearing Week. Write to the American Society for the Hard of Hearing, 1537 35th Street Northwest, Washington, D. C.

November 5-11—American Education Week. See page 210.

November 12-18—Book Week. See page 233.

February 24-29—St. Louis meeting of the American Association of School Administrators, a Department of the National Education Association. For information address the Department at 1201 Sixteenth Street Northwest, Washington, D. C. The chairman of the Housing Bureau is Philip J. Hickey, 910 Syndicate Trust Building, St. Louis, Missouri.

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

CCC Boys Safe from Army Duty

☆ IN ANNOUNCING the recruiting of 100,000 CCC replacements thru the Associated Press on September 11, an aide of Robert C. Fechner, the CCC director, gave assurance that these new recruits would not be inducted into military service.

National Vocational Guidance Association

☆ RALPH B. KENNEY, formerly vocational counselor in the Albany, New York, public schools, has been appointed executive secretary of the National Vocational Guidance Association. Dr. Kenney will also serve as managing editor of *Occupations, the Vocational Guidance Magazine*, official publication of the association. Headquarters have been moved to 425 West 123rd Street, New York City.

For the Teacher's Library

☆ AMONG RECENT books of importance to teachers are:

America in Midpassage by Charles A. and Mary R. Beard (Macmillan, \$3.50). This 900-page third volume of the *Rise of American Civilization* is one of the great books of our time.

Our New Western Front by Stuart Chase and Marian Tyler (Harcourt, \$1.50). A lucid exposition of a proposed role for America in world affairs.

American Medicine Mobilizes by James Rorty (Norton, \$3). Don't miss the chapter on the American Medical Association and the cigarette business.

Books of all publishers may be had thru the Cooperative Book Club, 118 East 28th Street, New York City, whose monthly bulletin, the *Readers' Observer* calls attention to the latest books. This bulletin is free to members, who pay \$2 for a permanent membership in the club.